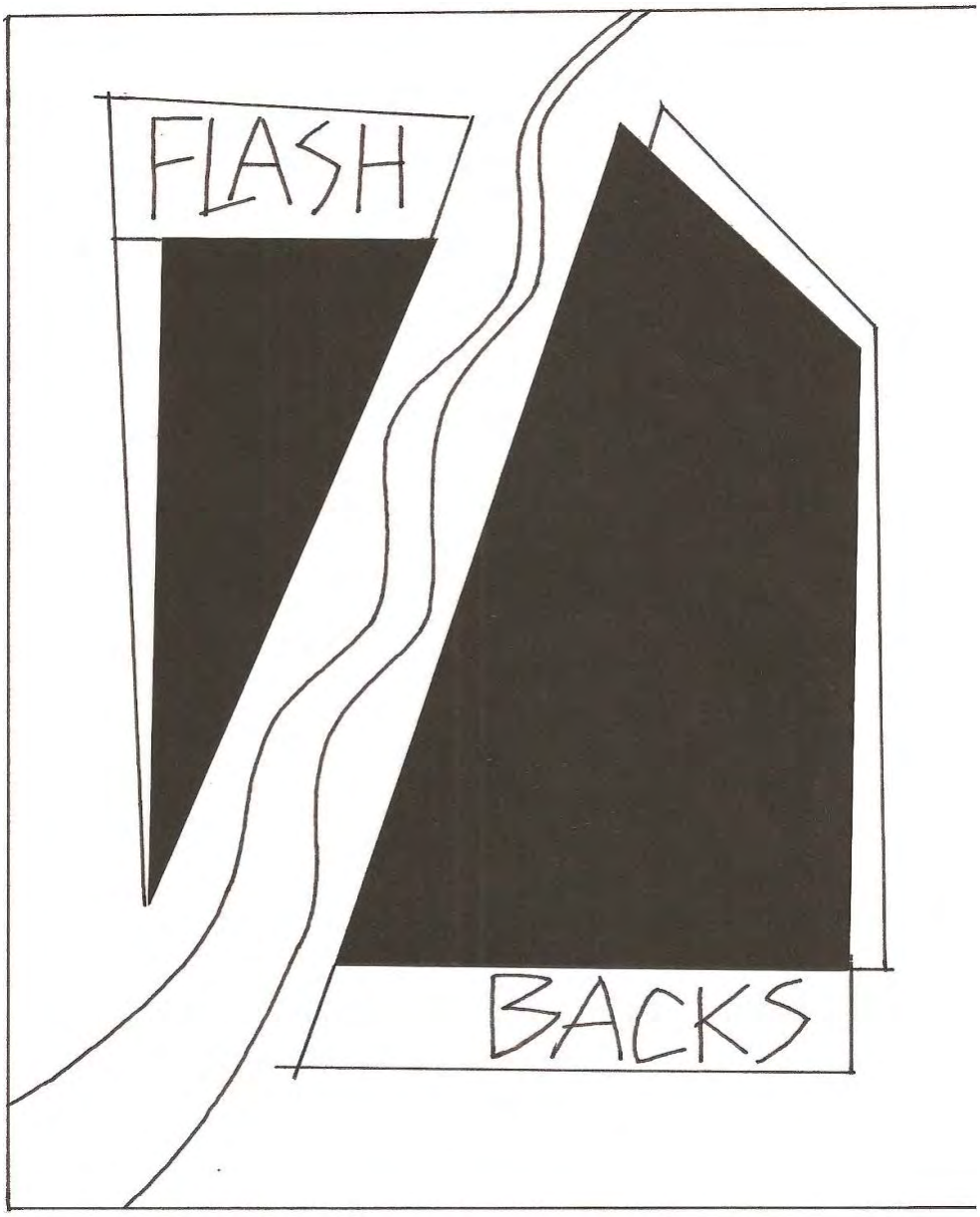


An original musical theater interpretation of 350 years of Rye Town's history

LOCAL HISTORY CURRICULUM GUIDE
PORT CHESTER SCHOOLS

Created August 2010

Revised to reflect Common Core Standards August 2013

A guide to live annual Capitol Theatre production

What is *Flashbacks*?



Flashbacks is an original musical theater work based on 350 years of Rye Town's history. Rye Town consists of the city of Rye, the villages of Port Chester, Rye Brook and Rye Neck. Commissioned by Rye Town supervisor Joseph Carvin to be written by Port Chester resident Camille Linen, and Rye resident Donna Cribari. Flashbacks premiered in May 2010 at historic Crawford Mansion, Rye Brook. Linen and Cribari have written historic musicals for the U.S. bicentennial, *Thomas J.* and the country's quadricentennial, *Seasons.*

Scenes from *Flashbacks* have been included in the Port Chester Public Schools Local History/Government Curriculum since 2005. The *Flashbacks* 2010 curriculum was developed by Ms. Linen with a curriculum committee of Port Chester teachers Jen Carriero-Dominguez, Park Avenue; Francess Cepeda, Edison; Claudia Levy, King Street; Karen Provenzano, Park Avenue and Paige Sileo, JFK Magnet and local history expert, Rye historian Doug Carey, Julie Colangelo-Dore, Common Core.

How can you use *Flashbacks* in your classroom? To use the *Flashbacks* curriculum effectively you need copies of the script, copies of the Port Chester Post Office murals brochure, the DVD of a taped production and/or a CD of the music.

Why use the *Flashbacks* curriculum in your classroom? The *Flashbacks* curriculum brings to life the NYS state fourth grade local history requirement, but it can be used in any educational setting from Kindergarten through adult ed. (See curriculum maps) It fulfills NYS state learning standards for ELA, Social Studies & The Arts,

How many different disciplines can be found in the *Flashback* curriculum?
Language Arts*:* Reading, Writing, Speaking, Listening, Vocabulary Development, Whole language grammar, Creative writing, Improvisation, Character interpretation, readers' theater, script writing, storytelling, using historic details in script/story.
Social Studies: Local history, American history, historic fiction, historic biography, geography, timelines, historical research.
Science & Math*:* Map making, graphs, measurement, architectural shapes, ecology, environmental issues.
The Arts: Music: chanting, singing, drumming; Theater: improvising, interpreting lines, characterizations, storytelling; Visual Arts: drawing, painting, clay, native crafts; mural making. The History of dance in northeast United States,



FLASHBACKS CURRICULUM…..EXPECTED OUTCOMES:

Students will learn local history through the *Flashbacks* scenario and better understand the significance of historical timeline as local history mirrors American history.

Students will actively engage in language based activities that relate to *Flashbacks* and in so doing improve ELA Skills.

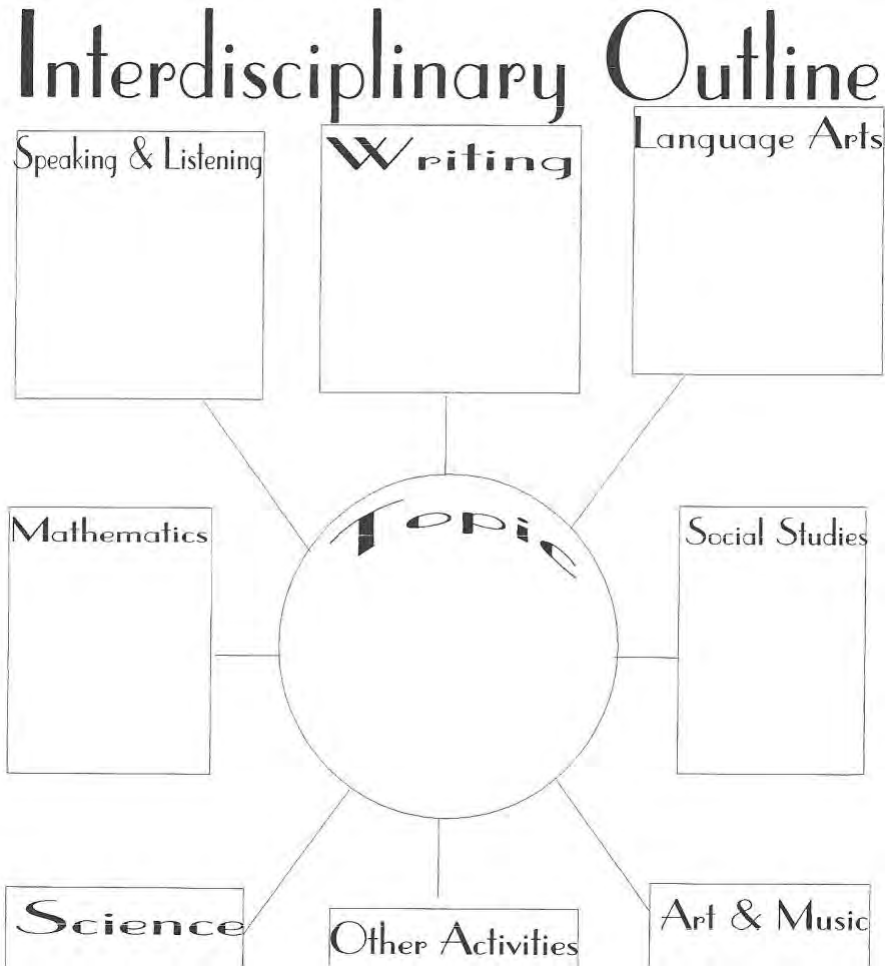
Students will better understand "how our past can help us learn to live and grow" *(Flashbacks lyrics)*

