

**Correlations from ADE Arkansas History Lesson Plans to  
Online *Encyclopedia of Arkansas History & Culture* (EOA)  
Text and Media Entries**

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**Suggestions for Use:** Save to appropriate desktop or removable storage device, as links are “live.” Student learning expectations from each lesson were copied directly from the ADE Arkansas History Lesson Website. Many of the EOA text entries listed contain links to additional lesson plans found on the Butler Center website. Contact Kay Bland, Butler Center Educator, for more information ([kbland@cals.org](mailto:kbland@cals.org)).

<b>ADE Lesson Plan</b>	<b>EOA</b>
<p style="text-align: center;"><b><u><a href="#">All about Arkansas</a></u></b></p> <p>Grade Levels: <b>Kindergarten</b></p> <p>Curriculum Frameworks:</p> <p><b>G.1.K.3</b> <b>Identify the state of Arkansas on a map of the U.S.</b></p> <p><b>H.6.K.2</b> <b>Identify state symbols of Arkansas—flag, tree, insect, and beverage</b></p>	<p>Text Entry on <a href="#">Arkansas flag</a>; Photo of <a href="#">Arkansas flag</a>; Text Entry on <a href="#">apple blossom</a>; Photo of <a href="#">apple blossom</a>; Text Entry on <a href="#">honeybee</a>; Photo of <a href="#">honeybee</a> Text Entry on <a href="#">state beverage (milk)</a>; Photo of <a href="#">state beverage (milk)</a></p>
<p style="text-align: center;"><b><u><a href="#">Arkansans</a></u></b></p> <p>Grade Levels: <b>Grade 3</b></p> <p>Curriculum Frameworks:</p> <p><b>H.6.3.2</b> <b>Examine historical people and events of Arkansas</b></p> <p><b>H.6.3.6</b> <b>Recognize individuals who contributed to the common good of society</b></p> <p><b>H.6.3.7</b> <b>Analyze a timeline</b></p> <p><b>H.6.3.9</b> <b>Identify ways in which technology has changed the world</b></p>	<p>Text Entry on the <a href="#">Little Rock Nine</a>; Photo of the <a href="#">Little Rock Nine monument</a> Text Entry on <a href="#">Twila Paris</a>; Photo of <a href="#">Twila Paris</a>; Text Entry on <a href="#">Gail Davis</a>; Video of <a href="#">Gail Davis</a>; Text Entry on <a href="#">Joey Lauren Adams</a>; Photo of <a href="#">Joey Lauren Adams</a>; Text Entry on <a href="#">Ellen Gilchrist</a>; Published work by <a href="#">Ellen Gilchrist</a>; Text Entry on <a href="#">Mary Steenburgen</a>; Photo of <a href="#">Mary Steenburgen</a>; Text Entry on <a href="#">Maya Angelou</a>; Photo of <a href="#">Maya Angelou</a>; Text Entry on <a href="#">Helen Gurley Brown</a>; Photo of <a href="#">Helen Gurley Brown</a>; Text Entry on <a href="#">Daisy Lee Gatson Bates</a>; Photo of <a href="#">Daisy Lee Gatson Bates</a>; Text Entry on <a href="#">Hattie Caraway</a>; Photo of <a href="#">Hattie Caraway's official appointment document</a>; Text Entry on <a href="#">Joan Hess</a>; Text Entry on <a href="#">Patsy Montana</a>; Sound Recording from <a href="#">Patsy Montana</a>; Text Entry on <a href="#">Charlie May Simon</a>; Photo of <a href="#">Charlie</a></p>

