

EVIDENCE OF UNDERSTANDING
3RD GRADE SOCIAL STUDIES



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

We appreciate our sponsors:



Thank you to the following educators for their work in curating digital resources:

Anne Beck, OSSBA

Allison Biederstadt, Maryetta Public Schools

Erin Farnan Carpenter, Norman Public Schools

Joy Filer, Putnam City Public Schools

Tonya Gaunt, Clinton Public Schools

Heather Goodenough, Broken Arrow Public Schools

Todd Gragg, Mid-Del Public Schools

Michelle Hilterbran, Clinton Public Schools

Samantha Hughes, Putnam City Public Schools

Becky Lockler, El Reno Public Schools

Michelle Mooney, Merritt Public Schools

Tasha Jefferson, Clinton Public Schools

Jamie Johnson, Norman Public Schools

Tracey Roberson, Lawton Public Schools

Abby Tanner, Broken Arrow Public Schools

Danielle Taylor, Mid-Del Public Schools

Kara Walk, Putnam City Public Schools

Rachelle Watson, Shawnee Public Schools

Paul Williams, Lawton Public Schools

Getting to Know OKLDR	5	Resources	34
Who Is OSSBA?	6	Primary Resources	35
Why OKLDR?	7	Student Resources	36
How to Use this Book	8	Teacher Resources	37
Moving Forward	9		
Oklahoma Citizenship	10		
Oklahoma Government	11		
Oklahoma Symbols	14		
Diversity in Oklahoma	17		
Oklahoma Geography	19		
Oklahoma Political and Physical Features	20		
Oklahoma Human-Environment Interaction	22		
Oklahoma Resources	24		
Oklahoma History	26		
Oklahoma History Timeline	27		
Oklahoma Primary Sources	30		
Famous Oklahomans	32		

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 THIS BOOK



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

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 CITIZENSHIP

OKLAHOMA GOVERNMENT



3.1.1 Examine and determine the main purposes of Oklahoma’s state government and identify elected leaders of the state of Oklahoma and the three branches of government.

3.1.2 Explain that tribal governments in Oklahoma have a right to self-government, known as sovereignty.

3.3.4 Identify cultural similarities and differences of the existing sovereign tribal nations in Oklahoma, especially those near the local community.



Evidence of Understanding

Students will be able to understand and explain components of state government and sovereign nations.



Digital Tools

- *Mind Mapping Application* - Venn Diagram
- *Digital Venn Diagram* - Canva, Google Docs
- *Podcast Application* - Anchor, Voice Record Pro App
- *Content*: Oklahoma Historical Society, Muskogee Creek Nation, Seminole Nation, Cherokee Historical Association, Choctaw Nation, Chickasaw Cultural Center



In Practice

- Students will compare and contrast two or more Native American Tribes of Oklahoma using a digital Venn Diagram.
- Students will take a photo of their diagrams and voice record an audio discussion about the diagram.
- Students can then share their observations in small groups with those who studied different Native American Tribes to discover similarities and differences.

OKLAHOMA SYMBOLS



3.1.3 Describe the historical significance of the symbols of Oklahoma including the Oklahoma State Seal and the Oklahoma Flag.



Evidence of Understanding

Students will identify and understand the meaning of symbols of Oklahoma and the state flag.



Digital Resources

- *Sketch Application*- Sketches School, Notes, Absolute Board, Google Draw
- *Digital Portfolio* - Seesaw
- *Story Telling Application* - Shadow Puppets EDU, Book Creator,
- *Content*: Oklahoma Historical Society, State Symbols USA, Oklahoma Almanac
- *Word Processor* - Pages, Google Docs, Microsoft Word
- *Student Application* - Quiver EDU



In Practice

- Students will use a drawing app to create a flag of Oklahoma based on their knowledge of Oklahoma history and Oklahoma symbols.
- Students will create a script using a word processor to explain their creations and justify why they chose those symbols for their flags.
- Using this script, students will create an ebook with a digital photo of their creation and a voice over.
- Students can create their own flag using Quiver EDU. Once students are finished creating their flag, use the Quiver app to bring it to life.
- Students can use the camera option to record their audio description.

DIVERSITY IN OKLAHOMA



3.1.5 Define the concept of civic virtue and responsibilities of the citizen at the local, state, and tribal levels, including respect for diversity.



