

Oklahoma: Our History Our Home
LESSON PLAN
CHAPTER 19: Oklahoma Government

Teacher's Name _____ **Date:** _____

Subject/Grade/Class _____

OBJECTIVES:

Content

- _____ 3-3 Compare and contrast Oklahoma's state government to the United States' national system of government, including the three branches of government, their function, and powers.
- _____ 3-4 Describe the division, function, and sharing of powers among levels of government, including city, county, tribal, and state.
- _____ 3-5 Identify major sources of local and state revenues and the services provided, including education, infrastructure, courts and public safety.

Literacy: Reading

- _____ 1-A.2 Determine central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- _____ 1-B.4 Determine the meaning of words and phrases as they are used in text, including vocabulary describing political, social, or economic aspects of history/social science.
- _____ 1-B.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Literacy: Writing

- _____ 2-A.1 Write arguments focused on discipline-specific content.
- _____ 2-A.2 Write informative/explanatory texts, including the narration of historic events, scientific procedures/experiments, or technical processes.
- _____ 2-B.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- _____ 2-B.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- _____ 2-B.6 Use technology, including the Internet, to produce, publish and update individual or shared writing projects, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- _____ 2-C.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- _____ 2-C.7 Conduct short, as well as more sustained research projects, to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject under investigation.

MATERIALS:

- _____ ST, pp. 490-511
- _____ TWE, pp. T490-T511
- _____ WB, pp. 198-205
- _____ Guided Reading
- _____ mystatehistory.com

ASSESSMENT:

- _____ IYT Questions, ST, pp. 503, 509
- _____ Chapter Review, ST, pp. 510-511
- _____ Chapter Test, WB, pp. 203-205
- _____ ExamView Questions, DVD
- _____ Rubrics

PROCEDURES:

1. Suggested Activities, TWE, pp. T348-T377
(List those that you use.)

2. Work Book

- _____ *Internet Activity: Do You Know
Your Government*
- _____ *Oklahoma's Legislative Branch*
- _____ *Oklahoma's County Officials*
- _____ *My County: What Makes It
Special?*
- _____ *Oklahoma Local Government*

3. Hyperlinks, DVD

(List those that you use.)

4. Other

(List other activities that you use
to teach this chapter.)

Notes/Reminders/Homework