

# LOWER WHITE RIVER MUSEUM STATE PARK TEACHER'S HANDBOOK





Arkansas State Parks • #1 Capitol Mall • Little Rock, AR 72201 • 1-888-AT-PARKS •  
[www.ArkansasStateParks.com](http://www.ArkansasStateParks.com)

Lower White River Museum State Park • 2009 Main Street • Des Arc, AR 72040 • Phone: 870-256-3711  
• FAX: 870-256-9202 • Email: [lowerwhiterivermuseum@arkansas.com](mailto:lowerwhiterivermuseum@arkansas.com)

Written by Michael Yarberry, CIG, Museum Assistant, Lower White River Museum State Park, and  
Lori Spencer, CHI, Volunteer Interpreter, Mount Magazine State Park

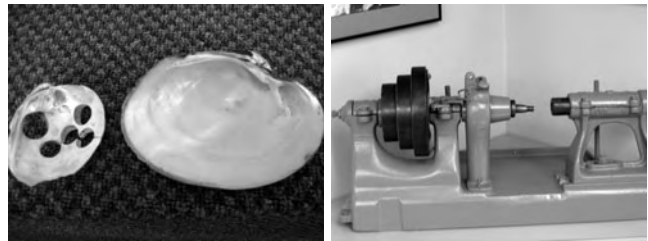
**NOTICE:** To preserve scenic beauty and the ecology, fences and warning signs have not been installed  
in some park locations. Caution and supervision of your children are required while visiting these areas.

As a part of our conservation mission, Arkansas State Parks has printed this publication with soy ink on  
recycled paper.

May, 2007



# CONTENTS



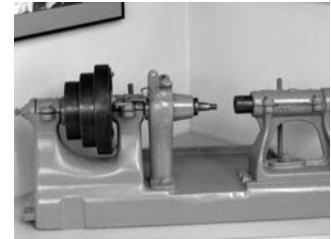
|   |           |   |           |
|---|-----------|---|-----------|
| <b>Schedule a Visit to Lower White River Museum State Park.....</b> | <b>5</b>  | 7. Education .....                      | 21        |
| Lower White River Museum State Park .                               | 5         | 8. Civil War .....                      | 22        |
| The Log Cabin Museum.....   | 5         | 9. Riverboats.....                      | 23        |
| Field Trip Guidelines .....   | 6–9       | 10. Ivory-billed Woodpecker .....       | 24        |
| <b>School Programs and Activities .....</b>                         | <b>10</b> | 11. Log Cabin Complex.....              | 25        |
| Curriculum Description .....  | 10        | Fresh Water Mussels .....               | 26        |
| Frameworks and Abbreviations Used .                                 | 11        | Old Fashion Games .....                 | 28        |
| <b>School Program Descriptions .....</b>                            | <b>12</b> | Native American Games .....             | 29        |
| Dogtrot Log Cabin .....   | 12        | Butter Making .....                     | 31        |
| Museum and Log Cabin  |           | Nine-Patch Quilt .....                  | 31        |
| Guided Tour .....   | 13–25     | Exhibits Explorers.....                 | 32        |
| 1. Settlement .....   | 13        | River Draw Life Game .....              | 34        |
| 2. Shelling and Button Making .....                                 | 15        | <b>Concepts .....</b>                   | <b>36</b> |
| 3. Fishing and Hunting .....  | 17        | <b>Vocabulary Definitions.....</b>      | <b>36</b> |
| 4. Timber .....   | 18        | <b>Arkansas Natural Divisions .....</b> | <b>38</b> |
| 5. Agriculture .....  | 19        | <b>School Reservation Form .....</b>    | <b>39</b> |
| 6. Medicine.....  | 20        |   |           |



## MISSION STATEMENT

The mission of Lower White River Museum State Park is to collect, preserve, record, interpret, and disseminate the history of the lower White River with emphasis on early settlements and commerce from 1831 to 1931.

# SCHEDULE A VISIT TO LOWER WHITE RIVER MUSEUM STATE PARK



## The Museum Seeks to:

- Provide quality historical and cultural education opportunities relating to the Lower White River.
- Collect, identify and preserve historical objects and archival materials.
- Provide quality education opportunities relating to early settlement on the Lower White River.
- Provide quality education opportunities relating to commerce on the Lower White River.
- Actively educate in its area of interest through exhibits, workshops, tours, and interpretive programs.
- Provide access to the public material collected for research.
- Enhance the economic benefit of tourism in the state, in particular east central Arkansas.

## LOWER WHITE RIVER MUSEUM STATE PARK

Upon entering the museum, visitors are greeted by four life-size mannequins: a steamboat captain, a schoolteacher, a surveyor, and a slave. The characters introduce themselves to the audience via audio using dialog taken from oral histories and slave narratives researched by state park staff. Backdrop for the mannequins is a

12-foot, 8-inch by 7-foot, 4-inch pen-and-ink mural by Little Rock artist Richard DeSpain based on a historical photograph, featuring the *J.A. Woodson* steamboat in the late 1890s. Docking at Cook's Landing near Oil Trough on the White River, the steamboat is waiting to be loaded with cotton from Colonel V. Y. Cook's plantation.

The rest of the exhibit space depicts eight areas of historical and economic importance with artifacts and text explaining the impact of the White River on the region:

- Pearling and button-making
- Fishing and hunting
- Timber
- Agriculture
- Medicine
- Education
- Civil War
- Riverboats

## THE LOG CABIN MUSEUM

Adjacent to the Lower White River Museum is a replica of a late 1800s log cabin, owned by Prairie County. It was constructed in traditional dogtrot style with the kitchen on one side and living quarters on the other, separated by a breezeway. Other county-owned outbuildings on the property are an outhouse, a wash house, and a potato house.



The Log Cabin Museum preserves and perpetuates the history of the Grand Prairie area which includes Prairie County, Monroe County, Arkansas County, Lonoke County, the western Delta, White River, and White River Valley.

All items in the log cabin, wash house, and potato house are on loan or have been donated by local families or The Friends of the Log Cabin Museum.

## FIELD TRIP GUIDELINES DIRECTIONS

- From Interstate 40, take the Hazen Exit (Exit 193) and travel north 17 miles on State Highway 11. Lower White River Museum is on Main Street as you enter Des Arc. Consider bus time in your field trip plan.
- Upon arrival at the museum check in and try to keep the group on time.

## Admission Fee

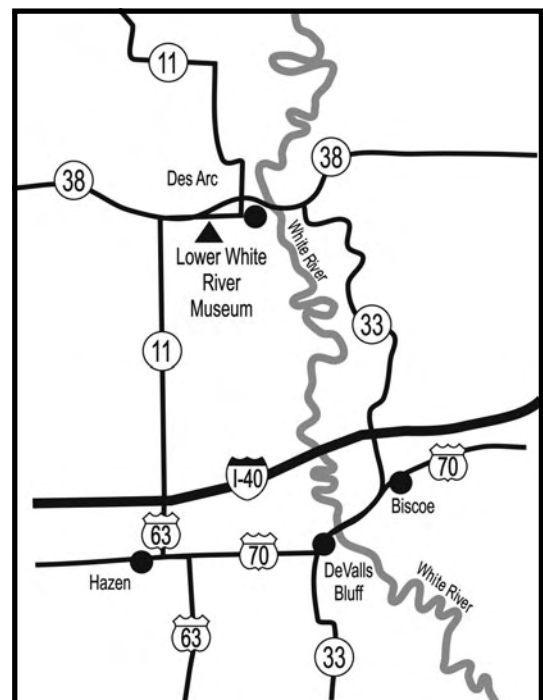
- School group admission is a special rate and only given to schools that make advanced reservations.
- Call for the current admission charge for students.
- Programs and museum tour are included in the school group fee.
- Teachers, bus drivers, and one chaperone per 15 students are admitted free.

