



ADVENTURE TALES OF ARKANSAS



A Guidebook for Students

ADVENTURE TALES OF ARKANSAS

A Guidebook for Students

by

Jody Potts, Ph.D.

Adjunct Professor of History and
Left Brain, Right Brain Specialist,
Southern Methodist University

ILLUSTRATIONS

Foy Lisenby, Ph.D.—Professor of History, University of Central Arkansas

Jerry D. Poole, Ph.D.—Artist-in-residence, University of Central Arkansas



Signal Media Corporation
Little Rock, Arkansas

ADVENTURE TALES OF ARKANSAS HISTORY PROGRAM

Adventure Tales of Arkansas: A Cartoon History of a Spirited People (textbook)

Adventure Tales of Arkansas: A Guidebook for Students (student workbook)

Adventure Tales of Arkansas: Read-along Audio Cassette (word-for-word reading of textbook)

TO ORDER, CONTACT:

EDUCATORS BOOK DEPOSITORY

6700 Sloane Drive

Little Rock, AR 72206

Phone: (501) 490-0007

Fax: (501) 490-0006

E-mail: books@educatorsbooks.com

FOR MORE INFORMATION, CONTACT:

Signal Media Corporation

Phone: 1-800-494-2445

E-mail: signalmp@flash.net

PUBLICATION:

Copyright © 1986, 1996, 2003 by Signal Media Corporation

All rights reserved. No part of this book may be reproduced in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission of the publisher.

ISBN: 0-9616677-1-0 Library of Congress Catalog Card Number: 88-61014

Printed in the United States of America 5 6 7 8 9 10

CONTENTS

PART ONE—ADVENTURES IN LEARNING: GETTING READY

Adventure Tales of Arkansas Story	2
Two Brains Are Better than One: Left and Right Brain Thinking Skills	4
Left and Right Brain Thinking Styles	5
Cartoons Are Fun: Here's How to Draw Them	6
Adventures in Goal Setting	8
Study Guide Checklist	9–12

PART TWO—ADVENTURES IN ACTION: HITTING THE TRAIL

Lesson Activities

1. Discovering Arkansas	15	23. Reconstruction Amendments	38
2. Arkansas and The United States	16	24. E. T. in Arkansas	39
3. Prehistoric Indians	17	25. Farmers in Revolt	40
4. Indian Life in Arkansas, 1541-1835	18	26. The Name Game	41
5. Leaving Home: Saracen's Request	19	27. Governors of Arkansas	42
6. Spanish Footprints Across Arkansas	20	28. Herman Davis: A Hero's Story	43
7. Following the Spirit of Adventure	21	29. A Letter to Abigail	44
8. The Time of Your Life	22	30. Touring Arkansas	45
My Adventure Trail	23	31. Hit Tunes from Yesteryear	46
9. French Waterways In Arkansas	24	32. Lemons into Lemonade	47
10. Impact of European Explorations	25	33. World War II	48
11. Arkansas' International Time Line	26	34. Capitalism: A System that Works	49
12. Arkansas: A U.S. Possession, 1803	27	Class Project: The Free Enterprise System	50
13. Arkansas' Historic Pathways	28	35. Agrarian Arkansas	51
14. Early Settlements in Arkansas	29	36. Lessons from History	52
15. Arkansas Becomes a Territory	30	37. Political Parties in Arkansas	53
16. Arkansas Becomes a State	31	38. Levels of Government	54
17. Arkansas' Population	32	39. A Razorback Puzzle	55
18. Spin Your Own Tall Tale	33	40. Arkansas State Symbols	56
19. Changing Status of Blacks	34		
20. Secession: What Would You Have Done?	35	Answer Key	57
21. Civil War	36		
22. Can You Break the Code ?	37		

PART ONE – ADVENTURES IN LEARNING: GETTING STARTED



THE ADVENTURE TALES OF ARKANSAS STORY

by Philip R. Jonsson, Publisher

The story of *Adventure Tales of Arkansas: A Cartoon History of a Spirited People* began in 1985 with the announcement of the 1986 Arkansas Sesquicentennial celebration. At Signal Media Corporation we wanted our radio station to participate and contribute but at first did not know in what way.

Dr. Jody Potts and I undertook a survey to determine Arkansas' needs. We received help from the Sesquicentennial organization, many friends, and our own radio staff. Several needs were mentioned, but one came forward repeatedly: the need for an extensive and appreciative awareness of Arkansas' exciting history, an awareness that would stir a deep sense of pride in our great state.

We decided to help fill this need by creating a history book that would be widely read because it would be fun to read – and easily remembered because it would be based on the most recent advances in learning.

Our purposes led us to select a cartoon format. Why cartoons? Because a picture is worth a thousand words. We remember pictures longer than we do words; and besides, cartoons make learning fun, a sure way to etch information into long term memory.

Dr. Jody Potts, adjunct professor of history at Southern Methodist University and a creative thinking consultant specializing in left and right brain learning techniques, designed *Adventure Tales of Arkansas* as an innovative tool of instruction based on the recent Nobel Prize-winning brain research of Dr. Roger Sperry.

The book's text/cartoon format features left and right brain learning techniques that make learning easier, faster, memorable, and fun. According to Dr. Sperry, people process pictures through the right side of the brain and words through the left side. Optimal learning occurs when information is presented to both sides of the brain at the same time, as *Adventure Tales of Arkansas* does with its text/cartoon format.

A talented team of experts produced *Adventure Tales of Arkansas*. Dr. C. Fred Williams, professor of history at the University of Arkansas at Little Rock, wrote the text. Dr. Foy Lisenby, professor of history at the University of Central Arkansas, created the cartoons; and Dr. Jerry D. Poole, professor of art at the University of Central Arkansas, did the illustrations and lettering. Mrs. Nadyne W. Aikman, fifth grade teacher at Moody Elementary School in Whitehall, Arkansas, served as educational consultant.

In addition, a very special advisory group helped shape the book. Mrs. Aikman's fifth grade students (1985-86) read the manuscript at every stage of its development and offered valuable suggestions. They also helped choose the title, the cover, and even some of the jokes. *Adventure Tales of Arkansas* is indeed a unique textbook, because it was created by scholars and students.

In December 1986, the Arkansas State Board of Education added *Adventure Tales of Arkansas* to the approved list of textbooks. We had one further dream: to put a copy of *Adventure Tales of Arkansas* into the hands of every fifth grade student in the Arkansas public school system – all 32,686 fifth grade students!

This "impossible dream" came true in 1988 through the generosity of a \$40,000 grant from the Winthrop Rockefeller Foundation, under the leadership of Thomas C. McRae, President, and contributions from the sponsors cited on the credit pages of this book and the students' copies of *Adventure Tales of Arkansas*. Every fifth grade public school classroom now has a set of *Adventure Tales of Arkansas* textbooks, and for years to come, every every fifth grade public school student will learn to appreciate Arkansas history through these books. Moreover, through an oversubscription of funds from the sponsors, *Adventure Tales of Arkansas: A Guidebook for Students* was published and distributed to all the fifth grade teachers in the Arkansas public school system.

In conjunction with the Rockefeller grant Dr. Potts conducted in-service training for the state's fifth grade teachers regarding the left and right brain learning techniques in *Adventure Tales of Arkansas*. The training sessions were held at each of the state's sixteen Education Service Cooperatives, through the cooperation of the Cooperatives' Directors and Teacher Center Coordinators. Jacqueline Cox New, Rockefeller Foundation Program Officer, gave helpful guidance regarding plans for the training program.

The Department of Arkansas Heritage, our non-profit partner, helped execute the *Adventure Tales of Arkansas* project. Valuable counsel and assistance were provided by former Director Kay Kelley Arnold during the project's production phase and by current Director Joan Baldrige during the distribution and training phase. Deputy Director Sarah M. Spencer aided in administering the project throughout all its phases. The Arkansas Community Foundation, directed by Martha Ann Jones, assisted the Department of Arkansas Heritage in the handling of funds.

The Arkansas Department of Education made important contributions to the *Adventure Tales of Arkansas* project. Former Director Tommy Venters arranged for distributing the books to the fifth grade classrooms through the facilities of the Department of Education.

TWO BRAINS ARE BETTER THAN ONE!

Left and Right Brain Thinking Skills

In 1981, Dr. Roger Sperry won the Nobel Prize for discovering that each side (hemisphere) of the brain "thinks" in a different way. Your verbal **left brain hemisphere processes words** and your visual **right brain hemisphere processes pictures**



Dr. Sperry's brain research tells us that we can learn much faster and remember longer if information is presented to both sides of the brain at once — to provide **whole brain learning** — as *Adventure Tales of Arkansas* does with its **text/cartoon format**: words for the left brain and pictures for the right brain. Do you agree? Try this experiment: Look at the frames below and check the one that would help you learn faster and remember longer.

		
LEFT BRAIN HISTORY	RIGHT BRAIN HISTORY	WHOLE BRAIN HISTORY
<p>The Indians soon learned that if they told the Spaniards they had no gold, the Spaniards would leave.</p>		<p>The Indians soon learned that if they told the Spaniards they had no gold, the Spaniards would leave.</p> 

LEFT AND RIGHT BRAIN THINKING STYLES

All of us use both hemispheres of the brain; but most of us are either left or right brain dominant, which simply means that we may use left or right brain characteristics more often in the ways that we think, act, and learn. It is important to recognize your brain dominance and value it as your special learning style. Then, the next step is to begin developing the other side, so that you can use your whole brain in thinking, acting, and learning.

WHICH SIDE OF YOUR BRAIN IS DOMINANT?

Read each pair of left and right brain characteristics and check the one that seems most like you. (A good way to tell is to ask yourself which characteristic helps you learn the best.) If you strongly identify with both characteristics in a pair then check both. More checks in the left column indicates left brain dominance. More checks in the right column indicates right brain dominance. A fairly even number in both columns indicates double dominance: a whole brain thinker.

LEFT BRAIN



RIGHT BRAIN

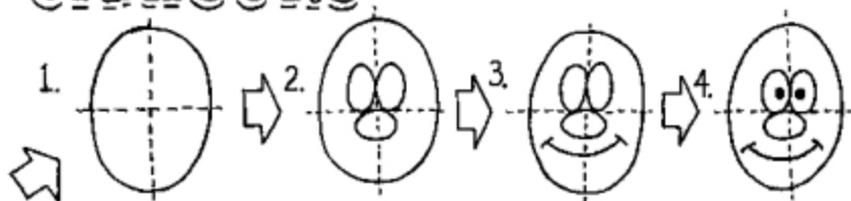


- | | |
|--|--|
| _____ Verbal: words and numbers..... | _____ Visual: pictures and anything involving spatial forms, such as maps, diagrams, charts |
| _____ Sequential (step by step). | _____ Whole-istic (seeing patterns and relationships)..... |
| _____ Logical (making sense). | _____ Intuitive (knowing all at once)..... |
| _____ Reasoning (cause and effect thinking)..... | _____ Emotions (feelings)..... |
| _____ Analytical (understanding something by examining its parts)..... | _____ Creative (forming new links between unrelated things to come up with something new)..... |
| _____ Realistic..... | _____ Imaginative..... |
| _____ Facts | _____ Stories, narratives..... |
| _____ Details (the trees)..... | _____ The big picture: (the forest)..... |
| _____ Organized; planning, on time..... | _____ Unstructured; spontaneous, timeless..... |
| _____ Serious; work ethic..... | _____ Humorous ; play ethic..... |
| _____ Math, science..... | _____ Art, music, drama, metaphor, color, body movement..... |

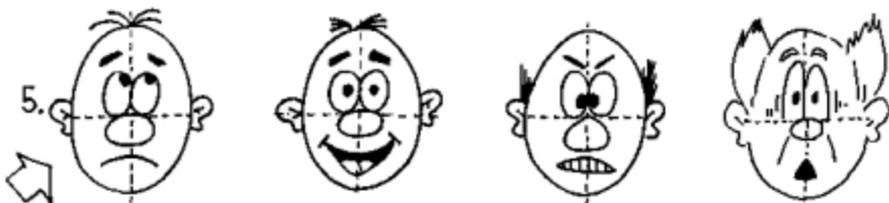
TIP: We have used all of these left and right brain characteristics in the *Cartoon History and Guidebook*. Flip through the pages of both and see how many of them you can find.

CARTOONS

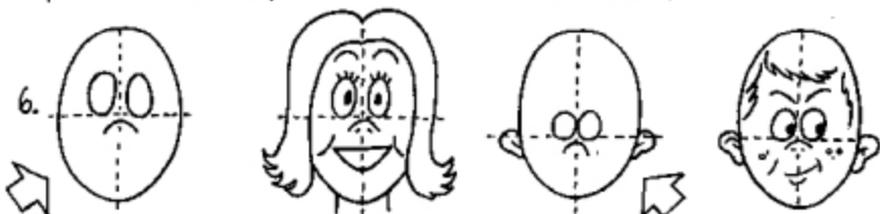
are fun to draw!
Here's how:



1. Draw an egg-shaped figure. Then, draw two dotted lines, one vertical (up and down) and one horizontal (across). Don't worry about making your sketch exactly like this one; but the intersecting lines are very important, because they show you where to place eyes, nose, ears, etc. 2. For the eyes, draw two rather large circles on each side of the vertical line, just above the horizontal line. For the nose, draw a large circle, centered just below the horizontal line. 3. The mouth comes next. 4. Then draw the pupils in the eyes.



5. Add eyebrows, ears, hair, etc. Note how slight variations in eyes, nose and mouth etc. produce different expressions and different characters.



