



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

Title: Tribal Exploration - Osage, Caddo and Quapaw

In this activity, students will:

Students will learn new vocabulary and define 3 different tribal cultures that are discussed in the play, *Digging Up Arkansas*. This activity will guide students to increase knowledge about specific Native Americans who lived in the area we now call Arkansas.

Students will investigate facts to provide context for seeing the performance of *Digging Up Arkansas*.

Students will identify characteristics of 3 unique tribes. Students will answer questions and record details about how people lived, what skills they possessed, and how they collaborated with nearby tribes.

Students will show their thinking by listing characteristics of each tribe and drawing a picture that symbolizes each tribe. Students will explore tools, weapons and articles used by each tribe. Living quarters, entertainment, and foods are all a part of their culture.

Students will reflect by writing short narratives of why they personally most identify with one of the tribes. Which tribe could you live with and why?

Students will share their writing and symbols with the class to complete the writing process.

Vocabulary to introduce: **adz, antlers, atlatl, artifact, effigy bowl, bear and bobcat pelt.**

Adz: a chisel type stone sometimes tied to a stick, used to shape wood into bowls

Atlatl: an early tool used to launch a spear from the hand.

Dugout: A boat that has been carved out of a large log by a scraping and burning process

Artifact: a tool or weapon or piece of a culture that tells the story of how someone lived long ago.

Effigy Bowl: Pots or bowls shaped from clay in the shape of a head or an animal, used as a

Learning Standards met :

Students shall demonstrate effective oral communication skills to express ideas and present information.

Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently

Support spoken ideas and opinions with examples, evidence, and elaboration

OVI.3.9

Give multiple step directions and explanation as needed

OVI.3.12

Tell and retell stories in an informal storytelling format using descriptive language, story elements, and voice to create interest and mood

W.4.3.4

Select appropriate resources for personal and informational writing

W.4.3.5

Use available technology to collect information for writing

EA.2.AH.7-8.3

Compare and Contrast the cultural characteristics' of early tribes in Arkansas

W.5.3.4

Write informational pieces with at least two paragraphs

The learning objectives for this lesson are:

- To gather information and resources to support observing and writing.
- To increase student awareness of the 3 large tribes detailed in the play, so students can have background knowledge of the different tribes are discussed in the play.
- To share information in writing and pictures about diverse cultures which co-existed in the early days of Arkansas History.
- To reflect on and discuss how cultures made different choices for survival and day to day living. cooperation of early Arkansans.

Materials you will need to complete this lesson:

Access to the Internet to look up "Encyclopedia Of Arkansas"

Drawing paper, poster board, white board or flip chart for displaying

Information on Osage, Caddo and Quapaw tribes

Writing paper and tape or sticky notes

Timeline for the lesson:

(10-15 mins) **Inspire** students by asking questions about the first people who lived in this area we call Arkansas. Write tribe names on board and go over proper pronunciation. Who were these people? How did they live? What did they do for fun? Where did they build their homes. Find out what students may already know about these early people.

Who were they. The Osage, the Caddo and the Quapaw were Native Americans, but how much do we know about them?

(Time may vary) **Excite** students by allowing them to research on the timeline found on Encyclopedia of Arkansas. They should list characteristics. Students should also be thinking of one item or a type of drawn symbol that would represent each tribe. This can be discussed in small group settings after research is complete.

Students will show their thinking skills by:

Students will show their thinking by the way they choose appropriate symbols to represent each tribe, and by the gathering of facts about each tribe. They will share their thinking by talking in small groups about what each member discovered online at “Encyclopedia Of Arkansas” or in any supplemental research teacher provided.

Prompts for reflection and writing:

(30-40 mins) Each student will:

- Choose a tribe you could have lived with and explain your reasons for choosing in a brief 2 paragraph passage.
- Explain why it is important to know about the Caddo, Quapaw and Osage people in Arkansas in a 2 paragraph passage.

The final production facilitated by this lesson should be:

Each student should present their writing to the class and defend their choice of tribe to live with because of their huts or pottery or way of life, etc. Students can also share their symbol for their tribe here.

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