

2017-2018

# DISCOVERY



Resource Guide



## MAYA ANGELOU, A WRITER'S LEGACY

Written by Mary Tensing

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

**Friday, February 2, 2018**  
**9:30 a.m. & 11:30 a.m.**



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



**W**elcome 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!

Maya Angelou is one of the most inspiring and influential poets our country has ever seen. In an interview in 2012 Ms. Angelou said, "My mom would read Paul Laurence Dunbar poems to me often when I was about 5 years old... among all the poems she read to me from him "... In *The Morning*" was the funniest and most ingenious." She was famously inspired by Dunbar's poem "Sympathy" where she borrowed the last line for the title of her book *I Know Why The Caged Bird Sings*. Inspiration can be found in the words of Dunbar, Maya Angelou and you. I hope this show inspires the poet in you to put pen to paper and write what is in your heart.

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 Connections



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. *MAYA ANGELOU, A WRITER'S LEGACY* fulfills the following Ohio and National Education Standards and Benchmarks for Grades 3-12:

## Ohio's New Learning Standards for English Language Arts:

- Grade 3-** RI.3.4, W.3.3, W.3.4, W.3.5, SL.3.1, L.3.1, L.3.2, L.3.3, L.3.5
- Grade 4-** RI.4.4, W.4.3, W.4.4, W.4.5, SL.4.1, L.4.1, L.4.2, L.4.3, L.4.5
- Grade 5-** RI.5.4, W.5.3, W.5.4, W.5.5, SL.5.1, L.5.1, L.5.2, L.5.3, L.5.5
- Grade 6-** RI.6.4, W.6.3, W.6.4, W.6.5, SL.6.1, L.6.1, L.6.2, L.6.3, L.6.5
- Grade 7-** RI.7.4, W.7.3, W.7.4, W.7.5, SL.7.1, L.7.1, L.7.2, L.7.3, L.7.5
- Grade 8-** RI.8.4, W.8.3, W.8.4, W.8.5, SL.8.1, L.8.1, L.8.2, L.8.3, L.8.5
- Grades 9-10-** RI.9-10.4, W.9-10.3, W.9-10.4, W.9-10.5, SL.9-10.1, L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.5
- Grades 11-12-** RI.11-12.4, W.11-12.3, W.11-12.4, W.11-12.5, SL.11-12.1, L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.5

## Ohio's New Learning Standards for Social Studies

- Grades 3-12-** Historical Thinking and Skills & Civic Participation and Skills
- Grade 9-12-** 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:Re8.1.3, TH:Cn10.1.3, TH:Cn11.1.3, TH:Cn11.2.3
- Grade 4-** TH:Pr5.1.4, TH:Re7.1.4, TH:Re8.1.4, TH:Cn10.1.4, TH:Cn11.1.4, TH:Cn11.2.4
- Grade 5-** TH:Pr5.1.5, TH:Re7.1.5, TH:Re8.1.5, TH:Cn10.1.5, TH:Cn11.1.5, TH:Cn11.2.5
- Grade 6-** TH:Pr5.1.6, TH:Re7.1.6, TH:Re8.1.6, TH:Cn10.1.6, TH:Cn11.1.6, TH:Cn11.2.6
- Grade 7-** TH:Pr5.1.7, TH:Re7.1.7, TH:Re8.1.7, TH:Cn10.1.7, TH:Cn11.1.7, TH:Cn11.2.7
- Grade 8-** TH:Pr.5.1.8, TH:Re7.1.8, TH:Re8.1.8, TH:Cn10.1.8, TH:Cn11.1.8, TH:Cn11.2.8
- Grades 9-12** –TH:Pr4.1.1.I, TH:Pr5.1.1.I, TH:Re7.1.1.I, TH:Re8.1.1.I, TH:Cn10.1.1.I, TH:Cn11.1.1.I

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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# The Incredible Life of Dr. Maya Angelou

ENGLISH/  
LANGUAGE  
ARTS

Maya Angelou was born Marguerite Johnson on April 4, 1928, in St. Louis, Missouri, and she was raised in St. Louis and Stamps, Arkansas. With dozens of awards and over 50 honorary doctorate degrees, Dr. Maya Angelou became a celebrated poet, memoirist, educator, dramatist, producer, actress, historian, filmmaker, and civil rights activist. She published seven autobiographies, three books of essays, and several books of poetry, and she was credited with a list of plays, movies, and television shows spanning over 50 years.

