

2016-2017

DISCOVERY



Resource Guide

We the People



Produced by Theatreworks USA
Book by Joe Iconis
Directed & Choreographed by Michele Lynch
Music Direction by Miriam Daly
Musical Numbers by Brad Alexander & Kevin Del Aguila,
Eli Bolin & Sam Forman, Joe Iconis, Tommy Newman,
Ryan Scott Oliver, Adam Overett, Erik Weiner,
Mark Weiner & Jordan Allen-Dutton

NOVEMBER 7, 2016
9:30 & 11:30 A.M. • VICTORIA THEATRE

The Frank M. *Cait* FOUNDATION
Discovery Series

**VICTORIA
THEATRE**
ASSOCIATION
www.victoriatheatre.com

Welcome to the 2016-2017 Frank M. Tait Foundation Discovery Series at Victoria Theatre Association. We are very excited to be your education partner in providing professional arts experiences to you and your students!

How appropriate that in the 2016 election year, and with Ohio's rich history with Presidential elections, students here in Dayton can experience an inspiring lesson about how the three branches of our government work together, how the Constitution and Bill of Rights connect all citizens, what the Electoral College is, and most importantly that students can participate in our amazing government to help make their community a better place. Plus, the Founding Fathers make a real cool band!

The information and activities in this resource guide have been carefully crafted to help you and your students explore the many ways a live theatre experience can open up learning opportunities. Grade level icons will help you determine which activities are good for students, too. And don't forget to take advantage of the local resources listed inside to extend the play-going experience and make even more curricular connections for you and your students. Thank you again and welcome!



Gary Minyard
*Vice President of
 Education & Engagement*

You will find these icons listed in the resource guide next to the activities that indicate curricular connections. Teachers and parents are encouraged to adapt all of the activities included in an appropriate way for your students' age and abilities. WE THE PEOPLE fulfills the following Ohio and National Education Standards and Benchmarks for Grades 4-8:



English/ Language Arts Standards

- Grade 4** – CCSS.ELA-Literacy.RL.4.2, CCSS.ELA-Literacy.RL.4.3, CCSS.ELA-Literacy.RL.4.4, CCSS.ELA-Literacy.RL.4.5, CCSS.ELA-Literacy.RL.4.6, CCSS.ELA-Literacy.RL.4.7, CCSS.ELA-Literacy.RL.4.9
- Grade 5** – CCSS.ELA-Literacy.RL.5.2, CCSS.ELA-Literacy.RL.5.3, CCSS.ELA-Literacy.RL.5.4, CCSS.ELA-Literacy.RL.5.5, CCSS.ELA-Literacy.RL.5.6, CCSS.ELA-Literacy.RL.5.7
- Grade 6** – CCSS.ELA-Literacy.RL.6.3, CCSS.ELA-Literacy.RL.6.4, CCSS.ELA-Literacy.6.5, CCSS.ELA-Literacy.6.6, CCSS.ELA-Literacy.RL.6.7
- Grade 7** – CCSS.ELA-Literacy.RL.7.3, CCSS.ELA-Literacy.RL.7.4, CCSS.ELA-Literacy.7.5, CCSS.ELA-Literacy.RL.7.6, CCSS.ELA-Literacy.RL.7.9
- Grade 8** – CCSS.ELA-Literacy.RL.8.2, CCSS.ELA-Literacy.RL.8.3, CCSS.ELA-Literacy.RL.8.6, CCSS.ELA-Literacy.RL.8.9

Ohio's New Learning Standards for Social Studies

- Historical Thinking and Skills (Grades 4-8)
- Civic Participation and Skills (Grades 4-8)
- U. S. Studies 1492-1877 (Grade 8)

National Core Arts Theatre Standards:

- Grade 4** – TH:Re7.1.4, TH:Cn10.1.4, TH:Cn11.1.4, TH:Cn11.2.4
- Grade 5** – TH:Re7.1.5, TH:Cn10.1.5, TH:Cn11.1.5, TH:Cn11.2.5
- Grade 6** – TH:Re7.1.6, TH:Cn10.1.6, TH:Cn11.1.6, TH:Cn11.2.6
- Grade 7** – TH:Re7.1.7, TH:Cn10.1.7, TH:Cn11.1.7, TH:Cn11.2.7
- Grade 8** – TH:Re.7.1.8, TH:Cn10.1.8, TH:Cn11.1.8, TH:Cn11.2.8

This resource guide was created by Amy Handra. All activities are available for distribution and use in the classroom or at home.