6. Women and children may have softer features. For a small child you may wish to lower the horizontal line.

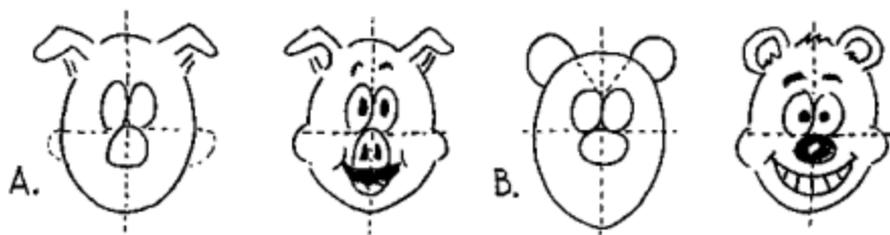


~FOY LIDENBY~

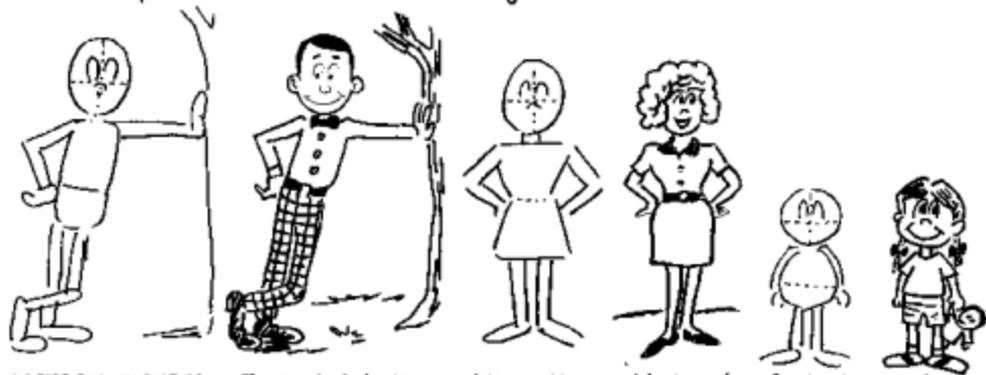
Hope you have as much fun drawing cartoons as we had doing them for you in *Adventure Tales of Arkansas*.



~JERRY D. POOLE~



Circles and lines can be used for ANIMAL FACES too -- for example, a Pig (See label "A") and a Bear (See label "B"). The nose may be smaller and "shiny." And of course ears and jaws are different.



CARTOON FIGURES. First sketch the outline, then add hands, feet, head etc.



• ACTION DRAWING •

Speed lines, dust, and shadows can be used to show action.



Outlines can be used to create FUNNY ANIMALS.

ADVENTURES IN GOAL SETTING



"Not having a goal is like shooting a rifle without a target." Benjamin Franklin

THE ADVENTURER'S GOALS

1. To develop an appreciative knowledge of Arkansas and a deep pride in being an Arkansan
2. To have fun learning Arkansas history

THE ADVENTURER'S STUDY GUIDE CHECKLIST

Every adventurer needs a guide to reach his or her *goal* (destination). Your own "personal guide" through Arkansas history will be called a **STUDY GUIDE CHECKLIST**.

HOW TO USE THE STUDY GUIDE CHECKLIST TO MANAGE YOUR OWN LEARNING

1. **BEFORE** starting each chapter in *Adventure Tales of Arkansas: A Cartoon History of a Spirited People* (along with the Lesson Activities in the *Guidebook for Students*), read the **STUDY GUIDE CHECKLIST** questions for that chapter, so you will know what your immediate objectives are in reaching your long range goal of learning Arkansas history through the 96 skills. **JUST FOR FUN**, give yourself a checkmark in the **BEFORE** column box if you can answer any of the questions before studying the chapter. Of course, you are not expected to know something before you study it, so this is just for fun. But you might surprise yourself!
2. **AFTER** completing each chapter, see how many of the questions you can answer. Give yourself a checkmark in the **AFTER** column box for each correct answer. Don't worry if you can't check all the boxes in the **AFTER** column box the first time. **RETRACE YOUR STEPS UNTIL YOU CAN CHECK ALL THE BOXES IN THE AFTER COLUMN.** Any adventurer knows that you have to go over the same ground many times to become familiar with it. And you have plenty of time to "retrace your steps" by studying the material as much as you want to.
3. **TEST** your knowledge by taking the tests your teacher will give you on the 96 skills in the **STUDY GUIDE CHECKLIST**. Then, check the boxes in the **TEST** column for each correct answer. **BRAVO!** (TIP: Just for fun, keep reviewing and re-testing until you can check all 96.)

CHAPTER 6: FRANCE CLAIMS ARKANSAS, pp. 9-10

1. Name the first European settlement in Arkansas.
2. What two countries governed the Arkansas area before the United States?
3. Identify Henri De Tonti and explain his importance.
4. What impact did French exploration have upon the Indians of Arkansas?
5. What influence did French explorers have upon the development of Arkansas?

**CHAPTER 7: A MUSICAL CHAIRS ADVENTURE, p. 11**

1. When did France and Spain govern the Arkansas area?
2. Was Arkansas part of the Louisiana Purchase?
3. Explain why many of our words, geographical names, and customs have non-English origins.

CHAPTER 8: ARKANSAS BEGINS ITS AMERICAN ADVENTURE, pp. 12-14

1. How did the Louisiana Purchase of 1803 impact Arkansas?
2. Identify William Woodruff and explain his importance.
3. Give three reasons for moving the territorial capital from Arkansas Post to Little Rock.
4. Debate the pros and cons of making Little Rock the capital as opposed to other locations.
5. Identify New Madrid and give its significance.
6. Explain the bases for determining the boundaries of Arkansas.
7. How did the westward movement bring settlers to Arkansas?
8. What role did Arkansas play in the westward movement?

**CHAPTER 9: STATEHOOD, p. 15**

1. When did Arkansas become a state?
2. Did Arkansas enter the Union as a free or slave state?
3. What impact did the 1820 Missouri Compromise have upon Arkansas' status as a free or slave state?
4. What is the difference between a state and a territory?

CHAPTER 10: TALL TALES OF ARKANSAS, p. 16

1. Identify and give the significance of the Arkansas Traveler.
2. What were "Jim Crow" laws and how did they limit blacks?
3. What important contribution did blacks make to the Arkansas economy between 1836-1860?
4. What effect did Reconstruction have on blacks in Arkansas?
5. How did the Civil Rights movement of the 1960's impact blacks in Arkansas?

CHAPTER 12: ARKANSAS SECEDES FROM THE UNION, p. 18

1. When did Arkansas secede from the Union to join the Confederacy?
2. In what region of Arkansas did most slaveowners live? Why?
3. How did Arkansas' slave population compare with that of other southern states?



CHAPTER 13: THE CIVIL WAR, p. 19

- Why was Arkansas unprepared for the Civil War?
- Analyze the motivations of the Arkansans who fought for the Union and those who fought for the Confederacy. Explain the importance of the battles of Pea Ridge, Prairie Grove, and Helena.
- Why did Arkansas have two capitals and two governments from 1863 to 1865?
- Identify the Unionist governor and the Confederate governor from 1863-65.
- Why did many Arkansans remain loyal to the Union during the Civil War?

**CHAPTER 14: A CIVIL WAR HERO, p. 20**

- In what way did David O. Dodd serve the Confederate cause?

CHAPTER 15: RECONSTRUCTION, p. 21

- What changes occurred during Reconstruction in free public schools, voting rights for black males, industrialization, and extended state services?
- What effect did Reconstruction have on blacks and on Confederate veterans?

CHAPTER 16: THE BROOKS-BAXTER WAR, p. 22

- Identify the conflict in the Brooks-Baxter War. How was it resolved?
- Explain the reasons for the end of Reconstruction in Arkansas in 1874.

**CHAPTER 17: A NEW BEGINNING, p. 23**

- How did the Reconstruction Amendments (13th, 14th, and 15th) affect blacks?
- How did segregation ("Jim Crow") laws limit the freedom of blacks in the post-Reconstruction era?
- What problems did Arkansas farmers face in the late 1880's?
- The Brothers of Freedom and the Agricultural Wheel (the Grange) led the Farmers' Revolt, which paved the way for a new political party, the Populist Party. What did this party stand for?
- How effective was the Farmer's Revolt in Arkansas?
- Compare problems of the farmers in the late 1880's with farmers' problems today.

**CHAPTER 18: THE PROGRESSIVE ERA, p. 24**

Compare problems of the farmers in the late 1880's with farmers' problems today. Jeff Davis, George Donaghy, and Charles H. Brough.

- Identify and give the significance of Arkansas' three progressive reform governors: Jeff Davis, George Donaghy, and Charles H. Brough.
- Describe some of the education reforms in the early twentieth century.
- Identify some of the results of progressive reform in Arkansas.
- Analyze the characteristics of a person who is a reformer.
- Identify an area of society in need of reform today and suggest ways to improve it.

**CHAPTER 19: WORLD WAR I, p. 25**

- Name the federal training camp for Arkansas troops built in North Little Rock. What was the name changed to during World War II?

