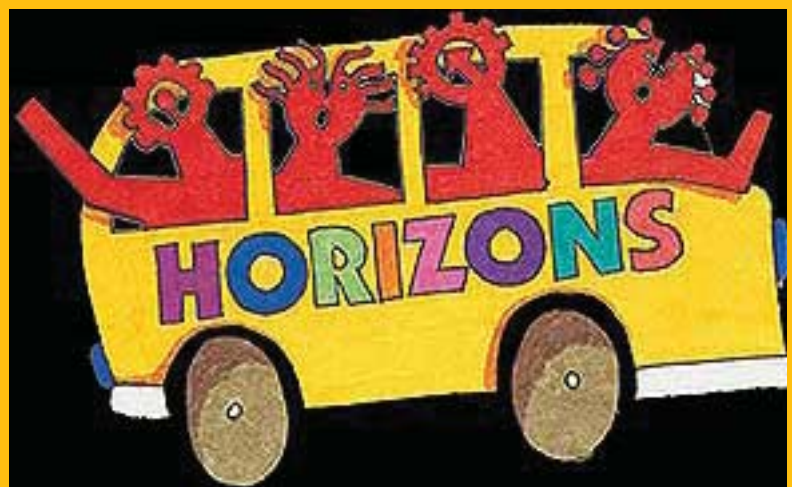


2011-2012  
Educator's Resource Guide

# Horizons School Matinee Series

We the People  
Thursday, October 20, 2011  
10:00 a.m.



# Young Auditorium

## Horizons School Matinee Series

Dear Teachers,

Thank you for choosing to attend a Horizons School Matinee Series performance at Young Auditorium. We strive to provide programs that enhance your curriculum and allow you to explore arts integration in the classroom with your students. To help meet that goal, we offer a resource guide for each performance. This resource guide has been designed to help you prepare your students with before activities that help them engage in the performance and after activities that encourage them to evaluate the performance and make relevant personal and academic connections. Within the guide you will find a variety of activities that can be used to enhance the core subject areas as well as the creative arts. Wisconsin Model Academic Standards are listed at the end of the guide to help you link the activities to your lesson plans. The materials in this guide reflect the grade range recommended by the performing arts group. As teachers, you know best what the needs and abilities of your students are; therefore, please select and/or adapt any of the material to best meet the needs of your particular group of students.

It is also part of our mission to provide teachers with support in their efforts to integrate arts in their curriculum and bring teaching artists into the classroom to work directly with students. Please visit our web site [www.uww.edu/youngauditorium](http://www.uww.edu/youngauditorium) for more information about Reaching New Horizons: Arts Integration in the Classroom, our new professional development series for teachers, and the Horizons Outreach Program.

As you prepare for your visit to Young Auditorium, please do not hesitate to contact our staff. We are happy to assist you in making your trip a positive and memorable experience for your students.

Thank you for your support!  
Young Auditorium



# Young Auditorium

UNIVERSITY OF WISCONSIN-WHITEWATER

## Credits

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## ABOUT YOUNG AUDITORIUM AT UW-WHITEWATER

The Young Auditorium is located on the University of Wisconsin-Whitewater campus and serves both the campus and public communities. The auditorium presents the highest quality arts and entertainment programming in a wide variety of disciplines for diverse audiences. There is something for everyone each season at Young Auditorium, including touring Broadway shows; classical, jazz, rock, pop, and folk music; family entertainment; school matinee performances; world-class ballet and opera; comedy; and lectures - all under the big, blue roof.

The ground breaking for the auditorium in June 1991 was made possible through the Irvin L. Young Foundation. The Foundation, along with the auditorium, honors an individual whose name has long been associated with philanthropy and humanitarianism throughout the state of Wisconsin and around the world. From humble beginnings, without the advantages of a high school or college education, Mr. Irvin Young used his time, talents and strong entrepreneurial spirit to establish a variety of successful businesses. Inspired by a business trip to Africa and the commitments he formed there, Mr. Young established the Irvin L. Young Foundation in 1949. Mrs. Fern Young continued her husband’s benevolence until her death in January 2002. Thousands of people, both at home and abroad, have been positively affected by their kindness. It is our goal that, by bearing Mr. Young’s name, we continue in his path of serving Wisconsin residents for years to come.

## HORIZONS SCHOOL MATINEE SERIES

The mission of the Horizons program is to support the curriculum of schools by providing culturally diverse programs and outreach opportunities for K-12 students. This will be accomplished through 1) providing performances and hands-on, interactive outreach opportunities that cultivate an appreciation for the performing arts among young people that will last throughout their lives and 2) supporting teachers through professional development opportunities in the arts. It is our vision that someday every K-12 student in the auditorium’s service region will attend a Horizon’s performance and/or participate in an outreach event each year.

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Target is the  
National Tour Sponsor  
of this production.

# We the People

## Study Guide

### Dear Teacher,

We have created the following study guide to help make your students' theater experience with *WE THE PEOPLE* as meaningful as possible. For many, it will be their first time viewing a live theatrical production. We've learned that when teachers discuss the play with their students before and after the production the experience is more significant and long lasting. Our study guide provides pre-and post-production discussion topics, as well as individual and class activities. Enjoy the show!

*"We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution of the United States of America."*

Preamble of the United States Constitution - 1787

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## The Story

We're in the school auditorium. Suddenly, with cymbals and drum-roll, appear the "Founding Fathers" – George Washington, John Adams, Thomas Jefferson, and Benjamin Franklin – looking like the funkiest rock band ever, wigs and all.

They introduce our reluctant heroine, Dawn Shapiro, who is running for Student Council President. She's having a tough time getting her act together. Her speech is supposed to answer the question "What Does My Government Mean to Me?," but Dawn is in panic mode: she feels that the local Mall has more meaning for her than her government. What to do?

