6425 Garland Court
New Port Richey, FL 34652
Phone: (727) 415-0695
Email: stagesprd@aol.com
Website: www.stagesproductions.com

An Educator's Guide to:

Let Freedom Sing!

A Musical Tribute to American History

Uncle Sam says, "I want you" to celebrate American history in STAGES PRODUCTIONS musical revue, LET FREEDOM SING! This high-energy firecracker explodes with knowledge about our great nation; from her birth in 1776, through the dark days of the Civil War and right into the new millennium. Filled with colorful songs and characters like Betsy Ross, Abraham Lincoln and Dr. Martin Luther King this multi-media event will rekindle your appreciation for our homeland's past and leave you proud to be an American. What better way to prepare for the FCAT, than to learn American history through this musical extravaganza. Why this patriotic showstopper is more fun than the 4th of July!

© STAGES PRODUCTIONS

.

✎ **Throughout the study guide, this symbol means that specific Florida Standards are being addressed that directly correlate activities to Florida Standards Assessments. As new standards are created and approved by the Florida Department of Education, this may change. The Standards listed here are currently the most up to date. Please visit www.cpalms.org for more information.**
Due to space limitations it is impossible to list all the standards that apply from grades K-5. Please use the above link to customize this lesson plan for your grade.

.

THE THEATRE IS A SPECIAL TREAT

Let us concentrate for a moment on a vital part of youth theatre: the young people. Millions of youngsters attend plays every season, and for some the experience is not particularly memorable or entertaining. The fault may lie with the production – but often the fault lies in the fact that these youngsters have not been properly briefed on appropriate theatre manners. Going to the theatre is not a casual event such as flipping on the TV set, attending a movie or a sports event. Going to the theatre is a SPECIAL OCCASION, and should be attended as such. In presenting theatre manners to young people we take the liberty of putting the do's and don'ts in verse, and hope that concerned adults will find this a more palatable way of introducing these concepts to youngsters.

MATINEE MANNERS

by PEGGY SIMON TRAKTMAN

The theatre is no place for lunch,
Who can hear when you go "crunch?"
We may wear our nicest clothes
When we go to theatre shows.
Do not talk to one another
(That means friends or even mother)
When you go to see a show,
Otherwise you'll never know
What the play is all about
And you'll make the actors shout
Just to make themselves be heard.
So, be still - don't say a word
Unless an actor asks you to…
A thing they rarely ever do.
A program has a special use
So do not treat it with abuse!
Its purpose is to let us know
Exactly who is in the show
It also tells us other facts
Of coming shows and future acts.
Programs make great souvenirs
Of fun we've had in bygone years
Keep your hands upon your lap
But if you like something you clap
Actors like to hear applause.
If there is cause for this applause.
If a scene is bright and sunny,
And you think something is funny
Laugh- performers love this laughter
But be quiet from thereafter.
Don't kick chairs or pound your feet
And do not stand up in your seat,
Never wander to and fro -
Just sit back and watch the show.
And when the final curtain falls
The actors take their "curtain calls"
That means they curtsy or they bow
And you applaud, which tells them how
You liked their work and liked the show.
Then, when the lights come on, you go
Back up the aisle and walk - don't run
Out to the lobby, everyone.
The theatre is a special treat
And not a place to talk or eat.
If you behave the proper way
You really will enjoy the play.

UNCLE SAM – SUPER PATRIOT

by ROY NUHN

Stovepipe-hatted, the long-nosed and pointed-beard folk hero so symbolic of our great nation, Uncle Sam has been with us for more than 190 years. Along with Miss Columbia and the Statue of Liberty, he enjoys instant recognition around the world as America's spokesman. So much so that back in 1961 the US Congress made him our official emissary and recognized Samuel Wilson as the inspiration behind the symbol. Like the song Yankee Doodle, however, life began for him as anything but the patriotic and beloved embodiment of the United States.

Samuel Wilson, a businessman from New York also known as Uncle Sam, stamped his shipments during the War of 1812 with the initials of the United States, *U.S.* The coincidence led to the use of the nickname Uncle Sam for the United States government. The first illustrations of an Uncle Sam figure, properly attired in a suit emblazoned with stars and stripes were political satires in 1832. As time passed, Uncle Sam began gaining a reputation as being a savvy patriotic fellow. The old gent in the flag suit finally became popular in his own right during the last decades of the 19th century, thanks to the efforts and skills of the great American artist, Thomas Nast. He drew Uncle Sam constantly in political cartoons for Harper's Weekly, illustrating him as a tall, whiskered, thin man with eyes capable of separating patriot from slacker.

