



WALTON ARTS CENTER PRESENTS

# DIGGING UP ARKANSAS

AN ARKANSAS HISTORY PLAY

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

## Communication – Pre Performance

### It's Just Talking, Right?

#### In this activity, students will:

- Discover communication is more than just talking. Students will investigate how communication has changed over time and create a timeline of communication tools throughout history.
- Act out and guess various forms of communication through charades.
- Show their thinking by creating a **story dramatization** \* explaining the text they read as a group.
- Reflect by using turn and talk. Tell your partner one thing you learned that is the same as our communication today and one thing that is different from our communication today.
- Creatively assess by collaborating with other students to create a timeline of communication progression.
- \*In **story dramatization**, students enact a scene described or implied in the text they are reading. Students portray all characters and significant objects in the scene. The dialogue may be created extemporaneously. Students synthesize their knowledge of the text as they improvise the story line in their own words. Story dramatization is a planned improvisation. The rough outline of the story dramatization is preplanned. Students use their own words and movements to convey the action and meaning.

#### This lesson meets the following Common Core Standards:

3<sup>rd</sup> grade Common Core Standards:

3.R.I.2 Determine main idea of a text, record the key detail, and explain how they support the main idea.

3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4<sup>th</sup> grade:

4.R.I.2 Determine the main idea of the text and explain how it is supported by key details; summarize the text

4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

5<sup>th</sup> grade:

5.R.I.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats including visually, quantitatively, and orally.

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

- To define communication.
- To investigate how communication has changed over time.
- To create a timeline of communication tools throughout history.

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

- Charades Cards
- Passages for reading groups at various reading levels, grades 3-5
- Poster sheets and markers
- Timeline Template
- Space needed for presentations

**Timeline for the lesson:**

- **Define Communication (5 minutes):** Write Communication on the board and discuss what it means to students. What is it? How do we use it? What technology helps us with it?
- **Play Charades (15 minutes):** Pick 4 or 5 charades cards (see attached materials) and have students pull a card from a hat or bowl and act out representations of what their card says so that other students can identify what is on the card. Discuss with students what they have learned about communication through the activity of charades. Ask students to answer question – Is communication really just talking? This activity can be done in whole group or in cooperative groups for older students.
- **Guided passage group work (20-30 minutes):** Divide students into groups based on reading level. Provide each group copies of the guided reading passages. These are all content entries written to describe various historical forms of communication. Explain to each group that they will read their passage and decide when

their form of communication was used and by whom. Each group will construct a poster that identifies their form of communication, the years that it was used and the group of people who used it. Each group will also create a short story dramatization to act out the key points of their passage to share with the group. Students plan their improvisation by creating a rough outline of the story dramatization. Students may use their own words and movements to convey the action and meaning. Each member of the group needs to have a part in the story dramatization.

- **Performances (20 minutes):** Allow each group to share their story dramatization and ask questions to facilitate discussion about their form of communication to provide background knowledge for the rest of the class.
- **Final Product (30 minutes):** Students will create a timeline using the template in the attached materials and fill in the highlights. 3<sup>rd</sup> grade will complete this whole group. 4<sup>th</sup> and 5<sup>th</sup> can complete as an independent activity.

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

- Creating, preplanning and presenting an original story dramatization, explaining the text they read as a group.

**Prompts for reflecting on this lesson:**

- Tell a partner one thing you learned that is the same and one thing that is different from forms of communication that we use today.
- Talk with your group about what details from the text were included in the story dramatization.
- Did your story dramatization help make clear evidence in the text?
- Can you connect your text with the larger concept of Communication?

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

- A timeline of communication progression.

**Learn More at:**

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

[www.interactstory.com](http://www.interactstory.com)

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

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

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# Charades

Telephone	Radio
Television	Hand Shake
Sign Language	Birthday Card
Facial Expressions	Cell Phone
Telegraph	Text Messages
E-Mail	Pictographs

# Guided Reading Passages

## Petroglyphs and Pictographs: The written communication of Native Americans

Native Americans used more than spoken language to communicate with each other. They used smoke signals, patterns on their drums, and sign language to share information. These helped them to understand messages from other tribes who spoke a different language. They also used petroglyphs and pictographs to show their thoughts and beliefs.

