



WALTON ARTS CENTER PRESENTS

DIGGING UP ARKANSAS

AN ARKANSAS HISTORY PLAY

Written by Mike Thomas | Directed by Kassie Misiewicz
Performed by Trike Theatre

Cooperation – Post Performance

Diversity Can Conquer or Unite

In this activity, students will:

- Inspire:
 - Discuss examples of cooperation in *Digging Up Arkansas*
 - Use information from their research to create a monologue (a speech by one person) for a character from early Arkansas
- Excite: Students will demonstrate their thinking through conversation and creation of their character's monologues.
- Reflect: Students will reflect upon the diversity of early settlers and how cooperation allowed the Arkansas Post to survive.
- Write: Students will demonstrate their understanding of diversity and cooperation among Arkansas settlers by creating and sharing a monologue from their character's perspective.

Learning Standards met (Based on Fifth Grade Common Core Standards):

Reading Informational Text:

- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

- Integrate information from several texts on the same topic in order to write or speak about the subject about the subject knowledgeably.

Writing

- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Speaking and Listening

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts.

- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

The learning objectives for this lesson are:

- To determine and share relevant main ideas and details.
- To summarize text.
- To integrate information from multiple sources.
- To engage in meaningful conversation about academic topics.
- To create a monologue that is in character and accurately communicates information about diversity and cooperation of early Arkansans.

Materials you will need to complete this lesson:

- Information about Arkansas settlers/residents (French, Caddo, Quapaw, Osage, English, Spanish)
 - If you have completed the pre-observation lesson, students will refer to their notes and the anchor charts.
 - Information can be in the form of textbooks, library materials, text cards and/or online resources.
 - An recommended on-line source: <http://encyclopediaofarkansas.net/> has excellent information and cross-referencing. The site provides print sources for each topic.

- Pencils
- Paper
- Anchor Charts from pre-observation research
- Sample monologues from *Digging Up Arkansas*
- Other sample monologue(s) as needed.
- Props (if desired)

Timeline for the lesson:

Reflection (20 minutes):

1. Discuss and record examples of cooperation from *Digging Up Arkansas*.
2. Review the differences and similarities among the research groups. Add any new information gleaned from the play to the anchor charts.

Transition

Explain that a monologue is a speech by one character, spoken to other characters or to the audience. Monologues take many different forms and are as diverse as the characters they are about. Today, each student will create a monologue as a character from early Arkansas. They will use information from their research to make their monologues authentic. Students are encouraged to include sensory images and add unique personal qualities to make their character interesting. Share an example monologue on the overhead. Underline facts and information included in the monologue.

Monologue Preparation (40 minutes):

1. Each student should select the group he will represent. This group may be from his original research OR from one of the other groups.
2. Using the attached sequence, the students will fill in the basic information needed for their monologue.
 - Setting – where and when does the monologue occur?
 - Character – who is speaking?
 - Circumstances – What is happening to the character?

- Feeling – How does the character feel at this moment?
- Thinking – What is the character thinking?
- Action – What is the character doing at this moment?
- After the basics are recorded, students can add information that will enliven their monologues.
- As students complete their monologues, they should read their drafts with a partner to check for completeness, accuracy, and entertainment value.
- When all are finished, students can share with the whole group.

Students will show their thinking skills by:

- Creating and presenting a character monologue and participation in the class discussion and the revision process. Creation of a monologue requires choice of specific details and information.

Prompts for reflecting on this lesson:

- What groups settled in Arkansas?
- How were groups diverse?
- How did the groups interact at the Arkansas Post?
- What challenges does diversity create?
- What benefits does diversity create?
- What similarities did the groups share?
- What were the goals of each group?
- How did individuals overcome diversity in order to cooperate?
- Why was cooperation necessary at the Arkansas Post?
- What important details of the play did we remember? Which ones did we forget?
- How does monologue creation improve your understanding of a character?

- How does viewing a performance enhance your understanding of a topic?
- After you performed the monologue, did you think about the character in a new way? If so, how?
- What did you learn about the early people of Arkansas from this activity?

The final production facilitated by this lesson should be:

The final products are the monologues and the shared presentation. Monologues can be written up more formally for sharing in a class display or recorded for sharing outside the classroom.

Learn More at:

A Dramatic Approach to Reading Comprehension by Lenore Blank Kelner and Rosalind M. Flynn, Heinemann: Portsmouth, NH, 2006.

Learn more about using drama in your classroom

www.interactstory.com

<http://artsedge.kennedy-center.org/educators.aspx>

Learn more about *Digging Up Arkansas*

www.waltonartscenter.org

Learn more about engaging students and exploring documents at our National Archives

www.archives.gov/nae

www.DocsTeach.org

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Cooperation: Diversity Can Conquer or Unite

(Part Two: Post-Performance)

Monologue Examples

Below are two excerpts from the play Digging Up Arkansas, used with permission by playwright, Mike Thomas. It would also be useful for the teacher to create a monologue example from her class' shared reading experience.

Excerpt One is from Digging up Arkansas. This sample includes many specific facts and details.

British Settler:

I'm here in the first place, 'cause I heard tell of a land of riches, plenty of animals for trapping, plenty of places for house building and plenty of good farm land. John Law told us all about it. He said it was: "A beautiful bountiful paradise of pristine forest for the taking."

Excerpt Two shows how character can come alive through vocabulary and elaboration. This excerpt provides a great example of voice.

River Boat Man:

Whooooooo-whooop! Stay Back, man...I am alive. I am the original iron-jawed, copper-bellied son of a wild cat, that's pushed these mighty waters the last 40 years. I'm the meanest son of a boar hog that's ever swapped beads for horses. I eat thunder and shoot out lightning bolts, folks, it's as simple as that. I'll take on 12 grizzlies in the morning and 10 alligators that night. And that's if I'm ailing. I can eat a whole pig and twelve pumpkin pies quicker than any man in 12 counties. I've wrestled a buffalo herd down a hill and turned into a tornado once. I'm a half brother to the flu and father to cholera. Nothing can hurt me boys cause I am the man they call sudden death. Have I got any takers? Whoooooop! (calm voice) Otherwise I want to do some tradin'.