



## Education Performance

L.A. Theatre Works offers an Education Performance for students in both middle school and high school. This mini-performance is designed to take place at the venue on stage or can be held off site at a local school if the school is able to accommodate the company with the requirements below.

### **Requirements:**

Number of Participants: 50 minimum/no maximum

Age level of Participants: Middle and High School Students

Length of mini-performance: 50 minutes; 60 with Q&A

Location: performance venue or school Auditorium/similar setting with a stage

**Technical needs:** The following is to be provided by the presenter at either the performance venue or at the school if this is taken off-site:

- A sound system suitable enough for the size of the space
- three (3) SM58 microphones (or similar)
- three (3) AKG boom stands (or similar)
- three (3) matching chairs
- Desirable, but not required: a podium and a free-standing American flag

NOTE: The actors will also need access to a secure changing room before, during and after the mini-performance. This room needs to be close to the performance space to accommodate any change of costume during the performance.

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At the time the Lincoln-Douglas debates took place, Abraham Lincoln was an ambitious, passionate and virtually unknown candidate in the Republican Party. *The Rivalry* Education Performance is a unique opportunity for students to participate in one of history's most infamous political debates, meeting Lincoln in the early stages of his political career, well before he matured into the measured, stoic 16<sup>th</sup> President of our nation, and to gain insight into Lincoln's guiding principles through readings from America's most important governing documents. The performance aligns with 8<sup>th</sup> and 11<sup>th</sup> grade history standards.

"Hosted" by Adele Douglas, the performance begins with an introduction of Lincoln and Stephen Douglas, setting the history and scene of the debates. Throughout the presentation, Adele also contrasts 19<sup>th</sup> century debates with contemporary debate tactics highlighting major shifts in how candidates position themselves in a public forum. Students will be asked to participate as "crowd members". As the program progresses, Adele will also describe some little known personal attributes about Lincoln, such as his love of practical jokes and storytelling.

Reading the beginning of the Declaration of Independence with a focus on the phrase "All men are created equal..." Adele introduces Lincoln's value system. Lincoln discusses his concerns with the "3/5

compromise”, as it states that all men are *not* created equal. Adele summarizes why the 3/5 compromise passed into law.

Adele then introduces the Emancipation Proclamation. Lincoln highlights the value system of the Emancipation Proclamation while Douglas debates the logistical challenges with ending slavery ultimately arguing that states should have the right to decide for themselves.

The performance concludes with Lincoln reciting excerpts from his 1865 inaugural address – showing the audience how and where he intended to take America.

NOTE: The performance can be followed by an interactive Q&A session in which the performers ask students to respond to the question: How far have we come in attaining the goals Lincoln set for us as a nation?

## **L.A. Theatre Works**

### ***The Rivalry* Education Performance**

Addendum

8<sup>th</sup> and 11<sup>th</sup> grade history standards as they pertain to Lincoln:

#### **8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.**

1. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1862-63), and inaugural addresses (1861 and 1865).

#### **11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.**

1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
2. Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.
3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.
4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.



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