

Arkansas History Lesson Plans

All About Arkansas November 17, 2008

Arkansans November 17, 2008

Brooks-Baxter War November 17, 2008

Can You Hear Me Now? November 17, 2008

Early Arkansan Politics: The Crittenden Conway Duel November 17, 2008

Identifying Arkansas on a Map November 17, 2008

Learning About Honeybees in Arkansas November 17, 2008

Natural Resources Used by Settlers on the Buffalo River November 17, 2008

Places in My World November 17, 2008

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School of Fish November 17, 2008

Take Me out to the Ballgame November 17, 2008

Visual Pictures of the Buffalo National River November 17, 2008

Arkansas History Lesson Plan

All about Arkansas

***Appropriate Grade Level–
Kindergarten**

***Author–
Betty Louise Wilson**

***District/School/Grade Level–
Magnolia Public Schools/ West Side/ Kindergarten**

***Enduring Understanding–
I know where I live, how it is shaped, and the objects that represent my state.**

***Essential Questions–
What do you enjoy about living in Arkansas?
Why do you think Arkansas is a great state to live in?
If you could change anything about Arkansas, what would you add to or change about it?
What is the most fun you ever had in Arkansas?**

***Student Learning Expectation from K-6 Social Studies Framework-**

Arkansas Social Studies Curriculum Framework:

G.1.K.3– Identify the state of Arkansas on a map of the U.S.

H.6.K.2– Identify state symbols of Arkansas- flag, tree, insect, and beverage

***Overview–**

Students will hear a story about the state of Arkansas which includes the shape of Arkansas, where it is positioned within the United States, and describes each Arkansas symbol. After the story, the facts introduced in the book will be reinforced with learning games and table activities.

***Lesson Objective–**

Children will be introduced to Arkansas' shape, flag and knowledge of where Arkansas is in relation to the rest of the world. They will also learn the insect, flower, beverage, and gem that represent Arkansas. These objectives will be taught through the book about Arkansas, which will be referred to often during the week. After the book is read to the children, they are asked to complete the sentence with the appropriate word as the teacher reads from the book, leaving the vocabulary word out. Ex: the Arkansas state gem is the _____. The next step is for the teacher

to show an illustration and have the children restate what information the page contains. The book is to be referred to many times during the week.

***Teaching Strategies–**

After saying the “Pledge of Allegiance” and following up with the song 50 Stars are on the Flag which ends with the words “and my state is Arkansas,” I will announce that this will be a special week in which we will learn all about the state that we live in. I will tell them that I have a special book about Arkansas that will teach them many special things about our state. After the book is read and discussed, the class and I will create a list of the many facts about Arkansas that we learned from the book. This chart will be posted on the board for reference.

After our group time, the concepts of the book will be the focus of our table work, which is a collection of worksheets I have collected throughout my teaching career. I have created them on Print Artist.

***Background Knowledge–**

The book includes all the information the teacher and children will need. Children will have a deeper understanding of where Arkansas is if they have been exposed to the concepts of address, neighborhood, town, county, and state.

***List of Materials–**

Arkansas book, chart paper and markers, and worksheets. Concrete representations of the symbols of Arkansas are preferred and more memorable with this age children. These include a milk carton, the branch of a pine tree, a stuffed honeybee, an artificial blossom (one can be made from tissue paper), some sort of deer, the Arkansas flag, costume jewelry with a diamond in it, etc. Pictures of these can be used as a substitution if objects are not available.

***Vocabulary–**

State, continent, fiddle, blossom, beverage, instrument

***Activities–**

Milk sentence building- Children cut out words and arrange them into the sentence– Milk is our state beverage.

Diamond color sheet– Children color the diamond the color of their choice and write the color word under the diamond.

Honeybee story starter– Children write a short story or sentence interpreting an illustration of two honeybees talking.

Creative Arkansas Flag– Children are given red paper, blue paper, and white die cut stars and allowed to make a creative Arkansas flag by studying the one displayed in class.

Arkansas History Lesson Plan

Arkansans

***Grade Levels:**
Grade 3

***Subject/Topic Areas:**
Important or famous Arkansans and their contributions

***Key Words:**
contributions, famous, society, success, gender, race, nationality, status, events, Arkansas, locations in Arkansas, and vocabulary specific to individual assigned

Designed by:
Lavona Sue Clanton

***Time Frame:**
3 weeks

***School District:**
Berryville

School: K-3

***Brief Summary of Unit (including curricular context and unit goals):**

- Research, read, and analyze information about the lives of important Arkansans and their contributions to society.
- Write a biography about the Arkansan
- Self and Peer Editing/Suggestions
- Present to peers by reading report, showing location(s) on a state map, showing a simple time line of events, and finally a picture of the individual (poster).

***Arkansans to be selected from for research:**
Each student will have a different person.

Women:

Twila Paris, Gail Davis, Lisa Blount, Joey Lauren Adams, Ellen Gilchrist, Mary Steenburgen, Maya Angelo, Helen Gurley Brown, Daisy Bates, Sarah Cardwell, Hattie Caroway, Joan Hess, Patsy Montana, K.T. Oslin, Charlie May Simon, Hilary Rodham Clinton

Men:

Don Tyson, Sam Walton, Sidney Moncrief, Johnny Cash, Dizzy Dean, John Grisham, Scott Joplin, Alan Ladd, Douglas MacArthur, John Gould Fletcher, Mark Martin, Maurice “Footsie” Britt, Billy Bob Thornton, Scottie Pippen, Lou Brock, Paul “Bear” Bryant, William Jefferson Clinton, Ronnie Dunn, J.B. Hunt, Jerry Jones, Tracy Lawrence

***Stage 1 –
Identify Desired Results**

***Established Goals & Objectives:**

H.6.3.2 Examine historical people and events of Arkansas

H.6.3.6 Recognize individuals who contributed to the common good of society

H.6.3.7 Analyze a timeline

H.6.3.9 Identify ways in which technology has changed the world

G.1.3.12 Utilize the map legend/key to interpret physical maps

E.8.3.5 Define and discuss characteristics of an entrepreneur

***What understandings are desired?**

- **History is a story of the people, events, and places.**
- **Arkansans have made important contributions to our society.**
- **Famous people come from various backgrounds (economic, race, gender).**
- **Map skills to identify locations in Arkansas**
- **We can all contribute to our world/society in positive ways.**

***What essential questions will be considered?**

- **Who are some of the important men and women from Arkansas?(Explanation)**
- **What did they do that is considered a “contribution” to society?(Interpretation)**
- **Why did they succeed?(Application)**
- **How do they feel about what they did? How do you feel? (Interpretation/Empathy)**
- **Did their race, gender, money status, or nationality help or hinder them?(Perspective)**
- **How did they overcome obstacles?(Explanation/Interpretation)**
- **Where and when did they live in Arkansas? Did this have an effect? (Explanation/Interpretation)**
- **How will you contribute to society?(Self-Knowledge)**

***Students will know...**

- **Key facts (Who, what, where, why, and when) about important Arkansans and their contributions to our world**
- **Time period these people lived and general information about that time**
- **Geography-where these people are from in the state**

- Vocabulary –Arkansans, contributions, society, succeed, success, race, gender, nationality, socio-economic status (poor, middle class, rich or wealthy) and others related to individuals studied

***Students will be able to...**

- Recognize important figures from the state of Arkansas.
- Use research skills and computer technology to find information and visuals of the figures
- Express their findings: journal notes, graphic organizers, time line, map, picture, and a written report/biography (according to English Language Abilities).
- Publish and share information with peers.
- Think about how they will contribute to society in a positive way.

***Stage 2-Assessment/Evidence**

***Performance Tasks:**

****GRASP for students***

Goal=

- Your task is to research and write about an important Arkansan
- Your goal is to write a biography. A biography is the story of someone's life.
- You will need to find when and where were they born, where they grew up, race, nationality, poor or rich, what they liked or enjoyed, who encouraged them or did they admire, what made them successful, where they live today or when and where they died, what do you think they gave to society that was the most important.
ALWAYS REFER BACK TO YOUR ESSENTIAL QUESTIONS!!!!
- You will strive to write a biography that helps your audience know your person.

Role=

- You are a researcher.
- You are a reader.
- You are a writer.
- You are a presenter.

Audience=

- Your audience is another Arkansas student your age (your classmates).

Situation=

- Your challenge is to make others see your person as a symbol of Arkansas and someone who has done something good.

Product, Performance, Purpose=

- You will write a biography.
- You will read it to others and get information to make it better (organized, fluent, etc.)
- You will share your work and listen to others' work.

Standards and Criteria for Success=

- Class presentation rubric
- Six Traits Writing Rubric for Biography or Teacher Made Rubric

***Other Evidence:**

- 1) Journal Response to one of the Essential Questions
"How will I contribute to society?" (*Self-Assessment & Reflection*)
- 2) "Note Chart" completed while others are sharing
- 3) Able to show location on Arkansas state map
- 4) Make a simple time line with at least 5 dates of important events in chronological order
- 5) Read aloud for self and peers (*Self-Assessment*)
- 6) Accept suggestions from others if valid

GRASP for students

Goal=

- Your task is to research and write about an important Arkansan
- Your goal is to write a biography. A biography is the story of someone's life.
- You will need to find out when and where they were born, where they grew up, race, nationality, poor or rich, what they liked or enjoyed, who encouraged them or did they admire, what made them successful, where they live today or when and where they died, what do you think they gave to society that was the most important.
ALWAYS REFER BACK TO YOUR ESSENTIAL QUESTIONS!!!!
- You will strive to write a biography that helps your audience know your person.

Role=

- You are a researcher.
- You are a reader.
- You are a writer.
- You are a presenter.

Audience=

- Your audience is other Arkansas students your age (your classmates-not just ESL).

Situation=

- Your challenge is to make others see your person as a symbol of Arkansas and someone who has done something good.

Product, Performance, Purpose=

- You will write a biography.
- You will read it to others and get information to make it better (organized, fluent, etc.)
- You will share your work and listen to others' work.

Standards and Criteria for Success=

- Class presentation rubric
- Teacher designed rubrics or Six Traits Writing Rubric for Biography

What essential questions will be considered?

- Who are some of the important men and women from Arkansas?(Explanation)
- What did they do that is considered a "contribution" to society?(Interpretation)

- **Why did they succeed?(Application)**
- **How do you feel about what they did? (Interpretation/Empathy)**
- **Did their race, gender, money status, or nationality help or hinder them?(Perspective)**
- **How did they overcome obstacles?(Explanation/Interpretation)**
- **Where and when did they live in Arkansas? Did this have an effect? (Explanation/Interpretation)**
- **How will you contribute to society?(Self-Knowledge)**
- **How has technology aided us in finding information about these people? (Application)**

PRESENTATION RUBRIC

NAME _____

0=Not shown 1= LESS THAN SATISFACTORY 2=SATISFACTORY 3=GOOD

NOTE: Modifications may be made in areas where an ESL student is rated a 3 or less in language ability (for example in pronunciation). However, with practice before hand this shouldn't be a big concern.

1. The reader can be heard.	0	1	2	3
2. The reader reads fluently.	0	1	2	3
3. Words are pronounced correctly	0	1	2	3
4. Reader appears to keep audiences attention	0	1	2	3
5. Presenter shows a location on AR map	0	1	2	3
6. Time line, poster, and map reflect learning.	0	1	2	3

COMMENTS: _____

Biography Rubric

Name: _____ Date: _____

Subject of Biography: _____

Criteria	Pts Possible	Pts Earned	Comments
Birth Date/Birthplace	5		
Death Date/ Place of Death or where living today and age	5		
Education Where? What?	10		
Major Accomplishments	10		
Significance (Must explain why this individual is important to Arkansas History/Life)	10		
Grammar and Spelling	10		
Neatness	10		

Points Earned: _____/60 Points

NOTES:

***Stage 3-Learning Plan**

(Teacher will bookmark resources on the Internet and check with the library and other teachers for available resources before research begins.)

- 1. Write on the board and read to students- “Arkansas is full of wonderful people who contribute to society!” Tell students that we are going to learn about people from Arkansas who are a little more known than others. However first we need to know what is meant by the statement on the board. Discuss what “contribute to society means”. Look up the term society. Talk about how society can mean different things and degrees/sizes. Ask them how they think people contribute to society?**
- 2. Introduce goal as an Arkansas Standard for 3rd Grade. ESL students like to know it’s meant for all third graders.**
- 3. Begin reading little bits of information about some Arkansans the students will have to choose from. Get their interests up, many students are interested in the things these people do.**
- 4. Each student will research a famous Arkansan of their choice. They may not get their first or even second choice but we’ll be fair in the selection. Have a drawing like for a prize to let students choose—from the list so that it is fun and fair. (Janet come on down!) Provide them ownership with choice.**
- 5. Post and discuss “Essential Questions.” Go over GRASP with students and other assessments that will be given. Make sure they know expectations, and where they can review these.**
- 6. Discuss with the group and individuals how they can share resources, develop a timeline, and choose an organizer that will help them with information. Set rules and procedures for use of computers.**
- 7. Research Time (Information, simple time line for person, map, and picture)
Revisit Essential Questions**
 - A. Writing Time (Revisit Essential Questions)**
 - B. Self Editing (Revisit Essential Questions)**
 - C. Peer Editing. Read aloud/practice. (Revisit Essential Questions)**
 - D. Rewrite or polish (Revisit Essential Questions)**
 - E. Present (Discuss rubrics again as needed)**
 - F. Journal Response**
 - G. Students turn in their notes and give a specific and positive comment to someone about their presentation (Teacher will model at the end of each presentation).**

WHERE TO: ARKANSANS CONTRIBUTIONS TO SOCIETY

***Where is it going?**

Examine Arkansans and their contributions to society.

***ook the students?**

By reading just enough information to get them interested and then providing them a fun way to choose.

***xplore and equip?**

Research through the use of technology and the media center and possible interviews (e.g., Tracy Lawrence)

***Rethink and revise?**

Self and peer editing and suggestions.

Constant review of ESSENTIAL QUESTIONS—chart on wall.

***Exhibit and evaluate?**

Timeline of progress and anticipated date to present

Student choice of an organizer for information

Helping them to understand Rubrics

***Tailor to student needs, interests, and styles?**

Modifications or extra assistance from the teacher for lower levels of language development or extent of disability

Chose a variety of Arkansans from all walks of life that I know I can interest my students with by providing them connections

***Organize for maximum engagement and effectiveness?**

Students will work in different areas so we can best use the computers we have, and I can monitor students taking notes, reading on-line, working on time lines, starting posters, finding places in Arkansas on maps and doing their own maps.

Ask computer lab person and librarian if they can assist students in finding information, also.

Involve migrant and ESL assistant personnel to work with students, too.

Since we have other things to work on, we may split days for research and writing between students and adjust for varying amounts of time and required instruction in some areas for individual students.

We use the code “Arkansas Time!” for work on their biographies.

***List of materials**

Library resources, paper, poster paper, art supplies, pencils, atlas, computers, rolls of adding machine tape for time lines, computer that will print pictures, journals for note taking, posters for essential questions and rubrics, lists to cut up and draw from, various graphic organizers

***Resources**

For Famous Arkansan Lists:

www.50states.com/bio/arkansas.htm

www.worldatlas.com/webimage/countrys/namerica/usstates/arfamous.htm

www.arkansas.com/things-to-do/history-heritage/famous.aspx

For interactive time lines:

www.readwritethink.org/materials/timeline/

***Cross-curricular connections: content frameworks and SLEs.**

Arkansas Social Studies Curriculum Framework:

G.1.3.3 Discuss the characteristics that define a region: takes up area, has boundaries, has special features

G.1.3.13 Locate places on contemporary maps

G.3.3.3 Describe how people affect and alter their environment (Tyson, JB Hunt, Wal-Mart)

C.5.3.2 Describe how citizens contribute to the improvement of a community

E.8.3.5 Define and discuss characteristics of an entrepreneur

Arkansas English Language Arts Curriculum Framework:

OV.1.3.4 Focus on audience

OV.1.3.7 Communicate ideas sequentially or organized around major points of interest

OV.1.3.15 Accept contributions of teacher or group to establish goals to improve speaking performance

OV.2.3.1 Demonstrate active listening behaviors

OV.2.3.7 Evaluate a performance on the basis of a predetermined criteria/rubric developed by the teacher

OV.3.3.2 Respond to media in a variety of ways (i.e., art, writing, and plays)

W.4.3.1 Use a variety of planning strategies/organizers

W.4.3.2 Focus on a central idea

W.4.3.5 Use available technology to collect information for writing

W.4.3.11-W.4.3.12 Edit writing

W.4.3.13 Prepare pieces for publication

W.5.3.2 Write to persuade, inform, entertain, and describe

W.5.3.3 Write daily

W.5.3.4 Write informational pieces with at least two paragraphs

W.5.3.9 Explain connections between text and world

W.6.3.16 Capitalize titles and abbreviations

W.6.3.20 Indent to show paragraphs

W.7.3.6 Apply new vocabulary and concepts from reading to writing

R.9.3.3 Make connections from text to world during reading

R.9.3.10 Organize information and events logically

R.9.3.13 Summarize major points found in nonfiction materials

R.10.3.1 Read daily

R.10.3.6 Use graphic organizers

R.10.3.10 Describe in own words new information gained from texts and relate it to prior knowledge

R.10.3.20 Use a dictionary, index, thesaurus, encyclopedia, and online reference materials to enhance reading

***Additional adaptations for special needs learners**

Use a graphic organizer and model for students how to write a biography like the one you want.

