# PERSHING MURAL PROJECT CURRICULUM Learning From the Past, Understanding the Present, and Discovering the Future



**Creative Writing: Chain Stories** 

In this lesson students will be asked to explore and visualize the many events and activities that took place at the Pershing Auditorium and work collaboratively to write chain stories about those experiences.

#### Included in this Lesson:

• Lesson: Creative Writing: Chain Stories

Power point: Greetings from the Pershing Mural

Power point: Writing a Chain Story

#### **Nebraska Standards Addressed:**

Present: SS 1.4.1.a List and describe life events over time.

Connect: SS 4.3.4.a Compare and contrast patterns of culture within the state of Nebraska.

Respond: SS 6.4.3.a Identify how differing experiences can lead to the development of perspectives.

Respond: L.A.5.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience

Create: EP6. Use English structures to communicate context-specific messages.

#### **Objectives:**

- After learning about the history of Pershing Auditorium, the students will be able to list five events, activities, etc. that took place there from 1957 to 2014.
- The students will compare community entertainment, activities, and events in the second half of the 20<sup>th</sup> century with those in the 21<sup>st</sup> century.
- The students will be able to work in collaborative groups to create chain stories.
- The students will be able to proofread, edit and revise their stories.

#### **Grade Level:**

Written at 6<sup>th</sup> Grade Level (educators are encouraged to adjust the lesson to meet needs of Pre-K to 12<sup>th</sup> Grade)

#### **Materials Needed:**

Paper, pens/pencils, timer

# Time Requirement:

1-2 (50 minute) sessions

# Vocabulary:

Chain Story: Stories in which students each add a different segment or part to a story.

#### **Direct Instruction:**

Before construction began on Pershing Auditorium in 1955, the planning committee needed to determine how the Arena would be used. The goal was to bring to the residents of the State stage attractions, big-name music acts, conventions, expos, trade shows, sporting events, and many types of entertainment. The arena needed to be highly versatile to accommodate a broad variety of services for its visitors with its 4,500 seats.

Before the first girder was installed, the planning committee commissioned Nebraska Artists Leonard Thiessen and William Hammon to create a tile mural to adorn the building. The tile mural was to depict events, activities, and entertainment that could take place at Pershing. In the mid 1950's when the mural's design and installation took place, it was the largest work of its type to have been undertaken in the U.S.

Pershing Auditorium lived up to the vision of the mural for the 60+ years it was in use. It was the venue for the Shrine Circus, Sesame Street Live, Roller Derby, World Wrestling Federal matches, indoor mud drag racing, ballet, musicals, PRCA Championship Rodeo, roller figure skating, boxing, pancake feeds, football, high schools state games (girls' and boys' basketball, volleyball, and wrestling), Nebraska marching band competitions, choral clinics and much more.

The Auditorium hosted concerts featuring world-class entertainers from the first curtain going up in 1957 with headliners like Johnny Carson and Louis Armstrong until the final curtain came down in 2014 with acts such as The Moody Blues and Boston. In between, even Elvis was in the house; his 1977 Pershing concert was one of the last performances Elvis Presley gave. And Dr. Martin Luther King, Jr. gave a powerful speech at Pershing just a few months before his death.

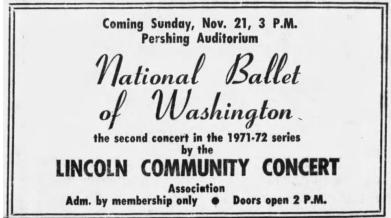
With improved building materials and state-of-the-art technology, Pinnacle Bank Arena was completed in August, 2013. The 15,500-seat facility would soon replace the smaller Pershing Auditorium as the sports and entertainment venue for the city. After being left unused for nine years, Pershing Auditorium was slated for demolition in the summer of 2023. However, thanks to the efforts of a group committed to its preservation, the historic mural was saved and successfully removed before the wrecking ball took its first swipe. The mural was stored away in anticipation of its future home where it would be reassembled and displayed for a new generation to enjoy. Even though the Pershing Auditorium was reduced to rubble, memories of all that took place there live on. In this lesson, students will be asked to go back in time to experience and write about some of the different performing artists, activities and events that took place there. Students can research past issues of the Lincoln Journal Star

and other archival sources for advertisements and reviews of performances and events taking place at the Auditorium.

