

Arkansas Studies Curriculum

Teacher's Guide

for

Arkansas Stories for Young Children
I can tell you stories, if you gather near
Where did we come from, Grandpa?

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Arkansas Stories for Young Children *I can tell you stories, if you gather near* *Where did we come from, Grandpa?*

OVERVIEW

Arkansas Stories for Young Children (Music CD), *I can tell you stories, if you gather near*, and *Where did we come from, Grandpa?* are intended for use with pre-literate and early literate students; first graders. The music CD contains nine original songs set within a continuous narrative context created specifically to introduce young students to the concept of historical change. The two companion books expand and develop the themes presented in music form in the CD. The books are illustration-driven with short, rhyming text that students easily understand and enjoy. Advanced first graders will be able to read most the text by the end of the first grade year.

The Arkansas Studies Curriculum's emphasis in pre-K and K is on developing an understanding of Arkansas as the place in which they and their families live. In the next step in the sequence, these first grade materials build on and re-enforce this spatial awareness with the added emphasis on how things have changed in Arkansas through time and how this change has influenced and been influenced by the people who have come to make Arkansas their home.

Like *The Big Bear's Arkansas ABCs* and *ALL AROUND ARKANSAS* the central character in these three pieces is the Big Bear of Arkansas. This time, instead of the Critter Crew of squirrel, rabbit and racoon, Big Bear's companions are young people. They are the three members of the musical group, *Harmony*, as they were when they were children. The story of how Arkansas came to be what it is today is conveyed to these young people by Big Bear through stories he learned from his parents, uncles and aunts, grandparents, and even older ancestors. Each piece tells these stories in slightly different ways.

Arkansas Stories for Young Children contains nine original songs created just for the children of Arkansas. Set within a relative chronological narrative, these songs range from two and a half to five minutes in length and are connected with dialogue between Big Bear and the youthful

members of Harmony; Mary, Robert, and Dave. The total run time for the CD is around 36 minutes. It is divided into the following segments.

- Tract 1 Meet Big Bear (Introduction)
Tract 2 Listen (Learning by listening)
Tract 3 Arkansas - A Long Time Ago (Arkansas before 10,000 years ago)
Tract 4 The People (Arkansas' Native Americans - 10,000 years ago to 1541)
Tract 5 They Came from France (Early European Explorers, Trappers and Traders - 1541 to 1803)
Tract 6 The Surveyors (Preparing Arkansas for American settlement - 1803 to the 1850s)
Tract 7 Big Changes, More People (People and the changes they made - 1850s to 2000)
Tract 8 Hear the Music (The music people brought with them - 1803 - 2000)
Tract 9 This Good Land (Our responsibility to take care of our Arkansas land - emphasis on the present and future in Arkansas)
Tract 10 See You, Big Bear (Closing)

I can tell you stories, if you gather near features the stories told by Big Bear's family and closely parallels *Arkansas Stories for Young Children*. Illustrated in a fanciful style that captures the imagination and attention of young children, it provides a visual and textual accompaniment to the lyrics and music on the CD. Like *Arkansas Stories for Young Children* it ends by encouraging us all to be aware of our responsibilities for taking care of this good Arkansas land and "one another, too."

Where did we come from, Grandpa? provides much greater detail about the major groups of people who have made Arkansas their home over the past 200 plus years. It is divided into six, roughly chronological sections - Native Americans (? - 1541), early explorers (1541 - 1800), early American settlers from England and Germany (1800 - 1860s), families from Africa (1800 - 1880s), people from central and southern European (1870s - 1940s), and ends with an acknowledgment of the great cosmopolitan nature of our most recent new Arkansans (1950s - present).

These pieces were all intended for use in structured classroom settings and the following pages provide a sample Unit Plan for using these three pieces to introduce young students to the wonderful history of Arkansas. They all make excellent classroom pieces for Independent Reading. This is why *I can tell you stories....* and *Where did we come from, Grandpa?* are available in both Big Book and student edition editions. And the songs and stories of Arkansas Stories for Young Children make wonderful listening sessions, for the entire class as well as for independent, work-station use.

