



GLOBAL ARTS:

Performances For Schools

Presents



LAURA INGALLS WILDER

Growing Up on the Prairie

Wednesday, November 10, 2010 at 10am

Fine Arts Center Concert Hall

Study Guides for Teachers are also available on our website at www.fineartscenter.com - Under *Resident Presenters* select *Global Arts*, then select *Resource Room*.

Please fill out our online surveys at <http://www.umass.edu/fac/centerwide/school/index.html> Thank you!

Welcome

Information for Teachers and Parents

Our goal is to offer high quality performances for young people in a safe and comfortable setting. Please help us by following the below guidelines.



Please arrive early. You should arrive at the theatre 30 minutes prior to the noted start time. Allow for travel time, parking, being seated and bathroom visits. It is important that we begin our performances on time so that all schools can meet their lunch and/or dismissal times.



Be sure to check the location of the performance when making your bus reservations. Performances take place in the Fine Arts Center Concert Hall or Bowker Auditorium in Stockbridge Hall. Please see the map at the end of this guide for driving and drop-off instructions.



Upon arrival your group will be greeted by an usher either at your bus or in the lobby. We do not issue individual tickets for performances. Your usher will direct your group to their reserved seats.



Both theaters are accessible for Mobility Impaired members. An infrared listening system is available in both theaters. Access parking is available adjacent to the theaters. An Access permit should be clearly visible in the parked vehicle. To better meet your needs, please inform us of any special seating requirements one month prior to the performance by calling 413-545-2116.



For the comfort of all our seated patrons, we request that backpacks, lunches and other gear be left on the bus. Also, please remove all hats when seated in the theater.



Food, drinks other than water, smoking, candy and gum are all not allowed in the theater. The use of cell phones, portable music players, cameras or any other recording device, including non-flash photography and cell phone cameras, is strictly prohibited. PLEASE BE SURE TO TURN OFF ALL CELL PHONES.

Any teasing, disruptive and rude behavior by students towards each other or to others seated close-by during a performance is not acceptable. Teachers and chaperones will be held responsible for any such incident reported to the Fine Arts Center staff. All complaints received will be forwarded to the schools involved. Repeated offences from the same school/s may result in cancellation of future reservations for shows.



Table of Contents & Curriculum Frameworks



Curriculum Frameworks

This performance and guide provide opportunities for your students to explore a variety of topics. For your convenience we list below applicable Massachusetts learning standards for reference. Please use this as a guide to assist with creating lesson plans.

History, Geography, Economics, Civics & Government

- Colonization & Settlement
5.34 & 5.35 Pioneers, westward expansion
- USII - Westward Expansion

Music

- Purposes and Meanings in the Arts
- Concepts of Style
- Critical Response
- Interdisciplinary Connections (arts, English literature and history)

Theatre

- Acting
- Critical Response
- Concepts of Style
- Interdisciplinary Connections (arts, English literature and history)

Literature

- Biography and Historical Fiction

Values and Family Relationships

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GARY W. BLACKMAN Co-Founder, Managing Director
 MARK A. BLACKMAN Co-Founder, Director of Development
 GREG GUNNING Artistic Director
 GAIL P. STONE Director of Education & Marketing
 ArtsPower National Touring Theatre and Gary and Mark Blackman present Laura Ingalls Wilder: Growing Up on the Prairie; Written and Directed by Greg Gunning; Musical Score by Richard DeRosa; Lyrics by Greg Gunning; Incidental Music by Ron Drotos; Costumes by Fred P. Sorrentino; Set by Red Dot Studios; Photos by Carol Rosegg; Photo Credits: Stacey Sander, Ken Bolander, Allison Lane and Karen Arrieson
 STUDY BUDDY™ Laura Ingalls Wilder
 Gail P. Stone, Editor
 Dawn Eddy Molloy, Writer
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Theatre Etiquette

Please read and review the following information with your students.

