

2017-2018

DISCOVERY



Resource Guide

MARTIN'S DREAM



Written & Directed by Deondra Kamau Means

Produced by TCT on Tour,
a Division of The Children's Theatre of Cincinnati



VICTORIA THEATRE ASSOCIATION
VICTORIA - SCHUSTER - MAC/LOFT - ARTS ANNEX - ARTS GARAGE

Wednesday, January 17, 2018

9:30 a.m. & 11:30 a.m.



Welcome to the 2017-2018 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!

Dr. Martin Luther King, Jr.'s humble beginnings in Atlanta, Georgia laid the foundation for him to inspire millions of Americans with his words, leadership, and perspective. Becoming one of the Civil Rights Movement's seminal figures, Dr. King's tireless efforts led to the passage of the Civil Rights Act of 1964, signed into law by President Lyndon Johnson. I hope this dramatization of Dr. King's life will inspire you and your students to believe that each of you are an integral part of our country's journey toward "the solid rock of brotherhood."

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 -
Education & Engagement



Curriculum Connection

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. *MARTIN'S DREAM* fulfills the following Ohio and National Education Standards and Benchmarks for Grades 3-9:



English/ Language Arts Standards

- Grade 3** – RI.3.1, RI.3.2, RI.3.3, RI.3.7, W.3.1, W.3.2, SL.3.1, SL.3.2
- Grade 4** – RI.4.1, RI.4.2, RI.4.3, RI.4.7, W.4.1, W.4.2, W.4.9, SL.4.1, SL.4.2
- Grade 5** – RI.5.2, RI.5.3, RI.5.7, W.5.1, W.5.2, W.5.9, SL.5.1, SL.5.2
- Grade 6** – RI.6.1, RI.6.2, RI.6.3, RI.6.7, W.6.1, W.6.2, W.6.9, SL.6.1, SL.6.2
- Grade 7** – RI.7.1, RI.7.2, RI.7.3, RI.7.7, W.7.1, W.7.2, W.7.9, SL.7.1, SL.7.2
- Grade 8** – RI.8.1, RI.7.2, RI.8.3, RI.8.7, W.8.1, W.8.2, W.8.9, SL.8.1, SL.8.2
- Grades 9** – RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.7, W.9-10.1, W.9-10.2, W.9-10.9, SL.9-10.1, SL.9-10.2

Ohio's New Learning Standards for Social Studies

- Grades 3-9** – Historical Thinking and Skills
- Grades 3-9** – Civic Participation and Skills
- Grades 9** – Social Transformations in the United States 1945–1994, Civic Involvement, Role of the People, Public Policy, Civil and Human Rights

National Core Arts Theatre Standards:

- Grade 3** – TH:Pr5.1.3, TH:Re7.1.3, TH:Cn10.1.3, TH:Cn11.1.3, TH:Cn11.2.3
- Grade 4** – TH:Pr5.1.4, TH:Re7.1.4, TH:Cn10.1.4, TH:Cn11.1.4, TH:Cn11.2.4
- Grade 5** – TH:Pr5.1.5, TH:Re7.1.5, TH:Cn10.1.5, TH:Cn11.1.5, TH:Cn11.2.5
- Grade 6** – TH:Pr5.1.6, TH:Re7.1.6, TH:Cn10.1.6, TH:Cn11.1.6, TH:Cn11.2.6
- Grade 7** – TH:Pr5.1.7, TH:Re7.1.7, TH:Cn10.1.7, TH:Cn11.1.7, TH:Cn11.2.7
- Grade 8** – TH:Pr5.1.8, TH:Re7.1.8, TH:Cn10.1.8, TH:Cn11.1.8, TH:Cn11.2.8
- Grade 9** – TH:Pr5.1.1, TH:Re7.1.1, TH:Cn10.1.1, TH:Cn11.1.1, TH:Cn11.2.1

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



THE LIFE OF MARTIN LUTHER KING JR.

Born Michael Luther King, Jr. on January 15, 1929, Martin Luther King, Jr. attended segregated public schools in Georgia and graduated from high school at the age of fifteen. He received a Bachelor of the Arts degree in Sociology in 1948 from Morehouse College. After three years of theological study at Crozer Theological Seminary in Pennsylvania, he was awarded a Bachelor of Divinity in 1951. With the assistance of a fellowship he was awarded at Crozer, he enrolled in graduate studies at Boston University and received his Doctorate in Systematic Theology in 1955. In late 1953, he married Coretta Scott, a vocal music and violin student at Boston University. In 1957, Dr. King was elected President of the Southern Christian Leadership Conference, an organization formed to provide new leadership for the new emerging Civil Rights Movement.



