



Denver Center
Theatre Company

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A STUDY GUIDE

PRODUCED BY THE EDUCATION DEPARTMENT

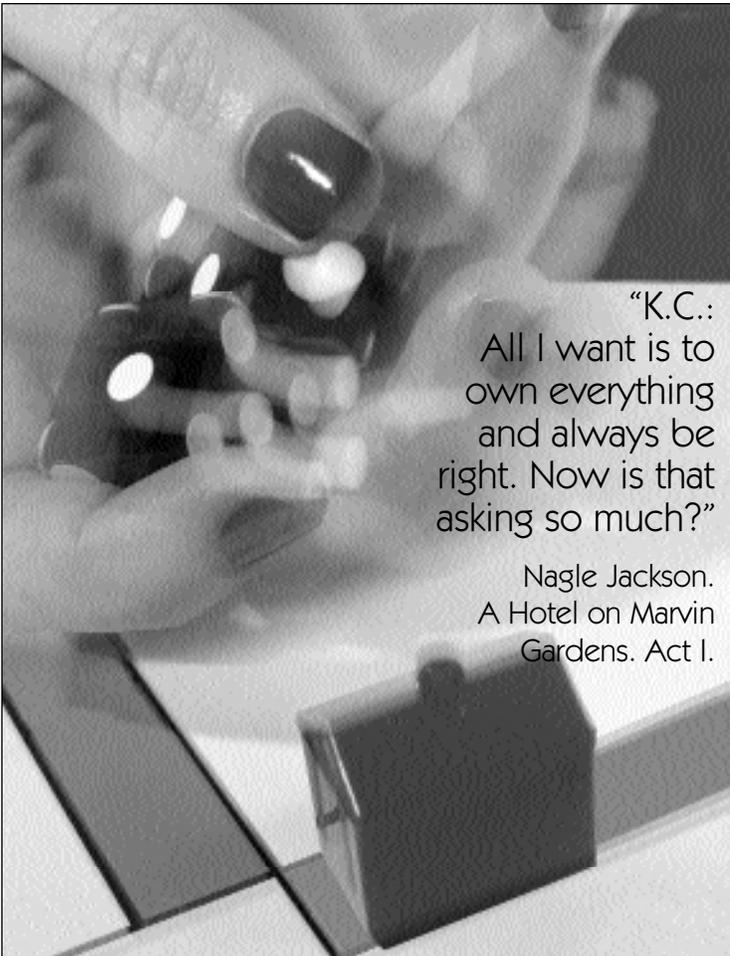
SEPTEMBER 1999

A HOTEL ON MARVIN GARDENS

U S WEST World Premiere

"The object of the game (Monopoly) is to become the wealthiest player through buying, renting and selling property."

—Official Monopoly Rules



"K.C.:
All I want is to
own everything
and always be
right. Now is that
asking so much?"

Nagle Jackson.
A Hotel on Marvin
Gardens. Act I.

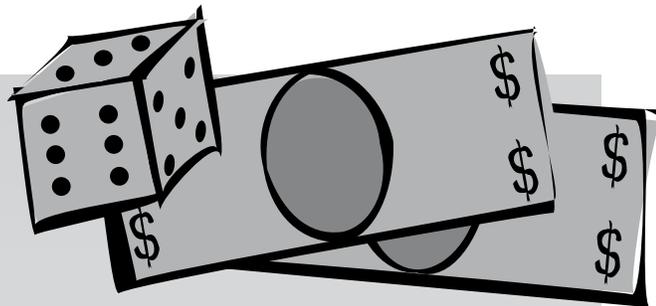
On April Fool's Day for the past ten years, K.C. Custer has hosted a Monopoly game at her summer home on one of the Thimble Islands off the coast of Connecticut. This year K.C., president and CEO of *ME* magazine, a publication for the upwardly mobile, has invited Bo, her publisher and sometime lover, and Henry, her editor-in-chief. Henry has brought along Erna Tinker, the magazine's restaurant critic, who finds the idea of living alone on an island "so cunning." Much later, after the game begins, the group is surprised by an unexpected guest. Rose, an elementary school teacher, has been stranded on the island by a bozo who wanted more than a boat ride from her. With wicked wit and high humor the play examines the strategies and stakes of the game and the people who play it—the upwardly mobile and those who have attained "upness," those who want to be upwardly mobile and those who feel the climb is not worth the struggle it takes.