SAMPLE UNIT PLAN

Unit Emphasis and Goals

The overall goal of this Unit is to provide a good, basic, generalized introduction to the ways Arkansas has changed over the time it has been occupied by humans. When it is over we want the students to understand that

- 1) Arkansas has not always been just like it is now
- 2) Arkansas has been and is home to people from lots of different places and culture
- 3) all these different people and groups have made significant positive contributions to Arkansas
- 4) we are all responsible for this good land of Arkansas and for one another too

There are lots of ways in which you can use these materials to help students understand the broad changes that Arkansas has experienced in its history as well as to introduce them to the wide diversity of the people, families, and groups who have contributed to this history. In the following pages we present an example of one way that this can be done. You will no doubt discover many others as you work with these materials.

Unit Preparation

- 1) Listen to *Arkansas Stories for Young Children*
- 2) Read *I can tell you stories, if you gather near ...* and *Where did we come from, Grandpa?*
- 3) Familiarize yourself with several of the more important Websites that have information about Arkansas people, places and things. In particular, The Department of Arkansas Heritage (www.arkansasheritage.com), Natural Heritage (www.naturalheritage.com), Arkansas Parks and Tourism (www.arkansasstateparks.com), the Arkansas Department of Game and Fish (www.agfc.com), the Arkansas Forestry Commission (www.forestry.state.ar.us), and the Arkansas Geological Commission (www.state.ar.us/agc). All of these agencies post materials for use in the classroom.
- 4) Users have also found that the *Arkansas Timeline* available on www.arkansasstories.com is of particular value in understanding the sequence of events in Arkansas History and their relationship to people, ideas, and events in American and World History.
- 5) There are also many, many fine articles about particular events, cultural groups, and people

to be found in the Encyclopedia of Arkansas History and Culture -
www.arkansasencyclopedia.com.

Ideas for Lesson Plans

Lesson 1 - Where in the World is Arkansas?

Emphasis

The emphasis in this lesson is to remind students that Arkansas is a state, with a definite shape and place on the United States map, whose central governmental figure is called a governor.

This lesson plan addresses ADE Frameworks G.1.K.3, G.1.K.4, G.1.K.10, G.1.1.2, G.1.1.3, C.4.1.4, OV.1.K.1, OV.1.K.6, OV.1.K.8, OV.2.K.1, OV.2.K.2, OV.2.K.6, R.8.K.8, R.9.K.5, R.9.K.6, R.11.K.13

Expectations

At the conclusion of this lesson plan the students should be able to locate Arkansas on a United States map, know the name of Arkansas's governor, and understand that the role of the governor is to enforce rules the people have made.

Items Needed

The connect-the-dots outline of Arkansas from www.arkansasstories.com
The outline map of the United States from www.arkansasstories.com
A picture of the governor of Arkansas

Activities

- 1) Pass out sheets with the connect-the-dots outline of Arkansas and have each student complete the image and the word Arkansas. Have the students label the top, bottom, and sides of the map with the letters for the Cardinal Directions (north, south, east, west).
- 2) Pass out sheets with the outline of the United States. Have the students write "Arkansas" in its proper place.
- 3) Show a picture of the governor of Arkansas and have the students repeat his or her name.
- 4) Write the governor's name on the board and have the students copy this on paper.
(A good way to do this is to pass out individual copies of the governor's picture with his or her name and let the students copy the name in their own handwriting.)
- 5) End the session by talking about the role of the governor and about the roles of other authority people in the students' lives. Include a discussion of the need for rules in most of our activities, in our state, our school, and our home, and, the need for someone to enforce those rules.

Lesson 2 - The Natural State

Emphasis

The emphasis in this lesson is to remind students of Arkansas's major natural regions and physical characteristics.

This lesson plan addresses ADE Frameworks G.1.K.3, G.1.K.10, G.1.1.2, OV.1.K.1, OV.1.K.6, OV.1.K.8, OV.2.K.1, OV.2.K.2, OV.2.K.6, R.8.K.8, R.9.K.5, R.9.K.6, R.11.K.13

Expectations

At the conclusion of this lesson the students should be able to locate Arkansas's five major natural regions and identify some major characteristics of each one.

