

Fort Wayne
youththeatre
*Education
Guide*



2022-23 SEASON

Fort Wayne youtheatre

About Us...

As the fifth oldest active children's theatre in the nation, Youtheatre is dedicated to its mission to "educate, engage and entertain" through quality theatrical experiences. In 1934, Dr. Clive McAllister, president of the Old Fort Players (now the Civic Theatre), appointed a committee to create a junior or children's theater branch of the organization. The committee established the philosophy that the new "Children's Theatre" would develop poise, better diction, and self-esteem for children through dramatic instruction. They would give at least one play a year, and awaken enthusiasm in children for beauty in art and integrity in dramatic literature.

The first class began with an enrollment of a whopping 40 students, each of which paid just \$1.00 for 8 classes! The first production, "The Steadfast Tin Soldier," was performed at the Majestic Theatre in Fort Wayne and had a cast of 75 young people. Tickets were only 10 cents for children and 25 cents for adults.

In 1954, the Majestic Theatre was deemed unsafe for children by the fire department and so the Children's Theatre spent the next 10 years at various locations in the city. By the time it rejoined the Civic Theatre at the Old Palace Theatre, it had a new name, the "Fort Wayne Youtheatre." In 1973, both organizations moved to their current home in the Arts United Center on E. Main Street in downtown Fort Wayne. The Youtheatre became autonomous in 1984.

In 1978, Broadway star Harvey Cocks became the Executive Director of Youtheatre. Even after retiring from that position, Harvey has remained as our Artist in Residence; and after 40+ years, he is still inspiring young actors and actresses! In 2010, he was joined by Leslie Hormann, who served as Executive/Artistic Director until 2018.

Youtheatre is currently managed by Executive/Artistic Director Todd Espeland, who came to us in 2018 after serving as Artistic Director of the Kalamazoo Civic Theatre. He is joined by Assistant Director/Director of Outreach Christopher J. Murphy and Administrative Assistant/Marketing Director Morgan Montgomery and a staff of outstanding local artists who serve as teachers, guest directors, choreographers, music directors and designers.

For over three quarters of a century, Youtheatre has produced classes, camps and theatrical productions for the artists and audiences of northeast Indiana. Our touring "Youtheatre-On-The-Go" troupe takes literature-based shows into the community, performing in hospitals, libraries, community centers and more. In 2018, our Linda L. Ruffolo "Young Heroes of Conscience" Series, which has spotlighted the likes of Anne Frank, Ryan White, Harriet Tubman and Ruby Bridges, won the "Mayor's Arts Award."



ELEMENTS OF A PRODUCTION

SETS

The scenery pieces that form the area in which the performers act out the play. Sometimes scenery is very realistic, making the audience think they are inside a real house, for example. Other times the scenery is quite fanciful or limited. What different sets can you name in the show? What time and place does it look like?

LIGHTS

The lighting instruments that help to create the right atmosphere on the stage. Lights direct the attention of the audience to specific areas of the stage or to a specific performer. The lights may be different colors to add special effects such as nighttime or a storm. How do the lights in this production show changes in the time and place?

PROPS

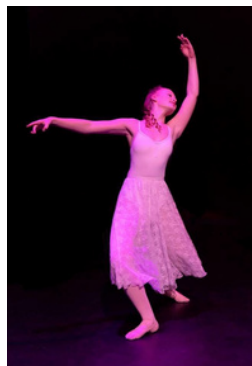
The objects performers carry to help them act out the story. Look for important props that help define character or place. Can you name a few?

MAKE-UP

The cosmetic bases, blushes, lipsticks, mascara and eye liners which helps the performer physically become the character he/she is playing. Make-up is also used so that the performers facial features can be seen clearly under the bright stage lights from a distance. Do you notice any special make-up in the show?

COSTUMES

The clothing the performers wear. Depending on the story being acted out, this clothing may be what a character of the time would have actually worn. It may also be very exaggerated or fantastic in the case of a dream or a fairy-tale. Costumes help the audience know what a character is like or where and when they lived. Are the costumes drab or colorful? Do they look realistic? What do they tell you about the time and place?



