

Arkansas Studies Curriculum

Teacher's Guide

for

Sydney and Garrett's Great Arkansas Adventure

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OVERVIEW

Sydney and Garrett's Great Arkansas Adventure is an important segment of the Arkansas Studies Curriculum. It serves as a transition from the K - 1 materials designed for non-literate and early literate students to materials designed for more literate students. It is still illustration driven but the text has been crafted so that it is suitable for Second Grade students, particularly students at the end of the Second Grade. As such, of course, it can also be used with Third Grade students as well.

It also serves as a transition from the content and emphases of the K - 1 materials. In those materials the focus and emphasis was strongly directed toward acquainting young students with certain basic facts and understanding about Arkansas' physical and cultural geography. *Sydney and Garrett's Great Arkansas Adventure* is designed to add considerable detail to this basic understanding and provide a comprehensive, fairly detailed, and integrated understanding of Arkansas's spatial characteristics.

In this book Sydney and Garrett accompany their grandmother, Mrs. Wallace, on a once-in-a-life-time tour around Arkansas. They travel in the hot-air balloon, the Arkansas Traveler, and are guided by the swashbuckling Captain Ursinus across the five major regions of Arkansas.

The tour begins and ends in Little Rock near the center of the state. It's first stops are in the Ozarks (pp. 16-27), then back south into the Arkansas River Valley (pp. 28-37), across the Ouachita Mountains (pp. 38-49), into the Gulf Coastal Plain (pp. 50 - 59), and over along the Mississippi Alluvial Plain (pp. 60-71) with stops along Crowley's Ridge (pp. 72-75).

As they visit each of these regions, the voyagers learn about particularly distinctive aspects of the places they visit. Each section provides an overview of the region, literally, as seen from the good ship Arkansas Traveler which gives viewers a sense of the region's topography. Next the travelers learn about the region's geology, its major rivers, vegetative characteristics, and have an opportunity to see some of its distinctive architectural elements.

Along the way they get to see Arkansas from a variety of perspectives - from directly overhead, from wide-view vistas, to up close and personal. And from their high aerial view they discover the dramatic differences between Arkansas' urban, rural, and natural landscapes.

Here is a listing of many of the places they visit.

Places	Pages
Arkansas Capital	5, 9
Arkansas River	10, 11, 30, 31, 64, 65, 77
Blanchard Springs	20
Blanchard Springs Cavern	21
Buffalo River	22, 23
Caddo House at Spiro, Oklahoma	36
Court House at Old Washington	59
Cossatot Falls	41
Crowley's Ridge	74, 75
Diamond Mine at Murfreesboro	46, 47
Fort Smith Commissary	37
Holla Bend	28, 29
Hot Springs	42, 43
Lake Chicot	62, 63
Lakeport Plantation House	69
Little Rock and North Little Rock	76, 77
Mississippi River	60, 61
Mount Magazine	32, 33
Petit Jean Falls	34
Pinnacle Mountain	10, 11
Red and Sulphur Rivers	58
Rommel Dam at Lake Catherine	49
Toltec Mounds	70, 71
White River	24, 25, 67
Wolf House	27

SAMPLE UNIT PLAN

Unit Preparation

- 1) Read *Sydney and Garrett's Great Arkansas Adventure*.
- 2) Obtain one or more good large scale maps of Arkansas (The Arkansas Geological Commission, www.state.ar.us/agc, has several large scale maps of Arkansas.)
- 3) Obtain and review a good general book on Arkansas geography such as, *Arkansas and the Land* by Thomas Foti and Gerald Hanson or *Arkansas Geography* by Hubert Stroud and Gerald Hanson. *The Atlas of Arkansas* by Richard M. Smith contains a wealth of information as does *The Historical Atlas of Arkansas* by Gerald Hanson and Carl Moneyhon. The Encyclopedia of Arkansas History & Culture (www.encyclopediaofarkansas.net) also contains many important articles on particular aspects of the state's geography.
- 4) Check with the Arkansas Geographic Alliance Website (www.geocities.com/arkgeo2000) to see if they have any scheduled events or materials you can use.
- 5) 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. The Geological Commission will even send out samples of Arkansas rocks and minerals for classroom use.

The Arkansas Department of Game and Fish has a great selection of wall-size posters of many Arkansas animals that you can use in the classroom. This department also maintains several nature centers around the state, the Forrest L. Wood Crowley's Ridge Nature Center at Jonesboro (www.crowleysridge.org), the Delta Rivers Nature Center at Pine Bluff (www.deltarivers.com), and the Arkansas River Valley Nature Center at Fort Smith (www.rivervalleynaturecenter.com). Like our State Parks, these facilities are very important resources for preserving and interpreting Arkansas' natural heritage and are set-up to host field trips, provide staff for classroom presentations, and educational materials.

The U. S. National Park Service has two facilities in Arkansas that provide educational support for interpreting portions of Arkansas. These are the Buffalo National River with headquarters at Harrison (www.nps.gov/buff) and Hot Springs, one of the oldest of our National Parks (www.nps.gov/hosp). The Website www.hot.springs.national-park.com also provides important information about the park and its features.

- 6) You will also need to start a collection of images of different scenes and elements of the Arkansas that appear in magazines, newspapers, brochures, and the like. The Arkansas Department of Parks and Tourism produces a number of very colorful publications that you can use. Just go on-line to www.arkansasstateparks.com and request their tourism packet. Probably the best way to organize these is according to the different natural regions. These will help you to provide writing prompts for different exercises throughout the Unit. There is also a video CD called Arkansas. The Natural State, produced for the department that has marvelous imagery of a considerable number of natural scenes.
- 7) Take a look at the stories and other resources gathered in the Resources Section on the Arkansas Studies Curriculum Website (www.arkansasstories.com). There you will find a selection of stories, images, and other resources that may be helpful to you. The *.pdf pull-down maps related to Arkansas will be very useful in several contexts.
- 8) You might also want to familiarize yourself with several concepts which, although they are not mentioned in the text, underlie the development of the text.

alluvium	environment	geology	landform
alluvial	ecology	geomorphology	landuse

Unit Emphasis and Goals

The overall goal of this Unit is to build upon the basic geographic information students have gained from the Kindergarten and First Grade portions of the Arkansas Studies Curriculum to provide a more detailed understanding of the important aspects of Arkansas's different physiographic regions. It is designed primarily to address ADE Frameworks Strand 2: People, Places, and Environments.