Items Needed

The puzzle set *All Around Arkansas* and/or the Big Book *ALL AROUND ARKANSAS*
The color pull-down shaded relief map of Arkansas with solid lines marking the natural areas
The solid line outline map of Arkansas's natural areas from www.arkansasstories.com

Activities

- 1) Begin the session by passing out the various puzzles in the *All Around Arkansas* puzzle set. Divide the students into six groups. Rotate the puzzles through the groups until everyone has completed all the puzzles.
- 2) Show or pass out to the class a copy or copies of the color shaded relief map of Arkansas. Review with them the location of each of the five major natural areas.
- 3) With reference to the puzzles they have just worked have the class talk about the various characteristics of the various natural areas. Where are the Uplands? Where are the lowlands?
- 4) Pass out copies of the solid outline pull-down map that shows the locations of the major natural regions. Have the students label these with the Cardinal Directions. Then, one by one, have the students mark on the maps with an appropriate abbreviation each one of the natural areas; e.g., Ozark Highlands = OH, Gulf Coastal Plain = CP, etc.
- 3) Go over with the class the correct attributions. Make sure everyone has their map marked correctly.
- 4) Next have the students turn their paper over and make a list starting with 1. Then have the students answer a series of questions by using the abbreviations they used earlier. Your questions should be about the characteristics of the various natural areas; such as, "Where are most of Arkansas's pine trees grown? Where do most of Arkansas's alligators live? Which of Arkansas's natural areas has the most big rivers? Where is Hot

- Springs located?”
- 5) End the session by talking with the students about what’s coming next - stories about the different people who have made Arkansas their home.

Lesson 3 - The Story Begins

Emphasis

The goal of this lesson is to introduce students to the principal characters in our story about Arkansas and to prepare them to think about how Arkansas has been different.

This lesson plan addresses Student Learning Expectations G.1.K.3, G.1.K.10, G.1.1.2, OV1.1.2, OV.1.1.4, OV.1.1.5, OV.1.1.7, OV.1.1.9, OV.2.1.1, OV.2.1.2, OV.2.1.5, W.4.1.2, W.4.1.8, R.8.1.1, 4.9.1.10, R.9.1.14, R.10.1.12, IR.12.1.1, IR.12.1.5

Items Needed

I can tell you stories...
Arkansas Stories for Young Children

Expectations

At the conclusion of this lesson the students should know the major characters in the story line (Big Bear, Grandpa, Mary, Robert and Dave) and understand that Big Bear is telling Mary, Robert, and Dave stories about Arkansas that he learned from his Grandpa and other relatives.

Activities

- 1) Introduce *I can tell you stories...* (pp. 6 - 21) in a Shared Reading context.
- 2) Discuss and identify the main characters with the students.
- 3) Once this is completed, play the introduction (Tract 1) of *Arkansas Stories for Young Children* for the class. This will allow the students to recognize the characters by their voices as well as by their images.
- 4) Have the students think about and discuss what they think the rest of the story will be about and what things might happen.
- 5) Have the students discuss stories their families have told to them. Pick one or two of these stories and have the students draw a picture depicting the major characters and an important event from the story.

Lesson 4 - Listening to the Past

Emphasis

The goal of this lesson is to introduce students to begin to develop student skills of listening and being aware of your circumstances.

This lesson plan addresses Student Learning Expectations OV1.1.2, OV.1.1.4, OV.1.1.5, OV.1.1.7, OV.1.1.9, 9V.2.1.1, OV.2.1.2, OV.2.1.5, W.4.1.2, W.4.1.8, R.8.1.1, 4.9.1.10, R.9.1.14, R.10.1.12, IR.12.1.1, IR.12.1.5

Items Needed

I can tell you stories...
Arkansas Stories for Young Children

Expectations

At the conclusion of this lesson the students should know

- 1) that you can learn about Arkansas by listening and paying attention to what's going on around you
- 2) that different people have different things going on around them, according to where they live
- 3) that families have stories to tell about how things were different in Arkansas than they are now

Activities

- 1) Begin by playing Tracts 1 and 2 of *Arkansas Stories for Young Children* to the class.
- 2) Have the class discuss the different kinds of things they hear when they are listening and what they can learn from them.

