Heritage Site Curriculum Information

- Hemingway-Pfeiffer Museum Curriculum Framework
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Hemingway-Pfeiffer Museum Curriculum Framework

Hemingway-Pfeiffer Museum and Educational Center

Site Tour Curriculum Framework

The Hemingway-Pfeiffer Museum and Educational Center site tour is a great supplement to the classroom curriculum for K-12 grade students. During guided tours, students not only learn about Ernest Hemingway's role in Arkansas's literary legacy, but also how certain historical time periods, such as the Roaring The Twenties, the Great Depression, and the New Deal impacted the people and culture of the Arkansas Delta region. The topics discussed during the tour are aligned with the Arkansas Department of Education Social Studies and the state of Arkansas History Curriculum Frameworks. Additionally, several on-site programs coincide with the Common Core Standards for English Language Arts.

The Hemingway-Pfeiffer Museum, as a historic site, is a cultural document - a primary source that can be "read" and analyzed by students. Through analysis of certain historical events, cultural changes, and the literary Through the influence of Ernest Hemingway, students garner an understanding of how The site fits into a larger historical narrative and reflects a diverse cultural heritage.
The guided tour and on-site programs offer an interactive opportunity to apply a "reading across the curriculum" approach that is aligned with the Reading Standards for Literacy in History/Social Studies for grades 6 -12.
***For a complete description of the Reading Standards for Literacy in History/Social Studies, please visit http://www.arhistoryhub.com/frameworks/**

As you prepare for your class's tour of the Hemingway-Pfeiffer Museum, the list below can serve as a guide for where the tour content fits into specific Arkansas History/Social Studies curriculum frameworks. The tour can either be used to address a specific subject, such as the Great Depression in Arkansas, or the tour can provide a multi-subject review for students. Please consult the museum staff on how the tour can be tailored to meet your classroom curriculum needs.

K - 8 Social Studies Curriculum Frameworks:

K-4 Geography: Culture & Diversity

G.2.K.2 - Discuss the location of a community and the ways that location affects the people of a community (e.g., the Arkansas Delta region).

G.2.1.2 - Explain ways in which the location of a community affects people's lives, dress, and occupation (e.g., Arkansas Delta region & Pauline Pfeiffer's European experiences).

G.2.2.2 - Compare the lifestyles, dress, and occupations to those of people in other parts of the world (e.g., Pauline Pfeiffer and Ernest Hemingway, European experiences).

K-4 History: Regionalism & Nationalism

H.6.1.3 - Identify historical sites of Arkansas (e.g., Hemingway-Pfeiffer House & Hemingway's Writing Studio.

H.6.2.3 - Discuss historical people of Arkansas (e.g., the Pfeiffer family's contribution to Arkansas's agricultural history and heritage.

H.6.3.2 - Examine historical people and events in Arkansas (e.g., the Pfeiffer family, Roaring Twenties, Great Depression, and New Deal).

K-4 History: Continuity & Change

H.6.K.6 - Discuss how historical events relate to the present day (e.g., stories of Pfeiffer family members' lives, Hemingway-Pfeiffer marriage, and its impact on Hemingway's literary legacy).

H.6.1.6 - Explore people events from the past using primary and secondary sources (e.g., Hemingway-Pfeiffer photographs, family artifacts, books).

H.6.2.6 - Determine how photos and documents are used to gather information about the past (e.g., Hemingway-Pfeiffer photographs and letters).

H.6.3.7 -Analyze a timeline that illustrates selected historical events (e.g., "The Hemingway Connection" timeline.

H.6.4.10 - Examine artifacts relating to events in Arkansas history (e.g., objects located in Hemingway's Writing Studio).

Grade 5 - 8 Geography: Culture & Diversity

G.2.5.3 - Recognize examples of cultural diffusion, cultural exchange, and assimilation (e.g., Hemingway-Pfeiffer European experiences and influence).

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

G.2.7.1 - Examine creative work as examples of cultural heritage.

G.2.8.1 - Analyze the work of writers and artists as examples of cultural heritage from communities around the world.

Grade 5 - 8 History: Cultural Diversity and Uniformity

H.6.6.33 - Identify the cultural changes of the 1920s (e.g., Roaring Twenties, Jazz Age, fashion, flapper culture).

G.rade 7 - 12 Arkansas History Curriculum Frameworks:

Great Depression

GD.8..AH.7-8.4, 9-12.4 - Discuss the effects the New Deal programs had on society in Arkansas during the Great Depression.

GD.8.AH.7-8.5, 9-12.5- Explore economic and social consequences of the Great Depression.

World War II

WWP.9.AH. 7-8.2, 9-12.2 - Describe the social and economic effects of World War II on Arkansans (e.g., impact on the Pfeiffer family, opinions of WWII).

