

***Bandits, Bears, and Backaches***, ADE Approved Textbook Available from Butler Center Books

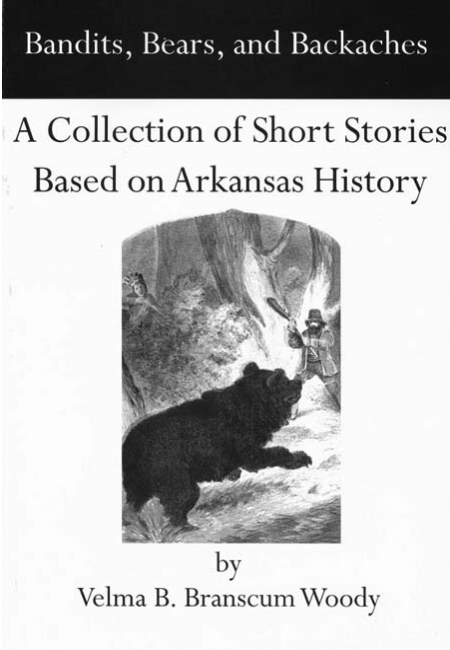
Distributed by University of Arkansas Press <http://www.uapress.com/titles/butler/butler.html>

The major character in most chapters is a “middle school” age young person of the time period featured. Use **digital collections** link at [www.butlercenter.org](http://www.butlercenter.org). Lessons are supported with text and media from [www.enclyclopediaofArkansas.net](http://www.enclyclopediaofArkansas.net) (Velma Woody, Author and Lesson Plan Writer)

| <b>Chapter</b>   | <b>Essential Information About Chapter</b>   | <b>Lesson Plan To Accompany Chapter</b>  | <b>Essential Teacher Led Lesson Plan Activity</b>   |
|--|--|--|---|
| Chapter One: “Mastodon Kill”                           | Prehistory of Arkansas is seen through eyes of Paleo Indian boy in the area which became Van Buren County.   | <a href="#">“Mastodon Kill”</a>  | Students will research and write about the trail of the giant mastodons and the Paleo Indians.  |
| Chapter Two: “Bears and Panthers Aplenty”              | A young pioneer traveling the Southwest Trail from Tennessee to what is now Arkadelphia describes the family’s adventures.   | <a href="#">“Bears and Panthers Aplenty: Early Settlers Make a Home in Arkansas”</a> | Students will research and write about the Southwest Trail or prepare personal essays about moving from one place to another.   |
| Chapter Three: “The Museum of Gray Sky”                | A group of students visit a museum to learn more about native Americans in Arkansas.   | <a href="#">“The Museum of Gray Sky”</a>   | Using keywords, students will research the role of Cherokee history in Arkansas through resource documents beginning with Dwight Mission School (1820's) through the Stan Watie Cherokee regiments of the Civil War (1860's). |
| Chapter Four: “Mary and the Red River Raft”            | The story features the point of view of female teenager living during the 1830’s near the Red River in what is now known as the town of Fulton in Southwest Arkansas.      | <a href="#">“Mary and The Red River Raft”</a>  | Students will research and examine the role of Henry Shreve and the snag boats in clearing the waterways of Arkansas providing a stronger economy for the state during 1833.  |
| Chapter Five: “Arkansas Civil War Bandits and Outlaws” | Although many outlaw bands had their headquarters in Missouri, this story of two brothers is based on oral reports about outlaws who went south to Stone County, Arkansas. | <a href="#">“Arkansas Civil War Bandits and Outlaws”</a>                             | Students will study civilian Arkansans during the Civil War. Jayhawkers ravaged the people and the land. Additionally, students may study the events leading up to the war and the post Civil War era.                        |
| Chapter Six: “Great Lawmen of the West”                | A 37-year-old man has just returned to Ft. Smith from the Indian Territory to learn that Bass Reeves has died.   | <a href="#">“Bass Reeves: Great Lawman of the West”</a>                              | Students will research and examine the important roles of lawmen such as Bass Reeves in the structuring of Arkansas as a  |

|  |  |   |   |
|--|--|---|---|
|  | The newspaper accounts give information about this lawman in Judge Parker's Court during this timeframe in Arkansas history.   |   | state. They will also review how lawmen such as Reeves may have influenced Arkansas law and political system as a whole.  |
| Chapter Seven: "The 1927 Flood"                                  | This is a fictionalized account of the flood by a thirteen-year-old boy who had "lived" through the flood five years earlier. The fictional boy, who lives near where the natural disaster occurred, is presenting an oral report in a one-room schoolhouse in Palarm, Arkansas. | <a href="#">"The 1927 Flood"</a>  | Students will examine the impact of the "Great Flood of 1927" and examine the impact of this natural disaster on economics and politics of the state/region. They will use resources for teacher determined task.                         |
| Chapter Eight: "Sunburns and Sore Muscles"                       | This is a fictionalized account by the youngest child in a family of five children and two parents who are picking cotton for a large landowner in late summer or early fall of 1935 in order to save their family farm in North Arkansas.                                       | <a href="#">"Sunburns and Sore Muscles: Working to Save the Farm During the Great Depression"</a> | Students will study the role of the Arkansas "working class" people during the Great Depression. They will develop an understanding of the economic developments of the Arkansas economy during the early 1930's.                         |
| Chapter Nine: "Timber"   | Set in the Ouachita Mountain area in the 1930's, this story describes the life of two young boys as they are moved to the next timber camp.  | <a href="#">"Timber: Living and Working in An Arkansas Forest"</a>                                | Students will examine and research the rise of the timber business in Arkansas.   |
| Chapter Ten: "Japanese Americans and the Rowher Relocation Camp" | This fictionalized account is from a 16 year old girl who travels with her Japanese American family to Arkansas in 1967 to tour the Rowher Relocation Camp where family members had been held during World War II.   | <a href="#">"Japanese Americans and the Rowher Relocation Camp"</a>                               | Students will examine that in extreme cases such as a World War II, fear can override justice. They will review how the Japanese were moved from California and other areas into relocation camps in Arkansas during WWII.                |
| Chapter Eleven: "To the North"                                   | This is a fictionalized account of an African-American family deciding to migrate from Arkansas to Michigan in order to improve their income and living conditions. The main character is  | <a href="#">"To the North: A Black Family Leaves Arkansas to Find Work in Michigan"</a>           | Students will examine and analyze the economic reasons that caused the migration of many Arkansans to other areas of the United States. They will also review the outcome of this migration as these Arkansans searched for better living |

|  |  |  |  |
|--|--|--|--|
|  | Jacob, the youngest son in the family. |  | conditions in the timeframe from the Great Depression through World War II. They will practice organizing information. |
|--|--|--|--|



For more information on this correlation,  
contact Kay Bland, Educator, Butler Center/CALS  
at [kbland@cals.org](mailto:kbland@cals.org).