Dr. Angelou is best known for her series of seven autobiographies, which focus on her childhood and early adult experiences. The first, *I Know Why the Caged Bird Sings* (1969), deals with her early years in Long Beach, St. Louis and Stamps, Arkansas, where she lived with her brother and paternal grandmother. After a traumatic event, Dr. Angelou stopped speaking and remained mute for five years. During that time of silence, she developed a love for language. She read African-American authors like Langston Hughes, W. E. B. Du Bois, and Paul Lawrence Dunbar, as well as works by William Shakespeare, Charles Dickens, and Edgar Allan Poe. When Angelou was twelve and a half, Mrs. Flowers, an educated African-American woman, finally got her to speak again. Mrs. Flowers, as Angelou recalled in her children's book *Mrs. Flowers: A Moment of Friendship* (1986), emphasized the importance of the spoken word, explained the nature of and importance of education, and instilled in her a love of poetry.



Maya Angelou became a poet and writer after a series of occupations as a young adult, including fry cook, nightclub dancer and performer, coordinator for the Southern Christian Leadership Conference, and journalist in Egypt and Ghana during the decolonization of Africa. She was active in the Civil Rights movement, and worked with both Martin Luther King, Jr. and Malcolm X. In 1993, Angelou recited her poem "On the Pulse of Morning" (1993) at President Bill Clinton's Inauguration, making her the first poet to make an inaugural recitation since Robert Frost at President John F. Kennedy's Inauguration in 1961. Dr. Angelou was awarded the Presidential Medal of Arts in 2000, and President Barack Obama presented her the Presidential Medal of Freedom, the country's highest civilian honor in 2010. Maya Angelou died on May 28, 2014.

## Ohio Spotlight

SOCIAL  
STUDIES

### The Paul Lawrence Dunbar House

**Location:** 219 N. Paul Laurence Dunbar St., Dayton, OH 45402

**Hours of Operation:** Friday, Saturday, and Sunday from 10:00am–4:00pm

**Admission:** FREE!



Did you know that the first internationally acclaimed African-American poet Paul Laurence Dunbar who had a profound influence on Maya Angelou, lived right here in Dayton? Even the title of Maya Angelou's 1969 autobiography, *I Know Why the Caged Bird Sings*, was borrowed from a line in Dunbar's poem "Sympathy."

The Dayton house that Paul Lawrence Dunbar lived in has been transformed into a State Memorial and is available for educational tours. For more information, please visit <https://www.daytonhistory.org/visit/dayton-history-sites/paul-lawrence-dunbar-house-historic-site/>.



COMPREHENSION

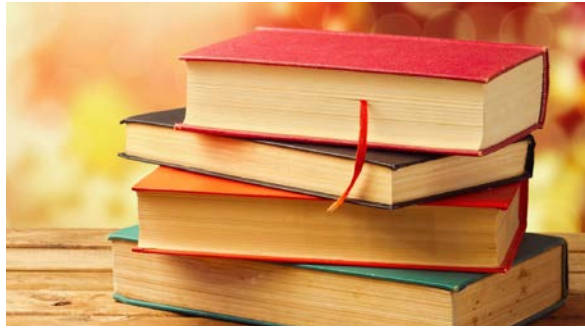
# Important Literary Vocabulary



**Aphorism (noun):** A concise statement of a truth or a principle. *Example: An apple a day, keeps the doctor away.*

**Autobiographical (adjective):** Marked by or dealing with one's own experiences or life history.

**Characterization (noun):** The techniques used by a writer to create and develop a character.



**Figurative language (noun):** Language that uses words or expressions with a meaning that is different from the words' or expressions' literal interpretation. *Examples: Metaphor, Simile, Personification, Hyperbole, Onomatopoeia, Alliteration, Idioms.*

**First-person Point of View (noun):** When the events of a real or imaginary story are told by one of the characters in the story; first-person point of view is written using I/me/mine/we/our pronouns.

