EDUCATION PROGRAMS

Program Descriptions and Curriculum Frameworks

ROGERS HISTORICAL MUSEUM
322 S. Second Street
Rogers, AR 72756

Education Programs

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Education Mission

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

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

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

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

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

In-Classroom Programs

Arkansas Symbols (K-2nd)

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

Civics/Government

C.2.K.1	Recognize state and national symbols and patriotic songs.
C.2.1.1	Describe state and national symbols and patriotic songs.
C.2.2.1	Explain the significance of state and national symbols, patriotic songs, and mottos.

Economics

E.5.K.1	Identify *human, natural,* and *capital resources.*
E.5.K.2	Discuss ways producers use *human*, *natural*, and *capital resources* in the production of goods and services.
E.5.1.2	Categorize *human*, *natural*, and *capital resources* used in the production of goods and services.
E.5.2.2	Describe goods and services that people in the local community produce and those that are produced in other communities.
E.7.K.2	Identify where products used in daily life are produced.
E.7.1.2	Identify goods that are both *imported* to and *exported* from Arkansas and the United States.

Geography

G.10.K.1	Discuss *natural resources* in the community which can be used to meet daily needs.
G.10.1.1	Explain ways people use *natural resources* in the community in which they choose to settle.

Earth and Space Science

ESS.8.1.2	Identify common uses of Earth's resources.
ESS.8.2.4	Identify products derived from *natural resources.*

Program Format

- Presented in classroom as a 30 minute PowerPoint presentation with touchable objects

Or

- Presented virtually as a 20 minute video via link sent to teachers

Calling all Communication (K-3rd)

From telegraphs to cell phones, the way that people have communicated with each other through the years has changed significantly. Students will learn how communication has evolved through the centuries with a focus on Northwest Arkansas.

Civics/Government

C.3.K.2	Discuss ways people improve communities
C.3.2.2	Examine successful and unsuccessful attempts to improve communities
C.3.2.3	Describe ways communities work to accomplish common tasks and establish responsibilities

Economics

E.5.K.1	Identify *human, natural,* and *capital resources*
E.5.K.2	Discuss ways producers use *human*, *natural*, and *capital resources* in the production of goods and services
E.5.K.3	Identify *markets* in the community
E.7.K.2	Identify where products used in daily life are produced
E.5.1.1	Explain ways *human resources* earn *income*
E.5.1.2	Categorize *human*, *natural*, and *capital resources* used in the production of goods and services
E.6.1.3	Identify examples of goods and services that governments provide
E.5.2.2	Describe goods and services that people in the local community produce and those that are produced in other communities
E.5.2.3	Describe ways *markets* exist in various places (e.g., home, physical location, Internet)
E.5.3.1	Examine the relationship between *human capital* and *productivity* (e.g., *division of labor*, *specialization*)
E.5.3.2	Articulate ways *entrepreneurs* and businesses organize *human*, *natural*, and *capital resources* to produce goods and services in Arkansas
E.5.3.3	Analyze *economic factors* in a *market* (e.g., *supply*, *demand*, competition, incentives)
E.6.3.4	Identify factors that affect our economy (e.g., *unemployment*, *inflation*)
E.7.3.1	Illustrate the relationships among *imports*, *exports*, and global *interdependence*

Geography

G.10.K.2	Identify people and goods that move from place to place
G.11.K.1	Discuss connections to other people in places around the world (e.g., where products are made, celebrations, dance, art, food, toys)
G.10.1.2	Discuss reasons and ways that people, goods, and ideas move from place to place
G.11.1.1	Discuss how the consumption of products connects the local community to distant places
G.11.2.1	Examine how the consumption of products connects people to different parts of the world

