Horizons School
Matinee Series
2008-09 Study Guide
Supplement

Four Score and
Seven Years Ago

Tuesday, January 20, 2009
10:00 a.m.
Grades 3-8

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This publication is a supplement of information and activities designed to complement ArtsPower’s Study Buddy for Fourscore and Seven Years Ago. Please access and print the Study Buddy from our website www.uww.edu/youngauditorium/HorizonsSeries.php

Written by Greg Gunning
and Kathleen Huber
Music and Lyrics by John Forster
Horizons School Matinee Series

Welcome to the 2008-09 Horizons School Matinee Series! We are pleased that you have chosen to bring your students to see great performances that enhance learning, fire imagination, and reinforce school curriculum in meaningful ways. We thank you, the educators and administrators, for expanding children’s minds each day, and sharing with them the joys of the performing arts!

This study guide has been designed to help you prepare your students by engaging them in before and after activities and giving them things to think about during the performance. Within the study 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 State Academic Standards are listed at the end of the guide. 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 feel free to select and/or adapt any of the material to best meet the needs of your particular group of students.

Thank you!

Shannon Dozoryst
Education and Outreach Coordinator

About ArtsPower National Touring Theatre

ArtsPower’s twofold mission is to provide young people, many for the very first time, with the unforgettable opportunity to experience the transporting power of outstanding theatre that entertains, stimulates, and educates; and to enhance “character education” among young people by creating theatre that fosters sound moral development, encourages self-expression, ignites the desire to read, and advances their development as productive members of society.

Celebrating its 23rd anniversary in 2008, ArtsPower is one of America’s preeminent nonprofit producers and presenters of professional, Actors’ Equity Association theatre for young and family audiences. With over 1,000 performances annually, ArtsPower has amassed an audience of nearly eight million people throughout 45 states.

Since our start in 1985, ArtsPower has created 24 original musicals and dramas, many of which are based on highly-respected books for young readers including: E.L. Konigsburg’s Newbery Medal-winning book, From the Mixed-Up Files of Mrs. Basil E. Frankweiler; Paula Danzinger’s Amber Brown Is Not a Crayon; and Patricia Reilly Giff’s Newbery Medal Honor Book, Lily’s Crossing, among others.

ArtsPower is led by Founding Co-Directors Gary W. Blackman and Mark A. Blackman. Greg Gunning serves as Artistic Director and resident playwright.
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. This season marks the Young Auditorium's 15th year of sensational performing arts programs 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 had 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.
Fourscore & Seven Years Ago

This production is recommended for students in grades 3-8.

The show is approximately 1 hour in length.

Curriculum Connections: History, Language Arts and Communication, Music, Relationships and Family, Multi-cultural, Values-based

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SYNOPSIS

Fourscore and Seven Years Ago is a moving and poignant musical production set in 1863 Gettysburg, Pennsylvania. North and South come face-to-face as Lemuel, a young runaway slave from Georgia, discovers that his struggle for freedom has just begun.

Through the Underground Railroad, Lemuel escapes from Georgia to Gettysburg. He is sheltered by and works as a clerk for Mrs. McIlheny, a Quaker widow who runs a small general store in the all-too-quiet town of Gettysburg. Although grateful to Mrs. McIlheny for protecting him, Lemuel is anxious to join up with the Union Army to help fight for his own freedom as well as that of his black brothers and sisters.

Lemuel’s intelligence, resourcefulness, sense of humor, and dedication to Mrs. McIlheny carry him through encounters with soldiers from both armies determined to confiscate badly needed military supplies from her store. His greatest challenge appears in the form of Private Jacob McLain, a young Confederate scout who is both Mrs. McIlheny’s nephew and a former neighbor of Lemuel.

In this charged atmosphere of war, both boys come to realize that, while they are different in many ways, they are nevertheless bound together by their common bond to Mrs. McIlheny. It is that bond that, in the end, forges a mutual feeling of respect and friendship between the boys.