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About the Play

WE THE PEOPLE

Dawn Shapiro is running for Student Council, but she is having a hard time getting her act together. Her speech is supposed to answer the question, “What Does My Government Mean To Me?” but Dawn doesn’t have a clue how to answer. Suddenly, with a crash of the symbols and a roll of the drums, appear the “Founding Fathers” —George Washington, John Adams, Thomas Jefferson, and Benjamin Franklin—looking like the funkiest rock band ever, wigs and all. The “Founding Fathers” teach Dawn what she needs to understand her government, including lessons on:



The Constitution

The Bill of Rights

The branches of government

The Congress

How a bill becomes law

The Supreme Court

The systems of checks and balances

The Electoral College

Ohio Spotlight



Ulysses S. Grant



William Howard Taft



Did you know that historically Ohio is one of the most important states that determines who will be elected President of the United States? In fact, since 1944, Ohio has only sided with the losing candidate for President once—choosing Richard Nixon over John F. Kennedy in 1960. Ohio is classified as a “battleground” or “swing” state because it is a state in which its residents are equally split between Democrats and Republicans.

The state of Ohio is also tied with the state of Virginia for producing the most Commanders in Chief—a whopping 8! Presidents with deep roots in the Buckeye State include: William Henry Harrison, Ulysses S. Grant, Rutherford Hayes, James Garfield, Benjamin Harrison, William McKinley, William Howard Taft and Warren Harding. The homes of many of these former Presidents are official historical landmarks and are open to tour today.

For more information, please visit <http://www.ourwhitehouse.org/fieldguidestate.html>.



COMPREHENSION

Important Vocabulary to Know

ENGLISH/
LANGUAGE
ARTS

SOCIAL
STUDIES

All
GRADES

Constitution (noun): The system of beliefs and laws by which a country, state, or organization is governed.

Revolution (noun): A forcible overthrow of a government or social order in favor of a new system.

Democracy (noun): A form of government in which people choose leaders by voting.

Amend (verb): To change and improve.

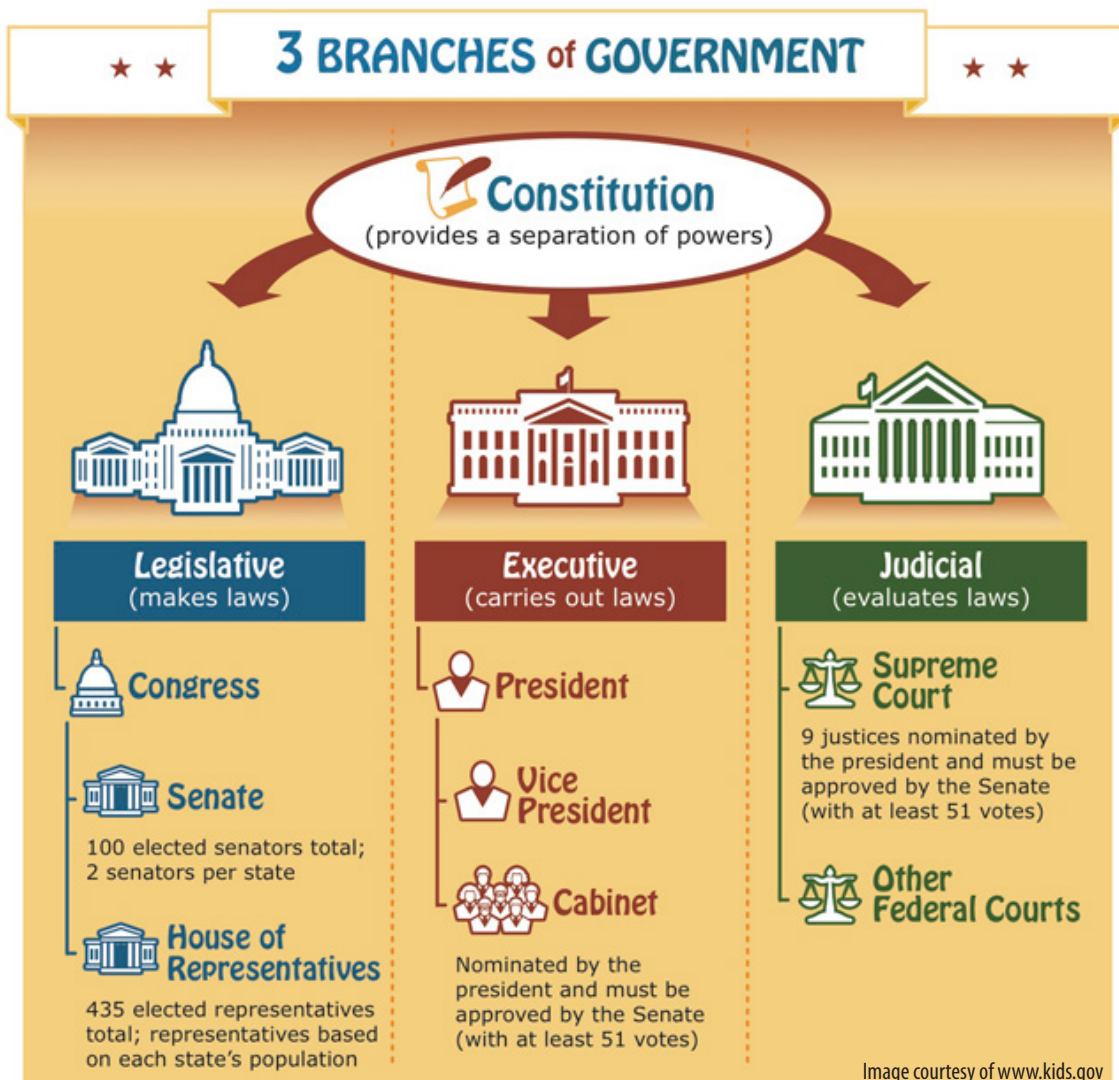
Amendment (noun): A change in the words or meaning of a law or document (such as The Constitution).