The final permanent characterization of Uncle Sam came at the hands of James Montgomery Flagg, a famous illustrator during the first quarter of the 20th century. It was his portrait of Uncle Sam, on a World War I recruiting poster, staring down into the eyes of the nation's young men and telling them "I Want You for the US Army", that cast forever the image of America's favorite Uncle.

ON EARLY AMERICAN MUSIC

From the very beginning, this was a singing land. Space for the Pilgrims was precious on board the crowded little trans-Atlantic vessels, and musical instruments were not among the essential provisions. But human voices and memories take up no room, and the family Bible and psalm-book were essential. Thus it is no surprise that the number of truly popular secular songs on this side of the Atlantic was counted in the dozens rather than in the hundreds.

The first great outpouring of native song occurred at the time of the American Revolution. The prejudice against all things British inspired American composers and their works were greeted with wild enthusiasm. This led to a curious result, seemingly unique to this country – the parody became the most popular form of American vocal expression. Our newspapers were full of topical verses written in the patterns of songs of the day. Sometimes the poet would help out the reader by making a reference to the tune ("To be sung to the tune of 'Yankee Doodle'" was a typical example).

The concept of parody was nothing new in the colonies. In an effort to combat the "foolish songs and ballads" of the day, clergymen turned to parody. New England preachers set up committees in their congregations to gather the more appealing melodies to be fitted out with holy words and used as hymns –

thus reviving the earlier practice of Martin Luther who had said, "Why should the Devil have all the good tunes?

History of the United States

History of the United States

This article is part of **a series**

Timeline

Pre-Colonial period

Colonial period

1776–1789

1789–1849

1849–1865

1865–1918

1918–1945

1945–1964

1964–1980

1980–1991

1991–present

Topic

Civil Rights (1896–1954)

Civil Rights (1955–1968)

Civil War

Cultural history

Demographic history

Diplomatic history

Economic history

Historiography

Military history

Southern history

Technological and industrial history

Territorial evolution

Women's history

United States Portal

- v
- d
- e

The **history of the United States** traditionally starts with the Declaration of Independence in the year 1776, although its territory was inhabited by Native Americans since prehistoric times and then by European colonists who followed the voyages of Christopher Columbus starting in 1492. The largest settlements were by the English on the East Coast, starting in 1607. By the 1770s the Thirteen Colonies contained two and half million people, were prosperous, and had developed their own political and legal systems. The British government's threat to American self-government led to war in 1775 and the Declaration of Independence in 1776. With major military and financial support from France, the patriots won the American Revolution. In 1789 the Constitution became the basis for the United States federal government, with war hero George Washington as the first president. The young nation continued to struggle with the scope of central government and with European influence, creating the first political parties in the 1790s, and fighting a second war for independence in 1812.

U.S. territory expanded westward across the continent, brushing aside Native Americans and Mexico, and overcoming modernizers who wanted to deepen the economy rather than expand the geography. Slavery of Africans was abolished in the North, but heavy world demand for cotton let it flourish in the Southern states. The 1860 election of Abraham Lincoln calling for no more expansion of slavery triggered a crisis as eleven slave states seceded to found the Confederate States of America in 1861. The bloody American Civil War (1861–65) redefined the nation and remains the central iconic event. The South was defeated and, in the Reconstruction era, the U.S. ended slavery, extended rights to African Americans, and readmitted secessionist states with loyal governments. The national government was much stronger, and it now had the explicit duty to protect individuals. Reconstruction was never completed by the US government and left the blacks in a world of Jim Crow political, social and economic inferiority. The entire South remained poor while the North and West grew rapidly.

