

FOUR SCORE AND SEVEN YEARS AGO

Applause Series CURRICULUM GUIDE
CIVIC CENTER OF GREATER DES MOINES

March 13, 2012

FOUR SCORE AND SEVEN YEARS AGO

Dear Teachers,

Thank you for joining us for the Applause Series presentation of *Four Score and Seven Years Ago*. Set against the backdrop of Gettysburg, Pennsylvania in 1863, *Four Score and Seven Years Ago* aims to bring to light the dangers of preconceptions and the complexity of viewpoints that contributed to the Civil War. Centered around two young men thrust into a war not of their own making, the show illuminates the many sacrifices of a war that played a defining role in the United States living up to its ideal that “all men are created equal.”

As you prepare your students for this experience, we hope that this study guide helps you connect the performance to your classroom curriculum in ways that you find valuable. In the following pages, you will find contextual information about the performance and related subjects, as well as a variety of discussion questions and activities. Some pages are appropriate to reproduce for your students; others are designed more specifically with you, their teacher, in mind. As such, we hope that you are able to “pick and choose” materials and ideas from the study guide to meet your class’s unique needs.



See you at the theater,

Civic Center Education Team

Support for Civic Center education programs and the Applause Series is provided by:

Alliant Energy, American Republic Insurance Company, Bradford and Sally Austin, Bank of America, EMC Insurance Companies, Greater Des Moines Community Foundation, Hy-Vee, John Deere Des Moines Operations, Iowa Department of Cultural Affairs, Richard and Deborah McConnell, Pioneer Hi-Bred - a DuPont business, Polk County, Prairie Meadows, Sargent Family Foundation, Target, U.S. Bank, Wells Fargo & Co., Willis Auto Campus, Windsor Charitable Foundation and more than 200 individual donors.

This study guide was compiled and written by Karoline Myers; edited by Kristen Darrah.
Adapted from “*Fourscore and Seven Years Ago Study Buddy*” materials from ArtsPower National Touring Theatre.

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ABOUT THE CIVIC CENTER



The Civic Center of Greater Des Moines is a cultural landmark of central Iowa and is committed to engaging the Midwest in world-class entertainment, education, and cultural activities. The Civic Center has achieved a national reputation for excellence as a performing arts center and belongs to several national organizations, including The Broadway League, the Independent Presenters Network, International Performing Arts for Youth, and Theater for Young Audiences/USA.

Five performing arts series currently comprise the season— the Willis Broadway Series, Prairie Meadows Temple Theater Series, Wellmark Blue Cross and Blue Shield Family Series, the Dance Series, and the Applause Series. The Civic Center is also the performance home for the Des Moines Symphony and Stage West.

The Civic Center is a private, nonprofit organization and is an important part of central Iowa's cultural community. Through its education programs, the Civic Center strives to engage patrons in arts experiences that extend beyond the stage. Master classes bring professional and local artists together to share their art form and craft, while pre-performance lectures and post-performance Q&A sessions with company members offer ticket holders the opportunity to explore each show as a living, evolving piece of art.

Through the Applause Series— curriculum-connected performances for school audiences— students are encouraged to discover the rich, diverse world of performing arts. During the 2011-2012 season, the Civic Center will welcome more than 40,000 students and educators to 13 professional productions for young audiences.

Want an inside look? Request a tour.

Group tours can be arranged for performance and non-performance dates for groups grades 3 and above.

Call 515-246-2355 or visit CivicCenter.org/education to check on availability or book your visit.

DID YOU KNOW?

More than 250,000 patrons visit the Civic Center each year.

The Civic Center opened in 1979.

The Civic Center has three theater spaces:

- *Main Hall, 2744 seats*
- *Stoner Studio, 200 seats*
- *Temple Theater, 299 seats (located in the Temple for the Performing Arts)*

No seat is more than 155 feet from center stage in the Main Hall.

Nollen Plaza, situated just west of the Civic Center, is a park and amphitheater that is also part of the Civic Center complex. The space features the Brenton Waterfall and Reflection Pool and the Crusoe Umbrella sculpture.

The Applause Series started in 1996. You are joining us for our 16th season of school performances.

GOING TO THE THEATER . . .



YOUR ROLE AS AN AUDIENCE MEMBER

Attending a live performance is a unique and exciting opportunity. Unlike the passive experience of watching a movie, audience members play an important role in every live performance. As they act, sing, dance, or play instruments, the performers on stage are very aware of the audience's mood and level of engagement. Each performance calls for a different response from audience members. Lively bands, musicians, and dancers may desire the audience to focus silently on the stage and applaud only during natural breaks in the performance. Audience members can often take cues from performers on how to respond to the performance appropriately. For example, performers will often pause or bow for applause at a specific time.

As you experience the performance, consider the following questions:

- * What kind of live performance is this (a play, a dance, a concert, etc.)?
- * What is the mood of the performance? Is the subject matter serious or lighthearted?
- * What is the mood of the performers? Are they happy and smiling or somber and reserved?
- * Are the performers encouraging the audience to clap to the music or move to the beat?
- * Are there natural breaks in the performance where applause seems appropriate?

A SPECIAL EXPERIENCE

Seeing a live performance is a very special experience. Although it is not required, many people enjoy dressing up when they attend the theater.