### **Symbols**

Native Americans used symbols to communicate with each other because most tribes did not have a written language. These early Americans used symbols of animals to describe human characteristics. A bear symbol represented power, protection and strength. The eagle was a symbol of strength, courage, wisdom and good eyesight. Many other things found in nature were also symbols. They were drawn in the Petroglyphs and Pictographs to tell a story. A teepee on a rock said that this was a home for a short time. A feather showed that there were healing powers in this place.

### **Petroglyphs**

Petroglyphs were Native American drawings that were carved in rock. Native Americans discovered that some rock was softer than others, and was good for petroglyphs. The outer rock was darker. When scraped away, a lighter color was revealed so that the symbols could be seen.

### **Pictographs**

Native Americans also used pictographs. These were much more fragile than petroglyphs. The symbols and drawings were painted on stone. Minerals were mixed with fat or blood to make the paint. If the mixture was not made correctly, the pictograph would not stick to the stone. Pictographs were created in caves so that they would be protected from the rain, wind and sun.

### **Conclusion**

Rock art has survived for thousands of years and shows us how people of long ago lived. These petroglyphs and pictographs are some of the only evidence that we have that Native Americans existed so many years ago.

Sources: <http://www.native-american-market.com>

<http://www.petroglyphs.us>

## The Pony Express

People needed to hear from their families more quickly in the early days of our country. In the 1800's, mail had to travel by horse and wagon. If you wanted to send a letter to someone who lived in California, it might take 2 or 3 months to get there. In 1860, William Russell and William Waddell created the Pony Express.

### **What is the Pony Express?**

The Pony Express was the way that mail traveled from state to state. Riders on horses rode from one station to another carrying a mailbag. It became a relay race that covered two thousand miles. Each man would ride from his station to the next one on the Pony Express line. When he reached the next station, he would give his mailbag to another rider and that rider would carry it to the next station. These riders could travel 250 miles in a 24-hour day.

### **How long did the Pony Express last?**

The Pony Express only lasted for 19 months. It was very hard for the riders. They rode their horses at night. They had to ride their horses where there were not any roads. The Pony Express also cost a lot of money. Mr. Russell and Mr. Waddell lost all of their money trying to take the mail. They could not pay the riders. They could not take care of the horses so they could not keep the Pony Express working. When the telegraph was invented, the Pony Express was not important anymore. The notes that the telegraph could send were sent in hours instead of days. The telegraph was also cheaper.

### **Conclusion**

Even though the Pony Express lasted a little more than a year, people still remember it today. There are museums all across our country where we can learn more about how mail was taken to families who lived so far from home.

Sources: <http://www.ponyexpress.org/history>

## **You've Got Mail!**

Ray Tomlinson invented E-mail in 1972. He sent the first email to a computer that sat right next to his own computer. E-mail did not become popular until many years later. At that time, most people did not have a computer at home. Only special people like scientists used E-mail. It took almost 20 years before most homes had computers. When this happened, E-mail began to replace writing letters and sending them through the mail.

### **What is E-mail?**

E-mail is short for electronic mail. The first E-mails were only simple text messages. It was too hard to send a video clip, photo or even an attachment. When inventors began to work on computers, they created ways to send videos and photos so people could use their E-mail for more reasons.

Telephone lines carry our E-mails to those we need to contact. This makes it very easy to write to other people quickly. What used to take days or even weeks can now be sent in seconds anywhere around the world.

E-mail is also very popular because it is cheap. Free E-mail addresses make it possible for anyone to use as long as they can get to a computer.

### **The Future of E-mail**

When kids are asked about E-mail, they say that they would rather use Facebook. Experts say that in the future, E-mail will only be used for business. Young people like to text on their cell phones, use Twitter and use Facebook to stay in touch with people that they care about. Who knows what the future will bring? New technology is invented every day. The children of today will be using E-mail and the internet in ways that have not even been invented yet.

Sources: <http://www.cnet.com>

<http://encyclopedia.com>

## Mr. Bell and his Invention

### Alexander Graham Bell

We can talk to people on the phone thanks to a man named Alexander Graham Bell. He was an inventor. He invented the telephone. He did not invent the telephone all by himself. He had help from his partner, Thomas Watson. They worked together. They wanted to make the telegraph better. The telegraph was a machine used to send messages to people far away. It only used beeping sounds. The person listened to the beeping sounds. The person used a code to understand the beeping sounds. Then person wrote the message.