MEET *the* CREATOR

TODD ESPELAND, PLAYWRIGHT & DIRECTOR



Todd is the Executive/Artistic Director of the Fort Wayne Youththeatre. He is the former Artistic Director of Commedia Zuppa Mask Company, The Kalamazoo Civic Theatre and a graduate of the world renowned Dell' Arte International. While at Dell' Arte, Todd did extensive post-graduate work in Mask, Clown, Circus Techniques, Commedia Dell' Arte and Physical Theatre. He holds MFA in Directing from the University of Nevada Las Vegas.

With Commedia Zuppa, Todd served as a mask and movement specialist and artist for the Rosebud Theatre Company. He also did work at many regional theatres, colleges, universities and toured original works of theatre nationally and internationally including his award winning Theatre for Young Audiences mask show BOXHEAD. During this time he was also a lead coach and director with Starfish Circus, a nonprofit that focuses on helping kids develop skills for healthy, active and enthusiastic lives through circus & performing arts.

Q: What does a Director do?

A: A Director collaborates with and supervises all the other members of the production team (sets, lights, costumes, etc.) to make sure everyone is working together to tell the same story. He or she also directs the movement of the performers and helps them develop characters and relationships. In short, the Director is THE BOSS.

BIOGRAPHY:

Robin Hood

One of the romantic heroes of the Middle Ages was the outlaw Robin Hood of England. Whether he was a living man or only a legend is uncertain. Old ballads relate that Robin Hood and his followers roamed the green depths of Sherwood Forest, near Nottingham, in the center of England.



The Beginnings

Robin Hood probably became an outlaw by killing a deer on a wager. Then he slayed one of the king's foresters who threatened his life. A price was set on Robin's head, and he went into hiding. Soon, other bold men gathered about him who had been outlawed or deprived of their inheritances.

One day, when Robin was about to cross a narrow bridge, a strange, seven feet tall blocked the way, and knocked Robin Hood into the stream. Robin Hood praised this stranger's strength, and asked him to join his band. Thus Little John, so called because of his great size, became Robin Hood's right-hand man. Will Scarlet and Arthur-a-Bland also fought their way into the band. Others whose names often occur in the ballads are Will Stutely; Much, or Midge, Alan-a-Dale, and Friar Tuck.

In later ballads, Robin's sweetheart Maid Marian was introduced. When Robin Hood was outlawed, she dressed as a page and went to seek him in Sherwood Forest. Both were disguised, and neither recognized the other. They fought until Robin, invited Marian to join his band, admiring her skill.

Robin Hood and his band lived a carefree life, passing the time by playing games of archery, hunting the king's deer, and robbing the rich, and giving to the poor. They shared their spoils with the poor and never injured women or children.

The Sheriff of Nottingham

Robin Hood's greatest enemy was the sheriff of Nottingham. The sheriff tried by force and trickery to bring the outlaw to justice, and was always outwitted. He even announced a shooting match, feeling sure that Robin Hood would appear to show his skill as an archer. The outlaw did appear, but in disguise. He won the prize of a golden arrow, which was handed to him by the sheriff himself. It wasn't until Robin was once more safe in Sherwood Forest did the sheriff learn how he had been deceived.

BIOGRAPHY:

Maid Marian

Maid Marian is the heroine of the Robin Hood ballads, often taken to be his sweetheart. She commanded high respect in Robin's circle for her courage and independence. For this reason, she is celebrated by feminist commentators as one of the early strong female characters in English literature.



Origins and May Day

Maid Marian is never mentioned in any of the earliest extant ballads of Robin Hood. She appears to have been a character in May Games festivities (held during May and early June, most commonly around Whitsun) and is sometimes associated with the Queen or Lady of May or May Day. Some suggest that Maid Marian was originally a personification of the Virgin Mary. Others argue that she originally was portrayed as a lover of Friar Tuck. Both a "Robin" and a "Marian" character were associated with May Day by the 15th century, but these figures were apparently part of separate traditions; the Marian of the May Games is likely derived from the French tradition of a shepherdess named Marion and her shepherd lover Robin.