THEATER ETIQUETTE

Here is a checklist of general guidelines to follow when you visit the Civic Center:

- * Leave all food, drinks, and chewing gum at school or on the bus.
- * Cameras, recording devices, and personal listening devices are not permitted in the theater.
- * Turn off and put away all cell phones, pagers, and other electronic devices before the performance begins.
- * Do not text during the performance.
- * Respect the theater. Remember to keep your feet off of the seats and avoid bouncing up and down.
- * When the house lights dim, the performance is about to begin. Please stop talking at this time.
- * **Talk before and after the performance only.** Remember, the theater is designed to amplify sound, so the other audience members and the performers on stage can hear your voice!
- * Use the restroom before the performance or wait until the end. If you must leave the theater during the show, make sure the first set of doors closes before you open the second — this will keep unwanted light from spilling into the theater.
- * Appropriate responses such as laughing and applauding are appreciated. Pay attention to the artists on stage — they will let you know what is appropriate.
- * Open your eyes, ears, mind, and heart to the entire experience. Enjoy yourself!

GOING TO THE THEATER information is adapted from the Ordway Center for the Performing Arts study guide materials.

CIVIC CENTER FIELD TRIP INFORMATION FOR TEACHERS



**Thank you for choosing the Applause Series at the Civic Center of Greater Des Moines.
Below are tips for organizing a safe and successful field trip to the Civic Center.**

ORGANIZING YOUR FIELD TRIP

- * Please include all students, teachers, and chaperones in your ticket request.
- * After you submit your ticket request, you will receive a confirmation e-mail within five business days. Your **invoice will be attached to the confirmation e-mail.**
- * Payment policies and options are located at the top of the invoice. **Payment (or a purchase order) for your reservation is due four weeks** prior to the date of the performance.
- * The Civic Center reserves the right to cancel unpaid reservations after the payment due date.
- * Tickets are not printed for Applause Series shows. Your invoice will serve as the reservation confirmation for your group order.
- * Schedule buses to arrive in downtown Des Moines at least 30 minutes prior to the start of the performance. This will allow time to park, walk to the Civic Center, and be seated in the theater.
- * Performances are approximately 60 minutes unless otherwise noted on the website and printed materials.
- * All school groups with reservations to the show will receive an e-mail notification when the study guide is posted. Please note that study guides are only printed and mailed upon request.

DIRECTIONS AND PARKING

- * Directions: From I-235, take Exit 8A (Downtown Exits) and the ramp toward 3rd Street and 2nd Avenue. Turn onto 3rd Street and head south.
- * Police officers are stationed at the corner of 3rd and Locust Streets and will direct buses to parking areas with hooded meters near the Civic Center. Groups traveling in personal vehicles are responsible for locating their own parking in ramps or metered (non-hooded) spots downtown.
- * Buses will remain parked for the duration of the show. At the conclusion, bus drivers must be available to move their bus if necessary, even if their students are staying at the Civic Center to eat lunch or take a tour.
- * Buses are not generally permitted to drop off or pick up students near the Civic Center. If a bus must return to school during the performance, prior arrangements must be made with the Civic Center Education staff.

ARRIVAL TO THE CIVIC CENTER

- * When arriving at the Civic Center, please have an **adult lead your group** for identification and check-in purposes. You may enter the building through the East or West lobbies; a Civic Center staff member may be stationed outside the building to direct you.
- * Civic Center staff will usher groups into the building as quickly as possible. Once inside, you will be directed to the check-in area.
- * Applause seating is not ticketed. Ushers will escort groups to their seats; various seating factors including group size, grade levels, arrival time, and special needs seating requests may be used to assign a group's specific location in the hall.
- * We request that an **adult lead the group into the theater and other adults position themselves throughout the group**; we request this arrangement for supervision purposes, especially in the event that a group must be seated in multiple rows.
- * Please allow ushers to seat your entire group before rearranging seat locations and taking groups to the restroom.
- * As a reminder, children under the age of three are not permitted in the theater for Applause performances.

IN THE THEATER

- * In case of a medical emergency, please notify the nearest usher. A medical assistant is on duty for all Main Hall performances.
- * We ask that adults handle any disruptive behavior in their groups. If the behavior persists, an usher may request your group to exit the theater.
- * Following the performance, groups may exit the theater and proceed to their bus(es) upon dismissal by Civic Center staff.
- * If an item is lost at the Civic Center, please see an usher or contact us after the performance at 515.246.2355.

QUESTIONS?

Please contact the Education department at 515.246.2355 or education@civiccenter.org.
Thank you!

VOCABULARY



abolition: a movement to rid the United States of slavery. In *Four Score*, Lemuel desires to join the Union forces to fight for abolition.



Example of Civil War era artillery. Photo courtesy of old-picture.com

artillery: large guns and cannons.

Battle of Gettysburg: Civil War battle fought between Union and Confederate forces on July 1-3, 1863. Gettysburg, Pennsylvania is the setting for *Four Score*.



Gettysburg is located in Pennsylvania near the Maryland border. Image courtesy of bestplaces.net.

Civil War: a war fought between two groups of people that live in the same country. The American Civil War occurred between 1861-1865. After four years of fighting, the Confederacy surrendered and slavery was outlawed everywhere in the United States.

Confederacy: the southern states that withdrew from the United States in 1860 to govern themselves.

dry goods: textiles, clothing, and other related items.



Civil War era dry goods store. Photo courtesy of science-views.com

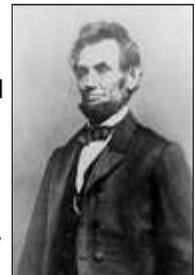
Dry goods are sold at Mrs. McIlheny's general store in *Four Score*.

free state: one of the United States in which owning slaves was illegal. In *Four Score*, Lemuel escaped slavery to live in the free state of Pennsylvania.

The Battle of Gettysburg, Pa. July 3rd, 1863 by Currier and Ives. Image courtesy of xtimeline.com.

Gettysburg

Address: famous speech written and given by President Lincoln at the dedication of the Gettysburg National Cemetery in November 1863, beginning "Four score and seven years ago..."



Abraham Lincoln. Image courtesy of americaslibrary.gov.

regiments: military units of ground troops.

treason: the crime of betraying one's own country by purposely acting to aid its enemies. When Lemuel decides to help Jacob, he risks being arrested for treason.

