*Living Off The Land*, an exhibition covering the early travel and settlement of Arkansas.

Strands Content Standard

|  |
| --- |
| Geography |
|  1. Physical and Spatial | Students shall develop an understanding of the physical and spatial characteristics and applications of geography. |
|  2. Culture and Diversity | Students shall develop an understanding of how *cultures* around the world develop and change. |
|  3. Interaction of People and the Environment  | Students shall develop an understanding of the interactions between people and their environment. |
| Civics  |
|  4. Government | Students shall develop an understanding of the forms and roles of government. |
|  5. Citizenship | Students shall develop an understanding of the rights and responsibilities of citizens. |
| History |
|  6. History | Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time. |
| Economics |
|  7. Choices | Students shall analyze the costs and benefits of making economic choices. |
|  8. Resources | Students shall evaluate the use and allocation of *human*, *natural*, and *capital resources*. |
|  9. Markets | Students shall analyze the exchange of *goods* and *services* and the roles of governments, businesses, and individuals in the *market* place. |

**Kindergarten**

**Geography**

G.1.K.3 Identify the state of Arkansas on a map of the United States

G.1.K.6 Identify water on maps and globes

G.1.K.7 Identify different types of weather

G.1.K.10 Use words related to location, direction, and distance: here/there, near/far, over/under, left/right, up/down, top/bottom

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.K.3 Define physical environment

**Civics**

C.4.K.2 Identify people in the family and school who hold positions of authority

C.5.K.2 Discuss the rights and responsibilities of being a good citizen (e.g., respect others, cooperate, share)

**History**

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.6 Discuss how historical events relate to the present day (e.g., stories of George Washington Carver, Wright Brothers)

H.6.K.7 Recognize that family activities have changed over time

H.6.K.9 Recognize examples of current and early transportation

H.6.K.11 Recognize the relationship between the American Indians and Native Arkansans (e.g., story, song)

**Economics**

E.7.K.1 Recognize that all people have economic wants and needs

E.7.K.1 Recognize that all people have economic wants and needs

E.7.K.3 Identify the concept of *scarcity* (e.g., not enough items available)

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

E.8.K.3 Discuss how people earn a living in the community and the places they work

E.8.K.4 Discuss *natural resources*

E.9.K.1 Recognize that money is used to purchase items

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.9.K.5 Recognize that people work to earn money to purchase items

E.9.K.6 Understand that *markets* exist in a community

**First Grade**

**Geography**

G.1.1.2 Locate Arkansas on a United States map

G.1.1.7 Explain how *climate*, location, and physical surroundings affect the way people live (e.g., food, clothing, shelter, transportation)

G.1.1.9 Recognize that pictorial symbols on a map represent real objects

G.1.1.10 Show a relationship between *places* using directional words (e.g., school, home, community)

G.1.1.11 Name and label the *cardinal directions* on a map: north, south, east , west

G.1.1.12 Recognize physical features of maps and globes: rivers, lakes, mountains

G.2.1.1 Discuss elements of *culture* (e.g., food, clothing, housing, language, sports/ recreation, customs, traditions, art, music, religion)

G.2.1.2 Explain ways in which the location of a community affects people’s lives, dress, and occupation

G.2.1.3 Explain the difference between *rural* and *urban* areas

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

**Civics**

C.4.1.3 Discuss the roles of people in families and schools who hold positions of authority

C.5.1.2 Demonstrate the rights and responsibilities of being a good citizen (e.g., politeness, reliability, fairness, honesty, patriotism)

**History**

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.6.1.7 Discuss daily life in the past and present

H.6.1.10 Discuss methods of transportation of today and long ago

H.6.1.12 Demonstrate the relationship between the American Indians and the Pilgrims (e.g., play, skit, song)

H.6.1.12 Demonstrate the relationship between the American Indians and the Pilgrims (e.g., play, skit, song)

**Economics**

E.8.1.1 Recognize that people are *producers* of *goods* and *services* (e.g., make a bed, turn in homework, make a craft)

E.8.1.2 Recognize that people are *consumers* of *goods* and *services* (e.g., buy a toy, get a haircut, go to a movie)

E.8.1.3 Discuss skills and education necessary to perform a job

E.9.1.1 Discuss *barter* as a method of exchange

E.9.1.2 Recognize that money is a *medium of exchange*

E.9.1.3 Discuss the role of a financial institution

E.9.1.4 Understand that the production of any good or service requires: *natural resources, human resources, capital resources*

E.9.1.5 Recognize that *markets* exist in various *places* (e.g., physical locations home, Internet)

**Second Grade**

**Geography**

G.1.2.11 Describe the *relative locations* of *places* using *cardinal directions*(e.g., Arkansas is south of Missouri)