## Scheduling

- Guided tours are available for student groups at any time, but the museum does request a minimum notification of one week.
- Complete and return the reservation form at the end of this handbook.
- Visit the Arkansas State Parks website at [www.ArkansasStateParks.com](http://www.ArkansasStateParks.com) and click on the “Teachers, Schools and Volunteers” icon for additional information.
- Programs at the school are available.

When you call or email to schedule your visit, you'll need to provide the following:

- Your name





- School name, address, phone number, your email address
- Prep period or best time to contact you
- Number of students and grade level
- Preferred and alternate trip dates
- Estimated time of arrival and departure
- Program choices from this packet with educational objective and completed reservation form, including lunch time
- Special needs for students with disabilities

## Confirmation and Pre-visit

- Confirmation of the reservation will be mailed to you as soon as possible.
- Pre-visits are available Tuesday through Saturday.
- After receiving confirmation, you are entitled to a pre-visit to the museum before your scheduled tour.

The most successful visits are carefully planned. A pre-visit to the museum will give you an excellent opportunity to become familiar with museum facilities and with the activities planned for your class.

## Cancellation

Canceling the tour or a change in arrival time should be reported immediately to the museum by calling 870-256-3711, or email [lowerwhiterivermuseum@arkansas.com](mailto:lowerwhiterivermuseum@arkansas.com).

## Parking

The parking lot is located at the front of the museum. Buses should unload and pick up students at the front entrance. The museum cannot be responsible for articles left on buses.

## Inclement Weather

Inclement weather may require changes in activity plans. Notify the park immediately if circumstances require visit cancellation. Inform students as early as possible of weather changes so they may dress appropriately. Cancellations caused by school closing (e.g. snow, etc.) will be rescheduled based on dates and times available.

## Lunch and Other Services

- A covered pavilion on the river a mile from the museum can be reserved for your use.
- Do not permit your students to eat lunch in a parked bus, or on the parking lot.
- There are several restaurants within one mile of the museum.
- Restrooms are located in the museum and are fully accessible by persons with disabilities.
- Eating facilities are not available at the museum, nor is there space for picnicking.



## Safety and Responsibility

Safety considerations require us to keep students away from the parking area as much as possible. Dressing for adverse weather is just one aspect of safety. Students participating in school programs at Lower White River Museum State Park are expected to take a certain amount of responsibility for their behavior, even though they are under constant supervision from teachers and chaperones. Arkansas state parks are valuable resources, and belong to each person. Students are encouraged to take responsibility for helping to keep their park clean and leave it better than they found it. The Lower White River Museum State Park staff endeavors in each program to instill these attitudes of stewardship.

- Running, shouting and other discourteous behavior are not allowed.
- Groups exhibiting improper behavior will be asked to leave the museum.
- Food, gum, drinks and use of tobacco products are not permitted in the museum.
- Refrain from touching (or handling) objects in the museum, log cabin, wash house, or potato house

## Chaperone Expectations

It is required that students have proper supervision. One chaperone for every 15 students is an ideal ratio. Students should not be allowed to wander away from the group. All chaperones should clearly understand their disciplinary duties, dress appropriately, and stay with the students during the school visit.

Class discipline is the teacher's responsibility and it is the teacher from whom chaperones take their cue. This allows interpreters to do their job to the maximum benefit for each student. Explain to all students that appropriate and orderly behavior is expected during their visit. Students should take pride in their roles as representatives of their school. Use simple rules of respect for park resources and courtesy toward each other, keeping in mind that there are usually other visitors in the museum at the same time. ALL PLANTS, ANIMALS, ROCKS, AND ARTIFACTS ARE PROTECTED BY STATE LAW AND SHOULD NOT BE DISTURBED OR REMOVED. This reinforces the attitude of stewardship described above.





*Above:* Pavilion at Des Arc park by the White River; the pavilion has four adult picnic tables, one child picnic table, and bench seating around the perimeter. Restrooms and playground are adjacent to the pavilion.

*Below:* Pavilion looking east to the river.

## Photographs

- Are allowed at the end of the scheduled tour.
- Pictures of objects and exhibits should be for personal use only.

## Gift Shop

- A variety of moderately-priced educational and museum-related items are available.
- Small groups of five students must be escorted by teacher or chaperone.
- A list of appropriate items and prices will be provided upon request prior to your visit.

## Restrooms

The museum has inadequate restrooms for large groups at one time. Because of this, we ask that you not offer a class restroom break, but rather allow students to individually ask to be excused to use the restroom on an as-needed basis.



# SCHOOL PROGRAMS AND ACTIVITIES



## CURRICULUM DESCRIPTION

This packet describes our current programs, reservations, and guidelines for a memorable experience. Each program is correlated to K–4, 5–8 Arkansas curriculum frameworks.

The park resource is a natural hands-on complement to the classroom. Teachers are encouraged to engage students in pre-visit and post-visit assessment activities that help them maximize their park experience. Interpreters can help you design activities for students upon request.



Lower White River Museum State Park staff invites you and your students to visit the museum and enjoy this unique, valuable resource in east central Arkansas. Our programs are curricular mapped frameworks. We are happy to work with you to develop customized programs to meet your curriculum needs. With advance notice and

curriculum guidelines our staff will plan educational experiences that are exciting and reinforce your classroom teaching.

Lower White River Museum State Park's current curriculum is designed for grades 3 to 8. Most of the park's school programs are best suited to grades 4–5 because of subjects covered at prior grade levels, and their interest and curiosity are high. Several indoor programs and demonstrations, however, are designed for lower elementary. Specialized programs can be developed specifically for your topic of study with adequate notice.



## FRAMEWORKS AND ABBREVIATIONS USED

### Science:

Earth and Space Science (ESS)

Life Science (LS)

### Arkansas History:

Time, Continuity, and Change (TCC)

People, Places and Environments (PPE)

Production, Distribution, and Consumption (PDC)

Social Science Processes and Skills (SSPS)

### Physical Education and Health:

Physical Education and Leisure (PEL)

### Fine Arts:

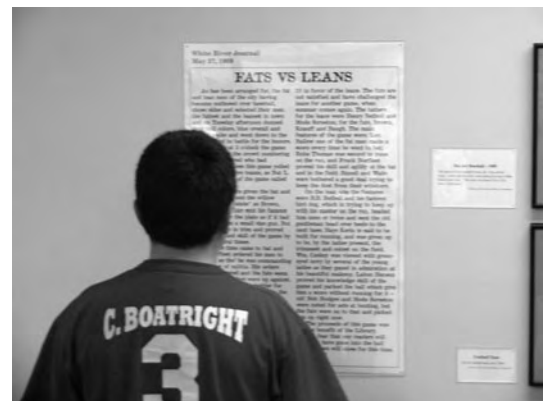
Art (A)

### English Language Arts:

Oral and Visual Communications (OV)

Reading (R)

Inquiring/Researching (IR)



*Opposite page, top:* Second-graders, Des Arc Elementary School

*Opposite page, bottom:* A 4-H group on a tour

*Right, top:* Kindergarten class, Des Arc Elementary School

*Right, bottom:* Student reading the 1909 Fats and the Leans baseball game in the *White River Journal*.



## SCHOOL PROGRAM DESCRIPTIONS

In-park and out-park programs are available Tuesdays through Fridays.

Specialized programs can be developed specifically for your topic of study with a minimum of two weeks advance notice. Park staff are trained in Project WILD, Project WET and Project Learning Tree activities. The programs listed below have been correlated to the Arkansas Curriculum Frameworks.