CHAPTER 20: WOMEN WIN THE VOTE, p. 26

CHAPTER 20: WOMEN WIN THE VOTE, p. 26

CHAPTER 21: THE ROARING TWENTIES, p. 27

CHAPTER 22: THE ROARING TWENTIES, p. 27

CHAPTER 23: THE ROARING TWENTIES, p. 27

CHAPTER 24: THE ROARING TWENTIES, p. 27

CHAPTER 25: THE ROARING TWENTIES, p. 27

CHAPTER 26: THE ROARING TWENTIES, p. 27

CHAPTER 27: THE ROARING TWENTIES, p. 27

CHAPTER 28: THE ROARING TWENTIES, p. 27

CHAPTER 29: THE ROARING TWENTIES, p. 27

CHAPTER 30: THE ROARING TWENTIES, p. 27

CHAPTER 31: THE ROARING TWENTIES, p. 27

CHAPTER 32: THE ROARING TWENTIES, p. 27

CHAPTER 33: THE ROARING TWENTIES, p. 27

CHAPTER 34: THE ROARING TWENTIES, p. 27

CHAPTER 35: THE ROARING TWENTIES, p. 27

CHAPTER 36: THE ROARING TWENTIES, p. 27

CHAPTER 37: THE ROARING TWENTIES, p. 27

CHAPTER 38: THE ROARING TWENTIES, p. 27

CHAPTER 39: THE ROARING TWENTIES, p. 27

CHAPTER 40: THE ROARING TWENTIES, p. 27

CHAPTER 41: THE ROARING TWENTIES, p. 27

CHAPTER 42: THE ROARING TWENTIES, p. 27

CHAPTER 43: THE ROARING TWENTIES, p. 27

CHAPTER 44: THE ROARING TWENTIES, p. 27

CHAPTER 45: THE ROARING TWENTIES, p. 27

CHAPTER 46: THE ROARING TWENTIES, p. 27

CHAPTER 47: THE ROARING TWENTIES, p. 27

CHAPTER 48: THE ROARING TWENTIES, p. 27

CHAPTER 49: THE ROARING TWENTIES, p. 27

CHAPTER 50: THE ROARING TWENTIES, p. 27

CHAPTER 51: THE ROARING TWENTIES, p. 27

CHAPTER 52: THE ROARING TWENTIES, p. 27

CHAPTER 53: THE ROARING TWENTIES, p. 27

CHAPTER 54: THE ROARING TWENTIES, p. 27

CHAPTER 55: THE ROARING TWENTIES, p. 27

CHAPTER 56: THE ROARING TWENTIES, p. 27

CHAPTER 57: THE ROARING TWENTIES, p. 27

CHAPTER 58: THE ROARING TWENTIES, p. 27

CHAPTER 59: THE ROARING TWENTIES, p. 27

CHAPTER 60: THE ROARING TWENTIES, p. 27

CHAPTER 61: THE ROARING TWENTIES, p. 27

CHAPTER 62: THE ROARING TWENTIES, p. 27

CHAPTER 63: THE ROARING TWENTIES, p. 27

CHAPTER 64: THE ROARING TWENTIES, p. 27

CHAPTER 65: THE ROARING TWENTIES, p. 27

CHAPTER 66: THE ROARING TWENTIES, p. 27

CHAPTER 67: THE ROARING TWENTIES, p. 27

CHAPTER 68: THE ROARING TWENTIES, p. 27

CHAPTER 69: THE ROARING TWENTIES, p. 27

CHAPTER 70: THE ROARING TWENTIES, p. 27

CHAPTER 71: THE ROARING TWENTIES, p. 27

CHAPTER 72: THE ROARING TWENTIES, p. 27

CHAPTER 73: THE ROARING TWENTIES, p. 27

CHAPTER 74: THE ROARING TWENTIES, p. 27

CHAPTER 75: THE ROARING TWENTIES, p. 27

CHAPTER 76: THE ROARING TWENTIES, p. 27

CHAPTER 77: THE ROARING TWENTIES, p. 27

CHAPTER 78: THE ROARING TWENTIES, p. 27

CHAPTER 79: THE ROARING TWENTIES, p. 27

CHAPTER 80: THE ROARING TWENTIES, p. 27

CHAPTER 81: THE ROARING TWENTIES, p. 27

CHAPTER 82: THE ROARING TWENTIES, p. 27

CHAPTER 83: THE ROARING TWENTIES, p. 27

CHAPTER 84: THE ROARING TWENTIES, p. 27

CHAPTER 85: THE ROARING TWENTIES, p. 27

CHAPTER 86: THE ROARING TWENTIES, p. 27

CHAPTER 87: THE ROARING TWENTIES, p. 27

CHAPTER 88: THE ROARING TWENTIES, p. 27

CHAPTER 89: THE ROARING TWENTIES, p. 27

CHAPTER 90: THE ROARING TWENTIES, p. 27

CHAPTER 91: THE ROARING TWENTIES, p. 27

CHAPTER 92: THE ROARING TWENTIES, p. 27

CHAPTER 93: THE ROARING TWENTIES, p. 27

CHAPTER 94: THE ROARING TWENTIES, p. 27

CHAPTER 95: THE ROARING TWENTIES, p. 27

CHAPTER 96: THE ROARING TWENTIES, p. 27

CHAPTER 97: THE ROARING TWENTIES, p. 27

CHAPTER 98: THE ROARING TWENTIES, p. 27

CHAPTER 99: THE ROARING TWENTIES, p. 27

CHAPTER 100: THE ROARING TWENTIES, p. 27

CHAPTER 101: THE ROARING TWENTIES, p. 27

CHAPTER 102: THE ROARING TWENTIES, p. 27

CHAPTER 103: THE ROARING TWENTIES, p. 27

CHAPTER 104: THE ROARING TWENTIES, p. 27

CHAPTER 105: THE ROARING TWENTIES, p. 27

CHAPTER 106: THE ROARING TWENTIES, p. 27

CHAPTER 107: THE ROARING TWENTIES, p. 27

CHAPTER 108: THE ROARING TWENTIES, p. 27

CHAPTER 109: THE ROARING TWENTIES, p. 27

CHAPTER 110: THE ROARING TWENTIES, p. 27

CHAPTER 111: THE ROARING TWENTIES, p. 27

CHAPTER 112: THE ROARING TWENTIES, p. 27

CHAPTER 113: THE ROARING TWENTIES, p. 27

CHAPTER 114: THE ROARING TWENTIES, p. 27

CHAPTER 115: THE ROARING TWENTIES, p. 27

CHAPTER 116: THE ROARING TWENTIES, p. 27

CHAPTER 117: THE ROARING TWENTIES, p. 27

CHAPTER 118: THE ROARING TWENTIES, p. 27

CHAPTER 119: THE ROARING TWENTIES, p. 27

CHAPTER 120: THE ROARING TWENTIES, p. 27

CHAPTER 121: THE ROARING TWENTIES, p. 27

CHAPTER 122: THE ROARING TWENTIES, p. 27

CHAPTER 123: THE ROARING TWENTIES, p. 27

CHAPTER 124: THE ROARING TWENTIES, p. 27

CHAPTER 125: THE ROARING TWENTIES, p. 27

CHAPTER 126: THE ROARING TWENTIES, p. 27

CHAPTER 127: THE ROARING TWENTIES, p. 27

CHAPTER 128: THE ROARING TWENTIES, p. 27

CHAPTER 129: THE ROARING TWENTIES, p. 27

CHAPTER 130: THE ROARING TWENTIES, p. 27

CHAPTER 131: THE ROARING TWENTIES, p. 27

CHAPTER 132: THE ROARING TWENTIES, p. 27

CHAPTER 133: THE ROARING TWENTIES, p. 27

CHAPTER 134: THE ROARING TWENTIES, p. 27

CHAPTER 135: THE ROARING TWENTIES, p. 27

CHAPTER 136: THE ROARING TWENTIES, p. 27

CHAPTER 137: THE ROARING TWENTIES, p. 27

CHAPTER 138: THE ROARING TWENTIES, p. 27

CHAPTER 139: THE ROARING TWENTIES, p. 27

CHAPTER 140: THE ROARING TWENTIES, p. 27

CHAPTER 141: THE ROARING TWENTIES, p. 27

CHAPTER 142: THE ROARING TWENTIES, p. 27

CHAPTER 143: THE ROARING TWENTIES, p. 27

CHAPTER 144: THE ROARING TWENTIES, p. 27

CHAPTER 145: THE ROARING TWENTIES, p. 27

CHAPTER 146: THE ROARING TWENTIES, p. 27

CHAPTER 147: THE ROARING TWENTIES, p. 27

CHAPTER 148: THE ROARING TWENTIES, p. 27

CHAPTER 149: THE ROARING TWENTIES, p. 27

CHAPTER 150: THE ROARING TWENTIES, p. 27

CHAPTER 151: THE ROARING TWENTIES, p. 27

CHAPTER 152: THE ROARING TWENTIES, p. 27

CHAPTER 153: THE ROARING TWENTIES, p. 27

CHAPTER 154: THE ROARING TWENTIES, p. 27

CHAPTER 155: THE ROARING TWENTIES, p. 27

CHAPTER 156: THE ROARING TWENTIES, p. 27

CHAPTER 157: THE ROARING TWENTIES, p. 27

CHAPTER 158: THE ROARING TWENTIES, p. 27

CHAPTER 159: THE ROARING TWENTIES, p. 27

CHAPTER 160: THE ROARING TWENTIES, p. 27

CHAPTER 161: THE ROARING TWENTIES, p. 27

CHAPTER 162: THE ROARING TWENTIES, p. 27

CHAPTER 163: THE ROARING TWENTIES, p. 27

CHAPTER 164: THE ROARING TWENTIES, p. 27

CHAPTER 165: THE ROARING TWENTIES, p. 27

CHAPTER 166: THE ROARING TWENTIES, p. 27

CHAPTER 167: THE ROARING TWENTIES, p. 27

CHAPTER 168: THE ROARING TWENTIES, p. 27

CHAPTER 169: THE ROARING TWENTIES, p. 27

CHAPTER 170: THE ROARING TWENTIES, p. 27

CHAPTER 171: THE ROARING TWENTIES, p. 27

CHAPTER 172: THE ROARING TWENTIES, p. 27

CHAPTER 173: THE ROARING TWENTIES, p. 27

CHAPTER 174: THE ROARING TWENTIES, p. 27

CHAPTER 175: THE ROARING TWENTIES, p. 27

CHAPTER 176: THE ROARING TWENTIES, p. 27

CHAPTER 177: THE ROARING TWENTIES, p. 27

CHAPTER 178: THE ROARING TWENTIES, p. 27

CHAPTER 179: THE ROARING TWENTIES, p. 27

CHAPTER 180: THE ROARING TWENTIES, p. 27

CHAPTER 181: THE ROARING TWENTIES, p. 27

CHAPTER 182: THE ROARING TWENTIES, p. 27

CHAPTER 183: THE ROARING TWENTIES, p. 27

CHAPTER 184: THE ROARING TWENTIES, p. 27

CHAPTER 185: THE ROARING TWENTIES, p. 27

CHAPTER 186: THE ROARING TWENTIES, p. 27

CHAPTER 187: THE ROARING TWENTIES, p. 27

CHAPTER 188: THE ROARING TWENTIES, p. 27

CHAPTER 189: THE ROARING TWENTIES, p. 27

CHAPTER 190: THE ROARING TWENTIES, p. 27

CHAPTER 191: THE ROARING TWENTIES, p. 27

CHAPTER 192: THE ROARING TWENTIES, p. 27

CHAPTER 193: THE ROARING TWENTIES, p. 27

CHAPTER 194: THE ROARING TWENTIES, p. 27

CHAPTER 195: THE ROARING TWENTIES, p. 27

CHAPTER 196: THE ROARING TWENTIES, p. 27

CHAPTER 197: THE ROARING TWENTIES, p. 27

CHAPTER 198: THE ROARING TWENTIES, p. 27

CHAPTER 199: THE ROARING TWENTIES, p. 27

CHAPTER 200: THE ROARING TWENTIES, p. 27

CHAPTER 201: THE ROARING TWENTIES, p. 27

CHAPTER 202: THE ROARING TWENTIES, p. 27

CHAPTER 203: THE ROARING TWENTIES, p. 27

CHAPTER 204: THE ROARING TWENTIES, p. 27

CHAPTER 205: THE ROARING TWENTIES, p. 27

CHAPTER 206: THE ROARING TWENTIES, p. 27

CHAPTER 207: THE ROARING TWENTIES, p. 27

CHAPTER 208: THE ROARING TWENTIES, p. 27

3. Discuss the development of Arkansas' natural resources during this era and ways of using our state's natural resources wisely today.
4. How did the floods between 1927 and 1937 lead to the construction of levees on the Mississippi River?

1. How did radio help unify Arkansas in the 1920's? To what extent does it perform the same function today?
2. Which of Arkansas' cultural contributions did radio help popularize?
3. Name three Arkansas radio stars of the 1930's and 1940's.



1. Identify and give the significance of Senator Joe T. Robinson.

CHAPTER 23: THE GREAT DEPRESSION, p. 29

1. Identify and give the significance of General Douglas McArthur.
2. Evaluate the federal government's decision to establish in Arkansas two relocation camps for Japanese-Americans.

CHAPTER 24: WORLD WAR II, p. 30

CHAPTER 25: THE LAND OF OPPORTUNITY, p. 31

1. Explain why families left their farms to move to urban areas in the post World War II era.
2. Name the first chairman of the Arkansas Industrial Development Commission (AIDC).
3. In what ways did the AIDC help promote urban growth in Arkansas?
4. Evaluate 'Land of Opportunity' as an appropriate motto for Arkansas.



CHAPTER 26: THE AGRICULTURE REVOLUTION, p. 32

Analyze the reasons why historically most Arkansians have earned their living in agriculture.

2. How did mechanization effect the decision of many families to move to urban areas?

CHAPTER 27: THE LITTLE ROCK SCHOOL CRISIS, p. 33

1. What impact did integration have on Arkansians?
2. What events occurred in 1957 to make Central High School in Little Rock one of the first integrated schools in Arkansas?

CHAPTER 28: WINTHROP ROCKEFELLER, p. 34

1. In what ways did Winthrop Rockefeller contribute to Arkansas's transition from a mostly agricultural economy to a more industrial economy?



CHAPTER 29: ARKANSAS' CONGRESSIONAL HEROES, p. 35

1. Outline the different levels of government: city, county, state, national.
2. Describe how the federal government was the model for Arkansas' government.
3. Identify the three branches of Arkansas' state government and explain their functions.
4. Why do some Arkansas counties have two county seats?
5. Compare the structures and duties of the federal and state governments.
6. Name the present governor of Arkansas and the United States senators and representatives from Arkansas.

CHAPTER 30: RAZORBACK FEVER, p. 36

1. In what ways have sports contributed to the lives of Arkansians?

CHAPTER 31: THE NATURAL STATE, p. 37

1. In what ways might we ensure wise use of our state's natural resources?
2. Identify and explain Arkansas' state symbols: flag, seal, bird, flower.



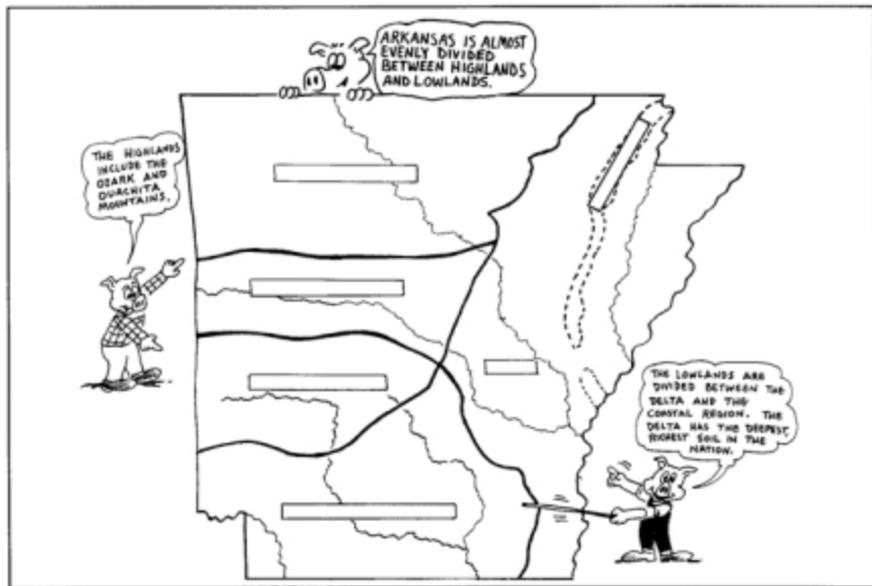
PART TWO – ADVENTURES IN ACTION: HITTING THE TRAIL



Chapter 1: In the Beginning...There Was the Land, p.1

LESSON 1 – DISCOVERING ARKANSAS: "WHAT A FAIR AND PLEASANT LAND"

Objective: To learn the major geographic features of Arkansas



MAP SKILLS

1. Label: *highlands, lowlands, state capital, your county and county seat, your hometown.*
2. Label and color Arkansas' six geographic regions: *Crowley's Ridge, Mississippi Flood Plain (Delta), West Gulf Coastal Plain, Ouachita Mountains, Arkansas River Valley, Ozark Mountains.* (The Ozarks are not really mountains but rather steep, rugged hills carved by stream erosion.)
3. Label and outline in **blue** the following rivers: *Mississippi, Arkansas, St. Francis, White, Ouachita, Red.* Using an Arkansas state map as a guide, draw in, label, and outline in **blue** the *Buffalo River.* (The *Buffalo River* is the nation's first designated National River.)

CLASS DISCUSSION

1. Contrast the use of Arkansas' rivers in the past with their use in the present.
2. Explain the importance of Arkansas' water resources, in both the past and present.

Chapter 1: In the Beginning ...There Was the Land, p. 1

LESSON 2 – ARKANSAS AND THE UNITED STATES

Objective: To understand Arkansas' geographic position within the United States



MAP SKILLS

- Color the state of Arkansas on the U.S. map.
- Label and outline in **blue** the *Mississippi River*.
- Label and color the *six states surrounding Arkansas*.
- Practice your directional skills by labeling *Arkansas' six neighboring states*:
 - to the north _____
 - to the northeast _____
 - to the east _____
 - to the south _____
 - to the southwest _____
 - to the west _____
- What advantages do you think Arkansas' geographic position offers in regard to: agriculture, industry, transportation, quality of life?



Chapter 2: And Then Came the Indians: Prehistoric, p. 2**LESSON 3 – PREHISTORIC INDIANS:
ARKANSAS' FIRST SETTLERS****Objective: To compare the lifestyles of four prehistoric Indian groups in Arkansas****TIP: Prehistoric** refers to anything that happened before recorded history (1541 in Arkansas).

Complete the following chart. Cartoon your answers too, as a right brain exercise, if you like.

INDIANS	DATES	FOOD SHELTER CLOTHING	CUSTOMS 1. Hunting 2. Religious
Paleo-Indian	10,000 B.C.–8,000 B.C.		
Archaic		1. fish, game, wild fruits, seeds. 2. bluff shelters, caves 3. animal skins; woven grass	
Woodland			
Mississippian			



Chapter 3: Historic Indians, p. 3**LESSON 4 – INDIAN LIFE IN ARKANSAS, 1541–1835**

Objective: To understand the cultural differences between the Caddo, Osage, and Quapaw Indians

In each of the following blanks write the name of the Indian tribe—Caddo, Osage, or Quapaw—that best fits the description.

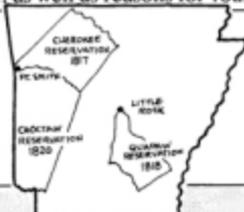


1. _____ Settled in Arkansas between 1400–1833
2. _____ Popped corn in kettles filled with hot sand
3. _____ Drifted into Arkansas from Mexico and Texas
4. _____ Could run 60 miles in a day
5. _____ Made beautiful pottery
6. _____ Ugaxpa, or "downstream" people
7. _____ Warlike; raided other Indian tribes
8. _____ Hospitable and friendly
9. _____ Came to Arkansas between 1700–1830
10. _____ Settled in southwestern Arkansas
11. _____ Hunted in northwestern Arkansas
12. _____ Unofficial greeters of river travelers
13. _____ Skilled farmers
14. _____ Arkansas spirit linked to this tribe
15. _____ Lived in oblong houses
16. _____ Related to Quapaw Indians
17. _____ Settled in Arkansas between 1400–1835
18. _____ Kind, generous, and polite
19. _____ Not related to Quapaw Indians
20. _____ Arkansas named after this tribe



Chapter 4: Indian Removal, p. 4**LESSON 5 – LEAVING HOME: SARACEN'S REQUEST****Objective: To understand the Indians' point of view about Indian removal**

On June 29th, 1827, Territorial Governor George Izard wrote James Barbour, U.S. Secretary of War, regarding Quapaw Chief Saracen's request that his tribe be allowed to remain on the reservation given them in 1818, rather than be moved west to join the Cherokee tribe. **How would you respond to this request?** Imagine that you are Secretary of War James Barbour and write a letter to Chief Saracen giving him your answer, as well as reasons for your answer.