Through these experiences, as well as witnessing the agony of the Battle of Gettysburg itself, Lemuel comes away with a more mature view of what the war between the states is all about. Inspired by the words of Abraham Lincoln’s Gettysburg Address, Lemuel must finally determine his own future in fighting for the values he so dearly cherishes: brotherhood and justice in a united country soon to become great.
Abraham Lincoln

Abraham Lincoln was born on February 12, 1809 in a log cabin near Hodgenville, Kentucky. He was the son of Thomas and Nancy Hanks Lincoln, and he was named for his paternal grandfather. Thomas Lincoln was a carpenter and farmer. Both of Lincoln's parents were members of a Baptist congregation which had separated from another church due to opposition to slavery.

When Abraham was seven-years-old, the family moved to southern Indiana. Abraham had gone to school briefly in Kentucky and did so again in Indiana. He attended school with his older sister, Sarah (his younger brother, Thomas, had died in infancy). In 1818 Nancy Hanks Lincoln died from a disease contracted from drinking the milk of cows that had grazed on poisonous snakeroot. Thomas Lincoln remarried the next year, and Abraham loved his new stepmother, Sarah Bush Johnston Lincoln. She brought three children of her own into the household.

As Abraham grew up, he loved to read and preferred learning to working in the fields. This led to a difficult relationship with his father who was just the opposite. Abraham was constantly borrowing books from the neighbors.

In 1828 Abraham's sister, who had married Aaron Grigsby in 1826, died in childbirth. Later in the year, Abraham made a flatboat trip to New Orleans. In 1830 the Lincolns moved west to Illinois.

The next year, Lincoln made a second flatboat trip to New Orleans. Afterwards he moved to New Salem, Illinois, where he lived until 1837. While there he worked at several jobs including operating a store, surveying, and serving as a postmaster. He impressed the residents with his character, wrestled the town bully, and earned the nickname “Honest Abe.” Lincoln, who stood nearly 6’4” and weighed about 180 pounds, saw brief service in the Black Hawk War, and he made an unsuccessful run for the Illinois legislature in 1832. He ran again in 1834, 1836, 1838, and 1840, and he won all four times. (Lincoln was a member of the Whig Party; he remained a Whig until 1856 when he became a Republican.) Additionally, he studied law in his spare time and became a lawyer in 1836. Stories that Lincoln had a romance with a pretty girl named Ann Rutledge may well be true. Sadly, Ann died in 1835.

In Springfield in 1839, Lincoln met Mary Todd. Three years later they were married and over the next 11 years they had four children: Robert, Edward, William, and Thomas. Lincoln became a successful attorney, and the family bought a home at the corner of Eighth and Jackson in 1844.

continued on next page
Abraham Lincoln

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In 1846, Lincoln ran for the United States House of Representatives and won. While in Washington, he became known for his opposition to the Mexican War and to slavery. He returned home after his term and resumed his law practice more seriously than ever. Early in 1851 Lincoln’s father died.

Lincoln’s declining interest in politics was renewed by the passage of the Kansas–Nebraska Act in 1854. He made and unsuccessful bid for the U.S. Senate but received some support for the Republican vice-presidential nomination in 1856. Also, in 1856 Lincoln gave his Lost Speech. He opposed the Dred Scott decision in 1857 and gave his famous “House Divided” Speech on June 16, 1858. Additionally, he engaged in a series of debates with Stephen A. Douglas in 1858. Lincoln was against the spread of slavery into the territories but was not an abolitionist. Douglas won the Senatorial race, but Lincoln gained national recognition. In 1860 he furthered his national reputation with a successful speech at the Cooper Institute in New York.

Although William Seward was the pre-convention favorite for the Republican presidential nomination in 1860, Lincoln won on the third ballot. With Hannibal Hamlin as his running mate, Lincoln was elected the 16th president on November 6, 1860, defeating Douglas, John Bell, and John C. Breckinridge.