Bill (noun): A draft of a law presented to a legislature for enactment.

The Bill of Rights (noun): The first ten Amendments to the U.S. Constitution.



www.meriam-webster.com



COMPREHENSION

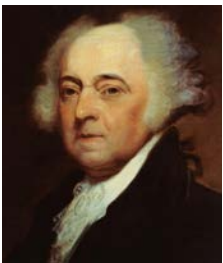
Meet the "Founding Fathers"

SOCIAL
STUDIES



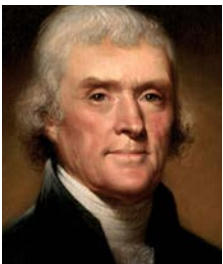
George Washington (1732-1799)

- First President of the United States of America (1789-1797)
- In 1775, he was commissioned as the general and commander-in-chief of the Continental Army
- The only President to have been unanimously elected by the Electoral College
- Began the tradition of nominating a Cabinet of advisors for the Presidency
- He was the President of the Constitutional Congress and was the first to sign the Constitution
- Washington's presidency established the U.S. Navy, established our official currency, created the State Department, and created the Supreme Court



John Adams (1735-1826)

- Second President of the United States of America (1797-1801)
- First Vice President under George Washington (1789-1797)
- Helped Thomas Jefferson write the Declaration of Independence
- Massachusetts's delegate to the First and Second Continental Congress
- Instrumental in shaping our current judicial system
- Founding Member of the American Academy of Arts and Sciences in 1780



Thomas Jefferson (1743-1826)

- Third President of the United States of America (1801-1809)
- Vice President under John Adams (1797-1801)
- Principal author of the Declaration of Independence, writing the first draft in 17 days
- Served as the first U.S. Secretary of State under George Washington
- Made the Louisiana Purchase, effectively doubling the size of the United States
- Founded the Library of Congress in 1815



Benjamin Franklin (1706-1790)

- Renowned Author, Scientist, Politician, and Inventor
- Helped draft the Declaration of Independence
- First U.S. Ambassador to France and secured crucial French assistance in fighting against Great Britain during the American Revolution
- Invented many things, including the lightning rod, bifocal lenses, and swimming fins
- The first Postmaster General of the United States

Classroom Activity

SOCIAL
STUDIES

ARTS

Below are four additional Founding Fathers who also made significant contributions to America's fight for independence and the development of our democracy. Can you discover 5 facts about each of them? Have you noticed any similarities? Differences?

Alexander Hamilton

James Madison

James Monroe

John Jay

COMPREHENSION

Understanding Our Democracy



It is difficult to pinpoint exactly when America's democracy began because there were many events in our history that helped shape our nation. The push to democracy began with The Revolutionary War against Great Britain, and continued with the ratification of the Constitution, and the addition of the Bill of Rights, but there were many other events that made significant contributions toward our nation's democracy.

SIGNIFICANT EVENTS IN THE FORMATION OF OUR DEMOCRACY

- 1628**
- The Petition of Right, a statement of grievances regarding recent legal reforms, is demanded of Great Britain's King Charles I by Parliament. The Petition of Right expresses many of the ideals that later motivate the leaders of the American Revolution.



The Signing of the Declaration of Independence
Photo courtesy of www.americaslibrary.gov

- 1774**
- The Declaration of Colonial Rights—an early form of the Bill of Rights—is presented to the British Congress by the First Continental Congress of the United States in response to the unfair tax policies under the Stamp Act of 1765.