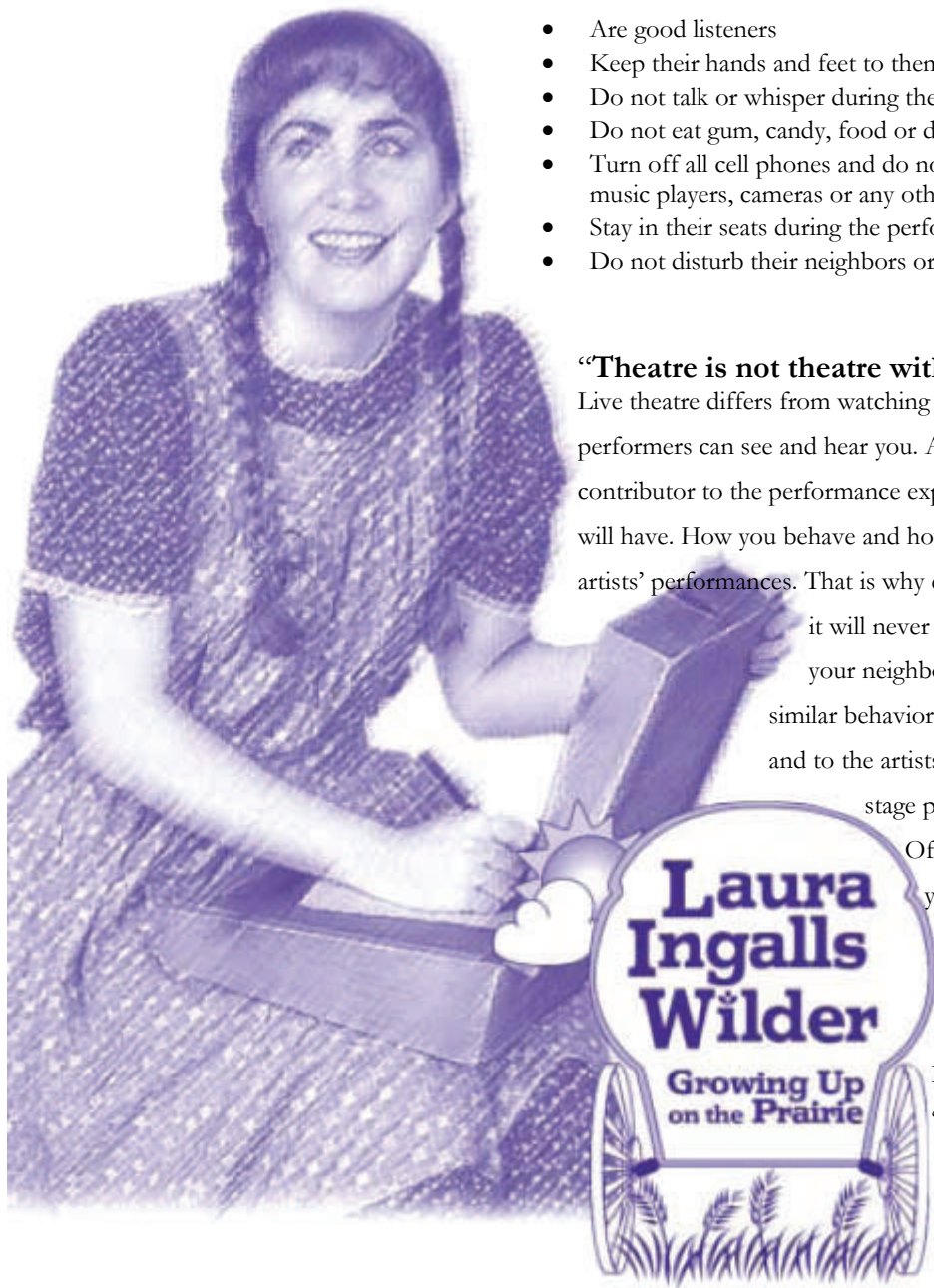
WE expect everyone to be a good audience member.
Good audience members.....

- Are good listeners
- Keep their hands and feet to themselves
- Do not talk or whisper during the performance
- Do not eat gum, candy, food or drink in the theater
- Turn off all cell phones and do not use portable music players, cameras or any other recording devices
- Stay in their seats during the performance
- Do not disturb their neighbors or other schools in attendance

“Theatre is not theatre without an audience.”

Live theatre differs from watching television or movies. Remember that performers can see and hear you. As an audience member you are a vital contributor to the performance experience that you and those around you will have. How you behave and how you react to the show will affect the artists’ performances. That is why each performance is a unique experience, it will never be repeated exactly the same. Talking to your neighbor, sending text messages, and other similar behaviors are distracting to the rest of the audience and to the artists. Please be respectful of the artists on stage performing for you by listening quietly.

Of course, it is appropriate to react to what you are seeing – some things may make you laugh, gasp out loud, or you may be asked to respond by answering questions from the performers, singing along or clapping. Most of all, it is important to be present “in the moment” by being attentive and enjoy the performance. And of course – show your enthusiastic appreciation by applause at the end of the performance!





ABOUT THE PLAY

FOR TEACHERS

Laura Ingalls Wilder: Growing Up on the Prairie is a musical play based on the childhood memories of American author Laura Ingalls Wilder.

Before the performance:

- * Read "The Play's Story" to your class.
- * Have students complete Reproducible Page 3 to become familiar with the play's geography.
- * Introduce the cast of characters and the theatrical term "doubling" discussed below.

After the performance:

- * Have students read Reproducible Page 4 to learn more about Laura Ingalls Wilder.
- * Direct students to complete the writing activity on Reproducible Page 5, a personal reflection on a theme from the play.