Between 1957 and 1968, King traveled over six million miles and spoke over 2,500 times. While travelling, he also wrote five books, as well as numerous articles. He led a massive protest in Birmingham, Alabama in April 1963, which inspired "Letter from a Birmingham Jail." On August 28, 1963, he directed the peaceful March on Washington and delivered his famous "I Have a Dream" speech.

During his lifetime, Dr. King was awarded 5 honorary degrees and was named Man of the Year by *Time Magazine* in 1963. At the age of 35, King was awarded the Nobel Peace Prize and when he was notified of the award, he announced that he would donate the \$54,123 in prize money to the furtherance of the Civil Rights Movement.

On April 4, 1968, Dr. King's life tragically ended when he was assassinated by former convict, James Earl Ray. The assassination sparked riots and demonstrations in more than 100 cities across the country.

Dr. Martin Luther King, Jr.'s life and work have been honored with a national holiday, schools and public buildings being named after him, and a memorial on Independence Mall in Washington, D.C. He was not only the symbolic leader of the Civil Rights Movement in America but also a figure respected across the world.

Ohio Spotlight



Opened on the banks of the Ohio River in Cincinnati in 2004, the mission of the National Underground Railroad Center is to reveal the stories of freedom's heroes, from the era of the Underground Railroad to contemporary times, by challenging and inspiring everyone to take courageous steps of freedom today. A history museum with more than 100,000 visitors annually, it serves to inspire modern abolition through connecting the lessons of the Underground Railroad with today's freedom fighters. The center is also a convener of dialogue on freedom and human rights.

For more information, please visit <http://www.freedomcenter.org/>.

COMPREHENSION

The Civil Rights Movement

Important People and Vocabulary

SOCIAL STUDIES

ENGLISH/LANGUAGE ARTS

All GRADES

<p>Rosa Parks</p>	<p>On December 1, 1955, she refused to give up her seat to a white passenger on a Montgomery, AL bus. After she was jailed, the Montgomery bus boycott was organized.</p>	
<p>SCLC</p>	<p>Southern Christian Leadership Conference (SCLC) is an organization in which churches connect to inform African Americans about changes in the Civil Rights Movement.</p>	
<p>Sit-in</p>	<p>Nonviolent protests in which a person "sits down" (in a restaurant, office, government building) and refuses to leave.</p>	
<p>March on Washington</p>	<p>In August 1963, Civil Rights leaders organized a massive rally in Washington to urge passage of President Kennedy's Civil Rights bill. The high point was Dr. King's "I Have a Dream" speech delivered to more than 200,000 marchers in front of the Lincoln Memorial.</p>	
<p>Freedom Riders</p>	<p>A group of Civil Rights activists that rode in interstate buses into the segregated southern United States to test the ruling of desegregated public places.</p>	

COMPREHENSION

Pre-Show Conversation Starters

SOCIAL STUDIES

ENGLISH/LANGUAGE ARTS

1. Martin Luther King, Jr. lived from 1929 - 1968, a time of tremendous racial injustice and change. In what ways do you think today's America might be different if Dr. King had not been assassinated at such a young age? **What else do you think he could have accomplished?**
2. Dr. King says in his famous "I Have a Dream" speech, that *his dream* "is a dream deeply rooted in the American dream." What is the "American Dream" to which Dr. King is referring and how does it relate to Dr. King's "dream"?
3. Do you think Dr. King's dream of a more united America has come true? Why or why not? Discuss your answers as a class.

