

Arkansas Studies Curriculum

Teacher's Guide for *Cephas Faulk and his WayBack Powder*

Teacher's Guide

for

Cephas Faulk and his WayBack Powder

OVERVIEW

Cephas Faulk and his WayBack Powder is the story of a once in a lifetime adventure across Arkansas and back through time. With Cephas as the miracle working guide, three teammates from the Central Arkansas baseball tournament championship team, called the Bears, are transported back nearly two hundred years into Arkansas history. In order to return home, safe and sound, Casey, Marian, and A. J. must perform a series of different and difficult tasks at the twelve stops they visit along the way. Their travels are charted by thirteen original map graphics and 15 black and white illustrations created specifically for this story and take place over 19 separate chapters, 269 pages.

Starting from a field trip to the Historic Arkansas Museum in Little Rock the students visit the following places and times before they return.

Arkansas Post	1819/20
Batesville	1836
Washington	1850/51
Lakeport Plantation	1860
Madison	1880s
Hot Springs	1900
Stamps	1910
Smackover	1925
Tyronza	1932
Auburn	1941
Stuttgart	1971
Springdale	2000

As they travel through space and time they begin to learn about basic economic concepts like the laws of Supply and Demand and Eminent Domain, and discover first hand what it meant to earn a living at different times and places along Arkansas's way to the future. As part of this adventure they canoe down the Arkansas River and through the chute to the White, they assist the original surveyors establish the markers that will determine property lines in Arkansas for centuries to come, the clear fields with oxen, work a plantation house kitchen, ride a steamboat up the Mississippi, pick cotton, work on tenant farms and in cotton gins and lumber yards, help build a railroad, drill for oil, irrigate rice fields, and work in a feed mill as they travel the length and breadth of Arkansas from its beginning until the present.

In order to integrate the teaching and learning about Arkansas History that comes through the use of **Cephas** in the classroom, much of the account has been structured as dialogue between the travelers which invites and encourages the use of this story in contexts like Reader's Theater. And, you will find that as they move from place to place the three friends record their experiences in journal accounts they prepare at the end of each of their stops. Readers are invited to join them in this activity by creating their own travel journals. By employing the literacy practices of Reader's Theater and journal writing this exercise in Arkansas History becomes an important contribution to our current literacy efforts. Finally, as part of the assessments found in this Teacher's Guide you will find sample economic problems which involves students in the application and development of their mathematical skills.

SAMPLE UNIT PLAN

Unit Emphasis

The overarching goal of this Unit is on learning about the major facets of Arkansas's economic life and how these have changed (or stayed the same) over time. A major concern of the Unit is to relate basic economic principles and factors into the aspects of daily life as it has been lived by Arkansans over the past 200 years or so.

Unit Expectations

At the end of the Unit students should

- 1) have become acquainted with a number of basic economic principles; e.g., the law of supply and demand
- 2) know the major industries and economic activities that have been a part of Arkansas's past
- 3) know the role Arkansas's geography has played in Arkansas's economy
- 4) understand that many aspects of our economic lives have changed dramatically over time
- 5) be aware of the role played by technological development those changes
- 6) appreciate how different aspects of Arkansas's economic life are tightly inter-related
- 7) realize that local and global economies function together

Unit Preparation

As this Sample Unit develops Cephas and his young friends will visit a considerable number of different locations and become involved in a wide variety of activities. This focus on particular people, events, and activities is necessary in order for students to understand and to appreciate the unique situations and changes that our Arkansas economy has undergone. As important as it is, however, to understand that certain conditions prevailed at particular places and particular times, it is equally important that the class never loses sight of the fact that even though they will make lots of individual stops, they are on a single, continuous journey. Sometimes it's easy to miss the forest for the trees. Each new experience is, in a very large sense, dependent upon what has happened before and, furthermore, is important to what's going to happen next. It's important that, at the end, students don't just experience this as a visit to this or that time and place, but come to realize that this is a single journey. To be sure, some aspects will be more vivid than others. Because of who they are students will relate to different settings in their own particular ways. That's to be expected. In the end, however, what's probably most important is that the students see these experiences as part of a single adventure – one that they've taken together. This is a very important consideration as you prepare for this Unit.

So, as you prepare for this Unit, you need to focus on two sets of things. One consists of what you need for the individual lessons. This involves making sure you're up to speed about specific

places, people, and events. Here's a listing of things we think might well help you in this area.

- 1) Read *Cephas Faulk and His WayBack Powder*.
- 2) Familiarize yourself with the geographic locations visited in the text.
- 3) Familiarize yourself with the Time Line of Arkansas people and events that is available on www.arkansasstudies.com.
- 4) Identify the following

Southwest Trail

Robert Crittendon

James Miller

Monsieur Notrebe

William Woodruff

Steam boats *Tecumseh* and *White Cloud*

C. S. F. Noland

Augustus Garland

Lycurgus Johnson

Scott Bond

Diamond Jo Reynolds

Bodcaw Lumber Company

Lion Oil

Gulf Oil

Murphy Oil

Southern Tenant Farmers Union

H. L. Mitchell

Clay East

Sam Walton

Wal-Mart

John Tyson

Tyson's, Inc.

The McClellan-Kerr Arkansas River Navigation System

The Ozark and Ouachita National Forests

- 5) Develop your own working definition of economics.
- 6) Identify the major economic institutions of your community.
- 7) Contact people who are involved with various local businesses and governmental agencies and arrange for them to make contributions to the class, either by visiting or otherwise providing information about the nature of the industry or agency and the various jobs and skills used by their companies and agencies.
- 8) Visit at least some of the excellent support sources that you can contact on-line. A particularly important resource is the Arkansas Council on Economic Education. It can be found at www.economicarkansas.org. There are a host of governmental Websites, both national and state, that can provide an almost overwhelming amount of economic information. At the national level the Departments of Commerce (www.commerce.gov),

Agriculture (www.usda.gov), Interior (www.doi.gov), and Transportation (www.dot.gov) are particularly important and each of these contain extensive agencies. For the State of Arkansas, you can reach the Arkansas Economic Development Commission at www.1800arkansas.com. Most other agencies such as the new Arkansas Department of Agriculture through the www.arkansas.gov Website. The Farm Bureau is also a very important source of information about the economics of agriculture. The Arkansas Farm Bureau address is www.arfb.com. Then, of course, almost all business and industries maintain Websites. And you probably already know that The Encyclopedia of Arkansas History and Culture (www.encyclopediaofarkansas.com) also contains brief articles related to Arkansas industries, businesses, and important economic figures. It would probably also be a good idea to visit the Website for the Historic Arkansas Museum (www.hamuseum.org) or visit it in person to familiarize yourself with its facilities and programs.

