

Teacher's Guide

for

The Big Bear's Arkansas ABCs

and

ALL AROUND ARKANSAS

OVERVIEW

The Big Bear's Arkansas ABCs and ALL AROUND ARKANSAS are the first books in the Arkansas Studies curriculum. They are intended for use with pre-literate and very early literate students. Both books are illustration-driven with a short, rhyming text that students easily understand and enjoy.

The intent of this portion of the curriculum is to provide very young students with a sense of place for Arkansas. Understanding the basic physical characteristics about Arkansas is, we believe, the foundation for all future understanding and appreciation of Arkansas history. It is our hope that, through the use of these materials, at the end of Kindergarten students will readily recognize the outline of the state of Arkansas on a map, be aware that Arkansas is home to lots of wonderful people, places, and things, and that everywhere in Arkansas is not like their home towns. Arkansas is a wonderfully diverse state. It has swiftly flowing rivers, steep, rocky mountains, and swampy lowlands. It has an abundance of wildlife, trees, and plants as well as significant natural resources and great places to visit. If we can have students leaving Kindergarten and entering first grade with these understandings we believe we will have accomplished a very important first step in helping them to appreciate the positive things Arkansas has to offer.

The Big Bear's Arkansas ABCs and ALL AROUND ARKANSAS were developed as complementary materials. Both books have the same set of principal characters. There's Big Bear and there's the Critter Crew - squirrel, rabbit, and racoon. Designed to be used in Shared Reading contexts, they serve as guides for our introduction to Arkansas, although this is done in two different ways.

The Big Bear's Arkansas ABCs was developed to introduce students to Arkansas while they are being introduced to their letter shapes and sounds. As students practice on their ABCs they learn things about Arkansas. The layout for each letter is the same. On the left is the letter along with a full page illustration featuring one or more of the main characters. On the right there is an image of Arkansas accompanied by a short, four-line verse. Smaller images on the map are designed to re-enforce the narrative and have been placed on the map in the appropriate geographic positions. The featured letter in each layout is emphasized in two different ways.

Large block letters, both upper and lower case, appear in the upper left-hand corner of the left page where they stand out from the imaginative scene within which they are set. On the right page, the featured letter is emphasized

again, this time using the color red for letters that start the major words in the rhyming narrative. Perhaps an example will be helpful here. Let's look at the text on the A page.

*A*pples are crisp and sweet in the fall -
Off the limb, in a pie, any way at all.
*A*lligators swimming in the rivers down south
have an awfully big tail and an awfully big mouth.

This page features two items which are found in Arkansas with which all the students will be familiar - apples and alligators. The apples are in the northwest and the alligators are in the south.

Here's how you might use this in class. After reading this with your students, point out the letter "A" on the left page. Then go to the right page and point out the two occurrences of "A" which are highlighted in red. Have the students say the words with you. Now go through all the text, asking which words have "a's" in them.

By now you've noticed that the text contains both short "a's" - apples and alligators - and long "a's" as in "awfully big tail." You can use these examples to familiarize students with these different "a" sounds.

There is no end to the way in which you can use this throughout the year, and every time you use it, students are learning more about Arkansas.

ALL AROUND ARKANSAS also features Big Bear and the Critter Crew but in this book they go on a journey from one place in Arkansas to another. The narrative is continuous and forms a single story of how Big Bear and his friends travel around Arkansas. ***ALL AROUND ARKANSAS*** is organized around two page layouts depicting particular places the friends visit interspersed with images of the places they travel through and maps of Arkansas to show where they have been and where they are going. These images were constructed to introduce very subtly the idea of habitat and environmental setting. Each setting shows typical (and some unique) plants and animals of particular areas of Arkansas.

They start their journey in the Arkansas River Valley near Little Rock (pp. 2,3) and head west up the river valley to Mt. Magazine (pp. 6,7) along the way they see the eagle that fly along the river and encounter one of the many butterflies for which Mt. Magazine is so famous. Then they travel through the Ouachita Mountains to Hot Springs (pp. 10, 11) and down into the Gulf Coastal Plain (pp. 14, 15) where they see the pine forests and the red cockaded wood peckers. Next they go down stream into the Mississippi River Valley to near where the Arkansas and White rivers join the Mississippi (pp. 18,19). Going north and west from there the four friends enter the Grand Prairie (pp. 22, 24) where the buffalo once grazed and where now farmers raise

crops of rice. Further north and to the east they encounter Crowley's Ridge (pp. 26, 27) one of the most unique areas in Arkansas. Finally, they reach the Ozark's where Big Bear will sleep the winter away (pp. 30, 31) in one of the many natural caves found there.

