



WALTON ARTS CENTER PRESENTS

# DIGGING UP ARKANSAS

AN ARKANSAS HISTORY PLAY

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

## Communication – Post Performance

Title: Cultural Respect – First People of Arkansas - Osage, Caddo and Quapaw

In this activity, students will:

- Students will discuss and analyze the performance of *Digging Up Arkansas*. Students will assess the ways the play followed and reinforced what they discovered in their research. Students will identify parts of their research that the play did not address. Students will practice careful listening and observing. Students will write a short review of how Native Americans were presented in *Digging Up Arkansas*. Discussion questions can include: How were Quapaw, Caddo and Osage treated by the explorers? How did the actors show how Native Americans felt about the new people coming to their territory? Oral communication in large and small groups will allow students will show their thinking. Students should be given the opportunity to share their written reflections.
- Students will make a map showing where the 3 tribes lived in Arkansas territory.
- Students will post on a word wall or flip chart, Native American sayings or quotations.
- Students can practice a thinking strategy like: Perceive/Know/Care About and discuss 3 core questions guide students in the process of exploring a saying or viewpoint:
  1. What can the person or thing *perceive*?
  2. What might the person or thing *know about or believe*?
  3. What might the person or thing *care about*?
- Students will reflect and write on the Native American saying.
- Students will assess their work by listening to each other's reflection about the play.

- Students will answer the question: How did seeing the play live, acted out help me better understand my earlier research?

**Learning Standards met :**

W.5.3.4 - Write informational pieces with at least two paragraphs

W.4.3.9 - Revise writing for organization, precise vocabulary, and purposefully selected information from peer responses and teacher conference

W.4.3.2 - Focus on a central idea

W.4.3.3 - Identify the audience

W.4.3.1 - Use a variety of planning strategies/ organizers

OV.1.3.9 - Give multiple step directions and explanation as needed

OV.1.3.11 - Provide supportive verbal and nonverbal cues to participants in a discussion to encourage an exchange of ideas and opinions

**The learning objectives for this lesson are:**

- The students will demonstrate communication skill when they compare and contrast the individual tribes with each other.
- Students will demonstrate understanding of media as they analyze and discuss what they learned about the tribes from the play. This exercise encourages practicing inference skills. Discussion questions can include: What did the Quapaw say with his strong body language? How were frozen pictures used in the play to describe the tribes? Provide students with a full page lined outline of Arkansas and ask each student to locate the geographical region of each tribe and mark it by drawing several of their earlier symbols for that area.

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

An Outline of the state of Arkansas

Information about tribes

Internet access

Colored pencils or crayons

Flip chart or poster board

Full page outline of the state of Arkansas for each student

### **Timeline for the lesson:**

I. ( 10 minutes) First discuss with students what they saw in the play that they had already learned about in their research and pre-discussions.

Ask students to discuss and demonstrate what they noticed about the language and body gestures of the actor when playing a Native American.

How did they come across to them? Were they proud, scared, strong, curious, happy, sad?

How did it seem the others treated the Native Americans in the play? (These are all thinking questions, no right or wrong, just get them thinking before their writing) 20-30 min

II. (30 minutes) Students post on the flip chart or board, Native American quotations from their research on the internet. (teacher may choose) Students will reflect and write, after discussing the meaning of this or some other Native American saying.

An Example: “The Earth does not Belong to Us, We Belong to the Earth” Chief Joseph [1840 –1904] chief of the Wallowa (Oregon) band of Nez Perce people.]

Prompt: What did Chief Joseph mean by this saying? Practice a thinking strategy like: Think / Pair / Share and put it in your own words what the saying means, or draw a picture of what it means. Groups write their own statement of the saying or quotation or draw a picture.

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

Students will show their thinking by what they write and how they create meaning from what they saw, researched, wrote, inferred, discussed aloud, and shared.

Students show their thinking by posting in groups three items they have produced:

- The Native American statement
- Their adaption of the statement in their own words.
- An image of the statement

The whole class can reflect on similarity of meaning or dissimilarity of meanings and discuss inferences made.

### **Prompts for reflection and writing:**

- How did Native Americans cultures explain the need to take better care of our environment?
- How do artifacts we discover tell us about the environment they came from?
- Why is it important to learn about and preserve artifacts?
- What did you learn about an effigy bowl that you did not know before?

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

Each student should present their writing to the class.

**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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Mike teaches Drama/ Oral Communications and Arkansas History at Ramay Junior High in Fayetteville to 9<sup>th</sup> graders. He is an actor, director and a playwright. He is the playwright of the play, *Digging Up Arkansas*.