



WALTON ARTS CENTER PRESENTS

# DIGGING UP ARKANSAS

AN ARKANSAS HISTORY PLAY

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

## Culture – Post Performance

Title: Culture and Change in Arkansas

In this activity, students will:

- Have recently viewed the play, Digging Up Arkansas. In this sequence of activities, students will review the various cultures in Arkansas up to 1936 and will discover the ways culture changes over time.
- **Inspire:** Students will...
  - Review personal artifacts chart
  - Bring to class an object that students feel best explains who they are as fifth graders
- **Excite:** Students will show their thinking by...
  - Listing items that should go in the 'final crate' of Arkansas history (from the play the crate marked, "1937 - ?")
  - Adding items that should go in the crate to represent the Arkansas of the present
  - Playing a game of change charades
- **Reflect:** Students will reflect by...
  - Writing three fully explained reasons that a personal object has meaning to them in the present.
  - Explaining why items need to be archived in the crate marked, "1937 - ?"
  - Discussing the factors that cause cultural change, and how Arkansas culture has changed over time

- **Write:** Students will creatively assess by...
  - Quick-writing about an object that might better represent them now, and give at least three well-developed reasons why.
  - Creating a Venn Diagram of past Arkansas culture and present Arkansas culture
  - Creating a visual essay or culture collage with words and images

**Learning standards met:**

- C.C.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.
- C.C.5.R.I. 3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- C.C.5.R.I.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- C.C.5.R.I.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- C.C.5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- C.C.5.W.7 Conduct short research project that use several sources to build knowledge through investigation of different aspects of a topic.
- C.C.5.S.L.I Engage in effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on other's ideas and expressing their own clearly.

**Learning objectives for this lesson:**

- Determine Main Idea
- Summarize text; integrate information from multiple sources
- Conduct short research investigations

- Compare and contrast information
- Discuss cause and effect
- Explain reasoning for choice of artifacts
- Produce clear and coherent writing
- Engage in collaborative discussions
- Participate in change charades

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

- Chart paper and markers or white/black board
- Paper and pencils
- Dictionary/textbook glossary containing the definition of the word ‘culture’
- Arkansas history textbooks and/or internet websites about the history of Arkansas
  - <http://encyclopediaofarkansas.net/>
  - <http://www.soskids.ar.gov/5-8-history.html>
  - <http://portal.arkansas.gov/education/Pages/educationKidZone.aspx>
- Library books, Atlas, maps of Arkansas regions, photographic journals, other informational texts that describe Arkansas
- Optional: poster board, various craft supplies, magazines for cutting out pictures and words, scissors, glue, etc.

**Timeline for the lesson:**

- Step One: (20 minutes) **Personal Artifact Quick-write**
  - Optional: The day before this lesson, display an object that represents the teacher in the present day. Add this object to the anchor chart of personal artifacts. Ask students to bring to class an object from home that best represents them “now that you’re a third/fourth/fifth grader.”
  - Ask students to quick-write a paragraph that fully describes this object and which gives three reasons why it is important to them and will help others to understand them. Paragraph needs to include how and why this object has changed from “when I was little.”

- Students may share objects/paragraphs in small groups, noting how and why their object has changed.

### Our Class Personal Artifacts

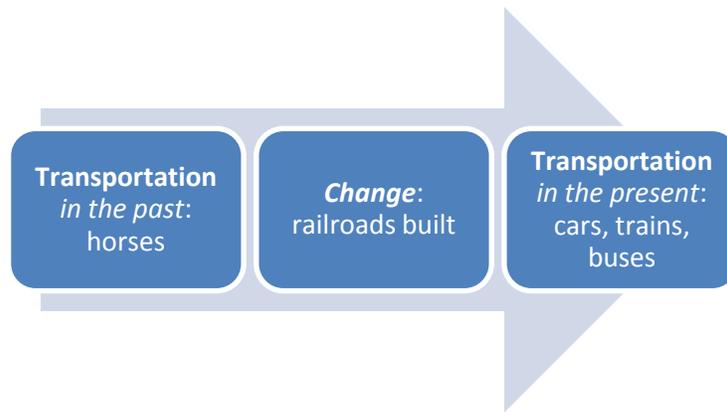
Student's Name	Personal Artifact from younger days	Change	Personal Artifact from present day
Mrs. LeBert	Sketchpad and pencil	Went to college to become a teacher	White board marker
Julie Brown	Soft baby blanket	Attended ballet classes	Ballerina slippers
Jason Smith	Little red ball	Joined Little League team And became the catcher on the team	Catcher's mitt

➤ Step Two: (10 minutes) **Whole Group Discussion and Anchor Chart Creation**

- After viewing the play, Digging Up Arkansas, create an anchor chart of cultural artifacts that should be included to represent the Arkansas of the past.
- Ask “How did some of these artifacts change over time? What caused the changes? What are some things that have stayed the same?”
- Create a Venn Diagram on the white board that shows Arkansas in the past on one side and Arkansas in the present on the other. List items that have stayed the same in the middle.