This level of preparation will be sufficient to carry the class through the sample individual lesson plans contained in this Guide which are built around an estimated 50/60 minutes per session. Within this block, we estimate that students will need about 20 minutes of reading time with 10 additional minutes spent on vocabulary development for each section. This will leave about 20 to 30 minutes for other activities. In each lesson plan we have suggestions for four different kinds of activities which you will undoubtedly want to vary over the course of the Unit. These activities are class discussion of the concepts raised in the text, the administration of a brief, content-based quiz, journal writing, and an economic problem that requires mathematical skill to complete. This is most likely more than you can squeeze into an hour of instruction, never mind including special activities you have developed to customize the lesson. In developing these plans, we decided to err on the side of fullness and to provide teachers with lots of different stuff, trusting that they will find creative ways to make use of the material that best suits their situations. In your situation it may be more important to do journal writing constantly and only undertaken the economic problems once in awhile. You might find a way to include an economic problem within the journal writing assignment. A bit of advance planning on this score will go a long way to establishing a creative and productive sequence of lessons for your situation. Building in two or more review sessions along the way will also be very helpful.

Of course, a better way to do this would be to break each of the Sample Lesson Plans into two parts; do the basic reading in one session and then do the various exercises in the next session. We realize that normally social studies don't get this much time these days, but because of the strong literacy component here you might be able to justify this approach. It's certainly appropriate.

The following is a listing of writing prompts to draw upon for student journal entries after each stop along the way.

- 1) Where did you visit?
- 2) What part of Arkansas is this in?
- 3) When was this?

- 4) Who did you meet?
- 5) What did you do?
- 6) What did you learn?
- 7) Which of the jobs done by A. J., Marian, and Casey, did you think you would choose to do?
- 8) Why?
- 9) Can you think of another job being done at that time you would like to do?
- 10) What was it?
- 11) Are any of these jobs like any you know of today?

The other aspect of your preparation has to do with the thought and planning necessary to make sure that everything is ultimately tied together. One way we've found to do this is to start at the end and work backward. By this we mean think about this Unit not as an exercise in what has happened but as an exercise in trying to understand what is happening now and what might happen in the future. And a very good place to start thinking about that is your local community. So in this phase of your preparation you might

- 1) Identify the major economic entities in your community.
- 2) Contact individuals who are part of those entities to arrange for in-class presentation, on-site visits or class field trips.
- 3) Review your community newspaper(s) to find pictures of how the economic life of your community has changed over time
- 4) Identify continuing research activities that relate to your local situation
- 5) Identify persons in your community who can visit the class to talk about how the economic life of the community has changed in their life time. These visits are even better if they are accompanied with pictures!

This sort of preparation will enable you to enrich the individual lesson plans by involving aspects of the class's daily life, which, after all is what economics is all about.

Finally, there are several things you can do to help tie the individual lessons together through the journey theme. One is to create a time-line for the class. Many of you have done this before, often by using a sort of banner made of butcher paper stretched around the room. This would have major events from Arkansas History arranged in chronological order. Students could then add the visits Cephas and the three friends made at appropriate places and other associated events.

You could also use a large map image of Arkansas and chart their journey from place to place. This could be used to estimate the miles they traveled between each stop, leading up to a final total at the end. This could also list things they might have seen or places they might have visited but are not mentioned in the story.

IDEAS FOR LESSON PLANS

Lesson 1 - Setting the Stage

Emphasis

The emphasis in this session is on reviewing the class's knowledge of basic Arkansas geography.

This lesson plan addresses ADE Student Learning Expectations G.2.3.4, G.3.4.1, H.6.3.2, H.6.4.3, H.6.4.12, H.6.4.14, OV.1.4.1, OV.1.4.6, OV.1.4.8, OV.1.4.10, OV.1.4.12, OV.2.4.1, OV.2.4.3, W.4.4.7, W.5.4.2, W.5.4.4, W.5.4.9, W.5.4.10, W.7.4.2, W.7.4.4

Expectations

At the conclusion of this lesson the students should have a general understanding of the basic characteristics of Arkansas's geography.

Items needed

A map of Arkansas

Activities

- 1) Start this lesson (and the Unit) by using a pre-test to determine students' knowledge of basic Arkansas geography, its major natural regions, rivers, cities, and the like.
- 2) Review the results of the pre-test and, using a large map of Arkansas, go over the different regions.
- 3) Discuss the location of your local setting.
- 4) Have members of the class talk about trips they have made to other places in Arkansas
- 5) Have each student write a short set of paragraphs describing a trip they have made or would like to make to one or more of the natural regions.

Lesson 1 - Sample Geography Pre-test

- 1) Which of the following is not a natural division of Arkansas
 - a) Ozark Highlands
 - b) Mississippi River Valley
 - c) Gulf Coastal Plain
 - d) Central Lowlands
 - e) Arkansas River Valley
 - f) Ouachita Mountains
- 2) Crowley's Ridge is located in the
 - a) Ouachita Mountains
 - b) Central Lowlands
 - c) Mississippi River Valley
- 3) The capital of Arkansas is
 - a) Jonesboro
 - b) Little Rock
 - c) Fort Smith
 - d) Conway
- 4) Which of the following states border Arkansas
 - a) Tennessee
 - b) Mississippi
 - c) Oklahoma
 - d) Kansas
 - e) Louisiana
 - f) Missouri
 - g) Texas
- 4) The river that flows east-west across the center of Arkansas is the
 - a) Mississippi River
 - b) Red River
 - c) Arkansas River
 - d) Ouachita River
- 5) The area where most of Arkansas's agricultural products is grown is called the
 - a) Uplands
 - b) Delta
 - c) Coastal Plain
 - d) Western Plateau
- 6) The tree most likely to be found on the Gulf Coastal Plain is the
 - a) Pine Tree
 - b) Oak Tree
 - c) Beech Tree
 - d) Hickory Tree
- 7) The Mississippi River Valley landscape contains
 - a) long rocky ridges
 - b) many wet and swampy areas
 - c) tall mountains
 - d) deep valleys
- 8) Match the following cities with the part of Arkansas in which they are located
 - a) Little Rock
 - b) Texarkana
 - c) Lake Village
 - West Central Arkansas
 - Southeast Arkansas
 - Northwest Arkansas

Lesson 2 - Introduction to Economics

Emphasis

The emphasis in this session is to introduce students to the basic concepts of economics.

This lesson plan addresses ADE Student Learning Expectations E.8.K.3, E.8.1.3, E.9.3.5, OV.1.4.1, OV.1.4.6, OV.1.4.8, OV.1.4.10, OV.1.4.12, OV.2.4.1, OV.2.4.3, W.4.4.7, W.5.4.2, W.5.4.4, W.5.4.9, W.5.4.10, W.7.4.2, W.7.4.4

Expectations

At the conclusion of this lesson the students should have an initial, working definition of the word “economy.”