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BEING IN THE BEGINNING



In 1930, at the height of the Great Depression, Charles Darrow had hit bottom. Once a salesman of heating and engineering equipment, he was out of a job. His wife was expecting their second child, so to keep food on the table, he took a series of odd jobs. To keep his mind occupied and fill his idle hours, Darrow would invent things or reminisce about the “good old days.” One of these memories was a vacation he and his wife had spent in Atlantic City, New Jersey. One evening in 1930, Darrow sat at his kitchen table in Germantown, Pennsylvania and sketched out some of the street names of Atlantic City on a piece of oilcloth that covered the table. The streets he chose were all from the same side of the city: between the Inlet and Park Place along the Boardwalk. The East-West streets of Atlantic City were named for the seas (Baltic, Mediterranean) and the North-South ones were named for the States. When he was finished, Darrow was short one name, he chose Marvin Gardens, a section from nearby Margate. He also included the three railroads that carried visitors to the resort, the utility companies that serviced them, and added a fourth railroad, Short Line, to make his board symmetrical. A local paint store gave him free samples and these he used to color the board. He cut houses and hotels for his little city, using scraps of wooden molding discarded from a lumber yard. He typed up little cards for each of the properties and acquired buttons for markers, a pair of dice, and lots of play money.

The Darrows spent many evenings seated around the kitchen table, buying, renting, developing and selling real estate. The Game, as they referred to it, permitted them to manipulate large sums of money even though they had little “real” cash; and the playing of it generated a continuing fascination and challenge. Friends, dropping by for a visit, were invited to play “The Game.” Delighted with their success (or lack of it), they wanted to take the game home to practice, so Darrow, in his free time, began to make copies of the board.

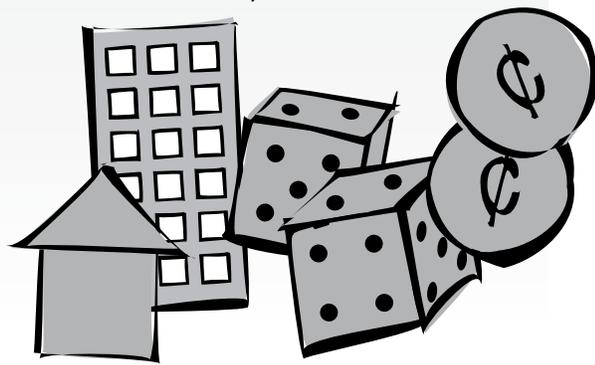
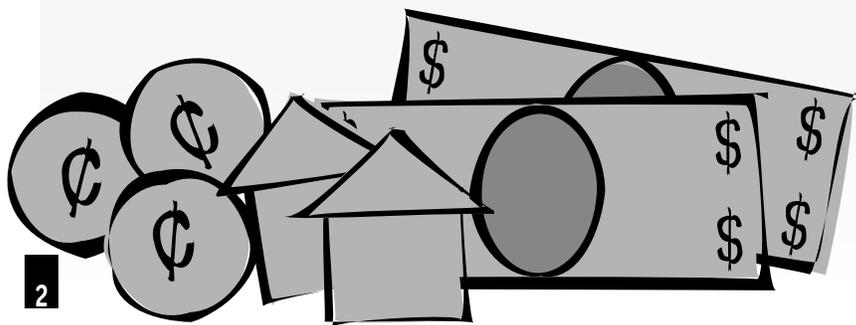
As the demand increased, Darrow sold each set for four dollars. Through word-of-mouth advertising, Darrow sold about 100 sets and had orders for many more, but he could not keep up. After test-marketing his product in stores in Philadelphia, Darrow knew his interesting diversion had turned into a potentially profitable business. He wrote to Parker Brothers, one of the world’s major game manufacturers and distributors, to see if the company would be interested in producing and marketing the game on a national scale. Members of the Parker Brothers staff sat down at their offices in Salem, Massachusetts to try out the game. Although they enjoyed it, they found it violated a set of inviolable ground rules they had set up for family games. According to the Parker precept, a game should last 45 minutes and Monopoly could go on for hours. They also felt the game had no real goal—bankrupting all the other players did not qualify as a goal. The Parker staff felt the rules were just too complex to be understood by general game-players. Thus, the company decided to reject the game and wrote Darrow of their decision explaining his game contained “52 fundamental errors.”¹

Darrow had no choice but to produce and market Monopoly himself. The Philadelphia stores began placing massive orders for the Christmas season, and F.A.O. Schwarz bought 200 sets. Serendipitously, a friend called Sally Barton (daughter of Parker Brothers founder, Charles Parker) to rave about the new, wonderful game and suggested she tell her husband about it. Sally’s husband was Robert Barton, president of the Parker Brothers company. He purchased a copy of the game at F.A.O. Schwarz, took it home and played it until 1am. Three days later Barton met Darrow in the New York sales office of Parker Brothers. They offered to buy the game outright and pay Darrow royalties on all sets sold. The company wanted to make a few revisions and develop a variation of the game which could be played in less time.