SPECIFIC *COMMON CORE* **TARGETS:** Students practice & improve speaking, listening, reading and writing skills as they…

- Use *Flashbacks* scenes as models for "spin-offs" -student generated stories and scenes based on *Flashbacks* characters, situations.
  RI. 4.1, 4.2, 4.3.
  SL. 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
- Read *Flashbacks* scenes several times using different interpretations, voices.
  RI. 4.1, 4.7
  SL. 4.1, 4.4, 4.6
- Improvise, create and synthesize scenes that might have happened before or after the ones in *Flashbacks. Example: What happened to cause Anne Hutchinson and her family to leave their home in Massachussetts?*
  RI. 4.1., 4.2, 4.3,
  SL. 4.1, 4.2, 4.4, 4.6
  L. 4.1, 4.3, 4.6
- Discuss how the conflicts found in *Flashbacks* are still present in the 21st century:
  *Native Americans: Destruction of environment; Colonial: Religious freedom; Revolutionary: political factions; Civil War: oppression of minorities; Industrial: abuse of power; Immigrants: present controversy. **
  RI 4.1, 4.2, 4.3, 4.9, 4.10
  W. 4.3, 4.8
  SL. 4.1, 4.2, 4.6
  L .4.5, 4.6
- Research well known historical characters found in the Flashback cast.
  RI 4.1, 4.2, 4.3, 4.7, 4.9, 4.10
  W. 4.1, 4.4, 4.7, 4.8, 4.10
  SL. 4.1, 4.4, 4.5, 4.6

ENRICHMENT ACTIVITIES:

- **Attend a live version of "Flashbacks" at Capitol Theatre, Port Chester**
- **Watch a video of the live production from 2016 Capitol production.**
- Use artwork from different *Flashbacks* time periods as inspiration to create dramatic scenes or stories using the characters, setting depicted.
- Learn music from the different time periods:
  Native American drumming, chants: Colonial: Thanksgiving songs, hymns; Revolutionary: Yankee Doodle, marches; Songs from Flashbacks. *
- Research other "river" songs: *Shenandoah*, *Old Man River*, *Mississippi*, *(the song that teaches you how to spell its name)* Compare to "*The River Calls.*" *
- Create costume designs for all the different characters in *Flashbacks.* Learn the names of the styles of dress, headpieces used in each era. *
- Make a 3-D map for the classroom of Rye Town 350 years ago.
- *We are all immigrants:* Keep a classroom map that includes markers for each country represented by a student's family. Ask family members to visit class to tell a story, sing a song or teach a dance from their native countries.
- Use outline below to develop your own Flashbacks activities



REFERENCE TABLE FOR COMMON CORE STANDARDS USED IN FLASHBACKS
NEW YORK STATE P-12 COMMON CORE LEARNING STANDARDS:
ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES
SCIENCE & TECHNICAL SUBJECTS K-5

GRADE FOUR STUDENTS *will be able to…*

READING STANDARDS FOR INFORMATIONAL TEXT K-5 RI = Reading, Informational	*4.1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.* *4.2 – Determine the main idea of a text and explain how it supported by key details; summarize the text* *4.3 - Explain events, procedures, ideas, or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text.* *4.7 - Interpret information presented visually, orally, or quantitatively (e.g.,in charts, graphs, diagrams, timelines, animations or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.* *4.9 – Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.*

	4.10 – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiency, with scaffolding as needed at the high end of the range.
WRITING STANDARDS K-5 W = WRITING	*4.1 – Write opinion pieces on topics or texts, supporting a point of view with reasons and information.* *a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.* *b. Provide reasons that are supported by facts and details.* *c. Link opinions and reasons using words and phrases (e.g., for instance, in order to, in addition)* *d. Provide a concluding statement or section related to the opinion presented* *4.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.* *a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings) , illustrations, and multi-media when useful to aiding comprehension.* *b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.* *c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).* *d. Use precise language and domain-specific vocabulary to inform about or explain the topic.* *e. Provide a concluding statement or section related to the information or explanation presented.* *4.3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.*
WRITING STANDARDS K-5 (continued) W = WRITING	*a. Orient the reader by establishing a situation and introducing a narrator and or characters; organize an event sequence that unfolds naturally.* *b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.* *c. Use a variety of transitional words and phrases to manage the sequence of events.* *d. Use concrete words and phrases and sensory details to convey experiences and events precisely.* *e. Provide a conclusion that follows from the narrated experiences or events.* *4.4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.* *4.6 – With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.* *4. 7 – Conduct short research projects that build knowledge through investigation of different aspects of a topic.* *4.8 – Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.* *4.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.* *a. Apply Grade Four Reading Standards to literature (e.g, "Describe in depth*

	a character, setting or event in a story or drama, drawing on specific details in the text"[e.g., a character's thoughts, words, or actions]."). b. Apply Grade Four reading Standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text').
SPEAKING & LISTENING STANDARDS K-5 SL = SPEAKING LISTENING	*4.1 – Engage effectively in a range of collaborative discussions (1 on -1, in groups, and teacher-led) with diverse partners on Grade Four Topics and Texts, building on others' ideas and expressing their own clearly.* *a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.* *b. Follow agreed upon rules for discussions and carry out assigned roles.* *c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.* *d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.* *e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.* *4.2 – Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.* *4.3 – Identify the reasons and evidence a speaker provides to support particular points.* *4.4 – Report on a topic or text, tell a story, or recount an experience in an organized manner using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.* *4.5 – Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.* *4.6 – Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small – group discussion); use formal English when appropriate to task ..*
LANGUAGE STANDARDS K-5 L = LANGUAGE	*4.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.* *a. Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (where, when, why)* *b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.* *c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.* *d. Order adjectives within sentences according conventional patterns. (e.g., a small, red bag rather than a red, small bag)* *e. Form and use prepositional phrases.* *f. Produce complete sentences recognizing and correcting inappropriate fragments and run-ons.* *g. Correctly use frequently confused words (e.g., to, ,too. two; their, there)* *4.2 – Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.* *a. Use correct capitalization.* *b. Use commas and quotation marks to mark direct speech and quotations from a text.* *c. Use a comma before a coordinating conjunction in a compound sentence.* *d. Spell grade-appropriate words correctly, consulting references as needed.*

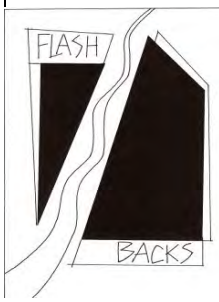
	4.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening. *a. Choose words and phrases to convey ideas precisely.* *b. Choose punctuation for effect.* *c. Differentiate between contexts that call for formal English(e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).* *4.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade Four Reading and Content, choosing flexibility from a range of strategies.* *a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.* *b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph)* *c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.* *4.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.* *a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.* *b. Recognize and explain the meaning of common idioms, adages, and proverbs.* *c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)* *4.6 – Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.*

FLASHBACKS CURRICULUM MAP
K-5 SUGGESTED CONNECTIONS

Camille Linen, LTA Coordinator, Port Chester Schools
Jen Carriero-Dominguez, Karen Provenzano, Park Avenue;
Claudia Levy, King; Francess Cepeda, Edison; Page Sileo, JFK Magnet
Julie Colangelo & Zachary Dore, Literacy Through the Arts PCCFA

Grade + ELA	**Visual Arts**	**Performing Arts**	**Social Studies Connection**	**Science Math Connection**
Kindergarten Listen to native teaching stories Imagine life of natives here.	Native Crafts, Clay Coil pots	Drumming, chanting Indigenous music	Home School Family	Colors-mixing Effect of light; Shapes
Grade One Act out colonial,	Draw totem animals	Learn, use signing as	Self Relationships Between Colonists	Differences in media, composition

Thanksgiving stories		natives did with colonists	& Natives Community visits	
Grade Two Read stories of 250 years ago	Costumes & uniforms of Revolution	Yankee Doodle March. Dances of time period	Geography- river lifestyles, laws U.S history Community heroes	Plants, trees River, regional differences.
Grade Three Stories from countries class families represent	Use of color palettes from world culture,	Immigrant songs from *Flashbacks* Parents visit Classroom.	Folktales, culture from five continents	Eco-systems, Environment
Grade Four Read script of *Flashbacks*, watch DVD, Use all 4 ELA skills	Create native masks, Toby pots.	Read script, learn how to interpret. Create scenes based on characters.	Local history Native American, to 20th century. Take walking tour of local sites related to murals	Use measurement to determine length of tour. Record time. Lunette shapes. Architecture.
Grade Five Research eras, characters represented in *Flashbacks*	Mexican muralists influence on post office muralist.	Create "spin-offs" of characters or situations from *Flashbacks.*	Research Immigration 20th century America	The River...how its ecosystem reflects changes in North America.