Items needed

A recent copy of your local newspaper.

Activities

- 1) Begin the session by showing the newspaper to the class, perhaps dividing it up into sections to pass around.
- 2) Then have the class make a list of all the businesses and agencies that are represented in the paper. Talk about why these businesses and agencies are there.
- 3) Then ask the students to talk about the jobs their mothers, fathers and other relatives do.
- 4) Make a distinction between the types of jobs people do and the companies or agencies where they work.
- 5) Make a list of the various local companies or agencies in your community on the board with the types of jobs done in each.
- 6) Discuss the fact that many people change jobs during their working lifetimes.
- 7) Make the point that jobs change because of changes in other things in the world such as methods of transportation and communication and other technological innovations.
- 8) Discuss the fact that all of our jobs are somehow inter-related, how businesses in your local community are connected to business in other places in American and across the world.
- 9) Close the session by discussing the word “economy” so that the class ends the session with a shared, working definition of the term. In all likelihood, this will undergo a fair amount of revision as the Unit progresses.
- 10) As a final assignment have each student write a set of paragraphs describing what they might like to do when they grow-up.

NOTE - This might be a very good session to have some person or persons come into the class to

talk about the jobs they do.

Lesson 3 - Meet the Travelers

Emphasis

The emphasis in this session is to introduce the students to the main characters in the text.

This lesson plan addresses ADE Student Learning Expectations OV.1.4.1, OV.1.4.6, OV.1.4.8, OV.1.4.10, OV.1.4.12, OV.2.4.1, OV.2.4.3, W.4.4.7, W.5.4.2, W.5.4.4, W.5.4.9, W.5.4.10, W.7.4.2, W.7.4.4, R.9.4.5, R.9.4.9, R.9.4.10, R.11.4.8

Expectations

At the conclusion of this lesson the students should

- 1) know the main characters in the story
- 2) know when and where the story is set (or at least begins)

Items needed

Cephas Faulk and his WayBack Powder - Chapters 1 and 2
A map of Arkansas

Activities

- 1) Have the class read Chapters 1 and 2.
- 2) Discuss the sequence of events and identify the main characters.
- 3) As a writing exercise, have the students write a brief story about something (real or imaginary) that took place with one or more of their friends.

Lesson 4 - Down the River

Emphasis

In this session the three friends and Cephas are transported back into the past and start their journey back by traveling by canoe down to the Post of Arkansas in the year 1820. The emphasis here is on their mode of transportation.

This lesson plan addresses ADE Student Learning Expectations G.2.3.4, G.3.4.1, H.6.3.2, H.6.4.3, H.6.4.12, H.6.4.14, OV.1.4.1, OV.1.4.6, OV.1.4.8, OV.1.4.10, OV.1.4.12, OV.2.4.1, OV.2.4.3, W.4.4.7, W.5.4.2, W.5.4.4, W.5.4.9, W.5.4.10, W.7.4.2, W.7.4.4, R.9.4.5, R.9.4.9, R.9.4.10, R.11.4.8, IR.12.4.1

Expectations

At the conclusion of this lesson the students should

- 1) know that river travel was the most common form of transportation in early Arkansas
- 2) know that only a very few European people lived in Arkansas
- 3) know that the Quapaw Indians lived along the Arkansas River, south of Little Rock
- 4) know that many of the European people who lived in Arkansas were French
- 5) know that Arkansas Post was Arkansas's first capital

Items needed

Cephas Faulk and his WayBack Powder - Chapters 3 and 4
A map of Arkansas

Activities

- 1) Have the students read Chapters 3 and 4 as a Reader's Theater exercise, taking turns being the different characters.
- 2) As they read the assignment make a list of difficult and/or unfamiliar words. Once the reading is finished review this word list to clarify meanings and/or usage.
- 3) Have the class take a short quiz like the example provided with this Guide.
- 4) Have the students solve an economic problem requiring mathematics like the example provided with this Guide.

Sample Questions for Lesson 4

- 1) The first capital of Arkansas was _____
- 2) It is located in which part of Arkansas? _____
- 3) The people for whom Arkansas was named are the _____
- 4) Little Rock is connected to the Mississippi River by the _____
- 5) How did Cephas and the three friends begin their journey _____

- 6) What did they travel in? _____
- 7) Name at least three things they saw as they traveled

Sample Economic Problem for Lesson 4

In 1819 it was about 82 miles from Little Rock to Arkansas Post by the road along the Grand Prairie. It was about 148 miles from Little to Arkansas Post by the Arkansas River. If you can walk at the average speed for 3 miles an hour, and you can paddle downstream on the Arkansas River at 6 miles an hour, what's the quickest way to get from Little Rock to Arkansas Post? How much quicker?

If you can only paddle 3 miles an hour upstream, which is the quickest, paddling or walking, to go from Arkansas Post to Little Rock? How much quicker?

Regardless of the time it takes, what's the biggest advantage of traveling from Arkansas Post to Little Rock by water?

Lesson 5 - The Post of Arkansas

Emphasis

The emphasis in this session is on the important aspects of very early Arkansas, the role of Arkansas Post as a trading center and the United States Public Land Survey.

This lesson plan addresses ADE Student Learning Expectations G.2.3.4, G.3.4.1, H.6.3.2, H.6.4.3, H.6.4.12, H.6.4.14, OV.1.4.1, OV.1.4.6, OV.1.4.8, OV.1.4.10, OV.1.4.12, OV.2.4.1, OV.2.4.3, W.4.4.7, W.5.4.2, W.5.4.4, W.5.4.9, W.5.4.10, W.7.4.2, W.7.4.4, R.9.4.5, R.9.4.9, R.9.4.10, R.11.4.8, IR.12.4.1

Expectations

At the conclusion of this lesson the students should

- 1) know that Arkansas became part of the United States through the Louisiana Purchase.
- 2) know the date of the Louisiana Purchase
- 3) know the basic elements of the Public Land Survey System.
- 4) understand Arkansas Post's role as a trading center
- 5) know when Arkansas became a U. S. Territory
- 5) be able to identify Robert Crittenden, James Polk, and William Woodruff

Items needed

Cephas Faulk and his WayBack Powder - Chapters 5 and 6
A map of Arkansas

Activities

- 1) Have the class read the chapter silently with each student making a list of the words they find difficult to understand.
- 2) Review the word lists and clarify where needed.
- 3) Discuss the various activities the three friends undertake.
- 4) Have the class take a short quiz like the example provided with this Guide.
- 5) Have the students begin their own journals.
- 6) Have the students solve an economic problem requiring mathematics like the example provided with this Guide.