<p><b>G.1.3.12</b> Utilize the map legend/key to interpret physical maps</p> <p><b>E.8.3.5</b> Define and discuss characteristics of an entrepreneur</p> <p>Other Social Studies Frameworks: <b>G.1.3.3 Discuss the characteristics that define a region: takes up area, has boundaries, has special features</b></p> <p><b>G.1.3.13 Locate places on contemporary maps</b></p> <p><b>G.3.3.3 Describe how people affect and alter their environment (Tyson, JB Hunt, Wal-Mart)</b></p> <p><b>C.5.3.2 Describe how citizens contribute to the improvement of a community</b></p> <p><b>E.8.3.5 Define and discuss characteristics of an entrepreneur</b></p> <p>Note: Student learning expectations for English Language Arts are also part of the lesson plan, along with the rubrics for assessment of research activities, writing products, and oral presentations.</p>	<p><a href="#">May Simon</a>; Text Entry on <a href="#">Hillary Rodham Clinton</a>; Photo of <a href="#">Hillary Rodham Clinton</a>; Text Entry on <a href="#">Don Tyson</a>; Photo of <a href="#">Don Tyson</a>; Text Entry on <a href="#">Sam Walton</a>; Text Entry on <a href="#">Sidney Moncrief</a>; Photo of <a href="#">Sidney Moncrief</a>; Text Entry on <a href="#">Johnny Cash</a>; Photo of <a href="#">Johnny Cash</a>; Text Entry on <a href="#">Dizzy Dean</a>; Text Entry on <a href="#">John Grisham</a>; Photo of <a href="#">John Grisham</a>; Text Entry on <a href="#">Scott Joplin</a>; Photo of <a href="#">Scott Joplin's sheet music</a>; Text Entry on <a href="#">Alan Ladd</a>; Video of <a href="#">Alan Ladd</a>; Text Entry on <a href="#">Douglas MacArthur</a>; Photo of <a href="#">Douglas MacArthur</a>; Text Entry on <a href="#">John Gould Fletcher</a>; Photo of <a href="#">John Gould Fletcher</a>; Text Entry on <a href="#">Mark Martin</a>; Photo of <a href="#">Mark Martin</a>; Text Entry on <a href="#">Maurice "Footsie" Britt</a>; Photo of <a href="#">"Footsie" Britt</a>; Text Entry on <a href="#">Billy Bob Thornton</a>; Photo of <a href="#">Billy Bob Thornton</a>; Text Entry on <a href="#">Scottie Pippen</a>; Photo of <a href="#">Scottie Pippen</a>; Text Entry on <a href="#">Lou Brock</a>; Photo of <a href="#">Lou Brock</a>; Text Entry on <a href="#">Paul "Bear" Bryant</a>; Photo of <a href="#">Bear Bryant</a>; Text Entry on <a href="#">William Jefferson Clinton</a>; Portrait of <a href="#">President Bill Clinton</a> Text Entry on <a href="#">Geography and Geology</a></p>
<p><a href="#"><b><u>Brooks-Baxter War</u></b></a></p> <p>Grade Levels: <b>Grade 6</b></p> <p>Curriculum Frameworks:</p> <p><b>C.5.6.10</b> Examine the importance of the procedure for voting in the United States and in Arkansas (e.g., registration, maintaining the right to vote, voicing opinion)</p>	<p>Text Entry on <a href="#">Joseph Brooks</a>; Portrait of <a href="#">Joseph Brooks</a>; Text Entry on <a href="#">Elisha Baxter</a>; Portrait of <a href="#">Elisha Baxter</a>; Text Entry on <a href="#">Brooks Baxter War</a>; Photo of <a href="#">Brooks-Baxter War</a>; Text Entry on <a href="#">Democratic Party</a>; Text Entry on <a href="#">Republican Party</a>; Text Entry on <a href="#">Politics and Government</a>; Text Entry on <a href="#">Civil Rights and Social Change</a>; Text Entry on <a href="#">Civil War through Reconstruction, 1861 through 1874</a></p>

**C.5.6.11**  
**Analyze the importance of citizen participation in government at the state and local level**

**H.6.6.3**  
**Define and discuss post-Civil War Reconstruction from a state and national perspective**

**[Can You Hear Me Now?](#)**

Grade Levels: **Grades 2-6**

Curriculum Frameworks:

**Standard 6: History**  
**Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.**

**H.6.2.12**  
**Compare past and present means of transportation and communication in Arkansas**

**H.6.6.5**  
**Research early 20<sup>th</sup> century inventions and their impact on Americans (e.g., telephone, electricity, automobile)**

**H.6.6.6**  
**Explain the impact of the American industrial revolution:**

- communications
- mass production

**Standard 3: Geography**  
**Students shall develop an understanding of the interactions between people and their environment.**

Text Entry on [Mass Media Information](#);  
Photo of [Arkansas Democrat Gazette](#);  
Photo of [Carroll Progress Office](#);  
Photo of [first Spanish language newspaper](#);  
Text Entry on [Transportation](#)  
Text Entry on [Business, Commerce, and Industry](#)

