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**PRESERVING THE PAST, EMERGING INTO THE FUTURE  
Muskogee Our Home**

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**World Geography Academy – Session III**

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**PRESERVING THE PAST,  
EMERGING INTO THE FUTURE  
Muskogee Our Home  
(Any hometown can be used as the lesson focus.)**

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**Muskogee, OK**

**Grade Level: 6th - 7th**

**Purpose/Overview:**

A brief lesson plan model to integrate local geography and history as outlined in the Oklahoma *Priority Academic Student Skills (PASS)* and the National Geography Standards.

Any town or city has a wealth of geography and history resources to explore past, present and future preservation. These activities will spark an interest in and perpetuate the memories of a community by discovering its rich heritage. This lesson will establish the “whys” of location patterns (Why is this town here?). Many geographic questions can be answered. Students will form generalizations and draw conclusions from data collected and compiled.

**National Geography Standards from *Geography for Life***

**Geography Elements & Standards:**

Standard 1 – The World in Spatial Terms: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective

Standard 3 – The World in Spatial Terms: How to analyze the spatial organization of people, places, and environments on earth’s surface

Standard 4 – Places and Regions: The physical and human characteristics of places

Standard 6 – Places and Regions: How culture and experience influence people’s perceptions of places and regions

Standard 12 – Human Systems: The processes, patterns, and functions of human settlement

Standard 14 – Environment and Society: How human actions modify the physical environment

Standard 17 – The Uses of Geography: How to apply geography to interpret the past

Standard 18 – The Uses of Geography: How to apply geography to interpret the present and plan for the future

**Oklahoma *Priority Academic Student Skills (PASS)***

**Grade 7 World Geography**

**Standard 6:** The student will analyze problems and issues from a geographic perspective using the skills and tools of geography.

**6.1** Evaluate and draw conclusions from different kinds of maps, graphs, charts, diagrams, and other sources and representations (e.g., aerial and shuttle photographs, satellite-produced images, the geographic information system (GIS), atlases, almanacs, and computer-based technologies).

**6.2** Explain the influence of geographic features on the development of historic events and movements.

**Geographic Themes:** Location and Human-Environmental Interaction

**Objectives:**

Students will use and analyze a newspaper, including the archives (newsprint and on-line).

Students locate and identify common city places on a map.

Students will collect and analyze data in many forms. (Outlined in Procedures)

**Materials:**

City and state maps, colored pencils, salt, daily newspapers, books about your town, travel brochures, computers with Internet access, and poster board

**Time Frame:** Approximately one week or use as a unit study to implement geography

**Procedures:**Start with asking the students a Geographic/Historical Question:  
 Where is Muskogee located? (Any town or city can be used)  
 Why was Muskogee a major area for settlement?

Acquire geographic information/acquire historic information

Read and interpret maps and other sources

Historic maps, newspapers, timelines, field study, interviews, computers, visit museums surrounding urban and rural development, journals and dairies, study artifacts, music and instruments. (These sources can be used to gather information; use whatever is productive or available.) Lessons for this are included at the end.

Arrange and blend collected information

Compile raw data and display it in a visually interesting way

Grid locations around town on a map using longitude and latitude

List historical events leading to the development of Muskogee and describe them

Make a salt map of the early downtown area of Muskogee

Create posters of the different feature attractions in Muskogee, such as the USS Batfish, Honor  
 Heights park, Five Civilized Tribes Museum, and other historic places

Create a collage of photographs

Analyze the interdependence of Geography and History

Make written and oral summaries of the data

Develop charts including developments of the community, trading and cultural migration

Write a brief abstract of each cultural group now residing in Muskogee

Answer your original questions regarding location:

Why was Muskogee and the surrounding area appropriate for a major settlement?

Form generalizations and draw conclusions from the data.

**Assessment Options:**

Write songs or poems

Have students write a song or a poem about Muskogee. Use researched background information from earlier years to the present. Use basic material to help develop songs or poems.

Use collected maps from the chamber of commerce. Use to locate places of interest in  
 Muskogee that appear in the State Historic Preservation National Register Handbook.  
 (Teacher will prepare list for students.)

Create a Muskogee mural or picture in the form of a timeline. Use a classroom wall or hallway to depict dated events. A suggestion would be to divide the time periods among individuals or small groups in the class.

**Resources:**

Muskogee Chamber of Commerce

Muskogee Civic Assembly Center

*Muskogee Daily Phoenix*

Muskogee High School Library

Muskogee Public Library

Muskogee Tourism Department

Oklahoma Alliance for Geographical Education

Oklahoma Historical Society

Oklahoma’s National Register Handbook

Oklahoma State Department of Education

Publications and books by C.W. West

Three Rivers Museum

Thomas-Foreman Historic Home Preservation Committee of the Muskogee County Historical Society

**Extension and Enrichment/ Simplification:  
Create:** Have students in groups create a stamp for your town.

Current Events----News Personalities

Celebrate your town by creating a “Who Am I?” bulletin board in your classroom.

**Develop:** Development a community history brochure that includes information on how streets were named, business changes and origination, government, trails, creeks, churches, organizations, prominent families, notorious families, disasters, and cemeteries.

Collect pictures and stories for a scrapbook about Muskogee. You should have a lot of material, so divide the class into groups. Assign each group a section. You might what to include sections on people, school, travel, weather, industry, government, famous visitors to the city, economic issues, political history, and include any other teacher or student choices.

**Connections:** Language Arts, History, Gifted Programs

**Field Trip:**

Arrange a field trip for a day. Make up your own trip depending on what units or time period about Muskogee (or your town) you are studying. A suggestion might be to visit a location in the morning, then go to the historic park for lunch, then go to the Veteran Administration Hospital. Make plans ahead for guides or docents if available. Have students write a summary and opinion about what they discovered.

**Historical Map:**

Have students construct a historical map of Muskogee. Locate and highlight places of interest.

**Interviews----Past and Present**

One of the most enjoyable forms of research can be oral interviews. Interview major figures in your town. Also visit a retirement home and interview older citizens using a tape recorder. Contact the Oklahoma Historical Society for suggested questions and procedures for conducting interviews and preserving these oral histories for future students.