### Dogtrot Log Cabin

#### K-4 Frameworks:

- TCC 1.1: Demonstrate the ability to think in terms of sequencing events.
- TCC 1.4: Describe how history is a continuing story of people, places, and events.
- TCC 2.2: Discuss that change affects everyone and is inevitable and universal.
- PPE 1.2: Compare and contrast similarities and differences in cultures through a variety of experiences, such as reading, writing, drawing, living history, dance, music, and simulation.
- PPE 2.1: Explain how geography and the environment affect the way people live in Arkansas.
- PDC 1.1: Categorize and prioritize wants and needs.

#### 5-8 Frameworks:

- TCC 2.1: Explore and explain the technological changes in area such as agriculture, arts, communication, languages, literature, and transportation which affect Arkansas.
- TCC 2.3: Use a variety of processes such as reading, writing listening, speaking, debating, and role playing to demonstrate continuity and change.
- PPE 2.1: Analyze how humans have adapted to, altered, and been affected by physical environments in Arkansas.



Dogtrot log cabin



SSPS 1.2: Analyze artifacts, oral histories, photographs, landmarks, literature, and the arts to understand Arkansas's culture by using a variety of methods.

## Museum & Log Cabin Guided Tour

Stories of the lower White River from 1831 to 1931 are a dramatic and important part of Arkansas history starting with pioneers and early settlers using the river as a primary transportation route, to the pearl button industry, then the decline of steamboats as they are replaced by trains.

The following education objectives were used to plan the Lower White River Museum State Park's permanent exhibits. We ask you select areas of concentration which we will then emphasize during your program at the museum.

**Length: 45–60 minutes**

### 1. Settlement

**Objectives:** The students will learn to: explain the importance of rivers as thoroughfares into the frontier, name the different types of boats used on the rivers, describe the lifestyles of passengers who used the different types of boats, explain what was imported and exported along the White River, learn what a surveyor does, and learn how the White River got its name.

#### K-4 Frameworks:

- TCC 1.1: Demonstrate the ability to think in terms of sequencing events.
- TCC 1.2: Examine and analyze stories of important Arkansas and their contributions to our society.
- TCC 1.4: Describe how history is continuing story of people, places, and events.
- TCC 2.1: Use personal experiences, biographies, autobiographies or historical fiction to explain how individuals are affected by, can cope with, and can create change.
- TCC 2.2: Discuss that changes affects everyone and in inevitable and universal.
- TCC 2.4: Explain how people, places, events, tools, institutions, attitudes, values, and ideas are the result of what has happened in the past.
- PPE 2.1: Explain how geography and the environment affect the way people live in Arkansas.

## Lower White River Museum State Park Teacher's Handbook



- PPE 2.2: Understand and apply the five themes of geography: location, place, human-environment interaction, movement, and regions.
- PPE 2.3: Distinguish the six natural geographic regions recognizing the highland/low-land areas of Arkansas.
- PPE 2.7: Explore and communicate how technology affects the natural environment, agriculture, transportation, communication.
- PDC 1.1: Categorize and prioritize wants and needs.
- PDC 1.2: Apply the concept that goods and services are limited by available human and natural resources, requiring individuals and societies to make choices.
- PDC 1.5: Demonstrate and understanding of economic terms, such as opportunity cost, scarcity, and production and recognize the different means of economic exchange, such as bartering, trading, and marketing.
- SSPS 1.2: Interpret information from visual aids, such as charts, graphs and maps.

### 5-8 Frameworks

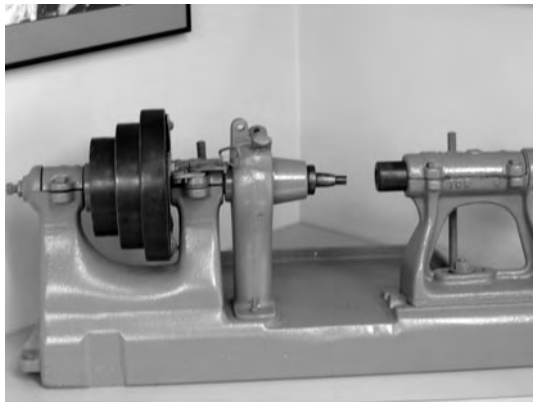
- TCC 2.1: Explore and explain the technological changes in areas such as agriculture, arts, communication, languages, literature, and transportation which affect Arkansas.
- TCC 2.3: Use a variety of processes such as reading, writing, speaking debating, and role playing to demonstrate continuity and change.
- PPE 2.1: Analyze how humans have adapted to, altered, and been affected by physical environments in Arkansas.
- PPE 2.4: Locate, describe, and map varying landforms and geographic features in Arkansas, such as forests, mountains, plateaus, prairies, rivers, lakes, and wetlands.
- PDC 1.2: Assess how goods and services are limited by available natural and human resources requiring individuals and societies to make choices to satisfy wants and needs.
- PDC 1.5: Explain economic terms such as opportunity cost, scarcity, and production, and describe different means of economic exchange such as bartering, trading and marketing.
- SSPS 1.2: Analyze artifacts, oral histories, photographs, landmarks, literature, and the arts to understand Arkansas's culture by using a variety of



methods(e.g., simulations field studies, library research, debates, presentations, role playing, projects, portfolios, synthesis, etc.).

## 2. Shelling and Button Making

**Objectives:** The students will learn how to: describe a freshwater mussel and compare different types of freshwater mussels, describe how freshwater mussels were harvested and used, explain the making of a pearl button, and know the invention of the zipper and plastic buttons caused the decline of the pearl button industry.



Button-cutting machine used to cut blanks or plugs out of mussel shells.

### K-4 Frameworks:

TCC 1.1: Demonstrate the ability to think in terms of sequencing events.

TCC 1.4: Describe how history is continuing story of people, places, and events

TCC 2.1: Use personal experiences, biographies, autobiographies or historical fiction to explain how individuals are affected by, and cope with, and can create change.

TCC 2.2: Discuss that change affects everyone and is inevitable and universal.

PPE 2.1: Explain how geography and the environment affect the way people live in Arkansas.

PPE 2.7: Explore and communicate how technology affects the natural environment, agriculture, transportation, and communication.

PDC 1.1: Categorize and prioritize wants and needs.

PDC 1.2: Apply the concept that goods and services are limited by available human and natural resources, requiring individuals and societies to make change.

PDC 1.5: Demonstrate and understanding of economic terms, such as opportunity cost, scarcity, and production and recognize the different means of economic exchange, such as bartering, trading, and marketing.

LS 2.K.1: Classify living and nonliving things.

LS 2.4.2: Classify some invertebrates according to their structure: mollusks, segmented worms, and arthropods.



- LS 4.1.1: Identify some endangered species in Arkansas.
- ESS 8.K.2: Identify the uses of land and water.
- ESS 8.2.4: Identify products derived from natural resources.
- ESS 8.4.4: Evaluate the impact of water pollution.
- ESS 8.4.5: Evaluate the impact of Arkansas's natural resources on the economy, including but not limited to: farming, timber, tourism, hunting, and fishing.
- ESS 8.4.6: Evaluate human use of Arkansas's natural resources on the environment, including but not limited to: mining, clear cutting, and dredging.