It isn't clear if there was an association of the early "outlaw" character of Robin Hood and the early "May Day" character Robin, but they did become identified, and associated with the "Marian" character, by the 16th century. Marian remained associated with May Day celebrations even after the association of Robin Hood with May Day had again faded.

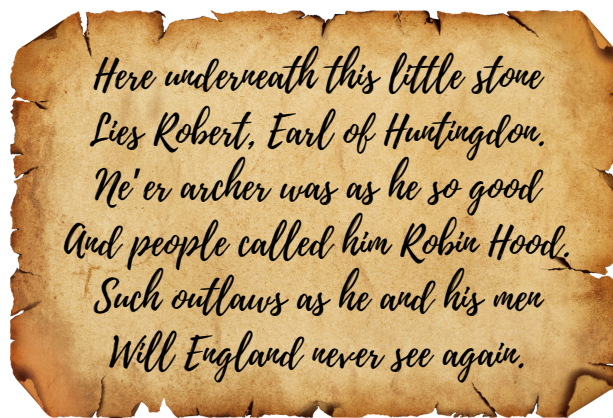
Feminist Portrayal

The feminist Robin Hood character, portrayed as a historical outlawed nobleman, emerges in the late 16th century. From this time, Maid Marian is cast in terms of a noblewoman, but her role was never entirely damsel-like, and she retained aspects of her May Day characteristics. 20th-century pop culture adaptations of the Robin Hood legend almost invariably have featured a Maid Marian and mostly have made her a highborn woman with a rebellious or tomboy character. Maid Marian's role as a prototypical strong female character has made her a popular focus in feminist fiction: as her fierce attitude and strong battle skills often make her a powerful and respected part of Robin Hood's band.

THE TALE OF ROBIN HOOD:

Fact or Fiction?

The Robin Hood legends may be based upon some actual victim of the harsh forest laws of old England. Robin Hood is said to have lived from 1160 to 1247. Some accounts state that he was deemed earl of Huntingdon by Richard the Lion-Hearted. Most of the legends say that Robin Hood died at Kirklees Priory, in Yorkshire. Near the ruins of this priory is a grave that is supposed to be Robin's. The epitaph (with the spelling modernized) reads:



There are some inscriptions stating that Robin died in 1247. Some believe the inscriptions: most scholars, however, do not. An argument against the hero's existence is the fact that he is not mentioned by any historian of the time during which he is supposed to have lived. The events referred to in the stories could not all have occurred in his lifetime.

Robin Hood probably was a mythical character, first introduced into England in connection with the May-Day celebrations. The earliest record of a "Robin" associated with such festivities is in the rustic plays given at Whitsuntide in France in the 13th century. The hero was called Robin des Bois (Robin of the Woods). An old English spelling of "wood" was *whode*, which could easily have become *hode*, or *hood*. Both 15th century and May-Day celebrations in England came to be known as "Robin Hood's Festivals". Garlands of flowers, a Maypole, morris dances, archery contests, and bonfires were features of the celebrations. Robin Hood was king of May, and Maid Marian was his queen.

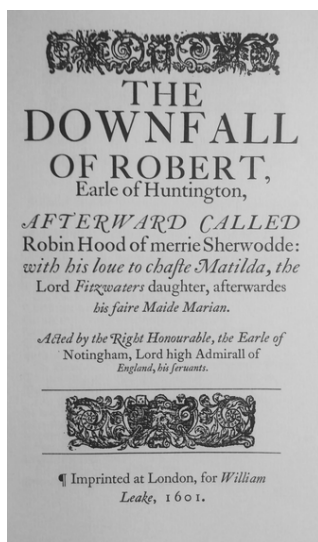
Robin Hood represents the ideal of the common people of England in the later Middle Ages. He stands for liberty and the rights of the people against unjust laws and the tyranny of the nobles.

A TALE FOR THE AGES

For nearly 800 years, the story of Robin Hood and his band had been primarily utilized for entertaining children, but it also inspired many plays, ballads, and novels. The story was lost for decades at a time more than once. Each time it was rediscovered and considered again by a whole new generation, to be passed down to their children, and their children's children. Below are a few of the many, many adaptations of the classic tale we know and love.