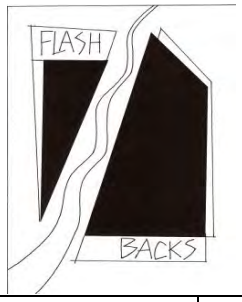
FLASHBACKS CURRICULUM MAP – LOCAL HISTORY(1)

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Flashbacks Historic Era	**ELA Activities** *Flashbacks*	**Social Studies** *Local History*	**Science**	**The Arts**	**Teacher Timeline**
Historic Era #1 **Native People of Rye Town Before 1660** From lecture	Read parts of the script related to Shanarockwell & native people Listen to teacher tell the "back story" of native people who lived in Rye Town 350 years ago. 1. Names	Read the "back story" included in this curriculum which contains information on life and customs of local native groups from a lecture by Doug	After reading several "pourquois" tales, research the scientific whys. Why the sky is blue, etc..	Make Indian pottery with LTA clay artist. ***Use beads to simulate wampum and to make belts, necklaces in***	Historic era #1 should be completed by end of October

By Doug Carey, Rye Historical Society, Rye Town350 committee **2 drawings**	2. Transportation 3. Homes, land share 4. Wampum 5. Crops 6. Matrilineal culture 7. Nature connection Take notes on the "back story" Use the outline provided to practice organization. Choose a topic and work with group to further research an aspect of native life. Oral Report to class ***Read"Pourquois"tales Why is the sky blue? Why does the squirrel have a bushy tail?*** ***Create your own "Pourquoi" tales.**	Carey, Rye Historical Society. (see "Natives of Rye Town 350") Compare the local native group to other Native American tribes **Local History Curriculum:** P 24 Indian names Pp25-31 original Flashbacks scene	Research how natives made their homes and grew their crops. Research the benefits of the "slash and burn" and mono-crop farming.	***different native styles.*** ***Take-home project: work at home with a specific native design and create a simulated "birch bark" (White background) mask.*** Create a classroom mural that includes a typical local native scene>	

K-3 activities that support Local History

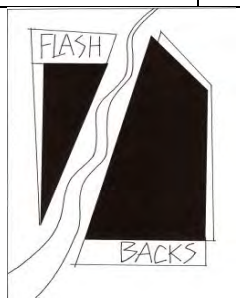


FLASHBACKS CURRICULUM MAP – LOCAL HISTORY(2)

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Flashbacks Historic Era	**ELA Activities** *Flashbacks*	**Social Studies** *Local History*	**Science**	**The Arts**	**Teacher Timeline**
Historic Era #2- **17th century Colonial religious leader, Anne Hutchinson**	Read parts of the script related to Anne Hutchinson Listen to the song Ann sings. Read the lyrics	Research the life of Anne Hutchinson on the Internet. List the most important events in her life, then write	Research the ways colonial people traveled up and down the east coast	Look at the 3 pictures of a colonial woman who could have been Anne Hutchinson. **Improvise a** scene based	Historic Era #2 should be completed by Thanksgiving

3 paintings	and write down the information about Anne's life._____ Explain why the words: highway, parkway might be confusing for Anne.	a short biography. Research the story of Anne's death at the hands of the native Americans. Discuss why it can be called "ironic".	during Anne's time.	on each one of the pictures. Find pictures of the clothing that people wore during this time and draw costume designs.	



FLASHBACKS CURRICULUM MAP – LOCAL HISTORY(3)

Camille Linen, LTA Coordinator, Port Chester Schools

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**** K-1 activities that support local history***

FLASHBACKS CURRICULUM MAP – LOCAL HISTORY(4)

Flash **Histo** **Histo** **18th c** **Revol** **Times:** **Neutral Ground** **The Whig.** **The Tory** **Flashbacks picture**	**ELA Activities** Read parts of the script related to Rye Town's role in the American Revolution. Listen to the song sung by the Whig and Tory. Read the lyrics. Write down what you learned about each person from the ideas they express. Take the part of the Whig. Try to convince someone who is acting a Tory to see things your way. Have 3 good reasons.	**Social Studies** *Local History* *Flashbacks* Research the events that happened in Rye Town during the Revolution. Explain the law that the two brothers were fighting about. Do we still have this law? Why not? **Local History Curriculum:Colonial** p.32 Early settlers. p.37 map purchase **Revolutionary:** p.24Search & Find pp46-47Background pp48-49 Original Whig Tory scene	**Science** Research the changes that happened in this area from the 1600's to the 1800's, after the revolution was won.	****Make your own tri-cornered from heavy paper. How is it like a pirate hat?*** ****Learn the words to Yankee Doodle, then analyze them and why they were not what they seem now.***	**Teacher Timeline** Historic Era #3 should be completed by holiday break

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Flashbacks Historic Era	ELA Activities *Flashbacks*	Social Studies	Science	The Arts	Teacher Timeline
Historic Era #4 **19th century Slavery** **"Travelin' North"** **"Lower Goin Over"** **Peter Lee** **Civil War:** **Rye Town's Company B.** **Nicholas Fox, Captain Nelson Bartram** **John Brown** **Liberty Square Photo** **Peter Lee Etching**	Read parts of the script related to slave Peter Lee travelin' north. Read the lyrics to both songs and write down what they say about what the slaves did to survive. Read the Company B roll call. Use different voices for the different men. Read Captain Nelson Bartram's speech aloud for pronunciation and interpretation. Identify the two quotations that are like the famous sayings of two U.S. presidents	Read the historical essay in this curriculum about Peter Lee. Discuss why Peter Lee can be called a hero. Research the events that happened in this area during the Civil War. Discuss why Captain Nelson Bartram can be called a hero. Visit the Civil War memorial on the corner of Pearl St. and Route #1. The song, *Glory, Glory Hallelujah*, has many verses. The one we included in Flashbacks is about ***John Brown.*** Research his story. **Local History Curriculum:** P55-56 Background P57-58 Roll call	Research the weapons that were used in the Civil War. What scientific advances in weaponry were made between the Revolution and the Civil War?	Look at the old drawing of Peter Lee being captured. ***Improvise*** a scene based on the picture. Look at the picture of Nicholas Fox with Company B in Liberty Square taken in 1885. Write the thoughts of Fox and his fellow soldiers as they pose 20 years after the war.	Historic Era #4 should be completed in January/ February



FLASHBACKS CURRICULUM MAP – LOCAL HISTORY(5)

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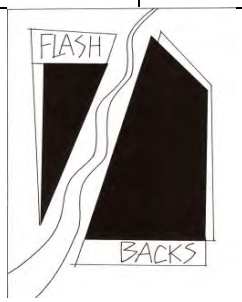
Flashbacks Historic Era	ELA Activities *Flashbacks*	Social Studies	Science	The Arts	Teacher Timeline
Historic Era #5 **Industrial Revolution Late 19th century** **Willliam Ward** **John Lyon** **Post Office Mural Ward's Castle** **Post Office Murals Dr/Nurse Postman Shopper Musician Life Saver workers Teacher**	Read parts of the script related to local industrial and political leaders William Ward and John Lyon. Read the lyrics to the song "American Aristocrats" and write down why those community leaders felt good about themselves. Read the lyrics to the wives' song and compare their ideas to their husbands. Discuss why the word **aristocrat s**hould **not** be used for American leaders. Read parts of the script with skits based on 6 different post office murals of community workers Create your own improvisations, then skits based on the same or different workers.	Research William Ward and list his most important accomplishments. John Lyon was very proud of his ancestors. Research the ones he mentioned & present your findings to the class. Look up yours. Research why Ward's Castle was considered a landmark in construction and report to the class. **Local History:** P62-65 Background P76 Fehr's Opera	Research how William Ward designed his Castle.	Draw a picture (from memory) of what William Ward might have seen when he *"came out of the river"* Costco/Panera Look at the post office mural of Ward's Castle and the dress Mrs. Ward is wearing in the picture. Copy either the castle or the dress. Learn the words to the song "Off the Walls" and make up a dance. Research the Mexican muralists Diego Rivera & Jose Clemente Orozco. Note their influence.	Historic Era #5 Should be completed in March/ April



