

Fort Wayne
youththeatre
*Education
Guide*

Linda L. Ruffolo Young Heroes of Conscience Series

**BAGHDAD
ZOO**

2022-23 SEASON

Fort Wayne youthatre *About Us...*

As the fifth oldest active children's theatre in the nation, Youthatre 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 Youthatre." In 1973, both organizations moved to their current home in the Arts United Center on E. Main Street in downtown Fort Wayne. The Youthatre became autonomous in 1984.

In 1978, Broadway star Harvey Cocks became the Executive Director of Youthatre. Even after retiring from that position, Harvey remained as our Artist in Residence; inspiring young artists for over forty years until his death in 2022. In 2010, Leslie Hormann took the reigns, serving as Executive/Artistic Director until 2018.

Youthatre 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 Associate Director/Director of Outreach Christopher J. Murphy, Administrative Assistant/Marketing Director Morgan Montgomery, Administrative Assistant Kimee Gearhart 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, Youthatre has produced classes, camps and theatrical productions for the artists and audiences of northeast Indiana. Our touring "Youthatre-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

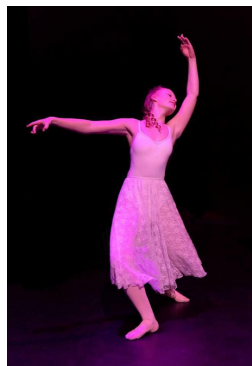
The objects performers carry to help them act out the story. Look for important props that help define character or place. Can you name a few?

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 he/she lived. Are the costumes drab or colorful? Do they look realistic? What do they tell you about the time and place?



BEHIND *the* SCENES

GREGORY STIEBER, DIRECTOR

GREGORY STIEBER has been with Youtheatre for more than 25 years as an actor, teacher, playwright and director. He is the creator of our "Linda L. Ruffolo Young Heroes of Conscience Series," writing & directing MARY'S STORY, THE KID FROM KOKOMO, RUBY BRIDGES, REMEMBERING ANNE, AFTER THE MIRACLE, BUILDING THE DREAM and more. He has directed for Civic, Arena & Fort Wayne Ballet. His other creations include STAR CROSSED for the Fort Wayne Dance Collective, AN EVENING OF HAMLET for the Fort Wayne Philharmonic and I WILL WAIT: The Veterans Spouse Project with George John Productions. He was named Artist of the Year by Arts United in 2011, 2015 and 2020. He was also awarded "One of the Righteous" from the Jewish Federation for his continued dedication to social justice through theatre.

KEVIN DYER, PLAYWRIGHT

Kevin became a writer at the age of nine and a half when his teacher, Mister Fox, typed up a story he had written. The fact that one month later the nice Mr. Fox ran him over in his car (true!) did not deter him. He is now a playwright with over 50 commissioned plays behind him. Plays include BAGHDAD ZOO (York Theatre Royal), THE BRIDGE (Dundee Rep) and THE ADVENTURES OF KING ARTHUR (Dukes Lancaster). Kevin is a published poet, a leader of creative-writing sessions, an actor, a theatre director, and an Associate Writer for Action Transport Theatre. He was short-listed in 2008 for the prestigious Brian Way Award for his radical reworking of Coleridge's THE RIME OF THE ANCIENT MARINER (Sixth Sense). In 2009 THE MONSTER UNDER THE BED (Polka Theatre) won the Writer's Guild of Great Britain Best Play for Children and Young People, and was also shortlisted for the Brian Way Award and the John Whiting Award, originally produced at Theatre Hullabaloo, was shortlisted for the Writer's Guild Award for Best Play for Children and Young people 2012.



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.

Q: What does a Playwright do?

A: A Playwright is the author of the play. This may be one person or a team. It may take many years for a Playwright to perfect their work through readings, workshops and productions.

HISTORY:

The Iraq War

The Iraq War (March 20, 2003 - December 18, 2011) was fought between Iraq and a group of countries led by the United States and the United Kingdom. The war resulted in the toppling of the Iraqi government led by Saddam Hussein.



