

Arkansas History Lesson Plan

Arkansans

***Grade Levels:**
Grade 3

***Subject/Topic Areas:**
Important or famous Arkansans and their contributions

***Key Words:**
contributions, famous, society, success, gender, race, nationality, status, events, Arkansas, locations in Arkansas, and vocabulary specific to individual assigned

Designed by:
Lavona Sue Clanton

***Time Frame:**
3 weeks

***School District:**
Berryville

School: K-3

***Brief Summary of Unit (including curricular context and unit goals):**

- Research, read, and analyze information about the lives of important Arkansans and their contributions to society.
- Write a biography about the Arkansan
- Self and Peer Editing/Suggestions
- Present to peers by reading report, showing location(s) on a state map, showing a simple time line of events, and finally a picture of the individual (poster).

***Arkansans to be selected from for research:**
Each student will have a different person.

Women:

Twila Paris, Gail Davis, Lisa Blount, Joey Lauren Adams, Ellen Gilchrist, Mary Steenburgen, Maya Angelo, Helen Gurley Brown, Daisy Bates, Sarah Cardwell, Hattie Caroway, Joan Hess, Patsy Montana, K.T. Oslin, Charlie May Simon, Hilary Rodham Clinton

Men:

Don Tyson, Sam Walton, Sidney Moncrief, Johnny Cash, Dizzy Dean, John Grisham, Scott Joplin, Alan Ladd, Douglas MacArthur, John Gould Fletcher, Mark Martin, Maurice “Footsie” Britt, Billy Bob Thornton, Scottie Pippen, Lou Brock, Paul “Bear” Bryant, William Jefferson Clinton, Ronnie Dunn, J.B. Hunt, Jerry Jones, Tracy Lawrence

***Stage 1 –**

Identify Desired Results

***Established Goals & Objectives:**

H.6.3.2 Examine historical people and events of Arkansas

H.6.3.6 Recognize individuals who contributed to the common good of society

H.6.3.7 Analyze a timeline

H.6.3.9 Identify ways in which technology has changed the world

G.1.3.12 Utilize the map legend/key to interpret physical maps

E.8.3.5 Define and discuss characteristics of an entrepreneur

***What understandings are desired?**

- **History is a story of the people, events, and places.**
- **Arkansans have made important contributions to our society.**
- **Famous people come from various backgrounds (economic, race, gender).**
- **Map skills to identify locations in Arkansas**
- **We can all contribute to our world/society in positive ways.**

***What essential questions will be considered?**

- **Who are some of the important men and women from Arkansas?(Explanation)**
- **What did they do that is considered a “contribution” to society?(Interpretation)**
- **Why did they succeed?(Application)**
- **How do they feel about what they did? How do you feel? (Interpretation/Empathy)**
- **Did their race, gender, money status, or nationality help or hinder them?(Perspective)**
- **How did they overcome obstacles?(Explanation/Interpretation)**
- **Where and when did they live in Arkansas? Did this have an effect? (Explanation/Interpretation)**
- **How will you contribute to society?(Self-Knowledge)**

***Students will know...**

- **Key facts (Who, what, where, why, and when) about important Arkansans and their contributions to our world**
- **Time period these people lived and general information about that time**
- **Geography-where these people are from in the state**

- Vocabulary –Arkansans, contributions, society, succeed, success, race, gender, nationality, socio-economic status (poor, middle class, rich or wealthy) and others related to individuals studied

***Students will be able to...**

- Recognize important figures from the state of Arkansas.
- Use research skills and computer technology to find information and visuals of the figures
- Express their findings: journal notes, graphic organizers, time line, map, picture, and a written report/biography (according to English Language Abilities).
- Publish and share information with peers.
- Think about how they will contribute to society in a positive way.

***Stage 2-Assessment/Evidence**

***Performance Tasks:**

****GRASP for students***

Goal=

- Your task is to research and write about an important Arkansan
- Your goal is to write a biography. A biography is the story of someone's life.
- You will need to find when and where were they born, where they grew up, race, nationality, poor or rich, what they liked or enjoyed, who encouraged them or did they admire, what made them successful, where they live today or when and where they died, what do you think they gave to society that was the most important.
ALWAYS REFER BACK TO YOUR ESSENTIAL QUESTIONS!!!!
- You will strive to write a biography that helps your audience know your person.

Role=

- You are a researcher.
- You are a reader.
- You are a writer.
- You are a presenter.

Audience=

- Your audience is another Arkansas student your age (your classmates).

Situation=

- Your challenge is to make others see your person as a symbol of Arkansas and someone who has done something good.