When the Founding Fathers ask Dawn why she wants to be Student Council President, her answer disappoints them; she wants it for her future college applications, so she can get into a really good school!

But the FFs don't give up. Using song, dance, role playing, a wrestling match, and their own persuasive passion, they teach Dawn – and us – what she needs to understand her government: the Constitution, the Bill of Rights, the branches of government, the Congress, how a bill becomes a law, the Supreme Court, the system of checks and balances, and – yes! – even the Electoral College!!

Gradually, it dawns on Dawn that this is indeed an amazing government created by these great men. However, now she feels that she's not *good* enough to be Council President! But they won't let her give up on herself. Hasn't she ever helped her school or her community? Has she done enough? *What can a kid do for a government anyway?* This funny, crazily sane and hip musical will give you answers – and teach, too!

# Before Seeing the Musical

## 1) Vocabulary Building

Ask your students to study some new or challenging words that will be heard in the show:

|                   |             |
|-------------------|-------------|
| ADDRESS           | IMPEACH     |
| AMENDMENT         | INTERPRET   |
| APPEAL            | JUDICIAL    |
| ASSEMBLE          | LEGISLATIVE |
| BILL              | OVERRIDE    |
| BRANCH            | PATRIOT     |
| CANDIDATE         | PETITION    |
| CHECK             | PREAMBLE    |
| COMPROMISE        | PRECEDENT   |
| CONSENT           | REPEAL      |
| DECLARATION       | REPUBLIC    |
| DEMOCRACY         | REVOLUTION  |
| ELECTORAL COLLEGE | SOVEREIGNTY |
| ENFORCE           | SYMBOL      |
| EXECUTIVE (adj)   | VERSUS      |
| HOUSE             | VETO        |

## 2) Learning about Theatre

Discuss with your students -

A. Some important terms to know about a play or a musical:

- **Setting** (where does the story take place? when?)
- **Characters** (who are the people?)
- **Plot** (what happens?)
- **Theme** (what is the Big Idea?)
- **Structure**: Acts and Scenes (how is the play “built”?)
- **Style** (how again: - realistic? fantastical? futuristic? – etc.)

B. Some important people who make a play or a musical happen:

- Good **playwright**
- Creative **director**
- Believable **actors**
- Imaginative **designers**
  - **set**
  - **costumes**
  - **lighting**
  - **sound**

A musical also needs *special* creators: a “**book**” **writer** (spoken words), a **composer** (music) and a **lyricist** (words that are sung); and a **choreographer** (dances).

C. Some ways to be a great audience member:

Great audiences can make good shows even better. Here’s how:

- Listen, really listen!
- Laugh if it’s funny; cry if it’s sad – but please don’t talk (actors hear you)!
- Exercise your memory (Hey! That’s the tiger they talked about in Act One!)
- Turn off cell phones and pagers!
- Eat your candy bar before or after. Scientific studies prove that *it’s impossible to unwrap it quietly!!*

### 3) Learning to Be a Good Citizen

Much of this musical's plot is about the ways in which our government serves us, its citizens. But this is a two-way proposition: we citizens have an obligation to give back, to help each other, to help the political system.. Ask your students, in small groups or as a class, to think about and discuss their own roles as young Americans.

Explore your own experiences:

- How often do you listen to the news or read a newspaper?
- How often do you discuss the news with friends or family?
- What kind of "political system" is at your school? Are you part of it?
- Have you done community volunteer work? If so, how did you feel?
- Write down your thoughts and share them with the group or the class.

## After Seeing the Musical

### 1) Being Drama Critics

While it's still fresh in your minds, discuss **WE THE PEOPLE**.

A. If your class previously has been studying American History and/or US Government, discuss ways in which the musical further developed concepts or introduced new concepts. Was anything unclear? If so, help out each other.

B. Discuss the main characters — and the actors who portrayed them. What specific lines or actions did actors use to help you understand these characters as historic American figures. If you were directing the musical, would you add or change anything about the characters?

C. How did the songs change or add to your understanding of the characters or the Big Ideas? Which songs did you particularly enjoy and why?

D. Discuss the designs. For example, how did the *set* help you to imagine the world of **WE THE PEOPLE**? How did the *costumes* say something about the characters – AND the Big Ideas?

### 2) Being You

A play is like a mirror. What do you see of yourself (or someone you know) when you look into the "mirror" of **WE THE PEOPLE**? How does seeing yourself through this musical make you feel connected to others? Write a paragraph about your thoughts and share the paragraph in a small group.

#### *Being Socially Conscious*

Toward the end of the show, we learn that Dawn has done a number of things for others. Are there opportunities in your community to do things like:

- |                  |                       |
|------------------|-----------------------|
| ▪ Food drive     | ▪ Planting trees      |
| ▪ Clothing drive | ▪ Recycling           |
| ▪ Read-a-thon    | ▪ Thinking green      |
| ▪ Saving water   | ▪ UNICEF on Halloween |

Brainstorm in small groups or with the class about other ways to become socially conscious where you live. Brainstorm about how young people can become involved in government, even though you're still in school. Remember, "when you do what heroes do, you can be a hero too."

Like Dawn, we all can "change what we don't like and get passionate about things we do." What changes would *you* make? What could become *your* passionate cause?

## Additional Activities

### 1) Reinforcing Vocabulary

Ask your students to group together words from the original vocabulary list that relate to an aspect of government described in the show, then turn each word group into a coherent paragraph explaining that aspect.

### 2) Creative Dramatics

Many of your students are probably familiar with the art of improvisation: actors create mini-scenes “on the spot” – usually being told by the audience only the basic situation and identifies. Even quite young students can have fun doing “improv.”