A third (optional) component of this series is the six-puzzle set also titled *All Around Arkansas*. This is a boxed set of six tray puzzles (22 x 11") that acquaint young students with Arkansas's principal natural divisions. These twenty piece puzzles provide a strong support for the **ALL AROUND ARKANSAS** book. The first puzzle depicts Big Bear and his friends as they prepare to take their tour around Arkansas. The other five puzzles features scenes from each of the five major natural divisions, Ozark Highlands, Arkansas River Valley, Ouachita Mountains, Gulf Coastal Plain, and the Mississippi River Valley. Each puzzle contains images connected to particular features and inhabitants of the different regions.

The Website www.arkansasstudies.com contains a number of resources that can be pulled-down to be used with both *The Big Bear's ABCs* and **ALL AROUND ARKANSAS**. These include a number of short-rhyming stories about Arkansas animals that can be accessed as *.pdf pull-downs or as audio files, a large number of Arkansas-centric maps that can be pulled-down and duplicated for classroom use, as well as many other photographs and images.

SAMPLE UNIT PLAN

Unit Emphasis and Goals

The overall goal of this Unit is to provide a good, basic, generalized introduction to the spatial aspects of Arkansas. When it is over we want the students to

- 1) recognize the outline of the state of Arkansas;
- 2) locate Arkansas on a map of the United States;
- 3) recognize the office of President of the United States and Governor of Arkansas and the current office holders;
- 4) be able to name many of the animals, plants, natural resources, and agricultural products, as well as Arkansas's major natural regions and geographic features;
- 5) identify important elements about the place in which they live; and,
- 6) understand that not everywhere in Arkansas is the same as the place they live.

For a synopsis of this Sample Unit is provided in the form of a curriculum map

Unit Preparation

- 1) Read *Big Bear's Arkansas ABCs* and *ALL AROUND ARKANSAS*.
- 2) Use *Big Bear's Arkansas ABCs* in Shared Reading contexts as part of your reading readiness activities.
- 3) Obtain one or more good large scale maps of Arkansas
The Arkansas Geological Commission has several large scale maps of Arkansas, many produced by the United States Geological Commission.
- 4) 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 (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 Arkansas Department of Game and Fish also has a great selection of wall-size posters of many of Arkansas animals that you can use in the classroom.
- 5) 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.

Items needed

Big Bear's Arkansas ABCs
ALL AROUND ARKANSAS

- An outline map of Arkansas
- A map of the United States that shows Arkansas
- A picture of the U. S. President
- A picture of the Governor of Arkansas

Maps and pictures can be obtained from the Resources Sections at www.arkansasstudies.com. There you will find a large selection of activity-style maps you can pull down and use in class.

An optional resource that you may want to acquire is the six-puzzle set, *All Around Arkansas*.

Unit Summary

| Lesson 1 - Recognizing Arkansas | | |
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| Focus/Goals | At the end of the lesson students should: | 2006 Frameworks |
| Recognition of Arkansas's map image | recognize the shape of the state of Arkansas | G.1.K.3, G.1.K.4, G.1.1.2, G.1.K.10, G.1.1.11 OV.1.K.1, OV.1.K.6, OV.1.K.8, OV.2.K.1, OV.2.K.2, OV.2.K.6, R.8.K.8, R.9.K.5, R.9.K.6, R.11.K.13 |
| Lesson 2 - The State of Arkansas | | |
| Focus/Goals | At the end of the lesson students should: | 2006 Frameworks |
| to introduce students to the idea that Arkansas is a place within the United States with a definite shape and a specific political structure | know what a state is and how it relates to a country; recognize the state of Arkansas by its shape; know that the central figure in our country's political structure is the President of the United States and be able to recognize his or her name and picture; and, know that the central figure in Arkansas's political structure is its Governor and be able to recognize his or her name and picture | G.1.K.3, G.1.1.2, G.1.K.10, G.1.1.11, C.4.K.3, C.4.1.4, OV.1.K.1, OV.1.K.6, OV.1.K.8, OV.2.K.1, OV.2.K.2, OV.2.K.6, R.8.K.8, R.9.K.5, R.9.K.6, R.11.K.13 |