Underground Railroad: a series of safe hiding places created to help escaping slaves reach "free states."

Union: the northern states that remained loyal to the existing United States government.

ABOUT THE PERFORMANCE, pg. 1



The importance of courage and personal integrity is presented against the backdrop of the American Civil War in ArtsPower National Touring Theatre's production of *Four Score and Seven Years Ago*. This historical musical exposes the conflicts between patriotism and pacifism, revealing to young audiences the dilemma of families torn apart by differing beliefs.

Number of Actors: 4

Run Time: Approx. 55 minutes

SYNOPSIS

To Lemuel, a young runaway slave, life in Gettysburg is everything he had dreamed it would be. He has a good job at the general store and a good friend in the shop's owner, Mrs. McIlheny, who has taught him how to read. What Lemuel wants most, however, is to be a Union soldier and fight for abolition.

Mrs. McIlheny is visited by her nephew Jacob, a private in the Confederate Army who comes to the store after his regiment has taken control of Gettysburg.

Jacob is rude and condescending to Lemuel. He calls him "boy" and orders him around. However, the two become unlikely friends when they realize that they grew up in the same county in Georgia. The men come to see that, despite different allegiances and differences in their skin color, that they can become friends.

During the Battle of Gettysburg, Jacob is wounded and returns to his aunt's store to take refuge. When a suspicious Union sergeant returns to the store and sees Jacob, Lemuel must come to Jacob's aid.

Months later, recalling the words of President Abraham Lincoln's *Gettysburg Address*, the characters reflect on people who fight for their beliefs.

"It was a wonderful education opportunity for the students and they talked about it excitedly for days."

Mark D., Camden Elementary School, Camden, NJ

MUSIC

The creators of the musical knew that it would be too challenging to recreate the enormity of the Battle of Gettysburg with only four actors. They decided to use music, lyrics, and sound effects to portray the "character" of the battle. Music is also used to show each characters' reaction to the chaos around them.

Songs in *Four Score and Seven Years Ago* include:

"Full-Fledged American"

⇒ Lemuel and Mrs. McIlheny share their views on suffrage and discrimination.

"How Can You Lose with God on Your Side"

⇒ Lemuel and Jacob compare differing views of the war.

"Make a Little Money on the Side"

⇒ The corrupt nature of a Union sergeant is revealed.

"The People"

⇒ Set as an epilogue, this song wraps in and around the unforgettable words of the Gettysburg Address.

(About the Performance, cont. pg. 8)

ABOUT THE PERFORMANCE, pg. 2



CHARACTERS AND COUNTERPARTS

Lemuel is a young black man. He works in a dry goods store in Gettysburg in the free state of Pennsylvania.

⇒ Lemuel represents those black people who escaped slavery via the Underground Railroad.

Mrs. McIlheny is a Quaker widow who owns the dry goods store.

⇒ Mrs. McIlheny represents people of the Quaker religion who do not believe in war or slavery.

“PLAIN SPEECH”

The character of Mrs. McIlheny is Quaker. Until the late 1800s, Quakers spoke “plain speech.” They felt that “thee” was less formal than “you.” They used “thee” to address every person because they believed in equality among all human beings.

During the performance, listen for “thee” in Mrs. McIlheny’s lines, such as “Thee knows we sell no weapons.”

Jacob is a young Confederate soldier who is also Mrs. McIlheny’s nephew.

⇒ Jacob represents the inexperienced and untrained youths who joined the Civil War armies. His relationship with his aunt illustrates that in civil wars, members of the same family often fight on opposing sides.

Sergeant Hitchborne is an officer in the Union army.

⇒ Sergeant Hitchborne represents the officers of the forces of the North. His activities illustrate that not all people on the “winning” side are honest and principled.

General Pickett is a commander of Confederate troops.

⇒ The real General George Pickett led 15,000 Confederate soldiers at Gettysburg in the bloodiest attack of the Civil War.

THINGS TO WATCH FOR

To present a story on stage, actors rely on ‘theater conventions’. See if you can spot any of the following during the performance.

Characters **freeze in position** on stage. “Frozen” characters are not part of the action on stage.

Characters **speak their thoughts** out loud. In this way, characters can act as a narrator to provide background information and comments on characters and events.

The **stage is “split.”** Two sides of the stage are used to show different things happening at the same time.

Some actors play more than one character. This is called **“doubling.”**

Actors move in **slow motion**. This is a way to show speed and confusion.

Time is compressed. Days, weeks, even years can go by on stage simply by ending one scene and starting another.

ABOUT ARTSPOWER AND THE SHOW'S CREATION



Mark and Gary Blackman founded ArtsPower in 1985 and have been steering its course ever since. ArtsPower has grown into one of America's largest and most active producers of professional theater for young and family audiences. Its 26 professional touring productions have been seen by nine million people in 46 states – from Alaska to Florida.

“At ArtsPower, we are committed to enriching children's lives through the performing arts,” said executive producer Gary Blackman. “By introducing our audiences to enthusiastic characters... children can see new possibilities in life and in themselves.”

Four Score Creative Team:

Playwrights:

Greg Guning and Kathleen Huber

Score and Lyrics:

John Forster

Costume Design:

Fred Sorrentino

Set Design:

George Allison

THE CREATION OF FOUR SCORE

Four Score and Seven Years Ago is the first show ArtsPower ever produced.

Inspiration

The script was inspired by an advertisement in the July 1864 edition of *The Gettysburg Sentinel* that playwright Greg Gunning came across while researching the Civil War era. The ad, for McIlheny's Dry Goods store, mentions a “generous assortment” of shoes and hats, intended to attract the many soldiers who had taken up temporary occupation within Gettysburg's city limits. It was this simple announcement that sparked Greg's imagination to create the plot and characters of *Four Score*.