#### A. “Negotiation” Improv

Consider the words “*negotiate*” and “*compromise*”: harmonious politics depends on the ability of people with different views to negotiate and compromise. Discuss these two words, then ask each student to write on a slip of paper a situation for two characters – *one which needs negotiation*; for ex., between two senators or two representatives, two citizens at a Town Hall meeting, two teenagers whose parents have political differences, a taxi driver and his passenger, etc. Put the ideas into a “hat.” Ask one of *two volunteers* to draw from the hat. Give the actors 10-15 seconds to read the paper and choose roles before beginning to speak. Limit the improv to about 2-3 minutes. The actors’ *goal* is to negotiate a compromise, but if they don’t achieve this by “time’s up” that’s fine – let them and the audience discuss possible resolutions.

#### B. “Founding Fathers” Improv

Follow the same basics as above. This time, ask an audience member to say where the action takes place and what is the situation, as well as what problem must be solved. You can choose to use two, three, or all four FFs. For example, the place is a laundromat, and Jefferson has removed Adams’ wet clothes from the only dryer and is using it for himself. Actors’ goal: to respond in character!

#### C. Original Scene

Ask your students to research a current issue and then to write and act out a dialogue on the issue between two Supreme Court justices.

### 3) Creative Writing

A) Ask your students to think about (perhaps discuss) and write –\

- Your speech for the Student Council
- A Senate or Houses debate on an issue
- A Supreme Court scene

B) Assign a more formal essay –

- What Makes a Leader?
- If I Ran for Office, It Would Be For \_\_\_\_\_
- If I Were President of the United States
- My Bill for Improving My Country
- What Does My Government Mean to Me?

#### 4) Artistic Expression

- Draw or paint a diagram of the three government branches and their responsibilities
- Draw or paint a chart showing how a bill becomes law
- Create a new symbol or symbols; e.g., *flag, political button, national anthem*
- Create an effective campaign ad, commercial, or song
- Draw, paint, or sculpt your interpretation of our current national symbols: *eagle, elephant, donkey, Uncle Sam, stars and stripes*. Make your own political hand puppets (and let them talk politics together!)

#### 5) Speaking

Ask your students to -

- Argue a point in a persuasive speech
- Design a shared class reading of the Declaration of Independence, with discussion following about these great words and how it feels to say them

#### 6) Memorization

Ask your students to learn, memorize, and prepare to be quizzed on –

A) The first five amendments in the Bill of Rights

B) Important numbers, as follows:

- 1776 (separation from England)
- 1776-1783 (dates of the Revolutionary War)
- 10 (number of articles in the Bill of Rights)
- (Electors in the Electoral College, number of votes needed to win the presidency)
- 1600 Pennsylvania Ave (Street address of White House)

#### 7) Discussion

Ask your students to reflect on (at home) and to come to class prepared to discuss -

- A. The Bill of Rights as practiced today; would you add anything?
- B. Ideal attributes in a candidate

#### 8) Research Projects

Students can learn more about the ideas, people, and events that led to an independent America and its government by doing some research, exploring the library or the Internet for information. Students can work individually or in groups and create presentations displaying their finds. Here are some subjects to consider:

- Causes of the Revolution
- Your state during the war
- The Boston Tea Party
- Creation of the Declaration of Independence
- King George's failings
- Famous Period paintings
- Biographies of the Founding Fathers
- The issue of slavery in creating the Constitution
- Women's contributions during the war; e.g., Betsy Ross or Molly Pitcher

### What Can YOU do?

- WRITE - to your local Congressperson
- PETITION – collect signatures for a cause
- VOTE - when issues come up in your school
- PARTICIPATE - in your school government
- RUN - for an office in your school government

**Participate! Change! Vote! Run!**  
**'Cause there's a bunch of stuff that any kid can do.**  
**Not talkin' 'bout another, talkin' kids like you.**  
**So if you're listenin' to me and my crew:**  
**YOU GOT THE POWER!**

# Activity: Before the Play

## Unscramble the Preamble

Curriculum Connections: History and Music

### Sources:

Constitution Day Web quest: [http://www.murray.k12.ga.us/cesweb/constitution\\_day/webquest/constitutionday.html](http://www.murray.k12.ga.us/cesweb/constitution_day/webquest/constitutionday.html)

Lyrics and Video: <http://www.schoolhouserock.tv/Preamble.html>

### Objectives:

Students will recognize the importance of the Preamble to the Constitution.

Students will be able to read and know the Preamble by memorization.

Students will be able to arrange the words of the Preamble in the correct order by memorization.

Students will familiarize themselves with words of the Preamble that they were unfamiliar with.

### Materials:

Computer/ Internet

We The People...

Lyrics to the School House Rock Preamble

### Procedure:

1. Have the students memorize the preamble. To help the students memorize the song, have them sing along with the Preamble Song from Schoolhouse Rock. Use techniques such as chunking or replaying the song to help them remember.
2. Read about the Constitution with Benjamin Franklin as your guide to help better understand the preamble and why we have it.
3. Can you unscramble the Preamble in this puzzle activity? Try the Preamble Scramble < [http://www.texaslre.org/lfei\\_preamble.html](http://www.texaslre.org/lfei_preamble.html)>! This can be done individually in the computer lab or as a class on the SmartBoard.

## **We the People...**

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

## **School House Rock Preamble**

Hey, do you know about the U.S.A.?

Do you know about the government?

Can you tell me about the Constitution?

Hey, learn about the U.S.A.

In 1787 I'm told

Our founding fathers did agree

To write a list of principles

For keepin' people free.

The U.S.A. was just startin' out.

A whole brand-new country.

And so our people spelled it out

The things that we should be.

And they put those principles down on paper and called it the Constitution, and it's been helping us run our country ever since then. The first part of the Constitution is called the preamble and tells what those founding fathers set out to do.

We the people,

In order to form a more perfect union,

Establish justice, insure domestic tranquility,

Provide for the common defense,

Promote the general welfare and

Secure the blessings of liberty

To ourselves and our posterity

Do ordain and establish this Constitution for the United States of America.