Ideas for Lesson Plans

Lesson 1 - Geographic Review

Emphasis

The emphasis is to place Arkansas within the World and US geographic context and to introduce some standard map features

This lesson plan addresses ADE Student Learning Expectations G.1.2.2, G.1.1.3, G.1.2.3, G.1.2.4, G.1.2.6, G.1.2.7, G.1.2.10, G.1.2.11, G.1.2.12, G.1.3.8, C.4.K.3, C.4.1.4, OV.1.2.1, OV.1.2.12, OV.2.2.1

Expectations

At the conclusion of this lesson the students should

- 1) be familiar with Arkansas's position within the geography of the United States and the World
- 2) know that maps contain legends which help interpret what is displayed on the map
- 3) understand that on most maps north is at the top, south is at the bottom, east is on the right, and west is on the left
- 4) be able to identify the states that border Arkansas

Items needed

Large World Map or Globe

The outline map of the United States from www.arkansasstories.com

Activities

*If you have access to the Big Book, **ALL AROUND ARKANSAS**, which was developed by the Arkansas Studies Curriculum as a beginning introduction to Arkansas geography, you might want to begin your session by using this within a Shared Reading context to begin the unit. You could also begin this session by having the students work the various puzzles in the All Around Arkansas six-puzzle set. If not, you can start immediately with the activities below.*

- 1) Using either the globe or the large World Map point out a variety of features highlighting the various continents and oceans, ending up with a focus on the shape and location of the United States and the countries it borders.

- 2) Then pass out the outline map of the United States from the Arkansas Stories Web Site. Have the children label all the Cardinal Directions. Explain to them that this is part of almost every map and that something called a legend is also a part of almost all maps as well. Then have the students write the word “Arkansas” in the appropriate place.
- 3) Using the pull-down US map, point out to the students the names of the several states that border Arkansas. Write these name on the board. Ask the students if any have either lived or visited these different states and to share with the class what they remember about them.
- 4) Have the students create a legend for their maps by marking these border states in a distinctive map, using either different colors or different symbols
- 5) Then have the students create a legend for the map that identifies these border states
- 6) Finally, talk with the students about the basic governmental structures of the United States. Remind them of the role and names of the President and the state governors.

Lesson 2 - Where We Are in Arkansas

Emphasis

The emphasis in this session is to explain how Arkansas is divided into counties, towns, and cities.

This lesson plan addresses ADE Student Learning Expectations G.1.2.2, C.4.2.1, C.4.2.2, C.4.2.3, OV.1.2.1, OV.1.2.6, OV.1.2.7, OV.1.2.12, OV.2.2.1

Expectations

At the conclusion of this lesson plan the students should

- 1) understand what a county is
- 2) know how counties and towns or cities (municipal entities) relate to each other
- 3) know the name of the political entity (county, town, city) in which their school is located
- 4) know the names of the local government institutions (Quorum Court, County Judge, Mayor) and the names of the most prominent governmental officers

Items needed

a map of Arkansas showing the counties and the county seats (www.arkansasstories.com)

Activities

- 1) Show the students the map of Arkansas with the counties. If you are using the pull-down map from the Arkansas Stories Website, pass out copies to each of the students
- 2) Have the students mark the map with the Cardinal directions.
- 3) Have the students write in the name of their county and county seat in the proper place
- 4) Go over with the class the name and function of the County Judge, Quorum Court, Mayor, and City Council.
- 5) Write on the board the names of the persons who now serve as County Judge and Mayor and any other particularly important local governmental

officials. If possible, arrange a visit to the class by one of the local governmental officials to discuss their responsibilities.

Lesson 3 - Arkansas Overview

Emphasis

The emphasis is to review what the students know about Arkansas' physical characteristic.

This lesson plan addresses ADE Student Learning Expectations G.1.2.2, G.1.1.3, G.1.2.3, G.1.2.4, G.1.2.6, G.1.2.7, G.1.2.10, G.1.2.11, G.1.2.12, G.1.3.9, OV.1.2.1, OV.1.2.6, OV.1.2.7, OV.1.2.12, OV.2.2.1, OV.2.2.2

Expectations

At the conclusion of this lesson plan the students should

know the major natural divisions of Arkansas and where they are located

Items needed

Relief Map of Arkansas from www.arkansasstories.com or the Arkansas Geological Commission

Map of Arkansas's major natural divisions with dotted lines from www.arkansasstories.com

pull-down maps of Arkansas's natural divisions from www.arkansasstories.com

All Around Arkansas puzzle set (optional)

Activities

- 1) Begin by showing the class a large, colored map of Arkansas. The big wall map that shows the state of Arkansas in relief is particularly good for this. It was created by the United States Geological Survey and is available from the Arkansas Geological Commission. Show the class the legend on the map you are using and talk about all the different things it contains, how different and symbols colors are used.
- 2) Next pass out copies of the pull-down relief map of Arkansas from the Arkansas Stories Website. Talk about the different regions on the map. Then have each student create a legend for the map using different colors to identify different natural divisions and putting on the Cardinal Directions
- 3) Go back to the large map of Arkansas and point out the locations of the regions once again, this time talking about some of their major characteristics; where are the mountains? where are the lowlands?
- 4) Close by pointing out the school's location, identifying the natural divisions it is in, and

discussing the different physical aspects the students identify about their home setting.

Lesson 4 - The Adventure Begins

Emphasis

The emphasis in this session is to introduce the class to the main characters and general plot-line of *Sydney and Garrett's Great Arkansas Adventure*.

This lesson plan addresses ADE Student Learning Expectations G.1.2.3, OV.1.2.1, OV.1.2.6, OV.1.2.7, OV.1.2.12, OV.2.2.1, W.4.2.6, W.5.2.1, W.5.2.6, W.7.2.1, R.9.2.5, R.10.2.8, R.10.2.18, R.11.2.7, IR.12.2.1

Expectations

At the conclusion of this lesson plan the students should

- 1) recognize the main characters in the story
- 2) have a good, general preview of the story line

Items needed

Sydney and Garrett's Great Arkansas Adventure

Activities

- 1) Read the opening pages (1-7) of *Sydney and Garrett's Great Arkansas Adventure* aloud in class
- 2) Identify the main characters
- 3) Have the students discuss what they think is going to happen in the rest of the book
- 4) Give the students 10/15 minutes to look through the book on their own
- 5) Have the students talk a bit about other places they have gone (or have lived) with their families in Arkansas. See if any of them have been to any of the places featured in the book.
- 6) Have the students either draw a picture of a place they have visited in Arkansas and/or write a brief story about a visit they made to a particular place in Arkansas.