Evidence of Understanding:

Students will understand civic virtues and responsibilities for different levels of government.



Digital Resources

- *Student Response* - [Kahoot!](#)
- Content: [We the Kids Book](#), [Oklahoma Historical Society](#)
- *Mind Mapping Application*- [Padlet](#), [Lino](#), [Jamboards](#)
- Polling Application- [Plickers](#), [Poll Everywhere](#)



In Practice

- Students will collaborate, construct, and implement a class constitution and class laws using class discussion and a mind mapping application.
- Students will discuss consequences and responsibilities that support the classroom constitution they created.
- Students will use a voting application or website to vote and ratify their classroom constitution.

OKLAHOMA GEOGRAPHY

OKLAHOMA POLITICAL AND PHYSICAL FEATURES



3.2.1 Examine Oklahoma's political and physical features.

- Identify the state of Oklahoma using relative location, absolute location (latitude and longitude), direction, scale, size, and shape using physical and political maps.
- Interpret thematic maps of Oklahoma with the essential map elements of title, legend, scale, and directional indicators.
- Identify Oklahoma's major landforms and bodies of water on a physical map.
- Identify Oklahoma's major metropolitan centers and cities on a political map.
- Describe the climate and various natural vegetation zones found in Oklahoma.
- Identify the six states bordering Oklahoma on a map.



Evidence of Understanding

Students will be able to examine, identify, and interpret various maps of Oklahoma.



Digital Resources

- *Maps* - Google Maps, Apple Maps, Rand McNally Maps
- *Student Response* - Kahoot!
- *Mind Mapping Application* - Padlet, Jamboards



In Practice

- Students will utilize a United States atlas to create questions about the state of Oklahoma's political and physical maps.
- Students will submit their top questions through a mind mapping application.
- Questions will be used to create a class Kahoot game to review different types of map features and Oklahoma geography.
- As a class, students will play the Kahoot game that they helped create.

OKLAHOMA HUMAN-ENVIRONMENT INTERACTION



3.2.2 Examine the interaction of the environment and the peoples of Oklahoma.

1. Describe how early Native Americans used Oklahoma's natural resources to survive, such as bison hunting, fur trading, and farming.
2. Describe how pioneers to Oklahoma adapted to and modified their environment, such as sod houses, windmills, and crops.
3. Summarize how the weather and the environment have impacted the economy of Oklahoma in events such as the Dust Bowl, floods, and tornadoes.
4. Summarize how Oklahomans affect and change their environments such as the construction of the Kerr-McClellan Navigation System, creation of recreational lakes by the building of dams, irrigation of croplands, and the establishment of wildlife refuges.



Evidence of Understanding

Students will describe how the environment and people of Oklahoma interact, impact, and influence one another.



Digital Resources

- Video Editor- Clips, WeVideo, iMovie, Loom, Do Ink
- *Word Processor* - Pages, Google Docs, Microsoft Word
- *Story Telling Application* - ChatterPix Kids
- *Podcast Application* - Anchor, Voice Record Pro App



In Practice

- Students will create a script for a newscast or "home improvement" show that represents their knowledge of weather, commerce, housing, and historical events throughout Oklahoma history.
- Using the script, students will create a video or podcast with props and/or costumes and utilize a green screen.

OKLAHOMA RESOURCES

3.2.3 Identify the characteristics of renewable and non-renewable resources and evaluate the role of citizens in conserving natural resources.

3.4.1 Compare differences among human, natural, and capital resources used to produce goods and services.

3.4.2 Summarize how the factors of scarcity and surplus and the laws of supply and demand of natural and human resources require people to make choices about producing and consuming goods and services.

3.4.3 Examine how the development of Oklahoma’s major economic activities have contributed to the growth of the state, including oil and natural gas, industry, agriculture, aviation, tourism, tribal enterprises, and military installations.



Evidence of Understanding

Students will be able to evaluate resources and their impact on the state's economy and its citizens.



Digital Resources

- *Video Conference* - [Zoom](#)
- *Virtual Field Trip* - [Oklahoma Virtual Field Trips](#), [The Nature Conservancy 360](#), [Nepris](#)



In Practice

- Students will engage in digital field trips to learn about economics and industry in Oklahoma.
- Students will observe multiple settings and occupations and ask questions about the impact that the industry makes on Oklahoma.