Sample Questions for Lesson 5

1) Arkansas became a part of the United States through the _____

2) Arkansas became a part of the United States in _____

3) What did Casey and A. J. do while the group was stopped at Arkansas Post?

4) A section contains _____ acres.

5) Arkansas officially became a U. S. Territory in _____

6) Arkansas's first governor was _____ and Robert Crittenden was the

first _____.

7) The cut off the four friends traveled was between the _____ and the _____ Rivers.

8) A common tree growing in Arkansas swamps is a _____ tree.

9) A boat often found on early Arkansas rivers powered by men pushing long poles is called a _____ boat.

Sample Economic Problem for Lesson 5

Two French trappers, Henri and Jacques, have just come down to Arkansas Post after a long season of trading and trapping in the Arkansas River Valley. They have 8 bear skins and 90 beaver pelts. M. Notrebe can sell the bear skins in New Orleans for \$25 each and the beaver pelts for \$5 each. It will cost him \$10.00 to ship these to New Orleans.

Henri and Jacques want to trade their furs for supplies for the next trapping season. They want to get a new rifle for Henri, a new set of traps, two new blankets, two new saddles for their horses, 50 pounds of coffee, 25 pounds of sugar, 200 gun flints, 8 pounds of lead, 20 pounds of gun powder, and \$200.00 in U. S. Dollars.

Marion has looked in M. Notrebe's account books and found what he paid for these items.

Rifle - \$100.00 each

Blankets - \$3.00 each

Saddles - \$27.00 each

Set of Traps - \$50.00 each

Gun flints - \$5.00 per 100

Lead - \$7.00 per pound

Gun powder - \$5.00 per pound

Coffee - \$2.00 per pound

Sugar - \$0.50 per pound

Do you think M. Notrebe will make this trade with Henri and Jacques? Why?

Lesson 6 - A Hard Way to Make a Living

Emphasis

The emphasis in this session is subsistence farming in early Arkansas.

This lesson plan addresses ADE Student Learning Expectations G.2.3.4, G.3.4.1, H.6.3.2, H.6.4.3, H.6.4.12, H.6.4.14, OV.1.4.1, OV.1.4.6, OV.1.4.8, OV.1.4.10, OV.1.4.12, OV.2.4.1, OV.2.4.3, W.4.4.7, W.5.4.2, W.5.4.4, W.5.4.9, W.5.4.10, W.7.4.2, W.7.4.4, R.9.4.5, R.9.4.9, R.9.4.10, R.11.4.8, IR.12.4.1

Expectations

At the conclusion of this lesson the students should

- 1) know the basic elements of an early (Territorial Period) farmstead
- 2) know that Arkansas became a state in 1836
- 3) know that there were steamboats on the Arkansas rivers by the 1830s
- 4) understand that the word 'Capital' refers to financial assets.

Items needed

Cephas Faulk and his WayBack Powder - Chapter 7
A map of Arkansas

Activities

- 1) Have the class read the chapter silently with each student making a list of the words they find difficult to understand.
- 2) Review the word lists and clarify where needed.
- 3) Discuss the various activities the three friends undertake.
- 4) Have the class take a short quiz like the example provided with this Guide.
- 5) Have the students make their journal entries.
- 6) Have the students solve an economic problem requiring mathematics like the example provided with this Guide.

Sample Questions for Lesson 6

- 1) In Chapter 7 the four friends passed through the town of _____ at the foot of the _____ mountains in the year _____.
- 2) The principal crop being grown on the Hogan's farm was _____.
- 3) Name the most important animals on the Hogan farm. _____, _____, _____.
- 4) The Hogan's stored their meat in a _____.
- 5) The type of farming practiced by the Hogan family is called _____ farming.
- 6) Another word for the amount of money you have or can obtain is _____.
- 7) On their way to their next stop the four friends road on top of a _____ along with a Mr. Noland who was going to _____ to _____.

Sample Economic Problem for Lesson 6

The Hogan family wants to buy a mule. The current price for a good, strong mule is \$60.00, but they don't have any cash they can currently spend. They will have to earn the money by selling crops they will grow this next year. They will have five acres of land cleared by planting time in the spring. They have to make a choice. Will they grow cotton or corn? If they grow cotton and make a good crop they can expect to harvest about 2,000 pounds of cotton and sell it for about \$0.07 per pound. It will cost them about \$50.00 to buy the cotton seed. If they grow corn and make a good crop they can expect to harvest about 250 bushels of corn and sell it for about \$0.25 per bushel. Which do you think is the better strategy? Why?

Lesson 7 - Urban Life in Early Arkansas

Emphasis

The emphasis in this session on life in an early Arkansas urban center.

This lesson plan addresses ADE Student Learning Expectations G.2.3.4, G.3.4.1, H.6.3.2, H.6.4.3, H.6.4.12, H.6.4.14, OV.1.4.1, OV.1.4.6, OV.1.4.8, OV.1.4.10, OV.1.4.12, OV.2.4.1, OV.2.4.3, W.4.4.7, W.5.4.2, W.5.4.4, W.5.4.9, W.5.4.10, W.7.4.2, W.7.4.4, R.9.4.5, R.9.4.9, R.9.4.10, R.11.4.8, IR.12.4.1

Expectations

At the conclusion of this lesson the students should

- 1) know that the town of Washington was an important urban center in early 19th Century Arkansas.
- 2) know the general route of the Southwest Trail
- 3) appreciate the relationship between urban centers and transportation routes
- 4) know what a county seat is
- 5) know the county seat of the county in which they live
- 6) understand something of the role of newspapers in the development of Arkansas commerce

Items needed

Cephas Faulk and his WayBack Powder - Chapter 8
A map of Arkansas

Activities

- 1) Have the class read the chapter as a Reader's Theater exercise with each student making a list of the words they find difficult to understand.
- 2) Review the word lists and clarify where needed.
- 3) Discuss the various activities the three friends undertake.
- 4) Have the class take a short quiz like the example provided with this Guide.
- 5) Have the students make their journal entries.
- 6) Have the students solve an economic problem requiring mathematics like the example provided with this Guide.

Sample Questions for Lesson 7

- 1) In this chapter the four friends visit the town of _____ in the county of _____ in the year _____.
- 2) They reached their destination by traveling along on the _____.
- 3) They crossed the Arkansas River on a _____.
- 4) While they were there Marion worked in a _____, Casey worked in a _____, and A. J. worked in a _____.
- 5) Towns in Arkansas often grew up where _____
- 6) Name three activities that are carried on within an Arkansas court house.
 - 1) _____
 - 2) _____
 - 3) _____

Sample Economic Problem for Lesson 7

Mr. Etter, the publisher for the *Washington Telegraph*, has the following monthly expenses

Rent on the print shop	\$ 25.00
Salaries	\$100.00
Paper	\$ 50.00
Ink	\$ 60.00
Loan Payment for equipment	\$ 45.00

He receives \$25.00 per month for printing government announcements. The rest of his income is based on the monies he gets from advertising. He sells advertising space in the newspaper at \$0.50 per add per month. How many advertisements must he sell to make a profit?