In 1787 I'm told

Our founding fathers all sat down

And wrote a list of principles

That's known the world around.

The U.S.A. was just starting out  
A whole brand-new country.  
And so our people spelled it out  
They wanted a land of liberty.  
And the Preamble goes like this:  
We the people,  
In order to form a more perfect union,  
Establish justice, insure domestic tranquility,  
Provide for the common defense,  
Promote the general welfare and  
Secure the blessings of liberty  
To ourselves and our posterity  
Do ordain and establish this Constitution for the United States of America.  
For the United States of America...

# Classroom Constitution

Curriculum Connections: History and Language Arts

Sources:

<http://www.usconstitution.net/constteach.html>

<http://www.enchantedlearning.com/history/us/documents/constitution/classroomconstitution/>

Objectives:

- Students will understand the meaning of a Constitution/Preamble
- Students will understand how to make a Constitution/Preamble

Materials:

- Preamble/Constitutions poster
- Pens/Pencils
- Markers
- Social Studies books

Procedure:

1. The teacher will start out by going over the definition of a Constitution/Preamble and also talk about amendments. Students can have discussion in groups about each definition
2. Some questions the teacher could ask the students could be  
Why was it important to compromise when making a Constitution?  
When do we use rules?  
Why do we need rules — at home, at school, in our community, in our country?  
What would happen if we did not follow the rules — at home, at school, in our community, in our country?  
Who enforces rules — at home, at school, in our community, in our country?
3. Then let students brainstorm with group about some amendments they would like to include in the classroom Constitution  
Students should write a short set of rules on how your classroom should be run, including how to form a group that makes rules, how to form a group to enforce the rules, and how to choose a leader (and what the leader's powers will be). Also include how to ratify your constitution (how to get it accepted).
4. Have students write them on sticky notes and stick them in front of room...if theirs is already up on board they do not need to put it up again
5. Finally have students vote on the most important amendments/rules they believe will help the classroom the most.
6. Students then can write the final Constitution and sign in agreement on the bottom
7. Some questions to contemplate after the final Constitution is made  
Will the posted amendments help us work together?  
Will the amendments help each student do his/her best work?  
Are the amendments stated in the positive?  
Are the amendments realistic?

## **Classroom Constitution Example**

- When there are visitors in the classroom, students will be expected to.....  
....if students do not follow this they will....
- When the teacher is talking, students will be expected to.....  
....if students do not follow this they will....

By signing here I agree to each of the amendments:

## **Our Classroom Rules Example**

1. BE RESPECTFUL OF ONE ANOTHER
2. ALWAYS ASK PERMISSION BEFORE USING ANYTHING THAT BELONGS TO SOMEONE ELSE.
3. KEEP OUR HANDS AND FEET TO OURSELVES
4. ALWAYS WALK IN THE CLASSROOM AND HALLWAYS.
5. PRACTICE ACTIVE LISTENING WHEN TEACHER IS TEACHING AND TALKING.
6. ALWAYS BRING OUR TOOLS FOR SCHOOL. (PENCILS, ERASER, HOMEWORK, PAPER)

By signing here I agree to these amendments:

# Founding Fathers

Curriculum Connections: History

Sources:

<http://millercenter.org/president>

<http://www.revolutionary-war-and-beyond.com>

<http://www.leftjustified.com>

Objectives:

- Students will know who the founding fathers are
- Students will know specific facts about the founding fathers
- Students will be able to match a picture and description to the correct name of a founding father

Materials:

- Founding Fathers worksheet
- Pencil/pen
- History book or computer
- Possible handouts about the founding fathers

Procedure:

1. The teacher will hand out the found fathers worksheet.
2. The students will then have time to either research or just know from the play who the founding fathers were and their description.
3. They will match the correct picture/description to the correct founding father name.
4. When the students are finished they can check with their group to see if they all have the right answers.
5. The teacher can then read the answers to the students.
6. Some thought provoking questions at the end:  
Why were the founding fathers important?  
What do you believe you happen if there never were founding fathers?  
Do you notice anything about some of the founding fathers faces relating to money?

## Founding Fathers Worksheet Key

1. Benjamin Franklin - A; 2. George Washington - G; 3. John Adams - D; 4. Thomas Jefferson - B;
5. John Jay - E; 6. James Madison - F; 7. Alexander Hamilton - C

# Founding Fathers

Write the letter that corresponds to the correct founding father on the line.

**A**



A printer whose success led him into politics and played a big role in the American Revolution and negotiated French support for the colonist

1. Benjamin Franklin \_\_\_\_\_

**B**



Virginia lawyer who was a delegate to the Continental Congress. Third President of the United States.

2. George Washington \_\_\_\_\_

**C**



Served as the first United States Secretary of the Treasury. One of America's first constitutional lawyers and was the author of most of the Federalist Papers.

3. John Adams \_\_\_\_\_

**D**



Became President in 1797 and built his reputation as a blunt-speaking man of independent mind.

4. Thomas Jefferson \_\_\_\_\_

**E**



Spent over a year as the President of the Continental Congress then was the first Chief Justice of the United States

5. John Jay \_\_\_\_\_

**F**



Fourth President of the United States and is often called the "Father of the Constitution" and the "Father of the Bill of Rights."

6. James Madison \_\_\_\_\_

**G**



First President of the United States. Commander and chief of the Continental Army during the American Revolution.

7. Alexander Hamilton \_\_\_\_\_

# The Three Branches of Government

Curriculum Connections: History and Art

## Sources:

- [http://www.texaslre.org/lpFiles/042006\\_lp\\_k-2.pdf](http://www.texaslre.org/lpFiles/042006_lp_k-2.pdf)
- [http://www.congressforkids.net/Constitution\\_threebranches.htm](http://www.congressforkids.net/Constitution_threebranches.htm)

## Objectives

- The students will understand the roles of authority figures.
- The students will be able to identify the three branches of government.
- The students will begin to understand functions of the three branches of government.