Lesson 5 - Off We Go

Emphasis

The emphasis in this lesson plan is to provide more information about Arkansas as a general orientation for the adventure.

This lesson plan addresses ADE Student Learning Expectations G.1.2.3, G.1.3.2, G.1.3.9, G.1.4.2, G.1.4.9, E.8.2.3, OV.1.2.1, OV.1.2.6, OV.1.2.7, OV.1.2.12, OV.2.2.1, W.4.2.6, W.5.2.1, W.5.2.6, W.7.2.1, R.9.2.5, R.10.2.8, R.10.2.18, R.11.2.7, IR.12.2.1

Expectations

At the conclusion of this lesson plan the students should

- 1) know that Little Rock is the capital of Arkansas
- 2) be able to recognize the capitol building
- 3) know that Little Rock is near the center of the state
- 4) know that the Arkansas River flows by Little Rock
- 5) know that Pinnacle Mountain is located near (west of) Little Rock
- 6) name the major rivers of Arkansas and know generally where they are
- 7) be able to identify several animals that are native to Arkansas

Items needed

Map of Arkansas
Sydney and Garrett's Great Arkansas Adventure

Activities

- 1) Begin by reading pages 1-14 of *Sydney and Garrett's Great Arkansas Adventure* aloud.
- 2) Identify the capitol building and point out its distinctive gold-colored cupola.
- 3) Point out the capitol building and grounds from the aerial view on p. 9.
- 4) Point out the Arkansas River on pages 10 and 11 and see if the students can locate it on the aerial view on page 8.
- 5) Point out Pinnacle Mountain in the center of the layout on pages 10 and 11. Talk about Pinnacle Mountain State Park.
- 6) This might be a good time to talk about Arkansas State Parks in general.

- 7) Identify the major rivers of Arkansas shown on page 13. Show the students how to trace out the course of each of the rivers. You might note that of all these rivers only the Ouachita River starts in Arkansas. Talk about the different names of the rivers. Have students name other rivers they might know, particularly near your school location, that aren't shown on page 13 and see if you can find them on the map of Arkansas you are using.
- 8) Identify the animals shown on page 14. Talk about how all of these are native to Arkansas and can be found in almost all parts of Arkansas.

Lesson 6 - The Ozarks, Part 1

Emphasis

The emphasis in this lesson plan is to introduce students to the major characteristics of the Ozark region.

This lesson plan addresses ADE Student Learning Expectations G.1.1.7, G.1.2.8, G.1.3.7, G.1.3.9, G.1.4.2, G.1.4.9, H.6.3.14, E.8.2.3, OV.1.2.1, OV.1.2.6, OV.1.2.7, OV.1.2.12, OV.2.2.1, W.4.2.6, W.5.2.1, W.5.2.6, W.7.2.1, R.9.2.5, R.10.2.8, R.10.2.18, R.11.2.7, IR.12.2.1

Expectations

At the conclusion of this lesson plan the students should

- 1) be able to locate the Ozark region on a map of Arkansas
- 2) know that the Ozark Highlands have tall mountains and deep valleys
- 3) know where the name Ozark came from
- 4) know that the bedrock of the Ozarks is composed of horizontal beds of sediments that were hardened beneath a sea millions of years ago
- 5) understand that running water erodes the earth's surface as it flows across the landscape
- 6) know that there are many caves in the Ozarks and the Blanchard Springs Caverns is one of the most famous caves in the United States
- 7) know that both the Buffalo and White rivers flow through the Ozarks
- 8) be able to recognize the Wolf house as one of the oldest houses in Arkansas and that, as a log structure, is made like many of the early houses constructed in Arkansas.

Items needed

Map of Arkansas

Sydney and Garrett's Great Arkansas Adventure

Activities

- 1) Show the students the general location of the Ozarks on a map of Arkansas.
- 2) Have the students read the Ozark section (pp. 16-27) silently; takes about 10 to 15 minutes.
- 3) As the students finish reading the section have them each make a list of the places mentioned in the story thus far as well as a list of all the different things they saw.
- 4) Once they have completed their lists, have the students tell you words or phrases they did not

know or understand.

- 5) Write these on the board and go over each word and phrase to see its context in the text.
- 6) Then read the section out loud, having various students take different parts.
- 7) After the class has finished the section have the students point out and discuss all the different features or elements they see have noted, keeping in mind the elements listed above as learning expectations.
- 8) Invite any students who have visited any of these various places to share their experiences.
- 9) Have the students then write a description of the region they just visited, with or without illustrations.
- 10) Complete the lesson by administering a short quiz like the sample shown at the conclusion of this Teacher's Guide.

Additional Ideas

One special set of observations you might consider here relates to the Buffalo River layout (pp. 22, 23). Note the color of the trees and ask the students to think about when this picture might have been taken. This offers an opportunity to talk about Arkansas' seasons and climate. You might also want to talk about the fact that Native Americans often used the bluff shelters along the White and Buffalo rivers and that many artifacts from this used, some thousands of years old, have been found there.

Lesson 7 - The Ozarks, Part 2

Emphasis

The emphasis in this lesson plan is to have students develop their own understandings of the Ozark region.

This lesson plan addresses ADE Student Learning Expectations G.1.3.7, G.1.3.9, G.1.4.2, G.1.4.9, E.8.2.3, OV.1.2.1, OV.1.2.6, OV.1.2.7, OV.1.2.12, OV.2.2.1, W.4.2.6, W.5.2.1, W.5.2.6, W.7.2.1, R.9.2.5, R.10.2.8, R.10.2.18, R.11.2.7, IR.12.2.1

Expectations

At the conclusion of this lesson plan the students should

be able to present a coherent description of the major characteristics of the Ozarks

Items needed

Map of Arkansas

Additional images of scenes or elements from the Ozarks (these can be pictures from brochures, magazines, post cards, and the like you and/or the students have brought from home; they can be downloaded from a large number of state park internet sites; or downloaded from the Resources section of www.arkansasstories.com)

Sydney and Garrett's Great Arkansas Adventure

Activities

- 1) Have the class read the Ozark section (pp. 16-27) of *Sydney and Garrett's Great Arkansas Adventure* out loud.
- 2) Review the various characteristics contained in the previous quiz as well as any additional characteristics the class has discussed and/or that you wish to add.
- 3) Show the class the images of the Ozark scenes and elements that you have prepared.
- 4) Have each student write an illustrated story about a trip to the Ozarks. The illustrations should be developed as pictures the student creates along with an organized narrative. The illustrated narrative can be constructed free-form or according to any prompts you wish to use.
- 5) Conclude by having one or more of the students sharing their story with the class.

