



Teacher Lesson Plan Idea

Arkansas: A Picture Postcard

FRAMEWORK(s): G.1.4.2, G.2.3.4, G.3.4.1, H.6.3.2, H.6.4.3, H.6.4.12, E.8.4.5, G.1.7.2, G.2.5.2, C.5.5.12, G.1.AH.7-8.1, W.7.AH.7-8.3, WWP.9.AH.7-8.6 (not all frameworks that are applicable to this lesson are listed)

GRADE LEVEL(s): Grades 3 - 8

TASK: Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

Students shall develop an understanding of how cultures around the world develop and change.

Students shall develop an understanding of the interactions between people and their environment.

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

Students shall evaluate the use and allocation of human, natural, and capital resources.

Students shall research the geographical regions of Arkansas.

Students shall examine the political, social, and economic growth in Arkansas.

Students shall examine the effects of World War II and other events upon the modernization of Arkansas.

APPROXIMATE TIME: 2 or 3 class periods, approximately 45-50 minutes each

MATERIALS: Historical Arkansas Postcard books (available at most bookstores), postcards from around the state, pictures from magazines or internet, Arkansas resource materials such as maps and/or textbook, and the internet (art supplies, unlined 4x6 index cards, if you do the art activity included in this lesson)

PROCEDURE: With the use of picture postcards of present day and historical Arkansas students will learn about the states location, symbols, geographical regions, geographical features, lifestyle, occupations, various cultures, transportation, historical sites and events, and learn to analyze changes in Arkansas from past to present.

Depending on what area of Arkansas History is being studied at the time the teacher will have the historical Arkansas Postcard books and other postcards, pictures, and resource materials for the students to use.

1. The students choose at random a topic related to the area of Arkansas History being studied and another classmate's name to be their partner.
2. The pair of students will gather information about their topic from the postcards, historical Arkansas postcards, other pictures you have provided, other resource materials, and/ or the internet.
3. The students will use the gathered information to write a brief report or description of the topic they have chosen and then share the report with the rest of the class in the matter decided on by the teacher. The teacher may ask that the students also draw their own postcard to go with their report or description.

Example 1: The students choose at random one of the six natural geographic regions of Arkansas and another classmate's name. Students look through the materials for the region they have chosen and if more information is needed use the resource materials provided and the internet, from the information gathered from the postcards and resource materials the students write a description of the region they have chosen (you may want them to include the name of the region or omit so the rest of the class can guess which region they are describing) they share the description with the remainder of the class. If you wish you can also have the students using an unlined 4x6 index card draw their own postcard of the region they are describing. If a student pair finishes early you may ask them to chose a second region and do a report on it also.

Example 2: The students are studying different types of transportation and/or communication throughout historical and present day Arkansas. Make copies of historical postcards that show the various historical means of transportation and/or communication have postcards or pictures of present day means of transportation and/or communication methods. The students gather information from the pictures of the historical and present-day methods and if needed gather additional information from the resource materials and internet to write a report than compares and contrast the historical and present-day means of transportation and/or communication to share with the class in a matter decided upon by the teacher. The students may also draw a postcard to illustrate and help explain their report.

Evaluation: The teacher may use a grading rubric to evaluate the description or report or they can develop a test from the information gathered by the students to be used as a means of evaluation.

ENRICHMENT: The teacher may want to pick a historical period before the development of postcards and have the students draw their own postcards to illustrate that historical event or period. The students might draw postcards of what the Spanish and French explorers saw and experienced as they traveled through Arkansas.

Developed and Presented by:
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