Leading Up to the War

In 1990, Iraq invaded the country of Kuwait and started the Gulf War. After Iraq lost the Gulf War, they had agreed to inspections by the United Nations. By the early 2000s, Iraq was refusing to allow U.N. inspectors into the country. Then 9/11 happened. The U.S. began to worry that the leader of Iraq, Saddam Hussein, was helping terrorists and that he was secretly developing weapons of mass destruction. WMDs are weapons that can cause harm to a lot of people, like nuclear weapons, biological weapons, and chemical weapons.



The Invasion

On March 20, 2003, President George W. Bush ordered the invasion of Iraq: called "Operation Iraqi Freedom." Some countries allied with the U.S. including the United Kingdom, Australia, and Poland. However, many members of the United Nations including France and Germany did not agree with the invasion. The U.S. used a precision bombing attack and fast moving troops to quickly invade Iraq. This method of attack was called "shock and awe." Within a few weeks, they had taken the capital city of Baghdad.



The End and Aftermath

For the next several years, different groups fought within Iraq for power against the new Iraqi government. A coalition of forces led by the United States remained in the country to maintain order and to help the new government. However, the insurgency continued. The Iraq War officially ended on December 18, 2011 with the withdrawal of U.S. combat troops. There were no WMDs found in Iraq during or after the war.



BIOGRAPHY:

Saddam Hussein

As president of Iraq from 1979-2003, Saddam Hussein (1937-2006) was a brutal and warlike ruler. In 1980 he launched his country into a war with Iran that neither nation could win. In 1990 his armies annexed Kuwait, an aggression that brought a massive military response from the United Nations the following year.



Early Life

Saddam Hussein was born on April 28, 1937. After moving to Baghdad to attend secondary school, he joined the Ba'ath party in 1957, and in 1959 he participated in an unsuccessful plot to assassinate the Iraqi prime minister, 'Abd al-Karim Qasim. After Qasim was eventually deposed, Saddam soon was elected to a prominent position in the Ba'ath party. In 1968 the Ba'ath party seized control of the Iraqi government in a bloodless coup and installed Saddam who soon became the most powerful and feared individual in government.

Wars and Power

In his new powerful position, Saddam revitalized the Iraqi economy through the oil industry and became president in 1979. The next year, Iraq launched a full-scale invasion of Iran's oil fields, initiating a war that lasted eight years. Soon afterward, Iraq invaded neighboring Kuwait. The United Nations condemned the occupation and authorized a military intervention to end it if necessary. In January 1991 a U.S.-led military coalition moved into the region; six weeks later, coalition forces had freed Kuwait.

Iraq War and Aftermath

Over the next decade, Saddam's refusal to cooperate with U.N. weapons inspectors brought worldwide economic restrictions and bombings by the United States and Great Britain. On March 20, 2003, a U.S. and British-led coalition invaded Iraq. Saddam immediately went into hiding. He eluded capture until Dec. 13, 2003, when U.S. troops found him in an underground hideout. In October 2005 Saddam went on trial before the Iraqi High Tribunal, and was convicted of crimes against humanity: including willful killing, illegal imprisonment, deportation, and torture. Saddam was hanged in Baghdad on Dec. 30, 2006.



A TRUE STORY: *Baghdad Zoo Rescue*

Youtheatre's *The Baghdad Zoo* is inspired by a true story of the destruction and rebuilding of the largest zoo in the Middle East during the Iraq War.

The Baghdad Zoo had more than 600 animals before the American invasion. During Operation Iraqi Freedom, there was fierce fighting between the Iraqi Republican Guard and the 3rd Infantry Division in the area surrounding the zoo. Damage from mortar rounds and tanks many zoo animals to wander the battlefield.



Because their zookeepers fled from the attack, the animals that remained in their cages were left without food and water. But the main damage was caused later, when looters came through the zoo and stole all the animals that wouldn't eat them.

Luckily, before it was too late, a group of American soldiers from the 3rd Infantry Division stumbled upon the zoo. In the heat of the battle, they were able to feed the remaining animals with whatever they could find in the rubble of a war-torn city. After the battle died down, veterinarians and animal care specialists were able to rescue the animals: and the Baghdad Zoo reopened 3 months after the the invasion.

