

Arkansas History Lesson Plan

Identifying Arkansas on a Map

*Lesson Title

Identifying Arkansas on a Map

*Appropriate Grade Level

Kindergarten

*Author

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*District/School/Grade

Magnolia School District West Side Kindergarten Teacher

*Enduring Understandings

I know where I live and I can locate it on a Map.

Children will distinguish Arkansas from other states and be able to locate Arkansas on a map of the United States and on a globe.

*Essential Questions

What shape does the state of Arkansas remind you of?

What do you like about living in Arkansas?

*Overview

This lesson contains activities that will provide the children opportunities to identify the shape of our state and how it differs from other states.

This lesson also provides the children with map and globe experiences.

*Background Information

The children should have prior experience with maps and globes.

*List of Materials

Maps, globes, large patterns of Arkansas, small patterns of Arkansas made out of sandpaper, aquarium or other small rocks, crayons for rubbing, paint, markers, painting paper, cubes or other small blocks for outlining the state, glue, United States Map floor puzzle and stickers, books – *Arkansas*, *The United States* by Julie Murray, *Arkansas* by Anne Welsbacher, *N is for Natural State An Arkansas Alphabet* by Michael Shoulders.

*Vocabulary-

United States, Arkansas, perimeter, country, state, county, town, globe, and map.

***Activities**

1) Children will trace large patterns of Arkansas and paint them. When the paintings are dry, the children will label the state, capitol, and the town in which they live.

A small rock will be glued on the map to identify the state capitol. The children will then describe the location of their town compared to Little Rock.

2) Children will use different colors to rub sand paper or wall paper patterns of Arkansas.

Cut out patterns from different textures of wallpaper/sandpaper.

Relate the different textures to landforms.

Classify the rubbings by the landform it most resembles. Example: very smooth wallpaper would look most like plains.

Children can also practice writing their color words by labeling rubbings with the color they chose for it.

3) Given a desk map copy of the United States children will locate Arkansas and denote it by placing a sticker on it.

4) Given large cardboard patterns of Arkansas children will outline the perimeter of the state.

Children will discuss the meaning of the word perimeter.

5) Children will discuss where Arkansas is located on the map and states that surround it using words related to location, direction and distance.

Children will discuss the states and the river that create the border of Arkansas.

6) Children will discuss facts, experiences and make text to self-connections after reading the book Arkansas: the United States by Julie Murray

***Cross-curricular connections: content framework and SLEs**

Arkansas Social Studies Curriculum Framework:

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

Measure and compare distances using non-standard units.

M.13.K.6 Surround a figure with objects (links, craft sticks, etc) and tell how many it takes to go around (Perimeter answers the question: How many units does it take to travel a path?) Demonstrate and describe the relative position of numbers.

G.10.K.1 Demonstrate and describe the relative position of objects as follows: over, under, inside, outside, on, beside, between, above, below, on top of, upside- down, behind, in back of and in front of.

G.1.K.4 Recognize the United States on a world map or globe.

G.1K.5 Identify land on maps and globes.
G.1.K.8 Recognize the difference between maps and globes.
G.1.K.9 Recognize that maps and globes represent models of the Earth.
G.1.K.6 Identify water on maps and globes.
ESS.8.K.1 Identify various characteristics of Earth's surface.
PS.6.K.1 Demonstrate spatial relationships including but not limited to over, under, left and right.

Arkansas English Language Arts Curriculum Framework:

Oral and Visual Communications

OV.1.K.1 Name or describe people, places, things, locations, sizes, colors, shapes, numbers and actions.

Writing

W.6K.4 Spell a few high frequency words correctly.

W.6.K.10 Use correct letter formation.

Reading

R.9K.1 Make connections from text to self during read aloud.

R.9K.5 Ask and answer questions about the text. Research/Inquiry Process

IR.12.K.1 Label objects and places.

IR.12.K.1 Share information about a topic.

***Estimated Time allotted for lesson**

Read aloud and group discussion including locating Arkansas on the maps and globes (20 minutes).

The other activities are incorporated into daily work centers.

***Assessment**

Children will identify Arkansas on a map of the United States by circling it. Children will be observed during center activities and in their writing.

***Resources/bibliography**

Arkansas by Anne Welsbacher

Arkansas: The United States by Julie Murray

N is for Natural State: an Arkansas Alphabet by Michael Shoulders

A Book about Arkansas by Betty Wilson.

***Extension activity**

Children write about a place within our state they read about.

List the states that border Arkansas.

***Attachments**

This is a song I sing with my children:

“Where oh where is Arkansas?

Where oh where can it be?

It's one of the 50 United States,

And that's where I live you see!"

(Sung to the tune of "Where, oh where, has my little dog gone?")

The following two songs are songs we sing each year when we study Arkansas. I do not know the author of these songs. They were just made up at our school and passed around. The first one could be changed to any town and county.

**"Arkansas, Arkansas
Columbia County in Arkansas
Magnolia, Magnolia
Columbia County in Arkansas**

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**There is a state that I live in and Arkansas is its name-o
Arka nsas, Arka nsas, Arka nsas
And Arkansas is its name-o"
(Sung to the tune of Bingo)**