Thanks to an outburst of entrepreneurship in the North and the arrival of millions of immigrant workers from Europe, the U.S. became the leading industrialized power by 1900. Disgust with corruption, waste, and traditional politics stimulated the Progressive movement, 1890s-1920s, which pushed for reform in industry and politics and put into the Constitution women's suffrage and Prohibition of alcohol (the latter repealed in 1933). Initially neutral in World War I, the U.S. declared war on Germany in 1917, and funded the Allied victory. The nation refused to follow President Woodrow Wilson's leadership and never joined the League of Nations. After a prosperous decade in the 1920s the Wall Street Crash of 1929 marked the onset of the decade-long world-wide

Great Depression. A political realignment expelled the Republicans from power and installed Democrat Franklin D. Roosevelt and his elaborate and expensive New Deal programs for relief, recovery, and reform. Roosevelt's Democratic coalition, comprising ethnics in the north, labor unions, big-city machines, intellectuals, and the white South, dominated national politics into the 1960s. After the Japanese attack on Pearl Harbor in December 1941, the U.S. entered World War II alongside the Allies and helped defeat Nazi Germany in Europe and, with the detonation of newly-invented atomic bombs, Japan in Asia and the Pacific.

The Soviet Union and the U.S. emerged as opposing superpowers after the war and began the Cold War confronting indirectly in an arms race, the Space Race, and intervention in Europe and eastern Asia. Liberalism reflected in the civil rights movement and opposition to war in Vietnam peaked in the 1960s–70s before giving way to conservatism in the early 1980s. The Cold War ended when the Soviet Union dissolved in 1991, leaving the U.S. to prosper in the booming Information Age economy that was boosted, at least in part, by information technology. International conflict and economic uncertainty heightened by 2001 with the September 11 attacks and subsequent War on Terror and the late-2000s recession.

THE ACTIVITIES

BEFORE THE PLAY

1. Ask your students to discuss the difference between television and live theatre. It is important that they know about theatre etiquette, or manners. Refer to the poem above on Matinee Manners.

✎ **TH.4.H.3.1** – Describe how individuals learn about themselves and others through theatre experiences.

✎ **TH.1.S.1.1** – Exhibit appropriate audience etiquette and response.

✎ **ELA.3.R.2.1** – Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.

2. Have students learn the following vocabulary words and listen for them during the play. See how many words they can recall and how they were used in the context of the play.

abolition	colonies	democracy	depression	despot
discrimination	dishonor	earnest	economy	eloquent
endeavor	equivocate	freedom	government	immigration
industrial	inspiration	integrity	liberty	patriot
perish	pilgrim	polio	prosperity	renaissance
responsibility	revolution	score	secede	segregation
skeptic	slavery	taxes	tyrannous	virtue

✎ **ELA.K12.EE.2.1**– . Read and comprehend grade-level complex texts proficiently.

✎ **ELA.K.V.1.3 –** Identify and sort common words into basic categories, relating vocabulary to background knowledge.

3. Have the students look and listen for patterns during the play. See how many patterns they can recall and how they were used in the context of the play. Encourage students to be aware of patterns that may occur in music, dance, scenery, costume fabric and dialogue. Students may also notice architectural patterns in the theatre.

✎ **MA.912.AR.1.10 –** Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of rational algebraic expressions.

✎ **MA.2.DP.1.1 –** Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.

4. This play is a musical journey through American History. Discuss with your students the differing types of music that they will encounter and how music has changed since 1776. After the show, have the students analyze and describe the music from the show. There are many classic songs as well as newer compositions that can be analyzed.

✎ **MU.5.H.1.1** – Identify the purposes for which music is used within various cultures.

✎ **MU.2.H.3.1 –** Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.

AFTER THE PLAY

1. Discuss the production with your students. What did they like or dislike about the play? What was their favorite time period and historical figure? Why? Have the students draw a picture or write a letter to the cast of "Let Freedom Sing" telling them what they learned.

✎ **ELA.2.C.2.1**– Present information orally using complete sentences, appropriate volume, and clear pronunciation.

✎ **WL.K12.NM.5.1** Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.

2. During the play over 50 great Americans were either talked about or portrayed. Have the students select a famous American and draw a picture or create a diorama depicting that person in action (e.g. Washington crossing the Delaware, Amelia Earhart flying across the Atlantic, Harriett Tubman leading slaves to freedom).

✎ ***SS.1.A.2.4 –*** *Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility*

✎ **SS.912.A.7.17 –** Analyze the contributions of African Americans, Native Americans and other minority groups in shaping politics, economy, culture and society of the United States.

3. It is said that those who fail to learn history are doomed to repeat it. Discuss this concept with the class. Have the students consider how their lives today would be changed had events in our nations past occurred differently.

✎ **SS.4.CG.2.1** - Identify and describe how citizens work with local and state governments to solve problems.

4. Lead your class in a discussion on patriotism and citizenship. What makes a person a citizen? What makes a person a patriot?