Make a large poster with the questions that must be answered in the biography for students to refer to when looking for information

Write a biography, time line, map, and poster right along with students so that they see you as a learner, too.

***Attachments**

Handouts and rubric included

Some student work photos attached

Arkansas History Lesson Plan Template

Brooks-Baxter War

***Appropriate Grade Level(s):**
Grade 6

***Full name of author:**
Kellie A. Van Es

***District/School/Grade level(s):**
Pottsville/Pottsville Jr. High/Grade 8

***Enduring Understanding:**
I know the changes that have occurred in Arkansas since Reconstruction.

***Essential Questions:**
Who was Joseph Brooks? What did he stand for?
Who was Elisha Baxter? What did he stand for?
What circumstances surrounded the 1872 election?
Why was it a disputed election?
How did the election of 1872 cause the final split in the Republican Party in Arkansas?

***Student Learning Expectations from K-6 Social Studies Framework:**

Arkansas Social Studies Curriculum Framework:

C.5.6.10

Examine the importance of the procedure for voting in the United States and in Arkansas (e.g., registration, maintaining the right to vote, voicing opinion)

C.5.6.11

Analyze the importance of citizen participation in government at the state and local level

H.6.6.3

Define and discuss post-Civil War Reconstruction from a state and national perspective

Describe the *Reconstruction* Era in Arkansas:

- Freedmen's Bureau*
- Brooks-Baxter War*
- Resurgence of the Democratic Party
- Approval of the 1874 Constitution

***Lesson Plan:**

***Overview:** In this lesson plan, students will learn who the candidates for governor in 1872 were and what each stood for. Also, they will learn what caused the election to be disputed, and who claimed victory and why. Also, students will learn the Brooks-Baxter War's events and outcomes.

***Lesson Objective:**

Students will research the events in the election of 1872, including the candidates, the election process, and election results.

Students will use the research to create a timeline of events in the election of 1872 and the Brooks-Baxter War that followed.

***Teaching Strategies:**

Computer lab and library research

Use of T-chart or Venn diagram/compare and contrast

Use and creation of a timeline

***Background information:**

Students should have background knowledge of Arkansas History through 1872.

Students should have research skills in Internet research and use of library reference materials.

***List of materials:**

Computers

Library reference materials

Butcher paper

Venn Diagrams or T-charts (or other graphic organizers)

Pencil/pen

Paper

Poster board

Construction paper

Scissors/glue/markers/crayons

***Vocabulary:**

Brooks-Baxter War

Election of 1872

Governor

Platform

Joseph Brooks

Elisha Baxter

Republicans

Democratic-Conservatives

Redeemers

Internet Research form

***Activities:**

Research the election of 1872 in the computer lab, using Internet sources (reselected and linked to school or class webpage) and library resources. Document information on district's or personal research form.

In groups, create a timeline of the Brooks-Baxter War.

In groups, develop a campaign slogan and poster for either Brooks or Baxter.

Finally, individually, create a T-chart or Venn diagram to compare/contrast Brooks and his platform with that of Baxter.

***Cross-curricular connections. Identify the content framework and SLEs.**

***Assessment**

Assess the poster according to the following rubric:

4 points Content

4 points Neat work

4 points Colorful

4 points Grammar/Mechanics

Assess the timelines and Graphic organizers according to the following rubric:

5 points Content

5 points Grammar/Mechanics

5 points neatly done

***Estimated time allotted for lesson:**

1-2 hours research, 1-2 hours timeline, 1-2 hours Venn diagram or T-chart

***Adaptations for special needs learners:**

Pre-select print materials in library; adapt groups to learning needs, use computer-generated timelines or graphic organizers for students with limitations in written expression

Extension activity:

Have students promote their candidate in an oral debate.

Attachments:

Internet research form:

Topic: _____

Sites I explored: _____

Three facts I learned: _____

Questions I have: _____

(Adapt this form for your own uses.)

Arkansas History Lesson Plan

“Can You Hear Me Now?”

***Appropriate Grade Levels**
Grades 2-6

***Author**
Darby Wallace

***District/School/Grade Levels Taught**
Newport High School, 9-12

***Enduring Understandings:**
How do I get information?
How did people in early Arkansas get their information?
How does information affect our lives?

***Essential Questions:**
How have the ways people communicate changed over time?
What has enabled those changes?
How have those changes affected our lives?

***Student Learning Expectations:**

Arkansas Social Studies Curriculum Framework:

Strand: History

Standard 6: History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

H.6.2.12

Compare past and present means of transportation and communication in Arkansas

H.6.6.5

Research early 20th century inventions and their impact on Americans (e.g., telephone, electricity, automobile)

H.6.6.6

Explain the impact of the American industrial revolution:

- communications
- mass production

Strand: Geography

Standard 3: Interaction of People and the Environment

Students shall develop an understanding of the interactions between people and their environment.

G.3.6.3

Compare methods of communication through present day technology.

***Lesson Plan:**

***Overview:**

To build on prior knowledge, students will attempt to put items from different time periods in correct chronological order. Some students may or may not have seen all the various older telephones, televisions, etc. After the teacher goes over the correct order, she will ask students for possible answers to questions such as, “How have these items changed? Do the changes help us? What brought about the changes in design and function?”

Next, the teacher will ask students to explain the purpose of all those devices and list student responses on the board or overhead. Possibilities include:

**To hear from family
For entertainment
To watch the news
To stay in touch with friends
To know what is happening in the world
To listen to music**

Students will be placed in groups to investigate various primary source documents—telegram, newspaper, handwritten letter, Morse code chart, text message. (See attachment) They will answer questions relating to each document. (See attachment)

Students will complete a Venn diagram comparing and contrasting older phones, televisions, radios with modern models. (See attachment)

Students will create a chart placing items in chronological order and explaining the purposes of each form of communication.

Students will be asked if any other forms of communication should be added to the chart. Possibilities include books, magazines, billboards, other advertisements, and photographs.

The teacher may want to lead a discussion about the positive and negative aspects about each form of communication.

Finally, students will be asked to match famous Arkansans from different time periods with the type of communication most likely to be used by that individual during that time. (See attachment)

***Lesson Objectives:**

Students will recognize the change in communications technology over time.

Students will offer explanations for the changes.

Students will investigate the purposes of communication and the various methods of communication.

Students will identify which types of communication correspond with which time period.

Students will explore the impact of communication on everyday lives, past and present.

***Teaching Strategies:**

Students will work independently and in groups to examine different forms of communication in Arkansas.

Students will create a chart to identify forms of communication by time period as well as which famous Arkansans might have used the various types of communication.

Students will create a Venn diagram to compare and contrast forms of communication over time.

***Background information:**

Students are probably familiar with modern communication forms such as cell phones, flat screen televisions, etc. They may not be aware of telegrams and Morse code, or in some cases, even newspapers or radio.

Using photos and copies of telegrams, hand-written letters, vintage telephones and televisions, students will formulate explanations for the changes in technology as well as the impact of rapid communication on our daily lives.

***List of materials:**

Handouts

Board or Overhead projector

Pencils and paper

Powerpoint and LCD Projector

***Vocabulary:**

Communication-a verbal or written message; transfer of information

Telegraph- an apparatus, system, or process for transmitting messages or signals to a distant place, esp. by means of an electric device consisting essentially of a sending instrument and a distant receiving instrument connected by a conducting wire or other communications channel

Telegram-message sent by telegram

Morse code- codes consisting of variously spaced dots and dashes or long and short sounds used for transmitting messages by audible or visual signals

Mass media- newspapers, radio, or television or other means of communication that is designed to reach the majority or masses of the population.

***Activities:**

As an opening or springboard activity, students attempt to place the photos of telephones in chronological order. The teacher reveals the correct order after students have had time to complete the task.

After examining the definition of communication, the teacher then asks students to list other types of communication and records their answers on the board or overhead.

After a brief explanation of the ways telegrams work or other unfamiliar forms of communication, students attempt to place all the forms of communication in chronological order. They will experience some confusion while recognizing that people today still write letters by hand and talk on the phone even though telegrams are no longer used. Students should focus on the development of technology over time. An acceptable chronology begins with handwritten letters, telegrams, telephones, radio, television, cell phones, etc.

Next, students complete a Venn diagram to compare and contrast older and newer forms of communication. To simplify, students may compare “old phones and cell phones” or “old TVs” and “flat screen TVs”

Possible Answers

Compare:

Sends information

Involves seeing or hearing

Contrast:

Big and bulky

Wires vs. wireless

**Higher quality picture
Color vs. Black and White
Dials vs. Push button
Telegram required paper/email paperless**

Next, in small groups, students examine a primary source document such as a letter, telegram, newspaper, song lyrics, and text message. Students answer the following questions:

**What type of communication is represented by the document?
In what time period could this communication be used?
Who creates this type of communication?
Who receives this type of communication?
Why was this type of communication used?
How can this type of communication affect our life?**

Each group will share answers aloud with the class.

The teacher then asks students to think about the different experiences someone at home waiting for a letter from a soldier at war might feel. Next, students will be asked if text messages or email might make waiting any easier.

Students are asked to identify other ways faster communication impacts life everyday.

(Possible answers include “Bad news travels fast.” “I miss getting cards in the mail for my birthday.” “Mom always knows where I am.” “People have more wrecks because they talk and drive.”

Younger students may need more prompting with this question.

As a culminating activity, groups are given copies of photos of famous Arkansans. They are asked to place those photos on the chart next to the form of communication most likely to be used by that person. This can be completed as a seat work activity or project the Powerpoint chart and let students match the Arkansans by taping them to the screen. (See attachment)

(If the class has not studied any Arkansans, some additional explanation may be needed. Information cards about each person could be printed and distributed if needed—See attachments)

	<p>1775-present (US Postal Service created in 1775)</p>	
	<p>1700s-present</p>	
	<p>1840s-2006</p>	
	<p>1890s-present</p>	
	<p>1920s-present</p>	
	<p>1940s-present (available in 1930s but not in widespread use until 1950s)</p>	
	<p>1990s-present (available in 1970s but not in widespread use until 1990s)</p>	
	<p>1990s-present</p>	

There will be several correct answers possible, but the following is a general guide. It is important for students to see more than one correct answer.

Written Letter: All

Newspaper: All except possibly Gerstacker

Telegram: Mifflin Gibbs, Ida Brooks, Charles Brough

Land Line Phones: Bill Clinton, Wesley Clark, Geese Ausbie, Daisy Bates*

Radio: Hattie Carraway, Charles Brough, Bill Clinton, Wesley Clark, Geese Ausbie, Daisy Bates

Television: Geese Ausbie, Bill Clinton, Wesley Clark, Daisy Bates

Computer/Email: Bill Clinton, Wesley Clark

Cell Phone/Text Message: Bill Clinton, Wesley Clark

*Daisy Bates was unable to reach Elizabeth Eckford by phone on the day, September 4, 1957, that the Little Rock Nine were to attend Central High. Elizabeth walked to school alone and faced the angry mob. This incident is the subject of a famous photo from the Central High Crisis. (See Powerpoint attachment.)

Please note: This is a random sample of Arkansans taken from the Arkansas Encyclopedia of History and Culture. The lesson could be modified to focus on certain groups of Arkansans to tie in with other lessons or subjects if the teacher so desired.

Generally, students should see that telegrams have disappeared and that for a time, newspapers, then radio, were the only forms of mass communication until the advent of television, computers, and cell phones.

Cross Curricular Activities:

Arkansas Science Curriculum Framework

Strand 3: Physical Science

Standard 6: Motion and Forces

Students shall demonstrate and apply knowledge of motion and *forces* using appropriate safety procedures, equipment, and technology

PS.6.6.1

Compare and contrast *simple machines* and *compound machines* (If the extension activities to research further are assigned, then the following may apply)

PS.6.6.2

Identify and analyze the simple machines that make up a compound machine

Strand 3: Physical Science

Standard 7: Energy and Transfer of Energy

Students shall demonstrate and apply knowledge of energy and transfer of energy using appropriate safety procedures, equipment, and technology

PS.7.6.1

Classify examples of *energy* forms:

- chemical
- *electromagnetic*
- mechanical
- thermal
- *nuclear*

Arkansas Library Media Framework:

Strand: Application

Standard 6: Communicate

Students shall exchange information and ideas effectively and responsibly

Arkansas English Language Arts Curriculum Framework:

5th Grade

A.6.5.1

Understand that the exchange of creative expression can be represented in a variety of formats (e.g., print, audio, digital, artifact, *realia*)

Strand: Connection

Standard 7: Read

Students shall pursue opportunities for individual growth and lifelong learning through reading.

C.7.5.3

Read from a variety of *practical texts* (e.g., newspapers, magazines, brochures, pamphlets)

Strand: Connection

Standard 8: Associate

Students shall make connections to the academic environment and the world.

C.8.5.1

Activate prior knowledge to make connections to text, self, and the world

C.8.5.2

Comprehend the impact of knowledge gained on self, community, and world.

Arkansas English Language Arts Curriculum Framework:

Grade 2:

Strand: Oral and Visual Communication

Standard 3: Media Literacy

Students shall demonstrate knowledge and understanding of media as a mode of communication

OV.3.2.3

Compare and contrast a variety of media *presentations*

Strand Reading:

Standard 9: Comprehension

Students shall apply a variety of strategies to read and comprehend printed material.

R.9.2.8

Make and explain inferences from text, such as cause and effect relationships

Grade 5:

Strand: Oral and Visual Communication

Standard 3: Media Literacy

Students shall demonstrate knowledge and understanding of media as a mode of communication

OV.3.5.1

View a variety of media (e.g., posters, film clips, periodicals, charts, cartoons, etc.) to enhance and show understanding of a specific topic

Standard: Writing

Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms.

W.5.5.1

Write to describe, to inform, to entertain, to explain, and to persuade

W.5.5.2

Select the form of writing that addresses the intended audience

***Assessment:**

The teacher will be able to determine the students' understanding by how well they do on the matching activity. As an additional assessment, students will write a pretend email or text message to someone from historic Arkansas. (See rubric attached.)

***Estimated time allotted for lesson: 45-60 minutes**

***Adaptations for special needs learners:**

Readers can be assigned the text message or shorter passages to interpret. Mixed ability grouping will help in the document interpretation portion of the lesson. Individual modifications can be made on the writing portion based on individual student needs. Modifications can be made to the rubric concerning spelling and grammar for ESL students or students with written expression disabilities.

***Resources/Bibliography:**

<http://www.encyclopediaofarkansas.net/>

<http://libinfo.uark.edu/SpecialCollections/manuscripts/civilwar.asp>

Letter from Nolan Richardson to Bill Clinton on Flickr - Photo Sharing!

<http://www.flickr.com/photos/11281116@N02/1880421957/>

<http://www.governor.arkansas.gov/contacts.html>

***Extension Activity:** Students may be assigned certain topics for further study. Some students may want to do a project or report on the telegraph, inventors of radio, television, etc. Students may even want to build a basic telegraph system. Students may also enjoy creating a class newsletter or television news broadcast highlighting the news of their classroom or the school.

Students may enjoy predicting what type of technological advancements will develop next and even design and draw prototypes for future communication devices.

***Attachments:**

See Powerpoint Attachments for chronology and matching activities as well as the primary source documents for interpretation. Also included are the information cards on famous Arkansans and a Venn diagram template.

Transcriptions of the documents displaying cursive script are provided below in case the script is too difficult for students to interpret. Errors and misspellings have been not been corrected or edited.

Powerpoint Slide 19: Onward to Victory

Pittsburgh Landing

Tennessee

Apr 23 1862

Dear Brother & Sister

I received yours dated February 23rd

About one hour since

And have directed myself to conquer it

I am thankful

Powerpoint Slide 22: Letter from Pvt. John V. Fine to Mrs. Audie Fine, Star Route, Rogers, Arkansas

Dec 24 1944

Sunday morning

Hello dear little sugar bunch

thought I would write a little more this morning while I was killing a little time. The sun is trying to shine a little bit this morning. I am just seattng around and cleaning up our room. I think of you all the time. Say Audie I think I will send some money home ever payday. I my get more France money than I no what to do with. I may just take out element and send abought \$20 a month home. I will wait until I get paid a time or to so I can tell how much I can spair. I don't think I will need mutch. I never go anyplace. I should draw \$30. 70 a month now. I think \$10.00 a month will be enough for me. I want us to try to save all we can. You take care of it and spend it waisly. I don't mean for you all to do without things. By what you all need. I want to keep the children well dressed and you to. I just wanted us to have a back account when I get back home for we will need it. Well so long for now babby dear Your loving husband. Tell all the children daddy said hello. (XOXOXO-- Hugs and kisses)

***Rubric for Assessment:**

Students will be asked to complete the email template as if they were sending an email to the Governor about a topic of interest to them personally. An alternate assessment allows students to write an email to an historic Arkansan describing the differences in modern and historic life. For example, student may send a pretend email to Dr. Ida Brooks talking about the possible changes in medicine between the early 1900s and now.