The Civil Rights Movement Timeline

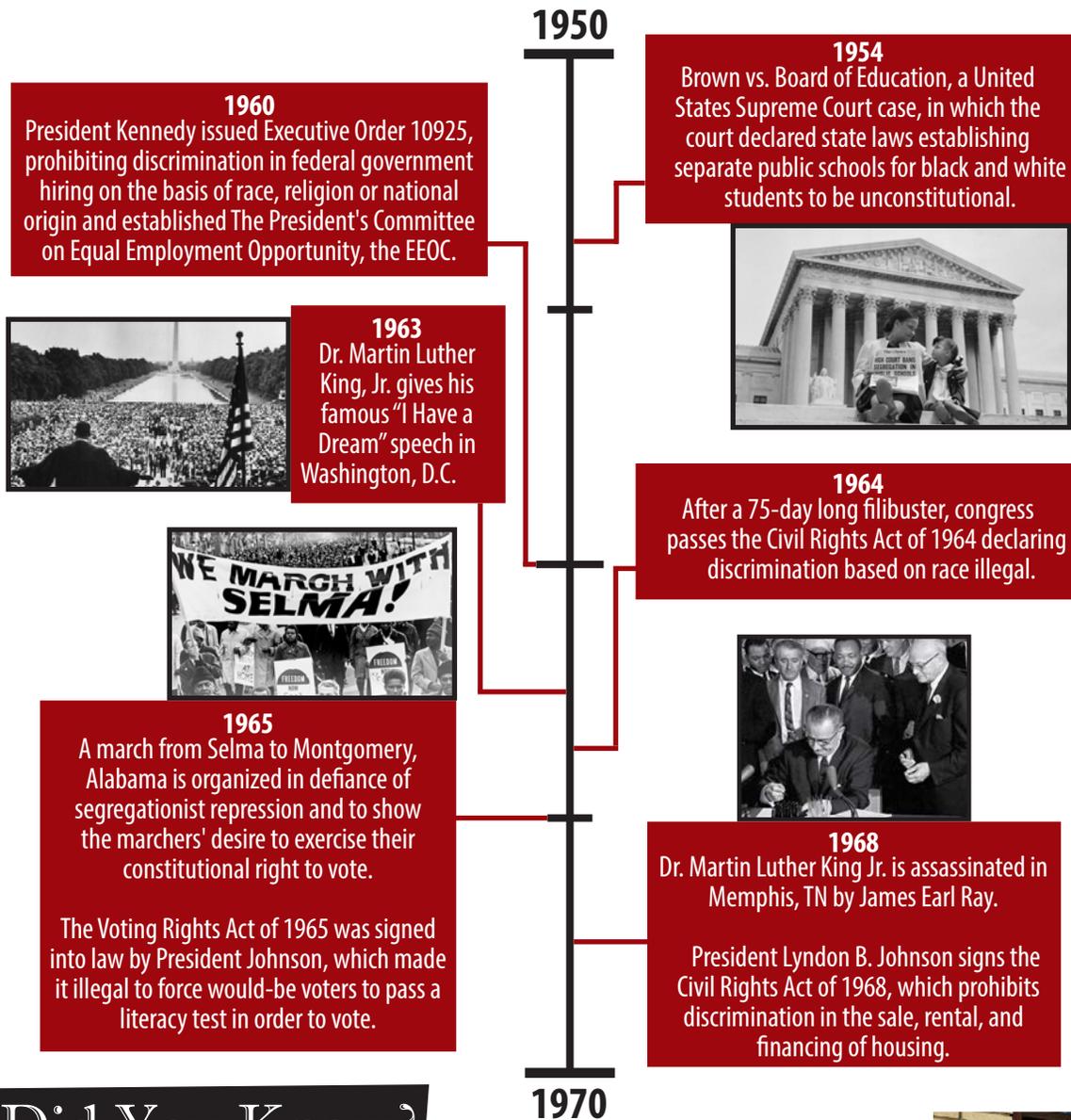
SOCIAL STUDIES



COMPREHENSION

The Civil Rights Movement (1955-1968) was a social, legal, and political struggle by African Americans against racial discrimination in order to gain full rights as citizens of the United States. **The Civil Rights Movement** started with a challenge to the system of segregation that was set up after the abolition of slavery at the end of the Civil War. The movement was characterized by **protest marches, boycotts, and a refusal to abide by segregation laws.**

SIGNIFICANT EVENTS IN THE CIVIL RIGHTS MOVEMENT



Did You Know?

One spectator at Dr. King's "I Have a Dream" speech was a young man named George Raveling. When he and a friend got to the National Mall, they were stationed on the steps of the Lincoln Memorial. When Dr. King's speech was over, he folded up his copy of the speech and Raveling, an avid collector of recordings and speeches by King and other Civil Rights leaders, quickly asked Dr. King if he could have the original copy. King handed the papers to Raveling and went on his way. Now retired, Raveling still has the famous speech. He would like the speech to be on public display someday. He has even written a clause into his will that passes custody of the speech to his son, Mark. There is only one condition: Mark may never sell it.



