



# THALIAN ASSOCIATION CHILDREN'S THEATER

2014 - 2015 SEASON

## Teacher Resource Guide and Lesson Plan Activities



*Featuring general information about our production along with some creative activities to help you make connections to your classroom curriculum & community service, before and after the show.*

The production and accompanying activities address **North Carolina Essential Standards in Theatre Arts**, Goal A.1: Analyze literary texts & performances. Look for this symbol for other curriculum connections



*All Youth Cast!*



Book, music & lyrics by  
Meredith Willson

Story by  
Meredith Willson & Franklin Lacey

Meredith Wilson's The  
Music Man, Jr  
**September**  
12th-14th & 18th-21st

**Hannah Block Historic USO/  
Community Arts Center**  
120 South 2nd Street  
7:00 PM Thursday - Saturday  
3pm Sunday

**Free  
Tickets for Teachers!**

Teachers are welcome to attend our  
Thursday 7:00 PM preview performance.  
Additional tickets may be purchased for  
\$6.00 per person. Reservations are  
required and on a first come basis.

Contact:

Thalian Association Artistic Director,  
David T. Loudermilk for more information.  
[davidtloudermilk@thalian.org](mailto:davidtloudermilk@thalian.org)

### About The Musical

The Music Man is set in River City, Iowa on July 4th, 1912. This American musical classic, follows fast-talking traveling salesman Harold Hill and his visit to River City, Iowa where he meets and falls in love with the willful spinster librarian, Marian Paroo. With his fast-talking style, "Professor" Hill convinces the town to form a marching band and adopt his revolutionary music program, "The Think System," or face the moral decline of the youngsters of River City. Chaos ensues as Hill's credentials are questioned and he is forced to prove himself to the citizens of River City.

### About Thalian Association & Children's Theater

**Thalian Association** was founded in 1788, to provide arts education & bring the excitement of the performing arts to Wilmington, North Carolina & produces five major productions annually on the Main Stage at historic Thalian Hall. In fact, Thalian Hall was proudly named for our organization in 1858. Our mission is to present quality live theater that illuminates the human experience for the citizens of Wilmington, New Hanover County and beyond. We teach life skills through theater education and provide an outlet for artists and technicians to

develop and exercise their crafts. Established over 34 years ago **Thalian Association Children's Theater (TACT)** is an extension of Thalian Association Community Theater non-profit organization & is dedicated to the enrichment of arts education for our community's youth. We offer academy



classes (in drama, voice, playwriting, story telling & theatrical makeup) that are aligned with the National Standards for Arts Education. Through generous support from: PPD, Cape Fear Rotary, Wilmington East Rotary an affiliate of the North Carolina Community Foundation, Mary Duke Biddle Foundation, Landfall Foundation, and the Dan Cameron Family Foundation, we provide Community Outreach Scholarship Classes to over 300 at risk students, every week. We want to turn out great theater artists as well as great doctors, lawyers, teachers and bankers. Thalian Children's Theater is about developing collaborative & thoughtful members of our community.

**Additional Teacher Resource Guides, Lesson Plan Activities  
& Student Contests**

**are available on our website: [thalian.org](http://thalian.org)**

**Like us on Facebook for a chance to win free tickets!**



*"I'm still trying to write something by way of music that might have a chance of lasting longer than I do." - Meredith Willson*

### *About Meredith Willson*

Meredith Willson was born in Mason City, Iowa on May 18, 1902. He learned to play the piccolo and flute while still in high school. In 1919, at age 17, he enrolled in New York's Institute of Musical Art (now The Juilliard School). At age 19, Willson joined John Philip Sousa's band, touring the U.S., Cuba and Mexico until 1923. He was with the New York Philharmonic Orchestra under Arturo Toscanini from 1924–1929. During World War II, he worked for the United States' Armed Forces Radio Service. His work with the AFRS teamed him with George Burns and Gracie Allen working as their bandleader, and as a regular character on their radio program.