Lesson 8 - Plantation Life

Emphasis

The emphasis in this session is on life on an eastern Arkansas plantation from a slave's point of view.

This lesson plan addresses ADE Student Learning Expectations G.2.3.4, G.3.4.1, H.6.3.2, H.6.4.3, H.6.4.12, H.6.4.14, OV.1.4.1, OV.1.4.6, OV.1.4.8, OV.1.4.10, OV.1.4.12, OV.2.4.1, OV.2.4.3, W.4.4.7, W.5.4.2, W.5.4.4, W.5.4.9, W.5.4.10, W.7.4.2, W.7.4.4, R.9.4.5, R.9.4.9, R.9.4.10, R.11.4.8, IR.12.4.1

Expectations

At the conclusion of this lesson the students should

- 1) know when the Civil War began
- 2) know the principal reason for the Civil War
- 3) know the function of levees
- 4) know the importance of cotton as a cash crop in 19th Century Arkansas
- 5) know that most plantations were found in the Mississippi River Valley

Items needed

Cephas Faulk and his WayBack Powder - Chapter 9
A map of Arkansas

Activities

- 1) Have the class read the chapter silently with each student making a list of the words they find difficult to understand.
- 2) Review the word lists and clarify where needed.
- 3) Discuss the various activities the three friends undertake.
- 4) Have the class take a short quiz like the example provided with this Guide.
- 5) Have the students make their journal entries.
- 6) Have the students solve an economic problem requiring mathematics like the example provided with this Guide.

Sample Questions for Lesson 8

- 1) The Lakeport plantation was located in _____ county?
- 2) The family who owned the Lakeport plantation was named _____.
- 3) Large, earthen structures built against flooding are called _____.
- 4) Almost all of the work done on the plantation was done by _____.
- 5) The Civil War began in the year _____.
- 6) The basic cause of the Civil War was _____.
- 7) The place where slaves lived on a plantation was often called the _____.
- 8) The principal crop grown on almost all Arkansas plantations was _____.

Sample Economic Problem for Lesson 8

The Lakeport Plantation grows cotton. It has 1,000 acres of land that has produced an average of one bale of cotton per year for the last five years. Assume that has cost the Johnson family an average of \$8.00 per bale, per year to grow and transport the cotton to New Orleans for sale. Now assume that over this same period of time the family has sold the Lakeport cotton for an average of \$40.00 per bale per year. How much profit has the family made in the last five years? What was their average annual profit?

Lesson 9 - Life on the Mississippi

Emphasis

The emphasis in this session is on transportation - review session

This lesson plan addresses ADE Student Learning Expectations G.2.3.4, G.3.4.1, H.6.3.2, H.6.4.3, H.6.4.12, H.6.4.14, OV.1.4.1, OV.1.4.6, OV.1.4.8, OV.1.4.10, OV.1.4.12, OV.2.4.1, OV.2.4.3, W.4.4.7, W.5.4.2, W.5.4.4, W.5.4.9, W.5.4.10, W.7.4.2, W.7.4.4, R.9.4.5, R.9.4.9, R.9.4.10, R.11.4.8, IR.12.4.1

Expectations

At the conclusion of this lesson the students should

- 1) know when the Civil War ended.
- 2) appreciate the importance of steamboats for Arkansas commerce
- 3) understand that many Arkansas communities have been lost to the Mississippi River.

Items needed

Cephas Faulk and his WayBack Powder - Chapter 10
A map of Arkansas

Activities

- 1) Have the class read the chapter silently with each student making a list of the words they find difficult to understand.
- 2) Review the word lists and clarify where needed.
- 3) Discuss the various activities the three friends undertake.
- 4) Have the class take a short quiz like the example provided with this Guide.
- 5) Have the students make their journal entries.
- 6) Have the students solve an economic problem requiring mathematics like the example provided with this Guide.

Sample Questions for Lesson 9

- 1) When did the Civil War end? _____
- 2) The four friends left Lakeport on a _____
- 3) Name the two river towns the four friends see on their way up the Mississippi River
 - 1) _____
 - 2) _____
- 4) Where are these towns now? _____
- 5) The principal function of Montgomery Point was to _____
- 6) Name four things you could expect to find on a steamboat to be carrying along the Mississippi River
 - 1) _____
 - 2) _____
 - 3) _____
 - 4) _____
- 7) Where was most of Arkansas's cotton taken to be sold? _____

Sample Economic Problem for Lesson 9

One of the problems with steamboat travel was that quite often steamboats sank or caught fire and lost everything they were carrying; particularly the bales of cotton on their decks. In order to guard against losing everything many planters bought insurance. If their cotton was lost in a steamboat wreck, the insurance would pay a set value for the cotton. If the cotton got to market, the planter received no payment, except the price the cotton brought. Assume that it cost a planter \$375.00 to insure a load of cotton worth \$6,000.00. If the planter insured ten loads of cotton and all but one made it to market and he collected the insurance for the one that sank, was the purchase of the insurance a good investment for the planter?

Lesson 10 - The Railroads Arrive along with Sharecroppers and Tenants

Emphasis

The emphasis in this session is on coming of the railroads and the development of sharecropping and tenant farming in the post-Civil War period.

This lesson plan addresses ADE Student Learning Expectations G.2.3.4, G.3.4.1, H.6.3.2, H.6.4.3, H.6.4.12, H.6.4.14, OV.1.4.1, OV.1.4.6, OV.1.4.8, OV.1.4.10, OV.1.4.12, OV.2.4.1, OV.2.4.3, W.4.4.7, W.5.4.2, W.5.4.4, W.5.4.9, W.5.4.10, W.7.4.2, W.7.4.4, R.9.4.5, R.9.4.9, R.9.4.10, R.11.4.8, IR.12.4.1

Expectations

At the conclusion of this lesson the students should

- 1) know the name of the first railroad completed in Arkansas.
- 2) know when it was completed.
- 3) know where it was located
- 4) understand the basic elements in the concept of Eminent Domain
- 4) be able to discuss the basic elements of the sharecropping system

Items needed

Cephas Faulk and his WayBack Powder - Chapter 11

A map of Arkansas

Activities

- 1) Have the class read the chapter silently with each student making a list of the words they find difficult to understand.
- 2) Review the word lists and clarify where needed.
- 3) Discuss the various activities the three friends undertake.
- 4) Have the class take a short quiz like the example provided with this Guide.
- 5) Have the students make their journal entries.
- 6) Have the students solve an economic problem requiring mathematics like the example provided with this Guide.