If you have access to ALL AROUND ARKANSAS you might use it by showing the two page layouts and asking students to talk about the different sounds you might hear if you were in these different locations.

- 3) Re-read the introductory pages in *I can tell you stories....* to the class in a Shared Reading context. Have the students listen while you read.
- 4) Then have the students read segments of the poem, as a group or as individuals.
- 5) Have the children talk about what they learned by listening to this part of the story.
- 6) Have the students draw a picture of themselves and/or their friends listening to something.

- 7) Then have the students show their pictures to the class and describe what the listener is learning.

Lesson 5 - World-Wide Change

Emphasis

The goal of this lesson is to introduce students to the idea that the physical environment of Arkansas hasn't always been like it is now.

This lesson plan addresses Student Learning Expectations G.1.1.7, H.6.K.2, H.6.1.2, H.6.2.2, OV.1.1.2, OV.1.1.4, OV.1.1.5, OV.1.1.7, OV.1.1.9, 9V.2.1.1, OV.2.1.2, OV.2.1.5, W.4.1.2, W.4.1.8, R.8.1.1, 4.9.1.10, R.9.1.14, R.10.1.12, IR.12.1.1, IR.12.1.5

Items Needed

I can tell you stories...
Arkansas Stories for Young Children

Expectations

At the conclusion of this lesson the students should know that

- 1) before there were people in Arkansas the climate was much colder and that there were lots of different kinds of animals here then
- 2) the land is much older than the people who live here

Activities

- 1) Begin by reading pp. 6 - 25 of *I can tell you stories ...* in a Shared Reading context.
- 2) Discuss in broad outline the idea of climate change, that before there were humans in America the climate was much colder. You might want to bring up the idea that many scientists believe that the climate is now getting warmer. The point is that things change on a world-wide scale.
- 3) Play Tract 3 of *Arkansas Stories for Young Children* to the class.
- 4) Talk about the changes noted in the song and story.
- 5) Have the class develop a story about what it would be like in their school if the climate turned back cold again.
- 6) Have the class develop a story about what it would be like in their school if the climate suddenly turned much warmer than it is now.

Lesson 6 - Different Times, Different People

Emphasis

The goal of this lesson is to introduce the text *Where Did We Come From, Grandpa?* The goal here is to emphasize the concept of different peoples and different cultures.

This lesson plan addresses Student Learning Expectations G.1.K.4, G.1.1.3, G.2.1.2, G.3.1.1, G.2.2.2, OV.1.1.2, OV.1.1.4, OV.1.1.5, OV.1.1.7, OV.1.1.9, 9V.2.1.1, OV.2.1.2, OV.2.1.5, W.4.1.2, W.4.1.8, R.8.1.1, 4.9.1.10, R.9.1.14, R.10.1.12, IR.12.1.1, IR.12.1.5

Items Needed

Where Did We Come From, Grandpa?

World Globe or Large World Map

Expectations

At the conclusion of this lesson the students should be aware that lots of different people from lots of different places have made Arkansas their home. Subsequent lessons will provide opportunities to consider individual groups in more detail.

Activities

- 1) Read *Where Did We Come From, Grandpa?* aloud to the class in a Shared Reading context.
- 2) Discuss the idea of people coming to Arkansas from different places. Ask students to share their family backgrounds.
- 3) Make a list of all the different places students' families have come from to live in Arkansas.
- 4) Talk about the differences in forms of transportation the early people who came to Arkansas used. Ask the students to think about how the Native Americans got to Arkansas. How would they like to walk all the way from different places in the United States?
- 5) Have the class develop a story about someone coming to Arkansas.
- 6) Have the students each draw a picture illustrating the story the class has developed.

Lesson 7 - Arkansas's First People

Emphasis

The goal of this lesson is to introduce students to some of Arkansas' Native Americans.