| Lesson 3 - Arkansas Animals | | |
|---|--|--|
| Focus/Goals | At the end of the lesson students should: | 2006 Frameworks |
| The emphasis in this lesson plan is to introduce students to the different kinds of animals that live in Arkansas | recognize many of the different kinds of animals that occur naturally in Arkansas; know the difference between wild and domesticated animals; identify cattle, poultry (particularly, chickens), and pigs as important animals in Arkansas's economy | G.1.K.3, G.1.1.2, H.6.K.2, H.6.1.2, H.6.2.2, OV.1.K.1, OV.1.K.6, OV.1.K.8, OV.2.K.1, OV.2.K.2, OV.2.K.6, R.8.K.8, R.9.K.5, R.9.K.6, R.11.K.13 |
| Lesson 4 - Arkansas's Natural Resources | | |
| Focus/Goals | At the end of the lesson students should: | 2006 Frameworks |
| The emphasis in this lesson is to introduce students to the major natural resources of Arkansas. | name many of the important natural resources in Arkansas and, be able to locate, at least in a general way, where these resources are located | G.1.K.3, G.1.1.2, E.8.K.4, E.9.K.2, OV.1.K.1, OV.1.K.6, OV.1.K.8, OV.2.K.1, OV.2.K.2, OV.2.K.6, R.8.K.8, R.9.K.5, R.9.K.6, R.11.K.13 |
| Lesson 5 - Arkansas Agriculture | | |
| Focus/Goals | At the end of the lesson students should: | 2006 Frameworks |
| The emphasis in this lesson is on the importance of agriculture to Arkansas | know that agriculture has been the foundation of Arkansas' economy for over 200 years and be able to identify some of its major agricultural products | G.1.K.3, G.1.1.2, H.6.K.2, H.6.1.2, H.6.2.2, E.9.K.2, OV.1.K.1, OV.1.K.6, OV.1.K.8, OV.2.K.1, OV.2.K.2, OV.2.K.6, R.8.K.8, R.9.K.5, R.9.K.6, R.11.K.13 |
| Lesson 6 - Getting Around in Arkansas | | |
| Focus/Goals | At the end of the lesson students should: | 2006 Frameworks |
| The emphasis in this lesson plan is to introduce students to different modes of transportation used in early Arkansas | know that transportation by water was very important in early Arkansas; know that the earliest Europeans to come to Arkansas used canoes and keelboats; know that steamboats replaced keelboats to carry passengers and freight into and around Arkansas; and, know that railroads replaced steamboats in carrying passengers and freight into and around Arkansas | G.1.K.3, G.1.1.2, G.3.K.1, H.6.K.9, OV.1.K.1, OV.1.K.6, OV.1.K.8, OV.2.K.1, OV.2.K.2, OV.2.K.6, R.8.K.8, R.9.K.5, R.9.K.6, R.11.K.13 |

| Lesson 7 - The Natural State | | |
|---|---|--|
| Focus/Goals | At the end of the lesson students should: | 2006 Frameworks |
| The emphasis in this lesson is to make students aware that Arkansas has several different natural regions and to introduce students to the idea | know what a natural region is and know that Arkansas has several natural regions | G.1.K.3, G.1.1.2, G.3.K.1, H.6.K.9, OV.1.K.1, OV.1.K.6, OV.1.K.8, OV.2.K.1, OV.2.K.2, OV.2.K.6, R.8.K.8, R.9.K.5, R.9.K.6, R.11.K.13 |
| Lesson 8 - The Arkansas River Valley | | |
| Focus/Goals | At the end of the lesson students should: | 2006 Frameworks |
| The emphasis in this lesson is on the location and characteristics of the Arkansas River Valley | locate the Arkansas River Valley and name several of its important characteristics | G.1.K.3, G.1.1.2, G.1.K.10, OV.1.K.1, OV.1.K.6, OV.1.K.8, OV.2.K.1, OV.2.K.2, OV.2.K.6, R.8.K.8, R.9.K.5, R.9.K.6, R.11.K.13 |
| Lesson 9 - The Ouachita Mountains | | |
| Focus/Goals | At the end of the lesson students should: | 2006 Frameworks |
| The emphasis in this lesson is on the location and characteristics of the Ouachita Mountains | be able to locate the Arkansas River Valley and name several of its important characteristics | G.1.K.3, G.1.1.2, G.1.K.10, OV.1.K.1, OV.1.K.6, OV.1.K.8, OV.2.K.1, OV.2.K.2, OV.2.K.6, R.8.K.8, R.9.K.5, R.9.K.6, R.11.K.13 |
| Lesson 10 - Gulf Coastal Plain | | |
| Focus/Goals | At the end of the lesson students should: | 2006 Frameworks |
| The emphasis in this lesson is on the location and characteristics of the Gulf Coastal Plain | be able to locate the Gulf Coastal Plain and name several of its important characteristics | G.1.K.3, G.1.1.2, G.1.K.10, OV.1.K.1, OV.1.K.6, OV.1.K.8, OV.2.K.1, OV.2.K.2, OV.2.K.6, R.8.K.8, R.9.K.5, R.9.K.6, R.11.K.13 |