Sir –

It was not until the 27th that I had an opportunity of seeing Sarrasin [note the different spelling], the Quapaw Chief, to whom I delivered your letter of the 26th March last. I had two conferences with him, the result of which was that he declined for himself and his band consisting of 120 men, women, and children, the proposal of joining the Cherokees on the Arkansas. Having learnt that the Osage were desirous of receiving them into their nation on the ground that they were a kindred tribe, I sounded Sarrasin on that head. He assured me that although a few words of their respective languages had the same meaning, yet this did not extend to such similarity as to render them intelligible to each other. That their Fathers (and he who is an aged man himself, had conversed with many of them in the course of his life) disavowed any such connection and on the contrary had always regarded the Osage as enemies.

He said that he and his followers were desirous of assimilating themselves to the whites, that several of their children now went to a white school near their village; that they wished their women to be taught spinning and weaving and their young men to learn husbandry and forsake their wild habits. They wanted to buy some small tracts of land for cultivation, they were indeed very poor but they were able to provide for their wants on the spot where they were now located. That he himself was half a white man by birth and entirely white in affection and inclination. It is certain that the presence of these people on the Arkansas is not disagreeable to the white settlers in their neighborhood, many of whom are of French descent and are of a mixed breed themselves. I am not aware of any law by which after relinquishing their Indian title to the soil they can be prevented from establishing themselves on it as American Citizens. They have planted crops of corn which will be sufficient for their subsistence this year, and probably they will require little or no aid from Government for the future. I informed Sarrasin that I would communicate what he had said to their great father, whose decision should be made known to them, as soon as I should be made acquainted with it.

George Izard

Chapter 5: Spain Discovers Arkansas, pp. 5-8**LESSON 6—SPANISH FOOTPRINTS ACROSS ARKANSAS**

Objective: To trace De Soto's "Adventure Trail" in Arkansas, through the narratives written by three of his companions. The narratives form the first history of Arkansas.

I—the Spanish Conquistadore Hernando De Soto— spent a year exploring Arkansas, from June 1541 through May 1542. I failed in my quest for gold, but I succeeded in producing something far more valuable than gold: the first history of the land you call Arkansas.

Three men who accompanied me wrote narratives of our remarkable journey through the land you call Arkansas. Their descriptions of the Indian villages (some with as many as 5,000 Indians) along our route were used in 1939 by the Smithsonian Institution's *De Soto Expedition Commission* (commemorating the 400th anniversary of my expedition) to create the map below. Enter into your imagination as if you too were my companions in exploring Arkansas and cartoon your favorite adventure on the map. And just for fun, you might draw our footprints along the trail!

DE SOTO'S ADVENTURE TRAIL THROUGH ARKANSAS, 1541-42**TODAY YOU CAN READ FOR YOURSELF THE 3 ORIGINAL NARRATIVES OF DE SOTO'S JOURNEY:**

1. Luys de Beidma, *Relation of the Conquest of Florida, Presented in the Year 1544 to the King in Council*. Beidma, a trusted friend of De Soto's, presented his work to the King of Spain. For four centuries this first history of Arkansas has resided in the famous Archives of the Indies in Seville, Spain. Someday you might like to go and see it for yourself. What an adventure that would be!
2. Gentleman of Elvas (Portugal), *A True Relation of the Vicissitudes that Attended the Governor Don Hernando deSoto and Some Nobles of Portugal in the Discovery of the Province of Florida, 1557*.
3. Rodrigo Ranjel, De Soto's private secretary, also wrote a narrative. It can be found in Edward Bourne, *Narratives of the Career of Hernando de Soto*, 2 vols., 1922, as can those of Beidma and the Gentleman of Elvas. (The above sources were used to write the De Soto story in your textbook, *Adventure Tales of Arkansas*.)

Chapter 5: Spain Discovers Arkansas, pp. 5-8**LESSON 7 – FOLLOWING THE SPIRIT OF ADVENTURE**

Objective: To understand *cause* and *effect* in the sequence of events related to Hernando De Soto's exciting Arkansas adventure



ADVENTURE: *"the exploring of new and unknown worlds; a bold undertaking, in which hazards are to be met and the issue hangs upon unforeseen events." Webster*

Observe how one event can lead to (*cause*) another event (*effect*), as you complete the chart below. Notice how an *effect* can – in turn – become a *cause* in a sequence of events.

A. De Soto, born in 1500, grew up dreaming of the new world discovered by Columbus in 1492.

1. In 1519, Don Pedro ordered De Soto put of his house.

2. _____

3. In 1536, De Soto (now a wealthy man) returned to Spain and married Isabella.

4. _____

5. De Soto decided to return to America.

6. _____

7. _____

8. In 1539, De Soto landed in Florida and set forth on a search for gold.

9. _____

10. In 1541, De Soto crossed the Mississippi River and discovered Arkansas.

11. _____

12. _____

B. De Soto failed to find gold or establish settlements, but he left Arkansans an important legacy: THE SPIRIT OF ADVENTURE! What *effect* will this spirit have on your life?

Chapter 5: Spain Discovers Arkansas, pp. 5-8

LESSON 8—THE TIME OF YOUR LIFE!

Objective: Plan an "Adventure Trail" to make your dreams come true

De Soto followed the Spirit of Adventure in "exploring new and unknown worlds"—and he discovered Arkansas! What "new and unknown worlds" await your discovery—in education, business, politics, family life, science, religion, philosophy, history, medicine, music, art?

Walt Disney said, "If you can dream it, you can do it!" Events you dream about today can become a reality tomorrow **if** you work out a plan based on *cause* and *effect*. **Dreaming** (right brain) and **planning** (left brain) create an unbeatable combination in reaching your goals.



The **ADVENTURE TRAIL** time line—on the following page—incorporates **both** dreaming and planning. Here's how to use *your* **ADVENTURE TRAIL** time line:

- As you think about each decade in your life, select from the list of choices the things you would like to occur. Aim high! Your life can make a difference in the world.
 - Circle each choice. (Use a pencil so you can erase if you change your mind.)
 - Add your own ideas to the list on the blank lines or in the "AGE" column.
 - The blank lines can also be used to rearrange choices in different decades.
 - There is no limit to the number or kinds of choices for each decade. But keep in mind the principle of *cause* and *effect*: *one thing leads to another*.
- Learn to set *priorities* (order of preference) by writing a number in front of each choice, with number 1 indicating the most important choice, number 2 the next important, etc.
 - Here's the reason for setting priorities: you won't have time to do everything. For example, it would be almost impossible to be a heart surgeon and an agricultural leader.
 - You may want to change your priorities from time to time, so be sure to number them in pencil.
- Keep your **ADVENTURE TRAIL** in a place where you can see it easily, because it will give you direction as you live your life.
 - Remember the principle of *cause* and *effect*: *one thing leads to another*.
 - What you do today will determine what happens tomorrow. And you can decide!
- Now, go to the next page and begin **dreaming** and **planning** your **ADVENTURE TRAIL**!

MY ADVENTURE TRAIL

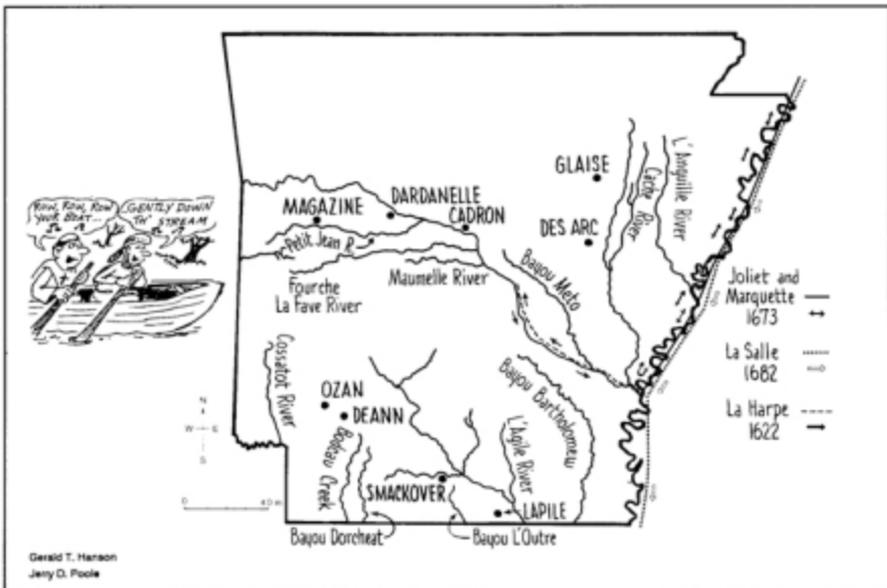
AGE

CHOICES

10th Birthday 	_set goals _excel in learning _sports _read book a week	_eagle scout/gold award _friendships _keep a journal _earn/save money	_____ _graduate/high school _vocational school _college
20th Birthday 	_reset goals _travel _graduate school _successful farmer	_fitness program _climb Mt. Everest _career _children	_____ _____ _Ark. historic sites trip _own business
30th Birthday 	_reset goals _astronaut _agriculture leader _pilot license	_public service _discover cancer cure _write a book _state representative	_____ _____ _create a happy home _explore theology
40th Birthday 	_reset goals _entertainment star _teaching award _1st million dollars	_compose symphony _college professor _mayor of hometown _governor of Arkansas	_____ _____ _finish college _U.S. historic sites trip
50th Birthday 	_reset goals _U.S. senator _farmer of the year _school board pres.	_brain research _heart surgeon _grandchildren _Pulitzer Prize novel	_____ _____ _Nat'l Geogr. photogr. _president of company
60th Birthday 	_reset goals _President of U.S. _Nobel Peace Prize _college	_fishing champ _train animals _U.S. Ambassador _invent gadget	_____ _____ _travel w /grandchildren _write children's books
70th Birthday 	_reset goals _walk 3 miles a day _piano lessons _learn foreign lang.	_great grandchildren _college _teach a skill _space travel	_____ _____ _write autobiography _consultant
80th Birthday 	_reset goals _host family reunion _literacy tutor _new friends	_volunteer work _walk 2 miles a day _college _trip to Mars	_____ _____ _Humanitarian award _perfect driving record
90th Birthday 	TO INSPIRE YOU – people who were still productive in their 90's: George Burns, Winston Churchill, Pablo Picasso, Pablo Casals, Grandma Moses, Georgia O'Keeffe, John Dewey, George B. Shaw		

Chapter 6: France Claims Arkansas, pp. 9-10**LESSON 9 – FRENCH WATERWAYS IN ARKANSAS**

Objective: To trace the "river highways" of French explorers in Arkansas and to note the geographic names of French origin in Arkansas today.

**MAP SKILLS**

1. Outline in **red** the route of **Louis Joliet and Jacques Marquette (1673)** along the Mississippi River, as far as the Arkansas River.
2. Outline in **green** the route of **Robert La Salle (1682)** along the Mississippi River, on toward the Gulf of Mexico.
3. Indicate the site of Arkansas Post, established by **Henri de Tonti in 1686**.
4. Outline in **yellow** the route of **Benard La Harpe (1721-22)** along the Arkansas River and indicate the site of Little Rock, which he discovered.
5. Underline the geographic names of French origin in Arkansas today. Note their location along waterways, Arkansas' frontier "highways."

Chapter 5: Spain Discovers Arkansas, pp. 5-8

Chapter 6: France Claims Arkansas, pp. 9-10

LESSON 10 – IMPACT OF EUROPEAN EXPLORATIONS**OBJECTIVE:** To gain an overview of Spanish and French influence on Arkansas

Complete the chart below by filling in the information for each blank space.

EXPLORERS	AREA EXPLORED	OBJECTIVES	RESULTS
Hernando De Soto 1541–42 			
Louis Joliet and Jacques Marquette 1673 			
Robert La Salle 1682 			
Henri de Tonti 1686 			
Benard La Harpe 1721–22 			

Chapter 7: A Musical Chairs Adventure, p. 11**LESSON 11 – ARKANSAS' INTERNATIONAL TIME LINE**

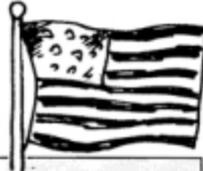
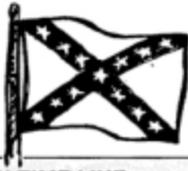
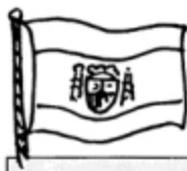
Objective: To get a spatial (*right brain*) concept of Arkansas' unique international heritage

John Patterson, born in 1790, is thought to have been the first child of American parents born in Arkansas. He often recited the following statement (which has been recorded on a historical marker near Marianna):

*I was born in a kingdom – Spain,
Reared in an Empire – France,
Attained manhood in a Territory (United States),
Am now a citizen of a state (Arkansas),
And have never been one hundred miles from where I was born.*

Could he have been right? Follow the time line directions below to find out.

1500 1600 1700 1800 1900 2000

**MAKE YOUR OWN TIME LINE**

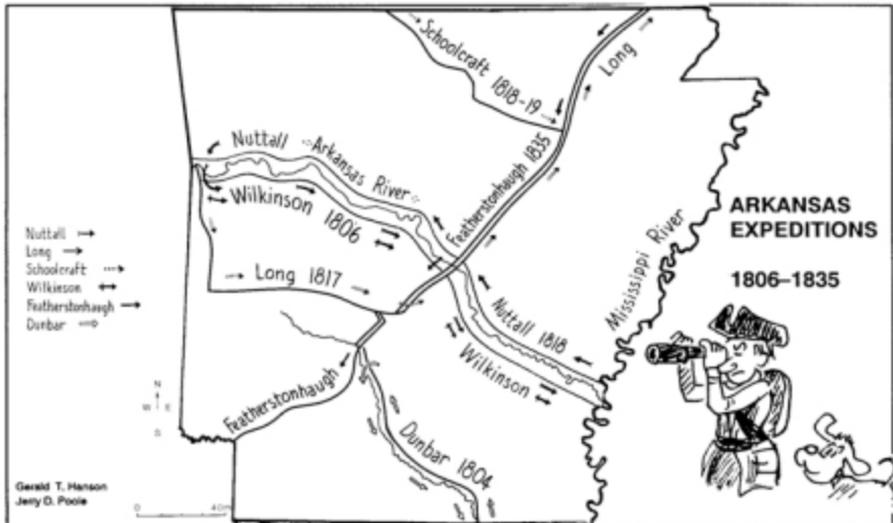
On the time line above, insert lines marking the following dates; and then label on the time line the European countries that explored and/or claimed Arkansas between those dates.