1500 Poem



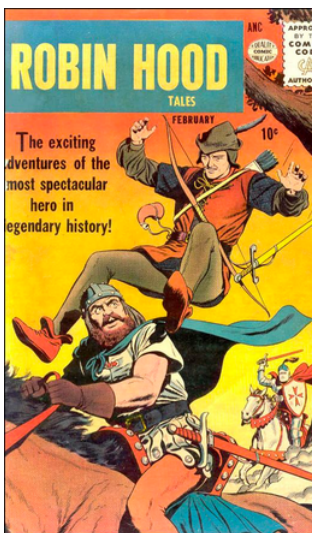
1601 Play



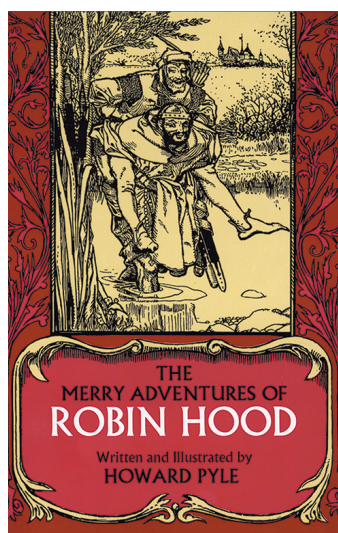
1890 Opera



1922 Silent Film



1956 DC Comic



1968 Novel



1973 Cartoon



2018 Movie

PUT YOU IN YOUTHEATRE!

Fort Wayne Youtheatre

ACADEMY

of Performing Arts

Where Creativity Plays

Classes Available for Ages 3-18



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Voice | Tech Theatre**

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Summer Camps**

**Financial Aid is available. Apply Online.*



**Find more info at
www.FortWayneYoutheatre.org**

ACTIVITY #1: COAT OF ARMS

This activity, best suited for Pre-K to 5th graders, encourages students to connect with the traditions and art forms of Medieval Europe with the values and traditions within their lives through artistic expression and creativity



Materials needed:

- Print out (on next page)
- Crayons, markers, or colored pencils

WHAT IS A COAT OF ARMS?

A coat of arms is the name for the colourful decoration that families used to represent themselves, and they date all the way back to the 1100s. When they went into battle or competed in tournaments, knights and royalty wore their coats of arms on their shields and as part of their outfits, so they could tell each other apart.