➤ Step Three: (15 minutes) **How Things Change Charades Game**

- Divide students into groups of 5
- On a sheet of paper, in a process chart, each group will list the changes that affected Arkansas culture that were described in the play



- Use reference materials to find more changes, if needed.
  - Each member in the group will think of a way to act out one of the changes listed (electricity, railroad, roads, education, women’s right to vote, clearing swamps for cotton and plantation life, great flood, terrible drought, Blues music, etc.)
  - After choosing one change, each member will act it out for the group in a charade and members will guess which change is being re-enacted.
  - **Optional:** Bring the whole class back together to discuss. If time allows, volunteers may enact a change charade for the whole class to guess.
  - **Ask:** What important details did we remember about change from seeing these charades? Are there any important changes we should have added?
- Step Four: (15 minutes) **Small Group Discussion and Final Chart Creation**
- Divide students into groups of 4. Give each group a sheet of chart paper and marker. Remind students of the last scene in the play, when the historians were packing the final crate.
  - In each group, students will create a new anchor chart that lists items that should be in a crate marked “1937 - ?” to represent the culture of the Arkansas of the present. Ask students to fully explain why they selected an object to add to the list. What change brought about this artifact’s inclusion? Students may use reference materials from the materials list if they need help.
  - Display these new inventories on the wall for other students to view.
- Step Five (Optional): (30-60 minutes) **Visual Essay\* or Culture Collage**
- A Visual Essay is exactly what it sounds like – rather than writing an essay with words, you tell the story with a picture.
  - Using materials such as poster board, crayons, markers, pictures cut out from magazines, cloth, paper, found objects, natural objects, and various other craft supplies, students will create a visual

essay or culture collage that represents the culture of Arkansas. Students should include categories such as music, art, literature, work, transportation, farming, regional aspects, etc. Students should also include an image that represents one major change that came to Arkansas. Collages should include some 3 dimensional objects. Reference materials may be used to gather ideas.

- For creating a Collage: choose appropriate images; assemble them in interesting ways; supplement images with color, shape and texture.
- Exhibit completed collages and give students an opportunity to orally present collages to the class.

**Students will show their thinking by:**

- Participating in discussion, quick-writes, charades game, selection of personal artifacts, and creation of a visual essay or culture collage.

**Prompts for reflecting on this lesson:**

- What artifact represents you now that you are a third/fourth or fifth grader?
- How and why has your personal artifact changed over time?
- What artifacts represent Arkansas culture from the past?
- What changes have come to Arkansas? How did these changes affect Arkansas culture?
- What are some things that have stayed the same?
- Act out one change that has occurred in Arkansas. How has this change affected our culture?
- Who surprised you with the details they remembered from the play? What details should be added in our acting about change in Arkansas?
- What artifacts might be included in a 'crate' that represents the culture of Arkansas today?
- Create a culture collage that shows a variety of artifacts to represent Arkansas, and which includes at least one major change.
- Explain the items in your culture collage that represent Arkansas, past and present. How do these items help us understand ourselves?
- How will knowing this help you understand Arkansas history?

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

- Paragraph describing a personal artifact

- Anchor chart that lists Arkansas artifacts of the past
- Group inventory that lists Arkansas artifacts of the present
- Change Chart and charades
- Class discussions
- Visual Essay or Culture Collage

**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 visual art and visual essay

<http://crystalbridgesmuseum.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)

**Lessons created by:**

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Mrs. LeBert has taught fifth grade literacy at Old High Middle School for five years. After living in several regions of Arkansas, including the Mississippi Delta, the River Valley, and the Ozark Plateau, she has come to love the diversity and beauty of her adopted state. Currently, Mrs. LeBert and her husband enjoy exploring the Ozarks region by motorcycle.