

Inter* Act Performances with Jan Turnquist:

Phebe Emerson: Eyewitness to Revolution

Grade Levels: 3-5

PRE-PERFORMANCE REQUIRED PREPARATION

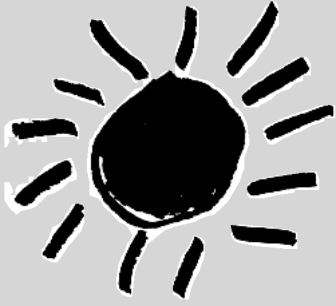
TEACHERS: THE FOLLOWING INFORMATION WILL ENABLE STUDENTS TO TAKE A MORE ACTIVE ROLE IN THE PERFORMANCE.

PLEASE HAVE THE TEACHER/PRINCIPAL WHO INTRODUCES THE PERFORMANCE SEE JAN BRIEFLY BEFORE THE PERFORMANCE STARTS.

You are about to meet historian and actress Jan Turnquist. She will portray Phebe Emerson, a minister's wife who lived in Concord, Massachusetts and watched the famous fight at the bridge on the very first day of the American Revolution, April 19, 1775.

This performance is a blend of stage drama and living history. In a living history performance, an actor becomes a character, just as she does in a play, but unlike in a play, YOU may speak to the character. She will know nothing of this time or place, but will only know her own life and times.

When Jan enters as Mrs. Emerson, she will be a bit upset. While walking to Concord Center, she was frightened by some hogs running loose. Agitated but unhurt, she has been brought in to this room to catch her breath. This is your chance to discover what it was like in Concord on that fateful day when the Redcoats marched out of Boston to seize military supplies and stop the brewing revolution! Mrs. Emerson will mention a HOG-REEVE. It is important that you know this term: A HOG-REEVE was a man elected to watch over all the hogs of the town. He was to see that they all had rings in their noses, keep track of them and make sure that they did not do any damage to people or property.



Young Audiences of Massachusetts

Educational Materials

Please forward to teachers

ABOUT THE PERFORMANCE

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In this program, students meet Phebe Emerson on April 19, 1775, the fateful day when the Redcoats marched into Concord from Lexington. Mrs. Emerson, the wife of Concord's minister, witnessed the famous battle that took place on that day. Phebe discusses how the townspeople felt about the American Revolution and reviews events leading up to it. As the grandmother of Ralph Waldo Emerson, Phebe gives students a sense of daily life in Colonial America and provides a foundation for understanding the "flowering of New England" during the 19th century.

LEARNING GOALS:

1. To study historical and personal contexts for the American Revolution.
2. To explore an example of a courageous and accomplished woman.
3. To enrich dramatic arts experience with a unique blend of stage drama and living history, which encourages student participation.

PRE-ACTIVITY SUMMARY: *Creative Timeline*

Review the events leading up to the Revolutionary War and the War itself. Have groups of students select events from this time period and write, illustrate, or present descriptions of them to the class. Integrate students' projects into a timeline of the entire period, and display it in a prominent location in the classroom or school building.

POST-ACTIVITY SUMMARY: *Colonial Newspaper*

Discuss Jan Turnquist's performance and what students learned about the Revolutionary War and colonial times. Have students write a newspaper article that could have been published in the 1770s. Have students transcribe the articles to paper that has been soaked in tea water. Have students present their articles to the rest of the class.

CURRICULUM LINKS:

English Language Arts, History and Social Sciences, Theater, Women's Studies

PRE-ACTIVITY: CREATIVE TIMELINE

LEARNING GOAL:

To understand the events of the American Revolution.

MATERIALS/PREPARATION:

long paper, art supplies, books about the the Revolutionary War

TIME:

two 45 minute classes

STEP 1:

Discuss the Revolutionary War. Why did it happen? Review some of the important events of the war and those leading up to it (Sugar Act, 1764, Repeal of the Stamp Act, 1766, Boston Massacre 1770, Boston Tea Party, 1774, Battle of Lexington and Concord, 1775, Battle of Bunker Hill, 1775, etc.).

STEP 2:

Create a timeline of the events of the Revolutionary War and those leading up to it. Hang a large copy of the timeline on a long wall in the classroom.

STEP 3:

Divide the class into small groups. Have each group choose a certain date/event from the timeline to research.

STEP 4:

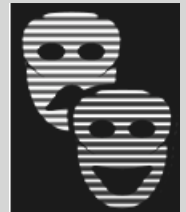
Have the students work together in their small groups to write a report, illustrate, or create a tape recording about their event.

STEP 5:

Have groups share their section of the timeline with the class. Integrate each section into the timeline so that the final product will be an innovative and creative representation of history.

EXTENSIONS:

- 1) **Have** students think of relevant questions to ask Phebe Emerson.
- 2) **Have** students research historical figures who played important roles in the Revolutionary War (George Washington, Alexander Hamilton, Thomas Jefferson, Major General Nathaniel Greene, Paul Revere, Abigail Adams, Benjamin Franklin, etc.).