This lesson plan addresses Student Learning Expectations H.6.K.2, H.6.1.2, H.6.1.9, H.6.2.2 H.6.2.11, OV.1.1.2, OV.1.1.4, OV.1.1.5, OV.1.1.7, OV.1.1.9, 9V.2.1.1, OV.2.1.2, OV.2.1.5, W.4.1.2, W.4.1.8, R.8.1.1, 4.9.1.10, R.9.1.14, R.10.1.12, IR.12.1.1, IR.12.1.5

Items Needed

I can tell you stories...

Arkansas Stories for Young Children

Where did we come from, Grandpa?

Crossroads of the Past: Twelve Thousand Years of Indian Life in Arkansas by Frank Schambach and Leslie Newell is an important source of background information for this period. Individual articles in the Encyclopedia of Arkansas History and Culture also provide additional, more detailed and specific information about particular topics.

If you have access to **Big Bear's Arkansas ABCs** you might use it to identify further the three major Native American groups which were in Arkansas when European and American settlement began - Caddo (N page), Osage (O page), and Quapaw (Q page). Look at the different types of houses you see on these pages and those represented in **Where Did We Come From, Grandpa**. You can also point out the different parts of the state where these different groups lived.

If you have time and can arrange it, you can follow up this topic by arranging to have an archeologist or state park interpreter come to the classroom or school to talk about more in depth about how we have learned about Arkansas' first people. A field trip to Toltec or the Parkin Archaeological site can also be a major highlight.

Expectations

At the conclusion of this lesson the students should know that

- 1) Native Americans were the first people who lived in Arkansas
- 2) there were some considerable differences between different groups of Native Americans

Activities

- 1) Begin by reading pp. 26 - 29 of *I can tell you stories...* in a Shared Reading context.
- 2) Play Tract 4 of *Arkansas Stories for Young People* to the class.
- 3) Use *Where Did We Come From, Grandpa?* (Pp. 8-15) in a Shared Reading context.

In this sequence there are four different Native American groups depicted. The first are those unknown Native Americans who were responsible for beginning the practice of mound building. The best known example of this in Arkansas is Toltec State Park near Little Rock. This was a thriving social center over a thousand years ago. No one knows for sure what happened to the residents of Toltec, but by about A. D. 1200 they had they had either moved away, suffered a great tragedy, or were the ancestors of the next group of Native Americans. The Encyclopedia of Arkansas History and Culture contains numerous articles about these early Arkansans.

Three Native American groups were living in Arkansas, at least for part of the year, when the French began to establish their trading posts west of the Mississippi. These are the Caddo in southwest Arkansas (as well as in Texas, Louisiana, and Oklahoma), the Osage whose main villages were in western Missouri and eastern Kansas, and the Quapaw who had migrated down the Mississippi River. Each of these Tribal groups maintains a Web Site that contains lots of good information.

- 4) Talk about the different activities of Arkansas's earliest residents as discussed and depicted in the section read; mound building, hunting, gathering, salt making, stone tool manufacture, farming, etc.
- 5) Have the students develop a story about one or more of these groups.
- 6) Have the students each draw a picture depicting the story with various activities.

Lesson 8 - Explorers and Adventurers

Emphasis

The goal of this lesson is for students to know, in general terms, the sequence of the early European contact with Arkansas' Native American people.

This lesson plan addresses Student Learning Expectations G.1.K.3, G.1.K.4, G.1.1.3, G.1.1.2, H.6.1.3, H.6.1.10, OV.1.1.2, OV.1.1.4, OV.1.1.5, OV.1.1.7, OV.1.1.9, 9V.2.1.1, OV.2.1.2, OV.2.1.5, W.4.1.2, W.4.1.8, R.8.1.1, 4.9.1.10, R.9.1.14, R.10.1.12, IR.12.1.1, IR.12.1.5

Items Needed

I can tell you stories...

Arkansas Stories for Young Children

Where did we come from, Grandpa?

