



WALTON ARTS CENTER PRESENTS

# DIGGING UP ARKANSAS

AN ARKANSAS HISTORY PLAY

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

## Cooperation – Pre Performance

Diversity Can Conquer or Unite

In this activity, students will:

- Explore cooperation and explore the diverse groups of early Arkansas settlers.
- Inspire:
  - Participate in Cooperative Continuum Challenge
  - Work in small groups to research and share information about Arkansas settlers.
- Excite:
  - Students will demonstrate their thinking through conversation and creation of an anchor chart\* that reflects their research topic.
- Reflect:
  - Students will reflect upon the diversity of early Arkansas settlers.
- Write:
  - Students will demonstrate their understanding of their Arkansas settler group through creation of an anchor chart and oral presentation of the information to the class.

\*An anchor chart is a handmade poster or large graphic representation that is a visual reminder of a group's thinking process. The Topic, Question, or Prompt is written at the top. Key ideas from participants are recorded below.

## Learning Standards Met (Based on Fifth Grade 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

- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- 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 compare and contrast information.
- To engage in meaningful conversation about academic topics.

- To create anchor charts to represent the diverse groups of Arkansas settlers.

**Materials you will need to complete this lesson:**

- Information about Arkansas settlers/residents (French, Caddo, Quapaw, Osage, English, Spanish):
  - This information can be in the form of textbooks, library materials, text cards and/or online resources.
  - A recommended on-line source: <http://encyclopediaofarkansas.net/> which has excellent information and cross-referencing. The site provides print sources for each topic.
- Pencils
- Paper
- Chart Paper for Anchor Charts and Venn Diagram
- Open space for creating a line of students in the classroom.

**Timeline for the lesson:**

- **Cooperative Continuum Challenge (20 minutes)**: Tell students they will be challenged to line up on a continuum—a line that has a definite beginning and end.
  - Define starting points and ending points in the classroom space, for the line students will be creating.
  - Give students a challenge: “You have one minute to line up from January to December birthdays.” (Note: This is an elusive teacher “minute”. Students need to have a limit—but the real goal is to have them be successful in a timely manner and to feel the crunch of time).
  - Pose some quick challenges to the group before moving on to discussion. Possible challenges include lining up by: wake up times from this morning, bedtime last night, day of the month of birthdays, number of letters in name (first, last, middle, or end), class period you have math class, number of brothers or sisters, etc.
  - Discuss: What did you discover about each other in this activity? (Some of us have the same birthdays. All of us go to bed after 5 and before midnight. Some things are the same and some things are different about each of us.) What happened to our ability to get in order between the first and last challenge? (Most groups will get quicker.) How were we able to increase our speed? (Talking more, being better listeners, paying attention.) What skills are necessary to be successful? (Cooperation, listening, communicating).

- **Transition:** Explain: “Just like our class community, the early communities of Arkansas had members with many similarities, but also many differences. Diversity (differences) could be found all over the state. There were French explorers, Quapaw people, Spanish explorers, English immigrants, and many other groups of people. We are going to learn about these diverse Arkansans and how they learned to work together just like your diverse group worked together to solve your challenges.”
- **Research/Anchor Chart Preparation:** (60 minutes—time can be reduced by providing teacher-selected information)
  - Divide into groups of 3-4. Assign each group a research settler: French, English, Spanish, Osage, Caddo, and Quapaw. Within the classroom, several groups may be researching the same settlers.
  - While researching, students should record information about their group’s history in Arkansas, culture, and interaction with other groups. They may also record other interesting or pertinent information.
  - When research is completed, students should review their notes, select key information, and create an anchor chart about their group.
  - Students will share the chart with the whole class and field questions about their group research.
  - As groups are sharing, students should record two new facts they learn about from each of the other groups. This record can be kept in their journal or turned in.

**Students will show their thinking skills by:**

- Participating in the Cooperation Continuum Challenge, small group research and discussion, anchor chart creation, and notes from their research and oral presentation.

**Prompts for reflecting on this lesson:**

- What groups settled in Arkansas?
- How were groups diverse?
- What challenges does diversity create?
- How did these groups interact at the Arkansas Post?
- What similarities did the groups share?
- What were the goals of each group?

- What opportunity does diversity create?

**The final product facilitated by this lesson should be:**

- The final products are notes and anchor charts on each of the settlement groups. This information will be shared with the class and available for use in the post-performance lesson.

**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://www.interactstory.com)

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

Learn more about *Digging Up Arkansas*

[www.waltonartscenter.org](http://www.waltonartscenter.org)

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

[www.archives.gov/nae](http://www.archives.gov/nae)

[www.DocsTeach.org](http://www.DocsTeach.org)

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