Lesson 8 - The Arkansas River Valley, Part 1

Emphasis

The emphasis in this lesson plan is to introduce students to the major physical characteristics of the Arkansas River Valley.

This lesson plan addresses ADE Student Learning Expectations G.1.3.7, G.1.3.9, G.1.4.2, G.1.4.9, H.6.1.9, H.6.2.11, H.6.4.3, E.8.2.3, OV.1.2.1, OV.1.2.6, OV.1.2.7, OV.1.2.12, OV.2.2.1, W.4.2.6, W.5.2.1, W.5.2.6, W.7.2.1, R.9.2.5, R.10.2.8, R.10.2.18, R.11.2.7, IR.12.2.1

Expectations

At the conclusion of this lesson plan the students should

- 1) know that the Arkansas River runs across the state from west to east
- 2) know that the Arkansas River serves as a major transportation route for many different commodities
- 3) know that the Arkansas River Valley has both wide, level valleys and steep mountains
- 4) be able to identify the general location of the Arkansas River Valley on a map of Arkansas
- 5) be able to identify Mount Magazine as Arkansas' highest mountain and point to its general location on a map of Arkansas
- 6) be able to locate Fort Smith on a map of Arkansas and know that the original fort was established to keep the peace between the Osage and Cherokee tribes

Items needed

Map of Arkansas
Sydney and Garrett's Great Arkansas Adventure

Activities

- 1) Show the students the general location of the Arkansas River Valley on a map of Arkansas.
- 2) Have the students read the Arkansas River Valley section (pp. 28-37) silently (takes about 10 to 15 minutes).
- 3) As the students finish reading the section have them each make a list of the places mentioned in the story thus far as well as a list of all the different things they saw.
- 4) Once they have completed their lists, have the students tell you words or phrases they did not know or understand.

- 5) Write these on the board and go over each word and phrase to see its context in the text.
- 6) Then read the section out loud, having various students take different parts.
- 7) After the class has finished the section have the students point out and discuss all the different features or elements they see have noted, keeping in mind the elements listed above as learning expectations.
- 8) Invite any students who have visited any of these various places to share their experiences.
- 9) Have the students then write a description of the region they just visited, with or without illustrations.
- 10) Complete the lesson by administering a short quiz like the sample shown at the conclusion of this Teacher's Guide.

Additional Ideas

There are several areas in which it is possible to bring in additional materials to add detail to this section. In particular, there are several state parks within the Arkansas River Valley (Mount Magazine, Petit Jean, and Mt. Nebo, for example). The Arkansas Department of Parks and Tourism has lots of hand-outs describing these parks and their surroundings in addition to information on its Website. The students will find the Legend of Petit Jean a favorite story and the names Petit Jean and Mount Magazine offer you an opportunity to talk about the early French presence up and along the Arkansas.

In addition to the great Native American center at Spiro, there was also a flourishing Native American population further east within the Arkansas River Valley. The area called Carden Bottoms, down river from Russellville, has produced a great many artifacts from this occupation dated at over 600 years ago.

The commissary building picture provides an opportunity to talk about the foundation of the military fort from which the City of Fort Smith gets its name. Information can be found at the National Historic Site's Website (www.nps.gov/fosm).

Lesson 9 - The Arkansas River Valley, Part 2

Emphasis

The emphasis in this lesson is to have students develop their own understandings of the Arkansas River Valley.

This lesson plan addresses ADE Student Learning Expectations G.1.3.7, G.1.3.9, G.1.4.2, G.1.4.9, OV.1.2.1, OV.1.2.6, OV.1.2.7, OV.1.2.12, OV.2.2.1, W.4.2.6, W.5.2.1, W.5.2.6, W.7.2.1, R.9.2.5, R.10.2.8, R.10.2.18, R.11.2.7, IR.12.2.1

Expectations

At the conclusion of this lesson plan the students should

be able to present a coherent description of the major characteristics of the Arkansas River Valley

Items needed

Map of Arkansas

Additional images of scenes or elements from the Ozarks (these can be pictures from brochures, magazines, post cards, and the like you and/or the students have brought from home; they can be downloaded from a large number of state park internet sites; or a selection of appropriate images can be downloaded from the Resources section of www.arkansasstories.com)

Sydney and Garrett's Great Arkansas Adventure

Activities

- 1) Have the class read the Arkansas River Valley section (pp. 28-37) of *Sydney and Garrett's Great Arkansas Adventure* out loud.
- 2) Review the various characteristics contained in the previous quiz as well as any additional characteristics the class has discussed and/or that you wish to add.
- 3) Show the class the images of the Arkansas River Valley scenes and elements that you have prepared.
- 4) Have each student write an illustrated story about a trip to the Arkansas River Valley. The illustrations should be developed as pictures the student creates along with an organized narrative. The illustrated narrative can be constructed free-form or according to any prompts

you wish to use.

5) Conclude by having one or more of the students sharing their story with the class.

Lesson 10 - The Ouachita Mountains, Part 1

Emphasis

The emphasis in this lesson plan is to introduce students to the major physical characteristics of the Ouachita Mountains.

This lesson plan addresses ADE Student Learning Expectations G.1.3.7, G.1.3.9, G.1.4.2, G.1.4.9, H.6.1.3, H.6.2.3, E.8.2.3, OV.1.2.1, OV.1.2.6, OV.1.2.7, OV.1.2.12, OV.2.2.1, W.4.2.6, W.5.2.1, W.5.2.6, W.7.2.1, R.9.2.5, R.10.2.8, R.10.2.18, R.11.2.7, IR.12.2.1

Expectations

At the conclusion of this lesson plan the students should

- 1) be able to locate the Ouachita Mountains on a map of Arkansas
- 2) know that they have long steep ridges
- 3) know that this area was once under a sea
- 4) know that the ridges were pushed-up by continental pressure from the south
- 5) know that Hot Springs is in the Ouachita Mountains
- 6) know that the Ouachita Mountains contain novaculite used by Native Americans to make tools
- 7) know that the Crater of Diamonds in Murfreesboro is one of very few places in American where diamonds are found
- 8) know that dams control the flow of many rivers in the Ouachita Mountains

Items needed

Map of Arkansas

Sydney and Garrett's Great Arkansas Adventure

Activities

- 1) Show the students the general location of the Ouachita Mountains on a map of Arkansas.
- 2) Have the students read the Ouachita section (pp. 38-49) silently; takes about 10 to 15 minutes.
- 3) As the students finish reading the section have them each make a list of the places mentioned in the story thus far as well as a list of all the different things they saw.