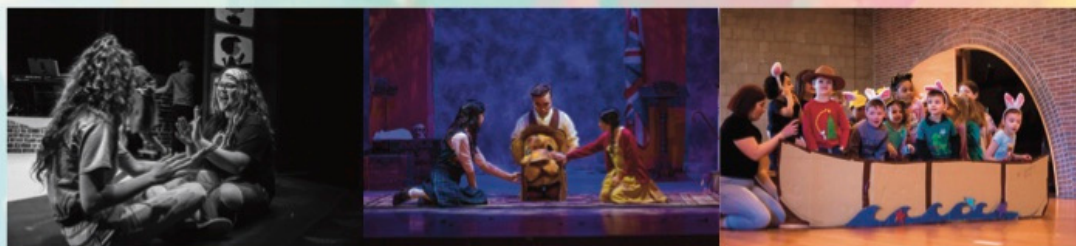


PUT YOU IN YOUTHEATRE!

Fort Wayne Youtheatre
ACADEMY
of Performing Arts

Where Creativity Plays

Classes Available for Ages 3-18



**Drama | Musical Theatre | Dance
Voice | Tech Theatre**

Fall & Spring Semester Classes

Online Classes

Private Voice & Acting Lessons

Summer Camps

**Financial Aid is available. Apply Online.*



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

ACTIVITY #1: YOUR BAGHDAD ZOO



This activity, best suited for Pre-K to 5th graders, encourages students to get think about designing their own zoo animals, then to bring them to life by reenacting a segment of the script.

Materials needed:

- Safety scissors
- Crayons, markers, or colored pencils
- Tape

Start by selecting one of the zoo animal cut-outs on the following page. Then, color in your selected zoo animal and its corresponding pieces however you would like. Follow the instructions on the print out to cut out and piece together their zoo animal finger puppets. Then, find a partner.

For K-2nd graders, describe your zoo animal to your partner. What animal is it? What is their name? Where in the zoo do they live? What kind of food do they eat? Are they gentle, mischievous, or ferocious?

For 3rd-5th graders, decide which partner is Animal #1 and Animal #2. Then, using the script below, bring your completed finger puppets to life by reenacting the scene from *The Baghdad Zoo*.

Animal #1: On the first day...

Animal #2: Big shapes in the sky, like birds.

Animal #1: But their wings do not flap.

Animal #2: They roar overhead.

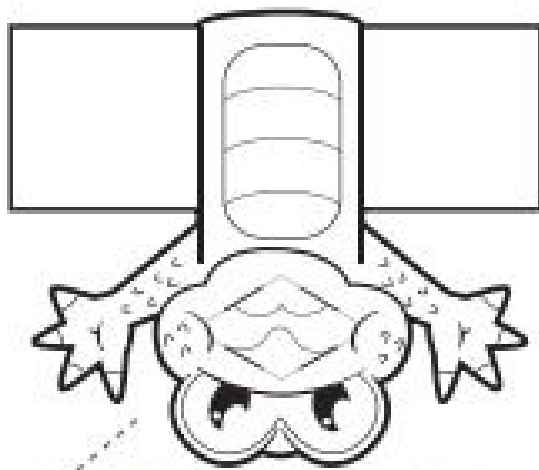
Animal #1: Not like lions: but a metal growl going on and on and on.

Animal #2: And a big iron stone falls from the bird that does not flap

Animal #1: And hits this place.

DISCUSSION TOPIC:

In Youtheatre's production of *The Baghdad Zoo*, a group of kids your age are tasked with taking care of something far bigger than themselves in a time of chaos and confusion. Have you ever had to take responsibility for something, even when you weren't prepared for it? For example; taking care of a pet, watering a plant, or cooking a complicated recipe?

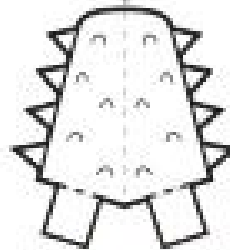


Use a craft knife or scissors to cut slits around mouth to attach the crocodiles jaws.