| Lesson 11 - Mississippi River Valley | | |
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| Focus/Goals | At the end of the lesson students should: | 2006 Frameworks |
| The emphasis in this lesson is on the location and characteristics of the Mississippi River Valley | be able to locate the Mississippi River Valley and name several of its important characteristics | G.1.K.3, G.1.1.2, G.1.K.10, OV.1.K.1, OV.1.K.6, OV.1.K.8, OV.2.K.1, OV.2.K.2, OV.2.K.6, R.8.K.8, R.9.K.5, R.9.K.6, R.11.K.13 |
| Lesson 12 - The Grand Prairie | | |
| Focus/Goals | At the end of the lesson students should: | 2006 Frameworks |
| The emphasis in this lesson is on the location and characteristics of the Grand Prairie | be able to locate the Grand Prairie and name several of its important characteristics | G.1.K.3, G.1.1.2, G.1.K.10, OV.1.K.1, OV.1.K.6, OV.1.K.8, OV.2.K.1, OV.2.K.2, OV.2.K.6, R.8.K.8, R.9.K.5, R.9.K.6, R.11.K.13 |
| Lesson 13 - Crowley's Ridge | | |
| Focus/Goals | At the end of the lesson students should: | 2006 Frameworks |
| The emphasis in this lesson is on the location and characteristics of Crowley's Ridge | be able to locate Crowley's Ridge Ozark Plateau and name several of its important characteristics | G.1.K.3, G.1.1.2, G.1.K.10, OV.1.K.1, OV.1.K.6, OV.1.K.8, OV.2.K.1, OV.2.K.2, OV.2.K.6, R.8.K.8, R.9.K.5, R.9.K.6, R.11.K.13 |
| Lesson 14 - The Ozark Plateau | | |
| Focus/Goals | At the end of the lesson students should: | 2006 Frameworks |
| The emphasis in this lesson is on the location and characteristics of the Ozark Plateau | be able to locate the Ozark Plateau and name several of its important characteristics | G.1.K.3, G.1.1.2, G.1.K.10, OV.1.K.1, OV.1.K.6, OV.1.K.8, OV.2.K.1, OV.2.K.2, OV.2.K.6, R.8.K.8, R.9.K.5, R.9.K.6, R.11.K.13 |
| Lesson 15 - Culmination | | |
| Focus/Goals | At the end of the lesson students should: | 2006 Frameworks |

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| | | G.1.K.3, G.1.1.2, OV.1.K.1, OV.1.K.6, OV.1.K.8, OV.2.K.1, OV.2.K.2, OV.2.K.6, R.8.K.8, R.9.K.5, R.9.K.6, R.11.K.13 |
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Ideas for Lesson Plans

Lesson 1 - Getting Started

Emphasis

The emphasis in this lesson is to introduce students to the idea that Arkansas is a place within the United States with a definite shape.

This lesson plan addresses ADE Frameworks G.1.K.3, G.1.1.2, G.1.K.3, G.1.K.4, G.1.K.10, G.1.1.2, G.1.1.11, OV.1.K.1, OV.1.K.6, OV.1.K.8, OV.2.K.1, OV.2.K.2, OV.2.K.6, R.8.K.8, R.9.K.5, R.9.K.6, R.11.K.13

Depending on whether or not you have introduced the class the *Big Bear's Arkansas ABCs* or not this lesson might be done in one or two sessions. If they are already familiar with the *Big Bear's Arkansas ABCs* you will not need to spend much time going over this. If you haven't used it yet it would probably be good to spend a full session with it.

Expectations

At the conclusion of this session students should be able to

- 1) recognize the shape of the State of Arkansas

Activities

- 1) Begin this session by using *The Big Bear's Arkansas ABCs* in a Shared Reading Context. Introduce the characters and go layout by layout through the book, having the students repeat the text after you.
- 2) Go through portions of the book again, spending time with the map of Arkansas in the layouts. Use this opportunity to point out and talk about directions (North, South, East, West) and point these out on the maps. Take time to point out the area of the state where the school is located and talk about any of the map elements that are nearby.
- 3) Pass out sheets with the connect-the-dots outline of Arkansas and have each student complete the image and the word Arkansas.

Lesson 2 - The State of Arkansas

Emphasis

The emphasis in this lesson is to introduce students to the idea that Arkansas is a place within the United States with a definite shape and a specific political structure.