- 1775**
- The Revolutionary War against Great Britain begins.

- 1776**
- The Declaration of Independence is written and approved by the Second Continental Congress.
 - On July 4th, Congress adopts the Declaration of Independence, breaking all political ties with Great Britain and forming a new nation called the United States of America.



Revolutionary War
Photo courtesy of www.history.com

- 1787**
- The U. S. Constitution is written at the Constitutional Convention in Philadelphia. To pass it must be ratified by 9 of the 13 states.
 - The Federalists, Alexander Hamilton, James Madison and John Jay, begin to publish a series of essays that make the case for ratification.

- 1789**
- George Washington is elected the first U. S. President
 - On March 4th, the first Congress meets in New York City.

- 1791**
- The Bill of Rights—consisting of the first 10 amendments to the Constitution—goes into effect on December 15th.

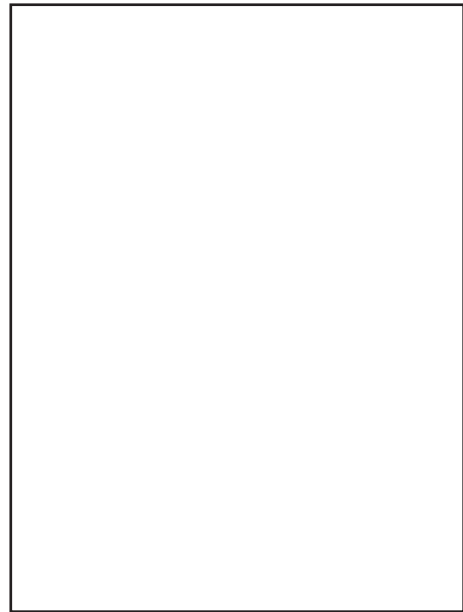
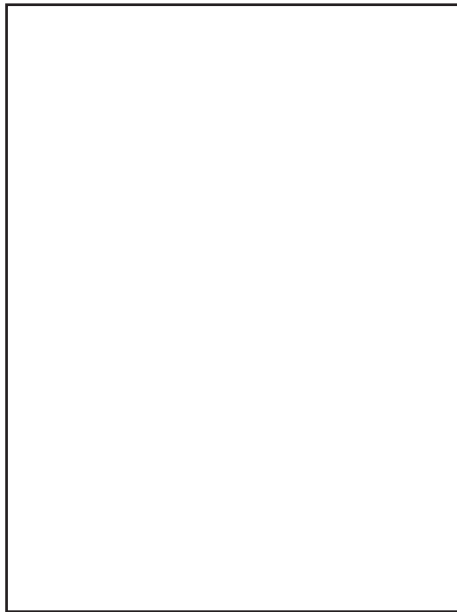
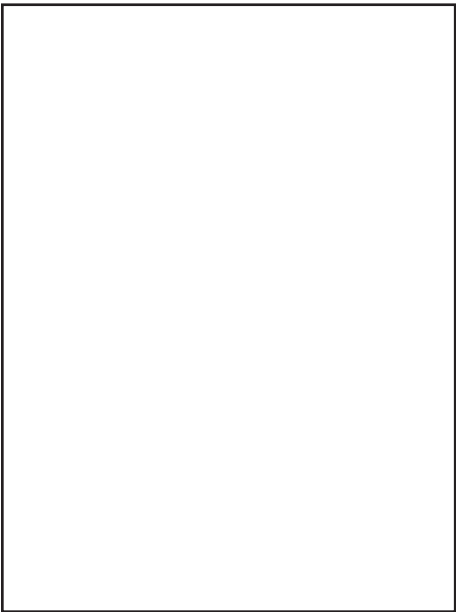


COMPREHENSION

Be an Eye-Witness Reporter!

Name: _____

Choose one of the events on the previous page. Write a news story documenting the event—WHAT happened? WHO was there? WHEN did it occur? WHY is it important? Include re-creation drawings, images, or photos to help you tell your story.



Classroom Activity: CREATE YOUR OWN BILL!

