

EVIDENCE OF UNDERSTANDING

OKLAHOMA HISTORY



The Oklahoma Library of Digital Resources is an innovative initiative to provide Oklahoma educators with high-quality, interactive teaching resources.

We appreciate our sponsors:



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GETTING TO KNOW OKLDR

WHO IS OSSBA?

The Oklahoma State School Boards Association (OSSBA) works to promote quality public education for the children of Oklahoma through training and information services to school board members. The Association is a leader among leaders in Oklahoma education and a visible presence in the local school districts and throughout the state.

The OSSBA was created in 1944 to provide support for local school board members with a variety of information, assistance, and representation services. OSSBA reaches every school board member through training opportunities. It creates and encouraged effective leaders to promote public education and cultivates productive alliances with governing bodies. OSSBA trains school board members to participate in an effective and supportive manner to provide direction for educational innovation and improves public perception of education in Oklahoma by sharing strategies and tools with our member school districts to focus on the success of Oklahoma public education.

OSSBA works with school boards to demonstrate the impact they have on student achievement. We work to provide meaningful two-way communication of advocacy, services, and training activities to local boards of education and their stakeholders. Other services we provide that have a direct impact on student achievement include strategic planning and superintendent searches. Our legal team provides free legal information to the school districts.

WHY OKLDR?

In the summer of 2016, OSSBA set out on a journey assist teachers in the integration of technology into their classrooms. The Oklahoma Library of Digital Resources (OKLDR) became a collection of digital content resources selected by Oklahoma educators to support the Oklahoma Academic Standards. The resources were curated by teachers from school districts across Oklahoma. Each collection contained a variety of learning resources, such as videos, apps, pdf documents, and websites, and are designed so that teachers can then build their lesson plans. The resources helped bridge the digital equity gap among students while helping schools make the most of limited resources.

After collaborating with educators, school and district leaders for a couple of years, OKLDR has been enhanced in the following ways:

- Resources are now an Open Education Resource (OER) “book” format, making it easier to use and accessible on multiple devices.
- Resources map to ESSA expectations for evidence of student understanding and students’ mastery of the academic standards.
- Tools are now agnostic and can be used on multiple devices.
- Lessons are now focused on student engagement through the use of technology. The first OKLDR version focused on teacher resources. **This is a major change.**
- To prioritize student learning, teacher resources are now located at the back of each book.

HOW TO USE OKLDR



The Oklahoma Academic Standards for this lesson are grouped together by key topics. Sometimes you will see only one standard, but other times you will see a grouping of standards.



Evidence of Understanding is the key. This is the concept you want your students to master that reinforces the standards. Mastery means deeper understanding, not just “skim the surface” learning.



Digital Tools are the recommended applications and/or tools for the lesson. Think of this element as the “supplies box.”



In Practice is a suggested activity to engage the students to demonstrate mastery of the standard. You will notice that this is just one suggested lesson, and sometimes there might be a second lesson. The suggested lesson, developed by Oklahoma teachers, is meant to give you a starting point. You might decide to use the lesson or it might give you an idea of something else you could do to teach the concept.

MOVING FORWARD

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As you can see the OKLDR book has been designed to inspire educators to have students demonstrate their understanding of the Oklahoma Academic Standards through the use of technology as a productivity tool. While educators have limited time in the day to plan and research high quality content, this book is a jumping off point, with suggested peer-reviewed activities and resources.

While you might encounter extra white space in the book, it is intentional for growth. As you integrate the activities into your lessons, you are encouraged to send us student work samples that might be included in the book, as well as additional activities and resources that could be included in future revisions.

Next Steps:

- We would love to add samples of student work to the activities, so please send the work to: okldr@ossba.org.
- If you would like to be involved in future course creation, or know teachers who would like to be involved, please contact us at: okldr@ossba.org.
- See anything that needs to be changed or enhanced? Contact us at: okldr@ossba.org.

OKLAHOMA'S GEOGRAPHY

PHYSICAL AND HUMAN FEATURES



OKH.1.1 Integrate visual information to identify and describe the significant physical and human features including major trails, railway lines, waterways, cities, ecological regions, natural resources, highways, and landforms.