**Memoir (noun):** A writer's account of a single, significant or important experience in his or her own life.

**Sensory Imagery (noun):** Words and sentences that make you think of how things taste, smell, sound, or feel.

# Pre-Show Conversation Starters



1. Maya Angelou's novel *I Know Why the Caged Bird Sings* is considered a "coming of age" story. What do you think it means to "come of age"? How might "coming of age" look different depending on an individual's culture, environment, and obstacles? What qualities do "coming of age" stories share?
2. Maya Angelou often faced **adversity** in her life. Define **adversity**. When was a time that you faced **adversity**? How did you overcome it? What did you learn from it?
3. Much of Maya Angelou's writing is **autobiographical** and is focused on pivotal events in her childhood. Discuss an event that you consider to have been a critical part of your growth and development. How has your perception or understanding of this event changed, or remained the same, as you have grown older? How has this event helped to define who you are?



COMPREHENSION

# Literary Giants to Know



Some of these African-American literary giants are Dr. Angelou's predecessors and some are her contemporaries, but like Dr. Angelou, they all helped to shape the world as we know it.



**Paul Lawrence Dunbar** - 1872-1906. Born in Dayton, Ohio.

- Born to former slaves, his work reveals the daunting challenges facing African-Americans in the post-Civil War Era.
- Published over 400 poems, six full-length novels, plays, short stories, and lyrics for musical productions.
- Editor of the *Dayton Tattler*, the Wright Brothers' short-lived newspaper.



**Zora Neale Hurston** - 1891-1960. Born in Notasulga, Alabama.

- An outstanding folklorist and anthropologist, she worked to record the stories and tales of many cultures, including her own African-American heritage.
- Living in New York City in the 1920s, Hurston was part a literary movement called, the *Harlem Renaissance*, a rebirth of African-American arts in America.
- Her best-known novels include *Their Eyes Were Watching God* and *Dust Tracks on a Road*.



**Langston Hughes** - 1902-1967. Born in Joplin, Missouri. Grew up in Cleveland, Ohio.

- One of the earliest innovators of the new literary art form called **jazz poetry**.
- Perhaps best-known as one of the leaders of the *Harlem Renaissance*.
- A prolific poet, he also wrote countless works of prose and plays, as well as a popular column for the *Chicago Defender*.



**James Baldwin** - 1924-1987. Born in Harlem, New York.

- A famous essayist, novelist, and playwright, his most famous works include *Go Tell it On the Mountain*, *Notes of a Native Son*, *Giovanni's Room*, and *Nobody Knows My Name*.
- Friends with Martin Luther King Jr., he wrote several essays on the Civil Rights movement.
- After hearing stories about Maya Angelou's childhood in Arkansas, he challenged her to write her autobiography, *I Know Why the Caged Bird Sings*.



**Toni Morrison** - Born in 1931 in Lorraine, Ohio.

- A Nobel Prize- and Pulitzer Prize-winning novelist, editor, and professor, her novels are known for their epic themes, exquisite language and richly detailed African-American characters who are central to their narratives.
- Among her best-known novels are *The Bluest Eye*, *Sula*, *Song of Solomon*, *Beloved*, and *Jazz*, *Love and A Mercy*.

## Classroom Activity



Below are five additional African-American writers who have made important contributions to literature and history. What can you find out about each of them? Have you discovered any similarities? Differences?