FLASHBACKS CURRICULUM MAP – LOCAL HISTORY(6)

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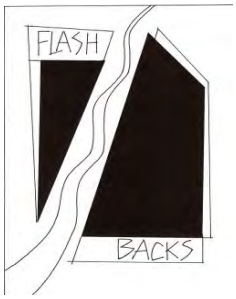
Flashbacks Historic Era	**ELA Activities** *Flashbacks*	**Social Studies**	**Math Science**	**The Arts**	**Teacher Timeline**
Historic Era #6 **Post Office Mural** **Ward's Castle;** **Life Saver Factory** **Post Office Murals** **Dr/Nurse** **Postman** **Shopper** **Musician** **Life Saver workers** **Teacher**	Watch DVD of Flashbacks musical history of Rye Town. Interview composer, librettist, costume designer, and/or actors from the production._____ Choose a worker from the murals and research his/ her job and its requirements. Work with others who chose the same worker. Give a power point presentation.___ Do improvisations based on the different characters of the post office murals; first as monologues, then combine into dialogues or scenes Read brochure of *Port Chester Post Office murals.* Complete ELA activities based on the brochure's copy.	List the references to the Depression in the murals skits. Read the history of the post office murals in the brochure. Complete related ELA activities. Read local history textbook section on "Hard Times" The Depression. pp80-83. Research topic in NYS textbook. ***Take a walking tour of Port Chester based on the post office murals:*** ***1. Postman-Post office. Start!*** ***2.Fireman Firehouse*** ***3. Musician – Capitol Theater*** ***4. Baker – Neri's*** ***5. Grocer-Main St.*** ***6. Shipworkers – The Marina*** ***7. Life Saver workers -Life Saver condominium*** ***8. Policeman – Police Station_____*** ***Use KWL guidelines:*** ***1. Know already*** ***2. Want to know*** ***3. Learned***	Measure the length of the walking tour with a pedometer. Record the time elapsed and the distance covered during that time. Calculate the speed of the tour.___ Analyze the lunette shape of 9 of the post office murals as to its efficiency in the space. ***Design different shape murals for the classroom.*** ***K-3 support activities*** ***Grade 3	Listen to and learn the words from Depression era popular songs: *Happy Days are Here Again* and *Brother, Can You Spare a Dime?* ***Design your own murals of today's workers who you think are most important._____*** Copy the styles and size of the subjects in the murals of Diego Rivera & Jose Clemente Orozco. Discuss their influence on Mortellito. If you could add your own mural to those at the post office, what would it be? Draw it.	**Historic Era #6 should be complete in April/May.**



FLASHBACKS CURRICULUM MAP-LOCAL HISTORY(7)

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Claudia Levy, King; Francess Cepeda, Edison; Page Sileo, JFK
Julie Colangelo & Zachary Dore, Literacy Through the Arts PCCFA

Flashbacks Historic Era	ELA Activities *Flashbacks*	Social Studies	Math Science	The Arts	Teacher Timeline
Historic Era #7 **20th century 21st century Immigration** **Rushmore-DelBianco activity sheet**	Watch DVD of *Flashbacks* musical history of Rye Town's Section starting with LuigiDelBianco, chief carver, Mt.Rushmore. Read about America's immigrant history. Choose an era and research the groups who immigrated during that time. Present a report to the class. Do a history of your family in the U.S. **Local History curriculum:** p.3-4 **Family Folklore** p6-8 were born in the countries they sang songs from. Interview people from different countries who came to the U.S. at different times in history. Video the interviews.	Use Port Chester curriculum of Immigrant History to research specific time and present a power point presentation based on research. Draw a chronological timeline that reflects immigration trends in Rye Town. Visit familytree.com and do a trace of your family's origins. Research Luigi Del Bianco on LuigiMountRushmore.com. Report your findings to the class. **Local History: Curriculum:** p. 3-4; pp 6-8 Turn the information you discovered into a power point.	Create graphs based on the data about numbers of people who immigrated during different historical eras. Calculate percentages of immigrants from different parts of the world who live in our community today, lived here 100 years ago, etc.	Listen to the different songs sung by the seniors in the production. Identify the countries and talk about the different types of songs. Create a coat of arms for your family. Make a collage that shows the culture of your family. Research the dance, song, stories, food, dress of your family's native country. Choose one aspect of it and make a class presentation.	Historic Era #7 should be complete in May/June



FLASHBACKS CONNECTIONS:
PORT CHESTER LOCAL HISTORY/GOVERNMENT CURRICULUM
Flashbacks scenes and references:

1. **Indigenous life (17th century) Shanarockwell, Land Purchase 1660**
   p. 24 Indian names
   pp. 25-31 NativeAmericans + scene from original Flashbacks.Compare this version to DVD and new script.

2. **Colonial life (17th century) Ann Hutchinson, Religious Freedom**
   p. 32 Early settlers P.37 Map of Rye Town 1660

3. **Revolutionary times (18th) Whig and Tory**
   p. 24 Search and Find
   pp 46-47 Background
   pp 48-49 Whig and Tory scene from original Flashbacks. Compare.

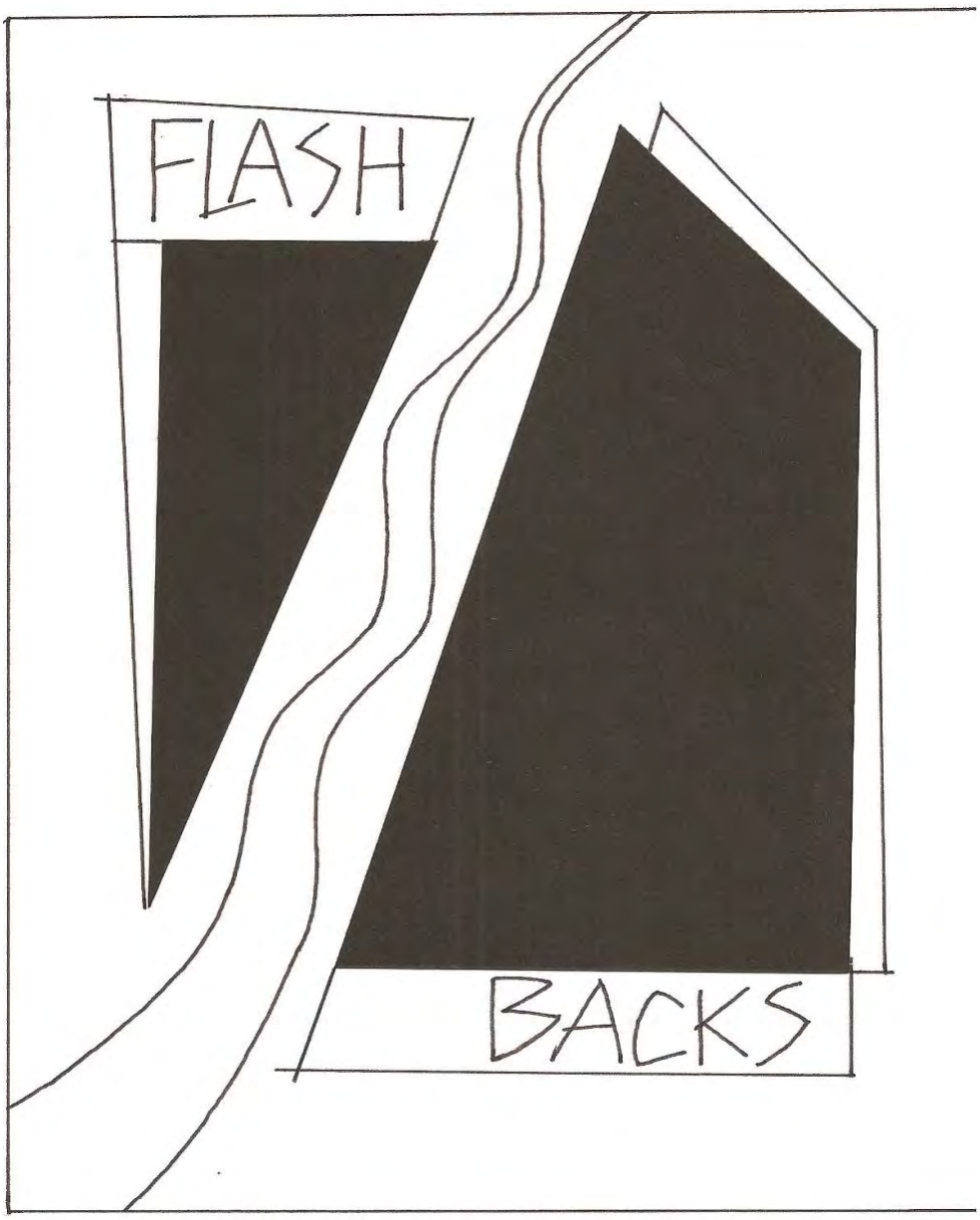
4. **Civil War & Slavery (early to mid-19th century) Nelson Bartram, Nicholas Fox, Peter Lee**
   pp 55-56 Background
   p. 57- 58 Roll call scene from original Flashbacks. Compare