OKH.6.2 Analyze the impact of economic growth in various sectors including:

- A. impact of rural to urban migration
- B. development of wind, water, and timber resources
- C. continuing role of agriculture
- D. emergence of tourism as an industry
- E. development of the aerospace and aviation industry including the FAA and the influence of weather research on national disaster preparedness
- F. oil and gas boom and bust, including the discovery of new fossil fuel resources
- G. improvement of the state's transportation infrastructures, such as the interstate highway system and the McClellan-Kerr Arkansas River Navigation System.



Evidence of Understanding

Students will demonstrate knowledge of Oklahoma terrain and resources by creating an overlay of items using a sketch tool.



Digital Tools

- *Search Engine* - Safe Search Kids, Kiddle, KidRex
- *Sketch Tool* - Ibis, Sketch - Draw & Paint



In Practice

- Using a search engine application, students will research the physical and human features that impact economic growth.
- Students will use a note taking application to record and organize their research information.
- Students will then take what they know and plot the economic growth factors in the correct sectors on a map using a sketch application.

OKLAHOMA'S BEGINNINGS

PREHISTORIC CULTURES



OKH.1.2 Summarize the accomplishments of pre-contact cultures including the Spiro Mound Builders.



Evidence of Understanding

Students will describe the culture of the Spiro Mounds Builders by creating a drawing of a Spiro settlement.



Digital Resources

- *Sketch Application* - Draw and Tell, Auto Draw, Google Drawings
- *Interactive Image* - Thinglink



In Practice

- Students will learn about the culture of the Spiro Mounds Builders.
- Students will use a sketch application like Auto Draw to create Spiro settlement that includes the different agriculture and cultural aspects of the society.
- Students will upload their drawing to Thinglink or other interactive image application to add descriptions of the settlement that they created.
- Students will present these to the class.

EUROPEAN INTERACTION



OKH.1.3 Compare the goals and significance of early Spanish, French, and American interactions with American Indians, including trade, the impact of disease, the arrival of the horse, and new technologies.

OKH.1.4 Compare cultural perspectives of American Indians and European Americans regarding land ownership, structure of self-government, religion, and trading practices.



Evidence of Understanding

Students will demonstrate their understanding of European Interaction with American Indians by using a mind mapping application or a presentation application to give the perspective of each separate groups view point and their impact on Oklahoma.



Digital Resources

- *Search Engine* - [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), [KidRex](#)
- *Presentation* - [Keynote](#), [Google Slides](#), [Microsoft Powerpoint](#), [Haiku Deck](#), [Prezi](#)
- *Mind Mapping Application* - [Venn Diagram](#), [ReadWriteThink](#), [Popplet](#), [Padlet](#), [Simple Mind + Mind Mapping](#), [Post-It](#)



In Practice

- Students will research the two points of view from each cultural perspective of American Indians and European Americans using a search engine application.
- In pairs, students will create a two-voices poem expressing the two points of view using a mind mapping or presentation application.

TRADE



OKH.2.1 Summarize and analyze the role of river transportation to early trade and mercantile settlements including Chouteau's Trading Post at Three Forks.



OKH.2.2 Describe the major trading and peacekeeping goals of early military posts including Fort Gibson.



Evidence of Understanding

Students will demonstrate understanding by creating a graph to show the highs and lows of trading (who, what, when, where) using a spreadsheet application.



Digital Resources

- *Spreadsheet* - [Numbers](#), [Google Sheets](#), [Microsoft Excel](#)
- *Search Engine* - [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), [KidRex](#)



In Practice

- Students will research the forts, trade items, the people and time frame of the early Oklahoma settlements, pre-statehood using a search engine application.
- Students will apply this knowledge by constructing a chart, and then converting it into a graph using a spreadsheet application.

INDIAN REMOVAL



OKH.2.3 Analyze the motivations for removal of American Indians and the passage of the Indian Removal Act of 1830; trace the forced removal of American Indian nations, including the impact on the tribal nations removed to present-day Oklahoma and tribal resistance to the forced relocations.

OKH.2.4 Describe the consequences of Indian Removal on intertribal relationships with western nations, such as the Osage, Comanche, Kiowa, Cheyenne and Arapaho.



Evidence of Understanding

Students will be able to analyze the Indian Removal Act of 1830 and how it impacted the families being removed and the effect the removal had on the western nations already in the territory.