For a small town guy from Iowa, Meredith Willson made big sounds in the world of popular music. A composer, songwriter, conductor and playwright, he is best known for writing the book, music and lyrics for *The Music Man*. He wrote three other Broadway musicals, composed symphonies, popular songs & his film scores were nominated for Academy Awards. Willson wrote three autobiographies: *And There I Stood With My Piccolo* (1948), *Eggs I have Laid* (1955) one novel, *Who Did What to Fedalia* (1952) and a memoir about the making of *The Music Man*, *But He Doesn't Know the Territory*. (1956)

Willson's most famous work, *The Music Man*, premiered on Broadway in 1957, winning five Tony Awards, including Best Musical, winning over *West Side Story*.

Willson referred to the show as "an Iowan's attempt to pay tribute to his home state." It took him eight years and thirty revisions to complete the musical, for which he wrote more than forty songs. The original cast recording of

*The Music Man*, won the first Grammy Award for Best Original Cast Album ever awarded. In 1959, Willson and his wife Rini recorded an album called *...And Then I Wrote the Music Man*, in which they told the history of and sang songs from the show.

Willson returned several times to his home town for the North Iowa Band Festival, an annual event celebrating music with a special emphasis on marching bands. Mason City was the site of the 1962 premiere of the motion picture *The Music Man*, which was timed to coincide with the festival. Willson, like his character Harold Hill, led the "Big Parade" through the town.

# Listening for Lines

**Playwrights** are people who write plays. They write lines of dialogue for the actors to speak. The dialogue gives us information about the story, the characters, and the way the characters feel about one another and their situation. the way the actors deliver (speak) their lines also tell you a lot about the character- something that makes the character convincing or believable.

**Actors** experiment with different ways to deliver their lines before they decide which best works to both the story and shed light on the character. Try delivering these character's lines in different way (happily, sadly, proudly, angrily, etc.)

*"I want this man's references and I want em tonight.  
Don't let him out'a your sight! He's slipprier'n a  
Mississippi sturgeon!"*  
- Mayor Shinn

*"I'm not going home. I have to  
go to the liberry, Egads!"*  
- Zaneeta Shinn

*"When he died he left the library building to  
the city... but he left all the books to her!"*  
- Eulalie MacKecknie Shinn

*"Ya got Trouble, Right here in River City  
With a capital T and that rhymes with P and that  
stands for Pool!"*  
- Harold Hill

*"Seventy-six trombones led  
the big parade"*  
- Harold

*"O-ho the Wells Fargo Wagon is a-comin' down the street, I wish, I wish I knew  
what it could be! I got a box of maple sugar  
on my birthday. In March I got a gray mackinaw. And once I got some grapefruit  
from Tampa. Montgom'ry Ward sent me a bathtub and a cross-cut saw... O-ho the  
Wells Fargo Wagon is a-comin' down the street, Is it a prepaid surprise or C.O.D.? It  
could be curtains! Or dishes! Or a double boiler!... I got some salmon from Seattle  
last September. And I expect a new rockin' chair. I hope I get my raisins from  
Fresno. The D.A.R. have sent a cannon for the courthouse square."*  
- Harold Hill

When you attend *"The Music Man, Jr"*  
listen for these lines and for how they are delivered & observe what that tells you  
about how the characters feel & talk about what the quote means to you.



North Carolina Common Core Standards for English Language Arts and Literacy: R.L.1.2: Retell stories, including key details, & demonstrate understanding of their central message and lesson.

## The Wells Fargo Wagon

Most traveling salesmen sold their goods from a sample case & buyers would wait to receive their purchases, most often via the Wells Fargo Wagon. From 1852 to 1918, Wells Fargo rushed customers' purchases several ways: steamship, railroad, & stagecoach. At first, Wells Fargo contracted with independent stage line owners, then in the great enterprise of building reliable transcontinental transportation, Wells Fargo came to own & operate the largest stagecoach empire in the world.





## The Setting:

Midwestern U.S.A. 1912

A traveling salesman, Harold Hill, tries his luck in a small Iowa town in 1912 selling marching band instruments and promising to start a kids band in the town, then tries to leave town with the collected money before anyone finds out he knows nothing about music or starting a band. The librarian and piano teacher, Marian Paroo, sees through him, but when Hill helps her younger brother overcome his fear of social interactions due to his lisp, Marian begins to fall in love with Harold. Harold, in turn falling for Marian, risks being caught to win her.