OKLAHOMA HISTORY

OKLAHOMA HISTORY TIMELINE



3.1.4 Describe relationships between people and events of the past, including those commemorated on national, state, and community holidays.

3.3.1 Understand and describe the relationship between historic events and chronology through the creation of basic timelines.

3.3.3 Describe Native American prehistoric cultures that have inhabited what is now Oklahoma, such as the Spiro Mound Builders.

3.3.5 Describe early expeditions in Oklahoma such as those of Coronado, Washington Irving, and George Catlin.

3.3.6 Describe the migrations, settlements, relocations and forced removals of Native Americans including, but not limited to the Trail of Tears.

3.3.8 Distinguish between the points of view of both Native Americans and settlers regarding the opening of territories in Oklahoma for settlement.

3.3.9 Commemorate Statehood Day, November 16, as the joining of Indian and Oklahoma Territories.

3.3.11 Explain how Oklahomans come together to help one another during difficult times, such as recovering from the bombing of the Oklahoma City Murrah Building, exhibiting what has become the “Oklahoma Standard”.



Evidence of Understanding

Students will be able to identify key events and people that shaped Oklahoma's settlement and history from various points of view.



Digital Resources

- *Podcast Application - Anchor, Voice Record Pro App, Podcast*



In Practice

- Students will research the perspectives of Native Americans and early Oklahoma settlers.
- Students will record a podcast discussing the challenges, similarities, and differences of the early settlers and Native Americans.

OKLAHOMA PRIMARY SOURCES



3.3.2 Read and interpret primary sources related to key events in Oklahoma's past.

3.3.7 Describe cowboy life and cattle drives as typified by experiences along such routes as the Chisholm Trail.



Evidence of Understanding

Students will access primary sources to interpret and understand events from Oklahoma's past, such as cattle drives and cowboy life.



Digital Resources

- *Content:* National Cowboy and Western Heritage Museum, Oklahoma Historical Society
- *Word Processor* - Pages, Google Docs, Microsoft Word
- *Mind Mapping Application* - Popplet, Padlet



In Practice

- Students will learn about primary and secondary sources and create a mind map of examples of primary and secondary sources.
- Students will access digital primary resources and photos online.
- Students can use a Word Processor or mind mapping application to write observations, inferences, and an explanation of a photo from the time period.

FAMOUS OKLAHOMANS



3.1.4 Describe relationships between people and events of the past, including those commemorated on national, state, and community holidays.

3.3.10 Describe the contributions of Oklahoma’s military personnel, including the Buffalo Soldiers, the code talkers, and the 45th Infantry.

3.3.12 Examine notable historic and present-day Oklahomans utilizing biographies and information texts such as Jim Thorpe, Sequoyah, Will Rogers, Wiley Post, Mickey Mantle, Shannon Lucid, Bill Pickett, Clara Luper, and Maria Tallchief.



Evidence of Understanding

Students will examine the contributions of notable Oklahomans and the relationship and impact they made on holidays, events, and important dates.



Digital Resources

- *Story Telling Application* - [ChatterPix Kids](#)
- *Word Processor* - [Pages](#), [Google Docs](#), [Microsoft Word](#)
- *Content: Online Databases:* [EBSCO](#), [Scholastic Go](#), [Encyclopedia Britannica](#)
- *Content:* [Oklahoma Historical Society](#)
- *Video Editor* - [Clips](#), [Do-Ink](#), [Clips](#), [WeVideo](#), [iMovie](#)



In Practice

- Students will use electronic databases to research a famous Oklahoman.
- Based on their research, students will create a presentation script using a Word Processor and create props and/or costumes which represent that historical figure.
- Students will create a movie clip of their presentation about famous Oklahomans.

RESOURCES

PRIMARY RESOURCES

- [Gateway to Oklahoma History](#)
- [National Cowboy and Western Heritage Museum](#)
- [Oklahoma Historical Society](#)

STUDENT RESOURCES

TEACHER RESOURCES

- Who Am I? (Tribal Sovereignty)
- Inquiry Design Model- How does our Culture Make Us Similar or Different?
- Oklahoma Council for the Social Studies- 3rd Grade Oklahoma History Folder