✎ **SS.2.CG.2.2**–. Describe the characteristics of responsible citizenship at the local and state levels.

✎ **SS.4.CG.2.2**– Explain the importance of voting, public service and volunteerism to the state and nation.

5. The United States has been called a "nation of immigrants" and the "land of opportunity." Mark on a map all the different continents and countries that are represented by the students in your classroom. Discuss the hardships and joys that occurred when people left their homelands to come to this nation.

✎ **SS.2.A.2.5** – Identify reasons people came to the United States throughout history.

✎ **SS.912.A.2.1** – Review causes and consequences of the Civil War.

6. Several documents were talked about during the play (The Declaration of Independence, The Constitution and the Bill of Rights). Discuss them with the class. Why are they important? What freedoms are enumerated by the Bill of Rights?

✎ **SS.912.CG.1.4**– Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.

THE ART OF FLORIDA ASSESSMENTS

Contributed by Patricia Linder

✎ Visual and Performing Arts Field Trips provide an excellent source of support for the development of skills necessary for success on the Florida Assessments. We invite you to use these instructional strategies to enhance preparation through your theatre field trip.

Theatre Activities

Cognitive Level 1

Read the story (or play) your field trip performance is based on.
Name the main character.
List all the characters.
Identify the setting.
List the story events in the order they happened.

Describe a character (or setting).
Explain the problem (or conflict) in the story.
Explain how the actors used stage props to tell the story (or develop characterization).
Discuss how the blocking, or positioning of the actors on stage affected the performance.
Discuss how unusual technical elements (light, shadow, sound, etc.) were used in the performance.

Draw a picture of a character.
Illustrate or make a diorama of a scene from the performance.
Draw a poster to advertise the performance.
Work with other students to act out a scene.
Demonstrate how an actor used facial expression to show emotion.
Write a narrative story to summarize the plot of the performance story.
Use a map and/or timeline to locate the setting of the story.
Make a mobile showing events in the story.

Cognitive Level II

Would the main character make a good friend? Write an expository essay explaining why or why not.
Create a graph that records performance data such as: female characters, male characters, animal characters or number of characters in each scene, etc.
Compare/Contrast a character to someone you know or compare/contrast the setting to a different location or time.
Solve a special effects mystery. Use words or pictures to explain how "special effects" (Lighting, smoke, sound effects) were created.

Image the story in a different time or place. Design sets or costumes for the new setting.
You're the director. Plan the performance of a scene in your classroom. Include the cast of characters, staging area, and ideas for costumes, scenery, and props in your plan.
Create a new ending to the story.

Did you enjoy the performance? Write a persuasive essay convincing a friend to go see this production.
Write a letter to the production company nominating a performer for a "Best Actor Award." Explain why your nominee should win the award.
Create a rubric to rate the performance. Decide on criteria for judging: Sets, Costumes, Acting, Lighting, Special Effects, Overall Performance, etc.

THE PRODUCERS

STAGES PRODUCTIONS is a professional theatre ensemble that specializes in bringing classic fairy tales to over 150,000 young people each year throughout the Southeast.

STAGES' show credits include critically acclaimed performances of: *School House Rock Live! The Three Little Pigs,, Numbers Don't Lie, Charlotte's Web* and *The Frog Prince*. Be sure to join us for our 36TH anniversary season featuring; *Let Freedom Sing, Holiday Traditions Around the World, Rapunzel and The Ugly Duckling.*

STAGES PRODUCTIONS is dedicated to making drama an integral part of education, and lesson plans help incorporate these plays into the student's curriculum. Thank you for supporting this mission by choosing a STAGES PRODUCTIONS play!

THE REFERENCES

Zeman, A. and Kelly, K., Everything You Need to Know About American History Homework (1994) Schoolastic.
Downes, O., A Treasury of American Song (1940) Knopf
Vinson, L., Early American Songbook (1974) Ridge Press – Rutledge Books
Boni, Margaret B., The Fireside Book of Favorite American Songs (1952) Simon and Schuster
Agay, D., Best Loved Songs of the American People (1975) Doubleday
Boni, Margaret B., Songs of the Gilded Age (1960) Golden Press
Microsoft Encarta '98 Encyclopedia . (1998)
Traktman, P., Matinee Manners.
Linder, P., The Art of Florida Assessments.
Nuhn, R., Uncle Sam – Super Patriot
www.cpalms.org
FAST Assessments (fldoe.org)