<p><b>G.3.6.3</b>  <b>Compare methods of communication through present day technology.</b></p>	
<p><b><u><a href="#">Early Arkansan Politics: The Crittenden Conway Duel</a></u></b></p> <p>Grade Levels: <b>Grades 5-12</b></p> <p>Curriculum Frameworks:</p> <p><b>SSPS 1.1.</b>  <b>Identify primary and secondary and sources</b></p> <p><b>SSPS 1.3.</b>  <b>Apply historical methods to understand the differences between fact and opinion</b></p> <p><b>SSPS.1.4</b>  <b>Develop creative and critical thinking skills.</b></p> <p><b>PAG 1.3</b>  <b>Summarize the characteristics of effective leadership in Arkansas in historical and contemporary time periods.</b></p>	<p>Text Entry on <a href="#">Governors</a>;</p> <p>Text Entry on <a href="#">Duelling</a>;</p> <p>Text Entry on <a href="#">James Conway</a>;</p> <p>Text Entry on <a href="#">The Family (A Political Dynasty in Arkansas)</a>;</p> <p>Text Entry on <a href="#">Robert Crittenden</a>;</p> <p>Text Entry on <a href="#">James Miller</a></p>
<p><b><u><a href="#">Identifying Arkansas on a Map</a></u></b></p> <p>Grade Levels: <b>Kindergarten</b></p> <p>Curriculum Frameworks:</p> <p><b>G.1.K.3</b>  <b>Identify the state of Arkansas on a map of the United States. Measure and compare distances using non-standard units.</b></p> <p><b>M.13.K.6</b>  <b>Surround a figure with objects (links,</b></p>	<p>Text entry on <a href="#">Overview of Arkansas</a>;</p> <p>Photo of <a href="#">Arkansas flag</a>;</p> <p>Map of <a href="#">Arkansas natural divisions</a>;</p> <p>Map of <a href="#">Arkansas counties</a></p>

craft sticks, etc) and tell how many it takes to go around (Perimeter answers the question: How many units does it take to travel a path?) Demonstrate and describe the relative position of numbers.

**G.10.K.1**

Demonstrate and describe the relative position of objects as follows: over, under, inside, outside, on, beside, between, above, below, on top of, upside- down, behind, in back of and in front of.

**G.1.K.4**

Recognize the United States on a world map or globe.

**G.1.K.5**

Identify land on maps and globes.

**G.1.K.8**

Recognize the difference between maps and globes.

**G.1.K.9**

Recognize that maps and globes represent models of the Earth.

**G.1.K.6**

Identify water on maps and globes.

**ESS.8.K.1**

Identify various characteristics of Earth's surface.

**PS.6.K.1**

Demonstrate spatial relationships including but not limited to over, under, left and right.

**[Learning about Honeybees in Arkansas](#)**

Grade Levels: **Kindergarten**

Text Entry on [Honeybees](#);  
Photo of a [honeybee](#);  
Text Entry on [Overview of Arkansas](#)

Curriculum Frameworks:

**H.6.K.2**

**Identify state symbols of Arkansas—  
insect**

**C.5.K.3**

**Identify voting procedures by  
participating in a classroom voting  
process**

**[Natural Resources Used by Settlers  
on the Buffalo River](#)**

**Grade Levels: 3rd grade Art Classes**

Curriculum Frameworks:

**Social Studies**

**G1.4.2**

**G2.4.1**

**G2.4.4**

**G3.4.2**

**G3.4.4**

**G3.4.5**

**G3.4.6**

**H6.4.1**

**H6.4.3**

**H6.4.10**

**H6.4.12**

**H6.4.22**

**E.8.4.3**

**Art**

**A1.3**

**A1.4**

**A1.8**

**A1.9**

**A2.4**

**A2.5**

**A2.7**

**A2.8**

**A2.9**

**A3.7**

**A3.9**

**ESS8.2.4**

Text Entry on [Buffalo River](#);

Video on [Buffalo River](#);

Text Entry on [Environment](#);

Text Entry on [Archaic Period Indians](#)