This lesson plan addresses ADE Frameworks G.1.K.3, G.1.K.10, G.1.1.11, C.4.K.3, C.4.1.4, OV.1.K.1, OV.1.K.6, OV.1.K.8, OV.2.K.1, OV.2.K.2, OV.2.K.6, R.8.K.8, R.9.K.5, R.9.K.6, R.11.K.13

Expectations

At the conclusion of this session students know

- 1) what a state is and how it relates to a country
- 2) recognize the state of Arkansas by its shape
- 3) know that the central figure in our country's political structure is the President of the United States and be able to recognize his or her name and picture
- 4) know that the central figure in Arkansas's political structure is its Governor and be able to recognize his or her name and picture

Activities

- 1) Show the students a map of the United States which contains an outline of all the states. This could be a large format wall map or a smaller version. (The www.arkansasstudies.com web site has an A-sized pull down U. S. outline map that is useful for this session.)
- 2) Use **The Big Bear's Arkansas ABCs** again and point out the shape of Arkansas on various pages.
- 3) Have the students then point out Arkansas on the United States map.
- 4) Explain that both the United States and the State of Arkansas elect a principal governmental leader, the President of the United States and the Governor of Arkansas.
- 5) Show the class pictures of both of these political figures. Write their names on the board and have the class practice saying the names.
- 6) Pass out the Arkansas locator map. Have the students do the connect-the-dots activity.

Lesson 3 - Arkansas Animals

Emphasis

The emphasis in this lesson plan is to introduce students to the different kinds of animals that live in Arkansas.

This lesson plan addresses ADE Frameworks G.1.K.3, G.1.1.2, H.6.K.2, H.6.1.2, H.6.2.2, OV.1.K.1, OV.1.K.6, OV.1.K.8, OV.2.K.1, OV.2.K.2, OV.2.K.6, R.8.K.8, R.9.K.5, R.9.K.6, R.11.K.13

Expectations

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

- 1) recognize many of the different kinds of animals that occur naturally in Arkansas
- 2) know the difference between wild and domesticated animals
- 3) identify cattle, poultry (particularly, chickens), and pigs as important animals in Arkansas's economy

Items needed

Big Bear's Arkansas ABCs

Activities

- 1) Go through *Big Bear's Arkansas ABCs* letter by letter and identify the animals shown. You might want to write them on the board alphabetically. Then ask the students to name other animals they see in Arkansas perhaps emphasizing the first letter of the animals name.
- 2) From this list, go through and divide them into wild and domestic animals. Talk about the difference.
- 3) Ask the students to talk about animals they have seen in Arkansas.
- 4) Point out that several animals are recognized as important symbols for the state. Deer = state mammal, honey bee = state insect; mockingbird = state bird; Diana butterfly = state butterfly.
- 5) Ask the students to talk about some animals that you might see in Arkansas, perhaps in a zoo or as a pet, that aren't native to the state. This might be a good place to talk about the fact that the famous razorbacks are not native to Arkansas but introduced by Europeans.

Extra Activity

A popular activity at the end of this lesson is to use some of the connect-the-dots pull-downs from www.arkansasstories.com; particularly the pull-downs that feature animals that are state symbols. Have the students complete the drawings and, perhaps, color the images. If you have time, you might consider reading one or more of original animal stories found also found in the Resources section of www.arkansasstories.com.

Lesson 4 - Arkansas's Natural Resources

Emphasis

The emphasis in this lesson is to introduce students to the major natural resources of Arkansas.

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

Expectations

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

- 1) name many of the important natural resources in Arkansas
- 2) be able to locate, at least in a general way, where these resources are located.

Items needed

Map of Arkansas
Big Bear's Arkansas ABCs

Activities

- 1) Talk about natural resources with the class, perhaps emphasizing oil, gas, and coal since they are currently so important.
- 2) Use *Big Bear's Arkansas ABCs* in a Shared Reading context to point out that Arkansas is an important producer of these needed resources. Natural gas is found on the G page, oil is found on the O page, and coal is found on the V (for Arkansas River Valley) page.
- 3) Talk about mineral resources, particularly diamonds (D page) and bauxite for making aluminum (X page). Novaculite (N page) is used world wide to sharpen all sorts of things and it was a very important rock used by Native Americans for spear and arrow points.

Extra Activity

A popular activity at the end of this lesson is to use some of the connect-the-dots pull-downs

from www.arkansasstories.com; particularly the pull-downs that features the diamond. Have the students complete the drawings and, perhaps, color the images.

Lesson 5 - Arkansas Agricultural Products

Emphasis

The emphasis in this lesson is on the importance of agriculture to Arkansas.

This lesson plan addresses ADE Frameworks G.1.K.3, G.1.1.2, H.6.K.2, H.6.1.2, H.6.2.2, E.9.K.2, OV.1.K.1, OV.1.K.6, OV.1.K.8, OV.2.K.1, OV.2.K.2, OV.2.K.6, R.8.K.8, R.9.K.5, R.9.K.6, R.11.K.13

Expectations

At the conclusion of this lesson students should know that agriculture has been the foundation of Arkansas' economy for over 200 years and be able to identify some of its major agricultural products.