- 1541–1682: SPAIN (Color this area of the time line **yellow**.)
- 1682–1763: FRANCE (Color this area of the time line **blue**.)
- 1763–1800: SPAIN (Color this area of the time line **yellow**.)
- 1800–1803: FRANCE (Color this area of the time line **blue**.)
- 1803–1819: UNITED STATES POSSESSION (Color this area of the time line **pink**.)
- 1819–1836: UNITED STATES TERRITORY (Color this area of the time line **orange**.)
- 1836–1861: UNITED STATES OF AMERICA (Color this area of the time line **red**.)
- 1861–1863: CONFEDERATE STATES OF AMERICA (Color this area gray.)
- 1863–present: UNITED STATES OF AMERICA (Color this area of the time line red.)

Chapter 8: Arkansas Begins its American Adventure, pp. 12-14

LESSON 12 – ARKANSAS: A U.S. POSSESSION, 1803

Objective: To follow early adventurers who explored the Arkansas region of the Louisiana Purchase

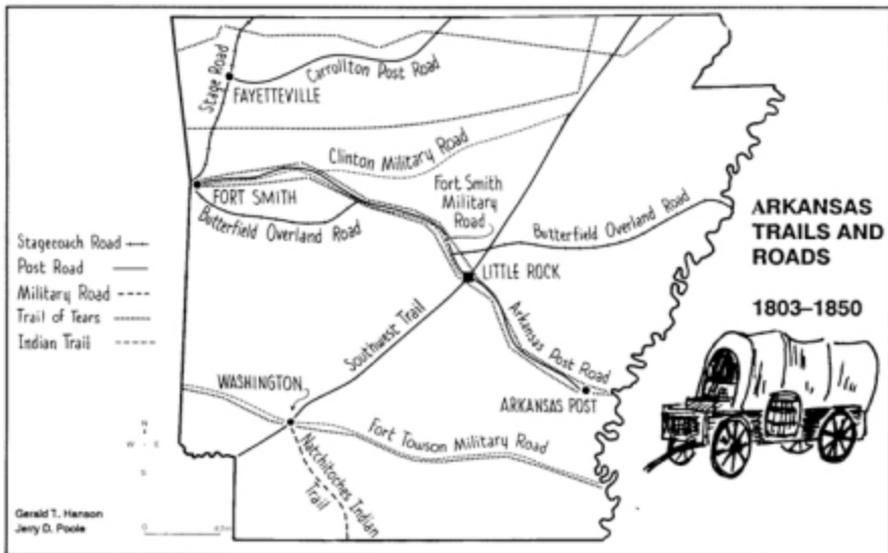


MAP SKILLS

1. President Thomas Jefferson could hardly wait to explore America's new purchase: Louisiana! In 1804, having heard of unusual springs (which we now call Hot Springs) on the Ouachita River, he sent the noted scientist **William Dunbar** to find the springs. Dunbar's journal and his letters to Jefferson provide valuable descriptions of early Arkansas. **Color Dunbar's route orange.**
2. In 1806, President Jefferson sent Zebulon Pike to explore the central Louisiana country. Pike then sent **James Wilkinson** to follow the Arkansas River (which originates in Colorado) to its juncture with the Mississippi River, near Arkansas Post. **Color Wilkinson's route blue.**
3. In 1817, the U.S. Army sent Major **Stephen Long** to select the site of Fort Smith on the Arkansas River. **Color Long's route green.**
4. In 1819, **Thomas Nuttall** (later a botanist at Harvard University) explored the *flora* (plants of a particular region) along the Arkansas River. His journal, published in 1821, gives a detailed *botanical* (pertaining to plants) record of Arkansas. **Color Nuttall's route yellow.**
5. In 1818, **Henry Schoolcraft** explored the geology of northern Arkansas. **Color his route red.**
6. In 1835, **G.W. Featherstonhaugh** explored the geology of southern Arkansas. **Color Featherstonhaugh's route brown.**

Chapter 8: Arkansas Begins Its American Adventure, pp. 12-14**LESSON 13 – ARKANSAS' HISTORIC PATHWAYS**

Objective: To see the historic pattern of travel in early Arkansas, from Indian trails to roads

**MAP SKILLS**

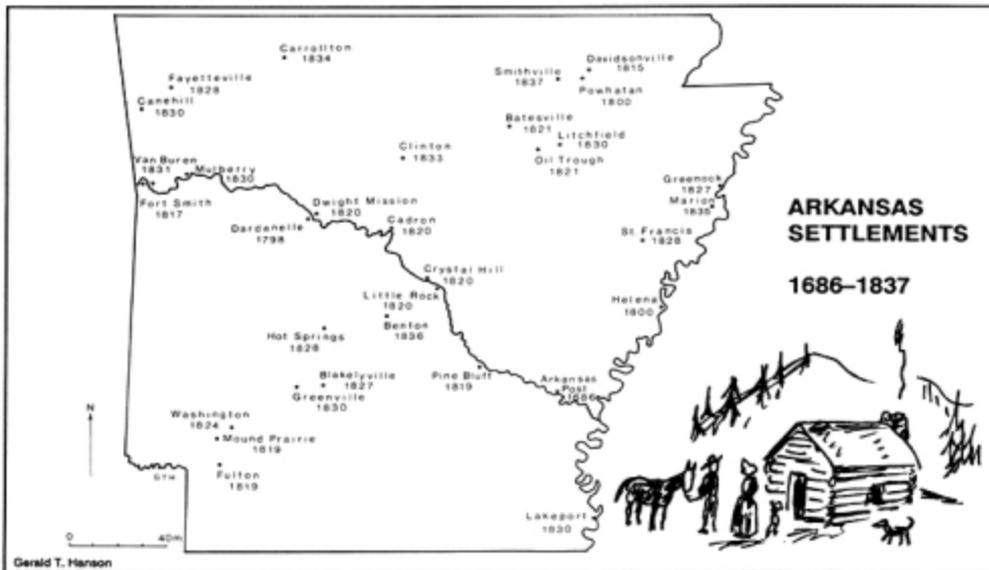
1. **Indian trails** cut narrow paths across Arkansas. **Color these red.**
2. **The Southwest Trail**, following the natural division line between highlands and lowlands, was one of the earliest wagon roads. It brought thousands of settlers to Arkansas and by 1831 was renamed National Road. **Color it blue.**
3. **Post roads** were built by the early settlers to carry mail. **Color these green.**
4. **Military roads** were built by the government to protect the frontier. **Color these brown.**
5. **Stage coach roads** created a more comfortable way to travel. **Color these yellow.**

CLASS DISCUSSION

1. In what ways did the early trails and roads follow favorable geographic features?
2. To what extent do present day highways in Arkansas follow the historic paths of Indians and early settlers?

Chapter 8: Arkansas Begins Its American Adventure, pp. 12-14**Lesson 14 – Early Settlements in Arkansas, 1686–1837****Objective: To see the pattern of early settlements in Arkansas**

Few people lived in the Arkansas wilderness the first decade of U.S. possession. In 1810, most of the 1,062 people were of French descent and lived in the Arkansas Post area and along the Arkansas river. American settlers arrived in increasing numbers after 1815 because of government land grants for War of 1812 veterans and for victims of the 1811 New Madrid earthquake in northeastern Arkansas. By 1820, the population had grown to 14, 273, a vast increase for one decade. And the westward moving frontier continued to bring more settlers.

**MAP SKILLS**

1. On a separate sheet of paper, list in chronological order the early settlements in Arkansas.
2. Write in your hometown. Which is the closest early settlement to your home town?
3. What relation do you see between the pattern of settlements and the rivers and early roads?
4. Imagine that you moved to Arkansas on a grand adventure in 1830. Where would you have chosen to live? Why?
5. What direction would you go if you were to travel from Fayetteville to Powhatan? from Little Rock to Clinton? from Oil Trough to Washington? from Helena to Fort Smith?

Chapter 8: Arkansas Begins Its American Adventure, pp. 12–14**LESSON 15 – ARKANSAS BECOMES A TERRITORY, 1819**

Objective: To understand the slavery issue in relation to Arkansas' territorial status

When Arkansas became a U.S. Territory on March 2, 1819, the nation was deeply divided over the issue of slavery. Why? Because in 1818, Missouri had petitioned for statehood as a slave state, and some members of Congress objected to the extension of slavery into the Louisiana Purchase area (which included Arkansas).

A solution came with the **Missouri Compromise of 1820**, which allowed Missouri to enter the Union as a slave state, but prohibited slavery in the rest of the Louisiana Purchase (excluding the state of Missouri) north of *36 degrees and 30 minutes north latitude*. **This line, called the Missouri Compromise line, formed the southern border of Missouri and the northern border of Arkansas.** The Missouri Compromise also provided for Maine to enter the Union as a free state. This balanced the number of slave states and free states, with 11 each.

What did the Missouri Compromise mean for Arkansas? It meant that Arkansas would remain open to slavery as a territory and later as a state. Thus Arkansas' ties to the slave-holding South were established.

**MAP SKILLS**

- When Arkansas became a territory in 1819, its western boundary extended to the **100th meridian**. Thereafter, this boundary was moved eastward several times. **In 1828, the present day western boundary was established.**
- Color the map, using different colors for each of the categories listed on the legend.

Chapter 9: Statehood, p. 15**LESSON 16 – ARKANSAS BECOMES A STATE, 1836**

Objective: To understand the difference between a territory and a state; and to understand the conditions of Arkansas' statehood in relation to the slavery issue

A *U.S. territory* is part of the United States but, unlike a state, does not have full authority to govern its people. As a territory, Arkansas was led by a governor, secretary and three judges, all appointed by the President of the United States, and a legislature and one non-voting delegate to Congress, elected by the territorial residents.

As a *state*, Arkansas adopted a state constitution and then took responsibility for electing or appointing its state and federal officials. The Constitution of 1836 (Arkansas has had five state constitutions) divided the powers of state government between a governor, a legislature, and a judicial system. Like other states, Arkansas was entitled to two U. S. senators and one or more members of the U.S. House of Representatives, the number based on population.

THE UNITED STATES, 1836**MAP SKILLS**

When Arkansas petitioned for statehood as a slave state, some Congressmen were opposed because this would upset the balance of slave and free states in the Union. A compromise was reached by pairing Arkansas with Michigan – a free state – for admission to statehood.

1. Compare the 1836 map above with the 1821 map in Lesson 15. Color the 1836 map using the same colors you used for the various categories of states on the 1821 map.
2. How did the conditions of Arkansas' statehood admission compare with those of Missouri?

Chapter 9: Statehood, p. 15

LESSON 17 – ARKANSAS' POPULATION AND HOW IT GREW

OBJECTIVE: To understand the relation of *demographics* (population statistics) to Arkansas history.

ARKANSAS POPULATION, 1810-2000

Year	Number of People
1810	1,062
1820	14,273
1830	30,388
1840	97,574
1850	209,897
1860	435,450
1870	484,471
1880	802,525
1890	1,128,211
1900	1,311,564
1910	1,547,449
1920	1,752,204
1930	1,854,482
1940	1,949,387
1950	1,909,511
1960	1,786,272
1970	1,923,295
1980	2,286,435
1990	2,350,725
2000	2,673,400



What questions come to your mind as you think about Arkansas' population growth?
How do you account for the varying rates of growth? As you proceed with your adventures in learning about Arkansas history, put on your detective hat and search for answers to your questions. Try to figure out the relationship of demographics to historical events.

Chapter 10: Tall Tales of Arkansas, p. 16

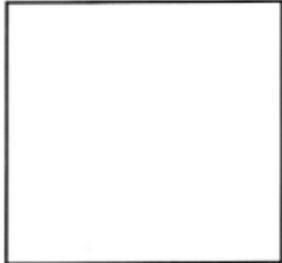
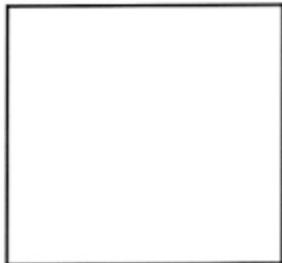
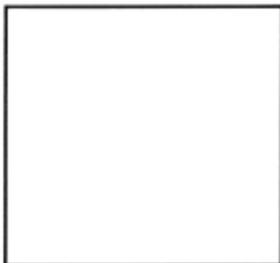
LESSON 18—SPIN YOUR OWN TALL TALE



Objective: To create your own version of the Arkansas tall tale

TALE: "an account of an event: real, legendary, or fictitious; a narrative or story"

The tales in *Adventure Tales of Arkansas* are true accounts of real events. In contrast, *tall tales* mix truth with fiction in order to entertain. Early writers such as Charles F. Noland, known as Pete Whetstone, helped make Arkansas famous with humorous tall tales about hunting, fishing, horse racing, and other events. On a separate sheet of paper, try your hand at writing a tall tale—that is, a humorous account of an event that mixes truth with fiction. Use the squares below to draw cartoons illustrating your tall tale.



Chapter 11: Blacks in Arkansas, p. 17**LESSON 19 – THE CHANGING STATUS OF BLACKS**

Objective: To understand the changes that have occurred in the lives of Arkansas blacks since the Civil War and since the civil rights movement of the 1950's and 1960's

BLACK POPULATION IN ARKANSAS**1860****1980**

Gerald T. Hanson

MAP SKILLS

In the maps above, observe the changes in Arkansas' black population since 1860. Note that on both maps, blacks are concentrated in the Delta and Coastal Plain where the soil is better for farming. Why do you think blacks lived in these areas in 1860, as well as in 1980?

CLASS PROJECT

It would be interesting to learn also about changes in the lives of blacks in Arkansas: changes since the Civil War and changes since the civil rights movement of the 1950's and 1960's.

Here is a way to do this:

1. Divide your class into two teams: **Team A** and **Team B**.
2. **Team A** members will each talk with the oldest people they know (black and white, if possible), asking them about changes in the lives of blacks since the Civil War.
3. **Team B** members will each talk with the oldest people they know (black and white, if possible), asking them about changes in the lives of blacks since the civil rights movement.
4. Then in a class discussion, members from **Team A** and **Team B** can share what they have learned. Discuss your ideas about: (1) kinds of changes (2) whether there have been many changes (3) which changes seem the most important (4) which changes are surprising to you.