History

H.12.K.1	Discuss changes over time using chronological terms (e.g., first, next, last, before, after, past, present, now, long ago)
H.12.K.3	Compare a child's life of the present to that of the past using visual representations (e.g., growing food, rules and laws, making clothing, transportation, communication)
H.12.K.4	Recognize historic figures and other people that have made an impact on history
H.12.1.3	Compare present day families, objects, and events with those in the past using visual representations, news stories, and *artifacts* (e.g. daily life tasks, food, clothing, transportation, communication, recreation)
H.12.1.4	Retell stories of historical events, American legends, and people who played a role in history
H.12.2.1	Create historical narratives using chronological sequences of related events in the community or region (e.g., founding of the town, construction of an important building)
H.12.2.2	Create timelines to understand the development of the local community (e.g., founding, growth)
H.12.2.3	Compare life in your community past and present using maps, photographs, news stories, *artifacts*, or interviews (e.g. transportation, communication, recreation, jobs, housing)
H.12.2.4	Investigate ways individuals, groups, and events have shaped one's community and other communities in the United States
H.12.2.5	Explain historical symbols and landmarks and the people and events associated with them
H.13.2.6	Examine changes in the community in terms of cause and effect (e.g., automobiles and the growth of suburbs created reduction in farms, population increase led to more neighborhoods and housing) community, region, or state (e.g., origin of a historic celebration in the community, Arkansas Traveler, important person)
H.12.3.3	Compare specific regions of Arkansas in the past with those regions today noting changes over time (e.g., transportation, jobs, urban growth, population density, natural resources, communication)
H.12.3.4	Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity
H.13.3.6	Examine current or historical events in Arkansas or the United States in terms of cause and effect

Program Format

- Presented in classroom as a 30 minute PowerPoint presentation with touchable objects

Or

- Presented virtually as a 20 minute video via link sent to teachers

Immigration in Northwest Arkansas (2^{nd}-4^{th})

Students will learn about three major periods of significant migration to Northwest Arkansas. They will be able to compare and contrast who came, where they came from, why they came, and how they came here.

Civics/Government

C.1.2.2	Describe roles and responsibilities of people in authority in local communities

Economics

E.5.2.2	Describe goods and services that people in the local community produce and those that are produced in other communities

Geography

G.9.2.2	Describe ways different *cultures* help shape the diversity of a community, place, or region
G.10.2.2	Examine reasons and ways that people, goods, and ideas move from place to place
G.10.2.3	Identify diverse groups that have come to Arkansas and where they settled
G.9.3.2	Describe effects of *cultural characteristics* on population distribution in a specific place
G.10.3.3	Describe diverse groups and reasons why they settled in Arkansas (e.g., *push-pull-factors*)
G.9.4.1	Analyze effects over time of human-generated changes in the physical environment (e.g., deforestation, dams, pollution)
G.10.4.3	Compare *push- pull-factors* that influenced immigration to and migration within the United States

History

H.12.2.2	Create timelines to understand the development of the local community (e.g., founding, growth)
H.12.2.3	Compare life in your community past and present using maps, photographs, news stories, *artifacts*, or interviews (e.g. transportation, communication, recreation, jobs, housing)
H.12.2.4	Investigate ways individuals, groups, and events have shaped one's community and other communities in the United States
H.13.2.6	Examine changes in the community in terms of cause and effect (e.g., automobiles and the growth of suburbs created reduction in farms, population increase led to more neighborhoods and housing)

H.12.3.2	Explain the importance of people and events on timelines to show understanding of historical significance in early Arkansas history (e.g., American Indians, exploration, settlement, statehood)
H.12.3.3	Compare specific regions of Arkansas in the past with those regions today noting changes over time (e.g., transportation, jobs, urban growth, population density, natural resources, communication)
H.13.3.6	Examine current or historical events in Arkansas or the United States in terms of cause and effect
H.12.4.2	Interpret timelines that show relationships among people, events, and movements at the local, state, regional, or national level
H.12.4.3	Compare specific regions of the United States in the past with those regions today noting changes over time (e.g., economic growth, urbanization, resources, population density, environmental issues)
H.12.4.4	Analyze the impact of individuals and events on the past, present and future

Program Format

- Presented in classroom as a 30 minute PowerPoint presentation with touchable objects

Or

- Presented virtually as a 20 minute video via link sent to teachers

Transformation of Transportation (K-4th)

The program will look at the history of transportation and its impact on Northwest Arkansas.