**5-8 Frameworks:**

- TCC 2.1: Explore and explain the technological changes in areas such as agriculture, arts, communication, languages, and transportation which affect Arkansas.
- TCC 2.3: Use variety of processes such as reading, writing, listening, speaking, debating, and role playing to demonstrate continuity and change.
- PPE 2.1: Analyze how humans have adapted to, altered, and been affected by physical environments in Arkansas.
- PDC 1.2: Assess how goods and services are limited by available natural and human resources requiring individuals and societies to make choices to satisfy wants and needs.
- PDC 1.3: Identify and assess how national and international business competition has had an impact on Arkansas's economy.
- PDC 1.5: Explain economic terms such as opportunity cost, scarcity, and production, and describe different means of economic exchange such as bartering, trading and marketing.
- SSPS 1.2: Analyze artifacts, oral histories, photographs, landmarks, literature, and the arts to understand Arkansas's culture by using a variety of methods (e.g., simulations field studies, library research, debates, presentations, role playing, projects, portfolios, synthesis, etc.).
- LS 4.8.1: Analyze the effect of changes in environmental conditions on the survival of individual organisms and entire species.





### 3. Fishing and Hunting

**Objectives:** The students will learn: commercial fishing was a primary source of income for many river residents living in houseboats; hunting was necessary for food, clothing, and money; and how changes in shipping regulations and the environment have affected fishing and hunting.

#### K-4 Frameworks:

- TCC 1.4: Describe how history is a continuing story of people, places, and events.
- TCC 2.2: Discuss that change affects everyone and is inevitable and universal.
- TCC 2.4: Explain how people, places, events, tools, institutions, attitudes, values, and ideas are the result of what has happened in the past.
- PPE 2.1: Explain how geography and the environment affect the way people live in Arkansas.
- PPE 2.7: Explore and communicate how technology affects the natural environment, agriculture, transportation, and communication.
- PDC 1.1: Categorize and prioritize wants and needs.
- PDC 1.2: Apply the concept that goods and services are limited by available human and natural resources, requiring individuals and societies to make choices.
- PDC 1.5: Demonstrate an understanding of economic terms, such as opportunity cost, scarcity, and production and recognize the different means of economic exchange, such as bartering, trading, and marketing.
- LS 2.K.1: Classify living and nonliving things.



Alligator snapping turtle shell in the fishing and hunting exhibit

- LS 2.4.1: Classify vertebrates into major subgroups: mammals, birds, fish, amphibians, and reptiles.
- LS 4.4.1: Recognize environmental adaptations of plants and animals.
- ESS 8.4.5: Evaluate the impact of Arkansas's natural resources on the economy, including but not limited to farming, timber, tourism, hunting, and fishing.
- ESS 8.4.6: Evaluate human use of Arkansas's natural resources on the environment, including but not limited to mining, clear cutting, and dredging.



#### 5-8 Frameworks:

- TCC 2.1: Explore and explain the technological changes in areas such as agriculture, arts, communication, languages, literature, and transportation which affect Arkansas.
- TCC 2.3: Use a variety of processes such as reading, writing, listening, speaking, debating, and role playing to demonstrate continuity and change.
- PPE 2.1: Analyze how humans have adapted to, altered, and been affected by physical environments in Arkansas.
- PDC 1.2: Assess how goods and services are limited by available natural and human resources requiring individuals and societies to make choices to satisfy wants and needs.
- PDC 1.3: Identify and assess how national and international competition has had an impact on Arkansas's economy.
- PDC 1.5: Explain economic terms such as opportunity cost, scarcity, and production, and describe different means of economic exchange such as bartering, trading and marketing.
- SSPS 1.2: Analyze artifacts, oral histories, photographs, landmarks, literature, and the arts to understand Arkansas's culture by using a variety of methods (e.g., simulations field studies, library research, debates, presentations, role playing, projects, portfolios, synthesis, etc.).

#### 4. Timber

**Objectives:** The student will learn: why Arkansas hardwoods were harvested for clearing farmland and cross ties needed by the railroads, how lumber was rafted downriver or upriver to the mill, and how the ability to ship finished lumber by rail ensured the success of railroads and lessened the need for river transportation.

#### K-4 Frameworks:

- TCC 1.4: Describe how history is a continuing story of people, places, and events.
- TCC 2.2: Discuss that change affects everyone and is inevitable and universal.
- PPE 2.1: Explain how geography and environment affect the way people live in Arkansas.
- PPE 2.5: Understand the various types of maps and how to use them.



- PPE 2.7: Explore and communicate how technology affects the natural environment, agriculture, transportation, and communication.
- PDC 1.1: Categorize and prioritize wants and needs.
- PDC 1.2: Apply the concept that goods and services are limited by available human and natural resources, requiring individuals and societies to make choices.
- ESS 8.4.5: Evaluate the impact of Arkansas's natural resources on the economy, including but not limited to: farming, timber, tourism, hunting, and fishing.

**5-8 Frameworks:**

- TCC 2.1: Explore and explain the technological changes in area such a agriculture, arts, communication, languages, literature, and transportation which affect Arkansas.
- TCC 2.3: Use a variety of processes such as reading, writing, listening, speaking, debating, and role playing to demonstrate continuity and change.
- PPE 2.1: Analyze how humans have adapted to, altered, and been affected by physical environments in Arkansas.
- PDC 1.2: Assess how goods and services are limited by available natural and human resources requiring individuals and societies to make choices to satisfy wants and needs.
- PDC 1.3: Identify and assess how national and international business competition has had an impact on Arkansas's economy.
- SSPS 1.2: Analyze artifacts, oral histories, photographs, landmarks, literature, and the arts to understand Arkansas's culture by using a variety of methods (e.g., simulations, field studies, library research, debates, presentations, role playing, projects, portfolios, synthesis, etc.).

**5. Agriculture**

**Objectives:** The student will learn: why floodplains and deltas were desirable as farmland, why rivers played an important role in the transportation of agricultural goods, and the three major crops grown in Prairie County.

**K-4 Frameworks:**

- TCC 1.4: Describe how history is a continuing story of people, places, and events.



- TCC 2.2: Discuss that change affects everyone and is inevitable and universal.
- PPE 2.1: Explain how geography and the environment affect the way people live in Arkansas.
- PPE 2.7: Explore and communicate how technology affects the natural environment, agriculture, transportation, and communication.
- PDC 1.1: Categorize and prioritize wants and needs.
- ESS 8.4.5: Evaluate the impact of Arkansas's natural resources on the economy, including but not limited to farming, timber, tourism, hunting, and fishing.

**5-8 Frameworks:**

- TCC 2.1: Explore and explain the technological changes in areas such as agriculture, arts, communication, languages, literature, and transportation which affect Arkansas.
- TCC 2.3: Use a variety of processes such as reading, writing, listening, speaking, debating, and role playing to demonstrate continuity and change.

PPE 2.1: Analyze how humans have adapted to, altered, and been affected by physical environments in Arkansas.

PDC 1.3: Identify and assess how national and international business competition has had an impact on Arkansas's economy.

SSPS 1.2: Analyze artifacts, oral histories, photographs, landmarks, literature, and the arts to understand Arkansas's culture by using a variety of methods (e.g., simulations, field studies, library research, debates, presentations, role playing, projects, portfolios, synthesis, etc.).



Miniature cotton bale in the agriculture exhibit.

**6. Medicine**

**Objectives:** The student will learn: how patent medicine began, to appreciate modern medicine compared to medicine practiced in 1900s, and why out of town Doctors advertised in local newspapers to increase their practice.



**K-4 Frameworks:**

- TCC 1.4: Describe how history is a continuing story of people, places, and events.
- TCC 2.2: Discuss that change affects everyone and is inevitable and universal.
- TCC 2.4: Explain how people, places, events, tools institutions, attitudes, values, and ideas are the result of what has happen in the past.
- PPE 2.1: Explain how geography and the environment affect the way people live in Arkansas.
- PDC 1.1: Categorize and prioritize wants and needs.