WWP.AH.7-8.12, 9-12.8 - Identify significant contributions made by Arkansans in the following fields: art, business, culture, medicine, and science.

Historic Johnny Cash Boyhood Home Curriculum

Historic Dyess Colony: Boyhood Home of Johnny Cash

Site Tour Curriculum Framework

The Historic Dyess Colony: Boyhood Home of Johnny Cash site tour is a great supplement to the classroom curriculum for K-12 grade students. During guided tours, students not only learn about Johnny Cash's role in Arkansas's musical legacy, but also how certain historical time periods, such as the Great Depression, New Deal, and the Flood of 1937 impacted the people and culture of the Arkansas Delta region. The topics discussed during the tour are aligned with the Arkansas Department of Education Social Studies and Arkansas History Curriculum Frameworks. Additionally, several on-site programs coincide with the Common Core Standards for English Language Arts.

The Historic Dyess Colony: Boyhood Home of Johnny Cash, as a historic site, is a cultural document – a primary source—that can be "read" and analyzed by students. Through analysis of certain historical events, cultural changes, and the musical influence of Johnny Cash, students garner an understanding of how the site fits into a larger historical narrative and reflects a diverse cultural heritage.
The guided tour and on-site programs offer an interactive opportunity to apply a "reading across the curriculum" approach that is aligned with the Reading Standards for Literacy in History/Social Studies for grades 6 -12.

**For a complete description of the Reading Standards for Literacy in History/Social Studies, please visit http://www.arhistoryhub.com/frameworks/*

As you prepare for your class's tour of the Historic Dyess Colony: Boyhood Home of Johnny Cash, the following list can serve as a guide for where the tour content fits into specific Arkansas History/Social Studies curriculum frameworks. The A tour can either be used to address a specific subject, such as the Great Depression in Arkansas or the tour can provide a multi-subject review for students. Please consult the heritage site staff on how the tour can be tailored to meet your classroom curriculum needs.

K – 8 Social Studies Curriculum Frameworks:

K-4 Geography: Culture & Diversity

G.2.K.2: Discuss the location of a community and the ways that location affects the people of a community (e.g., the Arkansas Delta region).
G.2.1.2: Explain ways in which the location of a community affects people's lives, dress, and occupation (e.g., the Arkansas Delta region & Cash family's experiences at Dyess).
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K-4 History: Regionalism & Nationalism
H.6.1.3: Identify historical sites of Arkansas (e.g., Dyess Colony Administration Building & Boyhood Home of Johnny Cash).
H.6.2.3: Discuss historical people of Arkansas (e.g., Dyess colonists, Johnny Cash's contribution to Arkansas's musical heritage).
H.6.3.2: Examine historical people and events in Arkansas (e.g., the Cash family, the Great Depression, and New Deal).
K-4 History: Continuity & Change
H.6.K.6: Discuss how historical events relate to the present day (e.g., stories of the Cash family members' lives, Johnny Cash's life in Dyess, inspiring his musical work and its legacy).
H.6.1.6: Explore people events from the past using primary and secondary sources (e.g., Dyess colonists' photographs, family artifacts, and books.
H.6.2.6: Determine how photos and documents are used to gather information about the past (e.g., Dyess colonists' photographs and letters).
H.6.3.7: Analyze a timeline that illustrates selected historical events (e.g., Dyess colony progression timeline, Cash family's timeline).
H.6.4.10: Examine artifacts relating to events in Arkansas history (e.g., objects located in The Dyess Colony Administration Building and Boyhood Home of Johnny Cash.
Grade 5 – 8 Geography: Culture & Diversity
G.2.5.3: Recognize examples of cultural diffusion, cultural exchange, and assimilation (e.g., Dyess colonists' way of life).
G.2.6.3: Identify the occurrences of cultural diffusion, cultural exchange, and assimilation in local and national history.
G.2.7.1: Examine creative work as examples of cultural heritage (e.g., music by Johnny Cash).

Grade 7 – 12 Arkansas History Curriculum Frameworks:

Great Depression – GD.8.AH.7-8.4, 9-12.4: Discuss the effects New Deal programs had on society in Arkansas during the Great Depression.
GD.8.AH.7-8.5, 9-12.5: Explore economic and social consequences of the Great Depression.
World War II – WWP.9.AH. 7-8.2, 9-12.2: Describe the social and economic effects of World War II on Arkansans (e.g., impact on Dyess Colony).
WWP.AH.7-8.12, 9-12.8: Identify significant contributions made by Arkansans in the following fields: art, business, culture, medicine, and science

Lakeport Plantation Museum Curriculum

Lakeport Plantation Museum

Site Tour Curriculum Framework

The Lakeport Plantation site tour is a great supplement to the classroom curriculum for K-12 grade students. During guided tours, students will learn about the people and cultures that shaped plantation life in the Arkansas Delta region. Topics discussed during a tour include the Civil War, Reconstruction, regional African American heritage, and the sharecropping system, as well as historic preservation and modern preservation techniques.

