

Educational Programs

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Education Mission

The Rogers Historical Museum serves not only Rogers and Bentonville but all of Northwest Arkansas, a rapidly growing region with a rich heritage and a vibrant entrepreneurial spirit. The RHM preserves that heritage and shares that spirit. The recipient of many state and national awards, the Rogers Historical Museum is among the fewer than five percent of approximately 17,500 museums in the nation [accredited](#) by the American Association of Museums.

Education is at the heart of the museum's mission. Students attending our in-house and outreach programs develop an appreciation of place and culture, a sense of community pride, an awareness of heritage preservation, and opportunities for learning across all age levels. By creating materials that connect the museum's message with some element of a teacher's curriculum, the museum assures that both teachers and students have the opportunity for an enhanced lesson that produces academically capable students who can demonstrate their competency in the core curriculum and apply their knowledge and skills.

At the Rogers Historical Museum all of our school programs are based on the current Arkansas Curriculum Standards. The benefits for children participating in our in-house and outreach programs include:

- Handling real artifacts and high quality replicas
- Developing thinking skills including problem solving, inquiry, observation, empathy, and understanding
- Acquiring new knowledge, understanding, and skills
- Enjoyment, inspiration, and creativity
- Changing their perception of and attitude toward museums
- Social benefits, e.g., team working, meeting other adults
- The opportunity to participate actively as citizens and develop social skills with other people outside of the school environment.

This museum is a community-wide investment in our children. It provides fundamental learning experiences. It is an institution of exploration where children lead the process of discovery in an educational atmosphere. It is a place where teachers, parents, and museum staff all share in each student's joy in learning about the world around them.

America's Heartland (4-7)

Rogers and area citizens displayed a spirit of adaptability and continued pioneering, positioning Rogers for future prosperity and growth, during the period after WWI and before the building of Beaver Dam. During the twenties, prohibition of alcohol was taking its toll, fostering a whole era of outlaws and gangsters. Moonshiners could suddenly make a lot more money, supplying distant areas. Another impetus for lawlessness was the great depression. Both of these social upheavals led to a new war between the good guys and the bad guys. Many social activists came forward to address their concerns for society. Rogers made a concerted effort to bring Tourists to this part of the Ozarks. The many rivers and mountains provided settings for lodges and resorts. The improving roads and train allowed people to travel to the area easily.

Curriculum Objectives:

- G.3.1.3 Identify ways in which people depend on the physical environment
- G.3.2.3 Examine ways in which people affect the physical environment
- G.3.3.2 Describe human settlements e.g., cities, towns, communities, villages
- G.3.3.3 Describe how people affect and alter their environment
- G.3.5.1 Recognize factors that influence migration e.g., employment, natural resources
- G.3.5.4 Recognize the concepts of interstate, intrastate, infrastructure, and globalization
- G.3.5.6 Identify ways people have modified the physical environment
- G.3.5.7 Discuss ways in which Arkansans adapted to and modified the environment
- G.3.7.1 Discuss push-pull factors that influenced the growth of population centers
- G.3.7.3 Analyze ways people have adapted to the physical environment, altered the physical
- G.3.8.1 Examine effects of push-pull factors on various regions
- H.6.3.7 Analyze a timeline that illustrates selected historical events
- H.6.4.7 Identify major historical events that occurred during the 20th century
- H.6.4.9 Evaluate data presented on a timeline of Arkansas history
- C.4.2.3 Identify local government officials e.g., mayor, city manager, county judge, sheriff
- C.4.3.2 Describe responsibilities and services of local government
- E.7.5.6 Examine the economic decisions that every society must make.
- E.8.3.5 Define and discuss characteristics of an entrepreneur
- E.8.4.1 Discuss productivity
- E.8.4.3 Examine the impact of scarcity of natural resources on production decisions
- E.8.4.5 Identify Arkansas entrepreneurs
- E.8.4.6 Describe how profit is an incentive for entrepreneurship
- E.8.5.2 Discuss the impact additional capital goods
- E.9.2.5 Investigate goods and services provided by markets in the local community
- E.9.3.4 Identify & explain role of each productive resource in producing a good or service.
- E.9.3.5 Research goods and services provided by markets in the local community
- E.9.3.8 Define supply and demand