In February of 1861 the Lincolns left by train for Washington, D.C. The president-elect was now wearing a beard at the suggestion of an 11-year-old girl. Lincoln was sworn in on March 4, 1861.

After Lincoln’s election, many Southern states, fearing Republican control in the government, seceded from the Union. Lincoln faced the greatest internal crisis of any U.S. president. After the fall of Ft. Sumter, Lincoln raised an army and decided to fight to save the Union from falling apart. Initially Lincoln anticipated a short conflict; he called for 75,000 volunteers to serve for three months. Despite enormous pressures, loss of life, battlefield setbacks, generals who weren’t ready to fight, assassination threats, etc., Lincoln stuck with this pro-Union policy for four long years of Civil War. On January 1, 1863, the Emancipation Proclamation went into effect. This was Lincoln’s declaration of freedom for all slaves in the areas of the Confederacy not under Union control. Also, on November 19, 1863, Lincoln gave his famous Gettysburg Address which dedicated the battlefield there to the soldiers who had perished. He called on the living to finish the task the dead soldiers had begun.

Lincoln’s domestic policies included support for the Homestead Act. This act allowed poor people in the East to obtain land in the West. Also, Lincoln signed legislation entitled the National Banking Act which established a national currency and provided for the creation of a network of national banks. In addition, he signed tariff legislation that offered protection to American industry and signed a bill that chartered the first transcontinental railroad. Lincoln’s foreign policy was geared toward preventing foreign intervention in the Civil War.

In 1864 Ulysses S. Grant was named general-in-chief of the armies of the United States. The South was slowly being worn down. Lincoln was reelected president with Andrew Johnson as his running mate. Lincoln defeated the Democrat George McClellan on November 8, 1864. On April 9, 1865, General Robert E. Lee surrendered to Grant. Two days later Lincoln addressed a crowd outside the White House. Among other things, he suggested he would support voting rights for certain blacks.

continued on the next page
Abraham Lincoln

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This infuriated a racist and Southern sympathizer who was in the audience: the actor John Wilkes Booth who hated everything the president stood for.

On Good Friday, April 14, 1865, the Lincolns attended a play entitled Our American Cousin at Ford’s Theatre. During the performance Booth arrived at the theater, entered the State Box from the rear, and shot the president in the back of his head at about 10:15 P.M. Lincoln was carried across the street to the Petersen House where he passed away the next day at 7:22 A.M. This was the first presidential assassination in American history, and the nation mourned its leader. His death was the result of the deep divisions and hatreds of the times. Lincoln’s body was taken to Springfield by train, and he was buried in the Lincoln Tomb in Oak Ridge Cemetery on May 4, 1865. Because of the assassination, Reconstruction took place without Lincoln’s guidance and leadership.

Abraham Lincoln is remembered for his vital role as the leader in preserving the Union during the Civil War and beginning the process that led to the end of slavery in the United States. He is also remembered for his character, his speeches and letters, and as a man of humble origins whose determination and perseverance led him to the nation’s highest office.
Lincoln made five handwritten copies. His second version was the one he actually delivered as we know it. The address contains less than 300 words in ten sentences. Lincoln chose these simple, noble words with such care that ever since that day, they have stirred the deepest feelings of Americans. Abraham Lincoln’s Gettysburg Address is engraved in stone within the great white Lincoln Memorial Building in Washington, D.C.

Four score and seven years ago, our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation, so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we do this. But in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember, what we say here; but it can never forget what they did here.

It is for us, the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us, that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom, and that the government of the people, by the people, and for the people shall not perish from earth.
INTERESTING FACTS

Causes of the War

Most historians agree that the causes of the Civil War were slavery, states' rights, economic issues, and territorial expansion. Of these causes, the most significant were slavery and states' rights, specifically the secession of the Confederacy from the Union.

While the North continued to industrialize through the 1800's, the South lived by agriculture and depended on slave labor to produce much of its staple crops: rice, sugar, tobacco, and most importantly, cotton. The slaves were a necessary cog in the industry and commerce of the South. Emancipation of slaves meant the loss of a great portion of the South's work force. When northern abolitionists demanded freedom for the slaves, the South resisted.