Economics

E.5.K.1	Identify *human, natural,* and *capital resources*
E.5.K.2	Discuss ways producers use human, natural, and capital resources in the production of goods and services
E.6.K.3	Discuss examples of public goods and services
E.5.1.2	Categorize human, natural, and capital resources used in the production of goods and services
E.6.1.3	Identify examples of goods and services that governments provide
E.6.2.3	Explain benefits of public goods and services
E.5.3.2	Articulate ways *entrepreneurs* and businesses organize *human, natural*, and *capital resources* to produce goods and services in Arkansas

Geography

G.10.K.1	Discuss natural resources in the community which can be used to meet daily needs
G.10.K.2	Identify people and goods that move from place to place
G.10.1.1	Explain ways people use natural resources in the community in which they choose to settle
G.10.1.2	Discuss reasons and ways that people, goods, and ideas move from place to place
G.11.1.1	Discuss how the consumption of products connects the local community to distant places
G.10.2.2	Examine reasons and ways that people, goods, and ideas move from place to place

History

H.12.K.1	Discuss changes over time using chronological terms (e.g., first, next, last, before, after, past, present, now, long ago)
H.12.K.3	Compare a child's life of the present to that of the past using visual representations (e.g., growing food, rules and laws, making clothing, transportation, communication)
H.12.K.4	Recognize historic figures and other people that have made an impact on history
H.12.1.3	Compare present day families, objects, and events with those in the past using visual representations, news stories, and artifacts (e.g. daily life tasks, food, clothing, transportation, communication, recreation)
H.12.1.4	Retell stories of historical events, American legends, and people who played a role in history

H.12.2.2 Create timelines to understand the development of the local community (e.g., founding, growth)

H.12.2.3 Compare life in your community past and present using maps, photographs, news stories, artifacts, or interviews (e.g. transportation, communication, recreation, jobs, housing)

H.12.2.4 Investigate ways individuals, groups, and events have shaped one's community and other communities in the United States

H.13.2.6 Examine changes in the community in terms of cause and effect (e.g., automobiles and the growth of suburbs created reduction in farms, population increase led to more neighborhoods and housing)

H.12.3.3 Compare specific regions of Arkansas in the past with those regions today noting changes over time (e.g., transportation, jobs, urban growth, population density, natural resources, communication)

H.12.3.4 Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity

H.12.4.3 Compare specific regions of the United States in the past with those regions today noting changes over time (e.g., economic growth, urbanization, resources, population density, environmental issues)

H.12.4.4 Analyze the impact of individuals and events on the past, present and future

Program Format

- Presented in classroom as a 30 minute PowerPoint presentation with touchable objects

Or

- Presented virtually as a 20 minute video via link sent to teachers

What is a Museum? (K-2nd)

Students will learn the role of the museum in the community and the different types of museums that exist not only around the United States, but also right here in Northwest Arkansas.

Civics/Government

C.3.K.2	Discuss ways people improve communities
C.3.1.2	Describe ways people improve communities

Economics

E.5.K.2	Discuss ways producers use *human*, *natural*, and *capital resources* in the production of goods and services
E.5.1.2	Categorize *human*, *natural*, and *capital resources* used in the production of goods and services
E.5.2.2	Describe goods and services that people in the local community produce and those that are produced in other communities
E.6.K.3	Discuss examples of *public goods and services*
E.6.1.3	Identify examples of goods and services that governments provide
E.6.2.3	Explain benefits of *public goods and services*

History

H.12.2.4	Investigate ways individuals, groups, and events have shaped one's community and other communities in the United States
H.13.K.3	Describe ways people learn about the past (e.g., photos, *artifacts*, diaries, oral history, stories)

Program Format

- Presented in classroom as a 30 minute PowerPoint presentation with touchable objects

Or

- Presented virtually as a 20 minute video via link sent to teachers

Educational Video Programs

Native Americans in Northwest Arkansas (1st-6th)

Students will learn about the Native American groups that once called Northwest Arkansas home: the Paleo-Indians, the Osage, and the Cherokee. Students will learn about their cultures and where we can find them today.