In the meantime, here are some images of the advertisements and calendars for Pershing Events to study:



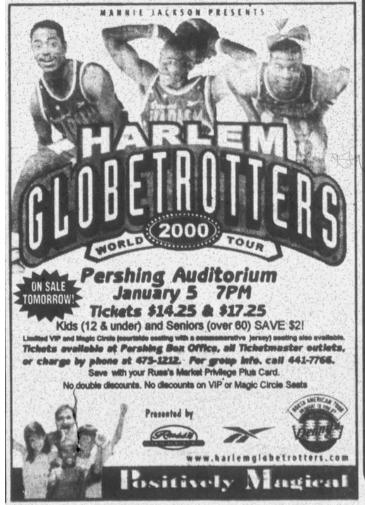




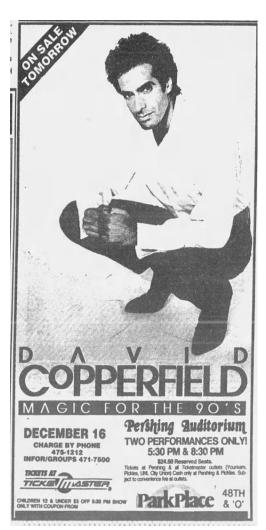


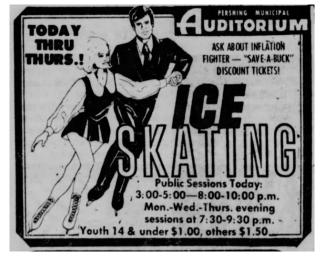














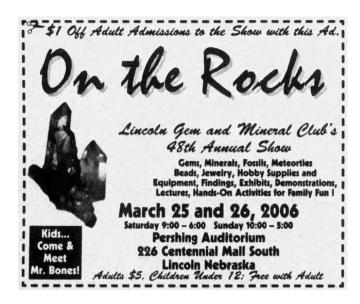


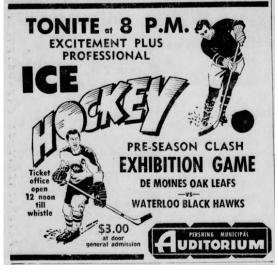


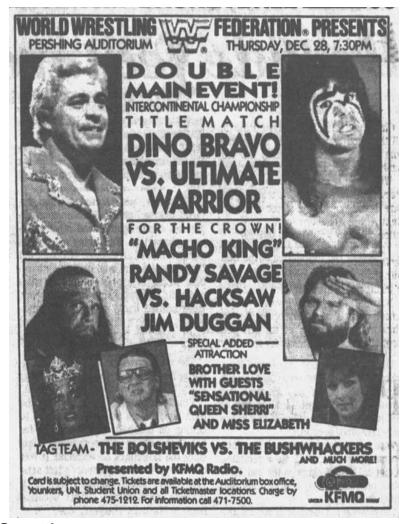












#### **Discussion Questions:**

- How many of the activities, concerts, and events that took place at Pershing can you list (Rodeo, mud drag racing, musical, style show, wedding fair, circus, roller skating, roller derby, concerts, semi-pro football, all-star wrestling, high school athletic and music events, Sesame Street Live, etc.)?
- How difficult would it have been to hold a rodeo or mud drag racing in the Arena?
- How hard do you think it would be to change the arena floor from a basketball court to an ice rink?
- Which of these events would you have attended if you could go back in time?
- What do you think the audience experience was like at these events?
- In your opinion, what do you think is the craziest or most unusual event held at Pershing?