Items needed

Big Bear's Arkansas ABCs

Basic Activities

- 1) Talk with the class about the things they eat and wear that come from farms.
- 2) Use the *Big Bear's Arkansas ABCs* in a Shared Reading context and go through page by page identifying the farm products. You might want to write these on the board, perhaps in alphabetical order. Once this is done you can organize your list(s) into different categories. You can also point out where different things are grown across the state.

This might also be a good time to talk about the importance of the timber industry in Arkansas since pine trees are now considered crops to be planted and harvested.

This would be a good time to look at your local setting and talk about what is grown in your county or region.

Other Activities

A popular activity at the end of this lesson is to use some of the connect-the-dots pull-downs from www.arkansasstories.com; particularly the pull-downs that feature important state plants like the pine tree, the pink tomato, rice, and apple blossoms that are state symbols. Have the students complete the drawings and, perhaps, color the images.

Lesson 6 - Getting Around in Arkansas

Emphasis

The emphasis in this lesson plan is to introduce students to different modes of transportation used in early Arkansas.

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

Expectations

At the conclusion of this lesson plan the students should

- 1) know that transportation by water was very important in early Arkansas
- 2) know that the earliest Europeans to come to Arkansas used canoes and keelboats
- 3) know that steamboats replaced keelboats to carry passengers and freight into and around Arkansas
- 4) know that railroads replaced steamboats in carrying passengers and freight into and around Arkansas

Items needed

Big Bear's Arkansas ABCs

Activities

- 1) Go through *Big Bear's Arkansas ABCs* letter by letter and identify the different forms of transportation you see. You might want to write them on the board alphabetically.
- 2) Then ask the students to name other forms of transportation they see in Arkansas today.
- 3) Talk about how these different forms of transportation varied through time. Ask the class why they think steamboats replaced keelboats and why railroads replaced steamboats.

Extra Activity

Have students draw one or more forms of transportation on the Arkansas map

Lesson 7 - The Natural State

Emphasis

The emphasis in this lesson is to make students aware that Arkansas has several different natural regions and to introduce students to the idea that certain types of animals live together naturally.

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

Expectations

At the conclusion of this lesson plan the students should

- 1) know what a natural region is; and,
- 2) know that Arkansas has several natural regions.

Items needed

Map of Arkansas, showing Arkansas's major natural regions

Big Bear's Arkansas ABCs

ALL AROUND ARKANSAS

Basic Activities

- 1) Begin by using *Big Bear's Arkansas ABCs* in a Shared Reading setting. Turn to the A page. Read the text and point out the alligator in the southeastern portion of the state. Make the point that alligators only live there and talk about why.
- 2) Next take the class through **ALL AROUND ARKANSAS** by going quickly through the entire book. Make the point that Big Bear and his friends the squirrel, rabbit, and racoon go everywhere in the state. Unlike the alligator they can live anywhere in Arkansas.
- 3) Now go back to each of the two page layouts in **ALL AROUND ARKANSAS** and have the students identify the different animals they see in each layout and talk further about how some groups of animals occur only in parts of Arkansas, for example, the butterflies on Mt. Magazine.
- 4) Ask students to talk about the different animals they have seen where they live and if they have seen any others in different places.
- 5) Introduce the term Natural Area. Use a map of Arkansas to point out the different Natural Areas of Arkansas. Explain that these different areas have different characteristics that come together to form characteristic environments or habitats and that for the next five sessions the class will be traveling through Arkansas's five major Natural Areas.

While it is not essential that you use it, this and the following Lesson Plans will be helped greatly if you make use of the six-puzzle set *All Around Arkansas*. The image on the initial puzzle of Big Bear and his friends as they prepare for their journey depicts each of the regions they will visit, so having the students use these serially as you move through this and the next several Lesson Plans will be a fun addition to their activities as well as a strong support to their beginning understanding of Arkansas's physical landscape. The way or ways you use these puzzles will depend entirely on the make-up of individual classrooms.

Other Activities

A popular activity at the end of this lesson is to use some of the connect-the-dots pull-downs from www.arkansasstories.com; particularly the pull-down that features the state flag. Have the students complete the drawing and, perhaps, color the image.

Lesson 8 - The Arkansas River Valley

Emphasis

The emphasis in this lesson is on the location and major characteristics of the Arkansas River Valley.

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

Expectations

At the conclusion of this lesson plan the students should be able to locate the Arkansas River Valley and name several of its important characteristics.