Globe or Large World Map

Expectations

At the conclusion of this lesson the students should know that

- 1) the first people of European traditions came to Arkansas in 1541 as part of the Spanish exploration and conquest of the New World
- 2) these first Europeans encountered a thriving and widespread culture of Native Americans
- 3) the next Europeans to arrive in Arkansas were part of the French exploration which wanted to establish trading colonies
- 4) the French arrived over a hundred years after the Spanish left Arkansas and that many of the Native American groups that the Spanish met were now gone
- 5) it was the French who established Arkansas Post on the Arkansas River in 1682
- 6) the name "Arkansas" comes from the French word for the Quapaw people and that many of our current names for places in Arkansas were first given by the French

Activities

- 1) Use *Where Did We Come from Grandpa?* (Pp. 16 - 23) in a Shared Reading Context.
- 2) Use a world map or globe to show the location of Spain and France to Arkansas.
- 3) Point out that the Spanish presence in the New World was largely in the southern parts of the Western Hemisphere as well as in the Caribbean Islands, Mexico, and the American southwest.
- 4) Point out that the later French presence was primarily in Canada and came into Arkansas down the Mississippi River, seeking to have New Orleans as a major trading center.
- 5) Play Tract 5 of *Arkansas Stories for Young Children* to the class and show the layout on

pp. 30-31 of *I can tell you stories*.

- 5) Point out that the French presence in Arkansas was much longer and widespread than the Spanish.
- 6) Point out on an Arkansas map the general location of Arkansas Post.
- 7) Call attention to the layout on pp. 22,23 of *Where did we come from, Grandpa?* and discuss several French place names, including Little Rock, Mt. Magazine, Arkansas, and others.
- 8) Have the class develop a story or stories about Native Americans and Europeans meeting for the first time.
- 9) Have each student draw a picture of the people and events within the story.

Lesson 9 - The First Settlers, Part 1

Emphasis

The emphasis in this lesson is learning about the first settlers to come to Arkansas after the Louisiana Purchase in 1803.

This lesson plan addresses Student Learning Expectations G.1.K.3, G.1.K.4, G.1.1.2, G.1.1.3, H.6.1.7, H.6.1.10, H.6.2.12, OV.1.1.2, OV.1.1.4, OV.1.1.5, OV.1.1.7, OV.1.1.9, 9V.2.1.1, OV.2.1.2, OV.2.1.5, W.4.1.2, W.4.1.8, R.8.1.1, 4.9.1.10, R.9.1.14, R.10.1.12, IR.12.1.1, IR.12.1.5

Items Needed

I can tell you stories...

Arkansas Stories for Young Children

Where did we come from, Grandpa?

Globe or Large World Map

Expectations

At the conclusion of this lesson the students should know that

- 1) Arkansas officially became part of the United States through the Louisiana Purchase from France in 1803
- 1) soon after Arkansas became part of the United States most of the people who came to Arkansas were people who came to acquire land for farming
- 2) many of these early farmers originally came from the British Isles
- 3) these settlers made many changes to the Arkansas landscape, clearing forests, planting crops, building roads and towns
- 4) people were able to acquire land for farms, homes, and businesses because of the Public Land Survey System. You might want to check out the Arkansas Parks and Tourism Website (www.arkansasstateparks.com) to see the information about the Louisiana Purchase State Park national marker located at the junction of Monroe, Lee, and Phillips counties.

Activities

- 1) Use *I can tell you stories...*, pp. 26 - 35, in a Shared Reading context. Use the first pages as review and then emphasize the last pages as the introduction to the new section with an emphasis on the measuring of the land.
- 2) Play Tracts 6 and 7 of *Arkansas Stories for Young Children* for the class.
- 3) Use *Where did we come from, Grandpa?*, pp. 24 - 31 in a Shared Reading context.

- 4) Point out the location of the British Isles and Germany on a world map or globe.
- 5) Discuss how people came from there to the United States and then to Arkansas.
- 6) Review how these various people would have come to America and then on the Arkansas, What modes of transportation would then have used? How would you have come from England or Germany to America? How could you come today?