E.9.4.10	List exported goods associated with Arkansas e.g., rice, chicken, auto parts
WC.16.AH.1	Investigate the sources of national fear and violence in post World War I.
WC.17.AH.4	Evaluate President Roosevelt's New Deal including the long term effects.
W.7.AH.7-8.1	Describe the contributions of Arkansans in the early 1900s
W.7.AH.9-12.2	Describe the contributions of Arkansans to the early 1900s
GD.8.AH.7-8.2	Describe the consequences of the 1930 drought on Arkansas
GD.8.AH.7-8.4	Discuss effects New Deal on Arkansas society during Depression
GD.8.AH.9-12.4	Discuss effects New Deal on Arkansas society during Depression
WWP.9.AH.7-8.1	Identify contributions of Arkansans during World War II.
WWP.9.AH.7-8.2	Describe the social and economic effects of World War II on Arkansans
WWP.9.AH.7-8.6	Examine the economic development of Arkansas after World War II.
WWP.9.AH.9-12.1	Examine the contributions of Arkansas during World War II.
WWP.9.AH.9-12.7	Analyze the economic development of Arkansas after World War II.
ESS.8.4.2	Analyze the impact of using natural resources.
ESS.8.4.5	Evaluate the impact of Arkansas' natural resources on the economy, including but not limited to: farming, timber, tourism, hunting, fishing.

Program Format:

- 30 minute program
- Powerpoint presentation
- Classroom or Museum
- No activity

Arkansas Symbols (K-2)

Learning Objectives:

Students will learn about the origins and meaning of our state symbols. Special emphasis will be placed on symbols connected to this region of the state.

Arkansas History Curriculum Frameworks:

H.6.K.2 Identify state symbols of Arkansas: flag, tree, insect, beverage.

H.6.1.2 Identify state symbols of Arkansas: flower, bird, fruit/vegetable, folk dance, instrument.

H.6.2.2 Identify state symbols of Arkansas: gem, mineral, rock, mammal, anthem.

Social Studies Curriculum Frameworks:

C.5.K.1 Recognize national symbols that represent American democracy (i.e. American flag, Bald Eagle, Statue of Liberty).

C.5.1.1 Identify and discuss national symbols that represent American democracy (i.e. American flag, Bald Eagle, Statue of Liberty).

Program Format:

- Classroom or museum
- Lesson includes touchable objects
- 30 minute program
- 1 class only please because during the lesson, students place pictures of state symbols on a large map and there are only enough for 1 class
- Activity: Students will receive a coloring book of all the Arkansas symbols covered in the lesson and will paste the state flag onto the cover.

Assembly Line Valentine (K-5)

This program will look at why we celebrate Valentines Day and the meanings behind some of the traditions. Students will learn how making Valentine cards began as a small operation in a home and developed into an industry using mass production. Program ends with *I Love Lucy* video clip of Lucy and Ethel in chocolate factory. Includes the Assembly Line card-making activity.

Learning Objectives:

Students will compare and contrast Victorian-style Valentine Cards with today's; learn how changes in technology affected the Valentine card industry; and understand how human factors such as skill, speed, and timing are considerations when working on an assembly line.

Arkansas Social Studies Frameworks:

- G.2.3.1 Discuss several customs in the United States and tell how they originated.
- E.8.K.2 Discuss the roles of *producers* and *consumers*.
- E.8.1.1 Recognize that people are *producers* of goods and services.
- E.8.1.2 Recognize that people are *consumers* of goods and services.
- E.8.1.3 Discuss skills and education necessary to perform a job.
- E.9.4.7 Discuss the effect of *supply* and *demand* in a community.
- E.8.4.2 Compare the increase in *productivity* when improved *human capital* is available.
- H.6.K.4 Discuss how things change over time using chronological terms (e.g. before/after, first/next/last, now/long ago, yesterday/today/tomorrow).
- H.6.1.4 Recognize time equivalency using chronological terms (e.g. yesterday/past, today/present, tomorrow/future).
- H.6.3.9 Identify ways in which technology has changed the world (e.g. computers).

Program Format:

- 1 class only
- Classroom or museum
- Lesson includes touchable objects
- 1 hour program
- Activity: students will make a Valentine card for each child in assembly-line fashion. Usually 2 assembly lines per class. Number of steps in each assembly line depends upon how many students are in the class that day. Needs extra staff because each child does a different job in the assembly line and extra supervision is needed.

Building Rogers (1-8)

Architecture is one of the most effective and available tools we have to teach across the disciplines and at every grade and capability level. Buildings have much to tell us about people, history, lifestyle, culture, religion, construction methods, ethnic origins, commerce, economy, commerce and technology. Buildings are very accessible historic artifacts that directly link the past and the present. Each state and each county has a rich architectural heritage--an individual and unique heritage! Whether your community has log cabins, ornate mansions, farm houses, barns and other outbuildings, commercial buildings, factories, places of worship, or combinations of many types, you can learn more about the story of your place and its people from the buildings.¹

Learning Objectives:

The student will be introduced to architectural styles and learn more about the characteristic features of these styles; will learn about the historical events and cultural diffusion that caused architectural styles to become popular; will learn that style can be a clue to determining the age of a building; will learn that styles are an expression of the taste, creativity and values of a society at a particular period in time; and will learn to identify architectural styles in their neighborhood and city.