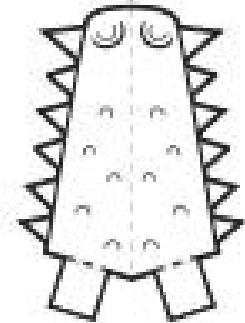
- slits



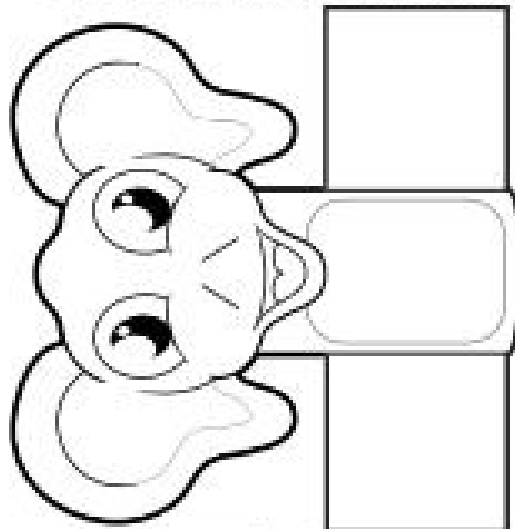
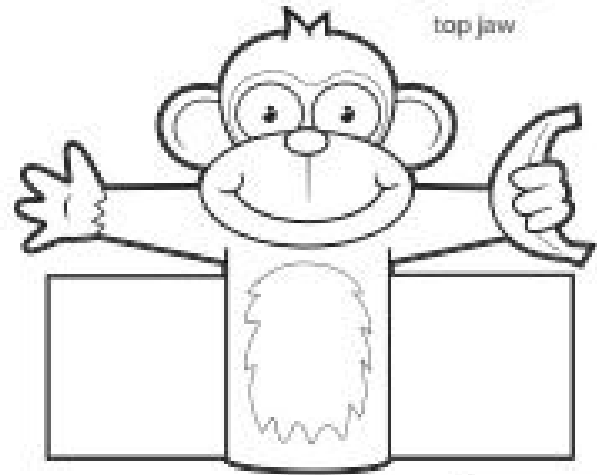
fold lines



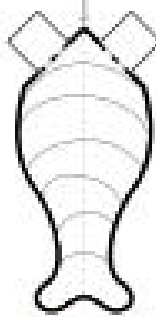
bottom jaw



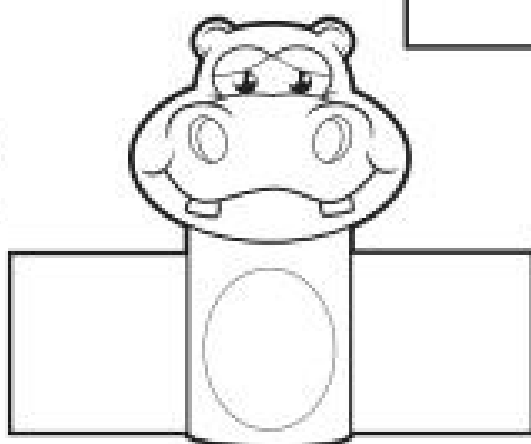
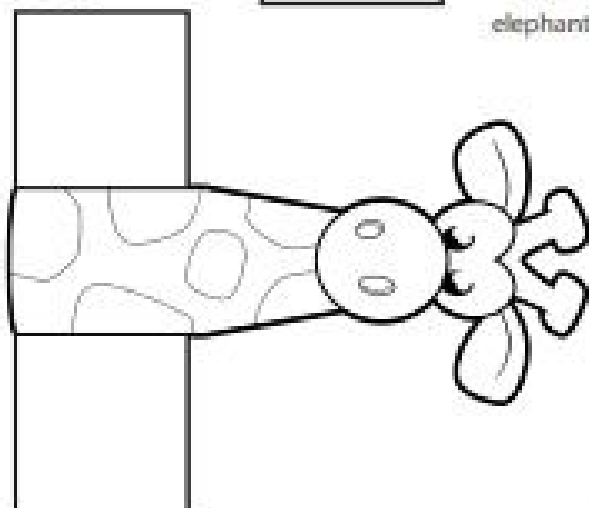
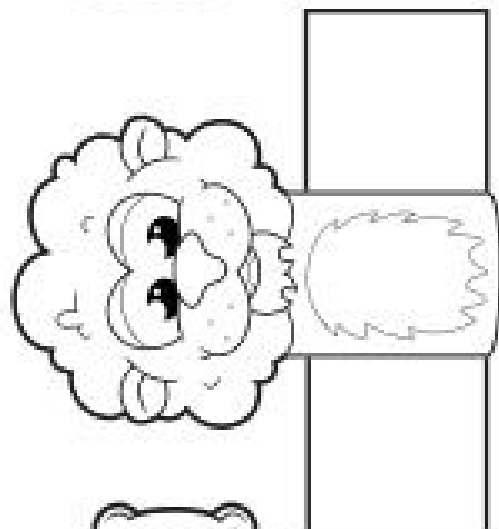
top jaw



fold lines



elephant trunk



ACTIVITY #2:

THE EYES OF A CHILD

In this activity, best suited for 6th to 12th graders, students will research and describe a historical event with a point of view different from their own through descriptive imagery and specific word choice



Youtheatre's production of *The Baghdad Zoo* provides a fresh retelling of the events of the invasion of Baghdad during the Iraq war. This is not only through a remarkable and nearly unheard of story, but also through framing the war through the eyes of children. **In this activity, you will be briefly describing a major historical event through the eyes of a child** (anywhere around 3 to 11 years old). You can choose from one of the provided events, or an event that interests you!

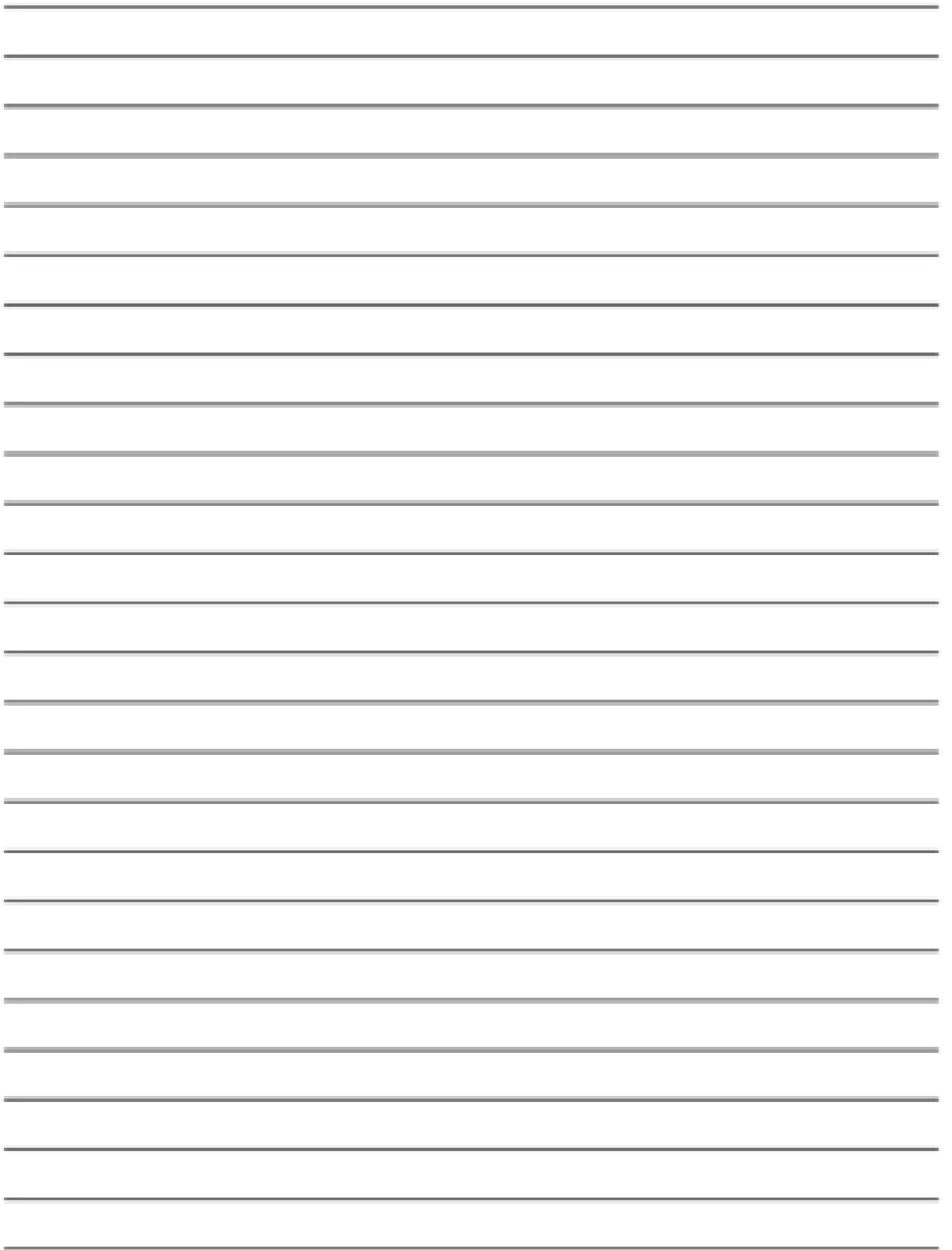
- MLK's "I Have a Dream Speech"
- The Assassination of Julius Caesar
- The Fall of the Berlin Wall
- The 9/11 Attack of the World Trade Center
- The Boston Tea Party
- The D-Day Invasion
- Tiananmen Square Crisis of 1989
- The Apollo 11 Moon Landing