Lesson 10 - The First Settlers, Part 2

Emphasis

The focus in this session is on African Americans in 19th century Arkansas

This lesson plan addresses Student Learning Expectations G.1.K.4, G.1.1.3, H.6.1.7, H.6.1.10, H.6.2.12, OV.1.1.2, OV.1.1.4, OV.1.1.5, OV.1.1.7, OV.1.1.9, 9V.2.1.1, OV.2.1.2, OV.2.1.5, W.4.1.2, W.4.1.8, R.8.1.1, 4.9.1.10, R.9.1.14, R.10.1.12, IR.12.1.1, IR.12.1.5

Items Needed

Where did we come from, Grandpa?

Globe or Large World Map

Expectations

At the conclusion of this lesson the students should know that

- 1) many early Arkansans were from Africa and were brought to Arkansas as slaves
- 2) not all African Americans in Arkansas were slaves
- 3) after the Civil War all of Arkansas' people were free

Activities

- 1) Use *Where did we come from, Grandpa?*, pp. 32 - 39 in a Shared Reading context.
- 2) Point out the location of Africa on a world map or globe.
- 3) Discuss in broad outline that there was a Civil War that resulted in freedom for all people.

If you have access to Big Bear's Arkansas ABCs, you can show the class the "U" page and see characters dressed in the Civil War blue and gray.

- 4) Have the class develop a story about a family of slaves who became free after the Civil War.

Lesson 11 - More People, More Changes, Part 1

Emphasis

The goal of this and the following lesson is to teach students that since the Civil War there have been many, many changes to the way people lived in Arkansas and that many people, from all over the world, have come to make Arkansas their home. In this section we focus on people who have come to Arkansas during the period between the Civil War and World War II.

This lesson plan addresses Student Learning Expectations G.1.K.4, G.1.1.3, H.6.1.7, H.6.1.10, H.6.2.12, OV.1.1.2, OV.1.1.4, OV.1.1.5, OV.1.1.7, OV.1.1.9, 9V.2.1.1, OV.2.1.2, OV.2.1.5, W.4.1.2, W.4.1.8, R.8.1.1, 4.9.1.10, R.9.1.14, R.10.1.12, IR.12.1.1, IR.12.1.5

Items Needed

Arkansas Stories for Young Children
Where did we come from, Grandpa?
Globe or Large World Map

Expectations

At the conclusion of this lesson the students should know that

- 1) even though most of the people who came to Arkansas in the late 19th and early 20th Century came from elsewhere in the United States, a great many of these people came from places in Europe like Germany, Poland, and Italy
- 2) there have been many changes in the way in which people came to Arkansas and how they moved from place to place once they were here
- 3) there have been many changes in the way in which people in Arkansas communicated with each other and with people elsewhere in the world

Activities

- 1) Play Tract 7 of *Arkansas Stories for Young Children* again for the class.
- 2) Read *Where did we come from, Grandpa?* (Pp. 40 - 47) in a Shared Reading context.
- 3) Use a map of the world or a globe to point out the location of Europe and the countries of Germany, Poland, and Italy as well as other European locations that may be important to your local setting.
- 4) Talk about the difference between immigration (coming to a new country) and migration (moving from one part of a country to another.)
- 5) Identify the different ways people are traveling in this section with the other types of transportation shown earlier in the book.

- 6) Ask the students to talk to their parents and relatives about where their families lived before they came to live in Arkansas. See if any of the families know which country their family came from before they came to America.

Lesson 12 - More People, More Changes, Part 2

Emphasis

The goal of this lesson is to teach students that since the middle of the 20th Century there have also been many, many changes to the way people lived in Arkansas and that many people, from all over the world, have come to make Arkansas their home. Many of these people have come from places different than Europe and elsewhere in the United States; places like Asia, the Middle East, and South America.

This lesson plan addresses Student Learning Expectations G.1.K.4, G.1.1.3, H.6.1.7, H.6.1.10, H.6.2.12, OV.1.1.2, OV.1.1.4, OV.1.1.5, OV.1.1.7, OV.1.1.9, 9V.2.1.1, OV.2.1.2, OV.2.1.5, W.4.1.2, W.4.1.8, R.8.1.1, 4.9.1.10, R.9.1.14, R.10.1.12, IR.12.1.1, IR.12.1.5

Items Needed

Where did we come from, Grandpa?