G.1.2.12 Identify and locate physical features on maps and globes: rivers, lakes, mountains

G.2.2.1 Compare customs of another *culture* to one’s own

G.2.2.2 Compare the lifestyle, dress, and occupations of Arkansans to those of people in other parts of the world

G.2.2.3 Compare and contrast how people in *rural* and *urban* areas live and work

G.3.2.1 Identify the various types of transportation and communication links between communities

G.3.2.2 Explore the roles of responsible citizens in preserving the environment: recycling, planting trees, conserving energy

G.3.2.3 Examine ways in which people affect the physical environment

G.3.2.2 Explore the roles of responsible citizens in preserving the environment: recycling, planting trees, conserving energy

G.3.2.3 Examine ways in which people affect the physical environment

**Civics**

C.5.2.2 Examine the rights and responsibilities that citizens have in a community (e.g., obey laws, voting in elections)

**History**

H.6.2.4 Define conflict

H.6.2.6 Determine how photos and documents are used to gather information about the past

H.6.2.7 Define technology and list examples

H.6.2.8 Describe the ways in which communities have changed over time

H.6.2.10 Discuss the characteristics of a colony

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

**Economics**

E.7.2.1 Describe an event or situation in daily life in which a *trade off* is made

E.7.2.2 Discuss that because of *scarcity* people must make choices and incur *opportunity costs*

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

E.8.2.2 Research the skills and education needed for specific jobs

E.8.2.3 Discuss the availability of *natural resources*

E.8.2.4 Give examples of *capital resources*

E.9.2.1 Identify items that have been used as currency (e.g., shells, beads, pelts)

E.9.2.2 Understand that the use of money facilitates exchange

E.9.2.4 Classify *productive resources* into the following categories: *natural resources, human resources, capital resources*

E.9.2.5 Investigate *goods* and *services* provided by *markets* in the local community

E.9.2.6 Identify exchanges made: *monetary,* *barter*

E.9.2.7 Define *specialization* and *interdependence*

**Third Grade**

**Geography**

G.1.3.14 Label physical features on maps and globes: rivers, lakes, mountains

G.1.3.3 Identify reasons people live in *rural*, *urban*, and *suburban* areas

G.2.3.4 Compare and contrast the human characteristics of early settlements and contemporary communities in Arkansas

G.3.3.1 Discuss different types of transportation and communication links between communities

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 (e.g., farming, irrigation, pit mining)

**Civics**

C.4.3.1 Discuss why government is necessary at the local level

C.5.3.2 Describe how citizens contribute to the improvement of a community (e.g., service projects, volunteerism)

**History**

H.6.3.8 Compare *artifacts* from events in various periods of history

H.6.3.9 Identify ways in which technology has changed the world (e.g., computers, fax machines, cell phones)

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(e.g., wagons, horses, railroads)

H.6.3.19 Identify similarities and differences among the American Indians and settlers: housing, clothing, foods, traditions, tools

**Economics**

E.7.3.1 Determine that people make *trade offs* to get the most benefit from scarce resources

E.7.3.2 Evaluate examples from the local community that illustrate *scarcity*

E.7.3.3 Recognize that stating the problem and listing the alternatives are part of the *decision making model*

E.8.3.1 Discuss *human capital*

E.8.3.2 Recognize ways people become more skillful in the workplace

E.8.3.3 Recognize the product associated with the *natural resources* from which it is created

E.8.3.4 Explain how *capital resources* are related to specific jobs

E.8.3.5 Define and discuss characteristics of an *entrepreneur*

E.8.3.6 Define profit

E.9.3.1 Research items that represented money throughout time (e.g., shells, beads, pelts)

E.9.3.2 List and explain the functions of money: *medium of exchange, measure of value, store of value*

E.9.3.5 Research *goods* and *services* provided by *markets* in the local community

E.9.3.6 Describe the benefits of *voluntary exchange* (e.g., trade)

E.9.3.7 Recognize the connection between *specialization* and *interdependence*

E.9.3.8 Define *supply and demand*

E.9.3.9 Define import and export

**Grade Four**

**Geography**

G.1.4.9 Locate the Mississippi river

G.1.4.11 Explore weather changes in various *regions*

G.2.4.1 Research elements of *culture* in a community, state, or nation

G.2.4.2 Describe the *cultural* characteristics of diverse populations in the United States

G.2.4.4 Compare/contrast the human characteristics of early settlements and contemporary communities in the five *regions* of the U.S.