Cast of One: The History of the One-Person Show

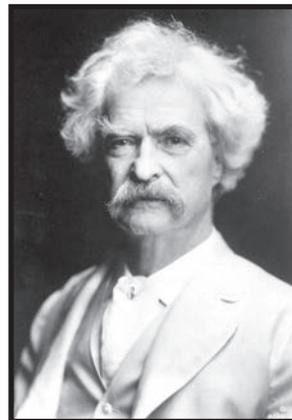


A **one-person show** (*one-man show* or *one-woman show*) is a solo performance, usually featuring an actor or comedian. When creating a show, a solo performer can also collaborate with writers, directors, designers, and composers.



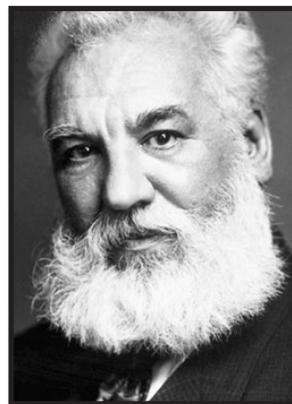
Susan B. Anthony

The American one-person show found its roots in **platform performances** of the late-nineteenth century, in which authors, public speakers, and actors gave readings or recitations from published works of literature in non-theatrical venues. The lecture, Lyceum, and Chautauqua circuits featured American **platform performances** by such noted figures as authors Charles Dickens, Mark Twain and Henry David Thoreau, inventor Alexander Graham Bell, suffragist Susan B. Anthony, and playwright and actress Anna Cora Mowatt.



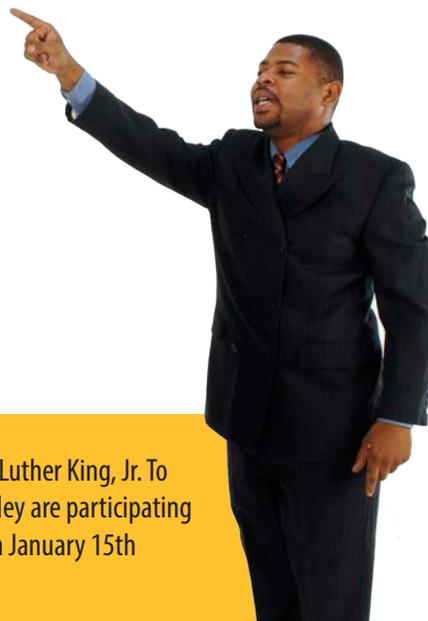
Mark Twain

Eventually one-person shows began to appear on both vaudeville and legitimate stages and in the 1950s, due in part to its low production costs, there was a surge in the number of one-person shows being created and produced. One-person shows typically fall into one of two categories: a **monologue** or a **monopolylogue**. A **monologue** features a single character, often famous or historical, speaking to a silent or unheard listener (most often the audience, who may be treated as another character or confidant). A **monopolylogue** features multiple characters all performed by one actor; some **monopolylogues** feature dialogue in which various characters talk to or converse with each other. Both types of one-person shows serve as vehicles designed to display the actor's ability for impersonation (of either one or of a variety of characters), stamina and transformation.



Alexander Graham Bell

MARTIN'S DREAM is a one-man show written and directed by Deondra Kamua Means. It is a **monologue** told from the point-of-view of Dr. Martin Luther King, Jr. and brings his story to life through the use of stories, speeches, and songs. In this one-man show, the character of Dr. King tells the story of his life, from his childhood in the Deep South all the way to the steps of the Lincoln Memorial, where he delivered his famous "I Have a Dream" speech.



Did You Know?

Fifty years have passed since the April 4, 1968 assassination of Dr. Martin Luther King, Jr. To honor Dr. King's life, people across the United States and in the Miami Valley are participating in a celebration of his life and his message beginning with his birthday on January 15th through the date of his assassination of April 4th.