Geography

G.8.1.1	Use map keys, legends, symbols, compass rose, and directional words to show a relationship between places
G.10.1.1	Explain ways people use *natural resources* in the community in which they choose to settle
G.10.1.2	Discuss reasons and ways that people, goods, and ideas move from place to place
G.10.2.2	Examine reasons and ways that people, goods, and ideas move from place to place
G.10.2.3	Identify diverse groups that have come to Arkansas and where they settled
G.8.5.1	Describe locations of societies and their cultural and environmental characteristics within the early Americas through the 1820s using geographic representations of different scales
G.9.5.1	Analyze effects of human-generated changes on the physical environment in places and regions over time from early America to the 1820s
G.10.5.1	Examine relationships between human settlements and movements and the location and use of *natural resources* in the early Americas (e.g., early people groups, Native Americans, Westward expansion)
G.8.6.1	Analyze locations of various societies and their cultural and environmental characteristics to 1500 C.E. using a variety of geographic representations
G.9.6.1	Analyze effects of human-generated changes in the physical environment in various places and regions over time up to 1500 C.E.
G.10.6.1	Analyze relationships between human settlements and movements and the location and use of *natural resources* in various regions up to 1500 C.E.

History

H.12.1.3	Compare present day families, objects, and events with those in the past using visual representations, news stories, and *artifacts* (e.g. daily life tasks, food, clothing, transportation, communication, recreation)
H.12.2.2	Create timelines to understand the development of the local community (e.g., founding, growth)
H.12.2.3	Compare life in your community past and present using maps, photographs, news stories, *artifacts*, or interviews (e.g. transportation, communication, recreation, jobs, housing
H.12.2.4	Investigate ways individuals, groups, and events have shaped one's community and other communities in the United States
H.12.2.5	Explain historical symbols and landmarks and the people and events associated with them
H.12.3.2	Explain the importance of people and events on timelines to show understanding of historical significance in early Arkansas history (e.g., American Indians, exploration, settlement, statehood)
H.12.3.4	Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity
H.13.3.6	Examine current or historical events in Arkansas or the United States in terms of cause and effect
H.12.4.1	Create historical narratives using chronological sequences of related events in Arkansas

and the United States (e.g., exploration)

H.12.4.2 Interpret timelines that show relationships among people, events, and movements at the local, state, regional, or national level

H.12.4.3 Compare specific regions of the United States in the past with those regions today noting changes over time (e.g., economic growth, urbanization, resources, population density, environmental issues)

H.12.4.4 Analyze the impact of individuals and events on the past, present and future

H.12.4.5 Reference historic places and national parks to guide inquiry about history (e.g., What do the Toltec Mounds tell us about the people who lived there?)

H.13.4.6 Examine current or historical events in Arkansas, the United States, or the world in terms of cause and effect

H.12.5.2 Compare characteristics (e.g., dwellings, *culture*, beliefs, land use, food, clothing) of major pre-Columbian people groups within North America using a variety of sources (e.g., mound builders, cliff dwellers, Southwest, Great Plains, Pacific Northwest, Woodland peoples)

H.13.6.1 Compare hunter-gatherer and *agrarian societies* (e.g., tools, shelter, diet, use of fire, cave paintings, *artifacts*, clothing, rituals, daily life, gender roles)

Program Format

- Presented in classroom as a 30 minute PowerPoint presentation with touchable objects

Or

- Presented virtually as a 20 minute video via link sent to teachers

Field Trip Programs

Assembly Line Valentine (K-2nd)

Students will learn why we celebrate Valentine's Day and the meanings behind some of its traditions, with emphasis placed on the Valentine's Day card.

Economics

E.5.K.1	Identify *human, natural,* and *capital resources*
E.5.K.2	Discuss ways producers use *human*, *natural*, and *capital resources* in the production of goods and services
E.5.K.3	Identify *markets* in the community
E.5.1.1	Explain ways *human resources* earn *income*
E.5.1.2	Categorize *human*, *natural*, and *capital resources* used in the production of goods and services
E.5.1.3	Recognize *markets* exist wherever buyers and sellers *exchange* goods and services
E.5.2.2	Describe goods and services that people in the local community produce and those that are produced in other communities
E.7.2.2	Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad
E.5.2.3	Describe ways *markets* exist in various places (e.g., home, physical location, internet)

Geography

G.11.2.1	Examine how the consumption of products connects people to different parts of the world

History

H.12.K.1	Discuss changes over time using chronological terms (e.g., first, next, last, before, after, past, present, now, long ago)
H.12.K.3	Compare a child's life of the present to that of the past using visual representations (e.g., growing food, rules and laws, making clothing, transportation, communication)
H.12.K.4	Recognize historic figures and other people that have made an impact on history
H.12.1.3	Compare present day families, objects, and events with those in the past using visual representations, news stories, and *artifacts* (e.g. daily life tasks, food, clothing, transportation, communication, recreation)
H.12.1.4	Retell stories of historical events, American legends, and people who played a role in history
H.12.2.4	Investigate ways individuals, groups, and events have shaped one's community and other communities in the United States