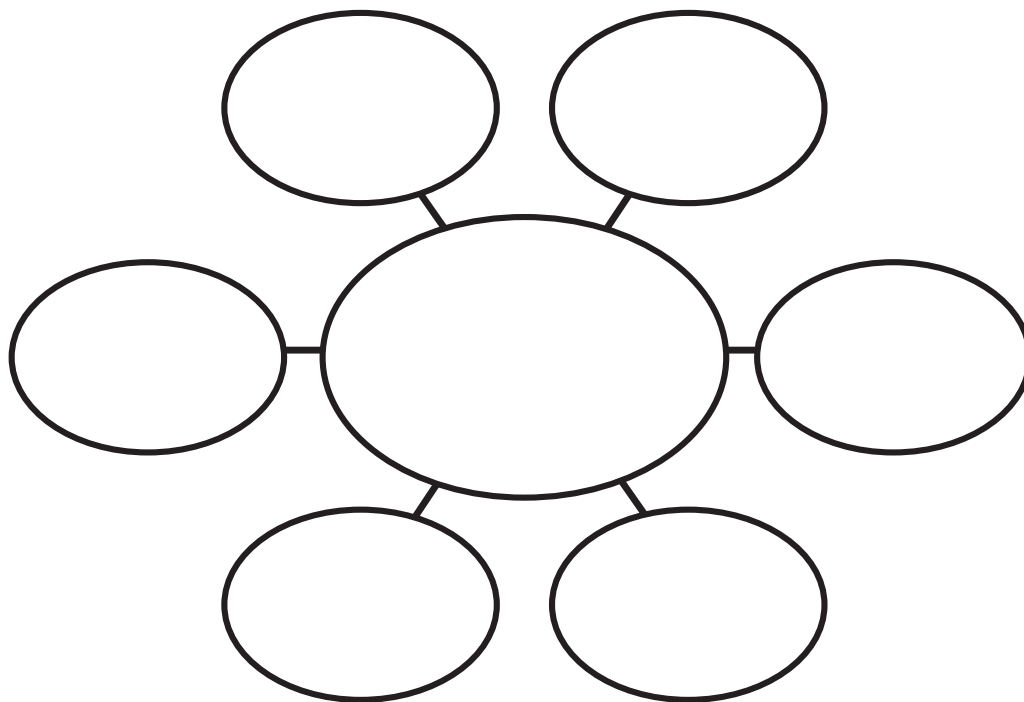
SOCIAL
STUDIES

ENGLISH/
LANGUAGE
ARTS



STEP ONE: BRAINSTORM

In small groups, identify ways to improve your school, community, state, or nation.



STEP TWO: NARROW THE FIELD

Pick ONE improvement from your list that all agree needs to be addressed.

A large, empty rounded rectangle intended for students to write their chosen improvement.

CONNECTION

Classroom Activity: CREATE YOUR OWN BILL!

SOCIAL
STUDIES

ENGLISH/
LANGUAGE
ARTS

All
GRADES

STEP THREE: WRITE A BILL

Using the list below, write a bill that addresses the improvement that your group has identified.

A Bill consists of four main parts: the **PURPOSE**, the **PREAMBLE** (an explanation of why you want to create the bill), the **ORGANIZATION** (the group bringing forth the bill), the **BODY** (in which you explain the rules and consequences of your bill.)

PURPOSE

An ACT to _____

PREAMBLE

WHEREAS, _____, and

WHEREAS, _____, therefore

ORGANIZATION

BE IT ENACTED BY THE _____ :

BODY

Section 1. _____

Section 2. _____

Section 3. _____

Section 4. This act shall take effect _____
Today's Date

CONNECTION

Classroom Activity: CREATE YOUR OWN BILL!