**5-8 Frameworks:**

- TCC 2.1: Explore and explain the technological changes in areas such as agriculture, arts, communication, languages, literature, and transportation which affect Arkansas.
- TCC 2.3: Use a variety of processes such as reading, writing, listening, speaking, debating, and role playing to demonstrate continuity and change.
- SSPS 1.2: Analyze artifacts, oral histories, photographs, landmarks, literature, and the arts to understand Arkansas's culture by using a variety of methods (e.g., simulations, field studies, library research, debates, presentations, role playing, projects, portfolios, synthesis, etc.).

**7. Education**

**Objectives:** The student will be able to: compare the courses they are taking with the courses offered in 1800s, school desk they would have used in early 1800s, cost of tuition, and length of school year.

**K-4 Frameworks:**

- TCC 1.4: Describe how history is a continuing story of people, places, and events.
- TCC 2.2: Discuss that change affects everyone and is inevitable and universal.
- TCC 2.4: Explain how people, places, events, tools, institutions, attitudes, values, and ideas are the result of what has happen in the past.
- PPE 1.1: Distinguish similarities and differences in families and communities in Arkansas.
- PPE 2.1: Explain how geography and the environment affect the way people live in Arkansas.



Above: School desk and bell in education exhibit.  
Below: Civil War exhibit



### 5-8 Frameworks:

TCC 2.1: Explore and explain the technological changes in areas such as agriculture, arts, communication, languages, literature, and transportation which affect Arkansas.

TCC 2.3: Use a variety of processes such as reading, writing, listening, speaking, debating, and role playing to demonstrate continuity and change.

SSPS 1.2: Analyze artifacts, oral histories, photographs, landmarks, literature, and the arts to understand Arkansas's culture by using a variety of methods (e.g., simulations, field studies, library research, debates, presentations, role playing, projects, portfolios, synthesis, etc.).

### 8. Civil War

**Objectives:** The student will learn: the military significance of Arkansas rivers, why the White River was so important to both Union and Confederate forces, and the impact on Prairie County and DeValls Bluff when occupied by Union Forces.

### K-4 Frameworks:

TCC 1.1: Demonstrate the ability to think in terms of sequencing events.

TCC 1.4: Describe how history is continuing story of people, places, and events.

TCC 2.1: Use personal experiences, biographies, autobiographies or historical fiction to explain how individuals are affected by, can cope with, and can create change.

TCC 2.2: Discuss that change affects everyone and is inevitable and universal.

TCC 2.4: Explain how people, places, events, tools, institutions, attitudes, values, and ideas are the result of what has happened in the past.

PPE 2.1: Explain how geography and the environment affect the way people live in Arkansas.



PPE 2.7: Explore and communicate how technology affects the natural environment, agriculture, transportation, and communication.

**5-8 Frameworks:**

TCC 1.3: Compare and contrast the causes and effects of conflict within the state, the nation, and the world.

TCC 1.4: Analyze how past decisions and events affect subsequent decisions throughout Arkansas history.

TCC 2.3: Use a variety of processes such as reading, writing, listening, speaking, debating, and role playing to demonstrate continuity and change.

SSPS 1.2: Analyze artifacts, oral histories, photographs, landmarks, literature, and

Steamboat whistles on display.



the arts to understand Arkansas's culture by using a variety of methods (e.g., simulations, field studies, library research, debates, presentations, role playing, projects, portfolios, synthesis, etc.).

**9. Riverboats**

**Objectives:** The student will be able to learn: what type of riverboats were used and why, how the paddlewheel steamboats changed river towns by introducing new technology, the first steamboat on the White River was the *Waverly* in January 1831, the difference between a sternwheeler and sidewheeler, the dangers the river presented to steamboats, and how fast a steamboat can travel?

**K-4 Frameworks:**

TCC 1.1: Demonstrate the ability to think of sequencing events.

TCC 1.4: Describe how history is a continuing story of people, places, and events.

TCC 2.1: Use personal experience, biographies, autobiographies or historical fiction to explain how individuals are affected by, can cope with, and can create change.

TCC 2.2: Discuss that change affects everyone and is inevitable and universal.

PPE 2.1: Explain how geography and the environment affect the way people live in Arkansas.



- PPE 2.5: Understand the various types of maps and how to use them.
- PPE 2.7: Explore and communicate how technology affects the natural environment, agriculture, transportation, and communication.
- PDC 1.2: Apply the concept that goods and services are limited by available human and natural resources, requiring individuals and Societies to make choices.
- SSPS 1.2: Interpret information from visual aids, such as charts, graphs and maps.

**5-8 Frameworks:**

- TCC 2.1: Explore and explain the technological changes in areas such as agriculture, arts, communication, languages, literature, and transportation which affect Arkansas.
- TCC 2.3: Use a variety of processes such as reading, writing listening, speaking, debating, and role playing to demonstrate continuity and change.
- PPE 2.1: Analyze how humans have adapted to, altered, and been affected by physical environments in Arkansas.
- PDC 1.2: Assess how goods and services are limited by available natural and human resources requiring individuals and societies to make choices to satisfy wants and needs.
- SSPS 1.2: Analyze artifacts, oral histories, photographs, landmarks, literature, and the arts to understand Arkansas's culture by using a variety of methods (e.g., simulations, field studies, library research, debates, presentations, role playing, projects, portfolios, synthesis, etc.).

**10. Ivory-billed Woodpecker**

**Objectives:** The student will learn about the ivory-billed woodpecker as a symbol of the need for habitat preservation.

**K-4 Frameworks:**

- TCC 1.1: Demonstrate the ability to think in terms of sequencing events.
- TCC 1.4: Describe how history is a continuing story of people, places, and events.
- TCC 2.2: Discuss that change affects everyone and is inevitable and universal
- LS 2.4.1: Classify vertebrates into major subgroups: mammals, birds, fish, amphibians, and reptiles.
- LS 4.K.1: Recognize what it means for species to be extinct.





LS 4.1.1: Identify some endangered species in Arkansas.

**5-8 Frameworks:**

LS 2.8.8: Identify and describe similarities and differences among organisms of different but closely-related taxa (e.g., pine trees, big cats, rodents, ungulates).

LS 3.6.5: Describe behavioral adaptations of organisms to the environment: hibernation, estivation, tropism, territorial behavior, and migration.

LS 3.6.6: Differentiate between innate behaviors (migration, web spinning, defensive posture, communication, imprinting) and learned behaviors (speaking a language, using tools, hunting skills).

LS 3.6.7: Describe the following structural adaptations for survival in the environment (coloration, mimicry, odor glands, beaks, feet, wings, fur, ears, spines, teeth, thorns, characteristics of seeds).

LS 4.5.5: Examine the role of limiting factors on the carrying capacity of an ecosystem: food, space, water, and shelter.

LS 4.5.14: Categorize organisms by the function they serve in ecosystems and food webs: predator/prey, parasitism, producer/consumer/decomposer, scavenger, and herbivore/carnivore/omnivore.



Above: Wash house at the log cabin complex.  
Below: Privy at the log cabin complex.

**11. Log Cabin Complex**

**Objectives:** The student will be able to compare and contrast lifestyles of 150 years ago with those of today.

**K-4 Frameworks:**

TCC 1.1: Demonstrate the ability to think in terms of sequencing events.

TCC 1.4: Describe how history is a continuing story of people, places, and events.

TCC 2.2: Discuss that change affects everyone and is inevitable and universal.



- PPE 1.2: Compare and contrast similarities and differences in cultures through a variety of experiences, such as reading, writing, drawing, living history, dance, music, and simulation.
- PPE 2.1: Explain how geography and the environment affect the way people live in Arkansas.
- PDC 1.1: Categorize and prioritize wants and needs.