The Play's Story

Pioneering Spirit. That's the feeling of adventure and curiosity that drives the Ingalls family Westward, searching for a place to live. **Laura Ingalls Wilder: Growing Up on the Prairie** follows the Ingalls family—Pa, Ma, Mary, and Laura—as they travel in a covered wagon through America's frontier land in the 1870's and 1880's. As they travel, the Ingalls family builds new homes, battles swarms of grasshoppers, fights illness, and welcomes a new baby. As Laura grows up, she compares herself to her smart older sister, Mary. Laura loves to fish and catch gophers, but compared to Mary, does not feel that she is as skilled at reading or writing. She seeks to discover what she can do well. Through her pioneering spirit, Laura overcomes obstacles with her family and learns that she, too, has special talents.

Doubling -

Theatre companies

often employ
actors to play
more than
one role in

a performance.

"Doubling" is a theatrical device you
can introduce to

your class.

Before the
performance,

list the
play's characters
on the chalkboard.

Cast of Characters (in order of appearance)

1. Laura Ingalls

2. Charles Ingalls - Laura's "Pa"

3. Caroline Ingalls - Laura's "Ma"

4. Mary Ingalls - Laura's older sister

5. Nellie Owens - Laura's rival, when she moves to the Dakota Territory

Tell students, "During the performance, you will see four actors play five characters. One actor plays two characters. When an actor plays more than one character, we call that 'doubling.'" Ask students to predict which roles are doubled. (The actor who plays Mary "doubles" as Nellie Owens.)

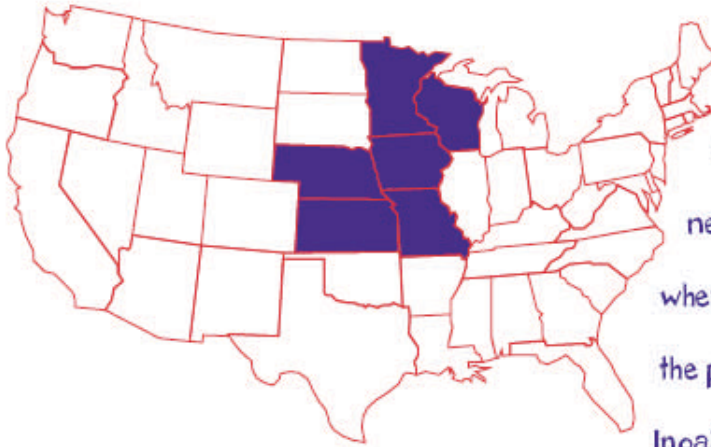
During the performance, direct your students, "Watch for which roles are doubled and how the actor playing two roles shows that he or she becomes another character."

After the performance, discuss ways the actor showed that she became another character.



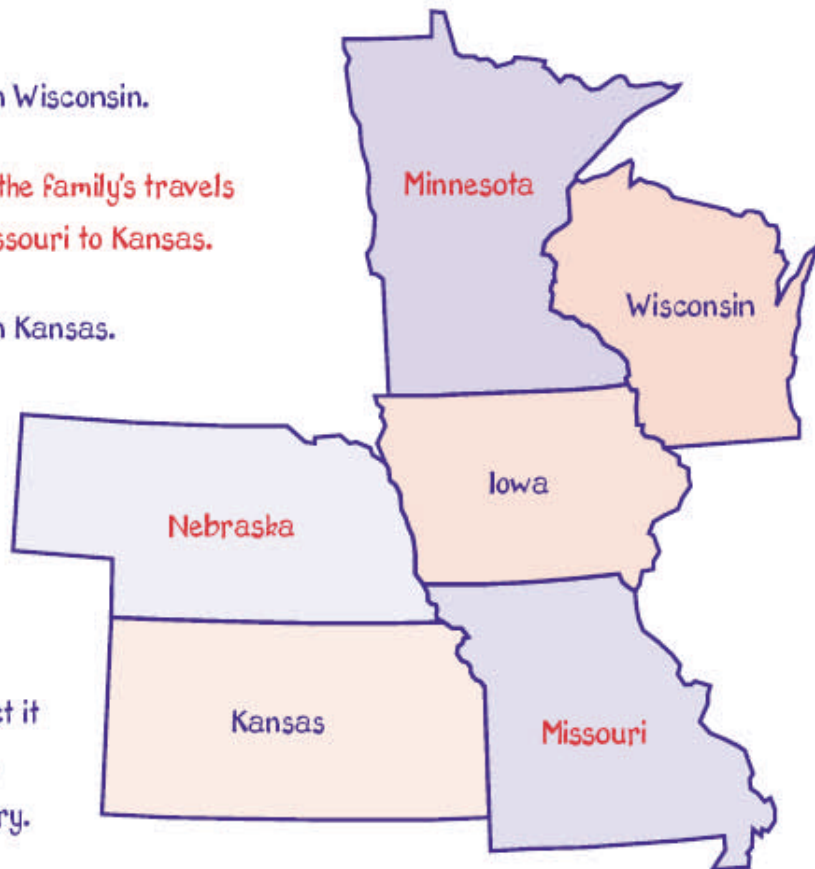


THE INGALLS FAMILY'S TRAVELS



During the play, the Ingalls family travels by covered wagon to three new homes. Below is a map of the states where the family moves and lives during the play. Use a pencil to show the Ingalls family's travels.