- 4) Once they have completed their lists, have the students tell you words or phrases they did not know or understand.
- 5) Write these on the board and go over each word and phrase to see its context in the text.
- 6) Then read the section out loud, having various students take different parts.
- 7) After the class has finished the section have the students point out and discuss all the different features or elements they see have noted, keeping in mind the elements listed above as learning expectations.
- 8) Invite any students who have visited any of these various places to share their experiences.
- 9) Have the students then write a description of the region they just visited, with or without illustrations.
- 10) Complete the lesson by administering a short quiz like the sample shown at the conclusion of this Teacher's Guide.

Additional Ideas

You might have the students look at the Ouachita overview layout (pp. 38,39) and talk about the vegetation they see. Can they tell what season of the year the picture was taken? (The tree with the white blossoms is a pear tree, by the way. Compare this with the Buffalo River layout (pp. 22-23).

Talk about the difference between hardwoods and pine trees. Bring in examples of different kind of hardwood leaves (oaks and hickories, for example) as well as pine needles and pine cones. You can find information about the different trees in Arkansas in a publication by the Arkansas Forestry Commission titled *Trees of Arkansas* by Dwight Moore. The Forestry Commission Website can be found at www.forestry.state.ar.us.

You can talk about the differences in the bedrock strata of the Ozarks and the Ouachita by comparing the image on pages 18 and 19 with the one on page 40. You might also want to use samples of the rocks and minerals of Arkansas that the Arkansas Geological Commission provides to classrooms on request. The Geological Commission also produces a large number of books, pamphlets, and brochures about the geology of Arkansas (www.state.ar.us/agc).

Information about the City of Hot Springs and the Hot Springs National Park can be found at www.nps.gov/hosp and the Crater of Diamonds State Park at www.arkansasstateparks.com.

You might want to use this section to talk a bit more about rivers and the role they played in the settlement of Arkansas and to reenforce the idea of the contemporary water transportation. You

can bring into this discussion the role of the coming of the railroads and their importance and the ways in which they changed Arkansas. In this discussion you might also want to bring up the problem of flooding, how dams were made which created the lakes we find in the Ozarks and Ouachitas and all along the Arkansas River Valley

Lesson 11 - The Ouachita Mountains, Part 2

Emphasis

The emphasis in this lesson plan is to have students develop their own understandings of the Ouachita Mountains.

This lesson plan addresses ADE Student Learning Expectations OV.1.2.1, OV.1.2.6, OV.1.2.7, OV.1.2.12, OV.2.2.1, W.4.2.6, W.5.2.1, W.5.2.6, W.7.2.1, R.9.2.5, R.10.2.8, R.10.2.18, R.11.2.7, IR.12.2.1

Expectations

At the conclusion of this lesson plan the students should

be able to present a coherent description of the major characteristics of the Ouachita Mountains.

Items needed

Map of Arkansas

Additional images of scenes or elements from the Ouachita Mountains (these can be pictures from brochures, magazines, post cards, and the like you and/or the students have brought from home; they can be downloaded from a large number of state park internet sites; or downloaded from the Resources section of www.arkansasstories.com)

Sydney and Garrett's Great Arkansas Adventure

Activities

- 1) Have the class read the Ouachita Mountains section (pp. 38-49) of *Sydney and Garrett's Great Arkansas Adventure* out loud.
- 2) Review the various characteristics contained in the previous quiz as well as any additional characteristics the class has discussed and/or that you wish to add.
- 3) Show the class the images of the Ouachita Mountains scenes and elements that you have prepared.

- 4) Have each student write an illustrated story about a trip to the Ouachita Mountains. The illustrations should be developed as pictures the student creates along with an organized narrative. The illustrated narrative can be constructed free-form or according to any prompts you wish to use.
- 5) Conclude by having one or more of the students sharing their story with the class.

Lesson 12 - The Gulf Coastal Plain, Part 1

Emphasis

The emphasis in this lesson plan is to introduce students to the major physical characteristics of the Gulf Coastal Plain. *This region is sometimes called the West Gulf Coastal Plain because it is located west of the Mississippi River.*

This lesson plan addresses ADE Student Learning Expectations G.1.3.7, G.1.3.9, G.1.4.2, G.1.4.9, H.6.1.3, H.6.2.3, H.6.4.3, E.8.2.3, OV.1.2.1, OV.1.2.6, OV.1.2.7, OV.1.2.12, OV.2.2.1, W.4.2.6, W.5.2.1, W.5.2.6, W.7.2.1, R.9.2.5, R.10.2.8, R.10.2.18, R.11.2.7, IR.12.2.1

Expectations

At the conclusion of this lesson plan the students should

- 1) be able to locate the Gulf Coastal Plain on a map of Arkansas
- 2) know that the sediments of the Gulf Coastal Plain are different from those of the Ozarks and Ouachita Mountains.
- 3) know that these are sediments washed down from the mountains millions of years ago
- 4) know that this region is famous for its pine trees and the growing and harvesting pine trees is a major industry in this portion of Arkansas
- 5) be aware that the Gulf Coastal Plain forests contain important animals, some of which are endangered
- 6) be able to locate the Red River on a map of Arkansas
- 7) know that what is now Old Washington State Park contains one of the oldest towns in Arkansas

Items needed

Map of Arkansas
Sydney and Garrett's Great Arkansas Adventure

Activities

- 1) Show the students the general location of the Gulf Coastal Plain on a map of Arkansas.

- 2) Explain that this is called the Gulf Coastal Plain because it borders the Gulf of Mexico using a map of the United States to show where the Gulf of Mexico is. Perhaps this would also be a good time to explain what the terms “Gulf” and “Plain” mean.
- 3) Have the students read the Ouachita section (pp. 38-49) silently; takes about 10 to 15 minutes.
- 4) As the students finish reading the section have them each make a list of the places mentioned in the story thus far as well as a list of all the different things they saw.
- 5) Once they have completed their lists, have the students tell you words or phrases they did not know or understand.
- 6) Write these on the board and go over each word and phrase to see its context in the text.
- 7) Then read the section out loud, having various students take different parts.
- 8) After the class has finished the section have the students point out and discuss all the different features or elements they see have noted, keeping in mind the elements listed above as learning expectations.
- 9) Invite any students who have visited any of these various places to share their experiences.
- 10) Have the students then write a description of the region they just visited, with or without illustrations.
- 11) Complete the lesson by administering a short quiz like the sample shown at the conclusion of this Teacher’s Guide.