5. **Industrial Revolution (late 19th century)** Local entrepreneurs: **William Ward, John Lyon.**
   pp 62-65 Background
   p.76 Fehr's Opera house reference. Flashbacks reference

6.**Twentieth Century working men – Post Office murals**
   pp 80-81 Background; pp 82-83 – Jobs (Working men/women)
   p. 111 Lavinia Horton:Flashbacks character – model for mural teacher

7.**Twentieth Century immigrants** – Irish, German, Italian, Polish, Jewish Refuges, Spanish. Folk songs and stories of different generations of immigrants.
   Past History pp 3-4 Family Folklore pp 6-8
   p. 109 Luigi Del Bianco: Flashbacks character

8. **Other Flashbacks references:**
   pp. 40-41 Buy rum – Byram river name
   pp. 85-86 Willow Street Eight



ACTIVITIES SECTION:

1. **BACKGROUND, HISTORICAL READINGS**
    a. **Dramaturgy – Historical background**
    b. **Lifestyles of Local Indigenous People – from Doug Carey lecture**
        (1) Drawings of Men and Women's Clothing
    c. **Peter Lee story – from Greenwich Time article, Richard Hourahan, source**
2. **LOCAL HISTORY What do you already know? Pre-Test *(can be used as Post-Test)***
3. **VOCABULARY-USAGE Activity sheets.**
    a. **Post Office Murals**
    b. **Script Vocabulary-Usage**
4. **IMPROVISATION p.33**
5. **MOUNT RUSHMORE – LUIGI DELBIANCO Activity sheet p.34**
6. **Pre-test, Post tests: Quick Quizzes aligned to Common Core**

FLASHBACKS DRAMATURGY

Donna Cribari,composer Camille Linen, Book, lyrics

Flashbacks is a historical musical based on real people who lived in the geographic area of what is now Rye City, Rye Neck, Rye Brook and Port Chester: the banks of the Byram River. The Byram River was the chief "highway" for trade, commerce and communication. Just imagine how beautiful it must have been 350 years ago. The river is the ancient source of all we will learn in Flashbacks about our history…***"the river sings of the things it's seen***."



First, **Shanarockwell**, the leader or sachem of those who were here before. He is the one who made his mark on a document and unwittingly "sold" the land to settlers Coe, Disbrow and Stedwell on June 29, 1660. Though pure invention, the outspoken Poninga's name and character works well as our sachem's wife. Both natives discover and remind us that today's world***"it is not what we once knew"*** The origin of the name of the "Buy rum" River is historic lore; you decide. The picture left is part of a mural in a restaurant on North Main Street in Port Chester

Seventeenth century Massachussetts Bay colonist and exiled religious leader, **Anne Hutchinson** *(shown in modern statue)* is reported to have been sheltered by the indigenous people of the Rye Town area for a time. She certainly could have met **Shanarockwell** as they were contemporaries. She later settled in Eastchester where, ironically, she and her family were killed by hostile Indians.



Although Rye Town was called the "neutral ground" during the American Revolution, there were many loyalists *(Tories)* who dominated the local political scene early in the war. The stagecoach scene *(below)* of 18th century commuters is from the same Main Street mural. It shows the post road route that crossed and still crosses Rye Town's cities and towns. When the "rebels" *(Whigs)* started to force out the British, those same Tories fled to Nova Scotia or England. ***Flashbacks*** reveals how political factions turned brother against brother .



History shows that though many wealthy Rye Town families kept slaves, many others were staunch abolitionists and helped runaways escape to freedom. The river was the slaves' highway for ***"travelin' north till the sky gets bright, hidin' away in the broad daylight."***

An escaped Virginia-born slave, **Peter Lee**,lived with his family in freedom on the banks of the Byram River for four years, but he was later captured and returned to slavery *(pictured on next page in a 19th century engraving*). In *Flashbacks*, Lee reenacts the fear, courage and strength of escaping slaves who found the way to cross, a ***"lower going over"***.

Captain Nelson Bartram was a local schoolmaster and volunteer soldier whose company B, Seventeenth Infantry *(pictured left in Liberty Square)* was the first from NY State (1861) to answer Lincoln's call to arms. **Nicholas Fox**, a member of Company B and an employee of Ward's factory, was a Congressional Medal of Honor winner. .**Samuel Bell** who is buried in Rye's African-American cemetery, was a member of the Civil War's first all freedmen "Glory" regiment. (1863-1865).





In the late 19th century **William Ward** was a celebrity: a true entrepreneur and political boss of the best kind. Ward was an architect-engineer *(his all concrete "castle", pictured right, was a first in the area and the country)* His Bolt works provided hundreds of jobs for local residents for a century. His friend, **John Lyon**, banker and community builder, is also depicted.



We took the liberty of assuming that the post office muralist, **Domenico Mortellito**, who painted this mural of **Ward's Castle** in 1936, also painted its owner's wife, **Tacy Ward s**o she's wearing the same dress onstage. Authentic murals costumes also include the schoolteacher's outfit from an 1880's portrait of educator and first female N.Y. state school board member, **Lavinia Horton**, *(below left)* another local legend. By way of historic serendipity, Lavinia Horton defeated the popular **Captain Ed Studwell** by 6 votes in an 1887 school board election. Studwell was a descendant of 1660 settler **Stedwell** whom we honor in the scene with Shanarockwell.



We also celebrate the 2009 post office mural brochure that was researched, designed and written by BOCES Adult Literacy students. The murals were painted as a tribute to Rye Town/Port Chester workers: doctors, nurses, mailmen, firemen, policemen, musicians,

Finally there are the immigrants, "immigrants get the job done".. We have chosen Italian immigrant and Port Chester resident **Luigi Del Bianco** *(below right on Mount Rushmore)* and Irish, Polish, Mexican and eastern European descendants to speak and sing for them. **Flashbacks** is *"talking about America. Talking about the land of the free.""*



Presented each year at the
Capitol Theatre
Port Chester, New York
Christina Colangelo, director



THE LIFESTYLES OF LOCAL INDIGENOUS PEOPLE…BEFORE 1660
From a workshop by Doug Carey, Rye historian

Lifestyle: Who lived in the Rye Town area pre-1660?
Although specific names of different Iroquois tribes are used in NYS history, it is the Delaware who were most represented. The indigenous people who lived in Rye Town area were **nomadic** (moved from place to place) They traveled by water in canoes.: 1) a small **dugout** style made of elm trees. 2) a larger made of white oak which was the heaviest wood that was **buoyant (**floatable). The larger canoes allowed them to trade more easily with other native people who lived across Long Island sound. A mortar and pestle were found in Rye Town Park, a sign that they made their homes on the coast.
They also traveled on foot paths that have become The Boston Post Road (Route 1), Milton Road, Forest Avenue, Rye City. They never saw a horse on the east coast until the 1600's. Horses came from Cortez invasion of Mexico. They never used "wheels" for transportation. They built their homes to last for one season. They were wigwams made of green (easily bent) willow branches.
Smallpox epidemics of the 16th century killed 75% of the native population.

What did they eat? Their food was taken from the sea and the surrounding woodlands: fish, rabbits, deer. Their style of growing crops was **"slash and burn".** This means they grew the crop, harvested it then cut it down and burned what was left. They had small gardens and grew one crop per garden: corn, beans, squash. Evidence is found on Fox Island Road, Columbus Park, Port Chester.

What were their families like? They were **matrilineal:** the line of descent of the family was from the mother. This comes from their belief that the earth is our mother. The responsibility for the family's well being was the mother's. When a couple married they went to live in the bride's mother's home. Women were the decision makers even choosing the men who would govern.

How were the children educated? The indigenous were not literate. They had no alphabet. The used beads and shells, **wampum,** of different colors to represent ideas and told stories and made agreements with them. Their language was strictly speaking and listening. Children learned directly from family and tribal leaders.