Sample Questions for Lesson 10

- 1) The four friends left their steamboat at the town of _____ which is now called _____ located in _____ County.
- 2) From there the friends went on to _____ in _____ County by _____.
- 3) They rode on the _____ Railroad which was completed in the year _____.
- 4) The time of their visit is in the _____s.
- 5) The first railroad in Arkansas was named the _____ and ran between _____ and _____. construction for the railroad was completed in _____.
- 6) The law that allows a government to acquire private property for public purposes is called _____.
- 7) Once at their destination where were the three adventurers employed?
A. J. worked on the _____ plantation for a man named _____
Casey worked in a _____
Marion worked on a _____ farm with a family named _____
- 8) The system of agriculture being used here was called _____ or _____ because _____

Sample Economic Problem for Lesson 10

A man named Jay Gould and his friends wish to build a railroad from Little Rock to Texarkana. They must gain access to the land for the railroad to cross. It will cost them an average of \$180.00 per mile to create the roadbed and lay the track and about \$1,000 to build each bridge they need. They have two choices. One route will require the building of 140 miles of track and 12 bridges. The other will require the building of 160 miles of track and 8 bridges. Which route costs the least?

What other elements might you consider in making this decision?

Lesson 11 - Welcome to Hot Springs

Emphasis

The emphasis in this session is Arkansas as a tourist attraction.

This lesson plan addresses ADE Student Learning Expectations G.2.3.4, G.3.4.1, H.6.3.2, H.6.4.3, H.6.4.12, H.6.4.14, OV.1.4.1, OV.1.4.6, OV.1.4.8, OV.1.4.10, OV.1.4.12, OV.2.4.1, OV.2.4.3, W.4.4.7, W.5.4.2, W.5.4.4, W.5.4.9, W.5.4.10, W.7.4.2, W.7.4.4, R.9.4.5, R.9.4.9, R.9.4.10, R.11.4.8, IR.12.4.1

Expectations

At the conclusion of this lesson the students should

- 1) appreciate the importance of tourism to Arkansas's economy
- 2) be aware of the importance of the health care in Arkansas's economy

Items needed

Cephas Faulk and his WayBack Powder - Chapter 12
A map of Arkansas

Activities

- 1) Have the class read the chapter as a Reader's Theater exercise with each student making a list of the words they find difficult to understand.
- 2) Review the word lists and clarify where needed.
- 3) Discuss the various activities the three friends undertake.
- 4) Have the class take a short quiz like the example provided with this Guide.
- 5) Have the students make their journal entries.
- 6) Have the students solve an economic problem requiring mathematics like the example provided with this Guide.

Sample Questions for Lesson 11

- 1) The friends' destination in Chapter 12 was _____ in _____ County. The date is _____
- 2) They arrived by riding on the _____ which was constructed by a man named _____.
- 3) What other form of transportation did they use once they had arrived? _____
- 4) While here Marion worked in the _____
- 5) The basis of the economy here is _____
- 6) People have come here because _____

Sample Economic Problem for Lesson 11

Casey is going to work in the Hot Springs photography shop along Central Avenue. The shop is open from 10 am till 7 pm and photographer typically spends 15 minutes with each customer. The owner of the shop has offered Casey a choice. He can either be paid by the customers he brings in, at \$0.05 per customer, or a set daily fee of \$1.00. If you were Casey which would you choose? Why?

Lesson 12 - The Big Pines

Emphasis

The emphasis in this session is the timber industry on the Gulf Coastal Plain.

This lesson plan addresses ADE Student Learning Expectations G.2.3.4, G.3.4.1, H.6.3.2, H.6.4.3, H.6.4.12, H.6.4.14, OV.1.4.1, OV.1.4.6, OV.1.4.8, OV.1.4.10, OV.1.4.12, OV.2.4.1, OV.2.4.3, W.4.4.7, W.5.4.2, W.5.4.4, W.5.4.9, W.5.4.10, W.7.4.2, W.7.4.4, R.9.4.5, R.9.4.9, R.9.4.10, R.11.4.8, IR.12.4.1

Expectations

At the conclusion of this lesson the students should

- 1) be aware of the importance of the timber industry to Arkansas's economy
- 2) have a basic understanding of the way in which corporations function
- 3) understand the interconnected relationship between the timber industry and the railways.
- 4) appreciate how much of a factor credit has been in Arkansas's economy

Items needed

Cephas Faulk and his WayBack Powder - Chapter 13
A map of Arkansas

Activities

- 1) Have the class read the chapter silently with each student making a list of the words they find difficult to understand.
- 2) Review the word lists and clarify where needed.
- 3) Discuss the various activities the three friends undertake.
- 4) Have the class take a short quiz like the example provided with this Guide.
- 5) Have the students make their journal entries.
- 6) Have the students solve an economic problem requiring mathematics like the example provided with this Guide.

Sample Questions for Lesson 12

- 1) After they left Hot Springs the companions headed to _____
in _____ County.
- 2) What direction did they travel? _____
- 3) The main industry at their destination was _____
- 4) What jobs did the friends do during their stay here?
Casey worked for the _____ and he
worked as a _____
A. J. worked for _____ and he spent
most of his time _____
Marion worked for the _____. She helped her
new friend _____ who was planning to become a _____
- 6) People who invest in a corporation are called _____.

Sample Economic Problem for Lesson 12

The Bodcaw Lumber company manufactures lumber. It sells an average of 1,000,000 board feet of lumber in Kansas City each month. Over the last three years the company has been paid \$0.50 per 100 board foot. The average cost of production is \$0.20 per 100 board feet. The average cost of transportation is \$0.05 per 100 board feet. The average cost of buying the lumber was \$0.15 per 100 board feet. How much annual profit has the company realized over the last three years?

Lesson 13 - Boom Town Arkansas

Emphasis

The emphasis in this session is the development of the oil resources in southern Arkansas.

This lesson plan addresses ADE Student Learning Expectations G.2.3.4, G.3.4.1, H.6.3.2, H.6.4.3, H.6.4.12, H.6.4.14, OV.1.4.1, OV.1.4.6, OV.1.4.8, OV.1.4.10, OV.1.4.12, OV.2.4.1, OV.2.4.3, W.4.4.7, W.5.4.2, W.5.4.4, W.5.4.9, W.5.4.10, W.7.4.2, W.7.4.4, R.9.4.5, R.9.4.9, R.9.4.10, R.11.4.8, IR.12.4.1

Expectations

At the conclusion of this lesson the students should

- 1) appreciate the importance of the energy industry in Arkansas's economy
- 2) understand the concept of mineral rights

Items needed

Cephas Faulk and his WayBack Powder - Chapter 14
A map of Arkansas

Activities

- 1) Have the class read the chapter silently with each student making a list of the words they find difficult to understand.
- 2) Review the word lists and clarify where needed.
- 3) Discuss the various activities the three friends undertake.
- 4) Have the class take a short quiz like the example provided with this Guide.
- 5) Have the students make their journal entries.
- 6) Have the students solve an economic problem requiring mathematics like the example provided with this Guide.