By 1860, four million blacks lived in the eleven Confederate states that seceded from the Union. Only five and half million whites lived in the Confederacy. Freeing the slaves would mean great social change as well as undermine the South's economic structure.

Soon after Abraham Lincoln was elected President of the United States in November, 1860, South Carolina brought down the Union flag and raised its own ensign, the Palmetto flag. On December 20, 1860, South Carolina became the first Confederate state to officially secede from the Union. By February, 1861, the Confederacy, comprising eleven Southern states, had drawn up its own constitution and elected Jefferson Davis its first president.

After the war began at Fort Sumter on April 12, 1861, President Lincoln proclaimed a blockade of Confederate ports from South Carolina to Texas. General Robert E. Lee of Virginia resigned from the Union Army, refusing Lincoln's offer to command its forces, and assumed his role as commander of the Confederate forces.

The Society of Friends, also known as the Quakers, was founded in 1652 by an Englishman named George Fox. Fox was dissatisfied with the church of his day, feeling that it simply observed rituals and had nothing to offer the people. He sought to establish a loosely organized group whose beliefs would be based on the Bible, and one that would show concern for the social injustices of the day.

The first Quakers came to America as missionaries in 1656. Here they faced many of the same hardships and persecutions they had found in England because of their religion. Although not large in number, the Quakers had great impact in establishing the New World. The colony of Pennsylvania was founded in 1682 by William Penn, as a haven for religious freedom.

The Quakers gave up slavery at an early date. Equality and the sacredness of human life were very important to them and they began to assist runaway slaves. Quaker Levi Coffin established the Underground Railroad, a series of Quaker homes that stretched from North Carolina to Indiana. In these homes, runaway slaves were given food and a place to sleep by day, so that they could travel by night. Coffin became known as the President of the Underground Railroad. Over a period of 20 years, he and his wife personally helped approximately 3,300 slaves escape. In all, it is estimated that between one and two thousand slaves a year reached freedom through the Underground Railroad from 1830 to 1860.
Have students assemble a time line of the key events in Abraham Lincoln's life. You will find a pattern for making a time line in the shape of Lincoln's stovepipe hat on the following page. Students can make the time line on their own, in groups, or as a class. To begin, make a photocopy of the pattern. (If you are making a class time line, you may want to enlarge the images to make a more prominent display.) Have your students cut apart the fact strips (below), then arrange them in chronological order on the hat pattern, beginning with Lincoln's birth on the bottom and ending with his death at the top. For older students, omit the dates from the fact strips and have them figure out the order of events through research and or reading the biography of Lincoln's life in this study guide. Have students double check the order of the dates/events before gluing the strips in place.
From the Wilderness to the White House
The Civil War was perhaps the greatest turning point in American History. The themes of slavery and power deeply divided the growing nation during the first half of the 19th century. The Civil War changed many things about the United States. It freed 4 million slaves and put civil rights on the national agenda for the first time; it strengthened the federal bureaucracy and increased the national debt; these United States became the United States under one strong, centralized government; the political balance of power shifted from the agricultural South to the industrialized North; the first income tax was collected; and millions of dollars worth of property was damaged. More importantly, when the war ended after four years, 625,000 soldiers and 50,000 civilians had died; 200,000 women had become widows; and 500,000 of the soldiers who returned home were wounded or crippled.