Program Format

- Presented at the museum only, 3rd week of January-February 14th
- The lesson includes assembly line card making activity
- The lesson includes touchable objects
- Video clip from *I Love Lucy* shown at the end of the lesson
- 2-3 hours long

Downtown Rogers Walking Tour (1st-4th)

Students will learn about the history of Rogers from the earliest settlers to the current residents. They will see how the town was and still is being shaped through transportation, as well as the buildings and businesses that have and still do call Downtown Rogers home.

Civics/Government

C.1.1.2	Discuss roles of people who hold positions of authority
C.3.1.2	Describe ways people improve communities
C.1.2.2	Describe roles and responsibilities of people in authority in local communities
C.3.2.2	Examine successful and unsuccessful attempts to improve communities

Economics

E.5.1.2	Categorize *human*, *natural*, and *capital resources* used in the production of goods and services
E.5.2.2	Describe goods and services that people in the local community produce and those that are produced in other communities
E.5.3.2	Articulate ways *entrepreneurs* and businesses organize *human*, *natural*, and *capital resources* to produce goods and services in Arkansas
E.5.4.2	Articulate ways *entrepreneurs* and businesses in Arkansas and the United States organize *human*, *natural*, and *capital resources* to produce goods and services

Geography

G.10.1.2	Discuss reasons and ways that people, goods, and ideas move from place to place
G.10.2.2	Examine reasons and ways that people, goods, and ideas move from place to place

History

H.12.1.3	Compare present day families, objects, and events with those in the past using visual representations, news stories, and *artifacts* (e.g. daily life tasks, food, clothing, transportation, communication, recreation)
H.12.1.4	Retell stories of historical events, American legends, and people who played a role in history
H.12.2.1	Create historical narratives using chronological sequences of related events in the community or region (e.g., founding of the town, construction of an important building)
H.12.2.2	Create timelines to understand the development of the local community (e.g., founding, growth)
H.12.2.3	Compare life in your community past and present using maps, photographs, news stories, *artifacts*, or interviews (e.g. transportation, communication, recreation, jobs, housing)
H.12.2.4	Investigate ways individuals, groups, and events have shaped one's community and other communities in the United States
H.13.2.6	Examine changes in the community in terms of cause and effect (e.g., automobiles and the growth of suburbs created reduction in farms, population increase led to more neighborhoods and housing)

H.12.3.1 Create historical narratives using chronological sequences of related events in the community, region, or state (e.g., origin of a historic celebration in the community, Arkansas Traveler, important person)

H.12.3.2 Explain the importance of people and events on timelines to show understanding of historical significance in early Arkansas history (e.g., American Indians, exploration, settlement, statehood)

H.12.3.3 Compare specific regions of Arkansas in the past with those regions today noting changes over time (e.g., transportation, jobs, urban growth, population density, natural resources, communication)

H.12.3.4 Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity

H.12.4.1 Create historical narratives using chronological sequences of related events in Arkansas and the United States (e.g., exploration)

H.12.4.2 Interpret timelines that show relationships among people, events, and movements at the local, state, regional, or national level

H.12.4.3 Compare specific regions of the United States in the past with those regions today noting changes over time (e.g., economic growth, urbanization, resources, population density, environmental issues)

H.12.4.4 Analyze the impact of individuals and events on the past, present and future

Program Format

- Presented at the museum only, September-October & April-May
- Students will go on a walk around Downtown Rogers and learn about select buildings
- The lesson includes a town building activity using Legos
- 2-3 hours long

Land of the Big Red Apple (K-4th)

Students will learn about the apple industry that once existed here in Northwest Arkansas and how the area used to be known as the Land of the Big Red Apple.