## The Characters:

### **Harold Hill:**

A traveling salesman who will stop at nothing to sell his products

### **Mayor Shinn:**

Mayor of River City, Iowa

### **Mrs. Eulalie Shinn:**

The mayor's wife. She prides herself on her community service with the Ladies Auxiliary Committee

### **Marcellus Washburn:**

River City resident. He used to work with Harold Hill helping sell people things they don't need

### **Marian Paroo:**

The town librarian, a single woman, is known for being very smart

### **Mrs. Paroo:**

Marian's mother. She is afraid Marian will never get married.

### **Winthrop Paroo:**

Marian's little brother. He speaks with a lisp so he doesn't like to speak

### **Amaryllis:**

Marian's piano student who likes Winthrop

### **Alma, Maud, Ethel, Mrs Squires:**

The "Pick-a-Little Ladies" who love to gossip

### **Tommy:**

A teenager who is known as a trouble-maker

### **Charlie Cowell:**

A traveling salesman who doesn't like Harold Hill's sales tactics & wants him to get caught and punished

### **Towns People:**

Everyone who lives in River City, Iowa



## The Songs:

Rock Island  
Iowa Stubborn  
Ya Got Trouble  
Piano Lesson  
Goodnight My Someone  
Seventy-Six Trombones

Sincere  
Pick-A-Little Talk-A-Little  
Wells Fargo Wagon  
Shipooopi  
Gary Indiana  
'Til There Was You



# Vocabulary

Discuss the following words from *Music Man Junior*, to understand language used in 1912. Some of these words describing containers, including barrel, also meant a unit of measurement for the item that is stored in the container. Example: I'd like to purchase a hogshhead of wine, or a firkin of butter.

- **Hogshead:** A large cask or barrel, of indefinite contents. Also any of various units of volume or capacity ranging from 63 to 140 gallons (238 to 530 liters), especially a unit of capacity used in liquid measure in the United States, equal to 63 gallons (238 liters)
- **Cask:** A barrel-shaped vessel made of staves headings, and hoops, usually fitted together so as to hold liquids. It may be larger or smaller than a barrel. Also a unit of measurement, referring to the quantity contained in a cask.
- **Demijohn:** A large, narrow-necked bottle made of glass or earthenware, usually encased in wickerwork. Commonly holds wine or ale. **Notions:** Small lightweight items for household use, such as needles, buttons, and thread.
- **Model T:** Was an automobile produced by Henry Ford's Ford Motor Company from 1908- 1927. It is generally regarded as the first affordable automobile & opened travel to the common middle-class American.
- **Cracker barrel:** A large, cylindrical container, usually made of staves bound together with hoops, with a flat top and bottom of equal diameter. Holding crackers – a commonly purchased food item. People supposedly would gather round cracker barrels for conversation in old-time general stores.
- **Fancy goods:** fabrics of various colors, patterns, etc., as ribbons, silks, laces, etc., in distinction from those of a simple or plain color or make. Adapted to please the fancy or taste; ornamental.
- **Swell:** Slang for “cool”
- **Firkins:** A small wooden barrel or covered vessel -- used for butter, lard, etc. Also any of several British units of capacity, usually equal to about 1/4 of a barrel or 9 gallons (34 liters).
- **Button-hooks:** A small hook for fastening a button on shoes or gloves.
- **Cotton goods:** bolts of fabric
- **Hard goods:** Products that aren't consumed or quickly disposed of, and can be used for several years. Cast iron, metal or ceramic. Also called durable goods.
- **Soft goods:** Textiles, clothing, and related articles of trade. Also called dry goods.
- **Noggins:** A small mug or cup. Also a unit of liquid measure equal to one quarter of a pint.
- **Piggins:** A small wooden pail or tub with an upright stave for a handle, -- often used as a dipper.
- **Flypaper:** Paper coated with a sticky, sometimes poisonous substance, used to catch flies.
- **Sanitary package:** first used to describe packaging to keep items like crackers from spoiling.
- **SenSen:** Tiny black squares with a strong licorice flavor used as breath mints.
- **Tarred and feathered:** A horrible punishment in which a person was smeared with hot tar and then rolled in feathers
- **Whaddayatalk:** A Midwestern way of saying “What do you mean?”