3	Student writing exhibits correct spelling and grammar. The email uses appropriate forms of address such as “Dear Dr. Brooks” or “Dear Governor Beebe.” The content of the message clearly displays an understanding of past forms of communication and change over time OR explains the student’s opinion on a topic of interest to them such as money for education, immigration, plans for new roads or other ideas the students would like to suggest to the Governor. The message is thorough and shows outstanding imagination and attention to detail.
2	Student writing exhibits correct spelling and grammar with 5 or fewer mistakes. More detail is needed. Student attempts to use correct forms of address but minor errors may be present. Message exhibits a vague or general understanding of past forms of communication and/or change in those forms over time. The message may be brief. Student opinion is offered with only minor explanation.
1	Student writing exhibits more than 5 errors in spelling and grammar. Very little detail is presented. It is difficult to determine if student understands the idea of change over time in forms of communication. OR, student message to the Governor is silly or inappropriate.

Arkansas History Lesson Plan

Early Arkansan Politics: The Crittenden Conway Duel

***Grades/Levels**
Grades 5-12

***Subject**
Arkansas History

***Author**
Jane Keen

***School/Grade Level**
University of Arkansas M.A.T. Program

***Enduring Understandings:**
I know the roles that Arkansas played in early American History

***Essential Questions:**
Who was the first governor of Arkansas State?
What is a primary source?

***Lesson Plan:**

1) Objectives:

The students will be able to:

- A) Experience what it would be like to investigate a crime scene.**
- B) Evaluate evidence and primary/secondary sources by applying their knowledge of Arkansas History**
- C) Learn about famous Arkansas politicians**
- D) Learn about early Arkansas politics and the importance of dueling to it.**
- E) Create a crime report that would propose a solution to the crime**

2) Materials:

- A) Evidence (See Attachment for list of evidence)**
- B) Tape**
- C) Rubber gloves**
- D) Map drawn of the room**
- E) Evidence folders**
- F) Pens, pencils, markers**

- G) Large squares of bulletin board paper
- H) Clue list for teacher

3) Activities/Procedures:

A) Before class, the room will need to be set up. The desks can be moved if space is needed. The set up will require a lot of space for planting evidence and the “body”. Use masking tape to outline a “body” on the floor (to look like a chalk outline). Number the evidence, 1-13. Plant the “gun” (evidence piece 2) and membership card (evidence piece 11) on the “body” (outline). The other evidence can be planted elsewhere in the room. It is a good idea to designate an area around the body for the students to focus on. A map of the classroom should be put somewhere that is accessible to the students. An accessible timeline should also be posted, along with 9 pieces of large bulletin board paper with the names of the suspects written at the top.

Time for preparation: 1hour

B) When the students come in, keep them away from the crime scene and tell them that there has been a murder. Then, tell them that the teacher had been planning an amazing lesson plan for the day. She had transported a number of famous Arkansan politicians from early Arkansas statehood to the future to help teach the class the role that they played in Arkansas’ history. The teacher had to go to her car to get some supplies, and on her way back, at exactly 5:30 AM, she heard two shots being fired. She ran into the room and found a body on the floor. The teacher then has the class get into groups of two if there are more than 12 students. She passes out rubber gloves, telling her students that she needs their help to figure out what took place in room 402.

Time: 5 min.

C) The students should search for evidence hidden in the designated area. They can’t touch anything without gloves, or they might contaminate the evidence. They must place each piece of evidence in its own evidence folder. On the front of the folder, they must write the number of the evidence, summarize what it is (e.g., primary source, secondary source, and what type (e.g., journal entry, newspaper article) and then make conclusions about what the evidence implies. Once they have done this with the first piece of evidence, they may go and look for more until all of the evidence is found.

Time: 15 minutes.

D) Once all of the evidence is found and evaluated, have all of the students sit down. Talk about possible suspects to lead them in the right direction for younger ages.

Time: 5 minutes

E) Have the students present the evidence to the class from 1-13. Call on them, starting with one and working to 13. Help them evaluate and suggest possible conclusions if they seem to be having trouble. Make sure they distinguish who the evidence is about (e.g., who was the 1st governor of Arkansas State?)

Time: 15-20 minutes

F) Have them think about who committed the murder, who they killed, and why they did it.

Time: 2 minutes

G) If there is time, allow the students to go to the paper with the name of their prime suspect on it.

Time: 2 minutes

H) If there is time, have them write why they think this person committed the murder, and who they think they murdered.

Time: 3 minutes

4) Homework:

A) Students shall evaluate the evidence and write up a crime report for homework. The report should include who they think was murdered, who killed them, and why. They should back up this conclusion with specific examples of evidence.

***Evidence:**

- 1) Eyewitness Account: The first governor of Arkansas Territory was seen leaving the room at 5:10 AM, and never returned until the shots were heard at 5:30 AM. When he arrived in the room after hearing the shots, he saw Mrs. Keen standing over the body with a terrified look on her face.**
- 2) A "gun" (a drawing of a gun) that was in the hand of the victim.**
- 3) A "gun"**
- 4) Eyewitness Account: The first governor of Arkansas State was last seen leaving room 402 at 5:00 AM. He did not return until shots were heard at 5:30 AM. When he turned the hallway, he saw Mrs. Law running from the room looking worried.**
- 5) Journal entry from Mrs. Law saying that she secretly wanted to be the 1st Governor of Arkansas. She invented a time machine to go back in time, and now all she had to do was eliminate her competition.**

- 6) Copy of Arkansas Gazette with two articles. One says that Conway beat Oden in the Congressional election of 1827. The other is an article where a witness heard Crittenden threaten to kill Woodruff for publishing 'A Voter.'
- 7) Blank lesson plan of Mrs. Keen's. On it, she has written that she couldn't think of a lesson plan for that day, but that she would do anything to make class more interesting. ANYTHING for a good lesson plan.
- 8) Copy of Arkansas Gazette with two articles. One claiming that Woodruff published awful letters about Crittenden. Some were written by Conway. The other stating that Sevier was next in line for the Congressional seat after Conway.
- 9) Summary of court case between Crittenden and Woodruff, where Crittenden is suing Woodruff for \$25,000 for slandering his good name.
- 10) Arkansas Gazette clip with two articles. One establishes importance of dueling to early elite in Arkansas. The other is a sworn testimony from Woodruff saying he would never duel.
- 11) Family membership card, planted on the "body".
- 12) Eyewitness account: The person who lost to Conway in the Congressional election of 1827 was last seen in room 402 at 5:20 AM. While he was leaving, he saw Henry Conway entering with an angry look on his face. Sevier was still in the room when he left.
- 13) Eyewitness account: Sevier left the room at 5:28 AM, as Robert Crittenden stormed in shouting, "You ruined my career, Conway!"

***Implications of Evidence:**

- 1) Mrs. Law- Secretly wanted to be the first governor of Arkansas. Did she eliminate her only competition while she had the chance?
- 2) Mrs. Keen- Her desire to make a good lesson plan that would give her students a love of history might have led her to murder.
- 3) James Miller- 1st governor of Arkansas territory is eliminated by eyewitness account.
- 4) Henry Conway- Ran against Odon in election, and became Arkansas delegate to Congress in 1827. Did this make Odon mad enough at him that he killed Conway? He wrote mean letters about Crittenden to the Gazette. Would these letters have made Crittenden angry enough to kill Conway? He was a member of the family (family ID card).
- 5) James Conway- He was a member of the family (family ID card) first governor of Arkansas is eliminated through eye witness account.
- 6) Robert Crittenden- Recently had articles published against him in the Gazette. He was angry at Woodruff for publishing these articles. He was angry at Conway for writing these articles. Was he angry enough at either of these people to murder them?

- 7) Sevier- Was next in line for the congressional delegate after Henry Conway. He really wanted the job. Was it enough to drive him to murder? He was a member of the family (family ID card)
- 8) Odon- Was angry that Henry Conway won the election for delegate to Congress in 1827. Was he bitter enough to murder Conway?
- 9) Woodruff- Was in a fierce legal battle with Crittenden over some letters he published that slandered his good name. Did he murder Crittenden to avoid paying the \$25,000?

***Content Standards Addressed**

Arkansas Social Studies Curriculum Framework:

SSPS 1.1. Identify primary and secondary and sources.

SSPS 1.3. Apply historical methodologies to understand the differences between fact and opinion.

SSPS.1.4. Develop creative and critical thinking skills.

PAG 1.3. Summarize the characteristics of effective leadership in Arkansas in historical and contemporary time periods.

<p>TPS.4.AH.9-12.4</p>	<p>Discuss the historical importance of Arkansas' territorial officials:</p> <ul style="list-style-type: none"> • James Miller • Robert Crittenden • Henry Conway • James Conway • Ambrose Sevier • <i>"The Family"</i>
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References:

1. The Encyclopedia of Arkansas History and Culture: Dueling. <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=3692>
2. The University of Arkansas at Little Rock William H. Bowen School of Law Territorial Brief s and Records: Robert Crittenden vs. William E. Woodruff. <http://arcourts.ualr.edu/case-075/75.1.html>
3. An Arkansas History for Young People: Third Edition by T. Harri Baker and Jane Browning

Arkansas History Lesson Plan

Identifying Arkansas on a Map

*Lesson Title

Identifying Arkansas on a Map

*Appropriate Grade Level

Kindergarten

*Author

Donna Boyd

*District/School/Grade

Magnolia School District West Side Kindergarten Teacher

*Enduring Understandings

I know where I live and I can locate it on a Map.

Children will distinguish Arkansas from other states and be able to locate Arkansas on a map of the United States and on a globe.

*Essential Questions

What shape does the state of Arkansas remind you of?

What do you like about living in Arkansas?

*Overview

This lesson contains activities that will provide the children opportunities to identify the shape of our state and how it differs from other states.

This lesson also provides the children with map and globe experiences.

*Background Information

The children should have prior experience with maps and globes.

*List of Materials

Maps, globes, large patterns of Arkansas, small patterns of Arkansas made out of sandpaper, aquarium or other small rocks, crayons for rubbing, paint, markers, painting paper, cubes or other small blocks for outlining the state, glue, United States Map floor puzzle and stickers, books – *Arkansas*, *The United States* by Julie Murray, *Arkansas* by Anne Welsbacher, *N is for Natural State An Arkansas Alphabet* by Michael Shoulders.

*Vocabulary-

United States, Arkansas, perimeter, country, state, county, town, globe, and map.

***Activities**

1) Children will trace large patterns of Arkansas and paint them. When the paintings are dry, the children will label the state, capitol, and the town in which they live.

A small rock will be glued on the map to identify the state capitol. The children will then describe the location of their town compared to Little Rock.

2) Children will use different colors to rub sand paper or wall paper patterns of Arkansas.

Cut out patterns from different textures of wallpaper/sandpaper.

Relate the different textures to landforms.

Classify the rubbings by the landform it most resembles. Example: very smooth wallpaper would look most like plains.

Children can also practice writing their color words by labeling rubbings with the color they chose for it.

3) Given a desk map copy of the United States children will locate Arkansas and denote it by placing a sticker on it.

4) Given large cardboard patterns of Arkansas children will outline the perimeter of the state.

Children will discuss the meaning of the word perimeter.

5) Children will discuss where Arkansas is located on the map and states that surround it using words related to location, direction and distance.

Children will discuss the states and the river that create the border of Arkansas.

6) Children will discuss facts, experiences and make text to self-connections after reading the book Arkansas: the United States by Julie Murray

***Cross-curricular connections: content framework and SLEs**

Arkansas Social Studies Curriculum Framework:

G.1.K.3 Identify the state of Arkansas on a map of the United States.

Measure and compare distances using non-standard units.

M.13.K.6 Surround a figure with objects (links, craft sticks, etc) and tell how many it takes to go around (Perimeter answers the question: How many units does it take to travel a path?) Demonstrate and describe the relative position of numbers.

G.10.K.1 Demonstrate and describe the relative position of objects as follows: over, under, inside, outside, on, beside, between, above, below, on top of, upside- down, behind, in back of and in front of.

G.1.K.4 Recognize the United States on a world map or globe.

G.1K.5 Identify land on maps and globes.
G.1.K.8 Recognize the difference between maps and globes.
G.1.K.9 Recognize that maps and globes represent models of the Earth.
G.1.K.6 Identify water on maps and globes.
ESS.8.K.1 Identify various characteristics of Earth's surface.
PS.6.K.1 Demonstrate spatial relationships including but not limited to over, under, left and right.

Arkansas English Language Arts Curriculum Framework:

Oral and Visual Communications

OV.1.K.1 Name or describe people, places, things, locations, sizes, colors, shapes, numbers and actions.

Writing

W.6K.4 Spell a few high frequency words correctly.

W.6.K.10 Use correct letter formation.

Reading

R.9K.1 Make connections from text to self during read aloud.

R.9K.5 Ask and answer questions about the text. Research/Inquiry Process

IR.12.K.1 Label objects and places.

IR.12.K.1 Share information about a topic.

***Estimated Time allotted for lesson**

Read aloud and group discussion including locating Arkansas on the maps and globes (20 minutes).

The other activities are incorporated into daily work centers.

***Assessment**

Children will identify Arkansas on a map of the United States by circling it. Children will be observed during center activities and in their writing.

***Resources/bibliography**

Arkansas by Anne Welsbacher

Arkansas: The United States by Julie Murray

N is for Natural State: an Arkansas Alphabet by Michael Shoulders

A Book about Arkansas by Betty Wilson.

***Extension activity**

Children write about a place within our state they read about.

List the states that border Arkansas.

***Attachments**

This is a song I sing with my children:

“Where oh where is Arkansas?

Where oh where can it be?

It's one of the 50 United States,

And that's where I live you see!"

(Sung to the tune of "Where, oh where, has my little dog gone?")

The following two songs are songs we sing each year when we study Arkansas. I do not know the author of these songs. They were just made up at our school and passed around. The first one could be changed to any town and county.

**"Arkansas, Arkansas
Columbia County in Arkansas
Magnolia, Magnolia
Columbia County in Arkansas**

**West Side Kindergarten Teachers
Magnolia, Arkansas**

**There is a state that I live in and Arkansas is its name-o
Arka nsas, Arka nsas, Arka nsas
And Arkansas is its name-o"
(Sung to the tune of Bingo)**

Arkansas History Lesson Plan

Learning about Honeybees in Arkansas

***Appropriate Grade Level:**
Kindergarten

***Name of author:**
Betty Louise Wilson

***District–Magnolia Public Schools/ School–West Side/ Grade level taught/**
Kindergarten

***Enduring Understanding–**
I know where I live and my state has chosen the honeybee as the state insect.

***Essential Questions–**
How do honeybees make our state a better place?
What kinds of things do we use honey and wax for?
What would you most like to do if you were a honeybee?

***Student Learning Expectations from K-6 Social Studies Frameworks–**
H.6.K.2– Identify state symbols of Arkansas– insect
C.5.K.3– Identify voting procedures by participating in a classroom voting process

***Overview–**
Students will investigate, dramatize the actions of, and create the Arkansas state insect, the honeybee.

***Lesson Objective–**
Students will learn that the Arkansas state insect is the honeybee, and that the honeybee helps our state environment by pollinating flowers and making honey for us to eat and sell.

***Teaching Strategies–**
Teacher and children will create a KWL chart, brainstorming what we would like to know about honeybees. We will read the nonfiction book Honeybees, then search the internet for any unanswered questions posed in the chart.

After filling out the chart, the children will pretend to actually BE honeybees. I place yellow hexagon shapes with sight words on them in various places (i.e. tables, shelves, or hanging on the wall) around the room to represent the honeycomb cells, and each child has a bag of sight words, that represent the nectar they will deposit as they buzz around, a concept which was presented in the book. As I play music in the background the “honeybees” buzz around with their bag of words. They choose a word and select the honeycomb with the matching word, then glue the word to the honeycomb. The children continue buzzing around and gluing words to the honeycombs until their nectar (word) bag is empty. As the children work, I circulate around the room and check their progress. After several minutes of “depositing nectar” (words), we gather back on the carpet and check each yellow honeycomb hexagon shape to see if the words on each match the word I have written on it. Then we share what we have learned about our state insect. I carefully choose 5 sight words from the group of words we have used during the honey making process and write facts about bumblebees using these words.

Ex. The honeybee is our state insect.

We like to eat honey in Arkansas.

A honeybee can collect nectar.

***Extension–**

Students can write the sentences themselves or along with the teacher in a journal during small group. Children are asked to illustrate their journal writing. Or this can be done as an interactive writing experience. After this activity is completed the hexagons are placed on the wall in true beehive formation and used to practice sight word reading during center time or review sight words during large group time. The children use pointers to read the words they have glued to the hexagons and placed in the formation of a hive.

***Background information–**

A working knowledge of honeybees, pollination, and how honeybees make honey.