## Materials

- 9x12 construction paper
- Pencil
- Colored pencil/crayons
- History text book
- Computer/internet
- Glue
- Scissors
- Three-Fold Instructions
- Branches of Government

## Procedure

1. To introduce the lesson, ask students who the authority figures are in their homes and at school? List the responses on the overhead or board. Lead a discussion concerning why there is a need for authority figures at home and school.
2. Ask students to name some of the authority figures who have power over them in the community. List responses and briefly discuss the importance of these authority figures.
3. Tell students that our national government also has authority or power over us. Explain that our government is divided into 3 branches of government and each branch has its own power and responsibilities. Allow students to view the 'Congress for Kids' web site to explore more and investigate for their three-fold.
4. Following the attached "Three Branches of Government Threefold Flip Booklet Instructions," lead students through the process of creating the booklet that will visually represent the three branches of government. (An overhead transparency of the instructions may be used, if the teacher desires.) The "Three Branches of Government Word" may be pre-cut by the teacher or students may cut them out themselves.

5. After the booklets have been completed, the teacher should review the three branches of government with students. The teacher may also elaborate on such facts as:

- Though the President is the head of the executive branch, other members of the branch include the Vice-President and 15 cabinet members, who head departments such as the Department of the Treasury, Department of Defense, Department of State, etc.
- The legislative branch is headed by Congress and consists of two houses which are called the Senate and the House of Representatives.
- Each state has two senators and the number of representatives is based on the population of each state.
- The Supreme Court is the head of the judicial branch and consists of 8 men and one woman

#### Attachments

- Three Branches Three-Fold instructions
- Three Branches of Government
- Congress for Kids: [http://www.congressforkids.net/Constitution\\_threebranches.htm](http://www.congressforkids.net/Constitution_threebranches.htm)

# Instructions to Create Your Three-Fold

You will use a 9x12 piece of white construction paper to create your brochure.

1. Begin by folding your paper into thirds evenly, across the 12 inch side.
2. Sketch out a title on the front cover and add an icon or logo that represents government in general
3. Open up your brochure so that it lies fairly flat. Decide which of the three columns will be the three separate branches: Executive, Legislative, Judicial. Carefully title each area with the branch you have chosen, and then neatly write an explanation of each branch in the appropriate column. Decide on a logo that represents that branch of government and sketch it neatly.
4. Fold over the right side of the brochure, so that you have covered up two columns. On this page carefully write a short paragraph that explains why the three branches are needed. Create a logo that can explain the balance.
5. Fold over the left side so that your brochure is now 'closed'. Flip it over to the back and write your name at the bottom. Add another logo of your choice, one that you have already used or a new one that relates to the subject.

# Campaigning!

Curriculum Connections: Social Studies

Sources:

[http://www.ehow.com/video\\_4461977\\_set-up-office-political-campaign.html](http://www.ehow.com/video_4461977_set-up-office-political-campaign.html)

[http://www.encyclopedia.com/topic/Presidential\\_Elections.aspx](http://www.encyclopedia.com/topic/Presidential_Elections.aspx)

Objectives:

- Students will understand the meaning of a campaign
- Students will understand why it important to campaign
- Students will know how to start a campaign

Materials:

- Computer or books
- Pens/Pencils
- Before, during, and after worksheet

Procedure:

1. The teacher will start out by going over some main facts about campaigns and can show video about campaigning.  
[http://www.ehow.com/video\\_4461977\\_set-up-office-political-campaign.html](http://www.ehow.com/video_4461977_set-up-office-political-campaign.html)
2. Students then will have a chance to look in books that were rented or on computers about past presidential campaigns.
3. Students will then write down important things to remember before, during and after a campaign.
4. Some questions students can keep in mind are:  
Why would you need to do a campaign?  
What are some key ideas that have worked for previous presidents?  
Is it required to have a campaign?  
What is the average amount of money a campaign costs?
5. When students are finished finding main facts about each of the steps of a campaign they will share with a group or entire class.
6. The teacher should then lead a more in depth discussion about campaign facts that they missed.

# What to do before, during, and after a campaign.

Before:

During:

After:

# Vote for Me!

Curriculum Connections: History, language Arts, Writing, Art

Sources: <http://www.thirteen.org/edonline/lessons/vote/index.html>

## Objectives:

- Students will be able to categorize and evaluate information found during research.
- Students will be able to organize and analyze information and draw conclusions.
- Students will prepare and present a dramatic role-play.
- Students will be able to compare and contrast biographical information.

## Materials:

- Computer/Internet
- History Text books
- Poster board
- Colored Pencils/Pencils
- Scissors
- Glue
- List of names
- Hat/bucket

## Procedure:

1. Split the class into groups of 3-4. Each group will have to choose a name of a popular/ widely recognized person or character out of a hat and not tell ANYBODY!!
2. Once the students have a name picked out, they will have to campaign for their person/ character for why he/she should become president. Students should use Internet, library books, and any type of resource they can find about their person. At no point should their candidate be revealed to the class. Throughout this process, they will also be creating a campaign poster to showcase their candidate.
3. Students will be asked to write up a 1 page paper for why this person should be elected; what certain qualities does this person have that others may not, what can this person do for our country, etc.. Students will read these papers to the class.
4. The teacher will then vote on which candidate he/she would choose for president. Once the teacher has voted, the campaign poster will be presented and reveal to who the people were.