Lakeport Plantation, as a historic site, is a cultural document - a primary source-that can be "read" and analyzed by students. Through analysis of the different historical events and cultural changes that contributed to the creation of the site, students garner an understanding of the past and its impact on the people and cultures of the Arkansas Delta region.

The guided tour and on-site programs offer an interactive opportunity to apply a "reading across the curriculum" approach that is aligned with the Reading Standards for Literacy in History/Social Studies for grades 6 -12. For example: Grades 6-8: Key Ideas & Details 3. Identify key steps in the text's description of a process related to history/social studies (e.g., how Lakeport Plantation, as a text, documents the evolution of the agricultural system in Arkansas).

Grades 9-10: Craft & Structure

6. After the tour, examine two or more authors' work on Lakeport Plantation, and compare the authors' descriptions to the students' description of the site, emphasizing the treatment of site details.

Grades 11 -12: Integration of Knowledge & Ideas

9. Integrate information from diverse sources, both primary and secondary (e.g., letters, maps, documentaries, scholarly articles) into a coherent understanding of Lakeport Plantation's connection to the Civil War in Arkansas narrative, noting discrepancies among sources.

**For a complete description of the Reading Standards for Literacy in History/Social Studies, please visit http://www.arhistoryhub.com/frameworks/*

Southern Tenant Farmers Museum Curriculum

Southern Tenant Farmers Museum

Site Tour Curriculum Framework

The Southern Tenant Farmers Museum site tour is a great supplement to the classroom curriculum for K-12 grade students. During guided tours, students will learn not only about the sharecropping and tenant farming systems, but also about the Southern Tenant Farmers Union, the Agricultural Adjustment Act of 1933, and civil rights issues in the Arkansas Delta during the Great Depression, and how each impacted the people and culture of the Arkansas Delta region. The topics discussed during the tour are aligned with the Arkansas Department of Education Social Studies and Arkansas History Curriculum Frameworks.

The Southern Tenant Farmers Museum, as a historic site, is a cultural document - a primary source - that can be "read" and analyzed by students. Through analysis of certain historical events and cultural changes, which contributed to the creation of the site, students garner an understanding of the past and its impact on the people and culture of the Arkansas Delta region. Students also learn how the site fits into a larger historical narrative and reflects a diverse cultural heritage. The guided tour offers an interactive opportunity to apply a "reading across the curriculum" approach that is aligned with the Reading Standards for Literacy in History/Social Studies for grades 6-12.

For example:

Grades 6-8: Key Ideas & Details

3. Identify key steps in text's description of a process related to history/social studies (e.g., how the Southern Tenant Farmers Museum, as a text, documents the evolution of the Southern Tenant Farmers Union, the first integrated agricultural labor union in our country).

Grades 9-10: Craft & Structure

6. After the tour, examine two or more authors' works on the Southern Tenant Farmers Union, and compare the authors' descriptions to the students' descriptions of the Union, emphasizing the treatment of socio-economic and racial details.

Grades 11-12: Integration of Knowledge & Ideas

9. Integrate information from diverse sources into a coherent understanding of the Southern Tenant Farmers Union's connection to the events of the Great Depression and the New Deal Programs, noting discrepancies among sources.

**For a complete description of the Reading Standards for Literacy in History/Social Studies, please visit http://www.arhistoryhub.com/frameworks/*

As you prepare for your class' tour of the Southern Tenant Farmers Museum, the below list can serve as a guide for where the tour content fits into specific Arkansas History/Social Studies curriculum frameworks. The tour can either be used to address a specific subject such as the sharecropping system in the American South or the tour can provide a multi-subject review for students. Please consult the museum staff on how the tour can be tailored to meet your classroom curriculum needs.

K - 4 Social Studies Curriculum Frameworks

Geography: Location, Place, & Region

G.1.1.7 - Explain how climate, location, and physical surroundings affect the way people live (e.g., Arkansas Delta, food, building construction, transportation).
G.1.3.9, 1.4.9 - Locate major rivers in Arkansas and in the United States (e.g., the Mississippi, Arkansas, St. Francis, & White Rivers).

Geography: Culture & Diversity

G.2.K.2 - Discuss the location of a community and the ways that location affects the people of a community (e.g., the Arkansas Delta region).
G.2.1.2 - Explain ways in which the location of a community affects people's lives, dress, and occupation (e.g., Arkansas Delta region, agricultural-centric community).
G.2.1.3 - Explain the difference between rural and urban areas (e.g., Arkansas Delta and cities such as Little Rock, Memphis, New York City, or Washington, D.C.).
G.2.2.2 - Compare the lifestyle, dress, and occupations of Arkansans to those of people in other parts of the world (e.g ., compare the occupations of the Arkansas Delta region to the occupations in urban areas such as Little Rock or Memphis).