Digital Resources

- *Content Website* - [Sequoyah Research Center: Family Stories from the Trail of Tears](#)
- *Story Telling Application* - [Book Creator](#), [Pages](#), [Write About This](#), [Google Docs](#)



In Practice

- Students will research the Indian Removal Act of 1830.
- Students will read a few stories from the Sequoyah Research Center about families on the Trail of Tears.
- Students will research the effects of the Indian Removal Act on the western nations already in Indian Territory (ie: Osage, Comanche, Kiowa, Cheyenne, and Arapaho).
- Students will use a story telling application to create a kids books incorporating the different aspects of the Indian Removal Act of 1830.

OKLAHOMA IN CIVIL WAR

CIVIL WAR AND RECONSTRUCTION ON INDIAN TERRITORY



OKH.3.1 Summarize the impact of the Civil War and Reconstruction Treaties on American Indian peoples, territories, and tribal sovereignty including:

- A. required enrollment of the Freedmen
- B. Second Indian Removal
- C. significance of the Massacre at the Washita
- D. reasons for the reservation system and the controversy regarding the reservation system as opposed to tribal lands.
- E. establishment of the western military posts including the role of the Buffalo Soldiers
- F. construction of railroads through Indian Territory

OKH.3.5 Explain how American Indian nations lost control over tribal identity and citizenship through congressional action, including the Indian Reorganization Act.

OKH.5.1 Examine the policies of the United States and their effects on American Indian identity, culture, economy, tribal government and sovereignty including:

- A. passage of the Indian Citizenship Act of 1924
- B. effects of the federal policy of assimilation including Indian boarding schools (1880s-1940s)
- C. authority to select tribal leaders as opposed to appointment by the federal government
- D. exploitation of American Indian resources, lands, trust accounts, head rights, and guardianship as required by the Bureau of Indian Affairs.



Evidence of Understanding

Students will exhibit understanding by tracing key events from the Civil War to the 1920s regarding the Native Americans and their impact on the state using a digital timeline application.



Digital Resources

- *Mind Mapping Application* - [Venn Diagram](#), [ReadWriteThink](#), [Popplet](#), [Padlet](#), [Simple Mind + Mind Mapping](#), [Post-It](#)
- *Digital Timeline* - [Digital History](#), [Timeline Creator](#), [Timeline Visualizer](#)
- *Search Engine* - [Safe Search Kids](#), [Kiddle](#), [KidRex](#)



In Practice

- Students will use a search engine application to research key events from the civil war to the 1920s in regards to the Native Americans and their impact on the state.
- Students will record and organize their findings in a mind mapping application.
- Students will then place their information on a digital timeline show the progressing of Native American impact using a digital timeline application.

MANIFEST DESTINY

RAILROADS IN OKLAHOMA



OKH.3.2 Assess the impact of the cattle and coal mining industries on the location of railroad lines, transportation routes, and the development of communities



Evidence of Understanding

Students will demonstrate their understanding of railroads in Oklahoma by taking a basic Oklahoma map and drawing the railroad lines and communities that popped up along those railroads, then report on how the cattle and coal mining industries influenced these developments.



Digital Resources

- *Word Processor* - [Pages](#), [Google Docs](#), [Microsoft Word](#)
- *Sketch Application*- [Sketch - Draw & Paint](#), [Auto Draw](#), [Draw and Tell](#), [Google Draw](#), [Paper by 53](#)



In Practice

- Students will use a sketch application that the teacher has loaded a basic Oklahoma map into to draw the early Oklahoma railroads and mark the new settlements that were established along those railroads.
- Students will use a word processor application to write a report explaining how the cattle and coal mining industries influenced the placement of the railways and settlements.

LAND ALLOTMENT



OKH.3.3 Analyze the influence of the idea of Manifest Destiny on the Boomer Movement.

OKH.3.4 Compare multiple points of view to evaluate the impact of the Dawes Act (General Allotment Act) which resulted in the loss of tribal communal lands through a transfer to individual property and the redistribution of lands, including the Unassigned Lands and the Cherokee Outlet, by various means.



Evidence of Understanding

Students will demonstrate their understanding of the Land Run and land allotment in Oklahoma by analyzing primary sources, comparing and contrasting the analysis, and creating a postcard.