**5-8 Frameworks:**

- TCC 2.1: Explore and explain the technological changes in area such as agriculture, arts, communication, languages, literature, and transportation which affect Arkansas.
- TCC 2.3: Use a variety of processes such as reading, writing listening, speaking, debating, and role playing to demonstrate continuity and change.
- PPE 2.1: Analyze how humans have adapted to, altered, and been affected by physical environments in Arkansas.
- SSPS 1.2: Analyze artifacts, oral histories, photographs, landmarks, literature, and the arts to understand Arkansas's culture by using a variety of methods.

## Fresh Water Mussels

The mussels were harvested in great numbers first for the pearl and then for the pearl button industry until the plastic buttons and the zippers were invented.

**Objectives:** Students will be able to touch mussel shells that were used to make pearl buttons, learn the economics of the button industry, learn about the “pearl rush” and how the demand for shells damaged river ecology, and what the mussel shell is used for today.

**Length: 45 minutes**

**K-4 Frameworks:**

- TCC 1.1: Demonstrate the ability to think in terms of sequencing events.
- TCC 1.4: Describe how history is continuing story of people, places, and events.
- TCC 2.1: Use personal experiences, biographies, autobiographies or historical fiction to explain how individuals are affected by, can cope with, and can create change.
- TCC 2.2: Discuss that change affects everyone and is inevitable and universal.



Fresh water mussel shells

- PPE 2.1: Explain how geography and the environment affect the way people live in Arkansas.
- PPE 2.7: Explore and communicate how technology affects the natural environment, agriculture, transportation, and communication.
- PDC 1.1: Categorize wants and needs.
- PDC 1.2: Apply the concept that goods and services are limited by available human and natural resources, requiring individuals and Societies to make choices.

- PDC 1.5: Demonstrate an understanding of economic terms, such as opportunity cost, scarcity, and production and recognize the different means of economic exchange, such as bartering, trading, and marketing.
- LS 2.K.1: Classify living and non-living things.
- LS 2.4.2: Classify some invertebrates according to their structure: mollusks, segmented worms, and arthropods.
- LS 4.2.2: Describe characteristics of various habitats.
- LS 4.4.1: Recognize environmental adaptations of plants and animals.
- ESS 8.4.4: Evaluate the impact of water pollution.
- ESS 8.4.6: Evaluate human use of Arkansas's natural resources on the environment, including but not limited to mining, clear cutting, and dredging.

**5-8 Frameworks:**

- TCC 2.1: Explore and explain the technological changes in areas such as agriculture, arts, communication, languages, literature, and transportation which affect Arkansas.
- TCC 2.3: Use a variety of processes such as reading, writing, listening, speaking, debating, and role playing to demonstrate continuity and change.
- PPE 2.1: Analyze how humans have adapted to, altered, and been affected by physical environments in Arkansas
- PDC 1.2: Assess how goods and services are limited by available natural and human resources requiring individuals and societies to make choices to satisfy wants and needs.



- PDC 1.3: Identify and assess how national and international business competition has had an impact on Arkansas's economy.
- PDC 1.5: Explain economic terms such as opportunity cost, scarcity, and production, and describe different means of economic exchange such as bartering, trading and marketing.
- SSPS 1.2: Analyze artifacts, oral histories, photographs, landmarks, literature, and the arts to understand Arkansas's culture by using a variety of methods (e.g., simulations, field studies, library research, debates, presentations, role playing, projects, portfolios, synthesis, etc.).
- LS 4.8.1: Analyze the effect of changes in environmental conditions on the survival of individual organisms and entire species.

## Old Fashion Games

Playing long ago games is fun.

**Objectives:** Students are exposed to several historical games.

**Length: 20–40 minutes**

Your group will have the opportunity to experience some of the most popular games of long ago when they were a major source of entertainment. Ring around the rosey, Annie Over, Hopping Relay, or Clothes Pin in a jar are just some of the games to be played.

### K-4 Frameworks:

- TCC 1.1: Demonstrate the ability to think in terms of sequencing events.
- TCC 1.4: Describe how history is a continuing story of people, places, and events.
- TCC 2.2: Discuss that change affects everyone and is inevitable and universal.
- PPE 2.1: Explain how geography and the environment affect the way people live in Arkansas.
- PPE 2.7: Explore and communicate how technology affects the natural environment, agriculture, transportation, and communication.
- PEL 1.3.4: Play group games with appropriate equipment within boundaries.
- PEL 1.4.2: Demonstrate game strategies of chasing, fleeing, and evading.
- PEL 1.2.5: Use locomotor skills in low-organized games (e.g., tag games).
- PEL 1.3.5: Practice locomotor movements in a variety of games.



- PEL 1.4.6: Throw an object with increased velocity and accuracy.
- PEL 1.4.7: Catch an object thrown with increased velocity or catch an object while moving.
- PEL 1.K.16: Participate in low-organized games that utilize basic motor skills.
- PEL 1.1.15: Participate in low-organized games that utilize basic motor skills.
- PEL 1.2.16: Participate in low-organized games that utilize basic motor skills
- PEL 1.3.15: Participate in modified games that utilize basic motor skills.
- PEL 1.4.13: Participate in modified games that utilize basic motor skills.
- PEL 4.K.3: Understand enjoyment associated with cooperative play.
- PEL 4.2.2: Comply positively with rules and procedures of structured games.
- PEL 4.4.2: Exhibit responsible and respectful behavior in different social situations (e.g., being a “good” loser and being a “humble” winner.).

**5-8 Frameworks:**

- TCC 2.3: Use a variety of processes such as reading, writing, listening, speaking, debating, and role playing to demonstrate continuity and change.
- PEL 4.5.2: Understand proper attitudes toward winning and losing (e.g., self-control and sportsmanship).
- PEL 4.5.3: Show respect for persons of similar and different skill levels (e.g., refrain from put-downs, encourage classmates)

## Native American Games

In honor of Native Americans who lived on the Lower White River until 1835 we play their games that developed speed, accuracy, and agility.

**Objectives:** Students will learn to play Jackstraw, Ring & Pin, Corn Cob Darts, and Chunkey.

**Length: 30–45 minutes (all ages)**

Your group will have the opportunity to experience some of the most popular Native American games played by the Hopi, Inuit, and Tewa tribes. In the process they will learn what Native Americans lived in the Arkansas area and what their houses looked like. Not only will they develop an understanding of recreational activities of Native Americans, but they will have lots of fun too!



**K-4 Frameworks:**

- TCC 1.1: Use chronological order to explain the cause and effect of events throughout Arkansas's history through writing and by creating timelines, charts, and graphs.
- TCC 1.4: Analyze how past decisions and events affect subsequent decisions throughout Arkansas's history.
- TCC 2.3: Use a variety of processes such as reading, writing, listening, speaking, debating, and role playing to demonstrate continuity and change.
- PPE 2.1: Analyze how humans have adapted to, altered, and been affected by physical environments in Arkansas.
- PEL.1.2.10: Catch a variety of self-tossed objects.
- PEL 1.4.6: Throw an object with increased velocity and accuracy.
- PEL 1.K.16: Participate in low-organized games that utilize basic motor skills.
- PEL 1.1.15: Participate in low-organized games that utilize basic motor skills.
- PEL 1.2.16: Participate in low-organized games that utilize basic motor skills.
- PEL 1.3.15: Participate in modified games that utilize basic motor skills.
- PEL 1.4.13: Participate in modified games that utilize basic motor skills.
- PEL 4.K.3: Understand enjoyment associated with cooperative play.
- PEL 4.4.2: Exhibit responsible and respectful behavior in different social situations (e.g., being a "good" loser and being a "humble" winner).