List of names (or make up your own):

### CAMPAIGN NAMES

|                       |                 |                |
|-----------------------|-----------------|----------------|
| Justin Bieber         | Miley Cyrus     | Homer Simpson  |
| Spongebob Squarepants | Bugs Bunny      | Rosa Parks     |
| The teacher           | Shrek           | Ashton Kutcher |
| Lady GaGa             | Your mom or dad | Angelina Jolie |

# Activities: After the Play

## First Amendment Poster

Curriculum Connections: History and Art

Sources: [http://www.educationworld.com/a\\_lesson/00-2/lp2050.shtml](http://www.educationworld.com/a_lesson/00-2/lp2050.shtml)

### Objectives

- Students explain the meanings of the term freedom of speech
- Students explain the meanings of the term freedom of the press
- Students demonstrate creative thinking skills in creating a poster.

### Materials

- Poster board
- Markers
- Glue
- Construction paper
- Social studies book or explanation of first amendment

### Procedure

1. Read and discuss the First Amendment to the Bill of Rights with students
2. Ask students to explain the meanings of the terms freedom of speech and freedom of the press in their own words.
3. Write their definitions on the board.
4. Tell students that they are going to put their thoughts about freedom of the press and freedom of speech into pictures.
5. Have each student choose one of the terms and create a poster showing what that term means to him or her. Encourage students to use a variety of materials.

### Attachments

Bill of Rights : <http://www.loc.gov/rr/program/bib/ourdocs/billofrights.html>

The first amendment: <http://www.archives.gov/exhibits/charters/>

# “Rappin” It Up

Curriculum Connections: History

Sources: [http://theatreworksusa.org/show\\_detail.cfm?show=1515](http://theatreworksusa.org/show_detail.cfm?show=1515)

## Objectives

- Students will be able to summarize what they learned about the Preamble and other historic stuff that is addressed within the play.
- Students can integrate music and learning together.

## Materials

- Paper
- Writing utensil
- Possible beat/song to go along with rap

## Procedure

1. Before the class goes and sees *We the People* be sure to tell them to pay attention to what is happening.

Some Things to look for:

- The different music styles portrayed within the play.
  - *We the People* (Preamble)
  - The First Amendment
  - The Founding Fathers
  - Campaigning (ex: In the play Dawn Shapiro runs for Student Council President)
  - The branches of government
  - How a Bill becomes a Law, etc.
2. Then after the show have the students get in groups of 3 or 4 people and have them review things that they learned from the play.
    - For this you can use some sort of organizer (an example is attached; different topics may be added or taken away depending on what key points you want your students to remember)
    - Another way you can organize the students' ideas is to discuss as a class, while writing their ideas on the board (or have them post it note what they learned on the board like a KWL-know, want to know, learned) and then have each group take a topic to rap about.
  3. Once they have done that have the students start making it into a rap. Explain it is like the play and how they used different music styles to portray an idea.
  4. Give them the beat/song or have them choose a song to go along with. Examples:
    - <http://www.youtube.com/watch?v=qSA8LX0xNLg&feature=related>
    - <http://www.youtube.com/watch?v=tlt6R1KD4E0&feature=related>
    - <http://www.youtube.com/watch?v=mshBfyqEko&feature=related>
    - <http://www.youtube.com/watch?v=2tg17z0kBP8&feature=related>
    - <http://www.youtube.com/watch?v=Eqlyu5N8wwE&feature=related>
  5. Students can then share and perform it in front of the class.
  6. After as a class you can discuss what the overall theme seemed to be.

Names: \_\_\_\_\_

How A Bill Becomes a Law

The Branches of Government

The System of Checks and Balances

Electoral College

The Constitution

# Reflecting on the Performance

**Write a friendly letter** - As a way to reflect on the play, ask your students to write the Young Auditorium staff a letter. Our staff would love to hear what your students think about the Horizons productions they experience. For your convenience there is a letter template on the next page that is ready for you to reproduce for your students. This activity will provide your students with the opportunity to practice their writing skills by writing a critical evaluation of the Horizons performance for an authentic audience.

**Write a Review** - Create an idea map on the board by asking students to brainstorm everything they remember from the performance. The first part of this activity should be objective; remind students that they will be able to express their opinions when they write the review. Prompt students with the following questions: Was there music involved? If so, was it instrumental or what kinds of songs did they sing? In what different ways did the actors use their voices? What costumes did the actors wear? Did the actors wear masks? How did the different characters move? What did the set on the stage look like? What else can you remember?

- Instruct students to write a review that includes the following components:

- 1) A rating, out of five stars
- 2) One paragraph that objectively describes what you saw and heard at the performance
- 3) For each star in your rating, explain one thing you liked about the performance (e.g. a four star rating equals four things you liked about the show)
- 4) For each star under five, explain one thing you didn't like about the performance (e.g. a three star rating equals two things you didn't like about the show)
- 5) Use at least two of the new vocabulary words from this study guide or the performance in your review
- 6) Use the stages of the writing process to produce your review: pre-writing, draft, review, revise, edit
- 7) Publish your work by sending it to Young Auditorium! (Use the address on the letter template on the next page.) We would love to hear from you, and our education coordinator will write back!

**Create a Theatre Journal** - Download and reproduce the four *Theatre Journal* pages available on the Young Auditorium web site. [www.uww.edu/youngauditorium](http://www.uww.edu/youngauditorium) Copy the pages back-to-back and fold them down the middle into a booklet. There are a variety of writing and drawing activities to stimulate your students' imaginations before and after the play.



Young Auditorium  
Horizons School Matinee Series  
930 W. Main Street  
Whitewater, WI 53190

Dear Horizons:

My name is \_\_\_\_\_

I attend \_\_\_\_\_ School in \_\_\_\_\_ (city or town).

I just saw \_\_\_\_\_ (name of show).

I liked the performance because

My favorite part was when

One question that I have is

Signed

\_\_\_\_\_

# Wisconsin Model Academic Standards

The following academic standards are addressed in the activities that appear in the Horizons Educator's Resource Guide: We the People.