Product, Performance, Purpose=

- You will write a biography.
- You will read it to others and get information to make it better (organized, fluent, etc.)
- You will share your work and listen to others' work.

Standards and Criteria for Success=

- Class presentation rubric
- Six Traits Writing Rubric for Biography or Teacher Made Rubric

***Other Evidence:**

- 1) Journal Response to one of the Essential Questions
"How will I contribute to society?" (*Self-Assessment & Reflection*)
- 2) "Note Chart" completed while others are sharing
- 3) Able to show location on Arkansas state map
- 4) Make a simple time line with at least 5 dates of important events in chronological order
- 5) Read aloud for self and peers (*Self-Assessment*)
- 6) Accept suggestions from others if valid

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Role=

- You are a researcher.
- You are a reader.
- You are a writer.
- You are a presenter.

Audience=

- Your audience is other Arkansas students your age (your classmates-not just ESL).

Situation=

- Your challenge is to make others see your person as a symbol of Arkansas and someone who has done something good.

Product, Performance, Purpose=

- You will write a biography.
- You will read it to others and get information to make it better (organized, fluent, etc.)
- You will share your work and listen to others' work.

Standards and Criteria for Success=

- Class presentation rubric
- Teacher designed rubrics or Six Traits Writing Rubric for Biography

What essential questions will be considered?

- Who are some of the important men and women from Arkansas?(Explanation)
- What did they do that is considered a "contribution" to society?(Interpretation)

- **Why did they succeed?(Application)**
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- **Did their race, gender, money status, or nationality help or hinder them?(Perspective)**
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- **Where and when did they live in Arkansas? Did this have an effect? (Explanation/Interpretation)**
- **How will you contribute to society?(Self-Knowledge)**
- **How has technology aided us in finding information about these people? (Application)**

PRESENTATION RUBRIC

NAME _____

0=Not shown 1= LESS THAN SATISFACTORY 2=SATISFACTORY 3=GOOD

NOTE: Modifications may be made in areas where an ESL student is rated a 3 or less in language ability (for example in pronunciation). However, with practice before hand this shouldn't be a big concern.

1. The reader can be heard.	0	1	2	3
2. The reader reads fluently.	0	1	2	3
3. Words are pronounced correctly	0	1	2	3
4. Reader appears to keep audiences attention	0	1	2	3
5. Presenter shows a location on AR map	0	1	2	3
6. Time line, poster, and map reflect learning.	0	1	2	3

COMMENTS: _____

Biography Rubric

Name: _____ Date: _____

Subject of Biography: _____

Criteria	Pts Possible	Pts Earned	Comments
Birth Date/Birthplace	5		
Death Date/ Place of Death or where living today and age	5		
Education Where? What?	10		
Major Accomplishments	10		
Significance (Must explain why this individual is important to Arkansas History/Life)	10		
Grammar and Spelling	10		
Neatness	10		

Points Earned: _____/60 Points

NOTES:

***Stage 3-Learning Plan**

(Teacher will bookmark resources on the Internet and check with the library and other teachers for available resources before research begins.)

- 1. Write on the board and read to students- “Arkansas is full of wonderful people who contribute to society!” Tell students that we are going to learn about people from Arkansas who are a little more known than others. However first we need to know what is meant by the statement on the board. Discuss what “contribute to society means”. Look up the term society. Talk about how society can mean different things and degrees/sizes. Ask them how they think people contribute to society?**
- 2. Introduce goal as an Arkansas Standard for 3rd Grade. ESL students like to know it’s meant for all third graders.**
- 3. Begin reading little bits of information about some Arkansans the students will have to choose from. Get their interests up, many students are interested in the things these people do.**
- 4. Each student will research a famous Arkansan of their choice. They may not get their first or even second choice but we’ll be fair in the selection. Have a drawing like for a prize to let students choose—from the list so that it is fun and fair. (Janet come on down!) Provide them ownership with choice.**
- 5. Post and discuss “Essential Questions.” Go over GRASP with students and other assessments that will be given. Make sure they know expectations, and where they can review these.**
- 6. Discuss with the group and individuals how they can share resources, develop a timeline, and choose an organizer that will help them with information. Set rules and procedures for use of computers.**
- 7. Research Time (Information, simple time line for person, map, and picture)
Revisit Essential Questions**
 - A. Writing Time (Revisit Essential Questions)**
 - B. Self Editing (Revisit Essential Questions)**
 - C. Peer Editing. Read aloud/practice. (Revisit Essential Questions)**
 - D. Rewrite or polish (Revisit Essential Questions)**
 - E. Present (Discuss rubrics again as needed)**
 - F. Journal Response**
 - G. Students turn in their notes and give a specific and positive comment to someone about their presentation (Teacher will model at the end of each presentation).**

WHERE TO: ARKANSANS CONTRIBUTIONS TO SOCIETY

***Where is it going?**

Examine Arkansans and their contributions to society.