***List of materials–**

Non-fiction book about Honeybees

Large chart paper and markers

12-15 large yellow hexagon shapes cut from construction paper and labeled with sight words

Plastic baggies containing the sight words on small strips of paper

Lively music (possibly The Flight of the Bumblebee, which I downloaded for my class from an Internet music store)

***Vocabulary–**

Cell, pollinate, nectar, insect, hive

Arkansas History Lesson Plan Template

Natural Resources Used by Settlers on the Buffalo River

***Appropriate Grade Level(s)**

3rd grade Art Classes

***Full name of author**

Becki Jech Art Teacher

***District/School/Grade level(s) taught**

Harrison School District/Forest and Eagle Heights/ Grades K-4 Art classes

***Enduring Understanding**

I have an understanding about the importance of the Buffalo National River and why protecting its resources are so important.

***Essential Questions**

How did the Indians and the Pioneers use natural resources to live on the Buffalo River? What materials did they use and recycle for their well being on the river?

***Student Learning Expectations from K-6 Social Studies Framework**

G1.4.2, G2.4.1, G2.4.4, G3.4.2, G3.4.4, G3.4.5, G3.4.6, H6.4.1, H6.4.3, H6.4.10, H6.4.12, H6.4.22, E.8.4.3

***Lesson Plan which must include all of the following:**

***Overview**

Third grade art will discuss the Buffalo River and its Natural Resources. Third grade will discuss the use of the white oak tree for making baskets. Students will be shown samples of baskets made from the oak tree and how they were used along the river by the Indians and Pioneers. There will be a demonstration on the way oak splints are made into weavers and into a market basket and egg basket. Students will make a basket using the weaving technique.

***Lesson Objective**

The objective of the lesson is to be able to discuss and recall what we learn about the river's natural resources and how they were used in the lives of the settlers. The lesson objective is to be able to take a natural resource and create a work of functional art.

***Teaching Strategies**

Introduce the river by showing pictures of settlers, their pottery, baskets, log cabins, handmade tools, quilts, gardens etc. Discuss the seasons on the river and how it determines what is needed for a settler to survive. In groups write down what materials were needed to make tools, homes, pottery, baskets, gardens, etc. Discussion on why the white oak tree is selected. Demonstration of the steps from the oak tree to the end results of a basket.

***Background information**

Discuss the river and the history of the area. Discuss wildlife and plants on the river. Watch a video of the river and how the river was protected and made a National River. Look at Art work of Arkansas artist as basket makers.

***List of materials**

Wooden basket bases with holes precut, round reed #5, round reed #3, plastic buckets for water, beads and feathers to decorate.

***Vocabulary:**

Natural resources protect, conserve, Buffalo River, recycle, handmade, oak splints, weavers, plaited, weave, wooden base, reed, ribs, shaper, splicing or overlapping, tucking in

***Activities**

The Park Service at Tyler Bend on the Buffalo has very good educational tour of the historical log cabins. They discuss the way the settlers used natural resources to live.

***Cross-curricular connections. Identify the content framework and SLEs.**

Arkansas Social Studies Curriculum Framework:

A1.3, A1.4, A1.8, A1.9, A2.4, A2.5, A2.7, A2.8, A2.9, A3.7, A3.9, ESS8.2.4

***Assessment**

The students will make a basket. In groups they will discuss the use of natural resources on the river and turn in a list of natural resources and their use to the settlers. This will be shared with the whole class. Teacher Observation, Demonstration, and Discussion

***Estimated time allotted for lesson**

Four hours or four 40 minutes classes

***Adaptations for special needs learners**

Special needs learners can participate and make this project to the best of their ability. They can weave yarn instead of reed around the frame of the basket. The softer material is easier to work with and will make a basket if the frame is already secure. They can listen and add to the conversation of natural resources with a group.

***Resources/bibliography**

Great video from the park service called Buffalo National Treasure.

Books in our libraries about pioneers and Indians on the river.

Any basket book an art teacher might have showing different styles of baskets.

The Basket Book by Lyn Siler. It shows baskets, and how they were used. It shows egg baskets, fish baskets, market baskets, weed baskets, etc.

Pioneer Projects by Bobbie Kalman

Cherokee by Emilie Lepithiem

Garden Sass by Nancy McDonough

Trees of Arkansas by Dwight M. Moore (Ark. Forest Commission)

N is for Natural State by Michael Shoulder

The Ozarks by Richard Rhodes

**Native American postcards (30) from Crizmac Art and Cultural Education catalog.
Contains postcards of Indian pottery, baskets, hides, clothing, and weavings**

***Extension activity**

Visit the river and study the river in their classrooms. Have the National River staff visit the schools and bring tools, pottery, baskets, etc. that were made on the river. Visit the Boone County Historical Museum and view pottery, arrowheads, tools, etc. found on the river. The artist at Mt. View has a very good workshop in the summer on basket weaving with white oak. Leon Jennings of Mt. View, old time basket weaver, is great source of information.

Arkansas History Lesson Plan Template

Places in My World

***Appropriate Grade Level(s):**
Grade 2

***Author:**
Lavona Sue Clanton

***District/School/Grade level(s):**
Berryville/Berryville School/Grades K-3
English as a Second Language

***Enduring Understanding:**
I know my place in Arkansas and the world.

***Essential Questions**

- Where would I like to go? Why? How could I get there?
- Where do I live now?
- Why do I need to know where I live?
- Where am I in relation to others?
- Why would I need to know where other places are in my world?
- How can I get to the (LANDMARKS IN ARKANSAS) from here?
- Why do people come to Arkansas?

***Student Learning Expectations from K-6 Social Studies Framework**

Arkansas Social Studies Curriculum Framework:

Strand: Geography

Standard 1

G.1.2.1 Define relative location

G.1.2.2 Locate the county in which the student lives on an Arkansas map

G.1.2.3 Locate the capital of Arkansas

G.1.2.4 Identify and locate countries bordering the United States

G.1.2.5 Locate and define the North and South Poles and the Equator on a map or globe

G.1.2.6 Locate the seven continents using a map or globe

G.1.2.7 Name and locate the four major oceans

G.1.2.8 Describe how climate changes with the seasons

G.1.2.9 Distinguish between types of maps: physical, political, historical

G.1.2.10 Understand the purpose of map components: title, compass rose, legend/key, map scale

G.1.2.11 Describe the relative locations of places using cardinal directions

G.1.2.12 Identify and locate physical features on maps and globes: rivers, lakes, oceans, mountains, islands, desert, and coast

G.1.2.13 Construct maps of a familiar place that include title, compass rose, and legend/key.

Standard 2

G.2.2.3 Compare and contrast how people in rural and urban areas live and work

Strand History

Standard 6

H.6.2.3 Discuss historical people of Arkansas (e.g. Bill Clinton, Scott Joplin)

Strand Economics

Standard 8

E.8.2.4 Give examples of capital resources

***Lesson Plan which must include all of the following:**

***Overview**

Students will explore various globes, maps, and atlases to determine where they live. They will find where relatives live and figure out routes they could use to get there. They will locate where favorite authors and illustrators live, find locations mentioned in reading selections, and, and then tell where that is in relation to Arkansas or their town if it's in the same state. Students will be able to find Arkansas' approximate location on the globe or map of continents. Students will be able to locate Arkansas on a U.S. map. Students will be able to draw a state map and locate their town and state capital. Students will be able to locate Arkansas places of interest on an Arkansas map. Students will find places of interest found in their reading selections/books and author & illustrator studies. Students will listen to books about Arkansas. Students will evaluate why people move to different locations and plan some trips of their own.

***Lesson Objectives:**

- 1. Students will be able to state their planet, continent, country, state, county, and town.**
- 2. Students will be able to use the globe, maps, and atlas to locate Arkansas.**
- 3. Students will be able to explain which directions you would travel to reach a destination (north, south, east, west, NE, NW, SE, SW, provided a compass rose for the later)**
- 4. Students will be able to identify characteristics of places (rural, city, mountains, flat land, water, attractions, jobs, relatives, climate, schools, etc.) that influence people's decisions to locate or visit there.**
- 5. Students will be able to choose a destination to visit and support their choice with facts obtained from maps and research.**
- 6. Students will be able to understand and provide appropriate answers to the essential questions.**

***Teaching Strategies:**

Post questions so you can refer to them often, have access to maps, globes, atlases, and internet sites when needed, read to students about places in the state and around the world, find out where authors and illustrators of books used are from, demonstrate and model asking questions about places, as well as, using globes, maps, atlases. Provide vocabulary study as needed by individuals. Accept student's selections with enthusiasm. Help them to use vocabulary correctly when speaking. Make this study correlate smoothly with other areas (reading, science-water, math-directions, writing-descriptions/word choice). Revisit and provide students time to really use in their world, therefore really learn.

***Background information**

Understand questions and the concept of location as a place.

***List of materials**

Globes, world maps, atlases, United States maps, Arkansas maps, access to internet for maps and information, access to library, current reading and content materials, flash cards, paper, pencil, markers, crayons, student journals, books.

Books I used, but you may be able to find others:

Welsbacher, Anne. (1998) *Arkansas*. Edina, Minnesota: Abdo & Daughters.

Shoulders, Michael and Anderson, Rick. (2003) *N is for Natural State: An Arkansas Alphabet*. Chicago, Michigan: Sleeping Bear Press.

***Vocabulary**

Location, place, direction, north, south, east, west, planet, Earth, continent, North America, country, United States, state, Arkansas, city, town, your city or town, relation to, atlas, globe, map, mountains, plains, valley, river, lake, capital, farming, city, rural, climate, jobs, relatives or kin, local attractions and others from reading materials according to your students needs.

***Activities**

- ✓ **Explore** in pairs and small groups globes, world maps, U.S. maps, and state maps to find Arkansas. Try to get students to see on global maps Arkansas is not labeled but they can estimate where it is using the other maps. May need to use a visual of a large circle with each location inside being a smaller circle or a large upside down triangle to show large (continent to country to state to town).

- ✓ Allow students to **use** several different kinds and sizes of atlases. My students didn't know name "**atlas**" but they learned and quickly learned to use the **index** to find the page to look for their place.
- ✓ **Use** maps to find where their relatives live (this seems to happen naturally). Ask questions like is that near or far from Arkansas? Can you show me where it is? Where is Arkansas?
- ✓ Every time a location is mentioned in a reading selection or a book is shared the teacher will allow time for students to **find** where that place or person is from and **explain** where it is from Arkansas (this will go on all year and reinforce map skills and students' ability to give directions)
- ✓ **Listen** to and discuss book *N is for Natural State: An Arkansas Alphabet* by Michael Shoulders and Illustrated by Rick Anderson
- ✓ **Use computers** to look at maps. Place several good websites under "favorites" and allow students to explore these to find locations given in book. Some good sites are:
www.worldatlas.com/webimage/countrys/namerica/usstates/ar.htm and
www.arkansas.com/maps/
- ✓ Have students **read** *Arkansas* by Anne Welsbacher
- ✓ Have students use landform maps and information from the book to **color** in the main landforms found in Arkansas. (This can be simple or more complex—with or without a key—according to ability level students are at) Application Skill
- ✓ Have students **share** what "characteristics of the land and climate" they prefer where they live? Then ask them if country, rural or city, attractions, jobs, or relatives make a difference in their choice. (Self Evaluation)
- ✓ Have students **make** a list of at least 3 places they would like to visit (may be ones they have read about or seen on television or heard about). Then guide them in simple research of these places to pick one. Tell students to try and pick different places from their peers. Then have the students **draw a map** to show this place in relation to Arkansas or town if in same state. Include with map a key, compass rose, and title.
- ✓ Next, you need to give students a choice in projects: They can **write** an essay about why this is such a great place. They can **design** a poster and give an oral presentation using their own notes. They can **write** a letter to someone at a school in this location and ask them to write back with information about living there. They might **create** a travel brochure or commercial. The ideas are as varied as the students. However, make it a challenge for each one in which they have to think and apply themselves. All students must **share** their project in some way and answer "Essential Question" #1 Where would I like to go? Why? How could I get there?
- ✓ Have students locate names of town, county, and state in weekly local newspapers.

- ✓ Have students **discuss** in large group, then **write** in journals about:
Why I need to know where other places are in my world?
Why do people come to Arkansas?
- ✓ **Play** games with the students where you name a place and they find it on an Arkansas map-or name a continent-or name a state-or ask them which direction would you travel from Arkansas to get to ____? (They love it!) You can roll a die and keep points, but mine just like the challenge with the maps to see who can find it first. I've also cut out continents from a world map shuffled them and had the students match labels to them. At first we just did for accuracy, but now they like to be timed. U.S. State puzzles are also enjoyed by students and reinforce location of places. These types of games should be done throughout the year to reinforce learning, especially on days before holidays because they don't see it as work!

*Cross-curricular connections. Identify the content framework and SLEs.

Arkansas English Language Arts Curriculum Framework:

OV.1.2.1 Use words that reflect a growing range of interests and knowledge.

OV.1.2.6 Use oral language for different purposes (i.e., to inform, persuade, and entertain.

OV.1.2.7 Support spoken ideas and opinions with examples and evidence.

OV.1.2.8 Give three step and four step directions.

OV.1.2.12 Ask and answer questions.

OV.2.2.1 Demonstrate active listening behaviors

OV.2.2.3 Follow oral directions with three or four steps

OV.2.2.4 Listen to literature and respond appropriately, including comparing/contrasting and extending the text

W.4.2.3 Make decisions about which topic to work on over several days

W.4.2.12 Edit writing

W.4.2.14 Prepare pieces for publication

W.4.2.16 Use available technology for publishing

W.5.2.3 Write daily

W.5.2.4 Respond to open-ended questions

W.5.2.7 Write letters

W.5.2.13 Write in personal journals

W.6.2.11 Capitalize proper nouns

W.6.2.16 Write legibly in manuscript

W.7.2.5 Apply new vocabulary and concepts into writing

R.11.2.7 Learn new words from reading and discuss the meanings

IR.12.2.4 Access information from such sources as charts, maps, graphs, and directions.

IR.12.2.5 Locate information from a variety of print, non print, and technological resources

***Assessments**

Observations of ability to use tools and complete tasks.

Projects that answer the essential questions.

Classroom oral answers and participation in discussions.

Journal responses.

Performance task where student can explain in oral or written form how to get from Arkansas to a location or to Arkansas from another location.

***Estimated time allotted for lessons**

2 weeks- but reinforced all year through games and use of tools in other areas

***Adaptations for special needs learners**

Included in activities above

***Resources/bibliography**

Included in activities and materials list

***Extension activity**

Included in activities

***Attachments**

Rubrics should be written for oral and written responses and projects designed by teacher based on student expectations and area in writing you would like to focus on....

***Sample rubric for finding and naming locations:**

1. Can name and find all seven continents. +___/14
2. Can name and find the four main oceans +___/8
3. Can locate the country he/she lives in and tell the name +___/2
4. Can locate and name his/her state. +___/2
5. Can locate and name his/her county. +___/2
6. Can locate and name his/her town. +___/2
7. Can read or show a neighboring country to south and north. +___/2
8. Can read or show a neighboring state to south, north, east, and west.
+___/4

***Sample presentation rubric:**

PRESENTATION RUBRIC

NAME _____

**0=Not shown 1= LESS THAN SATISFACTORY 2=SATISFACTORY
3=GOOD**

NOTE: Modifications may be made in areas where an ESL student is rated a 3 or less in language ability (for example in pronunciation). However, with practice before hand this shouldn't be a big concern.

1. The student can be heard.	0	1	2	3
2. Speaking was fluent.	0	1	2	3
3. Vocabulary words are pronounced correctly	0	1	2	3
4. Student appears will prepared/researched	0	1	2	3
5. Use of map.	0	1	2	3

COMMENTS: _____

Arkansas History Lesson Plan One

Play-Do Soto

***Teacher:**
Jenny Mayer

***Grade:**
Fifth Grade

***Subject:**
The Six Natural Regions of Arkansas and the Journey of De Soto

***Overview:**
This lesson will require hands-on learning as well as seeing and hearing to learn. Learning styles will be visual, auditory, and active learning. These children need all three to be able to really understand and remember the contents. They will be involved in a fun manner while listening to instructions and applying them.

***Objectives:**

Arkansas Social Studies Curriculum Framework:

Strand: Geography

Standard One: Physical and Spatial

G.1.5.2

G.1.5.6

G.1.5.10

*** Methods, Media, and Materials:**

- DVD of De Soto's Journey through Arkansas (This is teacher's choice, there are different version out there, so this should be based on what you find to be best suited for your students and lesson), Television, VHS/DVD player
- Pull-down Map of the United States
- Map of De Soto's Trail in Arkansas, Markers
- Worksheet on De Soto's Trail (Questions for review, based on version of video watched)
- Overhead projector screen
- Play-Dough, toothpicks, cardboard, thumbtacks, worksheet of the state of Arkansas, plastic paper, paint(six different colors), paintbrushes, cups
- Worksheet on Six Natural Regions of Arkansas (Map of Arkansas; have the students locate six natural regions plus any additional information you want to add from earlier in the week)

- Exam over the past week (Teacher will make up own test)
- Mystery Box
- Candy

***Resources:**

Donald E. Sheppard. Spanish Exploration and Conquest of Native America: Conquest States: De Soto's Arkansas Trail.