Digital Resources

- *Document Analysis*- [National Archives](#)
- *Graphic Organizers Applications* - [Graphic Organizer](#), [Inspiration Maps](#)
- *Venn Diagram Creator* - [ReadWriteThink](#), [Venn Diagram](#)
- *Digital Postcards* - [Canva](#), [Adobe Spark](#), [Crello](#)



In Practice

- Students will look at primary source images and documents about 3 individuals that were involved in the Oklahoma Land Run (i.e. [William Willard Howard](#), [David L. Payne](#), [Grant Harris](#))
- Students will analyze each individual and keep track of their notes in a digital graphic organizer.
- Students will compare and contrast the 3 individuals using a digital Venn diagram.
- Students will chose one perspective and create a digital postcard to send to that individual's family.

EARLY OKLAHOMA STATEHOOD

EARLY OKLAHOMA GOVERNMENT



OKH.4.1 Compare the governments among the American Indian nations and the movement for the state of Sequoyah.

OKH.4.2 Describe the proposal for an all-black state advocated by Edward McCabe.

OKH.4.3 Explain the impact of the Enabling Act on single statehood.

OKH.4.4 Describe and summarize attempts to create a state constitution joining Indian and Oklahoma Territories including the impact of the Progressive and Labor Movements resulting in statehood on November 16, 1907.



Evidence of Understanding

Students will demonstrate an understanding of Oklahoma's early government foundations by using a video editor application to create a presentation of what early Oklahoma government looked like.



Digital Resources

- *Video Editor* - [Clips](#), [WeVideo](#), [iMovie](#)
- *Mind Mapping Application* - [Venn Diagram](#), [ReadWriteThink](#), [Popplet](#), [Padlet](#), [Simple Mind + Mind Mapping](#), [Post-It](#), [Visme](#)
- *Presentation* - [Keynote](#), [Google Slides](#), [Microsoft Powerpoint](#), [Haiku Deck](#), [Prezi](#)



In Practice

- Students will be assigned a topic such as governments among the American Indian nations, proposal for an all black state, Enabling Act, or creating a state constitution joining Indian and Oklahoma Territories.
- Students will take prior knowledge of their assigned topic and create a presentation to share with the class using a video editor application or a presentation application.
- Students will then use a mind mapping application to sort and organize key points shared from each topic.

EARLY OKLAHOMA ECONOMY



OKH.5.4 Examine how the economic cycles of boom and bust of the oil industry affected major sectors of employment, mining, and the subsequent development of communities, as well as the role of entrepreneurs, including J.J. McAlester, Frank Phillips, E.W. Marland and Robert S. Kerr, and the designation of Tulsa as the “Oil Capital of the World”.

OKH.5.5 Evaluate the impact of the boom and bust cycle of Oklahoma’s agricultural production due to mechanization and the needs of World War I, including its effect as a precursor of the Great Depression.



Evidence of Understanding

Students will participate in a mini document based question to evaluate primary source documents, respond in a video tool to explain the economic, social, and political effects of the oil industry in Oklahoma.



Digital Resources

- *Content Document* - [Primary Source Documents](#)
- *Document Analysis* - [National Archives](#)
- *Student Response*- [Flipgrid](#), [Now Comment](#)
- *Sketch Application*- [Sketches School](#), [Notes](#), [ibis](#), [Absolute Board](#), [Google Draw](#), [Notability](#), [Sketchbook](#)
- *Mind Mapping Application* - [Venn Diagram](#), [ReadWriteThink](#)



In Practice

- Students will analyze given primary source documents.
- Students will gather notes in a mind mapping tool to explain the economic, social, and political effects of the oil industry in Oklahoma.
- Students will respond in a Flipgrid to answer the statement: Explain the economic, social, and political effects of the oil industry in Oklahoma.
- Students will use a sketch tools to create a model of an Oklahoma boom town.

RACE RELATIONS IN OKLAHOMA



OKH.5.2 Examine multiple points of view regarding the evolution of race relations in Oklahoma, including:

- A. growth of all-black towns (1865-1920)
- B. passage of Senate Bill 1 establishing Jim Crow Laws
- C. rise of the Ku Klux Klan
- D. emergence of “Black Wall Street” in the Greenwood District
- E. causes of the Tulsa Race Riot and its continued social and economic impact.
- F. the role labels play in understanding historic events, for example “riot” versus “massacre”.