CONNECTION

Ripples of Hope Worksheet:



A Lesson from the Southern Poverty Law Center

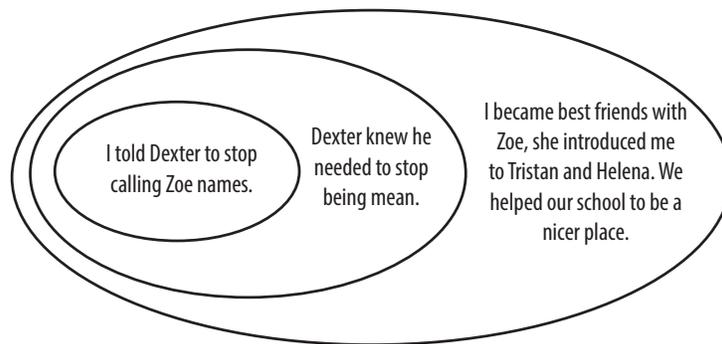
Name: _____ Date: _____

Inside the Civil Rights Memorial Center in Montgomery, Alabama, next to the Wall of Tolerance, a quote from Robert F. Kennedy's 1966 speech at Cape Town University in South Africa appears. It reads, in part:

...Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope.

Directions: When you drop a rock in a pool of water, small waves ripple out from where the rock hits the water. Think about a time when you took a stand to help someone else. Fill out the ripples to show how your choice affected those around you.

Example:



Amendments about Equality



Thirty-three amendments to the United States Constitution have been proposed by the United States Congress since the Constitution was put into operation on March 4, 1789. Each of the 33 was sent to the states for ratification. 27 of these amendments, having been ratified by the requisite number of states, are part of the Constitution. Amendments 1-10 are known as the Bill of Rights.

The following Amendments to the Constitution deal with **equality**. **Equality** doesn't only pertain to race. It could also be about religion, gender and sexuality.

<p>The 1st Amendment covers 5 freedoms: of speech, of press, of religion, of assembly, of petition.</p>
<p><i>Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.</i></p>
<p>The 13th Amendment abolishes slavery and gives Congress the power to enforce abolition through legislation.</p>
<p>Section 1. <i>Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.</i></p> <p>Section 2. <i>Congress shall have power to enforce this article by appropriate legislation.</i></p>
<p>The 14th Amendment covers the definition of citizens as people born in the US and prohibits the states from denying due process and equal protection under the law. It also excludes women from voting.</p>
<p>Section 1. <i>All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the law.</i></p>
<p>The 15th Amendment states that voting rights will not be based on race.</p>
<p>Section 1. <i>The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.</i></p> <p>Section 2. <i>The Congress shall have the power to enforce this article by appropriate legislation.</i></p>
<p>The 19th Amendment covers women's suffrage</p>
<p><i>The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.</i> <i>Congress shall have power to enforce this article by appropriate legislation.</i></p>

CONNECTION

Contact Your Representative!



Has there ever been a law or policy that you saw as wrong or unjust? You can write to your representative and let them know. If there is not a specific law that you know of, you can visit <http://www.ohioschoolboards.org/billtracker--130th-general-assembly--2013-2014--4> and use the topic search to find a proposed bill that may pertain to you. There are bills about many different topics including: what should be allowed to be taught in health class, student immunization, common core standards, and conceal carry on school campuses, as well as many others.

Mike Turner represents the people who live in Ohio's 10th district in Washington, D.C. and you can contact him!

D.C. Office: 2239 Rayburn Building Washington, D.C. 20515	Dayton Office: 120 W. Third Street Suite 305 Dayton, OH 45402
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Use the sample below to help draft a letter to your representative. If you want to send a letter to a representative in a different area, visit <http://www.house.gov/representatives/find/> and type in the zip code for the area in which you live.

Return Address

Your Name
Address
City, State Zip Code

Date

[Insert Date]

Representative's Address

The Honorable [Insert Representative's Name]
[Insert Address of Representative]

Salutation

Dear Representative [Insert Last Name]:

Introduce yourself: your name, address and school to identify that you are a constituent

My name is [Insert Your Name] and I reside at [Insert Your Address] in [Insert Your City], Ohio. I am in the [Insert Your Grade] at [Insert Your School].

Why are you writing your Representative?

I am writing you to about [Insert questions and ideas about policies]
[Be specific with your suggestion, idea or request. If you are writing about a specific Bill, include the Bill Number - for example, H. 5400 or. S. 2815]

Ask for a response

I appreciate your help and ask that you please send me a response letting me know if you are able to pass a Bill that would [Insert area of suggestion].

Thank your Representative for his/her time

Thank you for your time and considering my request.