<http://www.floridahistory.com/arkansab.html>

(2008) Delta Culture Center: Delta Geography.

<http://www.deltaculturalcenter.com/geography/>

(2008) Parkin Archeological State Park

<http://www.arkansasstateparks.com/parkinarcheological/>

Michael B. Dougan, Arkansas Odyssey: The Saga of Arkansas from Prehistoric Times to Present. Little Rock, Arkansas: 1994

Public Library

Utilize Method, Media, and Materials: The television will be used to play the DVD/VHS. The pull-down map of the U.S. will be used to show the location of Arkansas and the name of the region in which it is located. The Map of Arkansas will be shown on the over head projector, so the students can have a visual of De Soto's journey. A worksheet will be given as homework to be taken home and filled out. The worksheet will be teacher's choice of questions based on the version of the video watched. Play-Dough will be needed to make into the shape of Arkansas. The toothpicks will be used for the students to mark the trail of De Soto's journey. Plastic will be used to place the play-dough on for drying overnight. Paint and paintbrushes will be used to paint the six regions of Arkansas. A worksheet will be given as homework over the six regions. It will include a map of Arkansas and questions of choice on the location of the six natural regions of Arkansas. Adding questions on material covered earlier in the week is encouraged. The whole process will take five to six days; 45 minutes to an hour each day.

***Learner Participation:**

Day One-

Watch a video on the Journey of De Soto through Arkansas. We will then discuss the video and questions about his journey will be answered.

This will be active learning, since they will watch a video but then be required to ask questions about the video.

Alternative Day One-

Field trip to Parkin State Park. Many Scholars believe this park is the American Indian Village of Casqui who were visited by De Soto in 1541. Parkin State Park offers audiovisual programs, site tours, workshops, and other educational programs. It also includes a picnic area and playground.

This will be active learning; they will be not only watching a video but actually seeing one of the sites they have studied or will be studying. This would be very enjoyable to the students.

Day Two-

Look at map of the U.S. and locate Arkansas on the map, then discuss and name the region in which Arkansas is located. (e.g., Mid-West, Mid-East, Mid-South) Next, go over a map of De Soto's Trail throughout Arkansas and learn the six natural regions of Arkansas. The overhead projector will be used to show the map, while markers will be used to trace along the trail. There will be a worksheet for review over what the students have learned the past two days on De Soto's Journey; multiple choice and map questions.

This learning will be active and passive since they will be listening to the lecture plus given a worksheet for homework over the lesson.

Day Three-

Each student will get with a partner. Each partner will be given a cardboard square, play-dough, and a toothpick. They will trace the map of Arkansas on the cardboard squares. Then they will shape the play-dough in the shape of Arkansas. The toothpicks will be used to mark the trail of De Soto. The thumbtacks will be used to mark some of the main places that De Soto visited. We will then locate and discuss the six natural regions of Arkansas. The play-dough will then be put on the plastic and left to dry over night.

This learning is active because they will be doing hands on activity with the play dough and everything will be done on what they have learned from the days before.

Day Four-

Locate the six natural regions of Arkansas together. Then the students will join their partner to paint each section a different color. On the board will be the names of the region and out beside each region will be the name of a color. The students will be required to paint each region the color it is matched with. Afterwards a worksheet will be given as homework to be filled out and brought back the next day. It will be over the regions of Arkansas.

This is active learning since one again it will be a hands on activity that the students be required to do on their own by memory.

Day five-

Exam will be given over what they have learned this past week. There will be multiple choice questions over the video and other interesting facts that have been learned all week by the students. It will also include a map of the United States. A map of Arkansas with blanks on it to fill out what the regions are called. There will be matching on the map to determine the location of some of the regions or places that De Soto visited.

Possible Day five-

If I feel that the students still haven't quite grasp the concept of the locations and the regions of Arkansas, then the students will play a game of jeopardy.

Students will be divided among teams. On the board will be the topics and underneath will be the point levels. They will be given the answer and will have to respond with the correct question. The team that wins will be given an extra 5 points on their exam.

Plus, there will be a mystery where the students will get to reach in and grab one prize out of it. The prize will be a piece of candy.

***Evaluate and Revise:**

There will be a worksheet given over the video watched on De Soto's Trail, plus one on the United States. The map will be used to see if the students can locate Arkansas on the map and name its location. The worksheet over the video will be questions that can only be answered by watching the video, so I can tell how well they listen and pay attention to the details. I would also like feedback from them of how interesting the video will be for future use. This will be a verbal conversation. Hopefully this will benefit me in my evaluation plus give them the opportunity to discuss the video and see how much they not only have learned but have enjoyed. If a field trip is taken the questions will be based upon facts learned during the video and the other activities they are engaged in at the park. Then, after they have completed their play-dough assignment there will be a worksheet over the regions of Arkansas and a discussion over what they have learned the past week. Finally an exam will be given over all these areas on the last day. There will be multiple choice, short answers, and a map. If the worksheets graded and the feedback I have gained from the students doesn't make me feel as if they have met the requirements for my objectives, there will be a game played the day before the test. It will get all the students involved and yet enjoying it at the same time. It will require everyone's participation so no one will be able to slip out of learning. It will be just like the game Jeopardy. Each student will be required to take a turn. The winning team will be given 5 extra bonus points on their exam, plus a surprise from the mystery box. This should keep all the students interest in the game, while they are learning at the same time.

Arkansas History Lesson Plan Template

Progressive Movement

***Appropriate Grade Level(s):**
Grade 6

***Full name of author:**
Kellie A. Van Es

***District/School/Grade level(s) taught:**
Pottsville School District/Pottsville Jr. High/ Eighth Grade

***Enduring Understanding:**
I know the changes that have occurred in Arkansas since Reconstruction.

***Essential Questions:**
What was the Progressive Movement/Progressivism?
What problems did Arkansans perceive in society in the early 20th Century?
What problems do Arkansans perceive in today's society?
How can people make a change in society?
What governmental agencies and community groups work for change?
What groups work for change in our school?

***Student Learning Expectations from K-6 Social Studies Framework:**

Arkansas Social Studies Curriculum Framework:

C.4.6.1

Compare and contrast the three branches of government at the state and national levels of government:

- executive
- legislative
- judicial

C.4.6.3 Discuss the roles and responsibilities of the executive branch e.g., state/governor, federal/president)

C.4.6.4

Compare and contrast the roles of the legislative branch (e.g., general assembly/congress, state congress and federal congress, house, senate)

C.4.6.5

Compare and contrast the roles of the judicial branch (e.g., local, state, and federal)

***Lesson Plan which must include all of the following:**

Overview: Students will identify problems in early 20th Century Arkansas, research those problems and possible solutions, and write to civic leaders urging support for change to the perceived problems.

***Lesson Objective:**

Students will be able to define the Progressive Movement/Progressivism.

Students will conduct research with the goal of identifying societal problems and their solutions from Arkansas's Progressive Era.

Students will create a poster/flyer/brochure urging others to join in a cause relevant to early 20th Century Arkansas.

Students will write letters to appropriate civic leaders urging support for changes in various causes.

Students will identify key Arkansas officials and their roles in state reform.

***Teaching Strategies:**

Cooperative Learning Groups

Internet Research of School-Approved Sites

Library Research

Interview of parents/teachers/community members

Letter Writing/Persuasive Writing

***Background information:**

Divide students into groups of 3-4. Conduct Internet research of school-approved sites (preselected in advance, linked to school or class webpage) to list perceived problems and possible solutions in society in early 20th Century Arkansas. In addition research may be conducted in the library for both problems and their solutions.

***List of materials :**

Computers/printers

Library books/ reference books

textbooks

paper

envelopes

flyers/brochures/posters to be used as examples

Internet research form (create a standard research form for students to record their sites if your district does not have one)

Library research form (create a standard research form for students to record their library resources if your district does not have one)

poster boards

poster paints

glue/glitter
scissors
markers
crayons
colored pencils
digital camera

***Vocabulary:**

Progressive Movement
Progressivism
civic
community
reform
cause
official
legislature
governor
mayor
alderman/alderwoman

***Activities:**

Research the Progressive movement in Arkansas using both Internet and library resources.

Research officials from the early 1900's in Arkansas: possibilities: state legislators, governor, mayor, city aldermen.

Select one problem from the early 1900's in Arkansas as your group's focus.

Create a poster, flyer, or brochure to inform citizens of the problem and possible solutions.

Finally, write a letter to a member of the state legislature, to the governor, to the mayor, or other local official. Describe the problem and possible solutions.

***Cross-curricular connections. Identify the content framework and SLEs.**

Arkansas English Language Arts Curriculum Framework:

W.4.6.3

Demonstrate an awareness of purpose and audience for all modes of written *discourse*

W.4.6.4

Use available technology to access information by using a card catalog and the Internet

W.5.6.1

Write to describe, to inform, to entertain, to explain, and to persuade

W.5.6.10

Write across the curriculum

***Assessment :**

Rubric:

5 points: Research resources from Internet/Library forms.

5 points: Clear statement of the problem.

5 points: Poster, flyer, brochure.

5 points: Letter.

(Adapt this rubric as needed.)

***Estimated time allotted for lesson:**

Research: 3-4 hours in computer lab and library

2-3 hours in computer lab for those creating a brochure or flyer on the computer

2-3 hours in classroom for those creating a poster

1 hour in computer lab for writing and printing letter

***Adaptations for special needs learners:**

Combination of grouping for this project may take into consideration students' learning styles, language needs, reading and writing capabilities. Grouping students in diverse ability groups accommodates learning needs.

More time may be needed for those lacking computer skills. An introductory lesson on Internet research preceding this project may be helpful.

***Resources/bibliography:**

Textbook: An Arkansas History for Young People by T. Harri Baker & Jane Browning

***Extension activity:**

Poll your teachers, parents, and other community members about what problems exist in your state or community today. Be sure to get their opinions about possible solutions.

***Attachments:**

Internet research form:

Topic: _____

Sites I explored: _____

Three facts I learned: _____

Questions I have: _____

(Adapt this form for your own uses.)

Arkansas History Lesson Plan Template

School Of Fish

***Appropriate Grade Level(s)**
Kindergarten Art Classes

***Full name of author**
Becki Jech Art Teacher

***District/School/Grade level(s) taught**
Harrison School District/Forest and Eagle Heights/ Grades K-4 Art classes

***Enduring Understanding**
I have an understanding about the importance of the Buffalo National River and why protecting its resources are so important. Cooperation and helping others are very important in the classroom.

***Essential Questions**
Why did we leave the Buffalo National River a free flowing river instead of making it a lake? What fish live in the river? What can we do to protect the river? Why do fish swim in groups or schools?

***Student Learning Expectations from K-6 Social Studies Framework**
G1.K.10, G3.K.2, H6.K.2 E.8.K.4, G3.K.3, C5.K.2

***Lesson Plan which must include all of the following:**

***Overview**

Students will discuss the fish native to the Buffalo River and discuss their environment. The teacher will explain about the fish swimming in cooperation in schools to protect and help each other. The teacher can use the lesson to teach cooperation in the classroom. Students will color a fish that will fit together like a puzzle with everyone else's fish to complete a tessellation.

***Lesson Objective**

The objective of this lesson is to use the cooperation of a school of fish to teach cooperation in a classroom.

***Teaching Strategies**

The use of the cooperation of a school of fish teaches cooperation in the classroom. It will show that the fish fit together like friends in a classroom to make the classroom a community that will help each other.

***Background information**

Students will discuss the river and how fish depend on a clean environment and each other to survive. Students can watch a video of the river and how it was protected and made a National River. Pictures of the river and fish can be displayed and discussed.

***List of materials:**

markers, squiggle eyes, crayons, and puzzle pieces shaped like fish (Oriental Trading catalog)

***Vocabulary:**

School of fish, natural resources, environment, Buffalo National River, protect, Park Ranger, food chain, cooperation, helper

***Activities**

Kindergarten can visit the River. The Park Service has a real good lesson on keeping the river clean. The students wear boots and stand in the water. They turn over rocks to find little animals and place in a bucket of water. They will discuss the food chain in the river and schools of fish.

***Cross-curricular connections. Identify the content framework and SLEs.**

A1.1, A1.2, A 1.7, A1.9, A2.1, A2.5, A 2.9

NS1.K.1, NS1.K.2, LS2.K.1, LS2.K.4, PS6.K.1, ESS8.K.2, ESS8.K.3

***Assessment**

Art work completed and discussed in groups. Teacher Observation and discussion

***Estimated time allotted for lesson**

Two to three hours or two to three class times

***Adaptations for special needs learners**

My special needs learners do what the other students do with their own creative ability

***Resources/bibliography**

Great video from the park service called Buffalo National Treasure, Books in our libraries about fish. Posters of fish from the Park Service.

***Extension activity**

Kindergarten can visit the river and they study the river in their classrooms. The National River Park Rangers have a great activity for classes at the water's edge of the river.

Arkansas History Lesson Plan

Title: "Take Me Out To The Ballgame"

Appropriate Grade Levels: 5-6

Author: Darby Wallace

District/School/Grade Levels Taught: Newport School District, Newport High School, 9-12

Enduring Understanding: Arkansas' Role in the National Economy

Essential Questions:

Why is Arkansas home to many millionaires and billionaires? Who are they?

Does that benefit the state and its citizens?

How did those successful entrepreneurs make money?

Can anyone make that much money?

What is required to be a successful entrepreneur?

Student Learning Expectations:

Strand: Economics

Standard 8: Resources

Students shall evaluate the use and allocation of human, natural, and capital resources

Factors of Production

E.8.5.1 Research the role that entrepreneurs have played in the development of the economy of Arkansas

E.8.6.1 Analyze the impact of entrepreneurship in the development of the economy of the United States

Lesson Plan

Overview: Students will examine the lives of several Arkansas entrepreneurs as well as the characteristics of successful entrepreneurs by reading about a trip to Dickey Stephens Park and playing a mock "baseball" game based on information about Arkansas entrepreneurs and from Arkansas History.

Lesson Objectives:

Students will be able to describe the characteristics of successful entrepreneurs.

Students will be able to describe the businesses created by several Arkansas entrepreneurs.

Students will be able to answer questions on the role of human, natural, and capital resources in the economy and in Arkansas.

Students will be able to determine which Arkansas entrepreneur interests them most and write a brief paragraph describing that person and business.

Teaching Strategies:

To build on prior knowledge or to emphasize the economic concepts of natural, human, and capital resources, the teacher can draw a chart on the board or overhead listing those 3 categories. After a brief explanation and definition of each category, students will be asked to list examples of each and the teacher will record their responses in the correct column. A check mark can be placed in the last column to emphasize the existence of Arkansas resources. Example:

Natural Resources	Human Resources	Capital Resources	Found in Arkansas
Plentiful farm land	Lots of hardworking people	Tractors, bull dozers	√
Oil & natural gas	People with new ideas	18 wheelers	√

Next, the teacher discusses the definition of an entrepreneur and asks to students to name any successful entrepreneurs that they know. The teacher then explains that she will read a story to students about Arkansas entrepreneurs and they should listen carefully because they will be asked to list as many Arkansas businesses as they can after hearing the story. The teacher then reads a brief story to the class about a young boy's trip to the ballgame. Special emphasis is placed on the names of Arkansas entrepreneurs or businesses that are mentioned in the story. (See attached) The teacher can then provide students with a copy of the story and read it again after students list the names of businesses. The second time they read the story, they can look for any names they may have missed.

Students will be grouped into small groups (3-4 each). The group reads biographies or (teacher-selected portions biographies) of Arkansas entrepreneurs and other successful companies for information. After this research, students will prepare a brief presentation for the other groups introducing and explaining their entrepreneur. (See attachments for handouts to be researched and charts to be completed.)

After the presentations, groups will be combined into 2 teams and elect a captain (or the teacher can select the captain.) A batting order will be created to determine the order in which students will answer the questions OR to alleviate competitive pressures, the entire team can work together to answer questions. The teams will determine an Arkansas-appropriate name for themselves such as the "Diamonds" or the "Naturals."

Much like a baseball game, each team will answer questions and try to advance around the bases. However, in this case 2 strikes will end the team's at-bat. (See questions attached.) Using a foam board baseball field or bases copied on an overhead transparency, the "players" will move through the bases.

The team with the most home runs wins.

Background Information:

Arkansas is home to several successful entrepreneurs and other national and international businesses. This is the source of pride for many although some criticism exists. Students enjoy

learning activities that involve names and places familiar to them. Using the premise of a “Trip to the Ball Park,” students will learn about what makes a successful entrepreneur. Additionally, they will investigate the qualities of Arkansas that made those successes possible.

This lesson can be used to introduce the concept of entrepreneurship and can be a stand alone lesson. It could also be incorporated into larger units on economics or Arkansas History.