The rest is game history. Every year that Parker Brothers considered ceasing production of the game, interest and demand increased. It has spread to 25 countries and been translated into 15 languages. By the end of 1974, it had sold almost 80 million sets.

“Taking the precepts of Monopoly to heart, I did not care to speculate.”

Charles Darrow²



THE BASIC PRINCIPLES

*The most comprehensive book on the game is Maxine Brady's **The Monopoly Book**. Let's dispense with the rules and examine some of her strategies and tactics for playing the game.*

The object of Monopoly is to become the richest player on the board in terms of total assets—cash, property, buildings—and to drive all of your opponents into bankruptcy. How? In large part, by combining your luck and skill to acquire property, then erecting houses and hotels on these properties to make them more expensive, thus creating high-rent districts on which your opponents cannot afford to land. In this way, you're making your money work for you. The best way to bring in money in large amounts is to develop complete color groups, then put houses and hotels on them.

There are several major points to consider before deciding which properties to go after and where to build first. Players must be aware of the:

1. Return on investment. That is, how profitable is a particular piece of property or property group.
2. Amount of money available for investment.
3. Probability of how frequently an opponent will land on your property.

To begin at the beginning, let's examine the property groups and their colors.

PROPERTIES

- LOW RENT GROUP**—Mediterranean, Baltic, Oriental (the purples), Vermont, Connecticut (light blue)
- MIDDLE RENT GROUP**—St. Charles, States, Virginia (maroon), St. James, Tennessee, New York (orange)
- UPPER-MIDDLE RENT GROUP**—Kentucky, Indiana, Illinois (red), Atlantic, Ventnor, Marvin Gardens (yellow)
- HIGH RENT GROUP**—Pacific, North Carolina, Pennsylvania (green), Park

Your guiding mantras should be:

1. If you have only a small amount of cash, use it to construct buildings on low income properties.
2. If you have a large amount of cash, use it to develop high income groups.

The following list indicates which properties are your best investments, depending on the amount of money you have to invest in and develop them. (With the exception of Railroads, investment means buying buildings.)

AMOUNT OF MONEY	BEST INVESTMENT (in order of best return)
Below \$500	Railroads
\$500	Purple
\$500-\$700	Light blue
\$800-\$1000	Orange/Maroon
\$1100-\$1500	Orange/Maroon/ Dark Blue/Yellow
\$1600-\$2000	Dark Blue/Yellow/ Green
Red/ \$2100-\$2500	Yellow/Red/Green
\$2500-\$3000	Green

Another rule to consider is to develop first and fast. The first person to have a highly-developed color group gets an enormous jump on driving his/her opponents into bankruptcy. He/she may not win but will drive the opponents' cash reserves down when they have to pay rent.

Of course, the throw of the dice and luck determine the properties on which you and the players land. Professor Irwin R. Hentzel, a mathematician, programmed these factors, plus Chance, Community Chest and Jail, into a computer and came up with the most frequently landed-on squares.

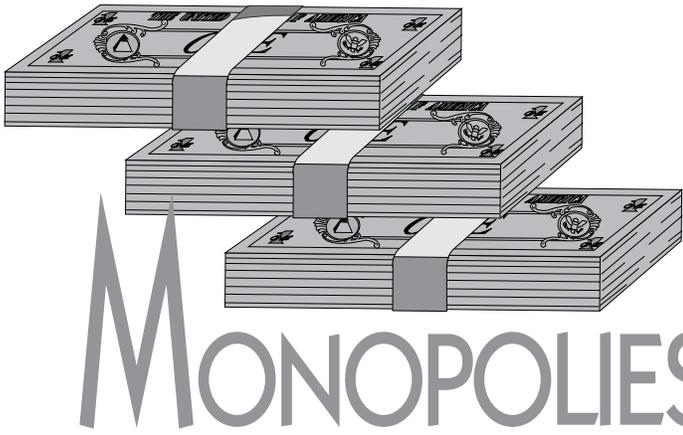
"The skill and luck factors in Monopoly are reassuring to many people. There is enough skill so if you win, you can compliment yourself on being the best player, and enough luck so if you lose, you can blame it on the dice. It can be very comforting."