Globe or Large World Map

Expectations

At the conclusion of this lesson the students should know that

- 1) even though most of the people who came to Arkansas in the last 50 years were from different parts of the United States, a great many these people came from places in South America, Asia, and the Middle East
- 2) there have been many changes in the way in which people came to Arkansas and how they moved from place to place once they were here
- 3) there have been many changes in the way in which people in Arkansas communicated with each other and with people elsewhere in the world

Activities

- 1) Read *Where did we come from Grandpa?* (Pp. 48 - 55) in a Shared Reading context.
- 2) Use a map of the world or globe to point out the location of countries in east Asia, the Middle East, and South America.
- 3) Identify the different ways people are traveling in this section with the other types of transportation shown earlier in the book.
- 4) Have the students share with the class the different places their families have lived outside of Arkansas.

Lesson 13 - All of Us, All Together

Emphasis

The goal of this lesson is to teach students that our families have come to Arkansas over a long period of time from many different places and they brought with them wonderful contributions to our life together. (There are lots of ways to do this and you may wish to emphasize other themes than the one we've chosen here.) In this session we're going to look at some of our musical traditions.

This lesson plan addresses Student Learning Expectations G.1.K.4, G.1.1.3, H.6.1.7, H.6.1.10, H.6.2.12, OV.1.1.2, OV.1.1.4, OV.1.1.5, OV.1.1.7, OV.1.1.9, 9V.2.1.1, OV.2.1.2, OV.2.1.5, W.4.1.2, W.4.1.8, R.8.1.1, 4.9.1.10, R.9.1.14, R.10.1.12, IR.12.1.1, IR.12.1.5

Items Needed

I can tell you stories...
Arkansas Stories for Young Children
Where did we come from, Grandpa?
Globe or Large World Map

Expectations

At the conclusion of this lesson the students should know that even though we've come from many places, we have lots in common, we all have stories, we all have songs, musical instruments, and dances - and, we all love to eat.

Activities

- 1) Play Tract 8 of *Arkansas Stories for Young Children* for the class.
- 2) Have the class name the different instruments in the song.
- 3) Go through *I can tell you stories ...* and *Where did we come from Grandpa?* and let the class pick out the different musical instruments.
- 4) Have members of the class talk about musical instruments in their families and where they came from.
- 5) Ask the students to talk about any special songs their family likes to play or sing at home of when relatives get together.
- 6) Use the song or songs as story prompts and have each student draw at least one picture that features the characters and events in these songs.

Lesson 14 - Tomorrow and Tomorrow: This Good, Good Land

Emphasis

The goal in this lesson is to teach students that just like all the people who have come to Arkansas, we are now responsible for what happens next. We are the ones who will determine Arkansas' future.

This lesson plan addresses Student Learning Expectations G.1.K.4, G.3.K.2, G.1.1.3, G.3.1.2, G.3.1.3, G.3.2.2, H.6.1.7, OV1.1.2, OV.1.1.4, OV.1.1.5, OV.1.1.7, OV.1.1.9, 9V.2.1.1, OV.2.1.2, OV.2.1.5, W.4.1.2, W.4.1.8, R.8.1.1, 4.9.1.10, R.9.1.14, R.10.1.12, IR.12.1.1, IR.12.1.5

Items Needed

I can tell you stories...
Arkansas Stories for Young Children
Globe or Large World Map

Expectations

At the conclusion of this lesson the students should realize that all of us share a responsibility for what Arkansas will become in the future.

Activities

- 1) Play Tracts 9 and 10 of *Arkansas Stories for Young Children* for the class.
- 2) Re-read *I can tell you stories ...* (Pp. 30 - 47) in a Shared Reading context.
- 3) Have the class make a big list on the board of all the different places their families have come from. Use the world map or globe to point out these locations.
- 4) Have the students make a list of all the changes they can remember that have happened in Arkansas.
- 5) Discuss with the students ideas about what they would like the Arkansas of the future to be.