Closing with your name

Sincerely,

[Insert Your Name]

CONNECTION

I Have a Dream Mobile Craft Worksheet

Name: _____ Date: _____

Dr. Martin Luther King, Jr. had many dreams about his future and the future of the world. **What are some of your dreams?**

You will need:

- Print out of the bubble below for each student
- A small picture of each child to tape or glue in to the small circle on the first bubble
- Colored pencils
- Tape or glue
- Hole punch
- String

Have your students create "I Have A Dream" cloud bubbles and then hang them around your classroom.

NAME:

I Have A Dream:

I Have a Dream Worksheet



Name: _____ Date: _____

The "I Have a Dream" speech is one of the most well-known and recognizable speeches in recent history, yet few people know that the "dream" section of the speech was completely improvised. During the seventh paragraph, Mahalia Jackson, a gospel singer and good friend of King's, shouted "Tell 'em about the dream." Clarence Benjamin Jones, one of the men who helped King write his speeches, saw King "push the text of his prepared remarks to one side of the lectern" and then King began his most famous section of that speech.

Read the following section of Dr. King's speech and identify the four dreams Dr. King outlines:

"I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident, that all men are created equal.' I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today!"

Use the template below to identify four dreams you have for yourself and your future. These dreams can be for family, friends, community, etc. Once completed, use these dreams to write your own "dream" speech.

1. I have a dream that . . .

2. I have a dream that . . .

3. I have a dream that . . .

4. I have a dream that . . .

Black and White Collage Craft



You will need:

- One sheet of black construction paper
- One sheet of white construction paper
- One piece of brightly colored construction paper
- Glue or tape

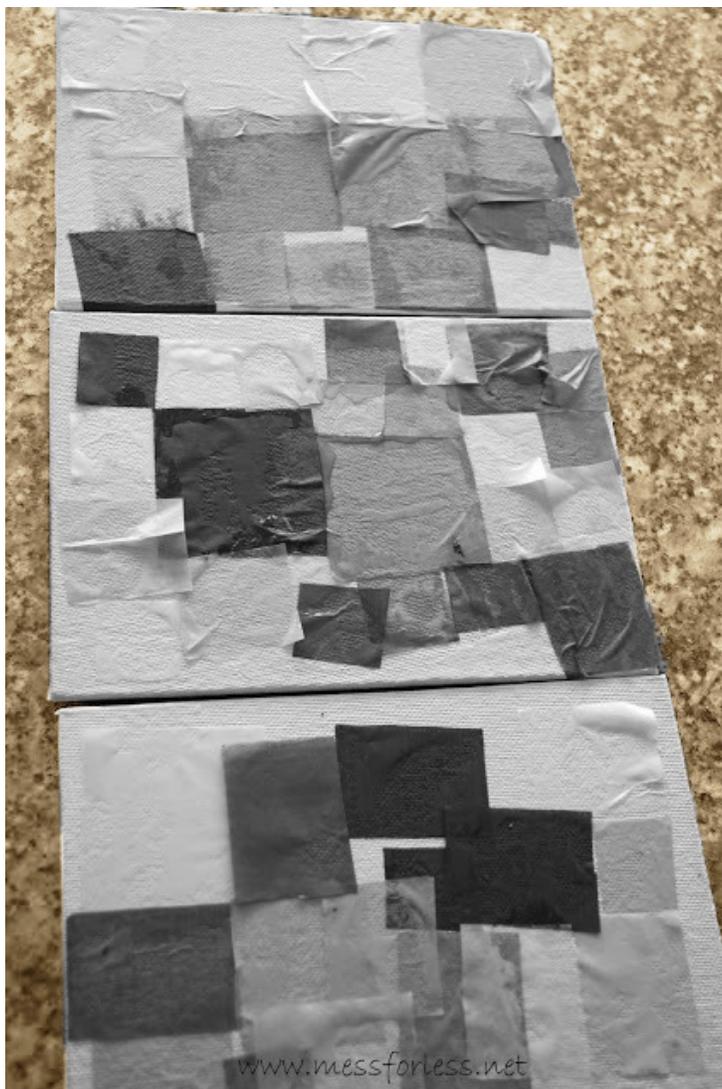
Step One: Tear black and white sheets into small pieces (1/2" squares or smaller). Glue or tape the black and white pieces onto the brightly colored sheet to create a unique collage. You may choose to create an identifiable object, a geometric design, a patterned "quilt", etc.