Sample Questions for Lesson 13

- 1) From Stamps the travelers took the _____ to _____
in _____ County.
- 2) While traveling what did Marion notice? _____
- 3) A place where lots of people have come hoping to make a lot of money in a very short time
is called a _____.
- 4) The ownership of the resources below the surface of the ground is called _____

- 5) The name of the train to Smackover was the _____
- 6) While here how did the three friends spend their time?
Marion _____
A. J. _____
Casey _____

Sample Economic Problem for Lesson 13

The Gulf Oil Company is trying to purchase the mineral rights to a 600 acre farm in Union County, Arkansas. They have offered to pay the owner of the farm \$50 an acre a one time fee for the rights to explore for oil on the property for the next five years. The owner of the farm thinks that in the future there will be other companies who would be willing to pay more than this for the rights to drill on her farm. If she waits for five years, how much will she need to get per acre to recover the money she will not receive for the time she received no payments.

Lesson 14 - Depression in the Delta

Emphasis

The emphasis in this session is the Depression Era in eastern Arkansas

This lesson plan addresses ADE Student Learning Expectations G.2.3.4, G.3.4.1, H.6.3.2, H.6.4.3, H.6.4.12, H.6.4.14, OV.1.4.1, OV.1.4.6, OV.1.4.8, OV.1.4.10, OV.1.4.12, OV.2.4.1, OV.2.4.3, W.4.4.7, W.5.4.2, W.5.4.4, W.5.4.9, W.5.4.10, W.7.4.2, W.7.4.4, R.9.4.5, R.9.4.9, R.9.4.10, R.11.4.8, IR.12.4.1

Expectations

At the conclusion of this lesson the students should

- 1) know the basic features of the Great Depression in eastern Arkansas
- 2) know the basic elements of the Law of Supply and Demand
- 3) know what the Southern Tenant Farmers Union was

Items needed

Cephas Faulk and his WayBack Powder - Chapter 15
A map of Arkansas

Activities

- 1) Have the class read the chapter silently with each student making a list of the words they find difficult to understand.
- 2) Review the word lists and clarify where needed.
- 3) Discuss the various activities the three friends undertake.
- 4) Have the class take a short quiz like the example provided with this Guide.
- 5) Have the students make their journal entries.
- 6) Have the students solve an economic problem requiring mathematics like the example provided with this Guide.

Sample Questions for Lesson 14

- 1) The travelers left Smackover to go to their next destination riding in a _____
- 2) The town the travelers visit in this chapter is _____ located in _____ County. The year is _____.
- 3) The first job the three friends had here was _____
- 4) During their stay here the three friends found that the people were _____ because _____
- 5) This period in American History is called the Great _____
- 6) The organization Mr. Mitchell worked for was called the _____
It's purpose was to _____
- 7) In modern times the basic way prices for things is determined is through the Law of _____.

Sample Economic Problem for Lesson 14

The Russell family has just lost its farm after the price of cotton dropped to \$.03 per pound and must decide what to do. One choice is to move to California in search of new jobs. Another choice is to become a share-cropper with the Wilson Plantation. The standard contract with the plantation calls for the 'cropper' and the owner to split the money from the sale of the cotton 50/50. The owner will furnish the land, transport the cotton to the point of sale, and negotiate the sale. The plantation will open a line of credit at the company store for the family to buy tools, seed, groceries, clothes, and other house hold necessities. The 'cropper' will furnish the labor, tools, and seed to make the crop. The plantation has offered the family a farm of 20 acres that has usually produced 400 pounds of cotton per acre. Mr. Russell is confident that the price of next year's cotton will not be less than last year and might even be twice as much. If the farm produces the amount of cotton it usually does and it brings the same price as it did this past year, how much money can the family spend at the company store before they go into debt? How much money can they spend if the price doubles?

Given this situation what decision would you make?

Lesson 15 - Auburn

Emphasis

The emphasis in this session is the farming community of Auburn in western Arkansas.

This lesson plan addresses ADE Student Learning Expectations G.2.3.4, G.3.4.1, H.6.3.2, H.6.4.3, H.6.4.12, H.6.4.14, OV.1.4.1, OV.1.4.6, OV.1.4.8, OV.1.4.10, OV.1.4.12, OV.2.4.1, OV.2.4.3, W.4.4.7, W.5.4.2, W.5.4.4, W.5.4.9, W.5.4.10, W.7.4.2, W.7.4.4, R.9.4.5, R.9.4.9, R.9.4.10, R.11.4.8, IR.12.4.1

Expectations

At the conclusion of this lesson the students should

- 1) know when World War II began and ended
- 2) know that Fort Chaffee in western Arkansas was created to be used to train soldier for World War II.
- 3) appreciate the importance of markets throughout the United States for Arkansas's economy
- 4) know that the United States government established several important programs to help the problem of unemployment during the Great Depression.
- 5) be aware of the differences between agriculture in eastern and western Arkansas.

Items needed

Cephas Faulk and his WayBack Powder - Chapter 16
A map of Arkansas

Activities

- 1) Have the class read the chapter as a Reader's Theater exercise with each student making a list of the words they find difficult to understand.
- 2) Review the word lists and clarify where needed.
- 3) Discuss the various activities the three friends undertake.
- 4) Have the class take a short quiz like the example provided with this Guide.
- 5) Have the students make their journal entries.
- 6) Have the students solve an economic problem requiring mathematics like the example provided with this Guide.

Sample Questions for Lesson 15

- 1) After the friends left Tyrnza they traveled by _____ to the town of _____ in _____ County Arkansas.
- 2) To get there they traveled in which direction? _____
- 3) The year they were there was _____ and the United States was about to enter _____.
- 4) While they were there A. J. worked for a United States job program titled the _____
- 5) Casey work in a _____ where they _____
- 6) Marion traveled with a man named _____ who _____.
- 7) What happened to this area shortly after the friends left? _____
- 8) Name one basic difference between the farms in eastern and western Arkansas.

Sample Economic Problem for Lesson 15

The Crouch Creamery has been very successful in marketing its products like Kansas City, St. Louis, and Chicago. It can sell more than it is currently producing but it needs to acquire more raw milk in order to increase its production. To do this it is willing to raise the price it pays to farmers for their milk. It has been paying \$0.10 per gallon and offers to raise the price to \$0.11 per gallon. The Oldham family has three cows that produce two gallons of milk each per day. They can purchase another milch cow for \$80.00. How long would it take for the Oldham family to recover the cost of their new investment.