OKH.6.1 Evaluate the progress of race relations and actions of civil disobedience in the state including:

- A. judicial interpretation of the equal protection clause of the 14th Amendment which ultimately resulted in the desegregation of public facilities and public schools and universities
- B. landmark Supreme Court cases of Sipuel v. Board of Regents of the University of Oklahoma (1948) and McLaurin v. Oklahoma Board of Regents for Higher Education (1950)
- C. lunch counter sit-ins organized by Clara Luper and the NAACP
- D. leadership of Governor Gary in the peaceful integration of the public common and higher education systems.



Evidence of Understanding

Students will be able to explain the chain of events during the Tulsa Race Massacre by creating a news story describing the different perspectives of the event.



Digital Resources

- *Video Editor* - [Clips](#), [WeVideo](#), [iMovie](#), [NewMaker](#)
- *Content Website* - [Oral History of Tulsa Race Massacre](#)



In Practice

- Students will be put in groups in order to research the events of the Tulsa Race Massacre and the different perspectives.
- Students will create a script using these different perspectives to create a news story.
- Students will record the news story using a video editor to share with the class.

DUST AND DEPRESSION



OKH.5.6 Analyze William H. “Alfalfa Bill” Murray’s response to the conditions created by the Great Depression.

OKH.5.7 Describe the impact of environmental conditions and human mismanagement of resources resulting in the Dust Bowl and the migration of the “Okies”, the national perceptions of Oklahomans, and the New Deal policies regarding conservation of natural resources.

OKH.5.8 Describe the contributions of Oklahomans including African-American jazz musicians, the political and social commentaries of Will Rogers and Woody Guthrie’s, Wiley Post’s aviation milestones, and the artwork of the Kiowa Six.



Evidence of Understanding

Students will analyze primary source documents of the Dust Bowl conditions and the effect it had on the people of Oklahoma. Students will create an animated video describing these effects.



Digital Resources

- *Story Telling Application* - [Animoto](#), [Powtoon](#), [Mysimpleshow](#)
- *Content Website* - [K20 - Belezzuoli interview](#)
- *Content Website* - [K20 - Woolner article](#)
- *Content Website* - [K20 - Dust Bowl images](#)



In Practice

- Students will analyze the primary source documents of the Dust Bowl.
- Students will create a plan on what they would like in their animated video using a storyboard.
- Students will create their animated video using a story telling application.

OKLAHOMA AND WORLD WAR II



OKH.5.9 Summarize and analyze the impact of mobilization for World War II including the establishment of military bases, prisoner of war installations, and the contributions of Oklahomans to the war effort including the American Indian code talkers and the 45th Infantry Division.



Evidence of Understanding

Students will understand the importance of the American Indian Code Talkers during World War II by creating their own message using the Native American language by using a podcast application to record the message.



Digital Resources

- *Content Website* - [Code Talking](#)
- *Content Website* - [Comanche Code Talkers](#)
- *Content Website* - [Choctaw Code Talkers](#)
- *Content Website* - [Native American Pronunciation](#)
- *Podcast Application* - [Opinion, Anchor, Voice Record Pro App](#)



In Practice

- Students will read the online article about how the American Indian code talkers developed their code.
- Students will create their own message using the Comanche or Choctaw languages.
- Students will use a podcast application to record their message and explain how they decided which words to use.

CONTEMPORARY OKLAHOMA

OKLAHOMA STATE GOVERNMENT



OKH.4.5 Compare Oklahoma's state government to the United States' national system of government including the branches of government, their functions, and powers. '

OKH.4.6 Describe the division, function, and sharing of powers among levels of government including city, county, state and tribal.

OKH.4.7 Identify major sources of local and state revenues and the services provided including education, health and human services, transportation, courts, corrections, and public safety.

OKH.4.8 Describe state constitutional provisions including the direct primary, initiative petition, referendum, and recall.

OKH.6.4 Summarize the impact of individual Oklahomans' leadership on state and national politics including political realignment.

OKH.6.5 Analyze the evolving relationship between state and tribal governments impacting tribal self determination and control over American Indian lands and resources including issues of jurisdiction, taxation, and gaming.