Social Studies Curriculum Frameworks

Grades K–4:

- G.1.K.11 Illustrate a map of a familiar place.
- G. 1.1.13 Illustrate and label a map of a familiar place.
- H.2.1.6 Investigate how cultural diffusion, political events and technological changes have affected Arkansas architecture.
- H.3.1.5 Explore how architecture has contributed to Arkansas culture.
- H.6.2.6 Determine how photos and documents are used to gather information about the past.
- H.6.2.8 Describe the ways in which communities have changed over time.
- H.6.3.7 Analyze a *timeline* that illustrates selected historical events.
- H.6.3.8 Compare *artifacts* from events in various periods of history.
- H.6.4.10 Examine artifacts relating to events in Arkansas history.
- H.6.4.12 Analyze changes in Arkansas from past to present.

Arkansas History Curriculum Frameworks

Grades K - 6:

- TCC.1.2 Examine and analyze stories of important Arkansans and their contributions to our society.
- TCC.1.4 Describe how history is a continuing story of people, places, and events.
- TCC.2.4 Explain how people, places, events, tools, institutions, attitudes, values, and ideas are the result of what has happened in the past.

¹ Caneta Hankins, The Heritage Education Network <www.mtsu.edu/~then/Architecture/page4.html>MTSU Center for Historic Preservation, 1999

Grades 5-8:

TCC Standard 1	Demonstrate an understanding of chronological order.
TCC.2.2	Investigate how cultural diffusion has affected the art of architecture.
PPE.1.5	Explore how architecture has contributed to the transmission of culture.
PPE.2.4	Identify and interpret cultural diffusion.
PPE.2.5	Analyze architectural styles in their local environment. A study of architectural styles involves physical and cultural patterns in “place” and “human-environment interaction.”
SSPS1.1	Analyze social science concepts using <i>field study</i> .
SSPS.2.1	Use the tool of <i>field study</i> .

*Visual Arts Curriculum Frameworks**Grades 5 - 8:*

1.1.8	Produce art influenced by their exploration of architectural styles.
1.2.9	Investigate the career opportunity of architecture.
2.1.13	Evaluate the importance of architectural heritage.

Program Format:

- 30 minute lesson
- Powerpoint and touchable objects
- Classroom or Museum
- Activity: Paper buildings that fold into 3-D representations where the kids can decorate and choose their own styles. Buildings can be used to create their own city.

Civil War Flags of Benton County (2-7)

This program looks at the history of the flags associated with the Civil War in Arkansas. By understanding these flags we can learn a lot about the people who fought here. The flags are historical documents that recorded service and symbolized qualities that many people held dear such as Service, Sacrifice, Honor, Courage, Camaraderie, Family, & Home. This makes them something that remained sacred over the years.

A quote from a flag presentation ceremony in Benton, Arkansas in July 1861 sums up this emotion quite well and would have been seen many times in both the north and the south by families and friends.

“When this flag is unfurled by the breeze and waves above your heads, may each breathe of Heaven remind you of these near and dear ties that are common to all human beings, your wives, mothers, children, sisters, and friends . . . There are none in your company, I trust, who have not some such ties existing, and may the remembrance of those dear ties serve to nerve your arms to do their utmost in the day and hour of our need.”

Curriculum Objectives:

- H.6.4.6 Identify events that led to Arkansas’ involvement in the Civil War
- H.6.4.8 Discuss how differences between people lead to conflict.
- H.6.4.10 Examine *artifacts* relating to events in Arkansas history
- H.6.5.20 Discuss the reasons for the secession of southern states from the Union
- H.6.5.21 Identify and locate significant Civil War sites of the Union and Confederacy
- H.6.5.32 Identify the role of the following Arkansans in the Civil War: Earl Van Dorn
- TCC.1.3. Explain how individuals, events, and ideas influence the history of one’s self, family, community, state, and nation.
- TCC.1.4. Describe how history is a continuing story of people, places, and events.
- TCC.1.2. Explore, interpret, analyze, and evaluate multiple types of sources to show how traditions help people maintain continuity and ties with the past.
- TCC.1.3. Compare and contrast the causes and effects of conflict within the state, the nation, and the world.
- SSPS 1.2. Analyze artifacts, oral histories, photographs, landmarks, literature, and the arts to understand Arkansas’ culture by using a variety of methods.

Program Format:

- 30 minute program, optional extra 30 minutes to show soldier items
- Powerpoint presentation
- Classroom or Museum
- No activity

Downtown Rogers Walking Tour (1-5)

During a walking tour of historic downtown Rogers, students will explore the lives of the people who lived and worked in our downtown throughout the history of Rogers. Follow-up activities will reinforce the concept that it took many of the same kinds of people, businesses, and services to make a community work in the past as it takes today.