After teaching and/or reviewing the definitions of human, natural, capital resources and the characteristics of entrepreneurs, the teacher will read aloud and students follow along the story: A Trip to the Ball Park. Afterwards, students complete charts based on the reading passages assigned to their groups. Next, a “baseball” game is played. Finally, students write a paragraph expressing an opinion and incorporating information they have learned.

This lesson might serve as a useful springboard or introduction into an entire unit on economics beginning with the concepts of choice and ending with a focus on markets. This particular lesson would also be a good introduction for lessons on the stock market.

The Arkansas Encyclopedia of History and Culture website <http://www.encyclopediaofarkansas.net/> provides much of the necessary information about the entrepreneurs and Arkansas businesses used in the lesson: Sam Walton, Charles Murphy, Witt Stephens, J.B. Hunt, Don Tyson, and William Dillard. Other websites like Wikipedia were also used and are listed below in the Resources section.

Teachers in Northwest Arkansas may choose to amend the lesson to use the new “Arvest” Ball Park and the new “Naturals” team.

List of Materials:

A Trip to the Ball Park (Handout 1)

Biographies of Arkansas entrepreneurs (Handout 2)

Baseball Field Foam board/Straight Pins or Overhead Transparency/Markers and Symbols for Players (Attachment 1)

Chart to record answers from student presentations (Handout 3)

Questions for Baseball Game (Attachment 2)

Rubric to score paragraphs (Attachment 3)

Student pencils, note taking paper

Vocabulary:

entrepreneur	risk-taker	responsible	brokerage firm
human resources	innovate	hard-working	dividends
natural resources	initiative	reputation	
capital resources	knowledgeable		

entrepreneur- person who organizes, manages, and assumes the risks of a business in order to gain profits

human resources- human effort directed toward producing goods and services

natural resources- surface land and water, minerals, timber, oil, natural gas, air

capital resources-previously manufactured goods used to make other goods and services

risk-taker- someone who risks loss or injury in the hope of gain or profit

innovate- to introduce something new; make changes in anything established

initiative- an introductory or first step; taking action to start something

knowledgeable- intelligent, well-informed

responsible- held accountable for; the person in charge of paying bills; can be counted on for something

hard-working- energetic, not lazy

reputation- character; how others see you

brokerage firm- office where someone is paid to be the middle man, the person who arranges buying and selling of stocks and bonds, real estate or other commodities

dividends- profits paid to stock holders (people who loaned money or bought stock in a company)

Activities:

Reading, Writing, Speaking, Listening Skills

Students *read and listen* to a short story about a trip to a ballgame.

Students *read* biographies of entrepreneurs and work in groups to prepare brief *speaking* presentations.

Students present information on entrepreneurs and complete *written* chart.

Students answer questions, *spoken aloud*, as team to play the baseball game.

Cross-Curricular Connections:

Social Studies

Strand: Economics

Standard 8: Resources

Students shall evaluate the use and allocation of *human, natural, and capital resources*

E.8.5.1

Research the role that *entrepreneurs* have played in the development of the *economy* of Arkansas

E.8.6.1

Analyze the impact of entrepreneurship in the development of the *economy* of the United States

Math-Go out to the baseball field and measure

Measurement

M.13.6.6

Use estimation to check the reasonableness of measurements obtained from use of various instruments

(including angle measures)

Sport and Recreation-Go out to the field and act out basic elements of game-throw, run, bat

Physical Education and Leisure

PEL.3.5.2

Compare and contrast competitive and lifetime sports

PEL.3.6.2

Explore recreational activities in the community that meet the needs of various skills levels and interests

Language Arts- Write about the entrepreneurs studied in the lesson

OV.1.6.7

Deliver oral *presentations* using standard English, appropriate vocabulary, and organization

W.4.6.6

Organize *expository* paragraphs that include a topic sentence, supporting details, and a concluding sentence

W.5.6.9

Write on demand with or without prompt within a given time frame

W.5.6.10

Write across the curriculum

Music- Learn the lyrics and sing "Take Me Out to the Ball Game"

M.1.2.

Sing and/or play music of varied genres and styles with appropriate expression, interpretation, and phrasing.

Assessment: Students will write a brief paragraph describing the entrepreneur whom they think is the most interesting and/or has had the largest impact on the economy of Arkansas. (See attached rubric.) Students will also answer questions during the ball game in order to take a base.

Estimated Time Allotted for Lesson: 60-80 minutes but can be extended to include additional writing or reading activities or other extension activities.

Adaptations for Special Needs Learners: Non-readers can serve as timekeepers or any student who does not work well on teams can help keep score or assist the teacher in monitoring the "batting line-ups." Another student may be chosen to move the players around the field. For assessment, ESL students or low readers may simply identify photos of the entrepreneurs or match the entrepreneur to the correct business.

The teacher may wish to highlight the handouts for weaker readers to focus attention on the most important sections of the passages.

Resources/Bibliography: <http://www.encyclopediaofarkansas.net/>
<http://www.wikipedia.org>
<http://www.jonesnet.org/aboutJCF/jonesLegacy.html>

Extension Activities:

Field Trip to a ball game—students calculate actual costs, opportunity costs, identify types of resources uses, etc.

Depending on the nature of the school's organization, teachers of all subjects may choose to collaborate on an entire baseball unit. Each subject can implement some element of baseball into lessons requiring reading, writing, math, physical activity, and music.

Students as entrepreneurs can create their own businesses as class projects.

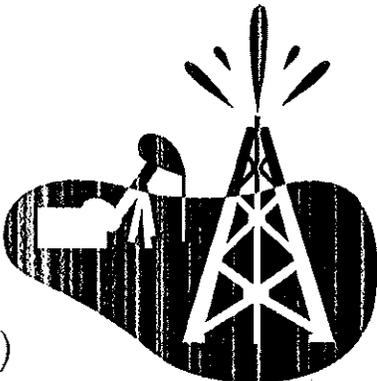
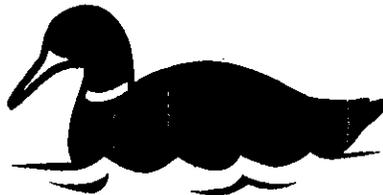
(Attachment 1)

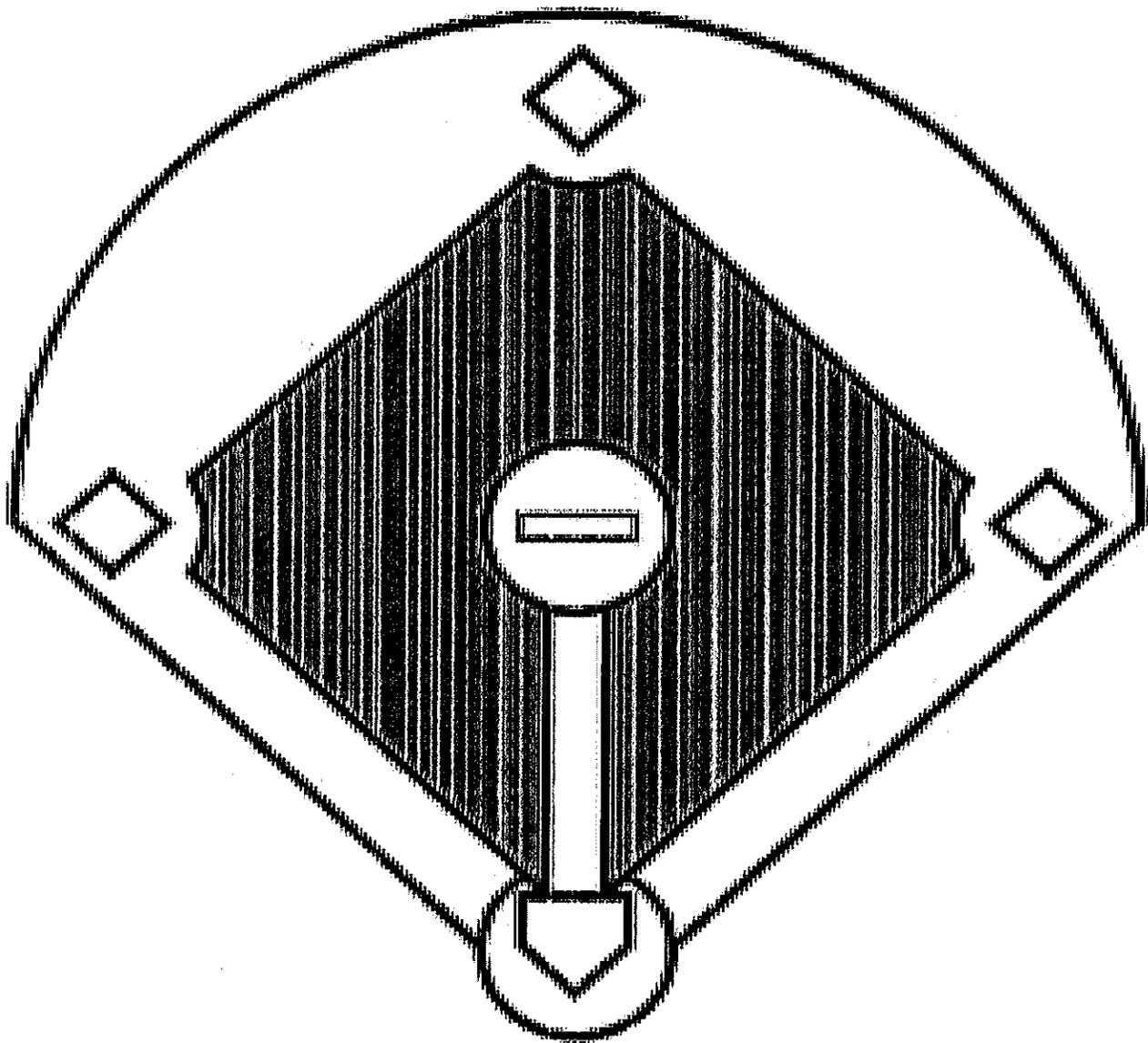
Symbols for Teams/Blackline Master for Baseball Field Transparency

Possible Team Symbols:

- The Diamonds
- The Farmers
- The Mountaineers
- The Mighty Ducks
- The Oil Drillers
- The Folk Singers

Students are encouraged to create their own. These are simply suggestions.





(Handout 1)

A Trip to the Ball Park

It was a hot July day but Dustin wasn't worried about the weather. Today was the day that his family was going to Little Rock to *Dickey-Stephens Park* to see the Arkansas Travelers baseball game. He raced into his parents' room to tell them to wake up. It was time to go!

His mom and dad told him to calm down. They had hours before they needed to leave. They had a few chores to finish and it would take his sister forever to get ready, too. Dustin's mom told everyone to hurry up because she wanted to get to Little Rock in time to stop by *Dillard's* before the game. The thought of shopping for new clothes made his sister get ready a little faster, too.

After lunch, it was finally time to go. Dustin's dad reminded him that they would have a few stops to make along the way so not to get impatient. First, they needed to stop by *Simmons First National Bank* and get some money from the ATM. After they drove for awhile, Dustin's sister said she was feeling sick so his mom told his dad to stop at the next *WalMart* to get some medicine. They also needed to buy some sunscreen, some gum and his sister said she just had to have some new *Maybelline* mascara.

While they were driving, they passed a lot of big 18-wheelers. The truck company logos on the side all seemed to have the name of an Arkansas town. They passed several *J. B. Hunt* trucks and *JTL* or *Jones Trucks*. Others had PAM logos. One or two had a WSE. Dustin's dad said that stood for Willis Shaw Express. The closer they got to Little Rock the more USA Trucks they saw. Dustin asked his Dad why Arkansas had so many trucking companies. He explained that Arkansas is located in the center of the country and it's easier for the professional truck drivers to make it home to their families.

They had to stop and buy gas. The gas was a little cheaper than at home. The gas might have come from *Murphy Oil* which is headquartered in El Dorado.

Finally, they made it to the ball park. Dustin couldn't wait to get some *Yarnell's Ice Cream*. His mom said she would probably just have a chicken salad. After all, the family owned stock in *Tyson Foods* so they always try to eat more chicken. His mom and dad both turned off their *Alltell* cell phones so they could enjoy the game. Dustin's dad pointed to the Alltell Arena just down the block and explained to Dustin that the arena was built, partly, from the money they paid to cover his sister's cell phone bill.

Dustin's perfect summer day had been fun and he just accidentally happened to learn a lot about Arkansas entrepreneurs along the way.

(Handout 2)

Biographies of Arkansas Entrepreneurs and Information Other Major Companies

(Copy each section separately to reproduce enough copies per group. For example, if there will be 4 per group, make 4 copies of "Dickey Stephens Park," 4 copies of Witt Stephens, etc. so that each group gets the handout only for their entrepreneur/company. The spacing is for easy use in making copies so that each entrepreneur/business can be copied onto one page or one page front and back if necessary. The entries have been edited to try to reduce the amount to be copied and to remove information that may be irrelevant to the lesson or too advanced for the grade level.)

Adapted from <http://www.encyclopediaofarkansas.net/> and <http://www.wikipedia.org/>

Dickey Stephens Park

The new baseball park for the Arkansas Travelers opening in 2007 was named Dickey-Stephens Park to honor the Dickey brothers and the Stephens brothers—Witt (founder of Stephens, Inc.) and Jack (longtime chief executive officer). Warren Stephens, Jack's son and chief executive officer of the company, donated land for the park. He named the facility for the four brothers who had shared a friendship and a love of baseball.

Witt Stephens

Wilton Robert Stephens founded Stephens Inc., which once was the largest brokerage firm off Wall Street. He was a prime mover in the development of the natural gas industry after World War II and exerted great influence on the political and economic fortunes of Arkansas during the second half of the twentieth century.

Witt Stephens was born on September 14, 1907, in Prattsville (Grant County), the second of six children of A. J. "Jack" Stephens and Ethel Pumphrey Stephens. His father was a farmer and politician who served two terms in the state House of Representatives from Grant County, as would Witt thirty years later. The elder Stephens directly influenced his son's early career moves. As a boy, Witt picked cotton, shined shoes, worked in a sawmill, and peddled peanuts. When Witt graduated from Sheridan High School, the end of his formal education, his father told him he needed to set his sights higher than a life of hand labor and farming.

In 1927, Stephen's father showed him a magazine advertisement about opportunities selling jewelry. Stephens began selling belt buckles and other jewelry for the National Crafts Co. of Providence, Rhode Island, and sold Bibles on the side. He was an extraordinary salesman, once managing \$2,000 in profits while he was in summer camp with the Citizen Military Training Corps at Fort Leavenworth, Kansas. He persuaded the commander to let him set up at a table next to the paymaster, so trainees would assume that they were supposed to spend part of their pay on Stephens' big brass buckles. National Crafts soon made him regional manager working out of Colorado.

On the advice of his father, he returned to Arkansas in 1932 and set up a partnership with W. H. Thurmond in Little Rock (Pulaski County), trading municipal bonds. Thurmond was a Prattsville neighbor and friend of his father. In 1934, Stephens founded the W. R. Stephens Investment Company, Jr.

Arkansas highway and road bonds, school, levee, and other improvement district bonds were in default during the Great Depression and were selling for as little as ten cents on the dollar. Stephens was confident that Franklin Roosevelt's Reconstruction Finance Corporation would ensure that government bonds were redeemed, so he invested in them. His intuition paid off when he sold the bonds at a profit, accumulating a small fortune during one of the worst times in modern history. He expanded the investment business and, over time, acquired major holdings in the gas and coal industries, railroads, and even gold mining while personally, along with family members, acquiring an interest in many small banks around the state, which made it easier to market bonds and extend his influence.

After World War II, Stephens began to acquire extensive natural gas interests and, in a few years, controlled most of the gas production and distribution in the state. When Roosevelt tried to break up utility-holding companies in 1945, Stephens paid \$1.2 million for the Fort Smith Gas

Co. (now Arkansas Oklahoma Gas Co.). The company owned no gas reserves, so in 1953, Stephens bought the Oklahoma Producing Co. for \$6.5 million and assigned its transmission property to his new gas company and the rest to Stephens Production Co., a new natural gas exploration company. Stephens developed vast reserves of natural gas in Arkansas, Texas, Oklahoma, and Louisiana, as well as bituminous coal in Wyoming.

In 1954, Stephens acquired Arkansas Louisiana Gas Co. (ArkLa) from Cities Service Co. ArkLa had one of the worst earnings records in the business. Over two years, he reorganized the company, cut expenses, wheedled rate increases from the state Public Service Commission, and improved summer gas sales by pushing gas appliances, including gas air-conditioning units. Earnings rose from \$1.8 million in 1954 to \$7.2 million in 1956. Stephens' investment company sold most of the stock in the gas company in 1956 to avoid registering as a utility holding company. .

Stephens died of complications from a stroke on December 2, 1991. He is buried at Philadelphia Cemetery at Prattsville.

Stephens was the most influential business leader in Arkansas for thirty years after World War II and played a major role in the economic development of the state. Though he never made speeches or public appearances, his name and folksy image were more familiar to people than any leader outside government. His influence in politics and finance, exercised behind the scenes, was unexcelled.