Research

During the summer of 1989, co-producer Gary Blackman traveled to Gettysburg to find out what he could about the history of McIlheny's Dry Goods Store. He was able to locate the exact site on which the store had once stood, a space now occupied by a bank. Gary visited Town Hall and pored over census records until he was able to find the financial records for McIlheny's personal

and commercial holdings. This trip to Gettysburg – and the photos and souvenirs recovered from Gary's research – provided a window into the past that the creators were able to draw on when creating the musical.

Writing

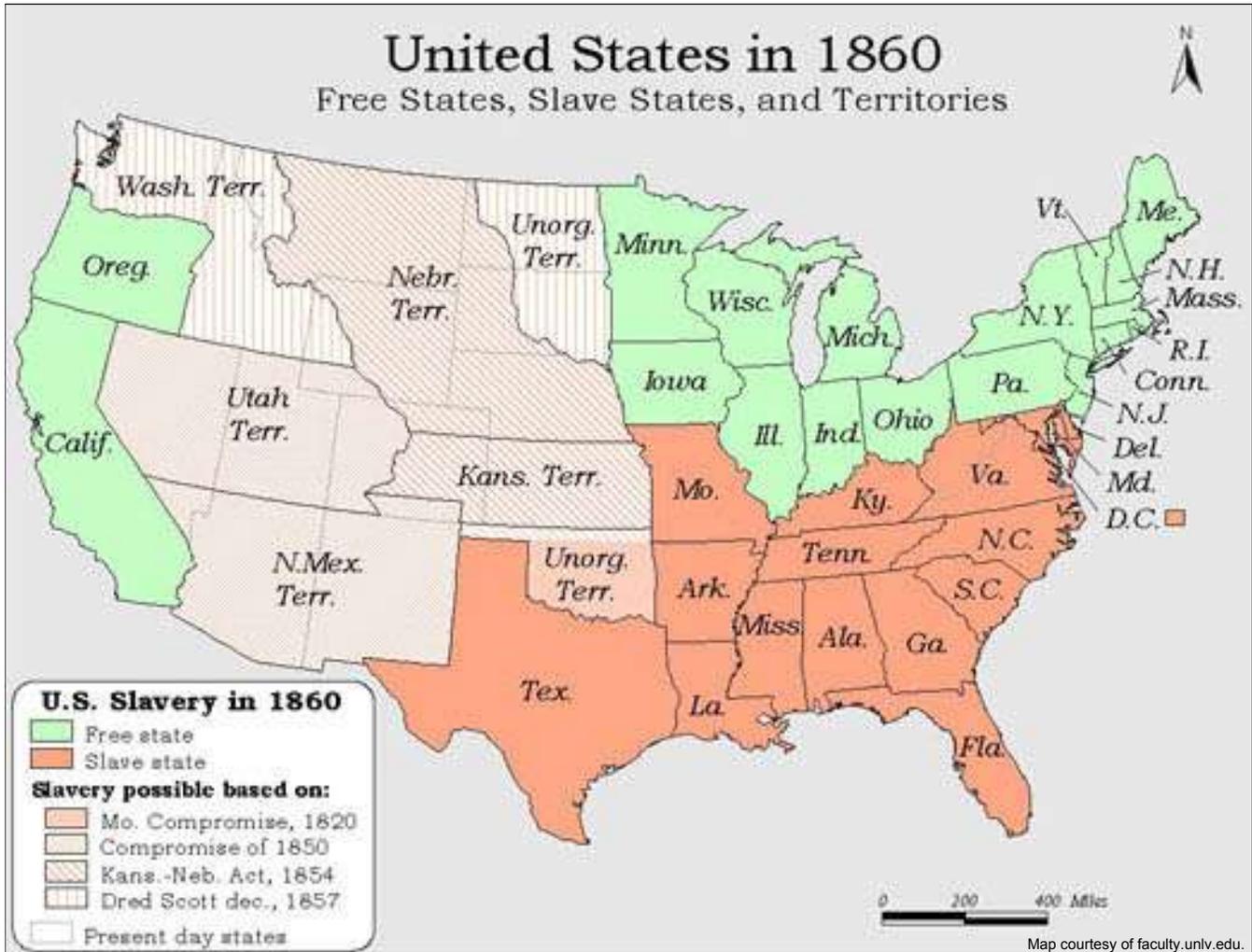
After completing their research, the creative team spent many months brainstorming and imagining the lives of the characters they were creating. They talked about where they could have come from, what their families might have been like, and what emotions could have driven them to behave as they did.

Thirteen drafts later, the playwrights and producers had script they were proud of that was ready to be turned into a musical. John Forster joined the team to write the lyrics and music.

Staging

When it was time to bring the show to life, more members of the creative team were brought on. Fred Sorrentino designed the costumes and George Allison designed the set, bringing the world of 1863 Gettysburg to life on stage for audiences to experience.

THE CIVIL WAR, pg. 1



Four Score and Seven Years Ago is a fictitious story set against the backdrop of the Civil War, one of the most complex and defining periods in United States history. Read on to learn more about the opposing viewpoints and issues that led to the Civil War, its tragic results, and its defining role in the eradication of slavery in the United States.

STATES VS. FEDERAL RIGHTS

The Civil War was a fight to preserve the United States of America. From the birth of the country and the creation of the Constitution, there were two different viewpoints on the role of the federal government.