Common Core Standards for English Language Arts and Literacy: SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. L.K-5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases



N.C. Common Core Standards for English Language Arts and Literacy L1.4a: Use sentence-level context as a clue to the meaning of a word or phrase.

## Vocabulary Enrichment

The following sentences are drawn directly from the text of *The Music Man, Jr*. Students can derive meanings of the highlighted words by hearing them in context.

- “I’m not as easily **mesmerized** or **hoodwinked** as some people in this town and I think it only fair to warn you that I have a shelf full of **reference** books in there which may very well give me some interesting information about you.”
- “You **gullible** green-grass goats! Can’t you get it through your heads that you’re being **swindled** out’a your eye teeth right now—this minute?”
- “Who’s gonna **patronize** a little bitty **two-by-four** kinda store anymore?”
- Not a **Model T** at all, take a **gander** at the store, at the modern **departmentalized** groc’ry store”
- “U-needa Biscuit in an airtight **sanitary package** made the cracker barrel **obsolete**”
- “He doesn’t know the **territory**”
- “Ladies and gentlemen, either you are closing your eyes to a **situation** you do not wish to **acknowledge**, or you are not aware of the **caliber** of disaster **indicated** by the **presence** of a pool table in your **community**!”
- “Gone **legitimate**, Huh?”
- “Why should I take **advice** from you? Even if you can quote **Balzac** & **Shakespeare** & all them other **hifalutin’** Greeks”

# Salesmen have always held a special place in American culture And they knew the territory!

Years before shopping malls and internet shopping, we had traveling salesman. Throughout the 18th & 19th centuries, they accounted for a very large part of commerce in America. Many salesmen spent their lives on the road selling items like pots & pans, encyclopedias, sewing machines, vacuum cleaners & a lot more.

At the beginning of the 20th century, in the Midwest, there were just small independently owned stores, most of them specializing in one kind of product, such as: dry goods, hardware, feed, etc. About this time, wholesalers, for manufacturers, sent traveling salesmen out to sell & deliver supplies & inventory to store owners. Some of these salesmen sold specialty products directly to consumers. Because local retailers feared that people would stop buying from local stores, some traveling salesmen were met with the hostility & suspicion that small town folks often felt toward anything unknown or new.



In the 19th century, life of a traveling salesman was far from glamorous. Transportation generally consisted a train or a horse and buggy provided by the local stable for local travel, or later the Model T car. Many salesmen were away from their homes for months at a time. The traveling salesman had become a familiar & sometimes comical image in America, by the 20th century. Often they were considered slick & untrustworthy, peddling cure-all concoctions and, in Harold Hill's case, band uniforms & musical instruments.

But America's had a change in it's buying culture. Henry Ford & his methods of mass produced cars paved the way for technology in other industries. American's demand for consumer goods skyrocketed. In fact, many people think that was when the culture of consumerism was born. By the 1920s, chain stores, mail order businesses & catalogs had pretty much diminished the traveling salesmen. In *The Music Man*, opening number, they sing of their concerns as they ride the Rock Island Rail line. See the lyrics on the next page.

**Try your best.  
Have a GREAT attitude.  
I can.  
Nothing is too great.  
Knowledge is power.**

In the musical *A Music Man*, Harold Hill was a traveling band instrument salesman swings into a small town trying to sell his wares. He knows nothing about actually playing the instruments, but convinces the local children – and their parents – to spend money with him on instruments that no one in town can teach them to play. But that's OK because, according to Prof. Hill, they all will be just fine and learn to play fabulously if they'll just use "the think system" to learn the instruments.