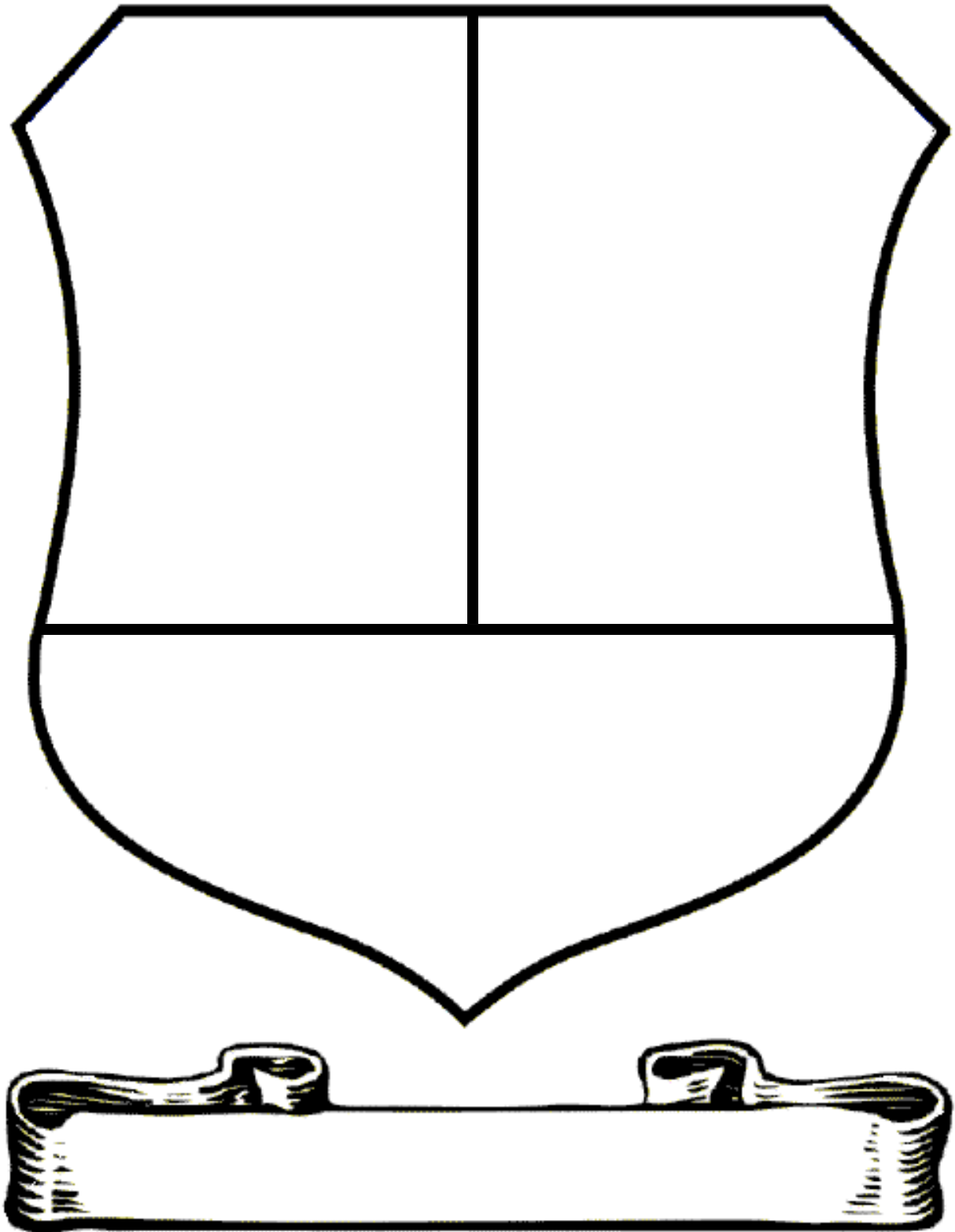
In this activity, students will be encouraged to create their own coat of arms, unique to their family.

- 1.) In the banner below the crest, write a "motto" that is common in your family: for example, "Be the change you wish to see in the world" or "When there's a will, there's a way"
- 2.) In box #1, draw a portrait of your family and your pets
- 3.) In box #2, draw a meal or snack that is special or unique to your family: maybe a family recipe, or an unusual flavor combo your family enjoys.
- 4.) In box #3, illustrate your favorite family tradition: whether it's around the holidays, or something you do weekly.

DISCUSSION TOPIC:

In the story of Robyn Hood, Robyn fights to help those less fortunate than herself, even when it was difficult. Was there ever a time that you fought for something you believed in? What did you do? What are some other ways that you can help those in need in your community?

MY COAT OF ARMS



ACTIVITY #2: HERALDRY

In this activity, best suited for 6th to 12th graders, students will connect their personal values and traditions with those of Medieval Europe through the artistic application of heraldic code through a personal coat of arms.



Materials needed:

- Heraldry Handout (on next page)
- Coat of arms print out (on next page)
- Crayons, markers, or colored pencils

WHAT IS A COAT OF ARMS?