Economics

E.5.K.1	Identify *human, natural,* and *capital resources*
E.5.K.2	Discuss ways producers use *human*, *natural*, and *capital resources* in the production of goods and services
E.5.K.3	Identify *markets* in the community
E.7.K.2	Identify where products used in daily life are produced
E.5.1.1	Explain ways *human resources* earn *income*
E.5.1.2	Categorize *human, natural*, and *capital resources* used in the production of goods and services
E.5.1.3	Recognize *markets* exist wherever buyers and sellers *exchange* goods and services
E.5.2.2	Describe goods and services that people in the local community produce and those that are produced in other communities
E.5.2.3	Describe ways *markets* exist in various places (e.g., home, physical location, internet)
E.5.3.2	Articulate ways *entrepreneurs* and businesses organize *human, natural*, and *capital resources* to produce goods and services in Arkansas
E.5.3.3	Analyze *economic factors* in a *market* (e.g., *supply*, *demand*, competition, incentives)
E.6.3.4	Identify factors that affect our economy (e.g., *unemployment*, *inflation*)
E.5.4.2	Articulate ways *entrepreneurs* and businesses in Arkansas and the United States organize *human*, *natural*, and *capital resources* to produce goods and services

Geography

G.9.K.3	Identify ways weather and climate impact daily life
G.10.K.1	Discuss *natural resources* in the community which can be used to meet daily needs
G.10.K.2	Identify people and goods that move from place to place
G.11.K.1	Discuss connections to other people in places around the world (e.g., where products are made, celebrations, dance, art, food, toys)
G.9.1.3	Describe ways weather, climate, and other *environmental characteristics* affect daily life
G.10.1.1	Explain ways people use *natural resources* in the community in which they choose to settle
G.10.1.2	Discuss reasons and ways that people, goods, and ideas move from place to place
G.11.1.1	Discuss how the consumption of products connects the local community to distant places

G.9.2.3 Explain ways weather, climate, and other *environmental characteristics* affect people's lives in a place or region

G.10.2.2 Examine reasons and ways that people, goods, and ideas move from place to place

G.9.3.1 Examine environmental problems and ways in which these problems are addressed

History

H.12.K.1 Discuss changes over time using chronological terms (e.g., first, next, last, before, after, past, present, now, long ago)

H.12.K.3 Compare a child's life of the present to that of the past using visual representations (e.g., growing food, rules and laws, making clothing, transportation, communication)

H.12.1.3 Compare present day families, objects, and events with those in the past using visual representations, news stories, and *artifacts* (e.g. daily life tasks, food, clothing, transportation, communication, recreation)

H.12.2.3 Compare life in your community past and present using maps, photographs, news stories, *artifacts,* or interviews (e.g. transportation, communication, recreation, jobs, housing)

H.12.2.4 Investigate ways individuals, groups, and events have shaped one's community and other communities in the United States

H.13.2.6 Examine changes in the community in terms of cause and effect (e.g., automobiles and the growth of suburbs created reduction in farms, population increase led to more neighborhoods and housing)

H.12.3.3 Compare specific regions of Arkansas in the past with those regions today noting changes over time (e.g., transportation, jobs, urban growth, population density, natural resources, communication)

H.12.4.2 Interpret timelines that show relationships among people, events, and movements at the local, state, regional, or national level

H.12.4.3 Compare specific regions of the United States in the past with those regions today noting changes over time (e.g., economic growth, urbanization, resources, population density, environmental issues)

H.12.4.4 Analyze the impact of individuals and events on the past, present and future

Program Format

- Presented at the museum only as a 2-3 hour program
- Includes touchable objects

Pack a Wagon (K-3rd)

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

Economics

E.4.K.1	Recognize that all people have unlimited wants and limited resources (e.g., *scarcity*)
E.4.K.2	Explain reasons behind a personal decision
E.4.1.1	Explain ways *scarcity* necessitates decision making
E.4.1.2	Identify benefits and costs of making a decision
E.4.2.1	Discuss the importance of *scarcity* in relation to choices and *opportunity cost*
E.4.2.2	Explain a decision in terms of costs and benefits

Geography

G.9.K.3	Identify ways weather and climate impact daily life
G.10.K.2	Identify people and goods that move from place to place
G.8.1.1	Use map keys, legends, symbols, compass rose, and directional words to show a relationship between places
G.9.1.3	Describe ways weather, climate, and other *environmental characteristics* affect daily life
G.10.1.2	Discuss reasons and ways that people, goods, and ideas move from place to place
G.9.2.3	Explain ways weather, climate, and other *environmental characteristics* affect people's lives in a place or region
G.10.2.2	Examine reasons and ways that people, goods, and ideas move from place to place

