

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, which 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 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/>

As you prepare for your class' tour of Lakeport Plantation, 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 Civil War in Arkansas and/or cultural diffusion through historic architectural styles, or the tour can provide a multi-subject review for students. Please consult Lakeport Plantation 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., Mississippi River, relationship to the Arkansas Delta region).

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., 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.2.2.2 – Compare the lifestyles, dress, and occupations to those people in other parts of the world (e.g., compare Arkansas Delta region to the African Nile region).

Geography: Human Environment Interaction

G.3.3.3 – Describe how people affect and alter their environment (e.g., farming, irrigation, building levees).

G.3.4.4 – Explain how people are influenced by, adapt to, and alter the environment (e.g., agriculture, housing, occupation – sharecropping, transportation – Lakeport river port).

G.3.4.5 – Describe the social impact of extreme natural events on human and physical environments (e.g., Flood of 1927, contemporary flooding events).

History: Regionalism & Nationalism

H.6.1.3 – Identify historical sites of Arkansas (e.g., Lakeport Plantation).

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

H.6.3.2 – Examine historical people and events in Arkansas (e.g., the Johnson family, Civil War, emancipation of enslaved people, Flood of 1927).

History: Continuity & Change

H.6.K.6 – Discuss how historical events relate to present day (e.g., stories of Johnson family members' lives, African American descendants in Chicot County).

H.6.1.6 – Explore people events from the past using *primary* and *secondary* sources (e.g., Johnson family photographs, family artifacts, books).

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 Lakeport Plantation's architectural legacy and its connection to other sites).

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., Lakeport Plantation timeline & certain events connection to Arkansas History).

H.6.4.10 – Examine artifacts relating to events in Arkansas history (e.g., Johnson family letters discussing the Civil War).

H.6.4.11 – Discuss advances in technology (e.g., contemporary advances in restoration and preservation of historic structures and artifacts).

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 River)

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 & Jewish heritage in Chicot County and the Arkansas Delta region).

G.2.5.3 – Recognize examples of ***cultural diffusion***, cultural exchange, and assimilation (e.g., architectural styles).

G.2.6.3 – Identify the occurrences of cultural diffusion, cultural exchange, and assimilation in local and national history (e.g., cultural changes in Chicot County).

G.2.7.1 – Examine creative work as examples of cultural heritage (e.g., architecture).

Civics: Forms and Roles of Government

C.4.7.4, 4.8.2 – Discuss and research individuals and their contributions or roles in changing government (e.g., Arkansas African American legislators).

History: Continuity and Change

H.6.6.3 Define and discuss post-Civil War Reconstruction from a state and national perspective.

History: Conflict and Consensus

H.6.5.21 – Identify and locate significant Civil War sites of the Union and Confederacy (e.g., Engagement at Ditch Bayou).

History: Cultural Diversity and 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:

G.1.AH.7-8.4, 9-12.4 – Research the origins of key place names in Arkansas (e.g., Lakeport).

SR.5.AH.7-8.7, 9-12.7 – Identify the major Civil War battlefields in and near Arkansas (e.g., Ditch Bayou).

RP.6.AH.7-8.2, 9-12.2 – Describe the effects of *sharecropping* on society in Arkansas (e.g., cotton production, Lakeport Plantation).

RP.6.AH.7-8.4, 9-12.4 – Describe the economic challenges Arkansas farmers faced during the post-*Reconstruction* period.

WWP.9.AH.7-8.7, 9-12.7 – Examine the economic development of Arkansas after World War II (e.g., agriculture).

Fine Arts Curriculum Frameworks: Art

CP.1.AII.2 – Create artworks that show deliberate choices in the use of *elements of art* and *principles of design* as well as *aesthetics* (e.g., architectural design and styles).

CP.1.AII.3 – Produce complex compositions through the use of spatial relationships (e.g., laying, planes, texture)– **architectural studies** (e.g., compositional study of Lakeport Plantation architectural style).

Fine Arts Curriculum Frameworks: Art History

CC.2.AHI.4 – Identify the impact of art and design of *classic civilizations* on that society and future societies (e.g., architectural styles – Greek Revival).

R.4.AHI.4 – Identify the impact of art and design of the Early and High *Renaissance* on that society and future societies (e.g., architectural styles – Italianate style).