- Do you think entertainment was a lot different in the 20<sup>th</sup> century than it is today?
- What can you learn from studying about entertainment in the past?
- Why was Pershing Auditorium demolished in 2023?

### **Guided and Independent Practice:**

Using the events, activities, etc. that took place at Pershing Auditorium as inspiration, the students will take turns to collectively write chain (or folded) stories in small groups.

## **Guidelines for Chain Story Writing:**

- 1) Students should try to write as clearly and legibly as possible so their classmates will be able to read their handwriting.
- 2) The teacher will tell students when to begin and then there will be a 60 second time called out by the teacher as a limit for each student writing segment. The time allowance is at the teacher's discretion.
- 3) Those students not actively involved in the writing process should be quietly forming ideas of what they will be writing when it is their turn.
- Students should write one or two complete sentences during their writing segment.
- 5) Once the first student has added to the story and before the paper is passed to the right, the student will fold the paper over to cover everything except what they have just written.
- 6) This process is repeated until all the students have had a chance to add to their collective story twice.
- 7) The student in the final position will be responsible for ending the story or drawing a conclusion.

**Step One:** Prior to the class session, the teacher/facilitator will write several beginning sentences on sheets of paper. There should be enough starter sheets with different topics based on Pershing Auditorium events that the students may be allowed to pick and choose a bit. Here are some examples:

Jesse was so excited to be going to the Shrine Circus at Pershing!
 He wasn't quite sure what to expect.

- Cole and his best friend Tate had tickets to the Rodeo at Pershing.
   He hoped he didn't look like a dork with his cowboy hat.
- Alyssa had always wanted to see the Lipizzaner Horses and now she had her chance! Her grandmother had tickets for the Sunday matinee.
- Malcom had heard a lot about professional wrestling. He could not decide if it was fake or real so was happy to go to a match at Pershing to check it out.
- Molly could not wait to try out ice skating at Pershing, even if she was afraid of falling. She was meeting her friends Sarah and Matt there.

**Step Two:** Divide the class into smaller groups of four to five students so there are multiple groups in the class. Share the guidelines for the writing activity.

- 1) Ask the students to number off to see who goes first, second, etc. in each group.
- Give each group a "starter" sheet and have them read the opening sentence(s) aloud together. Give the students two minutes to brainstorm.
- 3) Person #1 will now write a sentence or two to add to the beginning of the story. Follow the guidelines with folding, passing, and time limits (above).
- 4) After the story has circulated two times and the last sentences have been written, the group unfolds the story paper and reads what was written.

**Step Three:** Ask the students read their unedited Chain Stories aloud to the class. Allow for some class feedback and interaction and a little fun.

**Step Four:** Have the students return to their groups with their story to review the draft and make corrections or additions as needed.

- 1) As a group, ask the students to rewrite to make the story flow so that it is connected and logical.
- 2) The students can make additions to the story but they need to keep the basic storyline intact.
- 3) Ask the students to review their story for sentence structure, spelling, punctuation, and grammar.

- 4) When the students are satisfied with their end-product, the students can hand in their story with their names attached.
- 5) Stories can be posted for all to read.

#### **Evaluation:**

The students will be evaluated on:

- 1) Use of class time
- 2) Participation in the group
- 3) Use of language arts skills in their editing process
  - a. Sentence structure
  - b. Grammar
  - c. Spelling
  - d. Flow

#### Closure:

Sometimes it is difficult to get started with writing a story. The words just don't always flow and it is easy to get bogged down. By working together as a group to creatively share ideas, students will gain confidence that they have great ideas and they CAN write at the same time they have a bit of fun.

#### Resources:

https://www.nshsf.org/wp-content/uploads/2022/06/725.83-P466m-Pershing-Municipal-Auditorium.pdf (*Public Domain*)

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# Pershing Mural Historic Preservation Project