What other considerations should the family make in considering whether or not to do this?

Lesson 16 - Rice Fields and Air Planes

Emphasis

The emphasis in this session is on contemporary agricultural activities in eastern Arkansas.

This lesson plan addresses ADE Student Learning Expectations G.2.3.4, G.3.4.1, H.6.3.2, H.6.4.3, H.6.4.12, H.6.4.14, OV.1.4.1, OV.1.4.6, OV.1.4.8, OV.1.4.10, OV.1.4.12, OV.2.4.1, OV.2.4.3, W.4.4.7, W.5.4.2, W.5.4.4, W.5.4.9, W.5.4.10, W.7.4.2, W.7.4.4, R.9.4.5, R.9.4.9, R.9.4.10, R.11.4.8, IR.12.4.1

Expectations

At the conclusion of this lesson the students should

- 1) Know when World War II began and ended.
- 2) Be able to identify the McClellan-Kerr Arkansas River Navigation System; how it functions and when, and by whom, it was constructed
- 3) Know the importance of rice for Arkansas's economy
- 4) Understand the meaning of the term 'diversification' in agriculture.
- 5) Be aware of some of the environmental hazards involved in modern agriculture.
- 6) Understand that farming with large machinery is a fairly recent development.
- 7) Know what the United States Interstate Highway System is and when it began.

Items needed

Cephas Faulk and his WayBack Powder - Chapter 17
A map of Arkansas

Activities

- 1) Have the class read the chapter silently with each student making a list of the words they find difficult to understand.
- 2) Review the word lists and clarify where needed.
- 3) Discuss the various activities the three friends undertake.
- 4) Have the class take a short quiz like the example provided with this Guide.
- 5) Have the students make their journal entries.
- 6) Have the students solve an economic problem requiring mathematics like the example provided with this Guide.

Sample Questions for Lesson 16

- 1) When the friends left Auburn they traveled on a _____ along the McClellan-Kerr _____ until they got to _____. From there they made their way to _____ in _____ County.
- 2) A major crop grown in this area is _____.
- 3) Casey worked on a farm helping to install an _____ system.
- 4) Marion worked to help Ms. in her _____ business.
- 5) Name two places in Arkansas where military facilities or ammunition factories were located during World War II.
 - 1) _____
 - 2) _____
- 6) The _____ was the largest company providing electricity to Arkansas after World War II.
- 7) The biggest change in agriculture in Arkansas after World War II was the _____.

Sample Economic Problem for Lesson 16

The Arkansas County Agricultural Co-Operative has one million tons of harvested rice to sell. They can sell the rice in Europe where they can receive 50 Euros per ton (2,000 lbs) or they can sell it in Japan for 5000 yen per ton. At the moment one Euro is worth \$1.30 US and one yen is worth \$0.01 US. Where should the Co-Op sell its rice?

Besides the issue of price what other issues might the Co-Op consider in making this decisions?

Lesson 17 - Shopping Centers and Chicken Farms

Emphasis

The emphasis in this session is on the new Arkansas economy as exemplified in northwest Arkansas.

This lesson plan addresses ADE Student Learning Expectations G.2.3.4, G.3.4.1, H.6.3.2, H.6.4.3, H.6.4.12, H.6.4.14, OV.1.4.1, OV.1.4.6, OV.1.4.8, OV.1.4.10, OV.1.4.12, OV.2.4.1, OV.2.4.3, W.4.4.7, W.5.4.2, W.5.4.4, W.5.4.9, W.5.4.10, W.7.4.2, W.7.4.4, R.9.4.5, R.9.4.9, R.9.4.10, R.11.4.8, IR.12.4.1

Expectations

At the conclusion of this lesson the students should

- 1) understand the importance of the poultry industry for Arkansas's economy
- 2) know that Wal-Mart's corporate headquarters are located in Bentonville, Arkansas
- 3) appreciate the global nature of our contemporary economy

Items needed

Cephas Faulk and his WayBack Powder - Chapter 18
A map of Arkansas

Activities

- 1) Have the class read the chapter silently with each student making a list of the words they find difficult to understand.
- 2) Review the word lists and clarify where needed.
- 3) Discuss the various activities the three friends undertake.
- 4) Have the class take a short quiz like the example provided with this Guide.
- 5) Have the students make their journal entries.
- 6) Have the students solve an economic problem requiring mathematics like the example provided with this Guide.

Sample Questions for Lesson 17

- 1) The friends left Stuttgart in a _____ and drove into what part of Arkansas? _____
- 2) A. J. worked on a farm whose product was _____
- 3) Marion worked for _____ whose headquarters is in _____ Arkansas.
- 4) Casey work at a _____ owned by the _____ Company located in _____ Arkansas.
- 5) The friends are going to return to Arkansas's capital, _____, by _____.

Sample Economic Problem for Lesson 18

Ms. Hoffman is a Wal-Mart executive who has been given the assignment of lowering the cost of operating all the 60 Wal-Mart stores in Arkansas by at least \$100,000.00 over the next year. She has thought and thought of different things they could do. One of the things she is considering is raising the temperature settings during the summer in Wal-Mart stores across Arkansas. She estimates that the company could save \$100 per week during the thirteen weeks of June, July, and August in each of the Arkansas stores for every degree higher they set the temperature. How many degrees higher would they have to set the temperatures before they met their savings goal?

Would there be any other consequences to this decision?

Lesson 18 - Home Again

Emphasis

The emphasis in this session is to provide a general review and reflection over the entire journey.

This lesson plan addresses ADE Student Learning Expectations G.2.3.4, G.3.4.1, H.6.3.2, H.6.4.3, H.6.4.12, H.6.4.14, OV.1.4.1, OV.1.4.6, OV.1.4.8, OV.1.4.10, OV.1.4.12, OV.2.4.1, OV.2.4.3, W.4.4.7, W.5.4.2, W.5.4.4, W.5.4.9, W.5.4.10, W.7.4.2, W.7.4.4, R.9.4.5, R.9.4.9, R.9.4.10, R.11.4.8, IR.12.4.1

Expectations

At the conclusion of this lesson the students should be able to sketch many of the important aspects of Arkansas's economy as it has changed over the past 200 or so years.

Items needed

Cephas Faulk and his WayBack Powder - Chapter 19
A map of Arkansas

Activities

- 1) Have the class read the final chapter as a Reader's Theater exercise with each student making a list of the words they find difficult to understand.
- 2) Review the word lists and clarify where needed.
- 3) Have the students complete their journal entries.
- 4) Ask the students to write an essay about the entire journey.
- 5) Have the class finalize any Unit long activities that have been ongoing.
- 6) Have the students discuss what they think they will do to earn a living when they grow up.