History

H.12.K.1	Discuss changes over time using chronological terms (e.g., first, next, last, before, after, past, present, now, long ago)
H.12.K.3	Compare a child's life of the present to that of the past using visual representations (e.g., growing food, rules and laws, making clothing, transportation, communication)
H.12.K.4	Recognize historic figures and other people that have made an impact on history
H.12.1.3	Compare present day families, objects, and events with those in the past using visual representations, news stories, and *artifacts* (e.g. daily life tasks, food, clothing, transportation, communication, recreation)
H.12.1.4	Retell stories of historical events, American legends, and people who played a role in history

Program Format

- Presented at the museum only
- The lesson includes a game to further illustrate the choices pioneers had to make
- The lesson includes touchable objects
- 2-3 hours long

Rocky Branch One Room Schoolhouse (1st-8th)

Students will learn the role of public schools in the past, will be able to compare/contrast education today with education long ago, and will be able to compare/contrast the lives of children today with the lives of children long ago.

Civics/Government

C.3.1.1	Explain why rules, laws, and consequences are needed
C.3.1.2	Describe ways people improve communities
C.3.1.3	Describe ways classrooms/schools accomplish tasks & responsibilities
C.3.2.1	Interpret rules and laws as they relate to students
C.3.2.2	Examine successful and unsuccessful attempts to improve communities
C.3.2.3	Describe ways communities accomplish tasks & responsibilities

Economics

E.4.1.1	Explain ways scarcity necessitates decision making
E.4.1.2	Identify benefits and costs of making a decision
E.4.2.1	Discuss the importance of scarcity in relation to choices and opportunity cost
E.4.2.2	Explain a decision in terms of costs and benefits
E.4.3.1	Illustrate examples of scarcity/opportunity cost within the community/different regions in the state
E.4.3.2	Identify problems, alternatives, and trade-offs involved in making a decision
E.4.4.1	Compare examples of scarcity from different regions in the state and nation
E.5.1.1	Explain ways human resources earn income
E.5.1.2	Cat. Human, natural, & capital resources used in production of goods/services
E.5.1.3	Recognize markets exist wherever buyers and sellers exchange goods and services
E.5.2.1	Discuss skills and education that human resources need for jobs
E.5.2.2	Describe goods/services people in communities prod. & also in other communities
E.5.2.3	Describe ways markets exist in various places
E.5.3.1	Examine the relationship between human capital and productivity
E.5.3.2	Articulate ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services in Arkansas
E.5.4.1	Examine ways human capital impacts productivity and future incomes
E.5.4.2	Articulate ways entrepreneurs and businesses in Arkansas and the United States organize human, natural, and capital resources to produce goods and services
E.5.4.3	Explain effects of supply and demand on prices

Geography

G.9.1.1	Explain positive and negative effects humans have on the environment
G.9.1.2	Discuss how cultural char. create diversity in a community, place, or region
G.9.1.3	Describe ways weather, climate, and other environmental char. affect daily life
G.9.2.1	Interpret effects of human activities on the local environment
G.9.2.2	Describe ways diff. cultures help shape diversity of a community, place, or region
G.9.2.3	Explain ways weather, climate, & other environmental char. affect people's lives
G.9.3.1	Examine environmental problems and ways in which these problems are addressed
G.9.3.2	Describe effects of cultural char. on population distribution in a specific place

G.9.3.3	Investigate ways environmental characteristics influence people's decisions in Arkansas and the United States
G.9.4.1	Analyze effects over time of human generated changes in the physical environment
G.9.4.2	Analyze ways cultural characteristics influence population distribution in regions of the United States and the world
G.9.4.3	Analyze ways environment char. affect pop. Distribution in Arkansas/U.S./world
G.10.1.1	Explain ways people use natural resources in the community they choose to settle
G.10.1.2	Discuss reasons and ways that people, goods, and ideas move from place to place
G.10.2.1	Examine ways that natural resources influence where people settle
G.10.2.2	Examine reasons and ways that people, goods, and ideas move from place to place
G.10.2.3	Identify diverse groups that have come to Arkansas and where they settled
G.10.3.1	Analyze ways natural resources influence where people settle in Arkansas & US
G.10.3.3	Describe diverse groups and reasons why they settled in Arkansas
G.10.4.1	Compare natural resources in regions to influence human settlement patterns
G.11.1.1	Discuss how the consumption of products connects communities to distant places
G.11.1.2	Identify ways to help people going through natural and human-made disasters
G.11.2.1	Examine how the consumption of products connects people to the world