Additional Ideas

Using the pictures of the subsurface of the Gulf Coastal Plain (pp. 52, 53) talk about the differences students see with the bedrock of the Ozarks (pp. 18, 19) and the Ouachitas (p. 40). Explain that the differences are due to the different kinds of processes that formed them. The rocks of the Ozarks are formed from deep sea sediments under enormous pressure and weight that were uplifted by pressure from below, while the rocks of the Ouachitas were also formed from sediments under a deep sea, they were raised up by pressure from the south which caused the folds you can see in the layout on p. 40. By contrast, what is present in the subsurface of the Gulf Coastal Plain are sediments which were not subjected to such strong pressures and have been washed across the area by water flowing down toward what is now the Gulf of Mexico.

The layouts on pages 54, 55, and 56 provide an opportunity to talk about the importance of the timber industry in Arkansas; particularly the emphasis on the cultivation of large pine plantations

to produce a wide variety of materials from paper to houses. This is a good time to bring up the topic of landuse to talk about how humans have and are changing the natural landscape and how contemporary Arkansans are seeking to find a balance between the economic needs of the state with its need to conserve and to encourage habitats that are more like Arkansas' earlier environments. In this context, point out that the pine is the state tree of Arkansas.

The picture of the Court House at Old Washington State Park shows what a restored version of this mid-19th century building looks like. In fact, the park itself has been developed to show what life was like in a small, but very active and important town in mid-19th century Arkansas. For many years Washington, near the Red River, was the "jumping off point" for people going into Texas which then was part of Mexico, just across the Red River. Many of the heros of the Texas rebellion stopped and stayed in Washington on their way west and Washington, Arkansas, was for nearly two years the Confederate capitol of Arkansas. The Arkansas State Parks Website (www.arkansasstateparks.com) contains considerable information about this town as well as other historical communities such as Arkansas Post, Old Davidsonville, Jacksonport, Powhatan, and the Prairie Grove Battlefield.

Lesson 13 - The Gulf Coastal Plain, Part 2

Emphasis

The emphasis in this lesson plan is to have students develop their own understandings of the Gulf Coastal Plain region.

This lesson plan addresses ADE Student Learning Expectations G.1.3.7, G.1.3.9, G.1.4.2, G.1.4.9, OV.1.2.1, OV.1.2.6, OV.1.2.7, OV.1.2.12, OV.2.2.1, W.4.2.6, W.5.2.1, W.5.2.6, W.7.2.1, R.9.2.5, R.10.2.8, R.10.2.18, R.11.2.7, IR.12.2.1

Expectations

At the conclusion of this lesson plan the students should

be able to present a coherent description of the major characteristics of the Gulf Coastal Plain.

Items needed

Map of Arkansas

Additional images of scenes or elements from the Gulf Coastal Plain (these can be pictures from brochures, magazines, post cards, and the like you and/or the students have brought from home; they can be downloaded from a large number of state park internet sites; or you can download a number of images from the Resources section of www.arkansasstories.com)

Sydney and Garrett's Great Arkansas Adventure

Activities

- 1) Have the class read the Gulf Coastal Plain section (pp. 38-49) of *Sydney and Garrett's Great Arkansas Adventure* out loud.
- 2) Review the various characteristics contained in the previous quiz as well as any additional characteristics the class has discussed and/or that you wish to add.
- 3) Show the class the images of the Gulf Coastal Plain scenes and elements that you have prepared.
- 4) Have each student write an illustrated story about a trip to the Gulf Coastal Plain. The illustrations should be developed as pictures the student creates along with an organized narrative. The illustrated narrative can be constructed free-form or according to any prompts you wish to use.

5) Conclude by having one or more of the students sharing their story with the class.

Lesson 14 - The Mississippi River Valley, Part 1

Emphasis

The emphasis in this lesson plan is to introduce students to the major physical characteristics of the Mississippi River Valley. *You might also note that sometimes this region is called the Mississippi River Valley or the Mississippi Alluvial Valley, but more often it is referred to as simply, the Delta.*

This lesson plan addresses ADE Student Learning Expectations G.1.1.7, G.1.2.8, G.1.3.7, G.1.3.9, G.1.4.2, G.1.4.9, H.6.1.3, H.6.1.9, H.6.2.3, H.6.2.11, H.6.3.16, H.6.3.18, H.6.4.3, E.8.2.3, E.9.4.10, OV.1.2.1, OV.1.2.6, OV.1.2.7, OV.1.2.12, OV.2.2.1, W.4.2.6, W.5.2.1, W.5.2.6, W.7.2.1, R.9.2.5, R.10.2.8, R.10.2.18, R.11.2.7, IR.12.2.1

Expectations

At the conclusion of this lesson plan the students should

- 1) be able to point out the Mississippi River Valley on a map of Arkansas
- 2) be able to point out Lake Chicot on a map of Arkansas
- 3) know that this region was formed by the meandering movement of the Mississippi River, much of which has been done in the last 10,000 years
- 4) know that the Mississippi River is the most important water transportation route in America
- 5) know that the Arkansas, St. Francis, and White rivers all flow into the Mississippi River
- 6) know that this region contains large swamps and hardwood forests
- 7) know that this region was once the home of large plantation farms
- 8) know that much of Arkansas agricultural production is done in this region
- 9) know that Crowley's Ridge and the Grand Prairie are both located in this region
- 10) be able to point out the location of Crowley's Ridge

Items needed

Map of Arkansas

Sydney and Garrett's Great Arkansas Adventure

Activities

- 1) Show the students the location of the Mississippi River Valley on a map of Arkansas.
- 2) Have the students read this section (pp. 60-75) silently; takes about 15 to 20 minutes.
- 3) As the students finish reading the section have them each make a list of the places mentioned in the story thus far as well as a list of all the different things they saw.