**5-8 Frameworks:**

- TCC 2.3: Evaluate issues of continuity and change by applying techniques such as brainstorming, data analysis, simulations, field studies, guest speakers, debating, role-playing, and writing.
- PEL 4.5.2: Understand proper attitudes toward winning and losing (e.g., self-control and sportsmanship)
- PEL 4.5.3: Show respect for persons of similar and different skill levels (e.g., refrain from put-downs, encourage classmates)
- PEL 4.8.3: Through verbal and non-verbal behavior, recognize the role of games, sports, and dance in getting to know and understand others of like and different gender, race, ethnicity in a physical activity (e.g., activities with diverse groups, participate on co-ed teams, refrain from put-down.).



## Butter Making

Most farms and plantations made butter for their own use and to earn extra money.

**Objective:** Students learn about the necessity and process of making butter.

**Length: 15–30 minutes (all ages)**

Butter will be made during this program. Each student will make butter during the program and will be able to eat their butter. We will discuss chores and contrast and compare technology before electricity with technology of today.

### K-4 Frameworks:

- TCC 1.1: Demonstrate the ability to think in terms of sequencing events
- TCC 1.4: Describe how history is continuing story of people, places, and events.
- TCC 2.2: Discuss that change affects everyone and is inevitable and universal.
- PPE 2.1: Explain how geography and the environment affect the way people live in Arkansas.
- PPE 2.7: Explore and communicate how technology affects the natural environment, agriculture, transportation, and communication.
- PDC 1.1: Categorize and prioritize wants and needs.

### 5-8 Frameworks:

- TCC 2.1: Explore and explain the technological changes in areas such as agriculture, arts, communication, languages, literature, and transportation which affect Arkansas.
- TCC 2.3: Use a variety of processes such as reading, writing, listening, speaking, debating, and role playing to demonstrate continuity and change.
- PDC 1.2: Assess how goods and services are limited by available natural and human resources requiring individuals and societies to make choices to satisfy wants and needs.

## Nine-Patch Quilt

Quilting was a means to satisfy your wants and needs.

**Objective:** Students will learn the importance of quilt making and the secret meaning of the log cabin quilt.



Students will sew a nine-patch piece to take home. (Smaller children will use glue sticks and paper instead of needle and thread)

**K-4 Frameworks:**

- TCC 1.1: Demonstrate the ability to think in terms of sequencing events.
- TCC 1.4: Describe how history is a continuing story of people, places, and events.
- TCC 2.1: Use personal experiences, biographies, autobiographies or historical fiction to explain how individuals are affected by, can cope with, and can create change.



Above: Carole Rogers gives a quilting program during a teacher workshop.

- TCC 2.2: Discuss that change affects everyone and is inevitable and universal.
- PPE 2.1: Explain how geography and the environment affect the way people live in Arkansas.
- PPE 2.7: Explore and communicate how technology affects the natural environment, agriculture, transportation, and communication.
- PDC 1.1: Categorize and prioritize wants and needs.
- A 3.1: Understand and relate how art is used to communicate ideas and feelings to others.

**5-8 Frameworks:**

- A 3.1.0: Examine and reflect on a range of subject matter, symbols, and/or ideas used in creating art works.
- PPE 2.1: Analyze how humans have adapted to, altered, and been affected by physical environments in Arkansas.
- PDC 1.2: Assess how goods and services are limited by available natural and human resources requiring individuals and societies to make choices to satisfy wants and needs.

## Exhibits Explorers

The White River was the highway to a better life.

**Objectives:** Through self-directed exhibits, students will learn about the natural and cultural history of river life on the lower White River and the Delta region.





**Length: 20–40 minutes**

Students answer questions derived from the museum's exhibits. This will allow students to follow instructions, read exhibit text and to explore the museum.

**Special Conditions:** Small groups are preferred; plan on 20–40 minute rotations. Pad and pencils needed.

**K-4 Frameworks:**

- TCC 1.1: Demonstrate the ability to think in terms of sequencing events.
- TCC 1.4: Describe how history is a continuing story of people, places, and events.
- TCC 2.1: Use personal experiences, biographies, autobiographies or historical fiction to explain how individuals are affected, can cope with, and can create change.
- TCC 2.2: Discuss that change affects everyone and is inevitable and universal.
- PPE 2.1: Explain how geography and the environment affect the way people live in Arkansas.
- PPE 2.7: Explore and communicate how technology affects the natural environment, agriculture, transportation, and communication.
- PDC 1.1: Categorize and prioritize wants and needs.
- PDC 1.2: Apply the concept that goods and services are limited by available human and natural resources, requiring individuals and societies to make choices.
- SSPS 1.2: Interpret information from visual aids, such as charts, graphs and maps.
- OV 2.K.4: Listen to literature presented using a variety of media, including teacher reading, computer, or tape recording.
- OV 2.4.2: Listen and evaluate information.
- R 10.2.10: Use headings to locate specific information when reading.
- IR 12.2.5: Locate information from a variety of print, non-print, and technological resources (dictionaries, magazines, pictures, informational texts, people, and technology/Internet).
- IR 12.3.6: Compile information into various formats.

**5-8 Frameworks:**

- TCC 2.1: Explore and explain the technological changes in areas such as agriculture, arts, communication, languages, literature, and transportation which affect Arkansas.



- PPE 2.1: Analyze how humans have adapted to, altered, and been affected by physical environments in Arkansas.
- PDC 1.2: Assess how goods and services are limited by available natural and human resources requiring individuals and societies to make choices to satisfy wants and needs.
- SSPS 1.2: Analyze artifacts, oral histories, photographs, landmarks, literature, and arts to understand Arkansas's culture by using a variety of methods (e.g., simulations, field studies, library research, debates, presentations, role playing, projects, portfolios, synthesis, etc.).
- OV 2.5.3: Listen attentively for main ideas.
- R 9.5.16: Scan materials to locate specific information.
- R 10.5.6: Skim materials to locate specific information.

## River Draw Life Game

Life on the river from 1831 to 1931 has changed and yet has stayed the same.

**Objectives:** Students will learn what types of animals, artifacts, or life could be found on or near the river.

Demonstrate the different animals seen or found along the river, and the river's uses from 1831 to 1931. A student will draw a piece of paper, with a word or subject written on the paper. The student will then proceed to draw that item selected with remaining students guessing what is being drawn. Once the item is guessed, a discussion of why that item was important on the river follows.

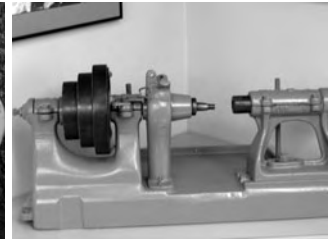
### K-4 Frameworks:

- TCC 1.4: Describe how history is a continuing story of people, places, and events.
- TCC 2.2: Discuss that change affects everyone and is inevitable and universal.
- PPE 2.1: Explain how geography and the environment affect the way people live in Arkansas.

### 5-8 Frameworks:

- TCC 2.1: Explore and explain the technological changes in areas such as agriculture, arts, communication, languages, literature, and transportation which affect Arkansas.

Lower White River Museum State Park Teacher's Handbook



- TCC 2.3: Use a variety of processes such as reading, writing, listening, speaking, debating, and role playing to demonstrate continuity and change.
- PPE 2.1: Analyze how humans have adapted to, altered, and been affected by physical environments in Arkansas.
- PDC 1.2: Assess how goods and services are limited by available natural and human resources requiring individuals and societies to make choices to satisfy wants and needs.
- PDC 1.5: Explain economic terms such as opportunity cost, scarcity, and production, and describe different means of economic exchange such as bartering, trading and marketing.