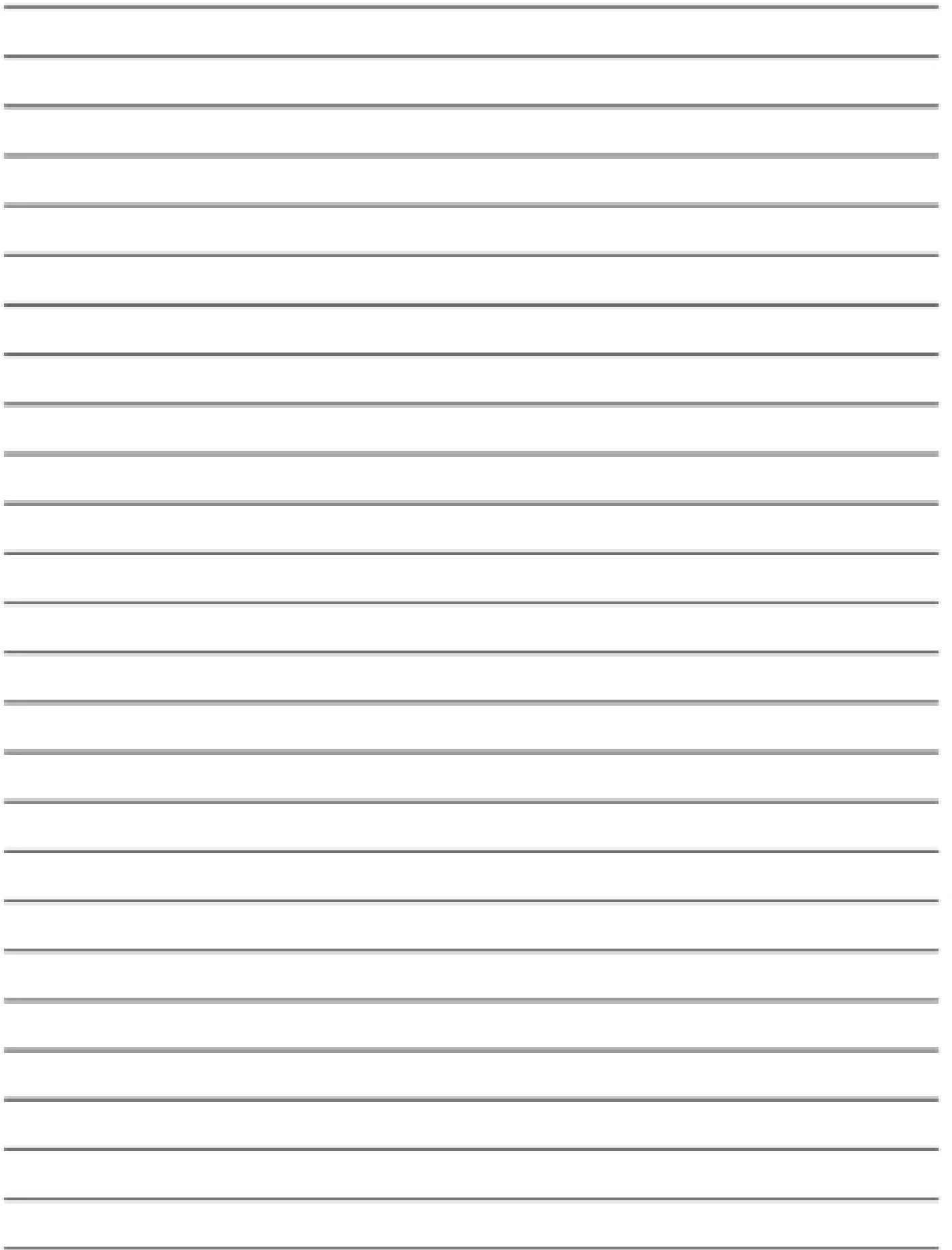
Research one of these events for about **10-15 minutes**, then write about **1-2 pages** (provided on the next page) through a child's point of view. Whether they are an observer, a bystander, or actually involved in the event, try to be creative with your storytelling. What kind of words does a child that age use? How, physically, does the world look different? Are there some things happening that they don't understand? If so, how do they interpret and process those things?