A coat of arms is the name for the colourful decoration that families used to represent themselves, and they date all the way back to the 1100s. When they went into battle or competed in tournaments, knights and royalty wore their coats of arms on their shields and as part of their outfits, so they could tell each other apart

HERALDRY

Heraldry is about showing people who you are. In England it started when knights began to wear helmets which covered their faces, and they couldn't be recognised. So they began to paint unique combinations of colours, shapes and animals, called their 'arms', on their shields and banners. Only one person was allowed to use these arms, so when people saw a knight wearing them in a battle or tournament, they could tell who he was

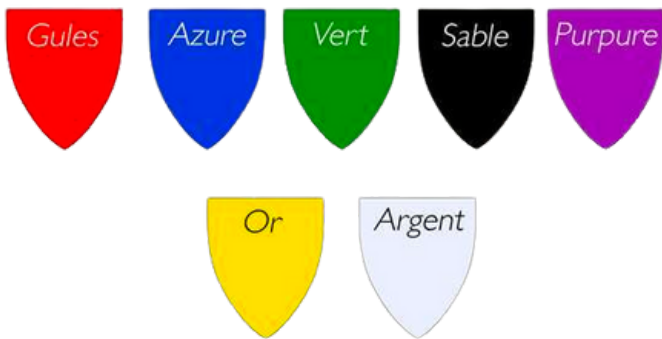
In this activity, students will be encouraged to create their own coat of arms, unique to themselves by utilizing the heraldic code translated below.

DISCUSSION TOPIC:

In Youtheatre's version of Robyn Hood, Robyn is interpreted to be a woman. How does that change the message of the story? How does it change the original plot itself? How would your favorite book be different if its protagonist was written as the opposite sex?

Heraldry 101

Use the translated heraldic code below to decorate your personal coat of arms, according to your values and personality.



Red: magnanimity, military strength, warrior and martyr

Blue: loyalty, chastity, truth, strength and faith

Green: abundance, joy, hope and loyalty in love

Black: wisdom, grief, constancy and prudence

Purple: temperance, regal, justice, royalty, and sovereignty

Gold: wisdom, generosity, glory, constancy and faith

Silver: truth, sincerity, peace, innocence and purity

Lion: bravery and pride

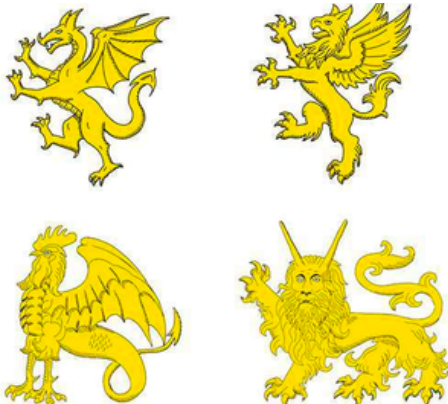
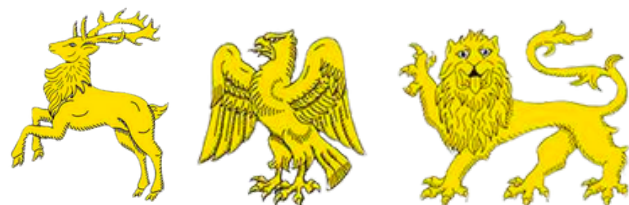
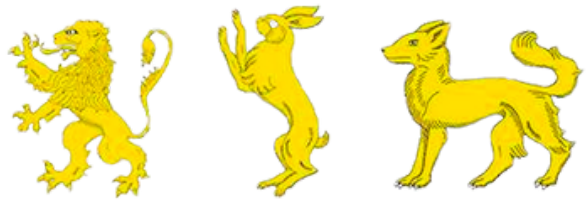
Hare: speed and dexterity