Lorraine Hansberry

Richard Wright

Alice Walker

W.E.B. Du Bois

Suzan-Lori Parks

COMPREHENSION

# The Art of the Memoir



**Memoir** comes from the French word **mémoire** meaning “memory or reminiscence.” Unlike an **autobiography** which tells the story of a full life, a **memoir** is a writer’s account of a single, significant, or important experience in his or her life; a turning point.

Another important difference between an **autobiography** and a **memoir** is in the treatment of fact. A **memoir** is concerned with capturing the emotional truth of a section of one’s life, and how it makes the author feel now, and unlike an **autobiography**, is less focused on factual, chronological events.

# The History of the Memoir



Memoirs have been written since ancient times. In *Commentaries on the Gallic Wars*, written between 58 and 50 BC, Julius Caesar describes the battles that took place during the nine years that he spent fighting local armies in the Gallic Wars.

During the Middle Ages, a number of merchants in Florence, Italy wrote first-hand accounts capturing the everyday realities of their businesses, families, and personal lives alongside the high drama of shipwrecks, plagues, and political conspiracies.

Over the latter half of the 18th through the mid-20th century, memoirists generally included those who were noted within their chosen professions. These authors, usually those in a position of power in society, wrote to record and publish their own account of their public exploits. A famous exception is Henry David Thoreau’s 1854 memoir, *Walden*, in which Thoreau relays his experiences over the course of two years in a cabin he built near Walden Pond in Massachusetts.

In the twentieth-century, war memoirs became a genre of their own. Memoirs documenting incarceration by Nazi Germany during the war include Primo Levi’s *If This Is a Man*, which covers his arrest as a member of the Italian Resistance Movement, followed by his life as a prisoner in Auschwitz and Elie Wiesel’s *Night*, which is based on Wiesel’s life prior to and during his time in the Auschwitz, Buna Werke, and Buchenwald concentration camps.



Image courtesy of Kate Merriman, 2014.

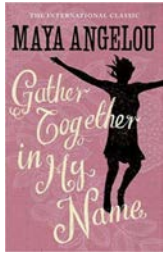


CONNECTION

# The Memoirs of Maya Angelou

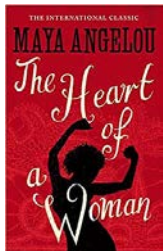
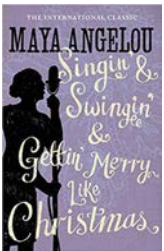
ENGLISH/  
LANGUAGE  
ARTS

Affectionately referred to as the “Queen of Memoir,” Maya Angelou wrote 6 memoirs, spanning from her childhood in Stamps, Arkansas to her life as a writer and civil rights activist in New York City.



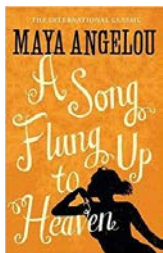
***I Know Why the Caged Bird Sings*** - First published in 1969, this memoir covers the first 17 years of Angelou’s life, from 1928 until 1944. Her most famous memoir, it establishes many of the themes of her subsequent work: the power of language, the journey of the artist, and the search for forgiveness.

***Gather Together in My Name*** - Published in 1974, this continues Angelou’s story from ages 17 to 19. After graduating from high school, she gives birth to a son, Guy, and in this memoir, we follow her struggles through a variety of jobs and relationships, as she tries to provide for her young son and find her place in the world.



***Singin' and Swingin' and Gettin' Merry Like Christmas*** - Published in 1976 and set between 1949 and 1955, this memoir spans Angelou’s early twenties as she follows her love of dance to New York City. The main focus explored in this part of her story is the conflict she feels as she tries to balance her role as a single mother with her success as a performer travelling throughout Europe with the musical *Porgy and Bess*.

***The Heart of a Woman*** - Published in 1981 and set between 1957 and 1962, her fourth memoir follows her travels to California, New York City, and Cairo as she raises her teenage son, becomes a published author, becomes active in the civil rights movement, and is romantically involved with a South African anti-apartheid fighter.