## **Unscramble the Preamble**

B.8.6 Analyze important political values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights

B.8.5 Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently

## **Classroom Constitution**

C.8.2 Identify, cite, and discuss important political documents, such as the Constitution, the Bill of Rights, and landmark decisions of the Supreme Court, and explain their function in the American political system

C.8.3 Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused

## **Founding Fathers**

Social Studies

B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used

B.8.7 Identify significant events and people in the major eras of United States and world history

## **Three Branches of Government**

Social Studies

C.8.4 Describe and explain how the federal system separates the powers of federal, state, and local governments in the United States, and how legislative, executive, and judicial powers are balanced at the federal level

## **Campaigning**

Political Science and Citizenship

C.8.6 Explain the role of political parties and interest groups in American politics

## **Vote for Me!**

Social Studies: C.8.7 Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate.

## **First Amendment Poster**

Social Studies

B.8.6-Analyze important political values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights

## **“Rappin” it Up**

Social Studies

B.8.7 Identify significant events and people in the major eras of United States and world history

C.8.2 Identify, cite, and discuss important political documents, such as the Constitution, the Bill of Rights, and landmark decisions of the Supreme Court, and explain their function in the American political system

# Theatre Vocabulary A-Z

**Act:** 1. To perform a role on stage; 2. One of the main divisions of a play or opera, i.e. Act I, Act II

**Actor:** Someone who performs a role on stage

**Applause:** To show approval by clapping the hands

**Apron:** The part of the stage that extends in front of the main curtain

**Audience:** Spectators that listen to or watch a performance

**Backstage:** The part of the stage and theater that the audience cannot see

**Balcony:** A platform inside of a building extending out over part of the main floor, as in a theatre

**Blackout:** A fast shutdown of lights to darkness

**Bow:** To bend the head, body or knee in acknowledgement

**Box Office:** Refers to the ticket office where people can buy tickets for a show

**Cast:** The group of actors or performers in a show

**Catwalk:** A walkway above the stage used to gain access to equipment

**Choreographer:** A person who arranges dances or other movements

**Company:** The cast, crew, and other staff associated with a show

**Costumes:** Clothes worn by the actors on stage

**Crew:** People that perform the technical tasks for a show

**Cue:** The signal for an actor or crew member to do an action

**Curtain Call:** At the end of a performance, the acknowledgement of applause by actors taking bows

**Dialogue:** The spoken text of a play, conversations between characters

**Director:** Person who guides the actors in the development of a show

**Downstage:** The part of the stage nearest to the audience

**Dress Rehearsals:** A full rehearsal in costume, to practice the show as it will be on show night

Dressing Rooms: Room in which actors change into their costumes and apply make-up

Equity: Short for American Actor's Equity Association, the trade union of actors, directors, designers and stage managers ([www.actorsequity.org](http://www.actorsequity.org))

Follow Spot: A hand operated lighting instrument that emits a high intensity beam of light used to follow an actor on stage

Front of House: Areas of the theatre in front of the proscenium arch, includes lobby areas open to the general public

Gel: Thin, transparent sheet of colored plastic used to color stage lights

Ghost Light: A light on a pole that is left on stage when nobody is there so the last person out and the first person in won't fall off the end of the stage in the dark

Green Room: Room close to the stage for the actors to meet and relax

House: 1. The audience inside the theatre; 2. The seating area inside the theatre

Intermission: A brief break between acts of a performance, usually ten to twenty minutes long

Load In/ Load Out: Process of moving a production in or out of the theatre

Matinee: A performance held in the daytime, especially in the afternoon

Musical: A play whose action and dialogue is interspersed with singing and dancing

Orchestra Pit: Sunken area immediately in front of the stage, intended to accommodate an orchestra

Props: Something other than scenery or costumes that is used in a performance, short for "properties"

Proscenium: The frame separating the stage from the audience

Rehearsal: A practice session in preparation for a public performance

Script: The text of a musical or play

Set: The complete stage setting for a scene or act

Sound Check: A thorough test of the sound system before a performance

Stage: the part of the theatre on which performances take place

Stage Manager: A person who is in charge of the stage and the related details of a performance

Stage Right/ Stage Left: The left and right of the stage from the point of view of the actor on stage looking at the audience

Theatre: A building or area for dramatic performances

Understudy: Someone who studies another actor's part in order to be his or her substitute in an emergency

Upstage: The part of the stage furthest from the audience

Usher: A person who guides audience members to their seats

Wardrobe: The general name for the costume department

Wings: The out of view area to the left and right sides of the stage

### A Lesson in Theatre Etiquette

A fun way to review theatre etiquette with your students is to have them compare appropriate dress and behavior for the theatre with other activities such as attending a concert, going to a movie, swimming at the beach, going to a sports game, or going to the mall with family or friends. Divide the class into groups and assign each group a different activity. Have the groups list the appropriate dress and behavior for their activity and why. The groups can then briefly role play their activity and present their ideas to the rest of the class. After all groups have presented, discuss how we behave differently for a live theater performance than we do for other activities (such as watching TV or a movie).

Print copies and review the "Courtesy Counts" sheet in this guide with your students.

# Courtesy Counts

Please share this information with your students . . . most children are unfamiliar with proper theatre behavior. Make sure you share these courtesies as a part of their experience, and be sure to select shows appropriate for their age & attention span. Have them use the rest room before the performance begins.

**Produce positive energy**...Watching a live theatre performance is very different from watching a movie or television show. A live presentation has not been pre-recorded with the mistakes edited out. The audience's behavior and reactions can either add or detract from a performance. Each audience member affects those around him/her as well as the performers. Concentrate on helping the performers by producing only positive energy!

**Find your seat**...An usher will show you where to sit. Walk slowly and talk quietly as you are seated.

**Keep it clean**...Gum, food, and beverages are not allowed in the theatre!

**Quiet on the set** . . . Young Auditorium is known for its excellent acoustics, so if you make a noise others will hear you (including the performers)! Please no talking, humming, unwrapping cough drops or candy, or foot tapping during the performance. Exceptions to this rule include shows that ask for audience participation. Applause and laughter are appreciated when appropriate.