Dog: faithfulness and reliability

Stag: wisdom and longevity

Eagle: power and nobility

Badger: endurance and faith



Dragon: bravery and cunningness

Griffin: watchfulness and courage

Cockatrice: protection and precision

Manticore: strength and ruthlessness

Other Heraldry Symbols and Their Meanings

Crowns: royal authority

Laurel Leaves: peace

Angel: honor

Helmets: protection

Bird: strategy

Star: goodness

Spear: battle skill

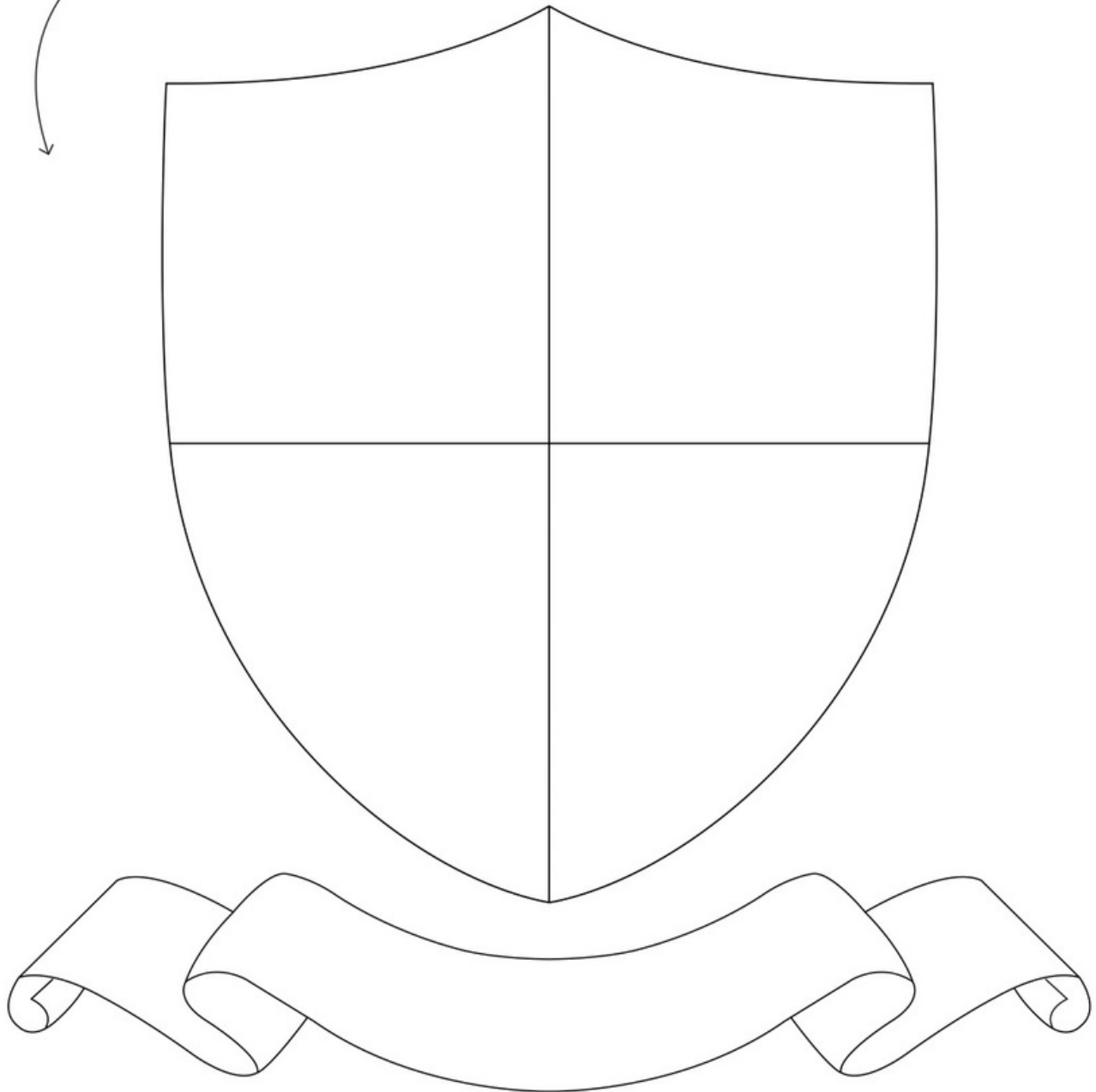
Sword: justice

Key: guardianship

DESIGN YOUR OWN COAT OF ARMS!

Draw your helmet and crest
(object or symbol worn on
top of a helmet to identify
the wearer) here

Draw your supporters
(figures or objects holding
up the shield) on either side



Write your name
or personal motto
(i.e. Eat cake and
have fun!) here

POP QUIZ:

Test Your Memory

See how much you remember from the performance of **ROBYN HOOD: HEROINE OF SHERWOOD FOREST** with this brief quiz on the play, the plot and characters.