Critical Thinking Questions:

1. Where did slaves go when they were freed?

2. Why did the balance of power shift from the agricultural South to the industrialized North?

3. What do you think happened to the injured soldiers who returned home?

4. Do you think the Civil War could have been avoided?

Quickwrite

The purpose of a quickwrite is to engage students in an independent brainstorm activity that can then be shared and used to spark discussion with the entire class. Reproduce the activity sheet on the next page for students to use for their quickwrite about the Civil War. You should communicate the time limit to students before they begin. Following the quickwrite, do a pair-share so that each student may share his/her ideas with a classmate and add new information to his/her paper. This activity should be followed by a class discussion.
Civil War Quickwrite

Name _______________________________________

Directions: Using this paper only, write down everything you know about the Civil War. You will have five minutes to complete this activity. Your responses do not need to be complete sentences. A list will be acceptable. When you are finished, you will share these ideas with a classmate. You may add new information to the back of this sheet of paper after you have discussed your ideas with your classmate.
Directions: Choose one of the following images and jot down some notes and ideas about what you think is happening in the picture. Then use the activity sheet on the next page to use those ideas in an original short story. Don’t forget a beginning, middle, and end!

IMAGE #1

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IMAGE #2

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Picture Response

Name ______________________________________________

Directions: Use your notes and ideas about the Civil War picture from the previous page to write an original story. Don’t forget a beginning, middle, and end! Use the back of this paper, if you need more space.

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Letter Writing

Have students use the two templates on the following pages to practice their letter writing skills. In the first letter, students will write from the perspective of a soldier in the Civil War. In the second letter, students will write from the perspective of a soldier’s family member. As an alternative or additional activity, you may want to divide the class into two groups, soldiers and family members. Ask the soldier group to write letters home to their families, and ask the family member group to respond to the letters they receive.

Collage

Ask students to select their favorite character from the play. Create a character collage of this person using magazine pictures, images gathered online, and/or personal artwork. Students may choose to either represent the character’s physical attributes or personality through the collage. Be creative and do this on large sheets of poster board or butcher paper to display in the classroom.

Venn Diagrams

Use the Venn Diagrams in this guide to compare and contrast the ideas, beliefs, and behaviors of soldiers from the North with soldiers from the South. Then apply those ideas to compare and contrast two characters from the play.

Civil War WI

Discuss Wisconsin’s role in the Civil War. Use the Camp Randall handout and activity sheet to help students make connections between their Civil War studies and a local landmark. Ask students if they have ever been to Camp Randall. Take a field trip to Madison to visit Camp Randall, if possible.
Letter Template #1
Imagine that you are a soldier in the Civil War. State which side you are fighting for and write a letter to your family at home from that perspective.

Date ______________________

Dear ______________________,

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Love,

______________________________
Letter Template #2
Imagine that you are a family member of a soldier. Write an article for the editorial section of your local newspaper stating your position on the war.

Date ______________________

Dear ______________________,

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Love,

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Young Auditorium Study Guide: Fourscore and Seven Years Ago
Venn Diagram #1 - Compare and contrast the soldiers from the north with the soldiers from the south during the Civil War. Think about their beliefs and behaviors.
Venn Diagram #2 - Compare and contrast the characters of Sergeant Hitchborne and General Pickett. (Hint: Use ideas from your Venn diagrams about soldiers from the North and South.)
Camp Randall

When news that Ft. Sumter had surrendered to South Carolina reached Wisconsin on April 14, 1861 emotionally charged citizens rallied around the Union flag and called for an end to the secessionist movement. President Lincoln called for 75,000 men to stop the insurrection, and Wisconsin Governor Alexander Randall immediately began asking for volunteers to organize into companies and report for duty. The response was immediate and plentiful, with more volunteers coming forward than could initially be used. Despite Governor Randall’s lobbying, the U.S. War Department would accept no more than a single regiment of 10 companies from Wisconsin with 78 men in each. Sensing the urgency and predicting a longer war, Governor Randall set up a training ground for troops in Madison. The training ground was located on the land used by the State Agricultural Society for fairgrounds. It consisted of 53½ acres and extended from University Avenue to Monroe Street, between Terrace and Randall Avenue. Because the camp was the center for war activities in Wisconsin, more than 70,000 men traveled from around the state to train there. While at camp they spent their time drilling, composing letters, reading, singing songs, complaining about the food, and trying to remain healthy. All the while they were trying to escape the boredom of waiting to see some “real” action in the South. After the Civil War, the land was used once again as fairgrounds. Later, when the state fair moved to Milwaukee and the land was in danger of being subdivided and sold, the state purchased the land, and the University of Wisconsin used it as a park and athletic facilities.