Learning Objectives:

Students will appreciate the variety of architecture found in historic downtown Rogers; understand the role of the railroad in the town's creation; understand the changing nature of the downtown business community over time; and understand the importance to a community of preserving its historic architecture.

Arkansas Social Studies Curriculum Frameworks:

- G.3.K.1 Identify different types of transportation.
- G.3.1.1. Recognize reasons people need various types of transportation.
- G.3.2.1 Identify the various types of transportation and communication links between communities.
- G.3.3.1 Discuss different types of transportation and communication links between communities.
- G.3.3.2 Describe human settlements, including cities and towns.
- C.4.3.2 Describe responsibilities and services of local government (law enforcement, fire protection, mayor leadership).
- H.6.K.4 Discuss how things change over time using chronological terms.
- H.6.1.4 Recognize time equivalency using chronological terms.
- H.6.4.11 Discuss advances in technology.
- H.6.2.8 Describe the ways in which communities have changed over time.
- H.6.K.9 Recognize examples of current and early transportation.
- H.6.1.10 Discuss methods of transportation of today and long ago.

Program Format:

- Walking tour will focus on the different building styles and uses of Rogers.
- 1 hour walking time.
- Museum only.
- 1 class only. All other accompanying classes will be at the Museum.
- No activity.

Immigration in Northwest Arkansas (K-7)

Learning Objectives:

Students will understand that there have been three major periods of significant migration into Northwest Arkansas and will be able to compare and contrast who came, where they came from, why they came, and how they came during each period; understand that movement into Northwest Arkansas reflects trends in immigration into the United States; and understand that pioneer travel represented great hardship and required careful choices.

Curriculum Objectives:

- G.1.K.3 Identify the state of Arkansas on a map of the United States.
- G.1.1.2 Locate Arkansas on a United States map.
- G.3.K.1 Identify different types of transportation.
- G.3.4.2 Discuss the reasons for human settlement patterns (e.g., jobs, family, climate).
- G.2.5.3 Recognize examples of cultural diffusion, cultural exchange, and assimilation.
- G.3.2.1 Identify the various types of transportation and communication links between communities.
- G.3.3.1 Discuss different types of transportation and communication links between communities.
- G.3.4.1 Examine different types of transportation and communication links between communities in Arkansas.
- G.3.4.2 Discuss the reasons for human settlement patterns (e.g., jobs, climate, family).
- G.3.5.1 Recognize factors that influence migration (e.g., employment, natural resources).
- G.3.5.3 Define push-pull factors.
- H.6.K.4 Discuss how things change over time using chronological terms: before/last, first/next/last, now/long ago, yesterday/today/tomorrow.
- H.6.1.4 Recognize time equivalency using chronological terms: yesterday/past, today/present, tomorrow/future.
- H.6.1.6 Explore people and events from the past using primary and secondary sources (e.g., photos, artifacts, maps).
- H.6.4.12 Analyze changes in Arkansas from past to present.
- H.6.K.9 Recognize examples of current and early transportation.
- H.6.1.10 Discuss methods of transportation of today and long ago.
- H.6.3.15 Identify the modes of transportation in westward movement (e.g., wagons, horses, railroads).
- H.6.4.19 Discuss the causes and effects of Western Expansion (e.g., economic opportunity, resources, forced removal, unclaimed lands, religion).
- H.6.5.25 Explain how westward expansion contributed to the growth of the United States (e.g., Wilderness Road, Louisiana Purchase, Gadsden Purchase).
- H.6.K.5 Identify events that take place in sequential order.
- H.6.1.5 Determine the sequential order of events on a timeline.
- H.6.1.10 Discuss methods of transportation of today and long ago.
- H.6.3.15 Identify the modes of transportation in westward movement.
- H.6.4.16 Describe how new forms of transportation and communication impacted the Westward Expansion (including railroads).
- H.6.4.3 Examine historical settlements in Arkansas.

- H.6.4.14 Identify and describe the Arkansas Indian Tribes.
- H.6.3.16 Identify the following explorers: Hernando De Soto, LaSalle/De Tonti, Marquette and Jolliet.
- H.6.4.17 Identify the areas that were explored.
- H.6.4.18 Identify the European nations that claimed authority over territorial Arkansas: France, Spain.
- H.6.3.18 Recognize that Arkansas was part of the Louisiana Purchase.
- H.6.4.20 Compare the area of the U.S. before and after the Louisiana Purchase.
- H.6.5.33 Identify Arkansas Post as the first European Settlement in Arkansas and explain its geographical significance.
- E.7.K.3 Identify the concept of scarcity (e.g., not enough items available).
- E.8.K.3 Discuss how people earn a living in the community and the places they work.
- E.8.K.1 Identify human resources (e.g., community workers).
- E.8.K.4 Discuss natural resources.
- E.8.4.5 Identify Arkansas entrepreneurs.
- E.8.K.2 Discuss the roles of producers and consumers.
- E.8.K.4 Discuss natural resources.
- E.8.2.1 Distinguish between consumers and producers in a local community.