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.3.4.4 Explain how people are influenced by, adapt to, and alter the environment (e.g., agriculture, housing, occupation)

G.3.4.5 Describe the social impact of extreme natural events on human and physical environments (e.g., fires, earthquakes, floods)

**History**

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.6.4.12 Analyze changes in Arkansas from past to present

H.6.4.16 Describe how new forms of transportation and communication impacted the Westward Expansion of the United States

H.6.4.19 Discuss the causes and effects of Westward Expansion (e.g., economic opportunity, resources, forced removal, unclaimed lands)

H.6.4.22 Discuss similarities and differences among the American Indians and Pilgrims: housing, clothing, foods, traditions, tools

**Economics**

E.7.4.2 Analyze how *scarcity* caused early exploration (e.g., gold, spices, silk)

E.7.4.3 Recognize and use the *decision making model* to make an economic decision: problem, alternatives, criteria, evaluate, decision

E.8.4.1 Discuss *productivity*

E.8.4.2 Compare the increase in *productivity* when improved *human capital* is available

E.8.4.3 Examine the impact of *scarcity* of *natural resources* on production decisions

E.8.4.4 Analyze how *capital resources* are used to produce *goods* and *services*

E.8.4.5 Identify Arkansas *entrepreneurs*

E.8.4.6 Describe how profit is an incentive for entrepreneurship

E.9.4.3 Research the *productive resources* that go into the production of a product

E.9.4.4 Research public *goods* and *services* that are provided by taxes

E.9.4.5 Explain why countries trade

E.9.4.6 Explain the benefits of *specialization* and *interdependence*

E.9.4.7 Discuss the effect of *supply and demand* in a community

E.9.4.9 Identify imported and exported *goods*

E.9.4.10 List exported *goods* associated with Arkansas (e.g., rice, chicken, auto parts)

**Grade Five**

**Geography**

G.1.5.2 Identify and describe the *region* of the United States in which Arkansas is located

G.1.5.10 Compare and contrast major landforms characterized as physical features of Earth (e.g., *plateaus*, rivers, deltas)

G.2.5.2 Understand the contributions of people of various racial, *ethnic*, and religious groups in Arkansas and the United States

G.2.5.3 Recognize factors that influence migration (e.g., employment, *natural resources*)

G.3.5.1 Recognize examples of *cultural diffusion*, *cultural exchange*, and *assimilation*

G.3.5.5 Identify renewable and nonrenewable resources (e.g., fossil fuels, fertile soils, timber)

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

**History**

H.6.5.24 Explain how westward expansion contributed to the growth of the United States (Louisiana Purchase)

H.6.5.26 Describe the causes and effects of the Indian Removal Act of 1830 (e.g., Trail of Tears)

**Economics**

E.7.5.1 Identify the basic economic wants and needs of all people

E.7.5.2 Recognize that choices have both present and future consequences

E.7.5.3 Identify the causes of *scarcity* and why *scarcity* of resources makes it necessary to make choices

E.7.5.6 Examine the economic decisions that every society must make: what is to be produced and in what quantities, how will it be

produced, who will receive what is produced

E.7.5.8 Discuss the meaning of trade-offs

E.8.5.1 Research the role that *entrepreneurs* have played in the development of the *economy* of Arkansas

E.8.5.2 Discuss the impact additional capital *goods* (e.g., tools and machines) have on *productivity*

E.8.5.3 Identify the four basic categories of earned income that are received from the four *factors of production*: *wages* and salaries,

rent, interest, profit

E.8.5.4 Examine the need for *natural resources* in determining settlement patterns

**Grade Six**

**Geography**

G.1.6.4 Explain the importance of the major river systems of the United States and Arkansas: Mississippi River

G.2.6.1 Examine the effects of the contributions of people from selected racial, *ethnic*, and religious groups to the *cultural* identify of

Arkansas and the United States

G.2.6.2 Describe how people from selected racial, *ethnic*, and religious groups attempt to maintain their *cultural* heritage while adapting

to the *culture* of Arkansas and the United States

G.2.6.3 Identify the occurrences of *cultural diffusion*, *cultural exchange*, and *assimilation* in local and national history

 G.3.6.1 Describe the location of major cities in Arkansas and the United States and the availability of resources and transportation in

those areas

G.3.6.3 Compare methods of communication through present day technology

G.3.6.5 Describe the physical processes that produce renewable and nonrenewable resources

G.3.6.6 Describe ways in which technology influences capacity to modify the physical environment

**Civics**

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

**History**

H.6.6.4 Discuss the impact of *Manifest Destiny* on the United States

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

H.6.6.6 Explain the impact of the American industrial revolution: communications, mass production

H.6.6.11 Analyze the scientific and technological innovations that affected society in the mid to late 20th century: communication,

technology, medicine, transportation

H.6.6.28 Describe the developments linking the east and west (telegraph, cattle trails, wagon trains)

**Economics**

E.7.6.1 Examine how the economic wants and needs of all people may or may not be fulfilled