Dillard's

From Wikipedia

Dillard's (NYSE: DDS), based in Little Rock, Arkansas, is a major department store chain in the United States, with 330 stores in 29 states. Its locations are concentrated in Texas and Florida; with a major presence in other states including Arizona, Kansas, Missouri, Alabama, Georgia, Texas, Oklahoma, Mississippi, Louisiana, Nevada, North Carolina, South Carolina and Ohio.

Dillard's is the outgrowth of a Little Rock, Arkansas, department store founded in 1938 by William T. Dillard; its corporate headquarters remain located in the eastern edge of Little Rock's Riverdale area, and many of its executives and directors are members of the Dillard family.

Dillard sold the Nashville store to develop a larger one in Texarkana, Arkansas, in 1938, initially as the minority partner in Wooten & Dillard. In 1956 Dillard led an investment group that acquired the Mayer & Schmidt store in Tyler, Texas. This store eventually took on the name "Dillard's Mayer & Schmidt" until 1974, when it was replaced with a mall-based location south of downtown Tyler.

Thereafter the chain grew rapidly as an anchor in suburban shopping malls, and took advantage of market conditions to acquire smaller chains as well as its ability to turn around locations that other companies could not operate profitably.

Growth of the Dillard's chain came quickly in the 1970s, mainly through expanding into new malls being built in smaller cities in Texas. In 1971 five Texas units were acquired from Fedway, a division of Federated Department Stores (the stores were rebadged as Dillard's in 1972). In 1974 five Leonard's stores were acquired in Fort Worth, Texas, as well as a commitment to open a new downtown Fort Worth store at the Tandy Center (site of the original Leonard's). Also in 1974, the former Brown-Dunkin, Blass, Pfeifer and Mayer & Schmidt stores were fully renamed Dillard's.

After the acquisition of Mercantile, Dillard's ceased expanding through acquisitions (though eight locations of the defunct Montgomery Ward, and four locations from ZCMI in Utah and Idaho were acquired in 2001).

The chain continues to expand. Though it has recently begun adding stores in non-mall shopping centers, Dillard's largest store at 350,000 square feet (33,000 m²) is located at Scottsdale Fashion Square, an enclosed super-regional mall in Scottsdale, Arizona.

In 2004 Dillard's store credit card operation, operated as Dillard's National Bank, was sold to GE Money Bank. Customers can now be issued Dillard's/American Express cards as well the traditional Dillard's store charge. These cards can be used at any store that accepts American Express

Simmons First National Bank

Simmons First National Corporation is the largest publicly traded financial holding headquartered in Arkansas. As of 2007, it has paid dividends for ninety-nine consecutive years, employs more than 1,000 people, and has total assets over \$2.7 billion. The company's eight banks conduct financial operations from eighty-six offices in forty-eight communities.

Founded by Dr. John Franklin Simmons, Simmons National Bank opened its doors for business at the corner of Main and Barraque streets in Pine Bluff (Jefferson County) on March 23, 1903, with four employees. First day deposits totaled \$3,338.22. Simmons opened its trust department on June 5, 1922, and was one of the first Arkansas banks to reopen, without restrictions, after the federally imposed "bank holiday" in 1933, during the Great Depression. In 1937, the bank opened its personal loan department. The word "First" was added to the bank's name in 1960, making it Simmons First National Bank. In 1967, Simmons First opened its investment department and became the first bank in Arkansas to offer customers the Bank America Card (now VISA). Banking history was made on March 23, 1984, when a Simmons First VISA customer withdrew \$285 from an automated teller machine (ATM) in Sydney, Australia, in the world's first intercontinental transaction made via an ATM.

Simmons First received the 2006 Outstanding Philanthropic Corporation Award, in the large business category, presented by the Arkansas Community Foundation. The award is presented to a company that has demonstrated outstanding commitment through financial and other types of support, and/or through encouragement and motivation of others to take leadership roles through philanthropy and community involvement.

Samuel Moore Walton (1918–1992)

Samuel Moore Walton was founder and chairman of Wal-Mart Stores Inc., the world's largest retailer. At one time, he was the richest man in the United States.

Sam Walton was born on March 29, 1918, in Kingfisher, Oklahoma, the first of two children to Thomas Gibson Walton, a banker, farmer, farm loan appraiser, and real estate and insurance agent, and Nancy Lee Lawrence Walton.

Walton showed signs of an entrepreneurial gift early on, selling magazine subscriptions, starting at about age seven or eight. He worked his way through college with newspaper routes. After adding routes and hiring helpers, he was earning \$4,000 to \$5,000 a year. He attended the University of Missouri at Columbia, earning a business degree in 1940.

His first job was with J. C. Penney. In January 1942, he returned to Oklahoma, where he worked for a DuPont gunpowder plant in Claremore. There, he met his future wife Helen Robson, daughter of a prominent local attorney, rancher, and politician. Walton was inducted into the U.S. Army on July 16, 1942, and was married on February 14, 1943. During the family's military experience, Walton's wife decided that she would never again move to a town with a population larger than 10,000.

The couple bought a Ben Franklin five-and-dime franchise in Newport (Jackson County) and opened it for business on September 1, 1945. In his autobiography, *Sam Walton: Made in America* (1992), Walton described an early discount promotion: "Here's the simple lesson we learned....By cutting your price, you can boost your sales to a point where you earn far more at the cheaper retail price than you would have by selling the item at the higher price. In retailer language, you can lower your markup but earn more because of the increased volume."

In an effort to keep labor costs low, Wal-Mart pioneered the use of part-time and temporary help, thus eliminating such overhead as employee health benefits and overtime. Some employees have accused Wal-Mart of demanding "off-the-clock" work. Too, Wal-Mart has been sued for gender discrimination and accused of profiting from the use of third-world sweatshops.

In 1992, Walton was awarded the Medal of Freedom by President George H. W. Bush. During the 1970s, he went quail hunting with President Carter. But he drove an old pickup, now on display at the Wal-Mart Museum in Bentonville, and he wore the clothes he purchased for his stores, bragging at least once about the fine shoes he had bought from Wal-Mart. He strove to maintain an image of commonality.

Walton died of cancer on April 5, 1992, in Little Rock (Pulaski County) and is buried in the Bentonville Cemetery directly behind Wal-Mart headquarters, within sight of the satellite dishes that helped make him the richest man in America.

Maybelline

(From Wikipedia)

Maybelline is a makeup brand sold world-wide and owned by L'Oréal.

The Maybelline Company was created by T.L. Williams in 1915 and named for his sister, Maybel. In 1917 the company produced Maybelline Cake Mascara, "the first modern eye cosmetic for everyday use" and Ultra Lash in the 1960's, which was the first mass-market automatic mascara.

In 1967, the company was sold by T.L. Williams to Plough, Inc. (now Schering-Plough) in Memphis, Tennessee. The entire cosmetic production facility was moved from Chicago to Memphis over one week-end. In 1975 the company moved its factory to Little Rock, Arkansas, where it is still located. In 1990, Schering-Plough sold Maybelline to a New York investment firm, Wasserstein Perella. Maybelline Operational Headquarters remained in Memphis until being sold in 1996, when headquarters moved to New York City.

Maybelline received a huge boost when the company hired Wonder Woman star Lynda Carter as the company's beauty fashion coordinator and appeared in several of its television and print ads. Today, supermodels Christy Turlington, Josie Maran, Erin Wasson, Adriana Lima, Tomoko Frazier, Siti Nurhaliza, Fasha Sandha, and actresses Sarah Michelle Gellar, Melina Kanakaredes, Zhang Ziyi and Kristin Davis have endorsed Maybelline products. Also BoA has appeared in an ad. The company's current "face" is Indian model-actress Deepika Padukone.

In 1991, the company adopted its current advertising slogan, "Maybe She's Born With It. Maybe It's Maybelline." tagline. In 1996, the company was acquired by L'Oréal.

Johnnie Bryant "J. B." Hunt (1927–2006)

One of the most successful entrepreneurs in Arkansas history, Johnnie Bryant "J. B." Hunt rose from humble beginnings to found one of America's largest trucking firms, J. B. Hunt Transport Services. Today, his company is one of the largest employers in the state, with over 28,100 employees and a fleet of 11,000 trucks. The firm is consistently listed among *Forbes* magazine's largest corporations.

The son of sharecroppers, J. B. Hunt was born on February 28, 1927, in rural Cleburne County. He left school after the seventh grade to work at his uncle's sawmill and eventually found other work picking cotton and selling lumber.

In 1952, he married Johnelle DeBusk, and the couple went on to have two children. A year after their marriage, Hunt began driving a commercial truck for Superior Forwarding Company of Little Rock (Pulaski County). In the early 1960s, Hunt began producing poultry litter and selling it to the many poultry companies in Arkansas. He set up such a company in Stuttgart (Arkansas County) in 1961 but lost over \$20,000 the first year. Eventually, the company turned around, and Hunt was shipping poultry throughout the nation. In 1969, Hunt established a trucking company—with five trucks and seven trailers in the beginning—as a sideline business to his poultry feed company. A decade later, J. B. Hunt Transport Services was shipping goods across the country, and Hunt's trucking firm eventually became the largest publicly held trucking company in America.

The 1980 deregulation of the trucking industry, which Hunt had foreseen, played a major role in his company's development during the 1980s. His cost-cutting efforts increased profits dramatically and soon became an industry-wide standard. For one, Hunt bought his own trucks instead of leasing them from owner-operators as other firms often preferred. Perhaps most importantly, Hunt set a trend of keeping driver pay as low as possible. This in turn actually benefited some drivers, because by keeping labor costs low, Hunt could offer his drivers more freight to carry than competitors could. Hunt also secured a lucrative contract to haul merchandise for Wal-Mart, which became Hunt's largest customer.

By the 1990s, Hunt presided over a company that was earning over \$1 billion annually and was employing thousands of people. The company also spread to Mexico and formed a lucrative partnership with the Santa Fe Railroad—a move that shocked industry insiders but proved to be a winning strategy. Today, J. B. Hunt Transport Services is headquartered in Lowell (Benton County), where Hunt made his home after stepping down as senior chairman in 2004. After retiring from the day-to-day operation of his trucking firm, Hunt spent the remainder of his life engaged in investment, philanthropic activities, and real estate development—particularly in Rogers (Benton County). He was one of northwest Arkansas's most active promoters of business development in the area.

Hunt died suddenly from a fall on December 7, 2006. His widow, Johnelle, and his son Bryan continue as directors of the firm. An important innovator in the trucking industry, Hunt left behind a legacy as one of the most creative minds in the business. When asked by a reporter to

divulge the secret of his success, he famously replied, "I just haul the freight and the money rolls in."

Jones Truck Lines

(adapted from <http://www.jonesnet.org/aboutJCF/jonesLegacy.html>)

It was in 1918 that an 18 year old Harvey Jones hitched up a team of mules and a Springfield wagon and lumbered into Springdale to launch what was one of the largest individually owned truck lines in the nation before incorporation. He traveled from Springdale to Rogers and Fayetteville with his team of mules and wagon, hauling groceries and hardware. It was approximately a 13-hour round trip between Springdale and Rogers. His parents were hard working farmers so he knew all about the task of hard work. Being poor didn't hamper his ambitions in bettering himself in the business world. Businesses quickly learned they could order goods one day and Harvey would deliver them the next.

The profits from his wagon and team, which he sold in 1919, helped him finance his first truck; a hard-rubber-tired Federal.

The M&NA Railroad went on strike and Harvey saw the opportunity of a new business venture. He started hauling freight between Seligman, Missouri and Eureka Springs, Arkansas. He kept his mule blankets to nurse along the cold-running engine.

Harvey Jones added more trucks and named his freight service: the Jones Transportation Company. In addition to the freight service, he was hauling strawberries, grapes and apples to Wichita, Topeka, Kansas City and Oklahoma City.

At times, the young company couldn't make payroll, but everyone stuck it out. Because, just as Harvey Jones stood behind his customers, Jones employees stood behind the company.

In 1936, Jones Truck Lines bought 12 new International trucks. These trucks had the latest hydraulic brakes. This brought the number of units to 30. The trailers were fitted with a custom designed mattress and

springs in the top front to enable the drivers to have a place to rest.

The main business at the time was transporting meat from Swift & Company in Kansas City to Little Rock, Fort Smith, Pine Bluff, El Dorado and Oklahoma City. The company would load 3 to 15 trailers a day from Swift & Company.

By 1963, Jones Truck Lines had 21 terminals in 8 states.

By 1979, Jones Truck Lines had 2300 employees and did \$80 million worth of business. They had 3200 pieces of equipment and installed about 300 new tires a month.

Charles H. Murphy Jr. (1920–2002)

Charles Haywood Murphy Jr. became the leader of his family businesses in 1941 at the age of twenty-one after his father suffered a stroke. Under his leadership, the family ownership of timber land, oil interests, and banking in southern Arkansas eventually became the Murphy Oil Corporation, a company with international operations.

Charles H. Murphy Jr. was born in El Dorado (Union County) on March 6, 1920, to Charles Haywood Murphy Sr. and Bertie Wilson Murphy. He had three sisters. In 1904, his father moved to El Dorado (Union County) to operate a bank and, by 1907, owned thirteen banks in Arkansas and the Indian Territory. Subsequently, he built a sawmill at Cargile (Union County), south of El Dorado, and then a railroad to supply the mill with timber from north Louisiana and areas in south Arkansas. Land acquisitions in south Arkansas and north Louisiana led to oil exploration ventures, which provided royalties and operating interests. Murphy's father had him manumitted by court order at the age of sixteen so that he could legally transact business for himself, and Murphy entered the petroleum industry as an independent operator—not affiliated with some of the major companies already operating in the area—while in his teen years. When his father had a stroke in 1941, Murphy had to take over management of the various businesses.

Murphy attended the Gulf Coast Military Academy at age sixteen and then received extensive tutoring, primarily in French. He was a voracious reader. Murphy graduated from El Dorado High School in 1938 and married Johnnie Azelle Walker on October 12, 1938, and they resided in El Dorado. They had three sons and one daughter. He spent three years in the army during World War II and returned to lead the Murphy businesses, having selected M. C. Hoover to run them in his absence.

In 1946, Murphy and his siblings—Caroline M. Keller, Bertie M. Deming, and Theodosia M. Nolan—pooled their business interests into C. H. Murphy & Company. Murphy was selected as the managing partner. In 1950, C. H. Murphy & Company was incorporated as Murphy Corporation with Murphy as president, a position he held until 1972; he also served as chairman of the board until 1994.

Murphy also served as a director of First Commercial Corporation, later Regions Bank. He served as chairman of the National Petroleum Council and as a director of the American Petroleum Institute. He also served seventeen years on the Arkansas Board of Higher Education, served ten years as a trustee of Hendrix College, and established the Murphy Institute of Political Economy at Tulane University in 1980. He served as a director of the Smithsonian Institution and as a trustee of the Ochsner Medical Institution. Murphy Oil has an agreement with Wal-Mart to operate gasoline stations at Wal-Mart stores.

In 2005, Hurricane Katrina damaged a Murphy refinery at Meraux, Louisiana, resulting in the release of millions of gallons of oil that flowed into coastal homes and towns. A class action lawsuit brought by residents resulted in the company proposing a \$330 million settlement.

Beyond serving on boards and providing funding, he was active as a lecturer on economics, responsible civic actions, energy, and education, never charging a fee. Among his many lectures were "The Effect of Environment on Business Strategy" at the University of Geneva in Switzerland, "Energy Alternatives for the Mid-21st Century" at the Smithsonian Institution in Washington DC, and "Reading, Writing and Thinking" at El Dorado High School.

Murphy died at his home in El Dorado on March 20, 2002, at the age of eighty-two and is buried at Arlington Cemetery in El Dorado.

Yarnell Ice Cream Company

The Yarnell Ice Cream Company, headquartered in Searcy (White County), is the town's oldest surviving industry, having continually operated through four generations of the Yarnell family since 1932. The only ice cream-producing company in Arkansas, it has branches in Fort Smith (Sebastian County), Hot Springs (Garland County), Paragould (Greene County), Texarkana (Miller County), and West Memphis (Crittenden County).

The predecessor of Yarnell, the Grisham Ice Cream Company, produced Grisham's Angel Food Ice Cream. Grisham was headquartered at Searcy in 1923, though it had plants in McGehee (Desha County) and Morrilton (Conway County). The company merged in 1927 with the Terry Dairy Co., which had locations in El Dorado (Union County), Hot Springs, Little Rock (Pulaski County), and Newport (Jackson County). Ben Grisham was general manager of the new company, with William Terry serving as president. Both Raymond Muncy and T. R. Garner, in their histories of Searcy, note that "they had a fireball salesman and assistant manager working for them by the name of Ray Yarnell."

Grisham's ice cream used the slogan, "Angel Food Ice Cream is All Cream." The company built a refrigerated room to harden and freeze the Angel Food ice cream that differed in texture from the slushier product resembling homemade ice cream that was generally the norm for the ice cream of the day. With the addition of an ammonia ice cream freezer, ten gallons of ice cream could be frozen at the Grisham plant without using ice and salt, the usual method at the time.