Program Format:

- Classroom or Museum
- 30 minutes
- Powerpoint presentation
- No activity.

Land of the Big Red Apple (K-5)

This program teaches of an era when apple orchards were the dominant feature of the landscape. This apple industry provided a thriving economy based upon award-winning fruit that was transported all across the nation by rail. Come learn of a time when Northwest Arkansas was known as *The Land of the Big Red Apple*.

Learning Objectives:

Students will understand the major role of the apple industry on the local economy; examine the role of the railroad in fostering the growth of the industry; learn of the development and significance of the Apple Blossom Festival; and review the impact the Great Depression and drought had on the apple industry.

Arkansas History Curriculum Frameworks:

E.9.4.10 List exported goods associated with Arkansas (e.g. apples, chicken).

Social Studies Curriculum Frameworks:

G.2.K.2 Discuss the location of a community and the ways that location affects the people of a community.

G.3.K.1 Identify different types of transportation.

G.3.1.1 Recognize reasons people need various types of transportation.

G.3.1.3 Identify ways in which people depend on the physical environment.

E.8.K.2 Discuss the roles of producers and consumers.

E.8.K.4 Discuss natural resources.

E.8.2.1 Distinguish between consumers and producers in a local community.

Program Format:

- 30 minute program
- Powerpoint presentation and touchable objects
- Classroom or Museum
- No Activity

Native Americans in Arkansas (1-7)

Students will learn how Native American groups migrated to North America and Arkansas and how they adapted to the environment by using certain tools, houses, and food that was available in the state. Native American groups featured are the Osage, Quapaw, Caddo, and Cherokee. Students will also learn about how those groups played an important role in the early development of our state and how those groups were pushed out by settlers migrating westward.

Curriculum Objectives:

- G.1.K.10 Use words related to location, direction, and distance: here/there, near/far, over/under, left/right, up/down, top/bottom, between
- G.1.2.11 Describe the *relative locations* of *places* using *cardinal directions*
- G.2.1.1 Discuss elements of *culture*
- G.3.1.3 Identify ways in which people depend on the physical environment
- G.3.3.2 Describe human settlements (e.g., cities, towns, communities, villages)
- G.3.4.4 Explain how people are influenced by, adapt to, and alter the environment
- G.3.5.3 Identify various forms of technology & methods of transferring ideas & information
- G.3.5.6 Identify ways people have modified the physical environment
- G.3.5.7 Discuss ways in which Arkansans adapted to and modified the environment
- H.6.K.4 Discuss how things change over time using chronological terms: before/after, first/next/last, now/long ago, yesterday/today/tomorrow
- H.6.K.5 Identify events that take place in sequential order
- H.6.1.3 Identify historical sites of Arkansas (e.g., Old Washington, Arkansas Post)
- H.6.1.4 Recognize time equivalency using chronological terms: yesterday/past, today/present, tomorrow/future
- H.6.1.6 Explore people and events from the past using *primary* and *secondary source*
- H.6.1.7 Discuss daily life in the past and present
- H.6.1.9 Understand that the name of Arkansas originated from the Quapaw Indians
- H.6.2.3 Discuss historical people of Arkansas (e.g., Bill Clinton, Daisy Bates, Sequoyah)
- H.6.2.7 Define technology and list examples
- H.6.2.11 Recognize American Indian tribes of Arkansas: Osage, Quapaw, Caddo
- H.6.3.2 Examine historical people and events of Arkansas
- H.6.3.14 Describe the early American Indian *cultures* in Arkansas
- H.6.3.16 Identify the following explorers: Hernando Desoto, La Salle/De Tonti, Marquette/Joliet
- H.6.4.3 Examine historical settlements in Arkansas: Arkansas Post, Old Washington, Fort Smith
- H.6.4.10 Examine *artifacts* relating to events in Arkansas history