Items Needed

ALL AROUND ARKANSAS

Basic Activities

- 1) Use *ALL AROUND ARKANSAS* in a shared reading session. Review quickly where the four friends started.
- 2) Move to the section that covers the Arkansas River Valley (pp. 4 - 7). Have the class read the verse on p. 4 with you. Then talk about going up into the mountains. Point out on the map on p. 5 where they started and where they are headed. Identify the bird on the map.
- 3) Have the class view the layout of the Arkansas River Valley on pp. 6 and 7. Have them read the text with or after you. The view here is from Mount Magazine, the highest place in Arkansas.
- 4) Have the class identify the different animals in the layout. Point out the Diana butterfly and let the class know (or remind them) that Mount Magazine is the only place in the world where the Diana Butterfly lives.
- 5) See if the class can identify any of the other elements in the layout, e.g., barn and silo, oak tree, rice field.

Other Activities

Lesson 9 - The Ouachita Mountains

Emphasis

The emphasis in this lesson is on the location and major characteristics of the Ouachita Mountains.

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

Expectations

At the conclusion of this lesson plan the students should be able to locate the Ouachita Mountains and name several of its important characteristics

Items Needed

ALL AROUND ARKANSAS
The Big Bear's Arkansas ABCs

Basic Activities

- 1) Use *ALL AROUND ARKANSAS* in a shared reading session. Review quickly where the four friends started.
- 2) Move to the section that covers the Ouachita Mountains, pp. 8 - 11. Have the class read the verse on p. 8 with you. Then talk about going up into the mountains. Point out on the map on p. 5 where they started, where else they've been, and where they are headed.
- 3) Have the class view the layout of the Arkansas River Valley on pp. 6 and 7. Have them read the text with or after you. The focus here is Arkansas's famous Hot Springs.
- 4) Have the class identify the different elements in the layout. Point out that people have used the hot springs for thousands of years and now it is a National Park, set aside for all of us to use forever.
- 5) Show the H page of *The Big Bear's Arkansas ABCs* to the class. Have them talk about the hot springs making steam and read together the verses about Hot Arkansas.
- 6) Show the E page of *The Big Bear's Arkansas ABCs* to the class. They can see the top of the famous Hot Springs Tower and the big dams on the Ouachita River that make electric power.

Other Activities

Lesson 10 - The Gulf Coastal Plain

Emphasis

The emphasis in this lesson is on the location and major characteristics of the Gulf Coastal Plain.

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

Expectations

At the conclusion of this lesson plan the students should be able to locate the Gulf Coastal Plain and name several of its important characteristics.

Items Needed

ALL AROUND ARKANSAS

Basic Activities

- 1) Use *ALL AROUND ARKANSAS* in a shared reading session.
- 2) Move to the section that covers the Gulf Coastal Plain, pp. 12 - 15. Have the class read the verse on p. 12 with you. Then talk about going into the pine forest. Point out on the map on p. 13 where they started and where they are headed. Identify the bird on the map.
- 3) Have the class view the layout of the Gulf Coastal Plain on pp. 14 and 15. Have them read the text with or after you.
- 4) Have the class identify the different elements in the layout. What's new or different in this picture.
- 5) Show the L page of *The Big Bear's Arkansas ABCs* to the class. Talk about the big pine trees and how they are used to make lumber which is then used to make buildings and other things.

Other Activities

Lesson 11 - The Mississippi River Valley (Rivers and Swamps)

Emphasis

The emphasis in this lesson is on the location and major characteristics of the Mississippi River Valley.

Expectations

At the conclusion of this lesson plan the students should be able to locate the Mississippi River Delta and name several of its important characteristics.

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

Items Needed

ALL AROUND ARKANSAS

Basic Activities

- 1) Use *ALL AROUND ARKANSAS* in a shared reading session. Review quickly where the four friends started.
- 2) Move to the section that covers the Mississippi River Delta, pp. 16 - 19. Have the class read the verse on p. 16 with you. Then talk about going down in the lowlands where the big rivers flow. Point out on the map on p. 5 where they started and where they are headed.
- 3) Have the class view the layout of the Mississippi River Delta on pp. 18 and 19. Have them read the text with or after you. This view is down near where the Arkansas River flows into the Mississippi River.
- 4) Have the class identify the different elements in the layout. What's new? What have they seen before?
- 5) Show the A page of *The Big Bear's Arkansas ABCs* to the class. Remind them that the alligator is found only in southern Arkansas, especially in the waterways of the Delta.

Other Activities

Lesson 12 - The Grand Prairie

Emphasis

The emphasis in this lesson is on the location and major characteristics of the Grand Prairie.

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

Expectations

At the conclusion of this lesson plan the students should be able to locate the Grand Prairie region of the Mississippi River Valley and name several of its important characteristics.