POST-ACTIVITY: COLONIAL NEWSPAPER

LEARNING GOAL:

To write a newspaper article.

To study colonial life.

MATERIALS/PREPARATION:
newspaper, tea bags, tub of water, white paper

TIME:

two 45 minute classes

STEP 1:

Discuss Jan Turnquist's performance. What did students learn about colonial times and the Revolutionary War? What was life like in America at that time?

STEP 2:

Show the class a newspaper. Read a front page article out loud. Review the basic components of the the article (who, what, when, where, why, how, etc.).

STEP 3:

Have students write a newspaper article that could have been published in the 1770s. Suggest to students that they write about a topic mentioned in Phebe Emerson's performance.

STEP 4:

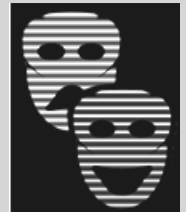
Place a few tea bags in a tub of water. Have students take turns submerging a piece of white paper in the tub of water. Place the tea soaked paper in a safe place to dry.

STEP 5:

Have the students transcribe their newspaper articles onto the dry tea paper. Have students read and present their colonial articles to the rest of the class.

EXTENSIONS:

- 1) **Play** "Revolutionary charades." Make a list of people and events from the Revolutionary War. Write each one on an index card. Have student teams draw a card and then dramatize the person or event for the rest of the class to guess.
- 2) **Have** your students read Red Badge of Courage by Stephen Crane or Johnny Tremain by Esther Forbes, as age appropriate.



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RESOURCES:

Collier, Christopher. The American Revolution. Benchmark Books, 1998.

Fritz, Jean. And Then What Happened, Paul Revere? Coward McCann, 1998.

The Revolutionary War: A Journey Toward Freedom

<http://keep3.sjfc.edu/students/jml1533/unitplan/>

VOCABULARY:

apprenticeship

conflict

minutemen

trade

colonies

independence

revolution

unite

ABOUT THE PERFORMER:

Jan Turnquist is the Executive Director of Louisa May Alcott's home, Orchard House, in Concord, MA. She has presented teacher workshops at numerous sites including the Wang Center in Boston and Old Sturbridge Village and has performed internationally at sites such as Old South Meeting House in Boston, the Martin Van Buren Historical Site in Kinderhook, NY, Winter Chatauqua in Florida, and the American School in Mexico City and she has performed for first lady, Laura Bush. Jan has presented her work under the auspices of the U.S. Department of Labor, the Federal Women's Council, the National Park Service, and Continental Airlines and has performed at numerous libraries, schools, and universities. She currently portrays Miss Alcott in a public service announcement which runs nationally on the FOX Network. Jan has also appeared in several BBC productions including *Blue Peter*, Britain's longest running children's television show, *Book Worm*, and the BBC's *Open University* programs. Jan has also appeared on "This Old House" with Norm Abrams on PBS and on "Chronicle" with Mary Richardson on WCVB. For more information on Inter*Act Performances, please consult the web site: www.janturnquist.com/index.htm.

ABOUT YOUNG AUDIENCES:

Young Audiences of Massachusetts (YA) is the oldest, largest and most utilized arts-in-education organization in the state and one of the largest in a national network of 33 chapters. For over 45 years, YA has distinguished itself as the vital link between Massachusetts schoolchildren (K-12) and more than 95 of the region's most accomplished actors, dancers, singers, musicians, and storytellers. Its 36 ensembles offer 57 interactive arts programs that represent a range of cultures, historical periods and artistic disciplines. YA is unique in its flexibility to offer interactive performances, tailor-made residencies, workshops, teacher-training, curriculum planning and multi-year projects. All programs include educational materials and satisfy local, state and/or federal arts education standards.



Young Audiences of Massachusetts

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MASSACHUSETTS CURRICULUM FRAMEWORKS CONNECTIONS

Inter*Act Performances with Jan Turnquist: *Phebe Emerson: Eyewitness to Revolution*

<i>Language Arts 3</i>	...make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
<i>Language Arts 9</i>	...identify the basic facts and essential ideas in what they have read, heard, or viewed.
<i>Language Arts 13</i>	...identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction material.
<i>History 1</i>	Chronology and Cause...understand the chronological order of historical events and recognize the complexity of historical cause and effect.
<i>History 2</i>	Historical Understanding...understand the meaning, implications, and importance of historical events, while recognizing the contingency and unpredictability of history.
<i>History 4</i>	Society, Diversity, Commonality, and the Individual...learn the complex interplay that has existed from the beginning of our country between American ideals and American practice.
<i>Arts-Theatre 1</i>	Acting...develop acting skills to portray characters who interact in improvised and scripted scenes.
<i>Arts-Theatre 5</i>	Critical Response...describe and analyze their own theatrical work and the work of others using appropriate theater vocabulary.
<i>Arts-Theatre 10</i>	Interdisciplinary Connections...apply knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.