- H.6.4.11 Discuss advances in technology (e.g., communications, space travel, medical)
- H.6.4.14 Identify and describe the Arkansas Indian Tribes: Osage, Quapaw and Caddo
- H.6.4.15 Identify the reasons for the decline of the native populations
- H.6.4.18 Identify European nations that claimed authority over territorial Arkansas
- H.6.5.4 Identify areas of the New World colonized by Spain, Great Britain, and France
- H.6.5.9 Describe the impact that European explorers had on the American Indian tribes
- H.6.5.28 Identify the major pre-Columbia settlements
- H.6.5.29 Locate and describe the three main American Indian *cultures* in Arkansas during the exploration period: Quapaw Indians, Caddo Indians, Osage Indians
- H.6.5.33 Identify Arkansas Post as the first European settlement in Arkansas
- E.9.K.2 Identify *goods* that people use
- E.9.K.3 Identify *services* people do for each other
- E.9.K.4 Recognize that people choose among a variety of *goods* and *services*
- E.7.1.2 Describe how people satisfy basic wants
- E.8.1.1 Recognize that people are *producers* of *goods* and *services*
- E.8.1.2 Recognize that people are *consumers* of *goods* and *services*
- E.8.1.4 Identify uses for *natural resources*
- E.8.1.5 Understand that *capital resources* are the tools of trade
- E.9.1.4 Understand that the production of any good or service requires: *natural resources*, *human resources*, *capital resources*
- E.8.2.4 Give examples of *capital resources*
- E.8.3.3 Recognize the product associated with the *natural resources*
- E.9.4.9 Identify imported and exported *goods*
- EA.2.AH.7-8.1 Compare and contrast pre-historic cultures in Arkansas
- EA.2.AH.7-8.3 Compare and contrast the cultural characteristics of early Indian tribes in Arkansas: Osage, Caddo, Quapaw
- EA.2.AH.7-8.4 Identify Arkansas Post as the first permanent European settlement in Arkansas
- EA.3.AH.7-8.1 Discuss the impact of the first European explorers in Arkansas
- EA.3.AH.7-8.2 Identify key individuals and groups related to the settlement of Arkansas
- EA.2.AH.9-12.1 Research pre-historic cultures in Arkansas: Archaic, Woodland, Mississippian
- EA.3.AH.9-12.2 Compare and contrast the cultural characteristics of early Indian tribes in Arkansas: Osage, Caddo, Quapaw
- EA.3.AH.9-12.1 Examine the impact of the first European explorers in Arkansas
- EA.3.AH.9-12.2 Research key individuals and groups related to the settlement of Arkansas
- TPS.4.AH.7-8.8 Discuss the decline and removal of American Indian tribes in Arkansas
- TPS.4.AH.9-12.8 Investigate the decline and removal of American Indian tribes in Arkansas
- VA.5.K.6 Identify size relationships (e.g., big to little, tall to short)
- VA.5.K.7 Name various purposes for creating art
- VA.5.1.9 Investigate proportion and scale in shapes (e.g., large to small)

VA.5.1.10	Name various purposes for creating art
VA.5.2.7	Recognize space and depth (e.g., overlapping, size relationships)
VA.5.2.10	Recognize scale between objects
VA.5.3.12	Compare and contrast scale between objects
VA.5.4.3	Examine form combinations (e.g., sculptural, architectural)
VA.5.4.7	Investigate basic perspective (e.g., overlapping, size relationships, distance)
VA.5.4.12	Identify proportions and scale (e.g., portraits)
PS.5.1.1	Compare and contrast objects according to the single properties
PS.5.2.1	Classify objects based on two or more properties
PS.5.3.1	Compare and contrast objects based on two or more properties
ESS.8.K.3	Classify resources as natural or man-made
ESS.8.2.4	Identify products derived from natural resources
ESS.8.3.7	Identify common uses of rocks and minerals

Program Format:

- 30 minute program
- Powerpoint presentation with touchable objects
- Classroom or Museum
- No Activity

Natural State (K-7)

People tend to think we shaped the land. But the land shaped us, and that cultural connection is so important. Opportunity and resources brought people to Arkansas. What they found in Arkansas was a truly pristine environment – a Natural State. This interaction between the people and the land shapes a culture suited to this special region. The history of Arkansas is not just a history of politics and people; it’s a history of the land. This unique land has dramatically impacted the lives of those people who live here.

Curriculum Objectives:

- G.1.K.3 Identify the state of Arkansas on a map of the United States
- G.1.K.4 Recognize the United States on a world map or globe
- G.1.K.5 Identify land on maps and globes
- G.1.K.6 Identify water on maps and globes
- G.1.K.7 Identify different types of weather
- G.1.1.2 Locate Arkansas on a United States map
- G.1.1.3 Identify and locate the United States on a world map or globe
- G.1.1.7 Explain how climate, location, & physical surroundings affect the way people live
- G.1.1.12 Recognize physical features of maps and globes
- G.1.2.8 Describe how climate changes with the seasons
- G.1.2.11 Describe the relative locations of places using cardinal directions
- G.1.2.12 Identify and locate physical features on maps and globes
- G.1.3.2 Name and locate the states that border Arkansas
- G.1.3.3 Discuss the characteristics that define a region
- G.1.3.8 Locate Mountain ranges in Arkansas: Ozark, Ouachita
- G.1.3.10 Describe how seasonal weather changes affect the environment
- G.1.4.2 Locate and describe physical characteristics of the six natural regions of Arkansas
- G.1.4.11 Explore weather changes in various regions
- G.1.5.6 Distinguish between geography terms describe or indicate region, place, or location
- G.1.6.2 Examine the location, place, and region of Arkansas & the characteristics
- G.1.7.2 Compare the influence of geographic locations on early civilizations
- G.1.7.9 Examine the influence of Earth’s physical features on early civilizations
- G.2.K.2 Discuss the location of a community & the affects on the people
- G.2.1.2 Explain ways in which the location of a community affects people’s lives
- G.2.1.3 Explain the difference between rural and urban areas
- G.2.2.3 Compare and contrast how people in rural and urban areas live and work
- G.2.3.3 Identify reasons people live in rural, urban, and suburban areas
- G.3.K.3 Define physical environment
- G.3.1.3 Identify ways in which people depend on the physical environment
- G.3.2.3 Examine ways in which people affect the physical environment
- G.3.3.2 Describe human settlements
- G.3.4.5 Describe social impact extreme natural events on human & physical environments
- G.3.5.1 Recognize factors that influence migration e.g., employment, natural resources

G.3.5.6	Identify ways people have modified the physical environment
G.3.5.7	Discuss ways in which Arkansans adapted to and modified the environment
G.3.6.6	Describe how technology influences capacity to modify physical environment
G.3.6.7	Analyze the consequences of environmental modification in Arkansas
G.3.7.1	Discuss push-pull factors that influenced the growth of population
G.3.7.3	Analyze ways people have: adapted to the physical environment
H.6.2.6	Determine how photos and documents are used to gather information
H.6.3.8	Compare artifacts from events in various periods of history
H.6.3.10	Examine land development and its impact on a community
H.6.4.10	Examine artifacts relating to events in Arkansas history
H.6.4.12	Analyze changes in Arkansas from past to present
E.7.K.1	Recognize that all people have economic wants and needs
E.7.K.2	Discuss the concept of making choices related to wants and needs
E.7.K.3	Identify the concept of scarcity e.g., not enough items available
E.7.1.1	Identify the categories and priorities of wants and needs
E.7.1.2	Describe how people satisfy basic wants
E.7.1.3	Determine the relationships between unlimited wants and limited resources
E.7.3.2	Evaluate examples from the local community that illustrate scarcity
E.7.4.1	Evaluate the priority of economic wants and consequences of the opportunity cost
E.7.5.1	Identify the basic economic wants and needs of all people
E.7.6.3	Examine the causes of scarcity and the choices made due to scarcity
E.8.1.4	Identify uses for natural resources
E.8.2.3	Discuss the availability of natural resources
E.8.3.3	Recognize the product associated with the natural resources from which it is created
E.8.4.3	Examine the impact of scarcity of natural resources on production decisions

Program Format:

- 30 minute program
- Powerpoint presentation with touchable objects
- Classroom or Museum
- No Activity

Pack a Wagon (K-2)

Learning Objectives:

Students will become aware of how much sacrifice families made as they made their way west in a covered wagon. Scarcity is emphasized.

Curriculum Objectives:

- G.3.K.1 Identify different types of transportation.
- G.3.1.1 Recognize reasons people need various types of transportation.
- G.3.2.1 Identify the various types of transportation and communication links between communities.
- H.6.K.9 Recognize examples of current and early transportation.
- H.6.1.10 Discuss methods of transportation of today and long ago.
- H.6.3.15 Identify the modes of transportation in westward movement (e.g., wagons, horses).
- E.7.K.1 Recognize that all people have economic wants and needs.
- E.7.K.2 Discuss the concept of making choices related to wants and needs.
- E.7.K.3 Identify the concept of scarcity (e.g., not enough items available).

Program Format:

- 30 minute program
- Classroom or Museum
- Powerpoint presentation and touchable objects
- Activity: Paper wagon coloring sheet cutout.

Rocky Branch One-Room School House Fieldtrip (1-7)

Learning Objectives:

By participating in the R.B.O.R.S.H. program students will understand the role of the public schools in the past; will be able to compare and contrast education today with education long ago; and will be able to compare and contrast the lives of children today with their lives long ago.

Social Studies Curriculum Frameworks:

- TCC.2.1 Discuss and record changes in one's self, community, state, and nation.
- PPE.1.1 Investigate how members of a family, school, community, state, nation, or culture depend on each other.
- PPE.1.2 Compare and contrast similarities and differences of cultures through a variety of experiences, such as reading, writing, drawing, etc.
- SSPS.1.6 Compare, contrast, and classify to recognize similarities and differences.
- PPE.1.4 Examine primary and secondary sources and experiences to understand historical and cultural perspectives.
- SSPS.1.1 Analyze concepts of the social sciences using a variety of methods, such as simulations, field studies, debates, presentations, projects, portfolios, etc.