## Questions for Discussion

- What do you think has replaced traveling salesmen today? (Television, radio, Internet)
- Do you think commercials ever try to sell people things they don't really need? (Discuss examples they have seen such as sneakers, electronics accessories, etc.)
- Have you ever purchased anything because someone talked you into it & then wished you had told them No? If so, what will you do the next time someone tries to talk you into buying something? (Discuss strategies such as not carrying their money with them, set goals for saving money to purchase specific items and nothing else, learn to recognize it when someone really cares more about getting their money than selling a useful, high-quality product)
- These men, like Harold Hill, sold their items door-to-door. How do people now react if a salesman appears at their door?
- In the song "76 Trombones" a variety of instruments is mentioned including "Fifty mounted cannons in the battery." Cannons were actually a popular musical instrument at that time, made famous in the 1812 Overture. Even though cannons are no longer used to play music, what would be some instruments that weren't used in 1912 that are commonly used today? (Electronic keyboard, electric guitars, etc.)



N.C. Common Core Standards for English Language Arts and Literacy SL.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. North Carolina Essential Standards, Information and Technology Standards 2.TT.1.1: Use a variety of technology tools to gather data and information North Carolina Essential Standards 3.G.1.4: Explain how the movement of goods, people & ideas impact the community.

# Exploring Music Styles

During the 2014 Tony Awards show, host Hugh Jackman, LL Cool J & T.I. took "Rock Island," the opening patter song from *The Music Man*, & laid a new track down. Jackman started off using the original rhythm devised by composer Meredith Willson, before declaring that it was time to take this Broadway classic into the 21st century.

Using this idea, have students break into small groups & create their own Rock Island rap.



NC Essential Standards, Music: ML.1: Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.

## Music in 1912

The two music forms most popular in the early part of the 20th century were **ragtime** and **blues**.

**Ragtime** is thought to be the first real American music genre (predating jazz). The music was being developed in New Orleans and St. Louis and then streaming across the country. It is a modification of the march that was made popular by the John Philip Sousa band. The song "Maple Leaf Rag" by Scott Joplin became a major influence for all subsequent Ragtime composers. Scott Joplin, James Scott and Joseph Lamb were considered "the big three" of Ragtime.

**Blues** music hit its popularity later than Ragtime and is responsible for influencing most modern rock music. Blues originated in African-American communities in the deep south of the United States around the end of the 19th century from spirituals, work songs, field hollers, shouts and chants.

**Barbershop Quartette Music** is a style of a cappella, or unaccompanied vocal music, characterized by consonant four-part chords for every melody note in a predominantly homophonic texture. Each of the four parts has its own role: generally, the lead sings the melody, the tenor harmonizes above the melody, the bass sings the lowest harmonizing notes, and the baritone completes the chord, usually below the lead. As recording techniques improved, the big band sound gained popularity and barbershop quartets faded away, but the tradition never died.



National Standards of Arts Education Music 9: Understanding music in relation to history and culture

## Rock Island

Cash for the merchandise-  
Cash for the button-hooks-  
Cash for the cotton goods-  
Cash for the hard goods-  
Cash for the noggins and the piggins and the firkins  
Cash for the hogshhead, cask and demijohn.  
Cash for the crackers and the pickles  
And the fly-paper.

Look Whadayatalk, Whadayatalk  
Whadayatalk, Whadayatalk, Whadayatalk.

Whered aya gitit?

Whadayatalk?

Ya can talk, ya can talk,  
Ya can bicker, ya can talk,  
Ya can bicker, bicker, bicker,  
Ya can talk, ya can talk,  
Ya can talk, talk, talk, talk,  
Bicker, bicker, bicker,  
Ya can talk all ya wanna  
But it's differ'nt than it was.  
No it ain't, no it ain't,  
But ya gotta know the territory.  
Chi, chi, chi, chi, chi, chi, chi  
Why it's the Model T Ford

Made the trouble,  
Made the people want to go  
Wanna git wanna git  
Wanna git up and go  
7,8,9,10,12,14,22,23

Miles to the county seat-

Yes, sir. Yes, sir.

Who's gonna patronize  
A little bitty two-by-four  
Kinda store anymore?  
Whadayatalk, Whadayatalk.

Whered aya gitit?

Not the Model T at all,  
Take a gander at the store,  
At the modern store,  
At the present day store  
At the present day

Modern departmentalized groc'ry store

Marching bands have existed for as long as there have been organized armies that needed to move together. American soldiers marched to fifes & drums during the Revolutionary War, drum & bugle corps during the Civil War, and full brass, woodwind & percussion military bands during World Wars I and II.