Alexander Williams Randall (October 31, 1819 – July 26, 1872) was a lawyer, judge and politician from Wisconsin. He served as Governor of Wisconsin from 1858 until 1861. He was instrumental in raising and organizing the first Wisconsin volunteer troops for the Union Army during the American Civil War.
Standing at the Memorial Arch is now a monument of an old man and a young boy dressed in military gear. Why do you think these soldiers were chosen to memorialize Camp Randall? What do you think those soldiers represent?

I think…

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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 the write the review. Prompt students with the following questions: What kinds of songs did they sing? In what different ways did the actors use their voices? What costumes did the actors wear? 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 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/HorizonsSeries.php](http://www.uww.edu/youngauditorium/HorizonsSeries.php) 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.
Dear Horizons:

My name is

I liked the play because

My favorite part was when

One question that I have is:

Signed:

______________________________
(your signature)
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 is out of sight to the audience

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 making 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)

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 or 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 study guide with your students.
Courtesies Count

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 restroom 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 performer. Concentrate on helping the performer 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... Chewing gum is 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, candy, or foot tapping during the performance. Exceptions to this rule include shows that ask for audience participation. Applause and laughter are appreciated and appropriate.

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

Respect personal space... Please keep feet on the floor, not on the seat or balcony 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.
BOOKS
A list of related books, alphabetical by author


WEBSITES
Disclaimer: It is the sole responsibility of the teacher to verify website facts and determine appropriate content of websites.

Lesson Plans

Engaging Students in a Collaborative Exploration of the Gettysburg Address
www.readwritethink.org/lessons/lesson_view_printer_friendly.asp?id=888

National Park Service: Portrait of a Soldier
www.nps.gov/archive/pete/mahan/portraitlesson.html

PBS: Civil War Letters
www.pbs.org/civilwar/classroom/lesson_letters.html

Pictures

The National Archives: Pictures of The Civil War
www.archives.gov/research/civil-war/photos

Civil War Reenactors in Wisconsin

Civil War Preservation Trust: Classroom Visitors
www.civilwar.org/historyclassroom/hc_classvisitors.php

Connections to Wisconsin History

Camp Randall Lesson Plan
Language Arts
A.4.2/A.8.2 Read, interpret, and critically analyze literature
B.4.1/B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes

Social Studies
B.4.1/B.8.1 Identify and examine various sources of information that are used for constructing an understanding of the past: textbooks, photos, paintings, architecture, oral presentations, graphs, and charts
B.4.2/B.8.2 Employ cause and effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history
B.4.3/B.8.3 Examine information to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationships to important historical events
B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians
B.4.5/B.8.5 Identify and use historical evidence to determine and support political values such as freedom, democracy, and justice
B.4.7/B.8.7 Identify significant events and people in Wisconsin and the major eras of United States and world history
B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations

Theatre Education
A.4.1/A.8.1 Attend a live theatrical performance and be able to analyze, evaluate, and create personal meaning from the experience through small group discussion.
C.8.3 Discuss the cultural/historical importance of a play through group discussion or written work.
FOR YOUR INFORMATION
(teachers & chaperones)

PLACE: All Horizons School Matinee Series performances will be held in Young Auditorium, on the UW-W campus.

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 unload (and pick up) their students. Please make sure that your bus driver receives the Bus Driver’s Memo.

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.

RESTROOM: Main floor men’s and women’s restrooms are located on each side of the auditorium. On the upper level, the women’s restroom is on the south side and the men’s restroom is on the north side of the building. Please try to limit your restroom 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 performance.

After all the students and 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 bag 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 in the closest available seats at 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
Coordinator of Education and Outreach
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www.uww.edu/youngauditorium/horizonsSeries.php

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The Dorothy Remp Elmer
Children’s Arts Outreach Endowment