**![C:\Documents and Settings\marsha\Local Settings\Temporary Internet Files\Content.IE5\2XCDIHAD\MCj03525120000[1].wmf]()![C:\Documents and Settings\marsha\Local Settings\Temporary Internet Files\Content.IE5\ZD4P02OM\MCj01895830000[1].jpg]()“Arkansas Traveler, Arkansas Traveler**

 **What Do You See?”**

**Lesson Description:**

Students will learn the history of the Arkansas Traveler painting as an introduction to traveling Arkansas today to discover natural resources found in the “natural state”. As a culminating activity, students will produce a classroom book, *Arkansas Traveler, Arkansas Traveler What Do You See?*

**Grade Level(s):** K-2

**Standards:**

VA.7.2.1Recognize the importance of art in history and *heritage.*

E.8.K.4 Discuss natural resources.

E.8.1.4 Identify uses for natural resources.

E.8.2.3 Discuss the availability of natural resources.

**Common Core Standards:**

CC.L.K.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.L.1.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.L.1.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.L.2.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

CC.L.2.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**Objectives:**

* Students will make observations about the print, The Arkansas Traveler, and learn the history of the print.
* Students will be able to define “natural resources” as “gifts of nature used in the production of goods and service”.
* Students will create a page in a class book about Arkansas’ natural resources using an action word, identifying and illustrating the natural resource, and constructing a simple sentence to identify an Arkansas city where a natural resource can be found.

**Time Required:**

1 class session

**Materials:**

* Visual 1- Arkansas Traveler print and Turn of the Tune print
* White board or writing table to record student responses
* Activity 1- Arkansas Traveler book cover page
* Activity 2- list of natural resources and Arkansas cities (cut apart and put in a bowl, basket, or container)
* Activity 3- writing page Arkansas Traveler background information
* Visual 2- Arkansas Traveler Song- optional
* Arkansas map- optional
* Visual 3- Natural Resources in Arkansas song- optional

**Procedure:**

1. Show students Visual 1- the print of the Arkansas Traveler. Ask them to make observations about what they see.(Answers may include: a house full of children, the father playing a fiddle, a man dressed in a suit on a horse pointing, a house that was run down in appearance, the family looking at the visitor suspiciously).
2. Explain that the man on the horse was Sanford Faulkner. He was a lawyer in the early 1800s who was traveling home from court when he got lost. He heard music and followed the music to a log cabin, where a man was playing his fiddle. Mr. Faulkner tried to ask directions, but the man never stopped playing his fiddle. A funny conversation occurred, but the lost traveler never got answers to the questions he was asking. When the Traveler offered to teach the fiddler the rest of the tune he was playing, things changed. The second photo shows how the fiddler and his family befriended Mr. Faulkner.
3. Ask the students if they have ever traveled across Arkansas. Allow students to share where they have traveled and sights they have seen.
4. Using the Arkansas Traveler print, ask students how Mr. Faulkner traveled across Arkansas. (riding on a horse) Using either a white board or chart tablet, ask students to brainstorm a list of action words/verbs that might describe how they might travel and see Arkansas. (Answers may include: riding, walking, jogging, running, flying, driving, hiking, canoeing, swimming, diving, galloping, climbing)
5. Share with students that there are many things to see as they travel Arkansas, but today they will be looking for natural resources. Define natural resources as “gifts of nature used in the production of goods and services”. A tree is a natural resource. It is not made by man’s hands, and it is not made in a factory. It is a gift from nature. Trees can be used to make paper, furniture, and many other goods. Trees also provide a service - if you sit under one to relax or cool off on a warm day. A cow is a natural resource. It is not made by people. It is not made it a factory. A cow gives us gifts of milk and meat as well as other things.
6. Using the white board or chart paper, brainstorm a list of other natural resources. (Answers may include: apples, strawberries, cows, watermelons, cotton, peaches, chickens, quartz)
7. Show students Activity 1. Tell students that today they will produce a book that will show Arkansas travelers some of the natural resources they might see if they traveled across our state. Ask students what the title reminds them of “Arkansas Traveler, Arkansas Traveler What Do You See?” (Brown Bear, Brown Bear) The book they will be creating has the same type of repetition in each page.
8. Hold up the container that has Activity 2 strips inside. Model to students what they will do. Pull out one of the strips and read it aloud. (Example: sheep Springdale) Tell the students that they will create their page to illustrate the strip they pull from the container.
9. Distribute Activity 3 to each student. Holding up the sheet, model how to create the sentence.
(Example: “Wandering through Springdale, I see sheep looking at me.”) Write the words in to demonstrate how to complete the process. Illustrate the sheep in the section in the middle of the page. If students are unsure about an action word to use, have them refer to the list created in step 4. Clarify any questions.
10. Distribute activity 2 strips to each child. Move around the room to assist students as necessary as they create their page for the classroom book.
11. Assemble all pages and share completed book.

**Extensions:**

Have students locate the city on an Arkansas map as they share their page for the class book.

Sing the Arkansas Traveler song. (Visual 2)

Sing the Natural Resources in Arkansas song and take turns inputting natural resources discussed in class book. (Visual 3)

**Sources:**

 “Arkansas Traveler Dialog”, Historic Arkansas Museum, [www.historicarkansas.org](http://www.historicarkansas.org)

“Natural Resources in Arkansas” song by Debbie Shearer, Butler Center, [www.butlercener.org](http://www.butlercener.org)