1. Draw a little house in Wisconsin.
2. Trace a line to show the family's travels through Iowa and Missouri to Kansas.
3. Draw a little house in Kansas.
4. Trace a line to show the journey through Nebraska and Iowa to Minnesota.
5. Draw a little house in Minnesota. Connect it to a final little house in the Dakota Territory.





MEET LAURA

Laura Elizabeth Ingalls

Laura Elizabeth Ingalls was born in Wisconsin on

February 7, 1867. Like her father, she loved to travel. Like her mother, she loved to read. Laura was the best student in her school. At fifteen years old, she was hired to be a teacher. Because she was younger than other teachers, she



was not allowed to tell anyone how old she was.

At eighteen, she married Almanzo ("Manly") Wilder, and at nineteen, she had her first child, Rose. When Laura was over sixty years old, she began to write about her childhood life on the prairie. These memories became the Little House books. The titles of her books are on the cut-out bookmark.

★ THE LITTLE HOUSE BOOKS by Laura Ingalls Wilder

★ LITTLE HOUSE IN
THE BIG WOODS

★ LITTLE HOUSE
ON THE PRAIRIE

FARMER BOY

ON THE BANKS OF
PLUM CREEK

★ BY THE SHORES OF
SILVER LAKE

★ THE LONG WINTER

LITTLE
TOWN ON THE PRAIRIE

★ THESE HAPPY
GOLDEN YEARS

THE FIRST FOUR YEARS

ARTSPOWER 39 S. FULLERTON AVE. MONTCLAIR, NJ 07042 (973) 744-0909

To make your own bookmark, cut along the dotted line. Take your bookmark to the library. Find and enjoy Laura Ingalls Wilder's books!



WHAT AM I GOOD AT?



Lines are words that actors memorize and speak to tell a play's story. Here are lines spoken by Laura and Pa during the play.

LAURA: Hey, Pa? What's the one thing I'm good at - that nobody else can do?

PA: Huh?

LAURA: Mary's the smartest. But who am I?

PA: (teasing her) You're a Half-pint!

LAURA: (frustrated) Pa!

Laura searched until she found that she was good at learning, writing, and teaching. What do you do well? Use the web, below, to organize your thoughts.

I AM GOOD AT:

How I became
interested
in this:

How I learned
to do this:

How I feel
when I do this:



BACKSTAGE!

Theatre Collaborators

1. List the following theatre jobs on the chalkboard:

Writer/Lyricist, Composer, Producer, Director, Costume Designer,
Set Designer, Light and Sound Designer, Crew, Stage Manager

2. Read the following paragraph to your class.

"Theatre is a collaborative art: many people work together to create a play. The audience never sees many of the people who collaborate to make theatre. Collaborators include: the **writer/lyricist**, who writes the words the actors speak and sing; the **composer**, who writes the music; the **producer**, who provides money to fund the performance and supervises the play's creation; the **director**, who determines the overall desired effect/goal for the production; **designers** for costumes, scenery, lighting and sound; the **crew** who build and operate scenery, costumes, lighting, and sound; and the **stage manager**, who ensures that people and things get on and off stage at the proper time."

3. Discuss:

"What skills do you think are needed to perform each theatrical collaborator's job?
Who would need to: be organized? draw well? enjoy hammering? speak well?
be creative? lead a group? be strong?"
(There may be more than one "correct" answer for each question.)

"What job would you enjoy? Why?"

Costume Design

1. Read the following paragraph to your students.

"Costumes support the play's setting in time and place, and provide clues about characters. Costumes tell the audience a lot about a character before a single word is uttered. They reveal a character's age, time in history, occupation, social status, and attitudes. The costume designer plans costumes that will support a character's development."

2. Before the performance:

Direct students to complete the activity on Page 7.

3. After the performance:

Discuss, "How were your drawings similar to/different from those seen in the play?
How did the costumes you designed and those you saw in the play reveal characters' ages, time in history, social status and attitudes?"



DESIGN A COSTUME

Use the dress pattern, below, along with the character descriptions and lines from the play, to design a costume for either Laura Ingalls or Nellie Owens.

Think about the character's time in history, social status, attitudes, and age. Consider colors, patterns, and clothing accents, like buttons, lace, or ribbons. Feel free to add accessories like a hat, gloves, or fan, if it suits the character.