In *The Music Man*, Jr. Meredith Willson pays tribute to the “real life” great bands, their leaders & other renowned musicians who were important influences in the history of American bands.

**Patrick S. Gilmore** (1829-1992) known as the "Father of the American Band," came from Ireland in 1848. His ideas about instrumentation from the European bands redefined American band music. Wrote many songs, including *When Johnny Comes Marching Home*, *Good News from Home*, *We are Coming Father Abraham*, *Seeing Nellie Home*, and *Famous 22nd Regiment March*.

**Alessandro Liberati** (1847-1927) born in Italy, played in the Cacciatori Band of Rome. In 1872, he came to America, became a U.S. citizen and directed his own band that toured the country 1889-1919 & 1921-23. He also directed the Canadian artillery band at Ottawa, and was a featured soloist with Baldwin's Cadet Band of Boston.

**Patrick Conway** (1865-1929) was Director of the Ithaca Municipal Band, which later became the Conway Band that performed around the U.S. at the same time as Sousa's band. During WWI, he was the first U.S. Air Corps. bandmaster. In 1922 started the Conway Band School in Ithaca.

**John Philip Sousa** (1854-1932) American bandmaster and composer; b. Washington, D.C. Gilmore's successor. He improved the instrumentation & quality of band music. From 1880 to 1892 he led the U.S. Marine Band and in 1892 formed his own band and successfully toured the world. He wrote some 100 marches, many immensely popular, e.g., *Semper fidelis* (1888) and *The Stars and Stripes Forever* (1897). Wrote a book called *Marching Along – Recollections of men, women & music*.

**Giuseppe C. Creatore**: 1871-1952. Directed the Naples Municipal Band in Naples Italy. Came to the U.S. in 1899. Organized his own band, Creatore's Orchestra, which toured and performed around the U.S. at the same time as Sousa's band, and continued performing until 1947.

**Herbert L. Clarke** (1867-1945) was the greatest cornetist of his time, and an excellent composer, violinist and band conductor. In 1893, he joined Sousa's Band as a cornet soloist and later became Sousa's assistant director.

**W.C. Handy** (1873-1958) African-American songwriter and bandleader is widely known as the "Father of the Blues" and is among the most influential of American songwriters. He is credited with giving the blues its contemporary form and taking it from a regional music style with a limited audience to one of the dominant forces in American music. He became famous with *Memphis Blues* and *St. Louis Blues*.

**Rafael Méndez** (1906-1981, above), a trumpet soloist and composer, was born in Mexico into a large musical family (1 of 15 children). Méndez was the personal trumpeter of the famed Mexican bandit, Pancho Villa. He enjoyed great success in the U.S. & was featured on the Ed Sullivan, Dinah Shore, Red Skelton & Milton Berle television shows. He recorded 12 solo albums & has a star on the Hollywood "Walk of Fame."

**Mannie Klein** (1908-1994) was regarded as one of the most proficient jazz & classical trumpet players of his or any generation. In addition to being a brilliant technician, Klein possessed an uncanny ability to mimic the styles of many other prominent trumpeters.



Using Research, find  
photographs of the famous  
“Real Life” band leaders



North Carolina Essential Standards, Information and Technology Standards 2.TT.1.1: Use a variety of technology tools to gather data and information North Carolina Essential Standards . National Standards of Arts Education Music 9: Understanding music in relation to history and culture



# Classroom Activities

## Storytelling and Oral History Game

Introduce the idea of an “oral tradition”. Explain that before the newspapers and internet, communities and families remembered and passed important information about their families, friends and historical events, by telling stories. Parents would share stories with their children who would in turn, share the stories with their children.

- Distribute index cards to the class & ask each student to write something unique about themselves they are willing to share with the class. Example: “I have lived in Wilmington, NC for 5 years, but have also lived on a tropical island.” They students should not write their names on the cards or tell anyone what they wrote.
- Collect the cards, shuffle and redistribute them, making sure students do not get their own card.
- Each student then tries to find the “owner” of the card they are holding, by asking “clues” and not directly what is written on the card itself.
- Once everyone has been “found” each student introduces to the class whose card they hold, and what the person wrote.  
Example: “This is Susan and she has lived in Wilmington, NC for 5 years, but has also lived on a tropical island.”