<p style="text-align: center;"><b><u><a href="#">Places in My World</a></u></b></p> <p>Grade Levels: <b>Grade 2</b></p> <p>Curriculum Frameworks:</p> <p><b>Strand: Geography Standard 1</b></p> <p><b>G.1.2.1</b> <b>Define relative location</b></p> <p><b>G.1.2.2</b> <b>Locate the county in which the student lives on an Arkansas map</b></p> <p><b>G.1.2.3</b> <b>Locate the capital of Arkansas</b></p> <p><b>G.1.2.4</b> <b>Identify and locate countries bordering the United States</b></p> <p><b>G.1.2.5</b> <b>Locate and define the North and South Poles and the Equator on a map or globe</b></p> <p><b>G.1.2.6</b> <b>Locate the seven continents using a map or globe</b></p> <p><b>G.1.2.7</b> <b>Name and locate the four major oceans</b></p> <p><b>G.1.2.8</b> <b>Describe how climate changes with the seasons</b></p> <p><b>G.1.2.9</b> <b>Distinguish between types of maps: physical, political, historical</b></p> <p><b>G.1.2.10</b> <b>Understand the purpose of map components: title, compass rose,</b></p>	<p>Map of <a href="#">Arkansas rivers and lakes</a>;  Map of <a href="#">Arkansas counties</a>;  Map of <a href="#">Arkansas highways</a>;  Text Entry on <a href="#">Arkansas Attractions</a></p> <p>Note: Curriculum Frameworks for English Language Arts also included in lesson plan</p> <p><b>OV.1.2.1 Use words that reflect a growing range of interests and knowledge.</b></p> <p><b>OV.1.2.6 Use oral language for different purposes ( i.e., to inform, persuade, and entertain.</b></p> <p><b>OV.1.2.7 Support spoken ideas and opinions with examples and evidence.</b></p> <p><b>OV.1.2.8 Give three step and four step directions.</b></p> <p><b>OV.1.2.12 Ask and answer questions.</b></p> <p><b>OV.2.2.1 Demonstrate active listening behaviors</b></p> <p><b>OV.2.2.3 Follow oral directions with three or four steps</b></p> <p><b>OV.2.2.4 Listen to literature and respond appropriately, including comparing/contrasting and extending the text</b></p> <p><b>W.4.2.3 Make decisions about which topic to work on over several days</b></p> <p><b>W.4.2.12 Edit writing</b></p> <p><b>W.4.2.14 Prepare pieces for publication</b></p>
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<p>legend/key, map scale</p> <p><b>G.1.2.11</b> Describe the relative locations of places using cardinal directions</p> <p><b>G.1.2.12</b> Identify and locate physical features on maps and globes: rivers, lakes, oceans, mountains, islands, desert, and coast</p> <p><b>G.1.2.13</b> Construct maps of a familiar place that include title, compass rose, and legend/key.</p> <p><b>Strand: Geography Standard 2</b> <b>G.2.2.3</b> Compare and contrast how people in rural and urban areas live and work</p> <p><b>Strand: History Standard 6</b> <b>H.6.2.3</b> Discuss historical people of Arkansas (e.g., Bill Clinton, Scott Joplin)</p> <p><b>Strand: Economics Standard 8</b> <b>E.8.2.4</b> Give examples of capital resources</p>	<p><b>W.4.2.16</b> Use available technology for publishing</p> <p><b>W.5.2.3</b> Write daily</p> <p><b>W.5.2.4</b> Respond to open-ended questions</p> <p><b>W.5.2.7</b> Write letters</p> <p><b>W.5.2.13</b> Write in personal journals</p> <p><b>W.6.2.11</b> Capitalize proper nouns</p> <p><b>W.6.2.16</b> Write legibly in manuscript</p> <p><b>W.7.2.5</b> Apply new vocabulary and concepts into writing</p> <p><b>R.11.2.7</b> Learn new words from reading and discuss the meanings</p> <p><b>IR.12.2.4</b> Access information from such sources as charts, maps, graphs, and directions.</p> <p><b>IR.12.2.5</b> Locate information from a variety of print, non-print, and technological resources</p>
<p style="text-align: center;"><u><a href="#">Play-do Soto</a></u></p> <p>Grade Levels: <b>Fifth Grade</b></p> <p>Curriculum Frameworks:</p> <p><b>Strand: Geography Standard 1</b> <b>G.1.5.2</b> <b>G.1.5.6</b> <b>G.1.5.10</b></p>	<p>Text Entry on <a href="#">Hernando de Soto</a>; Photo of <a href="#">Hernando de Soto</a>; Map of <a href="#">Arkansas natural regions</a>; Text Entry on <a href="#">Casqui</a>; Text Entry on <a href="#">Pacaha</a>; Text Entry on <a href="#">Parkin State Park</a></p>
<p style="text-align: center;"><u><a href="#">Progressive Movement</a></u></p> <p>Grade Levels: <b>Grade 6</b></p>	<p>Text Entry on <a href="#">Arkansas Governors</a>; Text Entry on <a href="#">Arkansas Supreme Court</a>; Text Entry on <a href="#">Arkansas's Progressive Era</a>; Text Entry on <a href="#">Politics and Government</a>;</p>



