Symbols of Arkansas Timeline

Students will arrange the Arkansas Symbols along a timeline using the date the symbol was adopted.

Standards:

Arkansas History:

H.6.K.2 Identify state symbols of Arkansas:

flag

tree

insect

beverage

H.6.1.2 Identify state symbols of Arkansas:

flower

bird

fruit/vegetable

folk dance

instrument

H.6.2.2 Identify state symbols of Arkansas:

gem

mineral

rock

mammal

anthem

Common Core

[CCSS.ELA-Literacy.SL.K.1](http://www.corestandards.org/ELA-Literacy/SL/K/1/) Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

[CCSS.ELA-Literacy.SL.K.1a](http://www.corestandards.org/ELA-Literacy/SL/K/1/a/) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

[CCSS.ELA-Literacy.W.K.3](http://www.corestandards.org/ELA-Literacy/W/K/3/) Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

[CCSS.ELA-Literacy.W.1.3](http://www.corestandards.org/ELA-Literacy/W/1/3/) Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

[CCSS.ELA-Literacy.SL.1.1](http://www.corestandards.org/ELA-Literacy/SL/1/1/) Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

[CCSS.ELA-Literacy.SL.1.1a](http://www.corestandards.org/ELA-Literacy/SL/1/1/a/) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

[CCSS.ELA-Literacy.SL.1.1b](http://www.corestandards.org/ELA-Literacy/SL/1/1/b/) Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

[CCSS.ELA-Literacy.SL.2.1](http://www.corestandards.org/ELA-Literacy/SL/2/1/) Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

[CCSS.ELA-Literacy.SL.2.1a](http://www.corestandards.org/ELA-Literacy/SL/2/1/a/) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Materials:

* Timeline
* Cards (enough copies so that each student has a card)
* Sticky notes

Procedure:

1. Attach timeline to the wall.
2. Distribute cards.
3. Have students sort themselves into groups by finding others who have the same card they do. Small groups then discuss the information on the card and prepare to share the information.
4. Have groups arrange themselves around the room in chronological order. Starting with the earliest symbol, have the students share the information from their group.
5. Each group writes the year the symbol and the year it was adopted on a sticky note and attaches it to the timeline.

Closure:

Have the students choose 3 symbols, each from a different year and write a narrative about the symbols indicating the order in which they were adopted and what may have led to their adoption as a state symbol.