LAURA is an energetic tomboy: likeable, fun-loving, quick-paced, determined and intelligent. She loves new adventures and is always ready to meet new challenges.

NELLIE is a pretty, but stuck-up, snobbish, spoiled brat who "looks down her nose" at Laura.

BOTH GIRLS are around eleven years old.

SCENE 4

LAURA

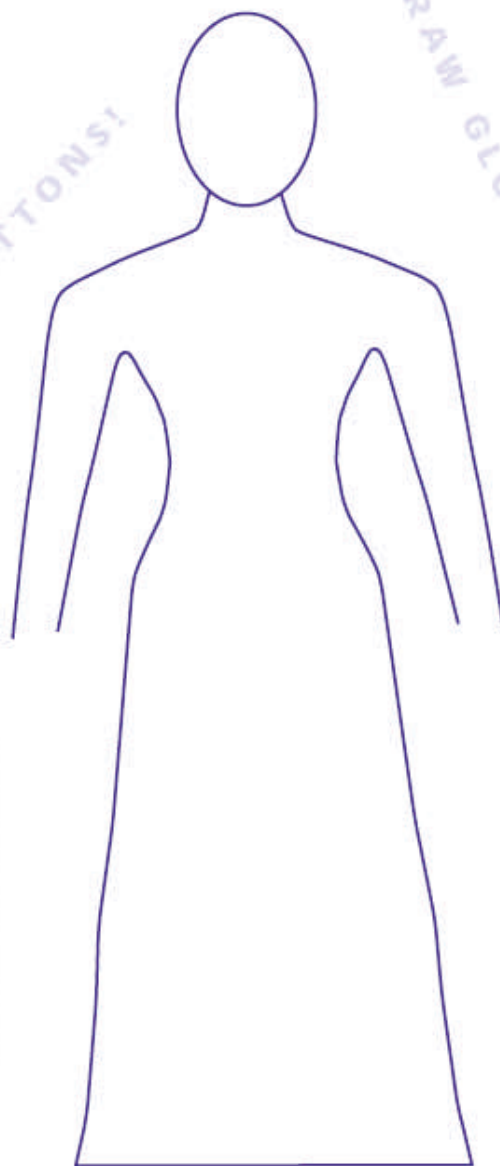
It was about a three mile walk into the town of Walnut Grove. The walk was no problem. Of course, I hated school. But it was in town that I had the real problem.

NELLIE

I don't associate with 'country girls' who live in sod-houses.

LAURA

Her name was Nellie Owens. Her father ran the general store. She ran the town.



DRAW A HAT!

DRAW GLOVES!

MAKE BUTTONS!

ADD A FAN!

MAKE A DRESS!

HAVE FUN!

DRAW ON BOOTS!



REPRODUCIBLE ACTIVITY PAGE

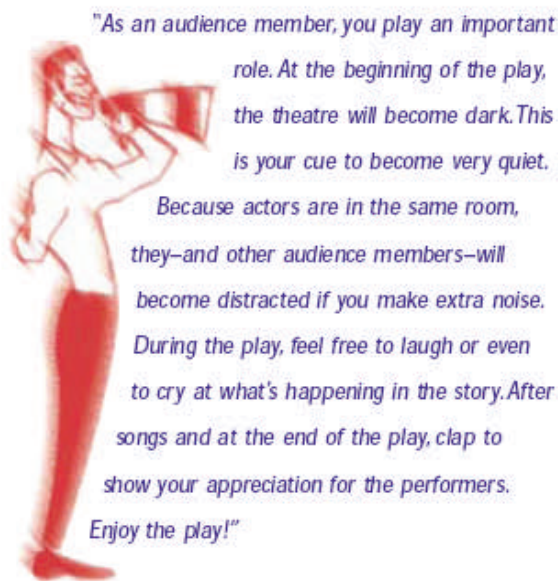


BEING AN AUDIENCE MEMBER AND RESOURCES

FINAL NOTES

The Audience

The audience is the final element in creating theatre. Until the audience arrives, a play is merely a rehearsal, not a performance.



RESOURCES

Children's books about Laura Ingalls Wilder:

Anderson, William. Laura Ingalls Wilder: A Biography. New York: Harper Collins, 1992. (Grades 4-6)

Blair, Gwenda. Laura Ingalls Wilder. New York: G. P. Putnam's Sons, 1981. (Grades 2-4)

Greene, Carol. Laura Ingalls Wilder: Author of the Little House Books. Chicago: Children's Press, 1990. (Grades 1-3)

Steine, Megan. Laura Ingalls Wilder: Pioneer Girl. New York: Dell Publishing, 1992. (Grades 3-4)

To obtain a mail order listing of classroom materials, send a self-addressed stamped envelope to:

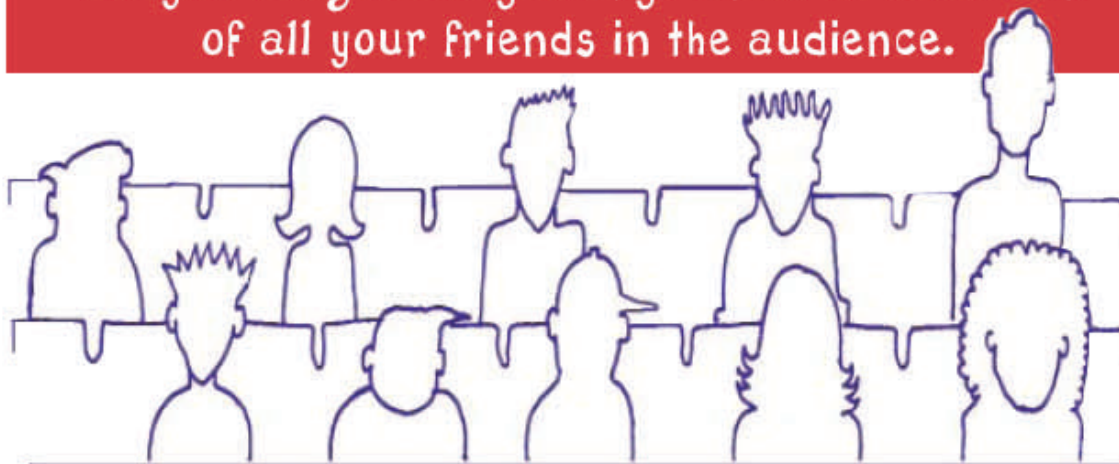
Laura Ingalls Wilder Memorial Society
Box 344
DeSmet, SD 57231
(605) 854-3383

Visit the Little House on the Prairie Home Page at: <http://www.plnc.com/~jennslegg/index.htm>.

To access ArtsPower's web site, type...

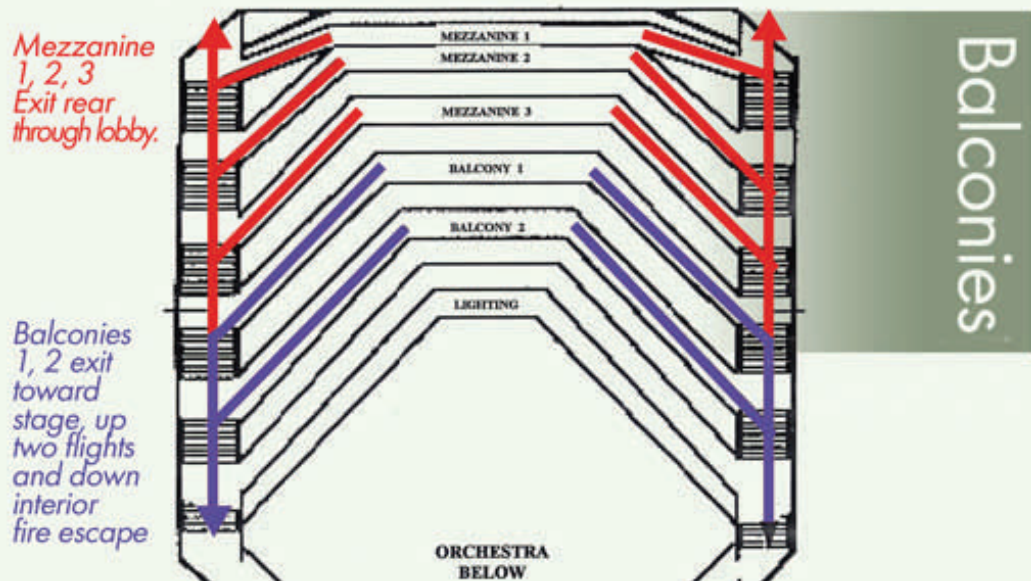
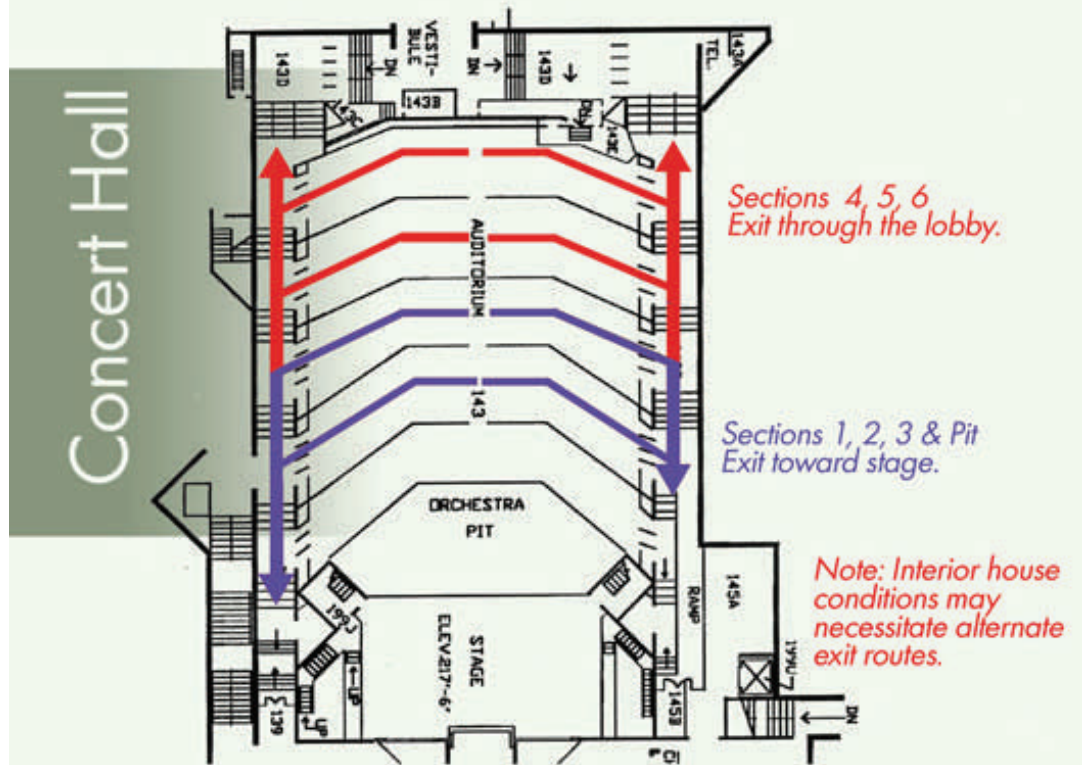
www.artspower.org
and click on The Kids Room!