<p>Curriculum Frameworks:</p> <p><b>C.4.6.1</b>  <b>Compare and contrast the three branches of government at the state and national levels of government:</b></p> <ul style="list-style-type: none"> <li>• executive</li> <li>• legislative</li> <li>• judicial</li> </ul> <p><b>C.4.6.3</b>  <b>Discuss the roles and responsibilities of the executive branch e.g., state/governor, federal/president)</b></p> <p><b>C.4.6.4</b>  <b>Compare and contrast the roles of the legislative branch (e.g., general assembly/congress, state congress and federal congress, house, senate)</b></p> <p><b>C.4.6.5</b>  <b>Compare and contrast the roles of the judicial branch (e.g., local, state, and federal)</b></p>	<p>Text Entry on <a href="#">Law</a></p>
<p style="text-align: center;"><b><u><a href="#">School of Fish</a></u></b></p> <p>Grade Levels: Kindergarten Art Classes</p> <p>Curriculum Frameworks:</p> <p><b>G1.K.10</b>  <b>G3.K.2</b>  <b>H6.K.2</b>  <b>E.8.K.4</b>  <b>G3.K.3</b>  <b>C5.K.2</b></p>	<p>Text Entry on <a href="#">Arkansas's Fish</a>;  Text Entry on <a href="#">Arkansas Fish Hatcheries</a>;  Video on <a href="#">Buffalo River</a></p>
<p style="text-align: center;"><b><u><a href="#">Take Me Out to the Ballgame</a></u></b></p> <p>Grade Levels: 5<sup>th</sup> – 6<sup>th</sup></p> <p>Curriculum Frameworks:</p>	<p>Text Entry on <a href="#">Major League Baseball Players</a>;  Text Entry on <a href="#">Bill Dickey</a>; Photo of <a href="#">Bill Dickey</a>;  Text Entry on <a href="#">Arkansas Travelers</a>;  Text Entry on <a href="#">Witt Stephens</a>; Photo of <a href="#">Witt Stephens</a>;  Text Entry on <a href="#">Sam Walton</a>; Photo of <a href="#">1st Wal-Mart opening</a>;</p>

<p><b>Strand: Economics Standard 8</b></p> <p><b>E.8.5.1</b>  <b>Research the role that entrepreneurs have played in the development of the economy of Arkansas</b></p> <p><b>E.8.6.1</b>  <b>Analyze the impact of entrepreneurship in the development of the economy of the United States</b></p>	<p>Text Entry on <a href="#">Charles H. Murphy</a>; Photo of <a href="#">Charles Murphy</a>;</p> <p>Text Entry on <a href="#">Thomas Harry Barton</a>; Photo of <a href="#">Thomas Harry Barton</a>;</p> <p>Text Entry on <a href="#">J. B. Hunt</a>;</p> <p>Text Entry on <a href="#">John H. Johnson</a>; Photo of <a href="#">John H. Johnson</a>;</p> <p>Text Entry on <a href="#">Forrest L. Wood</a>;</p> <p>Text Entry on <a href="#">Harvey Crowley Couch</a>; Photo of <a href="#">Harvey Crowley Couch</a></p>
<p style="text-align: center;"><b><u><a href="#">Visual Pictures of the Buffalo National River</a></u></b></p> <p>Grade Levels: <b>K-4 Art Classes</b></p> <p>Curriculum Frameworks:  <b>Arkansas History</b>  <b>TCC1.1, 1.2, 1.3, 1.4, 2.2, 2.4, 2.5</b>  <b>PPE1.1, 1.2, 2.1, 2.2, 2.3</b>  <b>PPC1.6</b>  <b>SSPS1.4, 1.5</b></p> <p><b>Art</b>  <b>A1.1</b>  <b>A1.2</b>  <b>A1.3</b>  <b>A1.4</b>  <b>A1.6</b>  <b>A1.7</b>  <b>A1.8</b>  <b>A1.9</b>  <b>A2.1</b>  <b>A2.2</b>  <b>A2.3</b>  <b>A2.4</b>  <b>A2.5</b>  <b>A2.6</b>  <b>A2.7</b>  <b>A2.8</b>  <b>A2.9</b>  <b>A3.1</b>  <b>A3.4</b></p>	<p>Text Entry on <a href="#">Buffalo River</a>; Video on <a href="#">Buffalo River</a>;</p> <p>Text Entry on <a href="#">Birds</a>;</p> <p>Photo of <a href="#">Ivory-billed Woodpecker</a>;</p> <p>Photo of <a href="#">Eastern Bluebird</a>;</p> <p>Text Entry on <a href="#">Black Bears</a>;</p> <p>Photo of a <a href="#">Black Bear</a>;</p> <p>Text Entry on <a href="#">Wildflowers</a>;</p> <p>Text Entry on <a href="#">Reptiles</a>;</p> <p>Photo of <a href="#">Eastern Collared Lizard</a>;</p> <p>Photo of <a href="#">Eastern Hognose Snake</a></p>