Some, the federalists, believed that the federal government and the presidency needed to maintain power to keep the country strong. Others, the anti-federalists, believed that individual states should have the right to determine their own laws within their borders and should

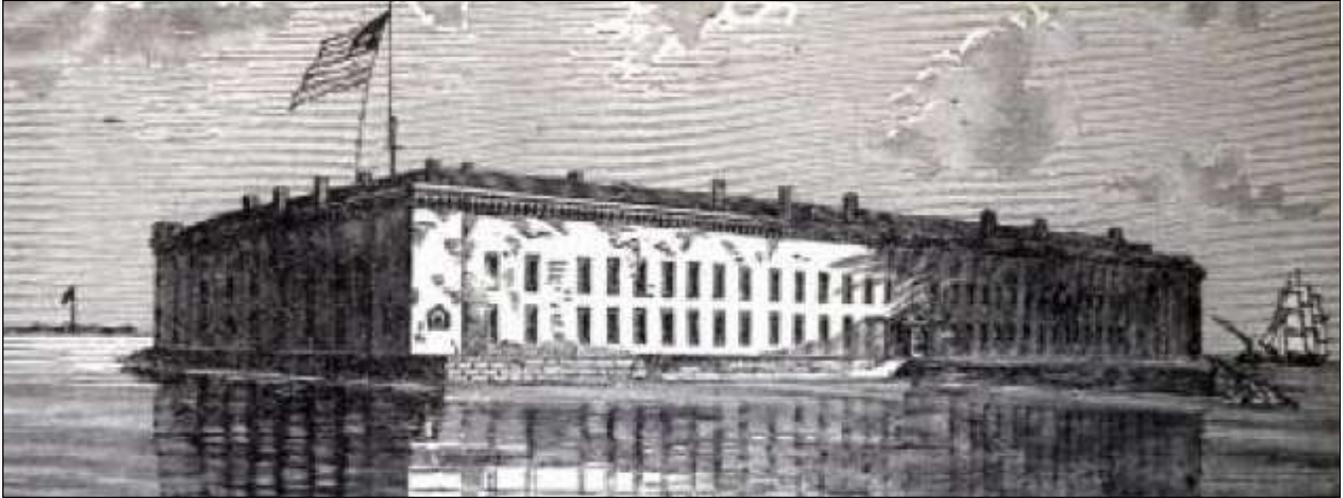
not be forced to follow the laws set by the federal government. As time passed, the rights of states would often conflict with actions taken by the federal government. Issues such as taxes, internal improvements, the military, and, of course, slavery caused many arguments.

NORTHERN AND SOUTHERN INTERESTS

The debate over states' rights came to increasingly divide the Northern states and the Southern states. The economies of the two regions were very different from one another.

(The Civil War, cont. pg. 11)

THE CIVIL WAR, pg. 2



The South was comprised largely of small and large plantations that grew labor intensive crops including cotton and tobacco.

The North's economy, in contrast, was based in manufacturing. Raw materials were used to create finished goods.

Slavery had been abolished in the Northern states. Slavery continued, however, in the Southern states due to the need for inexpensive labor to maintain the plantations. As new states were added, compromises had to be made on whether each new state would be admitted as a free state or a slave state. Both groups feared that the other would gain an unequal amount of power.



Cotton plant. It took large amounts of cheap labor — mainly through slavery — to grow and pick cotton at a rate profitable enough to sustain the Southern economy.

COMPROMISE OF 1850

The Compromise of 1850 was created to try to reduce the conflict between the two sides.

One part of the compromise allowed the new state of Kansas to decide for itself whether it would become a free state or a slave state. Many pro and anti-slavery forces traveled to Kansas to try to influence the decision. Open fighting broke out in the territory — a precursor to the bloody battles of the Civil War.

SECESSION

The 1860 election of Abraham Lincoln (from Illinois, a Northern state) as president led the state of South Carolina to decide to break off from the Union and form its own country. Ten more states followed: Mississippi, Florida, Alabama, Georgia, Louisiana, Texas, Virginia, Arkansas, Tennessee and North Carolina. On February 9, 1861, these states joined into the Confederate States of America.

“A house divided upon itself cannot stand.”
-Abraham Lincoln, 1858

The attack of Fort Sumter, a United States federally held fort located in the harbor of Charleston, South Carolina, officially began the Civil War. Image courtesy of civilwartrail.net.

WAR BEGINS

Lincoln was inaugurated as president in March, 1861. On April 12, Confederate forces opened fire on Fort Sumter which was a federally held fort in South Carolina. This began the American Civil War.

Each side naively believed victory would be theirs in a matter of months. Instead, what followed was a war that would last four years and cost countless lives.

(The Civil War, cont. pg. 12)



Image courtesy of lincoln-institute.org

THE CIVIL WAR, pg. 3



ABOVE: Union soldiers in their camp. Image courtesy of writingthroughthewoundsofwar.wordpress.com.

SCOPE OF THE WAR

The Civil War lasted from 1861 until 1865. During this time, over 600,000 soldiers representing both sides were killed in battle or by disease. Many more were wounded. Both the North and the South experienced major victories and defeats. By September 1864, the North took the city of Atlanta, Georgia and gained the upper hand. The war officially ended on April 9, 1865.

At the far right is a list of many of the major battles of the Civil War. What patterns do you see regarding the locations and the victories as the war progressed?



Re-enactors portray members of the 54th Massachusetts regiment, one of the most well-known regiments of black troops to fight during the Civil War. Image courtesy of thegrio.com.

EMANCIPATION PROCLAMATION

President Abraham Lincoln issued the Emancipation Proclamation on January 1, 1863 as the nation was entering the third year of the war. The proclamation declared “that all persons held as slaves” within the rebellious states “are, and henceforward shall be free.”

The Emancipation Proclamation was limited by the fact that it only applied to states that had seceded from the Union, meaning that the issue of slavery was untouched in loyal border states.

Despite its shortcomings, the Emancipation Proclamation transformed the war. Its existence solidified that the war was no longer just about maintaining the union of the country – it was a war for freedom itself. After its signing, every advance of federal troops expanded freedom, leading to the freeing of 3.1 million slaves.