***ook the students?**

By reading just enough information to get them interested and then providing them a fun way to choose.

***xplore and equip?**

Research through the use of technology and the media center and possible interviews (e.g., Tracy Lawrence)

***Rethink and revise?**

Self and peer editing and suggestions.

Constant review of ESSENTIAL QUESTIONS—chart on wall.

***Exhibit and evaluate?**

Timeline of progress and anticipated date to present

Student choice of an organizer for information

Helping them to understand Rubrics

***Tailor to student needs, interests, and styles?**

Modifications or extra assistance from the teacher for lower levels of language development or extent of disability

Chose a variety of Arkansans from all walks of life that I know I can interest my students with by providing them connections

***Organize for maximum engagement and effectiveness?**

Students will work in different areas so we can best use the computers we have, and I can monitor students taking notes, reading on-line, working on time lines, starting posters, finding places in Arkansas on maps and doing their own maps.

Ask computer lab person and librarian if they can assist students in finding information, also.

Involve migrant and ESL assistant personnel to work with students, too.

Since we have other things to work on, we may split days for research and writing between students and adjust for varying amounts of time and required instruction in some areas for individual students.

We use the code “Arkansas Time!” for work on their biographies.

***List of materials**

Library resources, paper, poster paper, art supplies, pencils, atlas, computers, rolls of adding machine tape for time lines, computer that will print pictures, journals for note taking, posters for essential questions and rubrics, lists to cut up and draw from, various graphic organizers

***Resources**

For Famous Arkansan Lists:

www.50states.com/bio/arkansas.htm

www.worldatlas.com/webimage/countrys/namerica/usstates/arfamous.htm

www.arkansas.com/things-to-do/history-heritage/famous.aspx

For interactive time lines:

www.readwritethink.org/materials/timeline/

***Cross-curricular connections: content frameworks and SLEs.**

Arkansas Social Studies Curriculum Framework:

G.1.3.3 Discuss the characteristics that define a region: takes up area, has boundaries, has special features

G.1.3.13 Locate places on contemporary maps

G.3.3.3 Describe how people affect and alter their environment (Tyson, JB Hunt, Wal-Mart)

C.5.3.2 Describe how citizens contribute to the improvement of a community

E.8.3.5 Define and discuss characteristics of an entrepreneur

Arkansas English Language Arts Curriculum Framework:

OV.1.3.4 Focus on audience

OV.1.3.7 Communicate ideas sequentially or organized around major points of interest

OV.1.3.15 Accept contributions of teacher or group to establish goals to improve speaking performance

OV.2.3.1 Demonstrate active listening behaviors

OV.2.3.7 Evaluate a performance on the basis of a predetermined criteria/rubric developed by the teacher

OV.3.3.2 Respond to media in a variety of ways (i.e., art, writing, and plays)

W.4.3.1 Use a variety of planning strategies/organizers

W.4.3.2 Focus on a central idea

W.4.3.5 Use available technology to collect information for writing

W.4.3.11-W.4.3.12 Edit writing

W.4.3.13 Prepare pieces for publication

W.5.3.2 Write to persuade, inform, entertain, and describe

W.5.3.3 Write daily

W.5.3.4 Write informational pieces with at least two paragraphs

W.5.3.9 Explain connections between text and world

W.6.3.16 Capitalize titles and abbreviations

W.6.3.20 Indent to show paragraphs

W.7.3.6 Apply new vocabulary and concepts from reading to writing

R.9.3.3 Make connections from text to world during reading

R.9.3.10 Organize information and events logically

R.9.3.13 Summarize major points found in nonfiction materials

R.10.3.1 Read daily

R.10.3.6 Use graphic organizers

R.10.3.10 Describe in own words new information gained from texts and relate it to prior knowledge

R.10.3.20 Use a dictionary, index, thesaurus, encyclopedia, and online reference materials to enhance reading

***Additional adaptations for special needs learners**

Use a graphic organizer and model for students how to write a biography like the one you want.

Make a large poster with the questions that must be answered in the biography for students to refer to when looking for information

Write a biography, time line, map, and poster right along with students so that they see you as a learner, too.

***Attachments**

Handouts and rubric included

Some student work photos attached