SOCIAL
STUDIES

ENGLISH/
LANGUAGE
ARTS

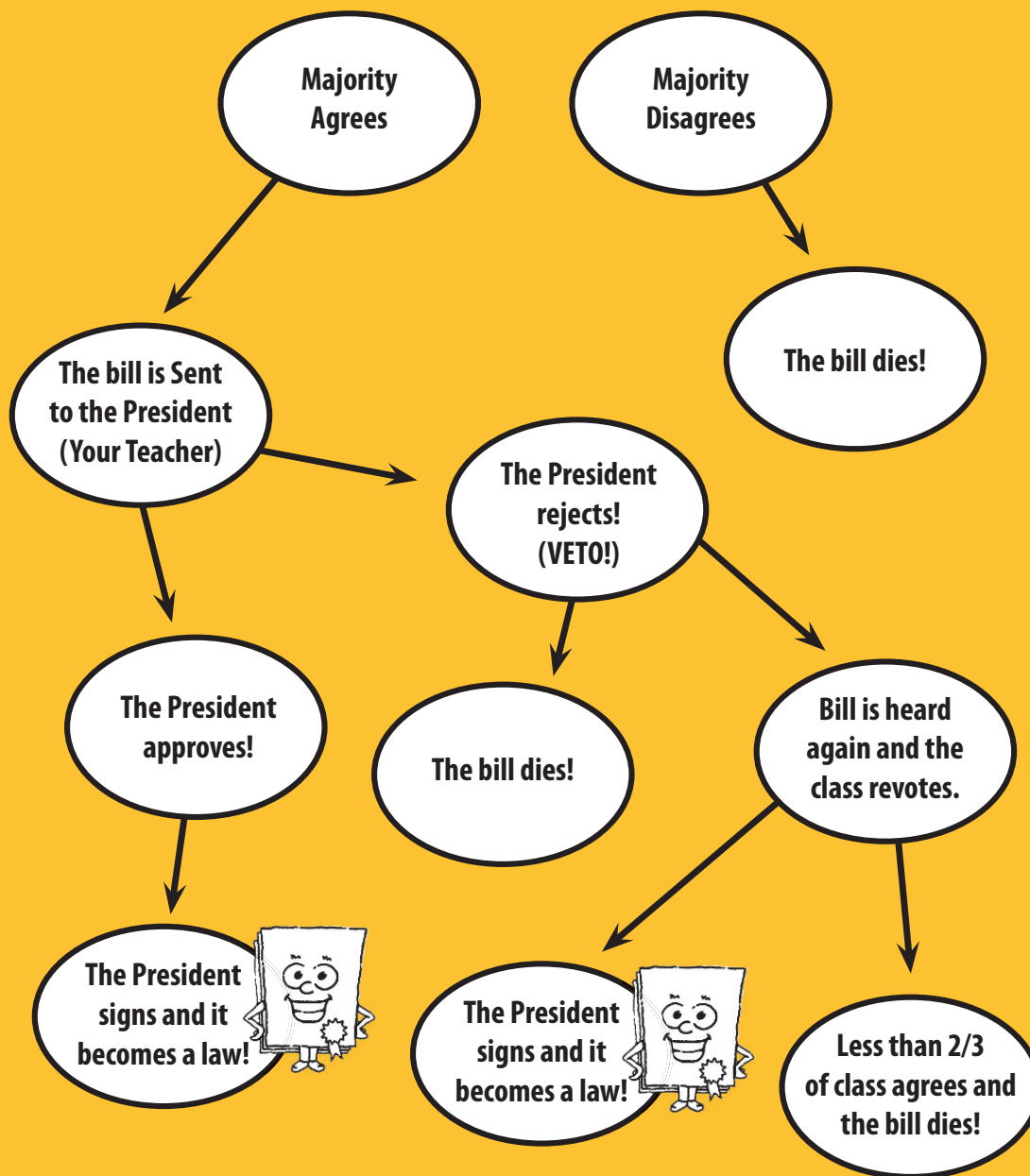


STEP FOUR: PRESENT THE BILL

Present the bill to Congress (your class). Answer any specific questions that Congress (your class) may have about your bill.

STEP FIVE: VOTE ON THE BILL

Now it's time to vote! See the following chart below to determine your bill's fate.



CONNECTION

Time To Vote!

When you turn 18 years old, you are legally allowed to vote in the United States of America. Over 10,000 Americans turn 18 each day. That means when you turn 18, you will join over 3 million newly eligible voters. Unfortunately, only half of eligible U.S. voters actually vote. So, when you turn 18, make sure your voice is heard by voting.

Voting in Ohio:

Easy as...

123...

1 Register to Vote

In the state of Ohio, a citizen determines eligibility to vote by answering these questions?

- Are you a U. S. Citizen?
- Are you at least 18 years old?
- Have you been a resident of the State of Ohio for at least 30 days?
- Are you currently incarcerated or have you ever been convicted of a felony?
- Have you been declared mentally incompetent to vote by a court?

If you answered "YES" to questions 1-3 and "NO" to questions 4-5, you can register to vote online at:

<https://ohio.gov/government/elections/>

2 Select Which Voting Option Works Best for You

In the state of Ohio, there are three ways in which you can vote.

Option 1: Vote by Mail

- Drop it off at your local board of elections, or
- Return it by mail

Option 2: Vote early in-person

- You may vote early by visiting your County Board of Elections office
- Early voting for the November 2016 election begins October 12th

Option 3: Vote on Election Day

- Election Day is Tuesday, November 8th 2016
- Polls in Ohio are open from 6:30 a.m. to 7:30 p.m.
- Check www.MyOhioVote.com for your correct polling location

3 Get Out and Vote!

In the state of Ohio, you must present a valid photo ID in order to cast your ballot.

Some Acceptable Forms of ID Include:

- Ohio driver's license or state ID card
- U.S. Military ID
- Unexpired government ID



CONNECTION

Did You Know?

Rock the Vote is the largest non-profit and non-partisan organization in the United States driving the youth vote to the polls. For more than 25 years, Rock the Vote has revolutionized the way we use pop culture, music, art and technology to inspire political activity. The organization has pioneered ways to make voting easier for young adults by simplifying and demystifying voter registration and elections. For more information, visit: <http://www.rockthevote.com/>.