In addition, the Proclamation announced the acceptance of black men into the Union Army and Navy. By the end of the war, almost 200,000 black soldiers and sailors fought for the Union and freedom.

MAJOR BATTLES

First Battle of Bull Run

July 1861: Virginia. Confederate victory.

Battle of Fort Donelson

Feb. 1862: Tennessee. Union victory.

Battle of Shiloh

April 1862: Tennessee. Union victory.

Second Battle of Bull Run

Aug. 1862: Virginia. Confederate victory.

Battle of Antietam

Sep. 1862: Maryland. No clear victor.

Battle of Fredericksburg

Dec. 1862: Virginia. Confederate victory.

Battle of Chancellorsville

April 1863: Virginia. Confederate victory.

Siege of Vicksburg

May 1863: Mississippi. Union victory.

Battle of Gettysburg

July 1863: Pennsylvania. Union victory.

Battle of Chicamauga

Sep. 1863: Georgia. Confederate victory.

Battle of Spotsylvania

May 1864: Virginia. Confederate victory.

Sherman's March to the Sea

Late 1864: Atlanta to Savannah, Georgia. Union victory.

Battle of Appomattox Courthouse

April 1865: Virginia. Final major Union victory.

THE GETTYSBURG ADDRESS



Four Score and Seven Years Ago takes its title from the first sentence of President Abraham Lincoln's Gettysburg Address.

In 1863, the United States was in the middle of a Civil War. (A civil war is a war fought between two groups of people that live in the same country.) On July 1-3, 1863, on an open field beside the small town of Gettysburg, Pennsylvania, Union forces from the northern United States fought a long and bloody battle against troops from the southern Confederate States of America.

After the battle, President Lincoln wrote and delivered a speech at the dedication of the Gettysburg National Cemetery. That speech has become one of the most famous in American history. It is called the Gettysburg Address.

What is a score?

A score is a unit to measure time. It is equal to twenty years. "Four score and seven years" is equivalent to 87 years. What happened 87 years prior to the year the Gettysburg Address?

THE GETTYSBURG ADDRESS

Four score and seven years ago, our fathers brought forth on this continent a new nation conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate, we can not consecrate, we can not hallow this ground. The brave men, living and dead, who struggled here have consecrated it far above our poor power to add or detract.

The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living rather to be dedicated to the unfinished work which they who have fought here have so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us – that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion – that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom – and that this government of the people, by the people, for the people, shall not perish from the earth.

TOP: An artist's impression of Abraham Lincoln giving the Gettysburg Address. We don't have an actual photograph of the historic event because the speech was over before the photographer had time to take one. Image courtesy of howstuffworks.com.

PRE-SHOW EXPLORATION ACTIVITIES

1) PRIMARY SOURCE INSPIRATION

Explanation: In this activity, students will use a primary source from the Civil War era, such as a photo or advertisement, as inspiration for an original short story.

Goals: To explore primary sources and to gain understanding of the men and women of the Civil War era.

When: Before or after the performance

Materials:

- Books with Civil War era photos
- Computer with internet access
- Paper
- Pencils

Activity:

1. Review the background information about the creation of the musical *Four Score and Seven Years Ago* with students. (Found on page 9.)
2. Explain to students that the advertisement that the playwright found from *The Gettysburg Sentinel* is considered a primary source. It is something that was created during the time under study.
3. Invite students to use books or the internet to find other primary sources from the Civil War era, such as photos, newspaper articles, or advertisements.
4. Have students select one primary source that intrigues them.
5. Invite them to use the primary source as inspiration to write a short fictitious story.
6. Like the creators of *Four Score and Seven Years Ago*, they should ask the following questions:
 - Who are the people represented within the primary source?
 - Where did they come from?
 - What were their families like?
 - What did they believe about the war?
 - What did these beliefs lead them to do?
7. Encourage students to use as much detail as possible to create their characters and stories.

Follow-Up Questions:

1. What can primary sources tell us about a time period that reading a second-hand account cannot?
2. What feelings did you experience as you explored the primary sources?
3. What was challenging about this activity?

2) MAP IT

Explanation: In this activity, students will locate on a map the sites of many major Civil War battles.

Goal: To develop an understanding of the trajectory of Civil War battles — both geographically and in result.

When: Before or after the performance

Materials:

- Copies of 'United States of America: 1860" map, available on page 17
- List of major Civil War battles, available on page 12
- Blue and grey colored pencils
- Additional reference materials, such as an atlas

Activity:

1. Provide each student with a map and a list of major Civil War battles.
2. Using an atlas or other reference materials, ask students to mark on the map the site of each major Civil War battle.
3. Union victories should be noted with a blue star; confederacy victories should be noted with a grey star.
4. Next to each battle location, have students write the site and the year that the battle occurred.

Follow-up Questions:

1. What patterns do you notice about where the major Civil War battles occurred?
2. What patterns do you notice about which sides were victorious?
3. What surprised you about this activity?

Additional Follow-Up Activity:

1. Break students into small groups and assign each group one of the major battles.
2. Have students conduct research on the battle and report their findings to the entire class.

POST-SHOW ASSESSMENT AND DISCUSSION, pg. 1

POST-SHOW DISCUSSION QUESTIONS

Fact vs. Fiction

1. Which parts of the play were fact?
2. Which parts of the play were fiction?
3. How does the play show what might have happened?

The Message

1. Does the playwright of this play show an opinion?
2. Are we supposed to feel that one character is "right" in his or her political beliefs?
3. How did the performance affect you?