American Beautyberry or French Mulberry (*Callicarpa Americana*) in front of the museum.



## CONCEPTS

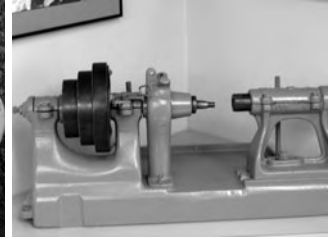
The Lower White River State Park curriculum emphasizes the concepts of the natural resources of the White River from Augusta to St. Charles, commerce and industry in the Delta region of Arkansas, and its place in Arkansas history.

The following terms are used consistently throughout the visit, depending on your program choice. Since our time is so limited during the field trip, it is most beneficial to the students if they have an exposure to the vocabulary that will be used.

## Vocabulary Definitions

- Bolls:** The fruit of cotton plants that is picked and spun into thread.
- Bartering:** To trade by exchange of goods.
- Consumer Goods:** Merchandise designed for home or personal use.
- Dogtrot:** Popular pioneer style home consisting of two square cabins connected by a breezeway.
- Dry Goods:** Hardware goods, such as dishes, combs, linens.
- Flatboat:** A raft-like boat used for floating downstream.
- Fossil:** A trace or impression or the remains of a plant or animal preserved in the earth's crust.
- Groceries:** Teas, coffee, peppercorns, nutmeg, and spices from faraway places.
- Keelboat:** A boat with a rounded bottom and a keel to help it move straight that could be pulled upstream by using a horse or pushed along with poles.
- Marketing:** The value or price offered for a commodity.
- Mace:** A spice made from the fibrous coating of the nutmeg.
- Mother-of-pearl:** The hard, pearly matter forming the inner layer of a mollusk shell.
- Mollusk:** Any of a large phylum of usual shelled and aquatic invertebrate animal such as the fresh water mussel.
- Opportunity Cost:** The highest-valued alternative that must be given up when another option is chosen.
- Packets:** Boats that ran on fixed routes carrying mail, passengers, and other goods for delivery.
- Paddlewheel:** A wheel made of horizontal blades powered by an engine. The paddlewheel moved the boat up and down the river.

## Lower White River Museum State Park Teacher's Handbook



- Privy: An outdoor toilet (outhouse).
- Produce: Fresh fruit, eggs, vegetables and other foods from nearby farms.
- Production: Something produced.
- Sawyers: An entire tree caught on a river bottom that could “saw” a boat into pieces.
- Section: A measurement of land equal to one square mile, 640 acres.
- Scarcity: Rare, not plentiful.
- Sidewheeler: A steamboat with a paddlewheel on each side of the boat, rather than at the stern.

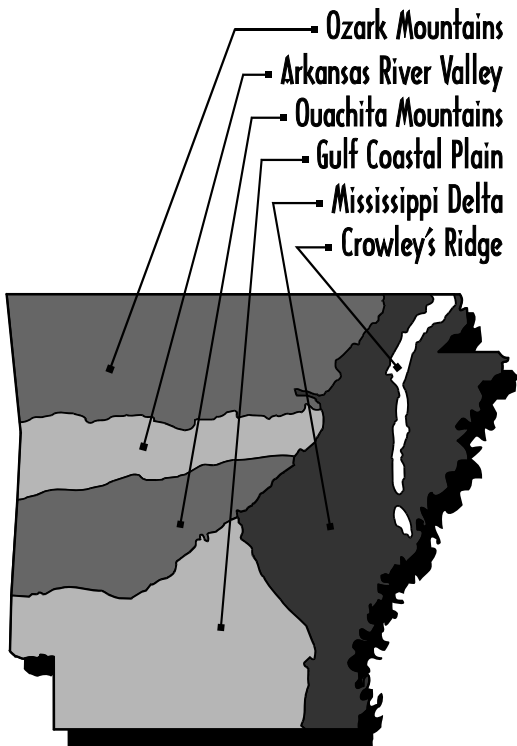


- Slavery: The practice of owning human beings as laborers.
- Snags: Logs or trees in the river.
- Square Mile: A square piece of land measuring 640 acres.
- Stern: The back of the boat.
- Sternwheeler: A steamboat with a paddlewheel at the back of the boat.
- Survey: The act of measuring areas of land and dividing them into townships and sections.
- Surveyor: A person who measures areas of land.
- Township: A measurement of land equal to thirty-six square miles.
- Trading: The business of buying and selling.

Cotton bolls being picked in a living history demonstration



## Arkansas's Six Natural Divisions



### ARKANSAS NATURAL DIVISIONS

- Ozark Plateau- Parts of the region are rugged with long, deep valleys, sharp cliffs, bluffs, and ledges. The principal rock formations are sandstone, shale, and limestone.
- Arkansas River Valley- Between the Ozarks and the Ouachitas, it is up to forty miles wide. Today this somewhat flat region is a busy transportation corridor with rail, river and road networks linking cities and industry.
- Ouachita Mountains- The geology of the Ouachitas has had a great effect on the forests of the region as sandstone weathers into a sandy soil that favors pine trees. This region was formed by some of the earth's most tumultuous forces and contains Arkansas highest mountain.
- Delta- The Delta was once a land of rivers, forest, and vast wetlands. Today this area is home to some of the richest farmland in America.
- Crowley's Ridge- Completely surrounded by the Delta, the ridge "towers" 200 feet. Here, rivers left a ridge 150 miles long and 5 miles wide.
- Gulf Coastal Plain- Level and rolling lands, hilly sections, bottomland, and occasional prairies are found here. The sandy hills are good sites for pine trees.



## Lower White River Museum State Park School Group Reservation Form

### Contact Information:

School Name: \_\_\_\_\_ Contact Person: \_\_\_\_\_

School Address: \_\_\_\_\_ City/State/Zip: \_\_\_\_\_

Daytime Phone & Prep Period: \_\_\_\_\_ Email: \_\_\_\_\_

Number of students: \_\_\_\_\_ Grade(s): \_\_\_\_\_ Number of teachers/chaperones: \_\_\_\_\_

Pavilion Requested: Yes \_\_\_ No \_\_\_ (There is a pavilion in Des Arc near the river that can be reserved)

### Dates of Field Trip:

1st choice: \_\_\_\_\_ 2nd choice: \_\_\_\_\_ Arrival Time: \_\_\_\_\_

Lunch Time: \_\_\_\_\_ Gift Shop Time: \_\_\_\_\_ Departure Time: \_\_\_\_\_

### Program Requests:

1. Museum & Log Cabin Guided Tour—*Select a special interest for your tour (not required):*

\_\_\_ Settlement \_\_\_ Shelling and Button Making \_\_\_ Fishing and Hunting \_\_\_ Timber \_\_\_ Agriculture  
\_\_\_ Medicine \_\_\_ Education \_\_\_ Civil War \_\_\_ Riverboats \_\_\_ Ivory-billed Woodpecker

2. Fresh Water Mussels

3. Old Fashion Games

4. Native American Games

5. Butter Making

6. Nine-Patch Quilt

7. Exhibits Explorers

8. River Draw Life Game

### Special Programs:

I am interested in a specific program or topic not listed above. I would like a program on:

\_\_\_\_\_

Please list any special accommodations or needs your class may have:

\_\_\_\_\_

Return this form to Lower White River Museum State Park, or preferably, use to organize your field trip plans before contacting the museum.

Lower White River Museum State Park • 2009 Main Street • Des Arc, AR 72040 • Phone: 870-256-3711  
FAX: 870-256-9202 • Email: [lowerwhiterivermuseum@arkansas.com](mailto:lowerwhiterivermuseum@arkansas.com)

You can either photocopy this page or remove it by cutting on this line.