***All God's Children Need Traveling Shoes*** - Published in 1986, her fifth memoir begins in 1962, when at age 33, she decides to “reclaim another piece of her identity” by moving to Accra, Ghana. Deriving its title from a Negro spiritual, it begins where Angelou’s previous memoir, *The Heart of a Woman*, ends — with the traumatic car accident involving her son, Guy — and closes with Angelou returning to America in 1965.

***A Song Flung up to Heaven*** - Published in 2003, her sixth memoir opens in 1965 as she returns from Africa to the United States to work with Malcolm X, but when she arrives, she quickly learns that Malcolm X has been assassinated. In the aftermath of this event, Dr. Martin Luther King, Jr. asks her to become his coordinator in the North, but when King is assassinated, she completely withdraws from the world, unable to deal with this horrible event. Finally, her friend and fellow writer, James Baldwin forces her out of isolation and insists that she accompany him to a dinner party—where the idea for writing *I Know Why the Caged Bird Sings* is born, and this memoir ends as Maya Angelou begins to write the first sentences.

## Now You Try It!



Brainstorm a list of times in your life of transition and change. Pick one time from your list to write about. Now, narrow that time down to one scene that best captures this time of transition. Try to restrict yourself to one relatively short period of time (a few hours maybe or even shorter). Try to imagine yourself back in that scene, and write about what you see, hear, what the place looks like, what other people (if any) are there and what they do/say.



CONNECTION

# The Poet's Toolbox Worksheet



Name: \_\_\_\_\_ Date: \_\_\_\_\_

When you think of poetry, you probably think of **rhyme**; however, poets use a plethora of tools besides **rhyme** to play with words. Here are some literary devices and alternate ways of putting words together to create poetic lines and phrases.

**Alliteration:** the repetition of the initial consonance sound in a sentence or phrase

**Maya Angelou Example:** *Pretty women wonder where my secret lies.*

You Try It! \_\_\_\_\_

**Metaphor:** a figure of speech in which two seemingly unlike things are compared

**Maya Angelou Example:** *I'm a black ocean, leaping and wide.*

You Try It! \_\_\_\_\_

**Repetition:** Using the same words or phrases to emphasize its significance in a poem.

**Maya Angelou Example:** *Alone, all alone / Nobody, but nobody / Can make it out here alone.*

You Try It! \_\_\_\_\_

**Simile:** a figure of speech in which two unlike things are compared using "like" or "as"

**Maya Angelou Example:** *Does my haughtiness offend you?/Don't you take it awful hard*

*'Cause I laugh like I've got gold mines/Diggin' in my own backyard.*

You Try It! \_\_\_\_\_

## Did You Know?



Poetry Out Loud (POL) encourages students to learn about great poetry through memorization and recitation. This program helps students master public speaking skills, build self-confidence, and learn about literary history and contemporary life. In Ohio, teachers, librarians, or administrators register their high schools each year with the

Ohio Arts Council and organize contests with one class, several classes, or a whole school. Contests, workshops, and multimedia program materials, including curricula, are free. Poetry Out Loud is aligned with Common Core and National Council of Teachers of English (NCTE) standards. For more information, please visit <http://www.oac.ohio.gov/poetryoutloud>.



# Six-Word Memoir Challenge Worksheet



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Once asked to write a full story in just six words, legend has it that novelist Ernest Hemingway responded, “**For Sale: baby shoes, never worn.**” In November 2006, writer and editor Larry Smith issued a challenge to fans of his website publication, *SMITH Magazine* to describe their lives in six words. Since the Six-Word Memoir® debuted as a project of *SMITH Magazine* in November 2006, nearly 1 million short stories have been shared on Six-Word Memoirs.

## Now it's Your Turn to Write One!

Check out the “Six in Schools” section on <http://sixwordmemoirs.com> to read students’ work from classrooms across the world.

### Write Your Six-Word Memoir®

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### Illustrate Your Six-Word Memoir®

## Share!

Create a Six-Word Memoir® Wall to share your memoirs in the classroom or create a centralized location and make the wall available for any students in the school to share.