Items Needed

ALL AROUND ARKANSAS

Basic Activities

- 1) Use *ALL AROUND ARKANSAS* in a shared reading session.
- 2) Move to the section that covers the Grand Prairie, pp. 20 - 23. Have the class read the verse on p. 16 with you. Talk about the Grand Prairie as part of the Mississippi River Delta. Point out on the map on p. 21 where they started and where they are headed.
- 3) Have the class view the layout of the Grand Prairie on pp. 22 and 23. Have them read the text with or after you. The view is across the grassland of the prairie. Can the students tell which way Big Bear is looking?
- 4) Have the class identify the different elements in the layout. What's new? What have they seen before?
- 5) Show the A page of *The Big Bear's Arkansas ABCs* to the class. Remind them that the alligator is found only in southern Arkansas, especially in the waterways of the Delta.

Other Activities

Lesson 13 - Crowley's Ridge

Emphasis

The emphasis in this lesson is on the location and major characteristics of Crowley's Ridge.

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

Expectations

At the conclusion of this lesson plan the students should be able to locate the Crowley's Ridge region of the Mississippi River Valley and name several of its important characteristics.

Items Needed

ALL AROUND ARKANSAS

Basic Activities

- 1) Use *ALL AROUND ARKANSAS* in a shared reading session.
- 2) Move to the section that covers Crowley's Ridge, pp. 24 - 27. Have the class read the verse on p. 24 with you. Talk about the Grand Prairie as part of the Mississippi River Delta. Point out on the map on p. 25 where they started, where they've been, and where they are headed. Ask the students to point out the biggest difference between the picture on p. 24 and the picture on p. 4.
- 3) Have the class view the layout of Crowley's Ridge on pp. 26 and 27. Have them read the text with or after you.
- 4) Have the class identify the different elements in the layout. What's new? What have they seen before?
- 5) Show the A page of *The Big Bear's Arkansas ABCs* to the class. Remind them that the alligator is found only in southern Arkansas, especially in the waterways of the Delta.

Other Activities

Lesson 14 - The Ozark Highlands

Emphasis

The emphasis in this lesson is on the location and major characteristics of the Ozark Highlands.

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

Expectations

At the conclusion of this lesson plan the students should be able to locate the Ozark Highlands and name several of its important characteristics.

Items Needed

ALL AROUND ARKANSAS

Basic Activities

- 1) Use *ALL AROUND ARKANSAS* in a shared reading session.
- 2) Move to the section that covers the Ozarks, pp. 28 - 31. Have the class read the verse on p. 28 with you. Point out on the map on p. 29 where they started, where they've been, and where they are headed.
- 3) Have the class view the layout of the Ozarks on pp. 30 and 31. Have them read the text with or after you. The view here is from near Blanchard Springs Cavern.
- 4) Have the class identify the different elements in the layout. What's new? What have they seen before?
- 5) Show the A page of *The Big Bear's Arkansas ABCs* to the class. Remind them that the alligator is found only in southern Arkansas, especially in the waterways of the Delta.

Other Activities

Lesson 15 - Culminating Exercise

Emphasis

The emphasis in this lesson is to assess how well students have learned the location and major characteristics of Arkansas's major natural areas.

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

Expectations

At the conclusion of this lesson plan the students should be able to be able to locate all of the major natural regions and identify major characteristics of each.

Items Needed

ALL AROUND ARKANSAS

All Around Arkansas (optional)

Basic Activities

- 1) Use ***ALL AROUND ARKANSAS*** in a shared reading session. Move through the entire book, asking the class to tell you which natural area the friends are visiting as they move from place to place.
- 2) Use one of the pull-down maps of Arkansas in which the five major natural areas are outline. Pass these out to each of the students. Then, one by one, have the students mark on the maps with an appropriate abbreviation each one of the natural areas; e.g., Ozark Highlands = OH, Gulf Coastal Plain = CP, etc.
- 3) Go over with the class the correct attributions. Make sure everyone has their map marked correctly.
- 4) Next have the students turn their paper over and make a list starting with 1. Then have the students answer a series of questions by using the abbreviations they used earlier. Your questions should be about the characteristics of the various natural areas; such as, "Where are most of Arkansas's pine trees grown? Where do most of Arkansas's alligators live? Which of Arkansas's natural areas has the most big rivers? Where is Hot Springs located?"

Other Possibilities

The preceding examples have presented only a very small sample of what you can do with these materials. In similar fashion, you can use *Big Bear's Arkansas ABCs* and *ALL AROUND ARKANSAS* as points of departure to talk about Native Americans in Arkansas, the importance of water transportation for early Arkansans, Arkansas trees, plants, and flowers. You can plan a whole session on the hot springs at Hot Springs. You can tailor lessons to highlight characteristics of particular importance to your local situation, e. g., the butterfly festival on Mt. Magazine and the watermelon festival in Hope. The more you can localize and personalize these lessons, the more meaningful they will be.

Remember, the basic goal of this endeavor is to let students know that Arkansas is a fine place to live, with many wonderful people, products, and places.