Geography: Human Environment Interaction

G.3.K.2 - Recognize the importance of protecting the air, water, and land (e.g., agricultural production in the Arkansas Delta).
G.3.3.3 - Describe how people affect and alter their environment (e.g., farming, building levees, irrigation, crop dusting, pesticides).
G.3.4.4 - Explain how people are influenced by, adapt to, and alter the environment (e.g., agriculture, housing, occupation, sharecropping).
G.3.4.5 - Describe the social impact of extreme natural events on human and physical environments (e.g., New Madrid earthquakes of 1811-1812 in northeast Arkansas, 1927 Mississippi River floods, other flooding events including contemporary floods).

G.3.1.3 - Identify ways in which people depend on the physical environment (e.g., agriculture in the Arkansas Delta). History: Regionalism & Nationalism
H.6.1.3 - Identify historical sites of Arkansas (e.g ., Mitchell-East Building, the "unofficial headquarters" of the Southern Tenant Farmers Union)
H.6.3.2 - Examine historical people and events of Arkansas (e.g., American Civil War, Flood of 1927, the Great Depression, New Deal programs, Elaine Race Riots, civil rights, Southern Tenant Farmers Union).

History: Continuity & Change

H.6.K.6 - Discuss how historical events relate to the present day (e.g., New Deal programs, Southern Tenant Farmers Union, 1927 Mississippi River flood)
H.6.2.6 - Determine how photos and documents are used to gather information about the past (e.g., how such documents are used to research the Southern Tenant Farmers Union, cotton production, and the changing technology of farming).
H.6.3.7; H.6.4.9 -Analyze a timeline that illustrates selected historical events & evaluate data presented in relation to Arkansas History (e.g., Southern Tenant Farmers Union timeline & certain events connected to Arkansas History such as the Elaine Race Riots).

H.6.4.11- Discuss advances in technology (e.g., mechanization of agriculture).

Grade 5-8 Social Studies Curriculum Frameworks:

Geography: Location, Place, and Region

G.1.6.4 - Explain the importance of the major river systems of the United States and Arkansas (e.g. Mississippi, Arkansas, St. Francis, and White Rivers).

Geography: Culture & Diversity

G.2.5.1, 2.6.1, 2.5.2, 2.6.2 - Describe, examine, and comprehend the customs, celebrations, and traditions of racial, ethnic, and religious groups in Arkansas; describe, examine, and understand the contributions to the cultural identity of Arkansas and how these groups attempt to sustain and preserve their cultural heritage (e.g., African American heritage and European heritage).
G.2.5.3 - Recognize examples of cultural diffusion, cultural exchange, and assimilation (e.g. African American culture & European culture).
G.2.6.3 - Identify the occurrences of cultural diffusion, cultural exchange, and assimilation in local and national history (e.g., cultural changes in the Arkansas Delta).
G.2.7.1 - Examine creative work as examples of cultural heritage (e.g., art, literature, architecture).
G.2.8.1 -Analyze the work of writers and artists as examples of cultural heritage from communities around the world.

History: Continuity & Change

H.6.6.8 - Analyze the causes and effects of the Great Depression: Federal Reserve actions, farm prices, crop failures, stock market crash, Roosevelt's New

Deal (e.g., Agricultural Adjustment Act of 1933, formation of the Southern Tenant Farmers Union).

History: Cultural Diversity & Uniformity

H.6.5.31 - Investigate the roles of African Americans, American Indians, and women during the Civil War.

Grade 7 - 12 Arkansas History Curriculum Frameworks:

GD.8.AH.7-8.1 - Describe the economic and social effects of the 1927 flood on Arkansas using primary and secondary sources.
GD.8.AH.7-8.2 - Describe the consequences of the 1930 drought on Arkansas using available technology
GD.8.AH.7-8.4 - Discuss the effects New Deal programs had on society in Arkansas during the Great Depression (e.g., Agricultural Adjustment Act of 1933).
GD.8.AH.7-8.5 - Explore the economic and social consequences of the Great Depression.
RP.6.AH.7-8.2, 9-12.2- Describe the effects of sharecropping on society in Arkansas (e.g ., cotton production in the Arkansas Delta).
RP.6.AH.7-8.4, 9-12.4 - Describe the economic challenges Arkansas farmers faced during the post-Reconstruction period.
WWP.9.AH. 7-8.2, 9-12.2-Describe the social and economic effects of World War II on Arkansans (e.g., impact on cotton production in the Arkansas Delta).