Interesting Facts:

1. The name Poningo is what the natives called the land between the Byram River (originally the Armonck River) and Blind Brook (originally Makuong) Colonists tried to write down what they heard spoken by the natives.
2. Feathers were not worn as they were by Plains Indians.
3. Clothing was also seasonal and made of animal skins and plants. **See next 2 pages of drawings used as models for costumes in *Flashbacks*.**



MEN'S CLOTHING



WOMEN'S CLOTHING


From free life in Greenwich to capture in New York, little-known 19th-century drama of escaped slave shows complex relationship between North, slavery

BACK INTO

PANDA

1839] *Anti-Slavery Almanac.* 19

A NORTHERN FREEMAN ENSLAVED BY NORTHERN HANDS.

Nov. 20, 1836, (Sunday,) Peter John Lee, a free colored man of Westchester Co., N. Y., was kidnapped by Tobias Boudinot, E. K. Waddy, John Lyon, and Daniel D. Nash, of N. Y., city, and hurried away from his wife and children into slavery. One went up to shake hands with him, while the others were ready to use the gag and chain. See Emancipator, March 16, and May 4, 1837. This is not a rare case.

CONTINUED IMAGE

An 1839 edition of the Anti-Slavery Almanac includes an artist's imagining of the 1836 capture of escaped slave Peter Henry Lee.

By Frank MacEachern
STAFF WRITER

On a Sunday in late November 1836, Peter Henry Lee left his home in Greenwich to go to Port Chester, N.Y., to meet someone. Whatever Lee thought the meeting would be about — maybe a drink with a friend, maybe the possibility of a job — he didn't know its aim was to return him to a life of slavery.

Waiting for Lee, an escaped slave from Virginia, on the other side of the bridge over the Byram River was a group of four men. Two of them were New York City-based slave catchers Tobias Boudinot and Daniel D. Nash. Another was John Lyon, hired to drive a cart for the kidnapping. The fourth man, Edward Waddy, was a marshal from Northampton County, Va., the jurisdiction that Lee had escaped from four years earlier.

To set the trap, an unidentified black man who knew Lee was paid $1.50 to lure him over the bridge.

Once Lee reached the

BRIDGE WHERE SLAVE WAS RECAPTURED

THE STORY OF PETER LEE

Source: Greenwich Time article,
by Frank MacEachern, March 7, 2010
Interview with Richard Hourahan, archivist

On a Sunday in late November, 1836, Peter Henry Lee left his home in Greenwich to go to Port Chester, N.Y. to meet someone. Whatever Lee thought the meeting would be about – maybe a drink with a friend, maybe the possibility of a job – he didn't know its aim was to return him to a life of slavery. Waiting for Lee, an escaped slave from Virginia, on the other side of the bridge over the Byram River, was a group of four men. To set the trap, a man who knew Lee was paid $1.50 to lure him over the bridge. Once Lee reached the New York side of the river, he was jumped, bound and taken back to New York City where, after several months of legal wrangling, he was returned to slavery. He would never return to the freedom he enjoyed with his wife and children in what today is Byram.

Peter Lee's daring escape:
In 1832 he and about 15 others staged a daring escape from slavery by stealing a boat in Northampton County, Virginia and sailing it to New York City. This escape made Lee a double felon because he stole himself (he was a slave, he belonged to someone else) and he stole the watercraft(boat). But New York City was not the end because "the farther north, the safer." He went to live in Connecticut.
Bad timing: Historians say that New York state at that time was more permissive of slave catching than Connecticut. That is the reason the slave-catchers lured Lee across the river into New York state. New York state didn't establish a Personal Liberty law until 1840, four years after Peter Lee's capture even though it had abolished slavery in 1827.
This is just an introduction to Peter Lee's story which I discovered in April 2010 and incorporated in the short scene of Peter Lee with his two young children escaping from Virginia. If you want to learn more, follow the source cited above.

Camille Linen



FLASHBACKS: Pre-Test *(Can also be used as post test)*
How much do you know about local history?

1. Who is the indigenous leader who allowed the purchase of our town 350 years ago?
2. What is the origin of the name of the Byram River?
3. What is wampum?
4. What did the "white men" use to purchase the land of Rye Town?
5. What historical colonial woman is said to have lived in Rye Town area for a while under the protection of the native Americans?
6. Where were she and her family killed, victims of an Indian uprising?
7. What famous county sites are named after this woman?
8. What two political factions were in Rye town during the American Revolution?
9. Which political faction was loyal to the British king?
10. Which one believed in independence from Great Britain?
11. What did "lower going over" mean to escaping slaves traveling north in our area?
12. What visual guide did slaves use to lead them north?
13. Why was it safer for escaped slaves like Peter Lee on the Connecticut side of the Byram River ?
14. Why was the town of Rye's Company B important in Civil War history?
15. Who was the only man in our area to be awarded the Congressional Medal of honor in the Civil War?
16. What local educator left his job to answer Lincoln's call to arms?
17. Who is the architect, businessman and political leader who designed, built and lived in the first all concrete house in the country?
18. What factory did he start that employed local residents for almost a century?
19. What local entrepreneur from the late 19th century was also related to Governor Winthrop of the Massachussetts Bay colony?
20. When were the murals in the Port Chester post office painted?
21. What aspect of society are represented by the post office murals ?
22. What local factories are represented in full length post office murals?
23. What local architectural landmark is represented in a full length mural?
24. What street in Port Chester lost eight of its young men during World War II?
25. What Port Chester resident and Italian immigrant was the chief carver on Mount Rushmore in the 1930's-1940's?

Opinion: Why was the geographical location of the Town of Rye so important to its history?

FLASHBACKS CURRICULUM ACTIVITIES POST OFFICE MURALS

MODEL: **LISTEN.** Teacher will read aloud the introduction, ***Murals in the Post Office***, from the **Murals: Port Chester Post Office** brochure. Students will listen, then answer the following questions about the reading:

1. What community building is the reading about?
2. Where are the murals found in this building?
3. Why is this building a "national treasure" for immigrant people?
4. When were the murals painted?
5. Who are the people in the murals?

Checkpoint: How many questions were students able to answer correctly?

PRACTICE: **READ. LISTEN**. Teacher will list the following vocabulary words from the reading on the board and define each one as it appears in the introduction.

Nouns: *Review: What is a noun?*_____

1. mural_____
2. telegram_____
3. Depression_____
4. legacy_____
5. disaster_____

Verbs: *Review: What is a verb?* _____

1. sustain_____

Adjectives: *Review: What is an adjective?*

1. economic_____
2. federal _____

PRACTICE: **READ. LISTEN** Students will follow the words in the introduction while the teacher reads it a second time, then answer the same questions above.

Checkpoint: How many questions were students able to answer correctly this time?

ENRICH: **SPEAK. LISTEN. WRITE**: Students will look at two pictures of post office, one from 1891, the other from 1934 and discuss the differences they see. Did you know that from 1891 until 1934 the post office was located in five different places in the community? Discuss ***how did this affected the people in the community?*** After listening to others' opinions, write the best answer you heard.

_____

_____

FLASHBACKS CURRICULUM ACTIVITIES POST OFFICE MURALS- p.2

MODEL: **READ. SPEAK. LISTEN:** Students choose a description of a mural from one of the nine individual murals (lunettes) pictures in the brochure and read it aloud. These smaller murals are called lunettes because they are shaped like half moons. Listen to others read the descriptions of their murals.

PRACTICE: **READ. LISTEN. WRITE**: As students listen to others read the descriptions, they write unfamiliar words on the lines below.

1. The Baker: _____ Word - _____
2. Doctor and Nurse:_____ Word - _____
3. Grocer:_____ Word - _____
4. Carpenter:_____ Word - _____
5. Musician:_____ Word - _____
6. Fireman:_____ Word - _____
7. Postman:_____ Word - _____
8. Teacher:_____ Word - _____
9. Policeman;_____Word - _____

Work with a classmate who read the same description you did and define each word.

PRACTICE: **READ. WRITE**. Write the word that relates to the mural worker above:

Example: ***Fireman word is hose.***

a. **globe**…b. **cello**…c. **oven**…d. **bins**…e. **saw**…f. **stethoscope**…g.**hydrant**
h. **signal**…i. **whistle**

ENRICH: **WRITE. READ. SPEAK. LISTEN**. Write your own description of one of the large murals: Use the vocabulary words to describe what you see.
Workers on the Dock: crane, pulleys, overalls…***Ward's Castle:*** architect, reinforced concrete, hitching post, trough…***Russell, Burdsall and Ward:*** nuts, bolts, tools, factory…***Life Saver Factory***: uniforms, machinery, packages.

_____
_____
_____

ENRICH: **SPEAK. LISTEN**. Improvise speaking in the voice of one of the workers from the murals. Listen to classmates do the same. Combine two or more characters and improvise dialogues and scenes using the mural characters. Watch ***Flashbacks*** scene with ***Life Saver workers*** which was created as an improvisation.