—Dr. Joyce Brothers

SQUARES LANDED ON MOST FREQUENTLY

1. Illinois Avenue
2. GO
3. B&O Railroad
4. Free Parking
5. Tennessee Avenue
6. New York Avenue
7. Reading Railroad
8. St. James Place
9. Water Works
10. Pennsylvania Railroad

It is no coincidence that the most frequently landed-on sides of the board are just past Jail. Thus, armed with this information, bring out the board and bring on Henry, Bo, Erna, K.C. and even Donald Trump and let's play!



Though invented as a diversion, the game of Monopoly is a reflection and expression of our American history. Monopoly and competition are terms used to describe selling conditions in a market or industry. "Competition" exists when many persons or companies try to sell the same kinds of goods to the same buyers. A "monopoly" exists when a single producer or seller controls the supply of a product for which there is no close substitute. Monopoly conditions also exist when a group of sellers acts together to set prices or other terms of the sale of a product. The word comes from the Greek "monos" meaning single and "polein" which means to sell.

The late 1800s and early 1900s brought the accumulation of American wealth in the hands of a few to unprecedented heights. These few included: Jay Gould and Cornelius Vanderbilt who made their fortune in railroads; J.P. Morgan, a banker and railroad magnate; Andrew Carnegie, the Steel King; and John D. Rockefeller, who developed Standard Oil. In some industries, large corporations combined under unified control and called themselves a "trust." These trusts and enormous monopolies kept prices artificially high, prevented competition and set wages ridiculously low for workers.

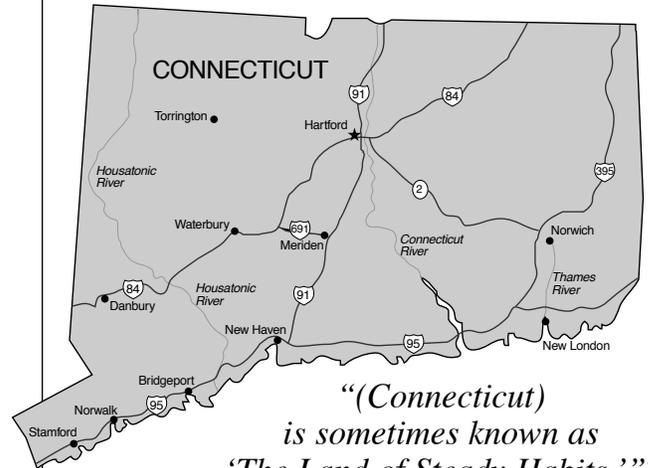
The abuses of monopolies and trusts led to a series of federal laws. The Sherman Antitrust Act of 1890 prohibited great combinations that restricted interstate trade. But the power of the act was not felt until 20 years later when President Theodore Roosevelt and his administration filed antitrust suits against many monopolies, including Standard Oil.

Two other federal laws passed in 1914 gave support and clarification to the Sherman Act. The Federal Trade Commission Act prohibited unfair methods of competition and deceptive marketing practices; the Clayton Antitrust Act outlawed such monopolistic practices as price discrimination and mergers that reduced competition.

The Celler-Kefauver Act of 1950 tightened control over business mergers. This act prompted the Justice Department to bring suit against American Telephone and Telegraph Company for monopolistic practices. In 1982 AT&T agreed to divest itself of its 22 local operating companies which were reorganized and converted into seven regional phone companies.

The 1980s and 1990s have seen mergers of communication and cable firms, banks, and possibly monopolistic practices of computer-related companies. So far, these ventures have not resulted in convictions for violations of the antitrust laws.

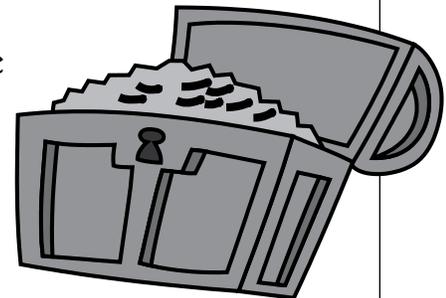
THE SETTING



The Thimble Islands, all 325 of them, are located just off the coast from Branford's Stony Creek in Long Island Sound. Many tantalizing legends of pirate gold and buried treasure are linked to this area. Local residents nurture the mythology of Captain Kidd, a Scottish-born merchant who was hired by the British to pursue the pirate Thomas Tew. When he stretched his commission too far and committed crimes himself, he was returned to Scotland, tried and convicted for murder and piracy, and hung in 1701. The residents of High Island, for example, refer to their site as Kidd's Island and fly the skull and crossbones for effect. On Money Island, where Kidd is supposed to have buried some treasure in a cave, shovels and spades are brought out every summer in search of booty.