*“You mean the couple standing in front of the pool table crate are famous?”*

There is a magical moment with during “Iowa Stubborn” when the farmer and his wife step forward and sing just as a the empty pool crate frames them recreating, Grant Wood’s famous American Gothic painting. The moment never fails to get a laugh from audience members who recognize the couple from the famous painting.

## Mystery Art History Game

In small groups use research to understand when this painting was created and what makes it so famous?

- Have one student from each group select a “Mystery Card” from a bag, or bowl.
- Ask each group to research their “Mystery Card” topic.
- As a class have students use their research to put together a timeline of Grant Wood’s life and how this painting became famous.
- Once the timeline is in order have students present their findings to the class, in order.
- Remind students that in theater, it is best to *act out* an event rather than *talk* about an event.

## “Mystery Card” topics:

- When & where was Grant Wood born? What are 3 reasons way he famous?
- What are 5 interesting facts about Grant Wood when he was a young boy?
- In the eighth grade Grand Wood won a national art contest. What are 5 interesting facts about the contest and how it changed his life?
- Where did Grant Hill study, after High School? What are 5 interesting facts about the school and how it changed his life?
- What is Regionalism? When did it become popular in America? What are 5 facts about Regionalism?
- What is Impressionism? What are 3 famous Impressionism works & who made them?
- What are Parody & Gothic? What are 2 famous works of both & who created them?



**American Gothic,  
by Grant Wood**

Wood painted more than just American Gothic and these creations can be viewed in museums all over Iowa and around the country.

What were his other paintings?  
Where can they be seen?



National Standards for Arts  
Education Visual Arts 3.V.1.2.  
Understand that artists use their  
art to express personal ideas.

# Iowa Facts

- Iowa derives its name from the Iowa people, one of the many American Indian tribes that occupied the state.
- Iowa, in the heart of the Corn Belt, is often called the "Food Capital of the World".
- Iowa, entered the Union in 1846 to become the 29th State.
- Some famous Iowa natives: William F. "Buffalo Bill" Cody, President Herbert Hoover, Mamie Eisenhower, Glenn Miller, John Wayne, Donna Reed, Johnny Carson, Ashton Kutcher, Elijah Wood, Grant Wood, Meredith Willson

## Researching Iowa

- Below is a Map of the United States showing the location of Iowa. What states are adjacent to Iowa? How far is Iowa from North Carolina?
- The Music Man is set in a small Iowa town in 1912. What elements or themes of the story could only have happened in 1912? Why? Which are universal? Could they be inclusive to Iowa?
- Discuss a traveling salesman route for 1912. Map out the route for the Wells Fargo Wagon. How long would it have taken to get there in 1912 compared to today?



North Carolina Essential Standards, Social Studies 1.G.1: Use geographic representations, terms and technologies to process information from a spatial perspective.



## The Traveling Salesman Problem

The Traveling Salesman Problem is one of the most intensively studied problems in computational mathematics of finding the shortest route visiting each member of a collection of locations and returning to your starting point.

Research the Tour of Iowa's 99 Counties. The optimal 99 county circuit around Iowa was calculated by a trio of professors: William Cook from Georgia Tech., Alain Kornhauser & Robert Vanderbei from Princeton computed the optimal 99 county path around Iowa. (It was previously noted on The Register's Caucus Insider blog, and Cook also wrote about it in the New York Times.) Driving time should be about 55.5 hours and 2,739 miles, but so far nobody has driven it. (they say) They employed CoPilot Live GPS navigation.



Common Core Standards for English Language Arts and Literacy: RL5.1.3: Compare and contrast two or more characters, settings, or events, drawing on specific details in the text.

# Theater Corner

Plays produced by **Thalian Association Children's Theater (TACT)** are created in the city of Wilmington, by a talented team of artists such as designers, carpenters, lighting & sound technicians, props masters, musicians, seamstresses, directors and actors, with the help of *numerous* parents and community volunteers.