FLASHBACKS CURRICULUM ACTIVITIES **SCRIPT: VOCABULARY -1**

MODEL: READ. LISTEN. SPEAK. WRITE Students will be assigned parts and read **pp 1-10** of the ***Flashbacks*** script. Those who are not assigned parts will check off the words listed below which are **unfamiliar.**

ADJECTIVES:	NOUNS	VERBS
indigenous	glen	collaborate
ancient	banks*	breathe
steady	gesture*	seek
shaded*	sachem	enchanted*
asphalt	teepee	flows
mock*	longhouse	extends
aggressive	primary source	draws back
multi-media	shore	shade*
murky	paths	vanished
blackened*	scent	banish
tangled*	dawn*	trade*
excessive	wampum	exchange*
tribal	code of honor	
tame*	sticks of fire	
lame*	weaver	
monogamous	deckhand	
divine	divinity	
crippled*	Manitou	

PRACTICE: READ. WRITE. Define all unfamiliar words and use each one in a new sentence. ***After each practice exercise, ask instructor to correct.***

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

_____
_____
_____

FLASHBACKS CURRICULUM **SCRIPT VOCABULARY– 2**

PRACTICE: **READ. WRITE.** Review the vocabulary list from the previous page. Write the 7 words that are **starred adjectives** in sentences on the lines below

_____
_____
_____
_____
_____
_____
_____
_____

Why do you think they are starred?

_____

Choose **three** of the words and use each one in a sentence **as a verb**.

1._____
2._____
3._____

PRACTICE: **READ. WRITE.** Review the vocabulary list from the previous page. Write down the 4 words that are **starred verbs** in sentences on the lines below.

_____
_____
_____
_____

Why do you think they are starred?_____

Choose **two** of the words and use each one in a sentence **as an adjective**.

1._____
2._____

PRACTICE: **READ. WRITE.** Review the vocabulary list from the previous page. Write down the 3 words that are **starred nouns** in sentences on the lines below.

_____
_____
_____

Why do you think they are starred?_____

Use each one in a sentence **as a verb, 3rd person singular.**

1._____
2._____
3._____

FLASHBACKS CURRICULUM ACTIVITIES **SCRIPT VOCABULARY– 3**

ENRICH: READ. SPEAK. LISTEN. **POETIC IMAGES-SONG LYRICS**

Some of the images used in the song ***"It is Not What we Once Knew"*** were influenced by American poet Sara Teasdale's poem **"Barter"**. Read these two stanzas of the poem and compare them to the lyrics of the ***Flashbacks*** song.

Barter by Sarah Teasdale

Life has loveliness to sell
All beautiful and splendid things
Blues waves whitened on a cliff,
Soaring fire that sways and sings
And children's faces looking up
Holding wonder like a cup

Life has loveliness to sell
Music like a band of gold,
Scent of pine trees in the rain,
Eyes that love you, arms that hold.
And for your spirit's pure delight
Holy thoughts that star the night.

WRITE. Write the line and image that relates to the ***Flashbacks*** song.

_____

What **word,** the opposite of a word used in the song, can be found in this poem?
_____What is the opposite one? _____
Review the word "image" and write its meaning here:_____
_____

List 2-3 **poetic images** that are used in the song ***"It is Not What we Once Knew"*** Remember…Poetic images appeal to the five senses. Example: "The earth so soft so smooth beneath my feet" Other images from the song are…

_____
_____
_____
_____

Which one appeals to the sense of smell? _____
the sense of touch? _____
the sense of seeing?
_____

READ. SPEAK. LISTEN. Read the poem aloud several times to enjoy the rhythm and rhyme. Memorize the poem and recite it to the class.
READ. SPEAK. LISTEN. SING. Read the lyrics to "***It is Not What we Once Knew"*** aloud several times. Review unfamiliar words and re-define them. Practice speaking the words until they become comfortable. Sing along with the CD/DVD.

_____
_____
_____

FLASHBACKS CURRICULUM ACTIVITIES **SCRIPT VOCABULARY– 4**

MODEL: READ. LISTEN. SPEAK. WRITE Students will be assigned parts and read **pp 10-16** of the ***Flashbacks*** script. Those who are not assigned parts will check off the words listed below which are **unfamiliar. *Pronounce each word aloud!***

ADJECTIVES:	**NOUNS**	**VERBS**
sacred	evidence	deny
neutral	oppression	claim (it)
intimidated*	harbor	provoked
entitled*	grievances	fled (flee)
stunned*	newcomers	reside
bruised*	traitor	abide by
ADVERBS:	turncoat	rebuilt
godly	redcoat	
lawfully	Tory	
precisely	Whig	

PRACTICE: READ. WRITE. Define all unfamiliar words and use each one in a new sentence. ***After each practice exercise, ask instructor to correct.***

_____
_____
_____
_____
_____
_____
_____
_____

PRACTICE: READ. WRITE. **ADJECTIVES INTO VERBS.**
Use the 4 starred adjectives as verbs in new sentences, compare to use as adjectives.

1._____
2._____
3._____
4._____

REVIEW: What is an adverb? _____
SPEAK. LISTEN. Locate the 3 adverbs in the script and read each section aloud.
READ. WRITE: Review pp 1-16. Locate more adverbs. Write them below.

_____
_____

FLASHBACKS CURRICULUM ACTIVITIES **SCRIPT VOCABULARY- 5**

MODEL: READ. LISTEN. SPEAK. WRITE Students will be assigned parts and read **pp 16-29** of the ***Flashbacks*** script. Those who are not assigned parts will check off the words listed below which are **unfamiliar. *Pronounce each word aloud!***

ADJECTIVES:	**NOUNS**	**VERBS**
reinforced	journey	wading*
fireproof	streams	soothing*
everlasting	regiment	sheltering*
self-made	***inferno***	resigning*
declasse	bondage	scold
bleak	landmarks	risking*
swift	***pedigree***	volunteered
	reign*	tip your hat
	aristocrat	bow
	entrepreneur	descended
	cravat	chew the fat
	mortgage	huddling*
	partnership	transcend
	suffrage	bound

PRACTICE: READ. WRITE. Define all unfamiliar words and use each one in a new sentence. ***After each practice exercise, ask instructor to correct.***

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

PRACTICE: READ. WRITE. **VERBS INTO ADJECTIVES**

Use the 6 starred verbs as adjectives in new sentences, compare to use as verbs.

1._____
2._____
3._____
4._____

5._____
6._____

FLASHBACKS CURRICULUM ACTIVITIES SCRIPT VOCABULARY -6

ENRICH: READ. WRITE. FRENCH, ITALIAN WORDS IN ENGLISH

Americans in the late 19th century liked to show how well educated they were by using French or Italian words in their speech. The Wards and the Lyons do this in ***Flashbacks.*** Look for the lines in the script in which the bold-faced words are used, define each word, then practice saying the lines with the right pronunciation.

ENRICH: READ. SPEAK. LISTEN.WRITE CULTURAL ALLUSIONS

An allusion is a reference to a specific person, place or thing that represents a time in history. There are many allusions in ***Flashbacks***. Here is a list of some in the order in which they appear in the play. Research those you are unsure of.

MODERN:
text
OMG
in ten
cool
dude
freaking out
the man
help me
off the walls
groovin'
gettin down

INDIGENOUS:
sachem
teepee
longhouse
wampum
three moons
Manitou
sticks of fire
great water
tongue of brave
Byram River
Shanarockwell

COLONIAL:
highway
Boston harbor
New England
separate church/state
Hutchinson River Parkway

REVOLUTION:
British
Whig
Tory
redcoat
turncoat

SLAVERY:
River Jordan
drinking gourd

CIVIL WAR:
bugler
reveille
Company B
Union
Confederacy
Fort Sumter
"four score.."
Lincoln
1861
regiment
Gone with the Wind
John Brown
Congressional Medal-Honor

INDUSTRIAL:
entrepreneur
William the Conqueror
Governor Winthrop
Ward's Castle
Merritt
Fehr's Opera House
women's suffrage

FLASHBACKS CURRICULUM ACTIVITIES **SCRIPT VOCABULARY – 7**

MODEL: READ. WRITE. **IDIOMATIC PHRASES/SAYINGS.**

Sometimes it is difficult to learn English because it is a language that is always changing. There are many idiomatic (unusual use) phrases that are used in different parts of the country and sometimes even in different cities. Here are some of the idiomatic phrases used in ***Flashbacks***. Find the places in the script where they are used, define each one.