Evidence of Understanding

Students will demonstrate understanding by creating a digital book using a word processing application outlining the roles and functions of the Oklahoma state government in relation to the United States government.



Digital Resources

- *Note Taking* - Notes, Paper by 53, Evernote
- *Word Processor* - Pages, Google Docs, Microsoft Word
- *Story Telling Application* - Book Creator



In Practice

- Students will research the roles and functions of Oklahoma government compared to that of the United States government as well as the relationship between state government and tribal government. They will record their information using a note taking application.
- Students will use their notes to create a book using a word processing application to exhibit what they have learned about Oklahoma government.

OKLAHOMA CULTURE



OKH.6.3 Describe the artistic contributions of Oklahomans in the fields of music, art, literature, theater, and dance such as Ralph Ellison and the Five Indian Ballerinas.

OKH.6.6 Examine the migrations of major cultural and ethnic groups, including Asians, African Americans, American Indians, and Latinos to the state of Oklahoma and their impact on the social and economic transformation of the modern state of Oklahoma.

OKH.6.8 Describe the changing perceptions, both internal and external, of the state and its citizens, as reflected in the Grapes of Wrath, the musical Oklahoma!, Route 66, and the professional basketball team the Oklahoma City Thunder.

OKH.6.9 Examine ongoing issues including immigration, criminal justice reform, employment, environmental issues, race relations, civic engagement, and education.



Evidence of Understanding

Students will showcase their understanding of Oklahoma Culture by watching the Grapes of Wrath and/or the musical Oklahoma. They will then evaluate how the major cultural and ethnic groups impacted Oklahoma using a student response application or a video editor application.



Digital Resources

- *Search Engine* - [Safe Search Kids](#), [Kiddle](#), [KidRex](#)
- *Video Editor* - [Clips](#), [WeVideo](#), [iMovie](#)
- *Student Response* - [Flipgrid](#)



In Practice

- Students will be shown *The Grapes of Wrath* and/or the musical *Oklahoma*.
- Students will conduct research using a search engine to gather information on the different migrations of the different cultural groups and their impact on Oklahoma.
- Students will use a student response or a video editor application to construct an oral response evaluating how the major cultural and ethnic groups impacted Oklahoma.

MURRAH FEDERAL BUILDING BOMBING



OKH.6.7 Analyze the causes and effects of the domestic terrorist attack on the Murrah Federal Building in Oklahoma City including the responses of Oklahomans to the act, concept of the “Oklahoma Standard” and the creation of the Oklahoma City National Memorial and Museum.



Evidence of Understanding

Students will analyze the causes and effects of the bombing of the Murrah Federal Building by describing the response that Oklahomans had to the event by creating a vlog of a person connected to the bombing.



Digital Resources

- *Video Editor* - [Clips](#), [WeVideo](#), [iMovie](#)
- *Content Website* - [FBI Stories](#)
- *Content Website* - [Voices of Oklahoma](#)
- *Content Website* - [New York Times article](#)



In Practice

- Students will read and watch interviews of the people connected to the Oklahoma City Bombing.
- Students will create a fictional vlog about a person connected to the Oklahoma City Bombing. They can choose the perspective of an FBI agent, survivor, political figure, or first responder.

RESOURCES

TEACHER RESOURCE

- [Tribal Sovereignty in Oklahoma History](#) (Oklahoma Council for the Social Studies resource)
- [Oklahoma History LiveBinder](#) of Lessons from OCSS
- [Primary Source Library](#) (OCSS resource)
- [Authentic Assessment Library](#)
- [Oklahoma Standard video](#)
- [Voices of Oklahoma](#)
- [Marland Estate Foundation](#) lesson plans
- [Oklahoma History Center](#)
- [Timeline of OK history](#)
- [Tulsa 2021](#)
- [Greenwood Cultural Center](#)
- [Woody Guthrie Center](#)
- [Oklahoma Alliance for Geography Education](#)
- [National Parks Service](#)
- [Library of Congress - Primary Sources of Oklahoma](#)

STUDENT RESOURCES

- [Celebrating Oklahoma! Video Collection](#)
- [Voices of Oklahoma](#)
- [Interactive Map of Oklahoma](#)
- [Maps of Oklahoma](#)
- [Oklahoma Water Resource Board](#)
- [Library of Congress - Primary Sources of Oklahoma](#)