Cast Your Ballot

SOCIAL
STUDIES



Ballot (noun): a slip or sheet of paper on which a voter marks his or her vote.

Now it's your turn to exercise your voting rights and make your voice heard. This ballot asks you to consider some key issues and cast your vote.

YES

NO

- | | | |
|-----------------------|---|-----------------------|
| <input type="radio"/> | Election Day is to be a National Holiday. | <input type="radio"/> |
| <input type="radio"/> | School is to be held year-round. | <input type="radio"/> |
| <input type="radio"/> | Recess is to be phased out starting in 4th grade. | <input type="radio"/> |
| <input type="radio"/> | The minimum driving age is to be raised to 18. | <input type="radio"/> |
| <input type="radio"/> | All schools will require uniforms. | <input type="radio"/> |
| <input type="radio"/> | All citizens are required to serve in the military or other social service organization for 1 year. | <input type="radio"/> |
| <input type="radio"/> | Students have to pass a test in order to graduate from high school. | <input type="radio"/> |
| <input type="radio"/> | The Internet is free to everyone. | <input type="radio"/> |

Follow-Up Activity

SOCIAL
STUDIES

ARTS

Collect the ballots and tally. Discuss the results and the issues raised by each item on the ballot. Can your classroom create it's own ballot based on the previous brainstorming activity?

CONNECTION

Symbols of Revolution



Throughout history, people all over the world have felt oppression by ruling governments. Even today, people are fighting to regain their basic human rights. The fights often lead to revolution.

A symbol of revolution is often used to unite people to a cause. This symbol is usually **simple, bold, and heartfelt**, and seeks to create a response in those who see it, and to incite action in those who are moved by it.

Propaganda (noun): a form of biased communication, aimed at promoting or demoting certain views, perceptions or agendas.

Sometimes this symbol is used as a propaganda tool to move people into supporting or rallying against certain political movement or beliefs.

Source: www.meriam-webster.com



Clenched Fist

The symbol of the clenched or raised fist has often been used by groups. It was first seen in a 1917 propaganda cartoon produced by the Industrial Workers of the World, a revolutionary U.S. trade union. It was made famous during the Spanish Civil War (1936-1939) as a symbol of anti-fascism, and has since been used by groups including the Black Panther Party, loyalists in Northern Ireland, and the Women's Liberation Movement.



Peace Symbol

The Peace Symbol, designed by Gerald Holtom, is one of the most widely known symbols in the world. It was first used in Great Britain in 1958 as the logo of the Campaign for Nuclear Disarmament. Since then, it has been used by peace activists around the world to protest wars, to call for environmental protection, and a symbol of non-violent resistance.



Uncle Sam

"Uncle Sam" was first created by James Montgomery Flagg and published as the cover for the July 6, 1916, issue of Leslie's Weekly with the title "What Are You Doing for Preparedness?" It went on to become one of the most popular symbols of American patriotism and American service. It was used as a recruitment tool during both World War I and World War II, and has remained an iconic American image since its inception.

Create Your Own Symbol

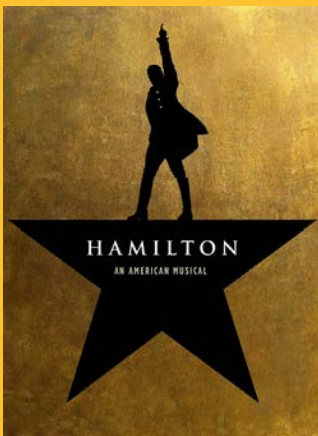


Using the Bill created earlier in this resource guide, create a visual symbol to represent your bill and to serve as propaganda tool that you can use to convince classmates to support your bill.

A word of caution: many shapes and symbols are considered sacred or elicit very strong emotions. As you design your image, have others view it to offer their feedback. Remember the best images are **simple**, **bold**, and **heartfelt**.



Spotlight on Broadway



HAMILTON: AN AMERICAN MUSICAL

Who would've thought that a musical about our Founding Fathers would become a worldwide sensation with an average ticket price of \$1,000 per seat? Rooted in hip-hop, Lin Manuel-Miranda's musical, HAMILTON, explores the life of Founding Father, Alexander Hamilton. From his early beginnings as a poor orphan, to his rise to prominence as an important revolutionary and promoter of the U.S. Constitution, HAMILTON uses contemporary lyrics and music to explore the history of the American Revolution in a fresh and original way. For more information, visit <http://www.hamiltonbroadway.com/>.

CREATIVITY

Songs of America

Written for the 1942 movie musical of the same title, "Yankee Doodle Dandee" is a song filled with American symbols. Using what you learned from the show and throughout this resource guide read the lyrics and see if you can identify the American symbols.