**Unplug** . . . Turn off pagers, cell phones, cameras, and watch alarms during performances. Better yet, leave them at home or school!

**Only use your memory as a recording device** . . . Flash photography and video recording is not allowed during performances because the bursts of light are dangerous to the performers on stage and distracting to other patrons. Please keep recording equipment at home or school or conceal it in a jacket pocket or purse.

**Respect personal space** . . . Please keep feet on the floor, not on the seat or balcony rail in front of you. Shifting in your seat, wearing hats, or wandering in the aisles is extremely distracting to those around you; please stay in your seat until intermission or the final curtain.

# FOR YOUR INFORMATION

## (teachers & chaperones)

**PLACE:** All Horizons School Matinee Series performances will be held in Young Auditorium, on the UW-W campus. Musical Encounters concerts are held in the Light Recital Hall in the Greenhill Center of the Arts. You will be escorted from the auditorium to the recital hall if you are attending a concert.

**TIME:** The doors of the auditorium will be opened 30 minutes prior to curtain time. Please arrange your schedule so the buses will arrive with time for seating and a bathroom stop. Late arrivals will not be seated until there is an appropriate pause in the production.

**BUSES:** The east side of Lot 1 is reserved for buses that are staying for the duration of the Horizon's performance. Buses that are not staying will pull into Lot 2 and line up along the curb to drop off and pick up students. Please make sure that your bus driver receives the Bus Driver's Memo available on our web site.

**WHEELCHAIR:** All entrances are wheelchair accessible. If you have upper level seats, use the elevator. Main floor seats are on the same level as the lobby. Please inform us at least 4 weeks in advance if you need wheelchair seating or any other special accommodations.

**REST ROOM:** Main floor men's and women's rest rooms are located on each side of the auditorium. On the upper level, the women's rest room is on the south side and the men's rest room is on the north side of the building. Please try to limit your rest room visits to before or after the show.

**SEATING:** An auditorium escort has been assigned to your school. The escort will direct you to your seats. All seats are reserved; thus each group must adhere to the seating assignment and may use only the number of seats reserved. Please plan to have chaperones seated with the students under their supervision. Chaperones - please do not bring infants/babies to the school matinee performances.

After all the students and their respective chaperones have been seated, please settle in and remain seated during the entire show. No one should leave the hall until after the final curtain, except in the case of emergency. Leaving during the performance is exceedingly distracting for both the performers and members of the audience. If students must leave during the performance for any reason, re-entry into the auditorium will be allowed only when there is an appropriate pause in the program.

**CAMERAS/ RECORDERS AND CELL PHONES:** The use of cameras or recorders during any performance is strictly forbidden. Please do not bring them to the program. Cell phones must be turned off for the duration of the program. We encourage you to ask your students not to bring cell phones with them to the theatre.

FOOD, drinks, and chewing gum are not permitted in the auditorium.

EMERGENCY: Please contact the nearest usher in case of emergency.

LOST ARTICLES: Report lost articles to the house manager, or call 262-472-4444.

EXITING: Please disperse in an orderly manner. Teachers and chaperones have the responsibility of keeping their group together. Ushers are not assigned to oversee your exit from the building.

BUS PICK-UP: Your bus pick-up will be the same place as the drop-off.

LUNCH: Local fast food establishments and restaurants, as well as UW-W campus dining (262-472-1161) are happy to accommodate your group for lunch. Please make advanced arrangements to promote efficient service.

LUNCH SPACE: Schools may request a place to eat their bagged lunches. Young Auditorium can accommodate a very limited number of people eating lunch picnic-style seated on the floor. This must be scheduled in advance. You will receive an admission slip in the mail confirming lunch space, which you must bring along with your lunches.

We thank you, in advance, for cooperating in implementing these procedures, giving all audience members the opportunity to sit back, relax, and enjoy the show.

Thank you for coming – we appreciate having you as a part of the Horizons program!

SPECIAL NOTE: Please print the Bus Driver Memo/ Map from our web site and give it to your driver on the day of the show!

## Policies

Please note the following policies are in place to ensure enjoyment for all!

The house opens at least one-half hour before the curtain.

A seat must be purchased for everyone attending an event, including teachers, chaperones, and bus drivers.

Timing is everything . . . so don't be late! Performances begin at 10:00 a.m. and 12:30 p.m. so plan to arrive at the theater 30 minutes early.

Patrons arriving late are seated only when there is a suitable pause in the performance.

UW-Whitewater/ Young Auditorium  
930 W. Main Street  
Whitewater, WI 53190  
262-472-4444 (main office)  
262-472-4400 (fax)  
www.uww.edu/youngauditorium

Shannon Dozoryst  
Education and Outreach Coordinator  
262-472-1432 (office)  
262-472-4400 (fax)  
dozoryss@uww.edu  
www.uww.edu/youngauditorium/horizonsSeries.php

Staff:

Ken Kohberger, Director

Shannon Dozoryst, Education and Outreach Coordinator  
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Leslie LaMuro, Marketing Director  
Michael Morrissey, Audience Services Coordinator  
David Nees, Technical Director  
Ben Strand, Development Director

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#### **John F. Kennedy Center Partners in Education Program**

The Young Auditorium and School District of Janesville are members of the Partners in Education program of the John F. Kennedy Center for the Performing Arts, Washington D.C. Selected because of their demonstrated commitment to the improvement of education in and through the arts, the Partnership Team participates in collaborative efforts to make the arts integral to education. For more information, please visit <http://www.kennedy-center.org/education/partners/>.



NATIONAL  
ENDOWMENT  
FOR THE ARTS

A great nation  
deserves great art.



The Dorothy Remp Elmer  
Children's Arts Outreach Endowment