Did you laugh? Did you cry? Draw in the faces of all your friends in the audience.



Evacuation Procedures

In the event of an emergency requiring evacuation of the building, procedures are in place to ensure that the audience can exit safely.



PARKING AND DIRECTIONS FOR THE FINE ARTS CENTER'S **CONCERT HALL and RAND THEATER**

School Bus Parking: Students should be dropped-off at Haigis Mall off of Massachusetts Avenue.

University Security will direct buses to an appropriate parking lot during the performance (typically by the football stadium). PLEASE BE SURE YOUR BUS DRIVER KNOWS THAT ALL PERFORMANCES LAST APPROXIMATELY 1 HOUR AND THEY SHOULD RETURN A FEW MINUTES BEFORE THE ANTICIPATED END TIME. If drivers are not with the buses, they may miss the radio call from security asking them to return for pick-up, resulting in unnecessary delays returning to your school.

Individual cars: If necessary, individuals may drop-off students with a chaperone at Haigis Mall (you will be directed by security to the mid-point turn of Haigis Mall – see map) prior to parking. **We recommend parking in the Campus Center Parking Garage to avoid searching for a metered space.** It is a five-minute walk to the Concert Hall. All other available parking during weekdays is at meters. Available lots and pricing (current as of 1/1/07) are listed below:

Parking in the Garage is available to our patrons at a discounted rate of \$1. To receive this rate you MUST give the Garage attendant a parking pass. To receive your pass, please call our office to let us know that you will be arriving by car. Parking passes are sent with the invoices. Please call (413) 545-2116 if you didn't receive one.

Parking meters are enforced Monday – Friday, 7AM – 5PM. Meter rates are \$1.00 per hour.

Parking Garage – near Campus Center, across from the Mullins Center off Commonwealth Avenue

Lot 34 – Behind Visitors Center with 3, 5 & 10-hour meters available

Haigis Mall – 2 hour maximum on meters

Lot 62 - Adjacent to Fernald Hall with 3 hour maximum on meters, limited spaces available.