Once you are finished writing, share your story with a classmate, and have them try to guess what important historical event you are describing!

DISCUSSION TOPIC:

***The Baghdad Zoo* is a tale of destruction at the hands of the U.S. and U.K. governments during the Iraq War. Should the United States government get involved in the affairs of other countries? What are some specific reasons why the United States government might get involved in the economic, political, or social policies of other countries?**





COMING SOON:

Jeremy Thatcher, Dragon Hatcher



Apr. 28: 7pm

Apr. 29: 2pm & 4:30pm

Apr. 30: 2pm

School Show May 1: 10am

Suggested Reading...

Elementary: *Silent Music, A Story of Baghdad* by James Rumford, *Saving the Baghdad Zoo: A True Story of Hope and Heroes* by Kelly Milner Halls and William Sumner, and *Mohammed's Journey (A Refugee Diary)* by Anne-Marie Young and Anthony Robertson.

Middle School: *Children of War: Voices of Iraqi Refugees* by Deborah Ellis, *The Iraq War: A History Just for Kids!* by KidCaps, and *Iraqigirl: Diary of a Teenage Girl in Iraq* by Iraqigirl

High School: *Pride of Baghdad* by Brian k Vaughan, *Addicted to War: Why the U.S. Can't Kick Militarism* by Joel Andreas, and *Baghdad Burning: Girl Blog from Iraq* by Riverbend



POP QUIZ:

Test Your Memory

See how much you remember from the performance of THE BAGHDAD ZOO with this brief quiz on the play, the plot and characters.



1. In the beginning of the play, how long ago did the attacks start?
 - a. 3 hours ago
 - b. 7 days ago
 - c. 2 weeks ago
 - d. 1 month ago
2. Where does Leyla leave the message for her parents?
 - a. Under the kitchen table
 - b. In her diary
 - c. On the kitchen counter
 - d. Under the floorboards
3. Why are the kids leaving their house?
 - a. They want to find their parents
 - b. They need more food
 - c. To fight back against the soldiers
 - d. They are bored
4. When the kids arrive at the zoo, what animal did NOT survive?
 - a. A lion
 - b. A bear
 - c. A gorilla
 - d. A zebra
5. Sabeen's favorite animal is "Brownie" the bear: true or false?
 - a. True
 - b. False
6. Where is the only place the children can collect water for the animals?
 - a. The zoo's fountain
 - b. The shop across the street
 - c. The canal 1/2 mile away
 - d. Nearby puddles
7. What language are the two soldiers supposedly speaking?
 - a. English
 - b. Arabic
 - c. Spanish
 - d. Mandarin
8. Why did the peacocks disappear?
 - a. They ran away
 - b. They were shot in the crossfire
 - c. The soldiers took them as pets
 - d. They were eaten by starving refugees
9. The kids had no choice but to feed the lioness some of the other zoo animals: true or false?
 - a. True
 - b. False
10. How does the play end?
 - a. The kids are reunited with their families
 - b. One of the soldiers shoots Brownie
 - c. The kids set all the animals free
 - d. Farah is bitten by the lioness

Answer Key

Q1: b: 7 days ago Q2: a: Under the kitchen table Q3: b: They need more food Q4: d: A zebra Q5: a: True Q6: c: The canal 1/2 mile away Q7: a: English Q8: d: They were eaten by starving refugees Q9: a: True Q10: b: One of the soldiers shoots Brownie

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.