Arkansas History Curriculum Frameworks: (K-3)

- 2.1.1 Identify and record changes in your local community, state, and environment.
- 2.1.2 Demonstrate an understanding of how people, places, and events in Arkansas change.

Program Format:

- No more than 56 students (2 full classes) per full day (based on fire code)
- Program offered at Rocky Branch only
- Typical day: 9:00 a.m. start to 1:30 p.m. flexible because of bus schedules
- Request an email address to send pre-visit packet with map to school.
- Located 13 miles east of Rogers
- Must bring 1 adult for every 10 kids
- No babies are allowed please
- Children must bring own lunch and drink (we do not have drinking water)
- Kids can dress up but please remember shoes are required.
- Museum Educators wear uniforms but might wear period clothing occasionally
- Kids will have fun.

Trains (K-8)

Learning Objectives:

Students will learn how the coming of the train affected the growth of Rogers. A slideshow will cover the beginning of the Frisco line in Rogers in 1881 to the last train in the 21st century. Discussion includes why the train is a better form of transportation than wagon, but wagons were still needed. If this program is presented at the Museum, a tour of the Frisco Caboose is included.

Social Studies Curriculum Frameworks:

- G.1.1.1 Identify and locate students town/city on a appropriate map.
- G.1.1.2 Locate Arkansas on a United States map.
- G.2.K.2 Discuss the location of community and ways location affects people of community.
- G.1.K.3 Identify the state of Arkansas on a map.
- G.1.K.10 Use words related to location, direction, & distance.
- G.3.K.1 Identify different types of transportation.
- G.3.1.1 Recognize reasons people need various types of transportation.
- G.3.2.1 Identify the types of transportation & communication links between communities.
- G.3.3.1 Discuss different types of different types of transportation & communication links between communities.
- G.3.3.2 Describe human settlements
- G.3.3.3 Describe how people affect and alter their environment (e.g., orchards).
- G.3.4.4 Explain how people are influenced by, adapt to, and alter the environment.
- H.3.5.6 Identify ways people have modified the physical environment.
- H.3.6.6 Describe ways technology influences capacity to modify the physical environment.
- H.6.K.4 Discuss how things change over time using chronological terms.
- H.6.K.6 Discuss how historical events relate to the present day.
- H.6.K.9 Recognize examples of current and early transportation.
- H.6.1.4 Recognize time equivalency using chronological terms.
- H.6.1.7 Discuss daily life in the past and present.
- H.6.2.12 Compare past & present means of transportation & communication in Arkansas.
- H.6.3.10 Examine land development and its impact on a community.
- H.6.3.15 Identify the modes of transportation in westward movement.
- H.6.4.10 Examine artifacts relating to events in Arkansas history.
- H.6.4.11 Discuss advances in technology.
- H.6.4.12 Analyze changes in Arkansas from past to present.
- E.9.4.10 List exported goods associated with Arkansas.

Program Format:

- 30 minute program, 1 hour if touring the caboose
- Powerpoint presentation with touchable objects
- Classroom or Museum (includes tour of caboose)
- Activity: T.B.A.

The Transformation of Transportation (K-5)

The program will look at the history of transportation and its impact on the City of Rogers. The economics of a growing population and the advent of new technologies that developed as a result of new modes of transportation will be explored.

Learning Objectives:

Students will compare family life now with family life of the past by considering changes in transportation and the resulting technologies and will analyze how transportation influences social developments such as growth of communities and job opportunities, as well as how natural resources are consumed.

Social Studies Curriculum Frameworks:

- G.3.K.1 Identify different types of transportation.
- G.3.1.1. Recognize reasons people need various types of transportation.
- G.3.2.1 Identify the various types of transportation and communication links between communities.
- G.3.3.1 Discuss different types of transportation and communication links between communities.
- G.3.4.1 Examine different types of transportation and communication links between communities in Arkansas.
- H.6.K.4 Discuss how things change over time using chronological terms.
- H.6.K.5 Identify events that take place in sequential order.
- H.6.K.9 Recognize examples of current and early transportation.
- H.6.1.4 Recognize time equivalency using chronological terms.
- H.6.1.5 Determine the sequential order of events on a timeline.
- H.6.1.10 Discuss methods of transportation of today and long ago.
- H.6.3.15 Identify the modes of transportation in westward movement.
- H.6.4.16 Describe how new forms of transportation and communication impacted the Westward Expansion (including railroads).

Program Format:

- 30 minute program
- Powerpoint presentation with touchable objects
- Classroom or Museum
- Activity: Timeline with cut-out images that illustrate lesson