- 4) Once they have completed their lists, have the students tell you words or phrases they did not know or understand.
- 5) Write these on the board and go over each word and phrase to see its context in the text.
- 6) Then read the section out loud, having various students take different parts.
- 7) Look at the picture on p. 61 and explain that this picture was taken by a space satellite and that it shows a section of the Mississippi River that is over 20 miles long. Explain to the students that the continuous dark line they see running the length of the picture is where the Mississippi River was at the time the picture was made. Then explain that the “curly-ques” they see down the sides of the river are places where the river once flowed. Over time, as the river flowed through the loose sediments deposited by earlier courses of the river, the river changed directions and often cut itself off. The most striking example of this shown on p. 61 is the large circular cut-off on the left of the river which is Lake Chicot. The different colors in the picture, particularly the different shades of green are reflections of different types of vegetation.
- 8) Discuss the various elements on the rest of the Mississippi River Valley layouts (pp. 62-75) keeping in mind the elements listed above as learning expectations. Ask for students to share with the class any visits to any of these locations they have made. One special set of observations you might consider here relates to the Buffalo River layout (pp. 22, 23). Note the color of the trees and ask the students to think about when this picture might have been taken. This offers another opportunity to talk about Arkansas’ seasons and climate.
- 8) Invite any students who have visited any of these various places to share their experiences.
- 9) Have the students then write a description of the region they just visited, with or without illustrations.
- 10) Complete the lesson by administering a short quiz like the sample shown at the conclusion of this Teacher’s Guide.

Additional Ideas

Within the Mississippi River Valley there are two other important major physiographic features. One is the Grand Prairie. The other is Crowley’s Ridge.

Crowley’s Ridge which rises over 200 feet above the Mississippi Alluvial Plain. It is a very old landform left standing by the erosion of the Mississippi and Ohio rivers as they traveled south toward the Gulf of Mexico. The St. Francis River cuts through the ridge near its northern end in Clay County. The narrow ridge, only some 12 miles across at its widest point, runs south until it

reaches the Mississippi River at Helena. The top of the ridge is covered with airborne silt particles called loess (p. 73). One of the more interesting features within the sea-floor sediments that make up the lower portions of the ridge are shark's teeth from a sea millions of years old. The tulip tree is a common part of the Crowley's Ridge forest but is not native to anywhere else in Arkansas.

The Grand Prairie, located primarily in Arkansas, Monroe, and Lonoke counties, is a very level, old alluvial surface within the Mississippi Alluvial Plain. The upper portion of the soil here is composed of a layer of loess like Crowley's Ridge, but below this is a thick, very compact layer of clay. Because of this clay layer water is not able to penetrate very far into the subsoil and this is the reason for the extensive grasslands that were here when the first European settlers came to Arkansas. Now it provides the basis for the extensive cultivation of rice in this area.

You might want to spend some additional time when you are studying the Mississippi Alluvial Plain discussing these two features.

Lesson 15 - The Mississippi River Valley, Part 2

Emphasis

The emphasis in this lesson plan is to have students develop their own understandings of the Mississippi River Valley.

This lesson plan addresses ADE Student Learning Expectations G.1.3.7, G.1.3.9, G.1.4.2, G.1.4.9, OV.1.2.1, OV.1.2.6, OV.1.2.7, OV.1.2.12, OV.2.2.1, W.4.2.6, W.5.2.1, W.5.2.6, W.7.2.1, R.9.2.5, R.10.2.8, R.10.2.18, R.11.2.7, IR.12.2.1

Expectations

At the conclusion of this lesson plan the students should

be able to present a coherent description of the major characteristics of the Mississippi River Valley.

Items needed

Map of Arkansas

Additional images of scenes or elements from the Mississippi River Valley (these can be pictures from brochures, magazines, post cards, and the like you and/or the students have brought from home; they can be downloaded from a large number of state park internet sites; or you can download a number of images from the Resources section of www.arkansasstories.com)

Sydney and Garrett's Great Arkansas Adventure

Activities

- 1) Have the class read the Mississippi River Valley section (pp. 60-75) of *Sydney and Garrett's Great Arkansas Adventure* out loud.
- 2) Review the various characteristics contained in the previous quiz as well as any additional characteristics the class has discussed and/or that you wish to add.
- 3) Show the class the images of the Mississippi River Valley scenes and elements that you have prepared.
- 4) Have each student write an illustrated story about a trip to the Mississippi River Valley. The illustrations should be developed as pictures the student creates along with an organized narrative. The illustrated narrative can be constructed free-form or according to any prompts

you wish to use.

5) Conclude by having one or more of the students sharing their story with the class.

Lesson 16 - Back Home

Emphasis

The emphasis in this lesson plan is to point out the major features of the urban landscape and to compare them with the rural and natural landscapes.

This lesson plan addresses ADE Student Learning Expectations G.1.3.7, G.1.3.9, G.1.4.2, G.1.4.9, G.2.2.3, G.3.1.2, G.3.1.3, G.3.2.2, G.3.2.3, OV.1.2.1, OV.1.2.6, OV.1.2.7, OV.1.2.12, OV.2.2.1, W.4.2.6, W.5.2.1, W.5.2.6, W.7.2.1, R.9.2.5, R.10.2.8, R.10.2.18, R.11.2.7, IR.12.2.1

Expectations

At the conclusion of this lesson plan the students should be able to

- 1) know the difference between rural, natural and urban landscapes
- 2) know where the major urban areas are in Arkansas
- 3) be aware of how much humans have changed the natural landscape
- 4) understand the reasons and some of the consequences of these changes

Items needed

Map of Arkansas

Sydney and Garrett's Great Arkansas Adventure

Activities

- 1) Have the students read the opening portion of the book out loud in class.
- 2) Turn to pp. 76 and 77 and read the conclusion of the book.
- 3) Ask the students to identify what they see on pages 8, 9, 76, and 77.
- 4) Ask the students to compare what they have seen in the rest of the book with the opening and closing pages.
- 5) Identify the Little Rock metropolitan area as the major urban center in Arkansas
- 6) Identify other urban areas on the Arkansas map - particularly northwestern Arkansas

- 7) Discuss with the students the nature of the changes from rural to urban
- 8) Discuss with the students the nature of the changes from natural to rural
- 9) Talk about what it means that Arkansas is called The Natural State and what consequences that may have for the way in which Arkansas develops in the future.

Possible Culminating Exercises

A particularly good way of closing this Unit is to take the class on a field trip to a state park or a nature center in your area. You can plan your trip with materials from the park and, perhaps, be able to arrange a visit from park staff as a preparation activity. Take pictures and then have the class make a class journal of what they saw on their visit.