One day Mr. Bell had an idea. He wanted people to talk into a machine like the telegraph. He wanted to hear their voice instead of beeping sounds. He did not like to listen to the sounds. He did not want to write the message by using the code. He decided to try an experiment. In 1876, Mr. Bell made his first telephone call. He called Mr. Watson. Mr. Watson was in the next room. He could hear Mr. Bell say "Mr. Watson, come here!" These seven words changed our world.

### The Telephone

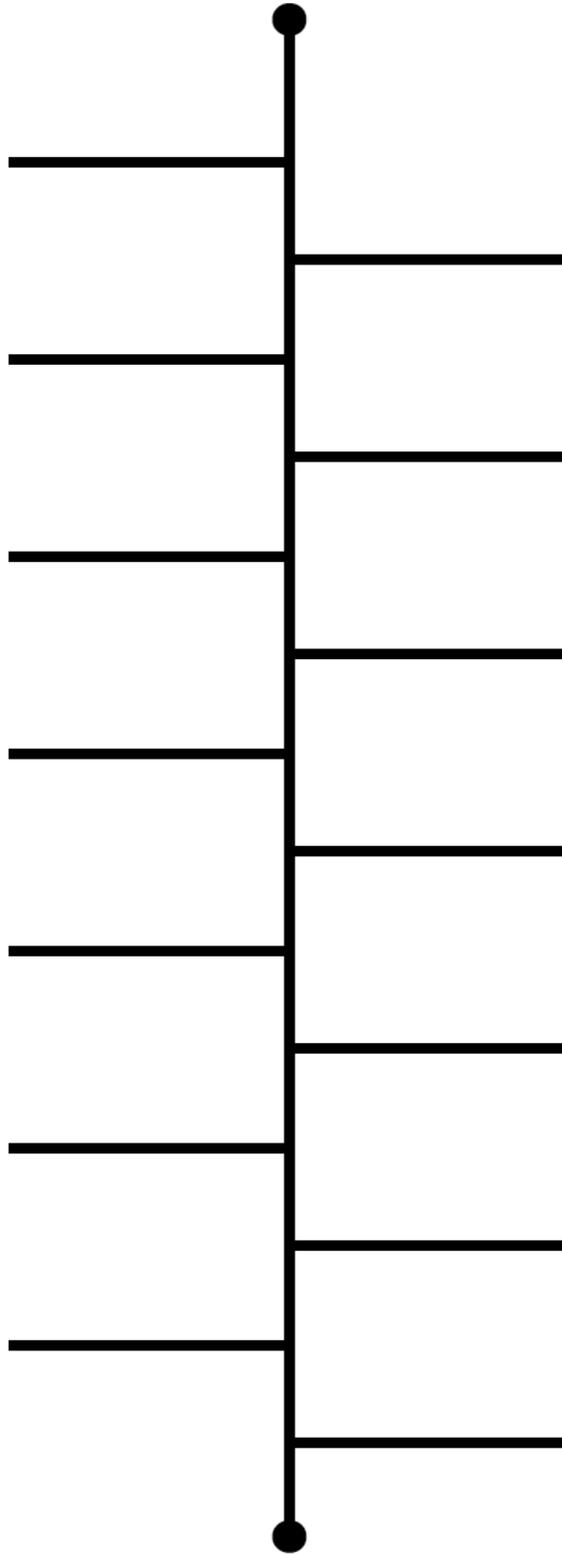
By 1917, almost everyone in our country had a telephone. Now people could talk to their family if they were far away. They could ask a question and know the answer right away. Other inventors have worked to make the telephone better. Today the telephone works much like it did all those years ago. Inventors have worked to make our voices sound better. They have also worked to make our telephones work better.

Sources: <http://www.encyclopedia.com>

<http://www.cnet.com>

# Sample Timeline Templates

# Timeline



The image shows a technical drawing of a rectangular frame. The frame is composed of four thick lines forming a rectangle. At each of the four corners, there is a circular fastener or bolt. Inside the frame, there are five vertical lines and one horizontal line. The horizontal line is positioned near the bottom edge of the frame, and the vertical lines are spaced evenly across the width of the frame, creating four columns and one row of rectangular cells.

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