A play is very different from a movie or television show, because it is presented live. As a class, discuss what you experienced when you went to the theater and how you felt afterwards.

1. What was the first thing you noticed on the stage?
2. Name three things you noticed about the set. Did the set help tell the story? What sort of set would you have designed? How could you have used recycled materials?
3. What did you like about the costumes? Did they fit the story? What sort of costumes would you have designed? Can costumes be everyday clothing?
4. What role did lighting play in telling the story? How did the lights enhance what you were seeing?
5. Describe the actors. Were there moments you were so engaged in the story that you forgot you were watching a live play? What characters remind you of someone you know in real life?
6. Is there a movie version of the play you saw today? Have you read the book? What made your experience of seeing the live play unique?
7. Were there any actors who played more than one character? When could you tell that it was the same person? What are some ways that you can be the same person but play different characters?
8. If you could adapt a story into a play, which story would you choose? Describe how you would use special effects, lighting, costumes, characters, sets and music to create your play.



North Carolina Essential Standards in Theatre Arts 3.A.1.2:  
Evaluate formal or informal theatre productions.

Thalian Children's Theater offers 5 productions annually with auditions open to performers ages seven through high school seniors.

Would you like to be in a show?  
Auditions for our next production are  
Saturday January 3rd

***Like us on Facebook to stay informed!***

# Artistic Director

David T. Loudermilk



David is a graduate of Catawba College with his Bachelor of Fine Arts in Directing and minor in Dance. In 2005, David was selected as one of eight students to attend the Kennedy Center for a directing opportunity in association with the American College Theatre Festival. He has performed throughout the world, on both land and sea for companies such as: Paramount Parks, Holland America Cruise Line (Stiletto Entertainment), Seaside Music Theatre and the Black Bear Jamboree.

He has been heartily involved with the Thalian Association since moving to Wilmington in 2008, directing for both their main stage seasons and TACT. David also served on this years TACT board as part of the play selection committee. His hiatus from Wilmington took him to New York City, where he worked for the Broadway Workshop and directed for their Children's Musical Theatre Festival. Upon returning, David has served as the Drama Director at Cape Fear Academy for the past two years.

Thornton Wilder once said "I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being." As the artistic director, David is thrilled to be taking on this new and exciting role, with the ability to share his love of the theatre with one another.

*Big Shows for Young Performers,  
By Young Performers!*

**Next Onstage for Thalian Children's Theater**  
**Macy's "Yes Virginia, There is a Santa Claus"**

**December 4-7**

**Hannah Block Historic USO/Community Arts Center**

Inquire NOW how your class could attend a  
special Preview Night, Free!

910-251-1788

Study Guide References: MTI, Wikipedia, NC Public Schools, Common Core, NC Highway Historical Marker Program, NC Department of Cultural Resources, Song Writers Hall of Fame, Style Lyrics, Arts Edge, Kennedy Center, Playbill.com, Children's Theatre of Elgin, Well Fargo, nlwest.home.comcast.net, waynealumni.org, N. I. Band Festival, goldderby.com, But He Doesn't Know The Territory by Meredith Willson, IMDB, Science Buzz, NY Times, math.uwaterloo.ca, University of Arizona College of Fine Arts, Skylight Opera Theater, Time Magazine, Everything Musicals, Scribd, spxelementary.com, Thalian Association, Thalian Association Children's Theater,

# Write a Review!

Write a Review of the show *The Music Man, Jr.*

For a chance to win: Free tickets to our next show & have your work published on our website for the entire year! Don't forget to describe what parts of the show made you laugh or made you think of something or someone that made a difference in your life.

**Email:** [davidtloudermilk@thalian.org](mailto:davidtloudermilk@thalian.org)

**Mail:** Thalian Association Children's Theater

PO BOX 1111 Wilmington NC 28402



Common Core Standards for English Language Arts and Literacy: W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

*The Music Man, Jr.*

About the Me:

Student's Name: \_\_\_\_\_ School Name: \_\_\_\_\_ Teacher's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Signing authorizes to send this letter.