1. TRUE or FALSE? The dark and vast forest outside of Nottingham is known as Shadebark Woods?
2. What happened to Old Man Armstrong?
 - a. Slipped & fell off ladder
 - b. Kicked by a horse
 - c. Guy of Gisborne beat him
3. How did the Shire Reeve of Nottingham become Reeve?
 - a. Killed Robyn's father
 - b. Voted in by the people
 - c. Bribes the local jailer
4. What fresh fruit was in Willa's basket in Scene 1?
 - a. Apples
 - b. Mangoes
 - c. Bananas
 - d. Oranges
5. TRUE or FALSE? The 3 archery contestants were Wart, (a disguised) Robyn and the Butcher's son?
6. What did Robyn and her crew steal in their ambushes?
 - a. Boil & Wart
 - b. 7 Bags of grain & meat
 - c. 500 silver coins
7. TRUE or FALSE? Robyn's father was named Robert Fitztooth.
8. When Friar Tuck is captured, who motivates Robyn to believe in herself?
 - a. Little Jane
 - b. Guy of Gisborne
 - c. Her father
 - d. Ellen-a-Dale
9. When he runs through the forest, Friar Tuck claims he is like a _____.
 - a. Lumbering ox
 - b. Sly fox
 - c. Sneaky mouse
 - d. Rumbling elephant
10. TRUE or FALSE? The Reeve put a bounty of 1 thousand gold coins on Robyn's head?

Answer Key

Q1-F (Sherwood Forest), Q2-C, Q3-C, Q4-A, Q5-F (the BAKER'S son), Q6-B, Q7-T, Q8-A, Q9-B, Q10-F (500)



Suggested Reading...

Elementary: *The Story of Robin Hood* by Rob Lloyd Jones, *A Kid's Life During the Middle Ages* by Sarah Machajewski, and *Little Maid Marian* by Amy Blanchard.

Middle School: *Manners and Customs in the Middle Ages* by Marsha Groves, *The Adventures of Robin Hood (Graphic Legends)* by Russell Punter, and *Sherwood* by Meagan Spooner

High School: *Medieval Weapons and Warfare: Armies and Combat in Medieval Times* by Paul Hilliam, *Marian, Princess Thief: A Robin Hood Retelling* by C.K. Brooke, and *Travelers Along the Way: A Robin Hood Remix* by Aminah Mae Safi



LANGUAGE ARTS

STANDARDS

Most Youtheatre productions are literature-based and on the recommended reading list of the Library of Congress.

Language Arts Standard: Perceive, identify, describe and analyze the distinguishing characteristics of form, structure and style of story.

- Retell story identifying plot, theme, characters, and setting.
- Recall story plot utilizing chronological order.

Language Arts Standard: Evaluate Theatre/Literary work based on critical perception and analysis.

- Share perception of theatre experience in the area of voice, movement, mood and motivation.
- Make suggestions for alternative endings.
- Analyze and critique story and performance through creative writing.
- Create a similar story through creative writing.

Language Arts Standard: Use Theatre /Literary work to develop affective areas of self-concept, problem solving and interpersonal skills.

- React to feelings of self and others within a production.
- Identify conflict within story as it relates to self and others.
- Compare and contrast problems and resolutions found in different stories and real life situations.
- Express personal attitudes, values, and belief systems as it relates to theatre piece.
- Interact freely in conversations, class discussions and dramatic activities.
- Contribute to the solving of problems through dramatization/improvisation.

Language Arts Standard: Examine Theatre /Literary work in a historical and multicultural context.

- Identify similarities and differences between characters from diverse cultures depicted.
- Identify historical differences/figures in different time frames depicted in story.
- Identify significance of historical aspects in story.

Exploring Aesthetics: A Philosophical Basis for Life!

- Attending live theatre helps children value its importance to the community and helps develop a lifelong commitment and love of Theatre and Literature. Students experience aesthetic growth through appreciation of Theatre.
- Students discover through experience that making art is an essential human activity. It requires collaboration, and enhances creative thinking.