Chapter 12: Arkansas Secedes from the Union, p. 18**LESSON 20 – WHAT WOULD YOU HAVE DONE?**

Objective: To *debate* (publicly discuss opposite points of view of a question) whether Arkansas should have *seceded* (withdrawn) from the Union

Divide your class into two teams to debate whether Arkansas should have seceded from the Union. Team A will argue **for** secession, giving as many reasons as possible. Team B will argue **against** secession, giving as many reasons as possible. To prepare for the debate, list below all the reasons you can think of **both for** and **against** secession.

FOR SECESSION

Governor Henry M. Rector argued **for** secession.

1. _____
2. _____
3. _____
4. _____
5. _____

AGAINST SECESSION

Isaac Murphy argued **against** secession and cast the only vote against seceding. He was elected Unionist governor in 1864.

1861

1. _____
2. _____
3. _____
4. _____
5. _____

Chapter 13: The Civil War, p. 19

LESSON 21 – CONFEDERATE ARKANSAS

Objective: To understand Arkansas' strategic military position during the Civil War



MAP SKILLS

Arkansas was unprepared for the Civil War because of inadequate resources in men, money, equipment, and transportation facilities. Yet the state occupied an important position during the first two years of the war. **WHY?** The Union's strategy included gaining control of the Mississippi River in order to split the South. Since this river formed Arkansas' eastern boundary, the state assumed strategic importance and was the scene of a large number of battles.

1. Outline the Mississippi River in blue.
2. Mark with a dot the Civil War battle sites in Arkansas.
3. Color the map, using different colors for free, slave, and border states.
4. Note that although the border states were slave states, they did not join the Confederacy.
5. Write the number of free, slave, and border states next to the map's legend.



Chapter 15: Reconstruction, p. 21; Chapter 17: A New Beginning, p. 23**LESSON 23 – THE RECONSTRUCTION AMENDMENTS****Objective: To learn how the three Reconstruction amendments to the U.S. Constitution changed the lives of blacks****I**n the frames below, draw cartoons illustrating the meaning of the Reconstruction amendments. Give the date of each amendment.**THE UNITED STATES CONSTITUTION**

13th AMENDMENT: ABOLISHED SLAVERY

14TH AMENDMENT: GRANTED CITIZENSHIP TO BLACKS

15th AMENDMENT: GRANTED BLACKS THE RIGHT TO VOTE

Chapter 16: The Brooks–Baxter War, p. 22**LESSON 24—E. T. IN ARKANSAS**

Objective: To get the facts straight about how the Brooks–Baxter War helped end Reconstruction in Arkansas

Hi! I'm E.T., an extraterrestrial being from another planet, and I've come to earth to learn about Arkansas history. **I am very confused about the Brooks–Baxter War and would appreciate your helping me get the facts straight.** Please read my paragraph below and then correct any errors I might have made on the blank lines that follow. I'll number the sentences to make them easier to correct. **Thanks a lot!**

**A MIXED- UP VERSION OF THE BROOKS–BAXTER WAR**

1. In 1872, the Republican party in Arkansas split into liberal and conservative factions. 2. Joseph Baxter, a liberal Republican, won the 1872 election for governor. 3. Brooks won the election for governor in 1874. 4. Baxter forced Brooks from the President's office. 5. For a short time, Arkansas had two Democratic governors. 6. War broke out between the Republicans and Democrats. 7. The National Guard stopped the fighting. 8. President Lincoln declared Brooks the real governor. 9. Reconstruction ended with the Democratic Party weakened by factionalism. 10. The Republicans regained control. 11. In 1875 a new state constitution was adopted, but it didn't last long.

A CORRECTED VERSION OF THE BROOKS–BAXTER WAR

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

Chapter 17: A New Beginning, p. 23**LESSON 25 – Farmers in Revolt****Objective: To learn about farmers' attempts to solve their problems in the late 1880's**

Read this description of farmers' problems and their organized efforts to find solutions. Then have a class discussion comparing their situation with that of farmers today. You might prepare by collecting newspaper articles about farm issues and by asking farmers and business persons in your community their views on farming in Arkansas.

**FARMERS' PROBLEMS**

Between 1865 and 1900, farmers in Arkansas and across the nation suffered hard times. Their problems included: (1) **low crop prices** (2) **increased debt and high interest rates** (3) **high railroad prices for shipping crops to market**. The result: they were working harder but becoming poorer! Many farmers blamed government favoritism toward business for their problems.

FARM ORGANIZATIONS IN SEARCH OF SOLUTIONS

1. **SELF-HELP GROUPS:** In 1867, Oliver H. Kelley formed a national organization called **Patrons of Husbandry**, also called the **Grange**. In 1872, John T. Jones of Helena started the first Grange in Arkansas, and within three years Arkansas Grangers numbered 20,000. Grange programs emphasized mutual aid and educational lectures on new farm methods; however, a lack of clear goals led to a national decline of the Grange by 1880.

2. **POLITICAL ACTION GROUPS:** These organizations worked to elect their members to political office, in order to pass laws that would remedy farm problems.

a. Two of the most important in Arkansas were the **Agricultural Wheel**, formed in 1882 by seven farmers near Des Arc and the **Brothers of Freedom**, formed in northwest Arkansas by Isaac McCracken and Marion Ferris.

b. In 1885, these two groups united under the name **Agricultural Wheel** and soon had almost 50,000 members in Arkansas. By 1887, the Wheel had become a national organization with 500,000 members. The Arkansas Wheelers succeeded in winning some legislative offices but failed to elect a governor.

c. In 1888, the Wheel united with the **Farmers' Alliance**, another political organization.

3. **A POLITICAL PARTY:** By 1890, the nation's farmers realized that only a political party would be strong enough to solve their problems. And so, in 1890, many farmers left the Democratic and Republican parties to form the **Populist party** (also called People's party). In 1892, the Populists wrote a radical platform calling for the government to play a stronger role in society in order to protect farmers from unfair business practices. After failing to elect their presidential candidate in 1896, the Populist party declined. However, many of the reforms (changes) they called for became law during the progressive era of the early 1920's (for instance, the graduated income tax and direct election of U.S. senators).

Chapter 18: The Progressive Era, p. 24**LESSON 26 – THE NAME GAME****Objective: To learn the importance of Arkansas' three progressive reform governors****HOW TO PLAY THE GAME:**

1. In each cartoon, find and color the hidden initials of a governor from the progressive era.
2. Then write each governor's name on the blank line above the cartoon.
3. Next, list some facts you have learned from your textbook about each governor.

FACTSFACTSFACTS

LESSON 27 – GOVERNORS OF ARKANSAS

Objective: To learn the names of Arkansas Governors

Now that you have learned to play the "Name Game" (finding a person's initials within a cartoon) from the previous lesson, why not try your own version? Starting with the first Governor on the list below, write his initials on a sheet of paper and then draw a cartoon using those initials. (The cartoon can be of anything.) Ask a friend to find the Governor's initials in your cartoon. Continue with the rest of the list over a period of time.



GOVERNORS OF ARKANSAS

TERRITORIAL GOVERNORS

James Miller -----	1819-1825
George Izard-----	1825-1829
John Pope -----	1829-1835
William S. Fulton-----	1835-1836

STATE GOVERNORS

James S. Conway -----	1836-1840	Joseph T. Robinson -----	1913-1913 (after two days in office, elected to Senate)
Archibald Yell -----	1840-1844	George W. Hayes -----	1913-1917
Thomas S. Drew -----	1844-1849	Charles H. Brough -----	1917-1921
John S. Roane -----	1849-1852	Thomas C. McRae -----	1921-1925
Elias N. Conway -----	1852-1860	Thomas J. Terral -----	1925-1927
Henry M. Rector -----	1860-1862	John E. Martineau -----	1927-1928
Harris Flanagan (Confederate) --	1862-1864	Harvey Parnell -----	1928-1933
Isaac Murphy (Union) -----	1864-1865	Junius M. Futrell -----	1933-1937
Isaac Murphy (United States) --	1865-1868	Carl E. Bailey -----	1937-1941
Powell Clayton -----	1868-1871	Homer M. Adkins -----	1941-1945
Ozra A. Hadley (acting Gov.) --	1871-1873	Benjamin T. Laney -----	1945-1949
Elisha Baxter -----	1873-1874	Sidney S. McMath -----	1949-1953
Augustus H. Garland -----	1874-1877	Francis Cherry -----	1953-1955
William R. Miller -----	1877-1881	Orval E. Faubus -----	1955-1967
Thomas J. Churchill -----	1881-1883	Winthrop Rockefeller -----	1967-1971
James H. Berry -----	1883-1885	Dale Bumpers -----	1971-1975
Simon P. Hughes -----	1885-1889	David Pryor -----	1975-1979
James P. Eagle -----	1889-1893	Bill Clinton -----	1979-1981
William M. Fishback -----	1893-1895	Frank White -----	1981-1983
James P. Clarke -----	1895-1897	Bill Clinton -----	1983-1992
Dan W. Jones -----	1897-1901	Jim Guy Tucker -----	1992-1996
Jeff Davis -----	1901-1907	Mike Huckabee -----	1996-
John S. Little -----	1907-1909		
George W. Donaghey -----	1909-1913		

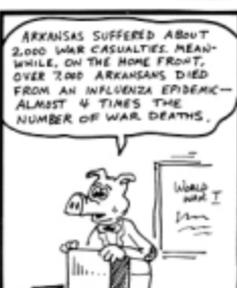
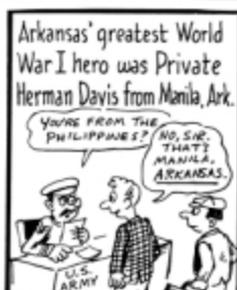
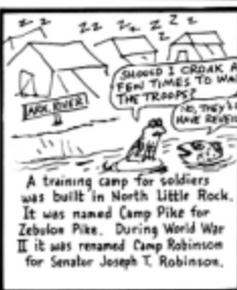
Chapter 19: World War I, p. 25

LESSON 28 – A HERO'S STORY

Objective: To learn the skill of *sequencing*: putting things in the right order, so that they are *logical* – that is, they make sense

Hi! I'm Private Herman Davis, Arkansas' greatest World War I hero. My story has gotten all scrambled up, and I need your help! Cut out the frames below and past them on a blank sheet of paper in the **right order**. When my story begins to **make sense**, you will know that you have **sequenced** the parts of the story **logically**. Congratulations! And thanks for your help.

(TIP: Color my story, because coloring something helps you remember it longer.)



Chapter 20: Women Win the Vote, p. 26

LESSON 29 – A LETTER TO ABIGAIL

Objective: To learn about the Woman's Rights Movement for equality

Over 200 years have passed since Abigail Adams wrote her husband John Adams, predicting that women would crusade for equal rights as U.S. citizens. Now it's your turn to write Abigail Adams, bringing her up to date on changes that have occurred in the lives of women in America.



Dear Abigail,

You would be amazed at the progress made in women's rights since you wrote your husband, _____, about the matter in 1776. Here are some of the highlights.

In 18____, the _____ Convention began in _____, New York, with 360 members (240 female and 60 male). The Convention's "Declaration of Sentiments," written by Elizabeth Cady Stanton, declared that "all _____ and _____ are created _____."

Then, over a 72 year period, from 1848 to _____, Elizabeth Cady _____, B. _____, and _____ led a national crusade for women's rights. The crusade grew from 360 members in 1848 to over 2,000,000 by 1900. In 19____, the _____ Amendment to the U.S. _____ gave _____ the right to _____.

Other rights fought for and won between 1848 and 1920 included the rights to hold _____, serve on _____, _____ in court, attend college, and own _____.

Arkansas women participated in the crusade, starting in the 18____'s. In 18____, Mary Longborough started the first _____ in Arkansas. In 18____, _____ McDiarmid formed a _____ association. In 18____, Catherine _____ began a _____ and mailed copies to every _____ . In 19____, the _____ League was formed, with _____ women and _____ men.

I am proud to tell you, Abigail, that in 19____, Arkansas became the first _____ state to grant _____ in the state _____. In 1920, Arkansas women, along with all other female citizens of the United States, enjoyed full voting rights because of the _____.

A new crusade for women's rights began in the 1960's, with an emphasis on economic rights, and today women are benefitting from greater professional and career opportunities.

Thank you, Abigail, for first bringing the matter of _____ rights to the attention of John Adams and the other Founding Fathers.

Sincerely yours,

Chapter 21: The Roaring Twenties, p. 27**LESSON 30 – TOURING ARKANSAS**

Objective: To learn about Arkansas through the 45 state parks, each a special place because of historic or environmental characteristics

Tourism became a new industry in Arkansas in the 1920's, with over 5,000,000 visitors touring the state in 1926. Today tourism is one of Arkansas' leading industries, thanks in large measure to the 45 state parks, which tell the story of Arkansas' history, archeology, and natural environment through first-hand experience. **To become familiar with the state parks, write the name of each (use abbreviations or initials) by the circled number on the map below.** Each park reflects the natural and cultural history of its geographic region; **color the six natural divisions according to the map in Lesson 1.** You may order a free *Arkansas Vacation Kit* from the Arkansas Department of Parks and Tourism; 1 Capitol Mall; Little Rock, Arkansas 72201.

1. Beaver Lake	12. Herman Davis	23. Logoly	34. Parkin Indian Mound
2. Bull Shoals	13. Jacksonport	24. Louisiana Purchase	35. Petit Jean
3. Cane Creek	14. Jenkins' Ferry	25. Mammoth Spring	36. Pinnacle Mountain
4. Conway Cemetery	15. Lake Catherine	26. Mark's Mill	37. Poison Spring
5. Cossatot River	16. Lake Charles	27. Millwood	38. Powhatan Courthouse
6. Crater of Diamonds	17. Lake Chicot	28. Moro Bay	39. Prairie Grove
7. Crowley's Ridge	18. Lake Dardanelle	29. Mt. Magazine	40. Queen Wilhelmina
8. Daisy	19. Lake Fort Smith	30. Mt. Nebo	41. Toltec Mounds
9. DeGray	20. Lake Frierson	31. Old Davidsonville	42. Village Creek
10. Devil's Den	21. Lake Ouachita	32. Old Washington	43. White Oak Lake
11. Hampson Museum	22. Lake Poinsett	33. Ozark Folk Center	44. Withrow Springs
			45. Woolly Hollow

Chapter 22: The Golden Age of Radio, p. 28**LESSON 31 – HIT TUNES FROM YESTERYEAR,
A MUSICAL TEST FOR PARENTS****Objective:** To learn about recent history through popular culture

Do your parents still sing hit songs from the "good old days" when they were growing up? Why not have a contest to see whose parents can best remember the recording artists who made famous the songs listed below?