In the 1920s, Grisham was one of several community ice cream companies in Arkansas, which were necessary in small towns because of the lack of electricity in rural areas. Grisham's ice cream could not be kept cold and shipped for long periods until 1929, when the company bought a refrigerated truck and began its first truck route, keeping the ice cream cold by using salt and ice. The truck could hold 125 gallons and ran alternately between Searcy and Cabot (Lonoke County) in the south and to Tuckerman (Jackson County) in the north.

In 1929, with the coming of hard times, Grisham sold to Southwest Dairy Products with its Dairyland brand. That company went bankrupt, and in 1932, Ray Yarnell bought the plant from Southwest Dairy Products. Muncy notes that Ray Yarnell had to pull together all available cash on hand and borrow on his life insurance policy to make the purchase. Right after doing so, the "bank holiday" of March 1933 was declared by the federal government, and his funds were frozen. Ray Yarnell drew no salary for a year and had to borrow additional funds to run the business; as Muncy writes, "There were times during the winter when not a single item they manufactured was sold."

After surviving those early Depression-era days, the Yarnell Ice Cream Company steadily processed ice cream products sold locally throughout the 1930s and 1940s. Ray Yarnell's wife, Hallie Rogers Yarnell, was bookkeeper, and their son Albert augmented the company's truck routes by delivering the ice cream on his bicycle. By the end of the 1930s, they were able to buy their first electrically refrigerated truck.

In 1970, the company reached \$1 million in sales. Five years later, Albert's son Rogers joined the company. Yarnell introduced the nation's first all-natural ice milk for the health-conscious in 1978, and by 1984, the company was marketing its product throughout the region, receiving acclaim for its "Down Home Goodness." In 1991, Yarnell introduced Guilt Free, a product that their website says is America's first fat-free, no-sugar-added line of ice cream (sweetened with NutraSweet).

Today, "Mr. Albert" Yarnell is chairman, Rogers Yarnell is president/chief executive officer, and fourth-generation Christina Yarnell, who joined the business in 2001, serves as Custom Brand Manager. The company continues to introduce new products along with its traditional favorites and ice cream novelties. Yarnell's has sales in Arkansas, Louisiana, Mississippi, Missouri, Oklahoma, and Tennessee and is the only remaining ice cream company in Arkansas.

Tyson Foods, Inc.

Founded in 1935 in Springdale (Washington County), Tyson Foods has emerged as one of Arkansas's most prominent companies, employing more than 100,000 workers. By the end of the twentieth century, it had become one of the largest meat-processing companies in the world, with millions of customers in the United States and in more than eighty countries worldwide. *Forbes* magazine currently lists it as one of America's 100 largest companies, and it continues to play a pivotal role in the state's economy.

Following the collapse of the fruit industry in northwest Arkansas in the late 1920s, many farmers turned to raising poultry as a source of income. The connection of Highway 71 to Midwest markets such as Kansas City, Missouri, allowed John Tyson, among others, to begin shipping goods northward. Tyson had moved to Springdale (Washington County) in 1931 with his wife, Helen, and one-year-old son, Don, and earned his living hauling hay, fruit, and chickens for local farmers. In 1935, after borrowing the necessary start-up funds, Tyson made his first long-distance load, hauling chickens to Kansas City and St. Louis, Missouri. The following year, he began hauling birds to the more lucrative Chicago, Illinois, market. On his first journey there, he turned a profit of \$235, encouraging him to start shipping poultry to Midwest markets on a full-time basis.

Tyson soon expanded his poultry-shipping business to Cincinnati, Ohio; Detroit, Michigan; Cleveland, Ohio; and beyond, but when a shortage of baby chicks threatened his trucking business, he established his own hatchery and, later, a commercial feed business. World War II proved to be a boon for Tyson, as wartime rationing of beef and government subsidization of poultry made many northwest Arkansas chicken producers—particularly John Tyson—enormous profits. In 1943, he invested in a poultry-growing operation, and accordingly, the process of vertical integration—in which a poultry firm owns virtually every step of the production process from feed to distribution.

The end of the war marked the beginning a new period for Tyson, as the industry faced increasing uncertainty: diseases ravaged many poultry farms, and the postwar adjustment of the economy caused drastic price fluctuations, which forced many poultry growers into bankruptcy. Fending off potential buyouts from larger firms such as the Swanson Company, Tyson, with his son Don now working for his father, instead began to buy up local competitors. By 1957, the Tyson firm built its first poultry-processing plant on the north side of Springdale. The company had thus developed from a trucking firm into a poultry company that controlled nearly every aspect of production. Most of the actual raising of birds was undertaken by contract growers who were nominally independent contractors. But as a 1967 U.S. Department of Agriculture report noted, such growers were essentially employees of Tyson.

The 1970s and 1980s saw the company, known as Tyson Foods, Inc., after 1971, continuing its expansion into new markets. In 1977, Tyson purchased major hog-producing facilities in North Carolina. In 1982, the firm made the *Fortune 500* list as one of America's largest companies, and it also secured lucrative contracts to supply chicken nuggets to restaurants such as fast-food giant McDonald's. Seven years later, the company purchased Holly Farms. This acquisition nearly

doubled its market share which, prior to the buyout, had stood at 13.5 percent. The following decade saw even more growth as Tyson bought Hudson Foods and, in 2001, Iowa Beef Producers.

By the early twenty-first century, Tyson Foods stood as the world's largest processor and marketer of chicken, beef, and pork. Yet along the way, the company has drawn considerable controversy for its business practices. Labor union advocates have charged Tyson with taking a strident anti-union stance, and the company withstood major strikes at processing plants in, for example, Pasco, Washington, and Jefferson, Wisconsin. Environmentalists have charged that the company consistently flouts environmental and safety standards. In 2001, a trial was held in Shelbyville, Tennessee, in which Tyson managers were accused of smuggling illegal aliens into the country to work in poultry-processing plants. The trial ended in acquittal but nevertheless tarnished Tyson's image as a corporate citizen.

In 2006, the company underwent a major reshuffling of its leadership, as Don Tyson's son, John, stepped down as CEO (a position he had held since 2000) and was replaced by Richard Bond. This came in the midst of mounting problems: late in 2006, the company reported losses in excess of \$196 million for the year. Despite recent struggles, the company remains one of the most successful businesses in Arkansas history, rivaling only Wal-Mart and Stephens, Inc. in terms of its size and influence.

Alltel

From Wikipedia

ALLTEL Corporation is an American telecommunications company with headquarters in Little Rock, Arkansas. It was founded by Joe Ford. Alltel provides wireless services to residential and business customers in all 50 states. Some areas use Alltel partners, technically making Alltel the largest cellular network in the United States; Alaska, for example, uses Alltel partners for cellular service.

On May 20, 2007, Alltel agreed to be bought out by TPG Capital, L.P. and Goldman Sachs for \$27.5 billion.

With a market cap of \$24.79 billion and over 12 million customers as of early 2006, Alltel is the largest regional mobile phone company in America, and the fifth largest mobile phone company overall. The wireless group provides service in parts of 35 states. The company mainly focuses on small to medium-sized cities, but has low-cost roaming agreements with the major national CDMA carriers, especially Verizon Wireless and Sprint-Nextel, in order to provide national service. Reciprocal agreements in turn provide those carriers with coverage in rural areas. When Alltel acquired Western Wireless in 2005, it gained a large GSM footprint as well. While it does not offer GSM service to its own customers, Alltel has indicated that it will continue to maintain the GSM footprint (and perhaps even expand it) to provide roaming service to GSM users of other wireless carriers; however, one exception is that as of April 1, 2007, Alltel no longer maintains the GSM footprint in the coverage area it acquired from First Cellular of Southern Illinois. It offered previous GSM customers in the affected area to sign a new agreement with Alltel, requiring affected customers to purchase a new CDMA phone. Alltel advertises itself as "owner and operator of the nation's largest wireless network"; this claim refers to geographical coverage (total square miles covered) of its owned, "native", network rather than number of Alltel customers, population covered, or coverage with roaming agreements.

In 2006, Alltel added 640,000 net customers through internal growth, an 87 percent increase. Post-pay churn was 1.57 percent and total churn was 2 percent, both improved from the previous year. The company also acquired more than 500,000 customers through the purchases of Midwest Wireless, First Cellular of Southern Illinois, Virginia Cellular and Cellular One in Amarillo, Texas.

Arkansas Entrepreneurs/Businesses

Name of Entrepreneur	First Job or Early Business Ideas (How they get started)	Current Business-name and what they sell	Town/ Region of Arkansas Where Located Now (main office or HQ)	Other Unusual or Interesting Information
Sam Walton				
Witt Stephens				
J.B. Hunt				
Charles Murphy				

Name of Business	Name of Founder or Founders	Current Business-name and what they sell	Town/ Region of Arkansas Where Located Now (main office or HQ)	Other Unusual or Interesting Information
Dickey Stephens Park				
Dillard's				
Maybelline				
Simmons				
Jones Trucking				
Tyson Foods				
Yarnell's Ice Cream				
Stell				

Questions for Ball Game

Each correct answer is a base hit. Place a symbol on base and advance the “runner” if the next person answers correctly as well. If a question is answered incorrectly, ask the next player at bat. If they miss it also, that is 2 strikes and the next team is at bat. If they miss the same question twice, throw out the question and begin with a new question when the other team comes back to bat. Two strikes and the team is out. The team with the most home runs is the winner.

(Possible “runner” symbols included with Attachment 1)

1. Who is the founder of WalMart?
2. How did he get his start in business?
3. Where was his first store located?
4. Where is WalMart’s headquarters today?
5. What does their business do?
6. Where is its headquarters today?
7. What is the only ice cream company still in Arkansas?
8. Where is it located?
9. What kind of food does Tyson Foods sell?
10. Who was its founder?
11. Where is its headquarters today?
12. How did Charles Murphy make so much money?
13. Where is that company’s headquarters?
14. Name two qualities of characteristics of a successful entrepreneur.
15. Which of those qualities is the most important for someone to be successful?
16. How do you think the entrepreneurs got their ideas?
17. What kind of business would you like to start?
18. What kinds of businesses will be successful in the next ten years?
19. Which entrepreneurial characteristics do you have?
20. For whom is the Travelers’ ball park named?
21. How did Mr. Stephens make money?
22. Why does Arkansas have so many trucking companies?
23. Name 2 other natural resources in Arkansas that helped these entrepreneurs make money.
24. Where is Maybelline located?
25. Which bank has the distinction of completing the world’s first intercontinental ATM transaction?
26. From which company does McDonald’s buy a lot of its chicken?
27. Which company was fined after Hurricane Katrina?
28. Why do some people criticize WalMart?
29. How does Arkansas benefit from having so many entrepreneurs and big businesses?
30. What kinds of human resources are present in Arkansas?
31. What kinds of capital resources helped Arkansans become wealthy?
32. What is the definition of a natural resource?
33. What is the definition of human capital or human resources?
34. What is capital?
35. Which of these businesses has the biggest impact on Arkansas in your opinion?

Answers to Questions:

1. Sam Walton
2. selling magazines and later working for JC Penney
3. Newport, AR
4. Bentonville, AR
5. sells a variety of products
6. Bentonville, AR
7. Yarnell's
8. Searcy, AR
9. chicken, frozen food, meals
10. Don Tyson
11. Springdale, AR
12. oil business
13. El Dorado, AR
14. responsible, innovative, initiative, hard-working, risk-taker, knowledgeable
15. this answer will vary
16. this answer will vary
17. this answer will vary
18. this answer will vary
19. this answer will vary
20. Bill Dickey and Witt and Jack Stephens
21. selling insurance, stocks, bonds
22. centrally located in US
23. plentiful land, hard-working people, rivers, trees
24. Little Rock, AR
25. Simmons
26. Tyson
27. Murphy Oil
28. low pay, not enough health care for workers, off the clock work, third world sweatshops
29. this answer will vary-possibilities include jobs created, publicity, parks and buildings given
30. smart people, hard workers, people willing to take risk
31. trucks, bull dozers, warehouses, banks
32. surface land and water, minerals, timber, oil, natural gas, air
33. human effort directed toward producing goods and services
34. previously manufactured goods used to make other goods and services
35. answers will vary

(Questions 16-20 and 35 are intentionally open-ended to allow for creative thinking)

Rubric to Score Paragraphs

4	Paragraph expresses writer's opinion about which entrepreneur interests them most and/or which entrepreneur has had the largest impact on the economy of Arkansas. Writer also describes 3 features of a successful entrepreneur and/or cites specific examples from the reading passages. Paragraph uses complete sentences with correct spelling and grammar. Paragraph is properly indented. Sentences begin with capital letters and end with a (.) Student uses the word entrepreneur correctly.
3	Paragraph expresses the writer's opinion about which entrepreneur interests them most. Writer also describes 1 or 2 features of a successful entrepreneur. Paragraph may contain 5 or fewer spelling or grammar mistakes.
2	Paragraph describes Arkansas entrepreneurs or other successful businesses but no opinion is expressed. OR opinion is expressed but only brief mention is made of features that make an entrepreneur successful. There are more than 5 spelling or grammar errors.
1	Paragraph is attempted but errors interfere with evaluation. Too little information exists to make a judgment.
0	No paragraph submitted

4=A

3=B

2=C

1=D

0=F

Instructions for Foam Board Baseball Field:

Materials:

1 green sheet paper

scissors

glue

Velcro dots with adhesive backing

Velcro squares with adhesive backing

Foam board

Copies of base runner symbols-laminated

Cut a green sheet of paper into an 8X 8 square. Cut each of the 4 corners into an inward-facing curve. See diagram above.

Glue it to a foam board in the position of a diamond.

Cut velcro with adhesive backing into 3 squares and 1 pentagon for home base.

Place velcro in position of bases and home plate.

Laminate base runner symbols and place velcro adhesive dots on the back.

The board and base runners could be used to answer questions as review for any other lessons/units.

The game can be played using an overhead transparency of a baseball diamond if there is no foam board field. Tactile learners seem to prefer the 3-D field model.

Arkansas History Lesson Plan

Visual Pictures of the Buffalo National River

*Appropriate Grade Level(s)

K-4 Art classes

*Full name of author

Becki Jech, Art Teacher

*District/School/Grade level(s)

Harrison School District/Forest and Eagle Heights/ Grades K-4 Art classes

*Enduring Understandings

1. I know about the environment on the Buffalo River.
2. I know the history of the Indians and pioneers that settled a long the river.
3. I know the importance of protecting the Buffalo River.

*Essential Questions

- Why did the Indians and pioneers settle near the river?
- How can we protect the river for humans and the wildlife near the river?
- Why is it important that the Buffalo was kept a free flowing river?

*Student Learning Expectations from K-6 Social Studies Framework

Arkansas History frameworks that are addressed:

TCC1.1, 1.2, 1.3, 1.4, 2.2, 2.4, 2.5

PPE1.1, 1.2, 2.1, 2.2, 2.3

PPC1.6

SSPS1.4, 1.5

*Overview

This lesson plan is a semester of art using the Buffalo River as the theme of our unit. It is a cross-curricular unit using SLEs from Art and Arkansas History. Each grade has projects that involved the study of the river. Students at different grade levels create woven rugs, make baskets, creat pottery bowls, build log cabins, and construct teepees.

After discussing wildlife on the river the students draw pictures of animals, birds, plants, and reptiles in their environment on the river. The bulletin board is a work in progress of the river. Each grade adds to the river bulletin board as they learn something about the river they wanted to share. They draw what they learn and add it to the mural. Students discuss works of art by Arkansas artists, such as Tim Ernst, William McNamara, and Kate Nessler. Fourth grade makes a crayon collage of the river as a group project.

*Lesson Objective

The objective of each lesson is to visually express what we have learned about the river.

***Teaching Strategies**

When each grade displayed their art work about the river it was viewed and discussed by the other grades. By using hands on creative work the students learned about the Buffalo River and shared it with the rest of the school.

***Background information**

We discuss the river and the history of the area. We discuss wildlife on the river. We watch a video of the river and how it is protected and make a model of the Buffalo National River. We look at art work of artists who paint the river and the plants growing in and near the river. We discuss what would have happened if the river were not a free flowing river and why it is allowed to flow freely.

***List of materials**

We use many art supplies: basket reed, clay, yarn, yarn looms, basic art materials like crayons, paints, etc.

***Vocabulary**

Different vocabulary for different grade levels

***Activities**

All grades visits the River, log cabins on the river, and walk hiking trails.

***Cross-curricular connections: content framework and SLEs**

Arkansas Fine Arts Curriculum Framework: Art

A1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9

A2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9

A3.1, 3.4

***Assessment**

Art work is completed and discussed in groups.

***Estimated time allotted for lesson**

A whole semester of art classes meeting once a week or 16 lessons.

***Adaptations for special needs learners**

My special needs learners do what we do at their own creative ability.

***Resources/bibliography**

Great video from the park service called "Buffalo National Treasure" and books in our libraries about animals and plants.

Tim Ernst and McNamara's books with pictures of the Buffalo River.

***Extension activity**

Different grade levels visit the river and study the river in their classrooms. We also have the Buffalo National River staff visit our schools with birds and animals of the area.