History

H.12.1.1	Explain ways family and school have changed using chronological terms
H.12.2.1	Create hist. narratives using chron. sequences of events in the community/region
H.12.3.1	Create hist. narratives using chron. seq. of events in the community/region/state
H.12.1.3	Compare present day families, objects, and events with those in the past using visual representations, news stories, and artifacts
H.12.1.4	Retell stories of historical events, American legends, and people in history
H.12.2.3	Compare life in your community past and present using maps, photographs, news stories, artifacts, or interviews
H.12.2.4	Investigate individuals/groups/events shaped our community/communities in US
H.12.3.3	Compare spec. regions of Arkansas in the past with regions today noting changes
H.12.2.5	Explain historical symbols & landmarks & the people & events associated with them
H.12.3.5	Analyze relationships of national symbols, holidays, and historic places
H.12.4.5	Reference historic places and national parks to guide inquiry about history
H.13.1.3	Draw conc. about family/school life in the past using historical records & artifacts
H.13.1.4	Identify aspects of a source that establish time, place and credibility
H.13.4.4	Discuss why historians use a variety of primary and secondary sources
H.13.1.6	Identify changes in the classroom/school in terms of cause and effect
H.13.2.6	Examine changes in the community in terms of cause and effect

Program Format

- Presented at Rocky Branch One Room Schoolhouse only
- Students will participate in popular schoolhouse lessons like spelling, reading, etc.
- The lesson includes touchable objects
- Lunch will need to be brought by students
- 4.5 hours long

Trains (K-4th)

Students will learn about the history of the train in Rogers from the first passenger train in 1881, to the last one in 1965, and how the railroad affected the growth of the town.

Economics

E.5.K.1	Identify *human, natural,* and *capital resources*
E.5.K.2	Discuss ways producers use *human*, *natural*, and *capital resources* in the production of goods and services
E.5.1.2	Categorize *human*, *natural*, and *capital resources* used in the production of goods and services
E.5.3.1	Examine the relationship between *human capital* and *productivity* (e.g., *division of labor*, *specialization*)
E.5.3.2	Articulate ways *entrepreneurs* and businesses organize *human, natural*, and *capital resources* to produce goods and services in Arkansas

Geography

G.10.1.2	Discuss reasons and ways that people, goods, and ideas move from place to place
G.10.2.2	Examine reasons and ways that people, goods, and ideas move from place to place

History

H.12.K.1	Discuss changes over time using chronological terms (e.g., first, next, last, before, after, past, present, now, long ago)
H.12.K.3	Compare a child's life of the present to that of the past using visual representations (e.g., growing food, rules and laws, making clothing, transportation, communication)
H.12.1.3	Compare present day families, objects, and events with those in the past using visual representations, news stories, and *artifacts* (e.g. daily life tasks, food, clothing, transportation, communication, recreation)
H.12.1.4	Retell stories of historical events, American legends, and people who played a role in history
H.12.2.2	Create timelines to understand the development of the local community (e.g., founding, growth)
H.12.2.3	Compare life in your community past and present using maps, photographs, news stories, *artifacts*, or interviews (e.g. transportation, communication, recreation, jobs, housing)
H.12.2.4	Investigate ways individuals, groups, and events have shaped one's community and other communities in the United States
H.12.3.3	Compare specific regions of Arkansas in the past with those regions today noting changes over time (e.g., transportation, jobs, urban growth, population density, natural resources, communication)

H.12.3.4 Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity

H.12.4.3 Compare specific regions of the United States in the past with those regions today noting changes over time (e.g., economic growth, urbanization, resources, population density, environmental issues)

H.12.4.4 Analyze the impact of individuals and events on the past, present and future

Program Format

- Presented at the museum only
- The lesson includes a visit to the caboose in Downtown Rogers
- The lesson includes touchable objects
- 2-3 hours long