If you have access to the music CD *Arkansas Stories for Young Children*, a good culminating exercise is to have students listen to this, particularly Track 9, and talk about what things we all can do to help take care of Arkansas' Good, Good Land, particularly as this relates to your own local setting.

Another way to end the Unit is by looking in more depth at the region and specific location of your school. Have the students compose a long letter to students in another school across Arkansas in which they describe the place where they live and ask questions about the school to which they write.

SAMPLE QUIZZES

Ozarks

- 1) The Ozarks are located in which portion of Arkansas.
a) eastern half b) southwestern d) across the center
d) northwest corner e) west-central part f) northeast
- 2) The Ozark Highlands were formed about how many years ago?
a) 250 million b) 100 million c) 10 million d) 10 thousand
- 2) The name Ozarks was given to this region by what group of people.
a) Americans b) English c) Spanish d) French
- 3) The place where water flows up from the ground is called a
a) pond b) river c) ocean d) spring
- 4) Which two of these rivers flow through the Ozarks?
a) Mississippi b) Buffalo c) White d) Red e) St. Francis
- 5) The landscape of the Ozarks is made up of
a) steep hills and valleys b) long, steep ridges c) wide, sandy terraces
- 6) The name of the very large caverns near Mountain View is the
a) Wolf Caverns b) Calico Caverns c) Blanchard Caverns d) Buffalo Caverns
- 7) The Wolf House was built in
a) 1860 b) 1825 c) 1900 d) 1950
- 8) The Wolf House is made from
a) bricks b) sawn lumber c) pine logs

Arkansas River Valley

- 1) The Arkansas River Valley is located in which portion of Arkansas.
a) eastern half b) southwest c) across the center d) northeast
- 2) The name of the largest city in western Arkansas on the Arkansas River is
a) Russellville b) Alma c) Fayetteville d) Fort Smith
- 3) The highest place in Arkansas is in the Arkansas River Valley. It is
a) Pinnacle Mountain b) Mount Magazine c) Mount Gayler
- 4) The Arkansas River flows into which of the following rivers?
a) Mississippi b) Buffalo c) White d) Red e) St. Francis
- 5) What Native American group lived at the western end of the Arkansas River Valley?
a) Quapaw b) Osage c) Caddo d) Cherokee
- 6) What Native American group was once given a part of the Arkansas River Valley?
a) Quapaw b) Osage c) Caddo d) Cherokee
- 7) The Arkansas River flows by the capital of Arkansas which is named
a) Texarkana b) Little Rock c) Monticello d) Pine Bluff

Ouachita Mountains

- 1) The Ouachita Mountains are located in which portion of Arkansas.
a) northwestern corner b) southeastern c) across the center d) west-central part
- 2) The Ouachita Mountains were formed about how many years ago?
a) 200 million b) 100 million c) 15 million d) 100 thousand
- 3) The name Ouachita was given to these mountains by what group of people.
a) French b) American c) Spanish d) Native American
- 4) The landscape of the Ozarks is made up of
a) steep hills and valleys b) long, steep ridges c) wide, sandy terraces
- 5) Which of these rivers flows through the Ouachita Mountains?
a) Mississippi b) Cossatot c) White d) Red e) St. Francis
- 6) The Crater of Diamonds is located near which Arkansas town.
a) Little Rock b) Jonesboro c) Murfreesboro d) Texarkana
- 7) Novaculite was used by Arkansas Native Americans to make
a) stone tools b) houses c) canoes d) pottery
- 8) The name of the town which is famous for its hot water baths is
a) Eureka Springs b) Magic Springs c) Hot Springs d) Blanchard Springs

Gulf Coastal Plain

- 1) The Gulf Coastal Plain is located in which portion of Arkansas.
a) eastern half b) southern c) across the center d) northeast
- 2) The Gulf Coastal Plain was formed about how many years ago?
a) 200 million b) 100 million c) 15 million d) 100 thousand
- 3) The most prominent tree on the Gulf Coastal Plain is the
a) Hickory Tree b) Oak c) Sweet Gum d) Pine
- 4) The landscape of the Gulf Coastal Plain is made up of
a) many swamps b) long, steep ridges c) wide, sandy terraces
- 5) Which of these rivers flows through the Gulf Coastal Plain?
a) Mississippi b) Arkansas c) White d) Red e) St. Francis
- 6) Which of the following early towns in Arkansas is located on the Gulf Coastal Plain?
a) Little Rock b) Fort Smith c) Washington d) Arkansas Post
- 7) Which of the following birds is in danger of being completely destroyed?
a) red cockaded woodpecker b) blue jay c) red hawk d) robin

Mississippi River Valley

- 1) The Mississippi River Valley is located in which portion of Arkansas.
a) eastern half b) southwestern d) across the center
d) northwest corner e) west-central part f) northeast
- 2) A “U” shaped portion of river that has been cut off from the main channel is called an
a) slough b) channel c) ox-bow d) delta
- 3) The Mississippi River Valley in Arkansas is often called the
a) prairie b) swamp c) delta d) forest
- 4) The Mississippi River Valley was formed about how many years ago?
a) 200 million b) 100 million c) 15 million d) 10 thousand
- 5) Which one of the following environmental settings is found in the Mississippi River Valley
a) dry, rocky ridges b) pine forests c) swamps
- 7) Which of these rivers does NOT flows through the Mississippi River Valley?
a) Mississippi b) Arkansas c) White d) Red e) St. Francis
- 8) Which of the following early towns in Arkansas is located in the Mississippi River Valley?
a) Little Rock b) Cane Hill c) Washington d) Arkansas Post
- 9) The large farms that once grew large fields of cotton in the Mississippi River Valley were called
a) orchards b) plantations c) ranches
- 10) What Native American group lived near the Mississippi River at the eastern end of the Arkansas River?
a) Quapaw b) Osage c) Caddo d) Iroquois
- 11) What is the Native American group that Arkansas is named for?

- a) Quapaw b) Osage c) Caddo d) Sioux

Crowley's Ridge and the Grand Prairie

- 1) Crowley's Ridge is located in what part of Arkansas?
b) southwestern d) across the center d) northwest corner e) northeast
- 2) The Grand Prairie is located in which Arkansas Natural Region?
a) Ozarks b) Gulf Coastal Plain c) Mississippi River Valley
- 3) Crowley's Ridge is covered by a wind-blown sediment called
a) clay b) loess c) minerals
- 4) The natural vegetation on the Grand Prairie is composed primarily of
a) trees b) grasses