E.7.6.2 Demonstrate an understanding that choices have both present and future consequences

E.7.6.3 Examine the causes of *scarcity* and the choices made due to *scarcity*

E.8.6.3 Explain how owners of the *factors of production* receive payments for the use of these factors: *wages* and salaries, rent, interest,

profit

E.8.6.4 Evaluate the influences the discovery of *natural resources* has on the movement of people (e.g., gold, silver, oil)

E.9.6.10 Examine changes in *supply and demand* and the resulting effect on prices

**Grade Seven**

**Geography**

G.1.7.2 Compare the influence of geographic locations on early civilizations

G.1.7.5 Compare a variety of *regions* to determine suitability for growth (e.g., *climate*, landform, vegetation *regions*)

G.1.7.9 Examine the influence of Earth’s physical features on the development of *regions* of early civilizations

G.2.7.3 Demonstrate examples of *cultural exchange* throughout various periods of world history

G.3.7.2 Investigate the *infrastructure* of population centers

G.3.7.3 Analyze ways people have: adapted to the physical environment, altered the physical environment

C.5.7.3 Examine rights, privileges, and responsibilities citizens and non-citizens had in civilizations based upon gender, socio-economic

class, ethnicity, religion, or caste

**History**

H.6.7.3 Investigate characteristics of civilizations (e.g., writing, development of communities, government, religion, specialized workers,

advanced technology, economic systems, education)

H.6.7.4 Analyze achievements of the early river civilizations (e.g., agricultural improvements, establishment of libraries, architecture,

transportation, commerce)

H.6.7.27 Examine the spread of ideas and *goods* through the network of trade routes (e.g., Old Southwest Trail, Mississippi River)

**Economics**

E.7.7.1 Discuss economic wants and needs of people over time

E.7.7.2 Investigate choices made by early civilizations that had long-range economic consequences

E.7.7.3 Discuss ways *scarcity* has influenced economic wants and needs resulting in the need to make choices

E.7.7.5 Determine influences of *limited resources* on *economies* due to choices made by leaders

E.8.7.1 Describe ways advancement of technologies in division of labor and *specialization* helped the development of civilization and

*economies* (e.g., ginning cotton, grinding corn at the local mill, timber cutters. etc.)

E.8.7.1 Describe ways advancement of technologies in division of labor and *specialization* helped the development of civilization and

*economies* (e.g., slavery, sharecroppers and tenant farmers, migrant workers)

E.8.7.3 Discuss changing *factors of production* over time: *human resources, capital resources, natural resources,* entrepreneurship

E.8.7.4 Analyze ways distribution of *natural resources* determined settlement patterns

E.9.7.1 Examine the characteristics of different types of currency in early civilizations (e.g., shells, bars of iron, gold, metal coins, pelts)

E.9.7.3 Discuss the necessity of accounting systems to document transactions

E.9.7.7 Compare effects of *supply and demand* on prices in early *markets*

**Grade Eight**

**Geography**

G.1.8.1 Analyze the importance of the following navigation systems on the development of world civilizations: Mississippi River

G.1.8.5 Analyze the influence of Earth’s physical features on the development of *regions* of the world

G.2.8.3 Examine *cultures* to determine the level of *assimilation* and *cultural exchange* brought about by technological advances: printing

press, telegraph, railroad, radio

G.3.8.4 Determine the impact of population growth on renewable and nonrenewable resources

G.3.8.5 Analyze methods and consequences of environmental modification on world *regions* and populations (e.g., swamp draining,

erosion, clear cutting)

**History**

H.6.8.14 Investigate causes and consequences of the Industrial Revolution (e.g., people leaving farms)

H.6.8.15 Discuss societal changes resulting from pandemics (e.g., malaria from the Delta swamps)

H.6.8.16 Investigate 19th century social and political reform movements (e.g., abolition, education, extension of *suffrage*, labor

movements (Southern Tenant Farmers Union), rise of socialism, *temperance*)

**Economics**

E.7.8.1 Analyze changing wants and needs of people over time

E.7.8.2 Analyze the impact of present choices on future consequences

E.7.8.3 Analyze periods of time when *scarcity* affected economic wants and needs of people in *regions* or countries

E.8.8.1 Discuss changes in *productivity* that have impacted global living standards and economic strategies (e.g., new technologies, new

organizational methods)

E.8.8.2 Analyze methods for improving the quality and quantity of *human capital* and increased *productivity* (e.g., technology,

*industrialization*, competition, *wages*)

E.8.8.3 Examine consequences of changing *factors of production*: *human resources, capital resources, natural resources,*

entrepreneurship

E.9.8.8 Evaluate the interaction of *supply and demand*