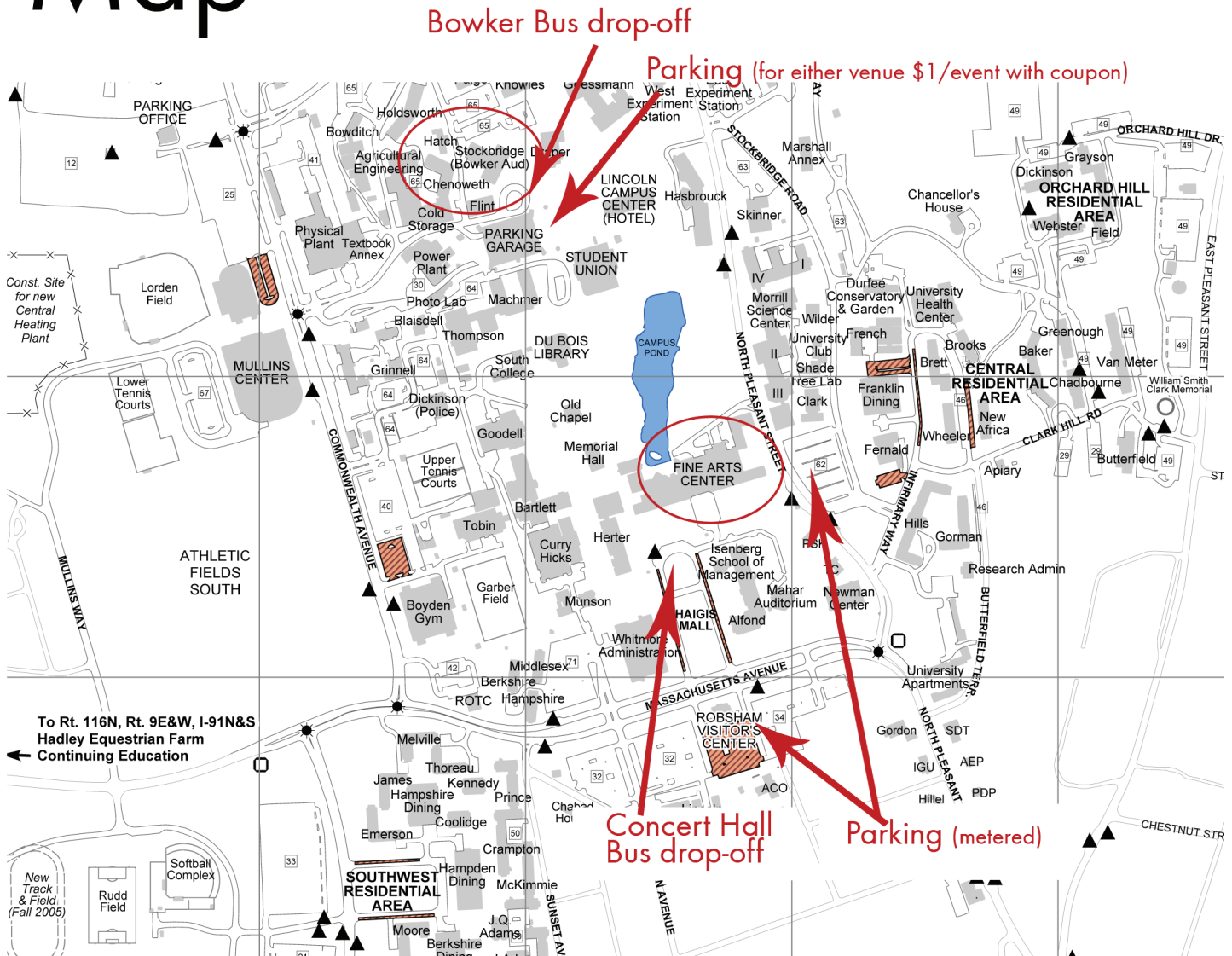
From the North: (Vermont, Greenfield) I-91 south to Route 116. Follow signs on 116 "To the University of Massachusetts." Exit ramp leads to Massachusetts Avenue. Turn left (east) on to Massachusetts Avenue toward the campus. Continue through one light and watch for Lot 34 by the Visitors Center on your right and the entrance to Haigis Mall on your left.

From the South: (Springfield, Holyoke) I-91 north to Route 9. Turn right (east) on Route 9 over the Coolidge Bridge and through Hadley. Turn left (north) on Route 116 (across from Staples) heading toward campus. Turn right at first exit at "University of Massachusetts," then bear right onto Massachusetts Avenue toward campus. Continue through one light and watch for Lot 34 by the Visitors Center on your right and the entrance to Haigis Mall on your left.

From the West: (Northampton, Pittsfield) Route 9 east through Northampton and over Coolidge Bridge. Follow remaining directions under "From the South".

From the East: (Belchertown, Ludlow) North on Routes 21, 181 or 202 to Route 9 into Amherst. Right on to North Pleasant Street (main downtown intersection), north through center of town. Turn left at Triangle Street (Bertucci's Restaurant on your right), rejoining North Pleasant Street. To reach Lot 34 and Haigis Mall continue on main road, which becomes Massachusetts Avenue. Haigis Mall will be on your right, Lot 34 on your left.

Map



For Concert Hall, Rand Theater and Bowker Auditorium – Patrons traveling by car are encouraged to park in the parking garage. Discounted parking is available in the garage for \$1. A parking permit is required for discounted parking in the garage. Please call the Arts & Educational Programs Office if you require permits at (413) 545-2116. All other parking on campus is at available meters at the rate of \$1 per hour. Parking is enforced Monday – Friday, 7AM – 5 PM.

Buses will drop-off students as indicated on map. Buses will be given parking instructions by Campus Security.