**DIRECTIONS**

- A. Divide your class into two or more teams.
 B. Have each team member "test" his or her parents (or near relatives) on their musical memory by asking them to fill in the blanks on the song chart.
 C. *JUST FOR FUN* ask your parents what fond memories each song brings back.

SCORING THE RESULTS

- A. Give 1 point for each correct answer.
 B. Starred (*) songs were recorded by famous Arkansans, so add 1 bonus point for correct identification of the recording artists of these songs.
 C. Add the collective points of each team to determine the winner.

RECORDING ARTISTS**SONGS**

_____	1. "Earth Angel" (#1 song, 1955*)
_____	2. "Three Bells" (hit song, 1955)
_____	*3. "Raindrops" (hit song, 1961)
_____	*4. "Love Letters" (hit song, 1962)
_____	5. "The Sounds of Silence" (#1, 1966)
_____	6. "Cherish" (#2, 1966)
_____	7. "I Heard It Through the Grapevine" (hit song, 1968)
_____	*8. "Galveston" (hit song, 1969)
_____	*9. "A Boy Named Sue" (hit song, 1969)
_____	*10. "The Most Beautiful Girl" (hit song, 1973)
_____	11. "Raindrops Keep Fallin' On My Head" (#1, 1970)
_____	12. "American Pie" (#1, 1972)
_____	13. "You're So Vain" (#1, 1973)
_____	14. "The Way We Were" (#3, 1974)
_____	15. "You Don't Have To Be A Star" (#1, 1977)

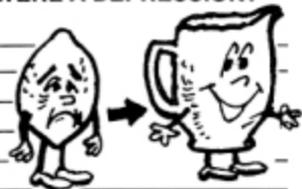
Chapter 23: The Great Depression, p. 29**LESSON 32: LEMONS INTO LEMONADE****Objective: To learn how to turn problems into opportunities through creative thinking***"Imagination is more important than knowledge, for knowledge is limited while imagination embraces the whole world."
Albert Einstein*

I imagine that you had to live through a depression similar to that of the 1930's and needed to earn money for your family. How would you do it? Put on your creative thinking hat and learn to "brainstorm" — an effective way to think up new ways of doing things. Here's how to brainstorm about the question, "In what ways might I earn money if there were a depression?"

- Imagine as many ways to earn money as you can and list them on the lines below.
- Observe three proven rules of brainstorming as you make your list.
 - Quantity produces quality.** This means that the longer your list, the more creative your ideas become. So make your list as long as possible.
 - List wild, crazy ideas as well as ordinary ones.** Remember, it is easier to tame a wild idea than to breathe life into a limp one.
 - Do not judge any of your ideas until later.** If you judge while brainstorming, it's like driving with the brake and the accelerator on at the same time: you go nowhere! Judge only after your list is finished.
- After you finish your list, **draw a line under your most ordinary idea** and a **circle around your most creative idea**. Does the underlined word appear earlier in your list than the circled word? If so, what does this tell you?
- Exercise judgment at this point by choosing the most suitable idea on your list.
- Use this creative thinking technique to turn all your problems into opportunities — to turn **LEMONS INTO LEMONADE!**

IN WHAT WAYS MIGHT I EARN MONEY IF THERE WERE A DEPRESSION?

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Chapter 24: World War II, p. 30**LESSON 33 – BE YOUR OWN HISTORIAN:
AN ORAL HISTORY RESEARCH PROJECT****OBJECTIVE:** To learn of an event in history from a *primary source* (a 1st-hand account)**DIRECTIONS:**

- A. Interview a person, perhaps one of your grandparents, who lived in Arkansas during World War II. (An *interview* is a conversation with someone from whom you get information by asking specific questions.)
- B. Use the questions below to get started and then add any other questions that interest you. Use a tape recorder if you like, but be sure to get the person's permission first.
- C. Sort, arrange, and evaluate the information from your interview.
- D. Write a brief report describing what you have learned about World War II from interviewing someone who lived through that period of history.

INTERVIEW QUESTIONS

1. What was your response to the Japanese attack on Pearl Harbor? Where were you at the time?
2. How did Arkansans feel about serving in the armed services?
3. Where were the major Arkansas centers for training troops?
4. What were your impressions of General Douglas MacArthur?
5. How did Arkansans respond to gas rationing and food stamps? Were they a hardship?
6. What did you think about Arkansas' two relocation camps for Japanese-Americans? What purpose did they serve?
7. Did you and your family experience greater prosperity from the effects of war-time industry?
8. What impact did the G.I. Bill have on post-war Arkansas? Did anyone you know benefit from this bill? If so, in what way?
9. What was popular in Arkansas during World War II in regard to:
 - a. music
 - b. movies
 - c. sports
 - d. hairstyles
 - e. fashion
 - f. manners and customs
 - g. cars
 - h. books
 - i. magazines
10. What lessons did you learn from living through this period of history?



Chapter – 25: The Land of Opportunity, p. 31**LESSON 34 – CAPITALISM: A SYSTEM THAT WORKS
IN THE LAND OF OPPORTUNITY**

Objective: To learn first-hand about America's economic system, *capitalism*, from successful Arkansas business leaders

CAPITALISM: "An economic system under which the means of production, distribution, and exchange are in large measure privately owned and directed" Webster

FREE ENTERPRISE: "Freedom of private business to operate competitively for profit with minimal government regulation" American Heritage Dictionary

The twin pillars of the American republic are *capitalism*, based on economic freedom, and *democracy*, based on political freedom. Our Founding Fathers believed that one pillar could not stand without the other; and it is up to us as citizens of the United States and of Arkansas to keep both pillars strong. How can we do this? First and foremost by understanding how capitalism and democracy work, and what their values are. In the lesson on the next page, you will learn about capitalism; later, in Lesson 38 you will learn about democracy.



CLASS PROJECT: THE FREE ENTERPRISE SYSTEM IN ACTION

Objective: To learn about capitalism and the free enterprise system from successful Arkansas business leaders.

Industry, Perseverance, & Frugality make Fortune yield.

--Benjamin Franklin
One of America's greatest
exponents of capitalism



What is CAPITALISM?

Capitalism is an economic system based on three rights:

1) private property, 2) free enterprise, and 3) profit.



Capitalism involves the law of supply and demand. The law of supply and demand is the natural law of the market place, according to Scottish economist **Adam Smith** in *Wealth of Nations* (1776). With no government interference in business, neither aid nor regulation, the "invisible hand" of supply and demand competition leads to the best product at the lowest price.

Capitalism was adopted in 1787 by the Founding Fathers as America's economic system.

ACTIVITY

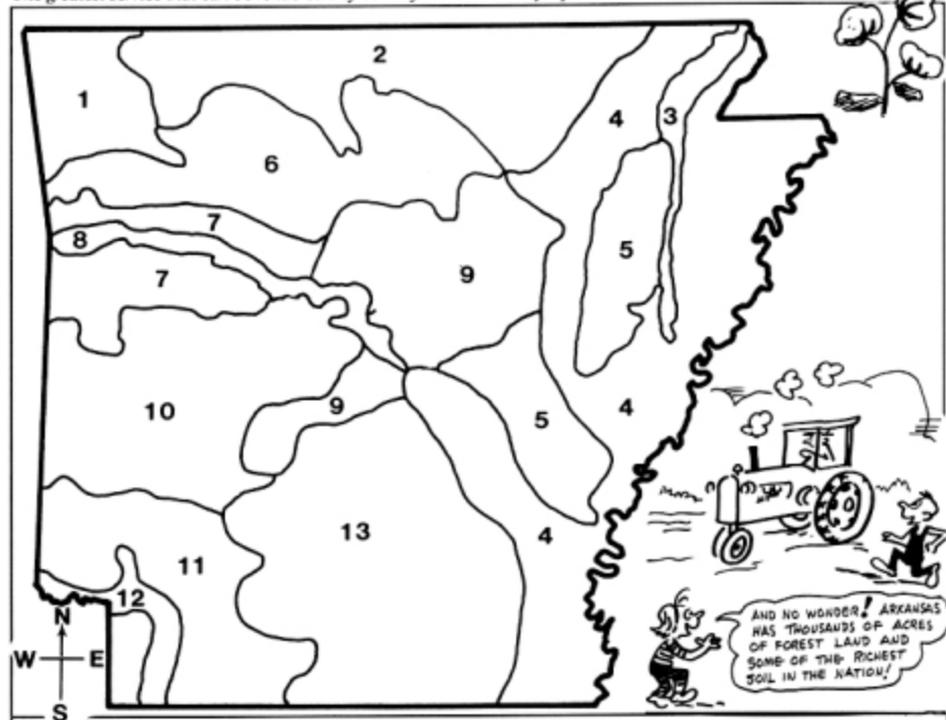
Interview a successful business person in your community, asking these three questions:

1. "How has the capitalist / free enterprise system contributed to your success?"
2. "What are your keys to business success?"
3. "What advice do you have for us as students to help us prepare for business success?"

Chapter 26: The Agricultural Revolution, p. 32**LESSON 35 – AGRARIAN ARKANSAS**

Objective: To learn the geographic distribution of Arkansas' agricultural products

"The greatest service that can be rendered any country is to add a useful plant to its culture." Thomas Jefferson

**MAP SKILLS**

Label the map with the correct crop grown in each numbered region. Then, color the map, with each numbered region the same color.

- | | |
|--|--|
| 1. poultry, dairy and beef cattle | 7. poultry, beef cattle, fruit, vegetables |
| 2. general farming, livestock | 8. rice, soybeans, wheat |
| 3. general farming, beef cattle, fruit | 9. general farming, dairy and beef cattle |
| 4. cotton, soybeans, rice, wheat | 10. general farming |
| 5. rice, soybeans | 11. poultry, beef cattle, soybeans |
| 6. general farming | 12. livestock, soybeans, cotton |
| | 13. general farming, beef cattle |

Chapter 27: The Little Rock School Crisis, p. 33

LESSON 36 – LESSONS FROM HISTORY

Objective: To turn difficult episodes in our history into learning experiences

I imagine that you were (in turn) each of the following persons in the Little Rock School crisis and are now re-thinking that experience over thirty years later. As you identify with each person, consider these questions and then write your thoughts below: **What did you think then; and what do you think now? How has your thinking changed? What have you learned from that difficult experience?** (This kind of **imagining** is called *empathy*. It is a way of *understanding* another person by *standing under* his point of view, that is the point from which he viewed something, in order to see the thing as he saw it. This is not agreement; it is understanding.)

PERSONS	LESSONS I HAVE LEARNED FROM THE LITTLE ROCK SCHOOL CRISIS
A WHITE STUDENT	
A BLACK STUDENT	
A PICKETER	
A NATIONAL GUARDSMAN	
GOVERNOR ORVAL FAUBUS	

Chapter 28: Winthrop Rockefeller: A Republican Adventure, p. 34**LESSON 37 – POLITICAL PARTIES IN ARKANSAS**

Objective: To gain a spatial, right brain view of how long different political parties have held the governorship in Arkansas

Below is a chart showing the political party affiliation of Arkansas' governors.

- On each blank, write the (last) name of the governor elected to office that year. (For a list of the governors' names, see Lesson 27.)
- To see spatial/time relationships of the political parties, color the **Democratic** sections of the chart **blue**; the **Republican** sections **red**; the **Confederate** section **orange**; the **Unionist** section **green**.



1836—Democratic: _____

1840—Democratic: _____

1844—Democratic: _____

1849—Democratic: _____

1852—Democratic: _____

1860—Democratic: _____

1862—Confederate: _____

1864—Unionist: _____

1865—Republican: _____

1868—Republican: _____

1871—Republican: _____

1873—Republican: _____

1874—Democratic: _____

1877—Democratic: _____

1881—Democratic: _____

1883—Democratic: _____

1885—Democratic: _____

1889—Democratic: _____

1893—Democratic: _____

1895—Democratic: _____

1897—Democratic: _____

1901—Democratic: _____

1907—Democratic: _____

1909—Democratic: _____

1913—Democratic: _____

1917—Democratic: _____

1921—Democratic: _____

1925—Democratic: _____

1927—Democratic: _____

1928—Democratic: _____

1933—Democratic: _____

1937—Democratic: _____

1941—Democratic: _____

1945—Democratic: _____

1949—Democratic: _____

1953—Democratic: _____

1955—Democratic: _____

1967—Republican: _____

1971—Democratic: _____

1975—Democratic: _____

1979—Democratic: _____

1981—Republican: _____

1983—Democratic: _____

1992—Democratic: _____

1996—Republican: _____

Chapter 29: Arkansas' Congressional Heroes, p. 35**LESSON 38 – DEMOCRACY IN ACTION**

Objective: To understand federal, state, county, and city levels of government within the framework of a democracy in which officials are elected of, by, and for the people

**BRANCHES AND FUNCTIONS OF GOVERNMENT**

EXECUTIVE:
EXECUTES LAWS

LEGISLATIVE:
MAKES LAWS

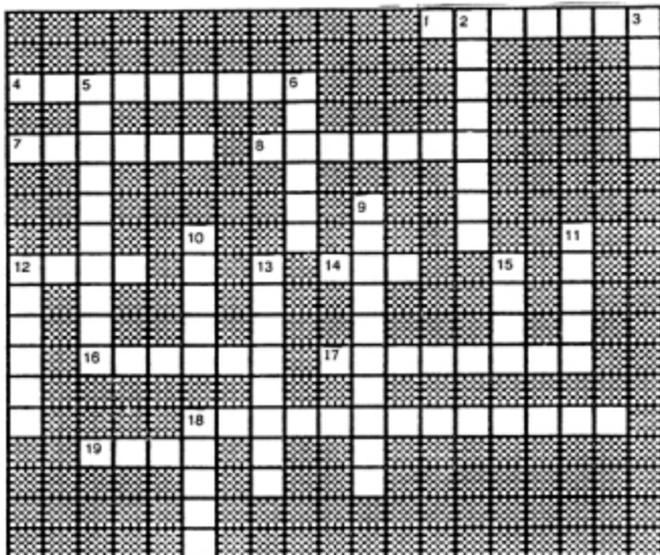
JUDICIAL:
INTERPRETS AND
ENFORCES LAWS

<u>UNITED STATES GOVERNMENT</u>	PRESIDENT	CONGRESS Senate and House of Representatives	SUPREME COURT
<u>ARKANSAS GOVERNMENT</u>	GOVERNOR	GENERAL ASSEMBLY Senate and House of Representatives	SUPREME COURT
<u>COUNTY GOVERNMENT</u>	COUNTY JUDGE	QUORUM COURT	CHANCERY COURT CIRCUIT COURT
<u>CITY GOVERNMENT:</u> 1. Mayor/Council 2. City Manager 3. City Administrator	1. MAYOR 2. CITY MANAGER 3. MAYOR (City Admn. is chief admn.)	1. CITY COUNCIL 2. BOARD OF DIR. 3. BOARD OF DIR.	MUNICIPAL COURTS

WHO'S WHO IN OUR DEMOCRACY?