Step Two: After all of the pieces are completed, allow students to show their pictures to the rest of the class and briefly describe what they created. Be sure to point out that neither the black nor the white paper alone would have created an interesting picture, yet the two colors of paper combined can create something very interesting. In short, the colors are more productive working as a team.

Extension: Discuss the need for teamwork, whether it be in the home, the classroom, the workplace, or out in the community.

You might also pay attention to the difference between the pieces. Point out that just as no two pieces are alike, no two people are alike. Each person has a unique purpose in life and society as a whole is benefitted when each person finds and fulfills his or her purpose.

Consider the lives of some of your own personal role models. What would have happened if any of them had not followed their own purpose and tried to be just like someone else?



CREATIVITY

Resources for Students & Teachers

Additional Books by Martin Luther King, Jr.:

The Measure of a Man (1957)

Stride Toward Freedom: The Montgomery Story (1957)

Strength to Love (1963)

Why We Can't Wait (1964)

Where Do We Go from Here: Chaos or Community? (1967)



Publications for Teachers and Parents:

My Life with Martin Luther King, Jr., Written by Coretta Scott King. Puffin: 1994.

The Autobiography of Martin Luther King, Jr., Written by Martin Luther King, Jr. and Clayborne Carson. Intellectual Properties Management in Association with Warner: 1998.

A Kid's Guide to African American History: More than 70 Activities (A Kid's Guide series), Written by Nancy I. Sanders. Chicago Review Press: 2007.

Websites for Teachers and Students:

<http://www.thekingcenter.org>; Established in 1968 by Mrs. Coretta Scott King, the Martin Luther King, Jr. Center for Nonviolent Social Change ("The King Center") has been a global destination, resource center and community institution for over a quarter century. Nearly a million people each year make a trip to the National Historic site to learn, be inspired and pay their respects to Dr. King's legacy.

<http://www.history.com/topics/black-history/martin-luther-king-jr>; The History Channel's website has compiled articles, videos and speech transcripts from Martin Luther King, Jr, Coretta Scott King, Rosa Park, and more.

http://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-bio.html; The Official Site of the Nobel prize has compiled biographies, speeches, nominations and more about Martin Luther King, Jr.

Victoria Fuse's Local Resource

JOHN RANKIN HOUSE MUSEUM

Take a guided tour of the newly restored home of Rev. John Rankin, located on a bluff overlooking the Ohio River, and learn how the Rankin family and their neighbors in Ripley, Ohio and other nearby communities helped fugitives escape from slavery to freedom via the Underground Railroad.



At this National Historic Landmark, you can step inside one of the best-documented and most active Underground Railroad "stations" in Ohio and get the story of Ohio's role in the abolitionist movement that set the stage for the end of slavery as well as the modern Civil Rights movement.

For more information, visit: <https://www.ohiohistory.org/visit/museum-and-site-locator/john-rankin-house>.

Brought to you by



VICTORIA THEATRE ASSOCIATION
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TCT On Tour

The mission of The Children's Theatre of Cincinnati is "to educate, entertain, and engage audiences of all ages through professional theatrical productions and arts education programming."

Main Stage History

In 1924, the Junior League of Cincinnati developed a plan to introduce children in Cincinnati to the magic of theater. They created the Junior League Players, now known as The Children's Theatre of Cincinnati. The Children's Theatre was incorporated as a non-profit organization in 1947 and over the years evolved into a professional theater company. In 1923, the Board of The Children's Theatre hired Jack Louiso as Artistic Director, and under his leadership The Children's Theatre rose to new levels of professionalism, increasing its audience to serve nearly 200,000 children, families and schools each season primarily across Ohio, Kentucky, and Indiana.

TCT on Tour History

TCT On Tour (formerly ArtReach Touring Theatre) was founded by Kathryn Schultz Miller and Barry Miller in 1976. At that time, the company was an innovation in the arts community: a professional theater for young audiences focused on touring to schools throughout the region. ArtReach was named Best New Children's Theatre in the United States by the Children's Theatre Association of America in 1983.

In December of 1966, the Board of Directors of the Cincinnati-based ArtReach elected to merge operations with Theatre IV, a well-respected Virginia competitor in national touring that had been working on a parallel track for two decades. With business operations shared between the Cincinnati and Richmond offices, the organization regularly toured throughout 33 states plus the District of Columbia, with productions for children pre-K through 12th grade.

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