"Yankee Doodle Dandy"

*I'm a Yankee Doodle Dandy
A Yankee Doodle, do or die
A real live nephew of my Uncle Sam
Born on the Fourth of July*

*I've got a Yankee Doodle sweetheart
She's my Yankee Doodle joy
Yankee Doodle came to London
Just to ride the ponies
I am the Yankee Doodle Boy*



Like "Yankee Doodle Dandy" many songs have been written about America and its history. These songs, like America, represent the diversity and variety of our country and include pop, rock, rap, hip-hop, bluegrass, classical, blues, and jazz.

Classroom Activity

WRITE YOUR OWN SONG! Select one of the historical topics explored in *WE THE PEOPLE* and write your own song using the melody of "Yankee Doodle Dandy." If you are unfamiliar with that song, you can listen to it **HERE: <https://www.youtube.com/watch?v=StDpLge ITM>**.

Resources for Students & Teachers

PUBLICATIONS FOR STUDENTS:

Founding Brothers: The Revolutionary Generation, Written by Joseph J. Ellis. Vintage Books, A Division of Random House: 2000.

The Declaration of Independence: The Words that Made America, Written by Sam Fink. Scholastic: 2002.

Unite or Die: How Thirteen States Became a Nation, Written by Jacqueline Jules. Illustrated by Jef Czekaj. Charlesbridge Publishing: 2009.

PUBLICATIONS FOR TEACHERS AND PARENTS:

1776, Written by David McCullough. Simon & Schuster: 2005.

Alexander Hamilton, Written by Ron Chernow. Penguin: 2005.

Theatre for Change: Education, Social Action, and Therapy, Written by Robert Landy and David T. Montgomery. Palgrave Macmillan: 2012.

WEBSITES FOR TEACHERS AND STUDENTS:

www.smithsonianeducation.org; The Smithsonian's educational website provides students with a place for kids to explore, discover, and learn.

www.kidsvotingoh.org; From simple lessons about democracy, to hands-on voting experiences, to working as election officials, Kids Voting is where civics starts.

www.archives.gov/exhibits/charters; Information and images on several important historical American documents including the Declaration of Independence, Constitution, and Bill of Rights.

www.gilderlehrman.org; Promotes interest in history through lectures, exhibitions, teacher seminars, prizes and fellowships, and electronic resources including access to online historical documents.

Victoria Fuse's Local Resource Discovery

The Dayton Metro Library will inform, inspire and enrich our community by linking individuals to information needed for personal success, providing access to a world of imagination and culture and offering convenient and comfortable spaces that enhance exploration and facilitate civic participation. We are the marketplace of the mind.

The Dayton Metro Library is a county-wide system of the Main Library in downtown Dayton, 20 branch libraries, and Outreach Services. We are one of the oldest and largest public library systems in Ohio, and are proud to say we rank among the best in the nation!

937-463-BOOK (2665)

<http://www.daytonmetrolibrary.org/>



Brought to you by

VICTORIA THEATRE ASSOCIATION

138 North Main Street
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The Education & Engagement programs of Victoria Theatre Association are made possible through the support and commitment of The Frank M. Tait Foundation and the following sponsors and donors whose generosity have opened the door of live theatre to the students of the Miami Valley:

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OTHER BROADWAY PROGRAMS:

Background on Broadway
Bagels & Broadway

theatreworksUSA

THEATREWORKS USA (Producer) is America's largest and most prolific professional not-for-profit theatre for young and family audiences. Since 1961, Theatreworks USA has enlightened, entertained, and instructed over 84 million people in 49 states and Canada, now performing for about three million people annually. Every year, the company tours approximately 16 shows from its ever-growing repertoire of 116 plays and musicals. In addition, Theatreworks USA also has an extensive multi-cultural guest artist roster, including storytellers, puppeteers, poets, and magicians. Under the direction of Barbara Pasternack (Artistic Director) and Ken Arthur (Managing Director), Theatreworks USA is also one of the most honored theatres of its kind. It is the only children's theatre to receive both a Drama Desk and a Lucille Lortel Award. In addition, Theatreworks USA was the recipient of a 2001 Jonathan Larson Performing Arts Foundation Award, and in May 2000, The Actors Fund of America bestowed its Medal of Honor upon its founders, Jay Harnick and Charles Hull. www.TWUSA.org

DON'T FORGET

All schools that receive scholarships for a show and/or transportation are asked and encouraged to create thank-you letters or cards for our sponsors. Please address your students' thank-you notes to:

DISCOVERY Sponsors
c/o Victoria Theatre Association
138 North Main Street
Dayton, OH 45402