Write in the proper frame the name or initials of these government officials: U.S. President; Arkansas U.S. Senators; Arkansas U.S. Congressmen; U.S. Supreme Court Chief Justice; Arkansas Governor; your region's state senators and representatives; Arkansas Supreme Court Chief Justice; your local county and city officials. Color each level of government a different color to make the levels more distinct in your mind, thus easier to remember.

Would you like to be elected to one of these government offices? Begin to dream and plan now. **DEMOCRACY IS A GREAT ADVENTURE!**

Chapter 30: Razorback Fever, p. 36**LESSON 39 – A RAZORBACK PUZZLE****Objective: To have fun!**

TIP: All the words in the crossword puzzle can be found through an *observant* reading of Chapter 30: Razorback Fever, p. 36 in your *Adventure Tales of Arkansas* textbook. To know what you are reading for (always a good plan), read the clues below.

ACROSS**DOWN**

- | | |
|---|--------------------------------|
| 1. Named head football coach, 1955 | 2. Calling everyone together |
| 4. Original name of Razorback football team | 3. Last word in rallying cheer |
| 7. Razorback coach in 1909 | 5. Wild hogs |
| 8. Standing by someone, no matter what | 6. Athletic games |
| 12. A group that plays or works together | 9. Place of higher education |
| 14. Another word for "hog" | 10. Loud yell |
| 16. The meaning behind something | 11. Sporting events |
| 17. "The Natural State" | 12. Prize |
| 18. Top wins | 13. Oblong ball |
| 19. First word in rallying cheer | 15. Big pigs |
| | 18. Shows athletes how to play |

Chapter 31: The Natural State, p. 37

LESSON 40 – ARKANSAS STATE SYMBOLS

Objective: To identify, label, and color the state symbols of Arkansas: flag, seal, bird, flower, tree, insect, gem, drink, fruit/vegetable, musical instrument



ANSWER KEY: STUDY GUIDE CHECKLIST AND LESSON ACTIVITIES

*LA = Lesson Activity answers

AWV = answers will vary

ATA = *Adventure Tales of Arkansas: A Cartoon History of a Spirited People*

CHAPTER 1: IN THE BEGINNING...THERE WAS THE LAND, p. 1

2. see Lesson Activity-2:4. (*LA-2) north, Mo.; NE, Tenn.; east, Miss.; south, La.; SW, Texas.; west, Oklahoma 5. Ozarks created by stream erosion. 7. Past use: river "highways" for explorers and settlers; fishing; shipping crops and goods. Present use: commerce; flood control; fishing; recreation 8. Water resources vital for sustaining Arkansas' growing population in regard to commerce, flood control, recreation, and tourism. *LA-2:5. AWV

CHAPTER 2: AND THEN CAME THE INDIANS: PREHISTORIC, p. 2

1. Approx. 500 B.C. 2. FOOD: fish, game, wild fruits and seeds; also, after 500 B.C., corn, beans, squash, etc. CLOTHING: animal skins, woven grass. SHELTER: bluff shelters, caves, animal skin huts. 3. HUNTING/FISHING: atlatl, flint knives, bone fish hooks, grass nets; after 500 B.C., bow and arrow. DOMESTIC: woven grass baskets, cradles; after 500 B.C., pottery, jewelry. RELIGION: Buried their dead with personal possessions; after 500 B.C., mound burials; after 700 B.C., sun-god worship; priests led religious ceremonies.

CHAPTER 3: HISTORIC INDIANS, p. 3

1. Quapaw, Caddo, Osage 2. Cherokee, Choctaw 3. AWV 4. *LA-4 for answers, see ATA, p. 3.

CHAPTER 4: INDIAN REMOVAL, p. 4

1. resentment for occupying their land 2. see *LA-5. 3. Trail of Tears crossed Arkansas, causing near panic as a cholera epidemic broke out among Indians; approx. 1/4 of immigrating Indians died of disease, starvation.

Chapter 5: SPAIN DISCOVERS ARKANSAS, pp. 5-8

1. De Soto hoped to find gold in Arkansas, thus bring greater wealth and power to Spain. 2. De Soto, 1st white European in Arkansas. His aides wrote 1st histories of Arkansas. 3. Suffered from white men's diseases and cruelty; learned of Christianity 4. very little, in that for 131 years after De Soto's discovery of Arkansas, no white man set foot there. However, the 3 narratives of his year-long sojourn are historically important, giving us first-hand information about the land and Indian culture. They can be read in Edward Bourne, *Narratives of the Career of Hernando de Soto*, 2 vols, 1922 (available through interlibrary loan). *LA-7 for answers, see ATA, pp. 5-8.

CHAPTER 6: FRANCE CLAIMS ARKANSAS, pp. 9-10

1. Arkansas Post 2. France, Spain 3. established Arkansas Post; "Father of Arkansas" 4. friendly to Indians, traded with them; French pronunciation of Indian word, "Arkansa," gave state its name. 5. As part of the French empire for nearly a century, Arkansas incorporated into its culture French language and French laws. France failed to develop this area, so French settlers consisted primarily of a small number of hunters and fur traders.

CHAPTER 7: A MUSICAL CHAIRS ADVENTURE, p. 11

1. France: 1682-1763 and 1800-1803; Spain: 1763-1800 2. Yes 3. Arkansas' international history created this legacy; for instance, French trappers settled along the waterways, leaving us with many river names of French origin. "Arkansas" comes from the French adaptation of the Indian word, "Arkansa." "Ozark" may be a contraction of "aux Arkansas" ("to Arkansas").

CHAPTER 8: ARKANSAS BEGINS ITS AMERICAN ADVENTURE, p. 12

1. Governmental organization (1804, District of Louisiana created; included Arkansas); exploring expeditions; increased settlement 2. 1819, founded Arkansas' first newspaper, *Arkansas Gazette* (now oldest west of Miss. R.) 3. natural crossroads; real estate promoters; on Arkansas River 4. AWV 5. 1811, severe earthquake in southeast Mo.; changed course of Miss. R.; in 1815, victims given free public land certificates by fed. govt., and many settled in Arkansas, speeding its growth 6. NATURAL BOUNDARIES: Miss. R. and St. Francis R. = eastern, Red R. = upper southwest; GEOMETRIC BOUNDARIES: line due west of northeast corner = northern; 33rd parallel = southern; Ft Smith north to southwest Mo. corner and Ft Smith due south to Red R. = western 7. Many War of 1812

veterans, given public land as bounties, settled in Arkansas, as did New Madrid earthquake refugees. 8. Indian territory west of Arkansas discouraged westward settlement to some extent. Texas Rev. and Cal. gold rush brought settlers through Arkansas. *LA -13:(Class discussion): 1. followed the rivers and diagonal division between highlands and lowlands 2. close correlation

CHAPTER 9: STATEHOOD, p. 15

1. 1836 2. slave 3. precedent for Arkansas entering Union as slave state, balanced by Michigan's entry as free state 4. territory: limited authority to govern; state: full authority; *LA -16: 2. Both entered Union as slave states paired with free states (Mo./Maine; Arkansas/Mich.)

CHAPTER 10: TALL TALES OF ARKANSAS, p. 16

1. humorous dialogue and song portraying Arkansas by regionalist Sanford C. Faulkner; symbolizes state to many.

CHAPTER 11: BLACKS IN ARKANSAS, p. 17

1. rules and laws enforcing segregation 2. as slaves, helped make cotton Arkansas' #1 crop. 3. slavery abolished; blacks made citizens; black suffrage 4. helped restore many rights of citizenship 5. Slavery less entrenched, because slaves lived in only a portion of the state (agric. areas). *LA-19: Blacks lived in these areas in 1860 because slaves were used in farming areas. Tenant farming kept them tied to these farming areas after the Civil War. Even today, many blacks live there because of the soil.

CHAPTER 12: ARKANSAS SECEDES FROM THE UNION, p. 18

1. May 6, 1861 2. east of SE-NW diagonal line; agric. areas conducive to slave-owning (see map, *LA-19) 3. Arkansas had fewer slaves than most southern states, because only part of land suitable for farming; few blacks lived in the northwest highlands.

CHAPTER 13: THE CIVIL WAR, p. 19

1. few resources regarding men, money, supplies; entered war reluctantly 2. AWV 3. PR: Confed. army failed to remove Union army from NW Arkansas and take Mo.; PG: Confed. army weakened, NW Arkansas defenseless; Helena: Confed. army failed to rout Union stronghold; same day, Vicksburg fell and Federals controlled Miss. R. 4. Confed. gov't. fled to Washington after Federal occupation of state. 5. Union, Isaac Murphy; Confed., Harris Flanagin 6. against fighting sister states; against slavery.

CHAPTER 14: A CIVIL WAR HERO, p. 20

1. tried to inform Confed. gov't. of Union plans. *LA- 22: code message (Imaginary; we don't know what Dodd's real message said.), capture Richmond; blockade southern coastline; divide South by controlling Mississippi River"

CHAPTER 15: RECONSTRUCTION, p. 21

1. free public schools for whites and blacks, funded by state; suffrage for adult, black males; railroad building; state institutions for the blind and deaf 2. blacks given right to vote and hold office; ex-Confederates denied right to vote and hold office unless they supported Radical gov't.

CHAPTER 16: THE BROOKS-BAXTER WAR, p. 22

1. contested election between regular and liberal Republicans 2. Pres. Grant declared Baxter governor. 3. *LA-24: check mixed-up facts with correct version in ATA, p. 22.

CHAPTER 17: A NEW BEGINNING, p. 23

1. abolished slavery; black citizenship; black suffrage 2. segregation; poll tax and "grandfather clause" to limit black voting 3. low crop prices; high debt and interest rates; high shipping rates 4. stronger government action to protect farmers from unfair business practices 5. large organizations with effective leaders, yet failed to elect governor and establish political control 6. AWV

CHAPTER 18: THE PROGRESSIVE ERA, p. 24

1. JD: championed "common man"; GD: completed capitol, created new state boards; CHB: econ., ed., and trans. improvements 2. consolidation of school districts; increase in school taxes; school improvement associations; teacher training; development of secondary education; expansion of higher education; establishment of public libraries 3. juvenile court system; abolishment of convict leasing; improved road system; creation of State Bd. of Ed. and State Bd. of Health 4. AWV 5. AWV

CHAPTER 19: WORLD WAR I, p. 25

1. Camp Pike; Camp Robinson

CHAPTER 20: WOMEN WIN THE VOTE, p. 26

1 Progressivism emphasized democratic reforms, such as broader participation in govt. *LA-29: see ATA, p. 26

CHAPTER 21: THE ROARING TWENTIES, p. 27

1. 4-year construction program resulted in first effective state highway system, financed largely with gasoline taxes, bridge tolls, license fees. 2. Prosperity; Arkansas Advancement Association; Wonder State designation; oil/gas discoveries; mineral production; tourism; better roads 3. AWV 4. Inadequate levees allowed Miss. R. to become 80 miles wide during 1927 flood; problem led to construction of new levees.

CHAPTER 22: THE GOLDEN AGE OF RADIO, p. 28

1. AWV 2. folk, country music 3. Lum and Abner; Bob Burns; *LA-31: -recording artists: 1. Penguins 2. The Browns 3. Cascades 4. Pat Ketty Lester 5. Simon & Garfunkel 6. The Association 7. Gladys Knight; Marvin Gaye 8. Glenn Campbell 9. Johnny Cash 10. Charlie Rich 11. B.J. Thomas 12. Don McLean 13. Carly Simon 14. Barbara Streisand 15. Marilyn McCoo 16. Bill Davis, Jr.; 5th Dimension

CHAPTER 23: THE GREAT DEPRESSION, p. 29

1. Arkansas Senator Joe T. Robinson worked with President Franklin D. Roosevelt to make the New Deal a success.

CHAPTER 24: WORLD WAR II, p. 30

1. McArthur, one of America's greatest generals, was born at the Federal Arsenal in Little Rock. 2. AWV

CHAPTER 25: THE LAND OF OPPORTUNITY, p. 31

1. Industrialism began to replace rural way of life. 2. Winthrop Rockefeller 3. Created public awareness of business opportunities in Arkansas; efforts supported by many Arkansans 4. AWV

CHAPTER 26: THE AGRICULTURAL REVOLUTION, p. 32

1. Arkansas has some of the richest farm land in the nation; urban/industrial growth has been slower in Arkansas than some other states. 2. A machine could do the work of several men; thus unemployed farmers moved to urban areas to find jobs.

CHAPTER 27: THE LITTLE ROCK SCHOOL CRISIS, p. 33

1. State-wide change was required, since most of Arkansas' schools were segregated. 2. Little Rock School Board voted to integrate in fall of 1957; however, Governor Faubus had the National Guard prevent enrollment of the 9 black students selected to enroll at Central High School. President Dwight Eisenhower dismissed the National Guard and had federal troops assist the students in enrolling safely.

CHAPTER 28: WINTHROP ROCKEFELLER, p. 34

1. Increased industrial jobs through AIDC; improved status of blacks; helped develop 2-party political system

CHAPTER 29: ARKANSAS' CONGRESSIONAL HEROES, p. 35

1. see chart, *LA-38 2. Arkansas' 3 branches and functions of government reflect those of the federal govt. 2. and 3. see chart, *LA-38 4. Before the days of adequate transportation, people needed to be closer to the county seat, so some counties created 2 county seats to solve the problem. 5. Article I, Section 8 of the U.S. Constitution states the 18 powers of Congress; the 10th Amendment states that "The powers not delegated to the U.S. by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people."



SO LONG! IT'S
BEEN A GREAT
ADVENTURE!

THE
FUTURE →
IT BELONGS
TO YOU!