1. get it together

2. neck of the woods

3. paid a price

4. get your goat

5. beg your pardon

6. hit the spot

7. good for what ails you

8. go to waste

9. off the walls

10. give credit

IMPROVISATIONS

ENRICH: SPEAK. LISTEN **IMPROVISED SCENES**

Practice using the phrases in improvised scenes. ***Example: Think of a setting (place) in which you might use the phrase "give credit" – at a store, in school – and create a dramatic scene that might happen in that place.***

ENRICH: WRITE. READ. SPEAK. LISTEN. **INTO SKITS**

Write the improvised scenes with your fellow actors . Convert the improvised scenes into skits and perform them for classmates.

ENRICH: SPEAK. LISTEN **HISTORICAL ARTWORK**

Study the historical paintings of colonial people, the photo of Company B, on Liberty Square and Ward Castle murals. Create dramatic scenes through improvisation:

1. Take the positions of the characters in the scenes. (Tableau style)

2. Improvise the words that come to mind while in those positions.
3. When the director says "Action" make the scene come alive.
4. When the director says "Cut" stop the scene and "freeze" in place.

MOUNT RUSHMORE, SOUTH DAKOTA



MODEL.SPEAK. LISTEN. Identify the four presidents whose portraits are carved on Mount Rushmore monument in South Dakota from left to right.

PRACTICE: READ. SPEAK. LISTEN. *Read aloud the following information about Mount Rushmore and Luigi DelBianco, an Italian immigrant who was the chief carver,*

Mount Rushmore, the 500 foot high mountain monument, was designed by sculptor Gutzon Borglum. Work began on October 4, 1927 and ended in 1941 with Mr. Borglum's death. Some of the project's funding came from FDR's New Deal WPA.Mount Rushmore is the largest carving in the world; each head is twice as large as the Sphinx. Washington symbolizes the founding of our country; Jefferson's recalls the writing of the Declaration of Independence; Lincoln's stands for the preservation of the union and Theodore Roosevelt's the completion of Columbus' dream to connect the Atlantic and Pacific oceans by building the Panama Canal.

Italian born Luigi Del Bianco, shown working on the mountain, was chief carver on the project from 1933 through 1940. He was responsible for the faces' "refinement of expression". Borglum wrote that "He (Bianco) is the only intelligent, efficient stone carver on the work who understands the language of the sculptor." One unusual job Del Bianco did was patching the crack in Jefferson's lip; it is now undetectable. Although not as well known as Borglum, DelBianco is a legend in his adopted hometown of Port Chester, New York where his family and namesake grandson Lou Del Bianco still live.



ENRICH: READ. WRITE. Answer the following questions:

1. How high is Mount Rushmore?_____
2. When was Mount Rushmore built?_____
3. What does Washington represent?_____
4. What does Jefferson represent?_____

5. What does Lincoln represent?_____
6. What does Roosevelt represent?_____
7. What unusual job did chief carver Del Bianco do?

Go to LuigiMountRushmore.com on the Internet for more.

FLASHBACKS-OUR LOCAL HISTORY

Use as a Pre Test & Post Test for each Historic Era

Name: _____ Date:_____

Quick Quiz: Historic Eras #1 & #2

Match the three words to their descriptions:

_____ 1. wigwam — a. beads and shells to represent trade.

_____ 2. wampum — b. a small man-made boat.

_____ 3. canoe — c. a portable Native home used in the North East

4.Who is Anne Hutchinson? _____
_____

5. Who is Shanarockwell? _____
_____

6. Who were the first people to inhabit or live in the Port Chester (Rye Town) area 350 years ago? _____
_____
_____

7. How did these people travel from place to place? _____
_____
_____

8. What did they eat and how did they get their ingredients? _____
_____
_____

9. What did they live in? _____
_____
_____

10. Where did the Byram River get its name? _____
_____
_____

Common Core Targets: R.I 4.1, 4.2, 4.3, 4.7
W 4.2, 4.6, 4.7, 4.8, 4.9
SL 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
L 4.1, 4.2, 4.3, 4.4, 4.5, 4.6

FLASHBACKS-OUR LOCAL HISTORY

Use as a Pre Test & Post Test for each Historic Era

Name: _____ Date:_____

Quick Quiz: Historic Era #3

Match the political words to their definitions:

_____ 1. Whig	a. a political party that was loyal to the King.
_____ 2. Tory	b. an area of land without politics.
_____ 3. Revolution	c. a political party that revolted against the King.
_____ 4. Neutral Ground	d. a war fought for independence from British rule.

5.Who is Yankee Doodle? _____
_____

6. Who is General Washington? _____
_____

7. Why was there a Revolution?_____
_____
_____

8. During the Revolution, who was revolting against whom?_____
_____
_____

9. What were the two brothers fighting about?_____
_____
_____

10. Why was Westchester called "neutral ground" during the Revolutionary War?
_____
_____
_____

Common Core Targets: R.I 4.1, 4.2, 4.3, 4.7
W 4.1, 4.4, 4.6, 4.7, 4.8, 4.9
SL 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
L 4.1, 4.2, 4.3, 4.4, 4.5, 4.6

FLASHBACKS-OUR LOCAL HISTORY

Use as a Pre Test & Post Test for each Historic Era

Name: _____ Date:_____

Quick Quiz: Historic Era #4

Match the verbs to their definitions:

_____ 1. slave	a. to be forced to work without the freedom to choose.
_____ 2. capture	b. to run away from difficulties (slavery)
_____ 3. escape	c. to take away a person's freedom.

4. Who is Peter Lee? _____
_____

5. Who is Nicholas Fox? _____
_____

6. Who is Nelson Bartram? _____
_____

7. What is a hero?_____
_____
_____

8. What is a roll call and why was it used? How can we use it today?_____
_____
_____

9. What two states are separated by the Byram River?_____
_____
_____

10. What two sides fought in the Civil War and what were they fighting for?
_____
_____
_____

11. Who was the President during the Civil War?
_____
_____

Common Core Targets: R.I 4.1, 4.2, 4.3, 4.7, 4.9
W 4.1, 4.2, 4.4, 4.6, 4.7, 4.8, 4.9
SL 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
L 4.1, 4.2, 4.3, 4.4, 4.5, 4.6

FLASHBACKS-OUR LOCAL HISTORY

Use as a Pre Test & Post Test for each Historic Era

Name: _____ Date:_____

Quick Quiz: Historic Era #5

Match the following adjectives to their definitions:

_____ 1. Industrial	a. related to wealthy, upper class people
_____ 2. Mural	b. related to the growth of machines and manufacturing.
_____ 3. Aristocratic	c. a wall painting

4.Who is John Lyon? _____
_____

5. Who is William Ward? _____
_____

6. Which main road are Ward's Castle and Lyon Park located?_____
_____
_____

7. What is a lunnette?_____
_____
_____

8. Why were the murals in the Port Chester Post Office created and why were they important?_____
_____

9. Why is it called the Industrial Revolution? _____
_____

Common Core Targets: R.I 4.1, 4.2, 4.3, 4.7, 4.9
W 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.9
SL 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
L 4.1, 4.2, 4.3, 4.4, 4.5, 4.6

FLASHBACKS-OUR LOCAL HISTORY

Use as a Pre Test & Post Test for each Historic Era

Name: _____ Date:_____

Quick Quiz: Historic Era #6

Match the following nouns to their descriptions;

_____ 1. Castle	a. a time period in history where there was very little money when the economy failed.
_____ 2. Postman	b. a person who brings the mail to your house.
_____ 3. Depression	c. a large building that are known to house nobles or kings.

4.Who is Diego Rivera? _____
_____

5. Who is Jose Clemente Orozco?_____
_____

6. What does the term "Can you spare a dime" mean?_____
_____
_____

7. What is special about the Capitol Theater?_____
_____
_____

8. Why was the Depression named just that? _____
_____
_____

Common Core Targets: R.I 4.1, 4.2, 4.3, 4.7, 4.10
W 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.9
SL 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
L 4.1, 4.2, 4.3, 4.4, 4.5, 4.6

FLASHBACKS-OUR LOCAL HISTORY

Use as a Pre Test & Post Test for each Historic Era

Name: _____ Date:_____

Quick Quiz: Historic Era #7

Match the following to their definitions;

_____ 1. Immigrant a. a national monument

_____ 2. Mount Rushmore b. the ancestors of a family

_____ 3. Family Tree c. a person who moves into another country.

4.Who is Luigi DelBianco? _____
_____

5. Who are the four Presidents on Mount Rushmore? _____
_____
_____

6. In which state is Mount Rushmore located and what is it's connection to Port Chester, NY?_____
_____

7. Which four heroes would you put on your own Mount Rushmore? _____
_____
_____

Common Core Targets: R.I 4.1, 4.2, 4.3, 4.7, 4, 9, 4.10
W 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.9
SL 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
L 4.1, 4.2, 4.3, 4.4, 4.5, 4.6