**Extension Activity:** Choose a memoir from <http://sixwordmemoirs.com> that especially intrigues you and write a short story in which you imagine a narrative based on those six words. Make your selected memoir the final six words of the story.

# Write an “I Am” Poem



Use the formula below to write your own “I Am” poem. Once you are finished, create an “I Am” poetry display, using your poem and any photos, illustrations, or word art you’d like to include. Share your poems as a class and create an “I Am” poetry board to display your poems.

## MODEL

## EXAMPLE

### FIRST STANZA

**I am** (2 special characteristics you have)

**I wonder** (something of curiosity)

**I hear** (an imaginary sound)

**I see** (an imaginary sight)

**I want** (an actual desire)

**I am** (the first line of the poem repeated)

**I am** small and mighty.

**I wonder** what the world will be like in the year 2050.

**I hear** my ancestors’ songs of freedom.

**I see** the way the world could be if we all worked together.

**I want** to experience the adventure of life before it passes me by.

**I am** small and mighty.

### SECOND STANZA

**I pretend** (something you actually pretend to do)

**I feel** (a feeling about something imaginary)

**I touch** (an imaginary touch)

**I worry** (something that bothers you)

**I cry** (something that makes you sad)

**I am** (the first line of the poem repeated)

**I pretend** that I am the ruler of the universe.

**I feel** the weight of the world upon my shoulders.

**I touch** the Milky Way Galaxy at its farthest boundary.

**I worry** about the devastation of a nuclear holocaust.

**I cry** when my mom is deployed.

**I am** small and mighty.

### THIRD STANZA

**I understand** (something that is true)

**I say** (something you believe in)

**I dream** (something you dream about)

**I try** (something you really make an effort about)

**I hope** (something you actually hope for)

**I am** (the first line of the poem repeated)

**I understand** the frustration of not being able to do something easily.

**I say** that everyone is entitled to have an opportunity to do his or her best.

**I dream** of traveling to all points on the globe.

**I try** to be the best person I can be.

**I hope** to design and plan cities someday.

**I am** small and mighty.

CREATIVITY

# Resources for Students & Teachers

## Additional Books by Maya Angelou:

*And Still I Rise* (1978)

*The Heart of a Woman* (1981)

*All God's Children Need Traveling Shoes* (1986)

*I Shall Not Be Moved* (1990)

*Wouldn't Take Nothing for My Journey Now* (1993)

*Phenomenal Women* (2000)

*A Song Flung Up to Heaven* (2002)

*Letter to My Daughter* (2008)

## Publications for Teachers and Parents:

*Mom & Me & Mom*. Written by Maya Angelou. Random House: 2013.

*Letters to My Daughter*. Written by Maya Angelou. Random House: 2009.

*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:

<https://www.mayaangelou.com/>; Maya Angelou's official website. "Take time to read, listen, view and be inspired. Trail your wisps of glory and once you've clicked every page, make sure you return as we continue to expand the experience. Together, let's celebrate her life and joy!"

<http://www.prattlibrary.org/research/tools/index.aspx?cat=19943&id=4341>; A great literary resource to access FREE print and digital journals, books, and articles from a variety of sources including African American Review and Black American Literature Forum.

<https://www.poetryfoundation.org/>; The Poetry Foundation, publisher of *Poetry* magazine, is "an independent literary organization committed to a vigorous presence for poetry in our culture. It contains poems, readings, poetry news and the entire 100-year archive of *Poetry* magazine."

## Victoria Fuse's Local Resource



Opened on the banks of the Ohio River in Cincinnati in 2004, the mission of the **National Underground Railroad Freedom Center** is to reveal stories of freedom's heroes, from the era of the Underground Railroad to contemporary times, 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, visit <http://www.freedomcenter.org/>.



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**The Children's Theatre of Cincinnati**



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 1993, 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 1996, 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. For more information, please visit <https://www.thechildrenstheatre.com/>.

**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