Perceptions

1. At the beginning of the musical, what does Lemuel think it means to be a free man in the North? What does he think it means to be a southern soldier? How do his ideas change when he meets Jacob?
2. Where did you see examples of intolerance in the show? How did understanding and friendship combat the intolerance different characters exhibited?
3. Lemuel and Jacob found their preconceptions of one another challenged. Were there characters whose actions challenged your understandings of the Civil War era?

War

1. Lemuel and Jacob are both young teenagers with very little experience living life on their own. How were their lives affected by the war? Did it matter that neither one of them made any of the decisions leading to the war? Why or why not?
2. What different viewpoints about the war did the characters display?

Music

1. What songs do you remember from the show? What were they about?
2. How would you describe the style of music?

Costume and Set Design

1. What did the costumes look like?
2. What did the set look like?

ASSESSMENT ACTIVITIES

1) Activity: Write a Review

Explanation: In this activity, students will reflect on the performance by writing their own review.

Goal: To reflect on the performance experience.

When: After the performance

Activity:

1. Ask students to imagine that they are a critic for the school newspaper. They are going to write a review of the performance to inform others about what they experienced.
2. In the review they should describe with detail: what they saw; what they heard; how the performance made them feel; what the performance reminded them of; and what their favorite part was and why.
3. Remind students that they must paint a picture of the experience with their words so that others who did not see the performance can imagine it.

Discussion:

1. What did you include in your review? Why was it important to include?

2) WRITE A LETTER

Explanation: In this activity, students will write a letter to the performers about their experience.

Goal: To reflect on the performance experience.

When: After the performance

Activity

1. Invite students to write a letter to the actors in *Four Score and Seven Years Ago*.
2. In their letters they should share:
 - What their favorite part of the show was and why;
 - How they felt during the performance;
 - Which character(s) they felt the most empathy for and why;
 - Any additional thoughts they would like to share.

Mail to:

ArtsPower National Touring Theatre
271 Grove Avenue, Bldg. A
Verona, NJ 07044

POST-SHOW ASSESSMENT AND DISCUSSION, pg. 2

3) GETTYSBURG TABLEAU

Explanation: In this activity, students will work in small groups to create tableau (“frozen pictures” with their bodies) to show the key ideas of the Gettysburg Address.

Goal: To demonstrate understanding of the Gettysburg Address.

When: After the performance

Activity:

1. Divide the class into small groups of 3 or 4.
2. Give each student a 1-2 sentence section of the Gettysburg Address.
3. Have students look up words from their section that they do not know in the dictionary.
4. Ask each group to identify what they believe to be the main idea of their section.
5. Invite students to create a tableau (“frozen picture” with their bodies) to show the main idea of their section. The tableau should use various levels — not everyone sitting, nor everyone standing. Give students just a few minutes to design their tableau.
6. Next, ask each group to come up with one or two sentences that explains the main idea that their tableau conveys. Each student in the group should be prepared to act as the narrator.
7. Give students a few more minutes to revise their tableau. Encourage them to think about the level of expression on their faces and in their body.
8. Finally, have each group share their tableau in order of their assigned sections of the Gettysburg Address.
9. In order, each group should take the position of their tableau while you read aloud their section of the speech. The group should remain completely frozen the entire time.
10. After you read their section, call on one student in the group to say the one or two sentences they have prepared together about their tableau.
11. Repeat this process until all groups have shared.

Follow-up Questions:

1. What was challenging about this activity?
2. Is there a group you would like to compliment for their tableau? What did they do that stands out?
3. What message do you Lincoln wanted to convey in the Gettysburg Address?
4. Why is the Gettysburg Address so well known today?

4) A CONFLICT OF IDEAS

Explanation: In this activity, students will engage in a debate taking on different viewpoints regarding the Civil War from the standpoint of the Union, Confederacy, and pacifists.

Goal: To explore the different viewpoints involved in the Civil War.

When: After the performance

Activity:

1. Ask students to imagine that they are on a news panel in 1862.
2. The topic of conversation is the following quote from a song in *Four Score and Seven Years Ago*:
A war like this is terrible.
But one thought makes it bearable:
“Our cause is just and cannot be denied.
How can you lose with God on your side?”
3. Divide students into three groups:
 - The Union (who wished to maintain the Union, as well as those who wished to abolish slavery);
 - The Confederacy (who wished to maintain the rights of states, as well as those fighting to keep slavery);
 - Pacifists (people who hate all fighting or whose religion forbid fighting; they believed both sides were wrong and should settle their differences through negotiation).
4. Ask each group to interpret the above quote from their point of view’s perspective.
5. Each group should prepare a statement to share at the news conference.
6. When each group has shared their statement, open up the floor for continued debate.

Follow-up Questions:

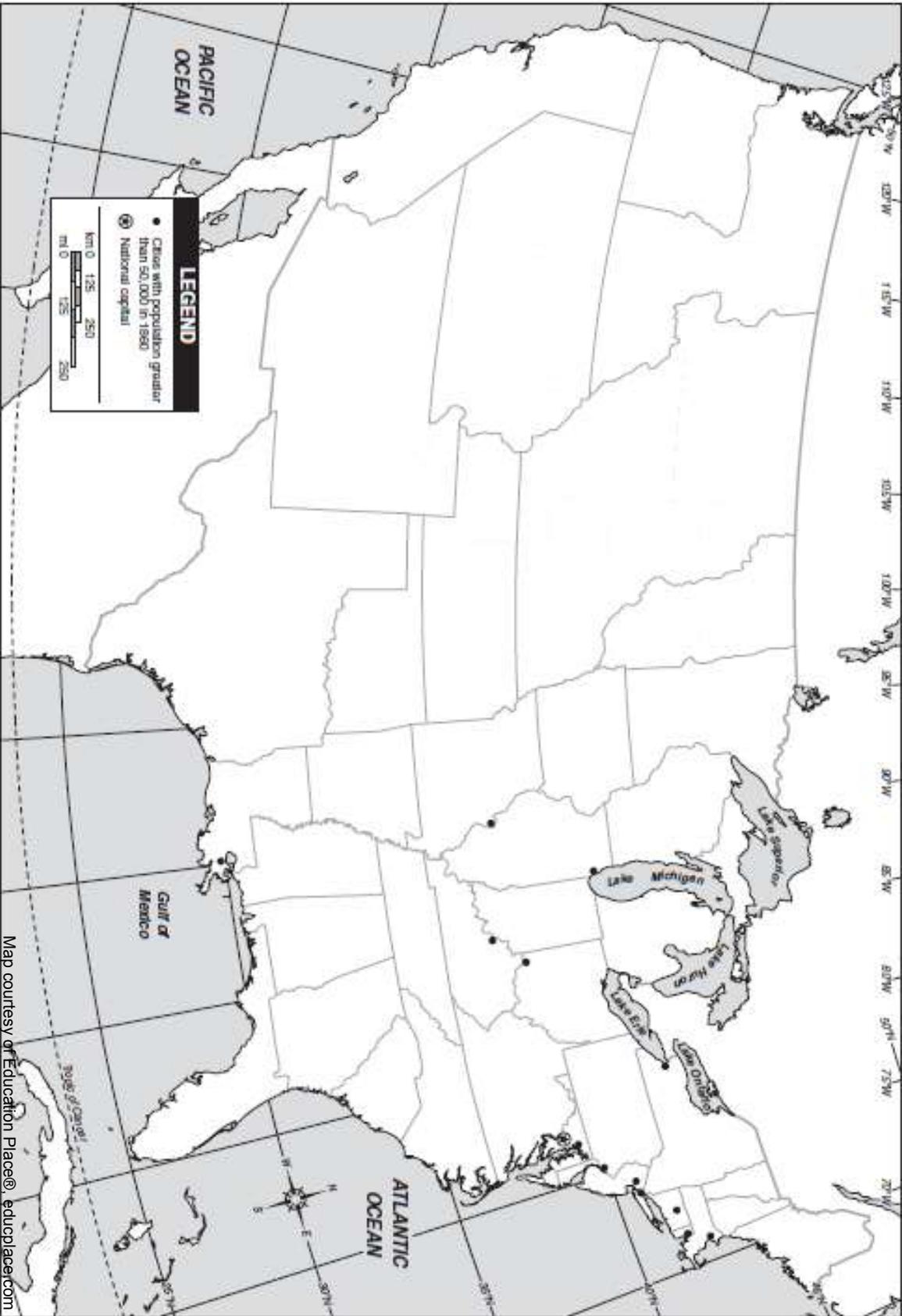
1. What reasons did your group give for believing your point of view was the correct one?
2. Were any of your group’s ideas or reasons challenged by another group’s position?
3. What characters in the show most closely aligned with the point of view you were given?

“A Conflict of Ideas” activity based on ArtsPower’s Study Buddy materials for *Four Score and Seven Years Ago*.

Name: _____

(For use with "Map It" Activity on page 14)

United States of America: 1860



RESOURCES AND SOURCES



Civil War reenactment in Iowa near Quad Cities on Mississippi River. Image courtesy of denniscoello.com.

BOOKS

Check your school library for these and other great books about the Civil War.

Bolotin, Norman. Civil War A to Z: A Young Person's Guide to Over 100 People, Places, and Points of Importance. Dutton Juvenile: 2002.

Collier, James. With Every Drop of Blood: a Novel of the Civil War. Laurel Leaf: 1996.

Crane, Stephen. The Red Badge of Courage. Prestwick House: 2004. (Originally published 1895.)

Cox, Clinton. Undying Glory: The Story of the Massachusetts 54th Regiment. Backinprint: 2007.

Freedman, Russell. Lincoln: A Photobiography. Houghton Mifflin: 1989.

Keith, Harold. Rifles for Watie. HarperTeen: 1987.

McPherson, James M. Fields of Fury: The American Civil War. Athenum: 2002.

Polacco, Patricia. Pink and Say. Philomel: 1994.

Wisler, Clifton G. Mr. Lincoln's Drummer. Puffin: 1997.

CLASSROOM RESOURCES

"The Civil War: A Film by Ken Burns." PBS.

In conjunction with Ken Burns' PBS documentary on the Civil War, website contains additional images of the war, overview of the war, and ideas for activities for the classroom.

<http://www.pbs.org/civilwar/classroom/index.html>

"Civil War Trust Education Resources." www.civilwar.org/education

Contains teacher resources including Civil War curriculum, lesson plans, glossary of Civil War terms, primary sources, and maps. Also contains interactive section for students, including quizzes, tests, and links to student friendly resources for research.

Education World. "Civil War Lesson Plans and Activities."

http://www.educationworld.com/a_lesson/lesson/lesson186.shtml

Compilation of lesson plans to teach what caused the war, what it was like to be a nation divided, and about life during the war.

"Interactive Timeline of the Civil War." New York Times.

<http://www.nytimes.com/interactive/2010/10/29/opinion/20101029-civil-war.html>

Detailed interactive timeline, beginning with Lincoln's election in 1860 through May 1865.

STUDY GUIDE SOURCES

ArtsPower National Touring Theatre. "Four Score and Seven Years Ago Handbill/Synopsis." www.artspower.org

ArtsPower National Touring Theatre. "Four Score and Seven Years Ago Producer's Notes." www.artspower.org

ArtsPower National Touring Theatre. "Four Score and Seven Years Ago Study Buddy." www.artspower.org

"Overview of the American Civil War—Secession." About.Com American History. <http://americanhistory.about.com/od/civilwarmenu/a/civiloverview.htm>