From early May through October, one can cruise the Thimble Islands on commercial tour boats, which leave from Stony Creek. They deliver mail and supplies to island residents and offer visitors an interesting tour, replete with lively commentary of dark doings and pirate gold. All the islands are privately held and, unless one is an invited guest, don't plan on getting off the boat to explore. Uninvited guests are definitely not welcome!

"K.C.: Would I be living out here on this little island if I cared about other people?"



—Nagle Jackson.

A Hotel on Marvin Gardens, Act 1

COMMENTARY

Greed, Success and the Search for Something

At one point in the play Henry says Monopoly is a greedy grasping game and that he's sick of it in life and in society. Yet, America has always had an obsession with Big and More and being Number One, say Josh Hammond and James Morrison in their book, *The Stuff Americans are Made Of*. It is a force which defines much of what we are today from big discount warehouse stores to mega-mergers. Unchecked, the Big and More Force has taken on a life of its own and has become Big and More and Faster. Americans want to become instant millionaires.

In a *Newsweek* article entitled "They're Rich (and You're Not)," the writers declare "that the bull stock market—is blowing the roof off the American dream."⁴ All of this new wealth creates a need for a magazine like *ME*, which is about "self-help, self-promotion and self-gratification,"⁵ but also creates a sense of unease and bewilderment among those who can't find their inner killer instinct to wealth. The old road to success, the road of perspiration and perseverance, doesn't seem to count anymore, as the teacher Rose very quickly realizes. She sees the rich and they're an idealized version of herself. Her parents probably respected the work ethic, but Rose admires the savvy of these rich and instantly rich. As Robert Reich, the former Labor Secretary said, "It's the first time in the postwar era that so many people seem to be getting so rich with so little relative effort on their part."⁶

And that's the downside to the quick success stories: a sense that old fashioned work can be demoralizing. At least the robber barons of the late 19th century (Gould, Vanderbilt, Morgan, etc.) worked long hard years to make their fortunes. Now quick fortunes are built on being the first mover

in cyberspace or the early-bird day trader. What's more, nobody's criticizing this get-rich-quick group. Greed has been dropped from the list of seven deadly sins and extolled in books such as *The Courage to be Rich* by Suze Orman and *Greed is Good* by Jonathan Hoenig.

But back to the game. Despite all her wealth, Bo says K.C. has been "sort of searching lately. Looking for why she's here."⁷

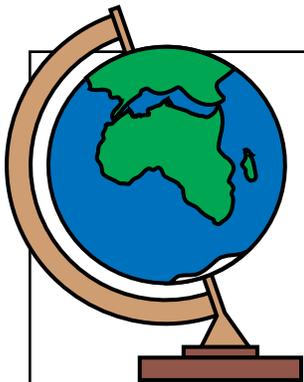
"The point, ladies and gentlemen, is that greed, for lack of a better word, is good. Greed is right.

Greed works. Greed clarifies, cuts through and captures the essence of the evolutionary spirit."

Michael Douglas as Gordon Gekko in *Wall Street* by Oliver Stone

She's not alone. A recent poll by Pew Research reports there is a nagging feeling among many Americans that something is lost, or, at least, missing. They describe it as a lack of morality, a loss of innocence, a lack of trust in others. While most agree their lives are better than they were in the 1950s, nearly one-third of those polled say life is worse. "There's more money but less human caring," says Wayne Dubrowsky of Orchard Park, N.Y."⁸

Maybe what we're going through is a values crisis, says William Morin in his book, *Silent Sabotage*. "A values crisis occurs when value perceptions become skewed; when we equate achievement only with making money; when our personal security becomes more important than anyone else's,...when we put 'me' before 'we.'"⁹ In other words, winning doesn't equal success. Morin suggests we re-evaluate the meaning of success to relate it to family, ability to interact with others, including work, company, country and the world. But how to do it? As Shakespeare's Hamlet said, "Ah, there's "Many persons have a wrong idea of what constitutes pure happiness. It is not attained through self-gratification but through fidelity to a worthy purpose." —Helen Keller



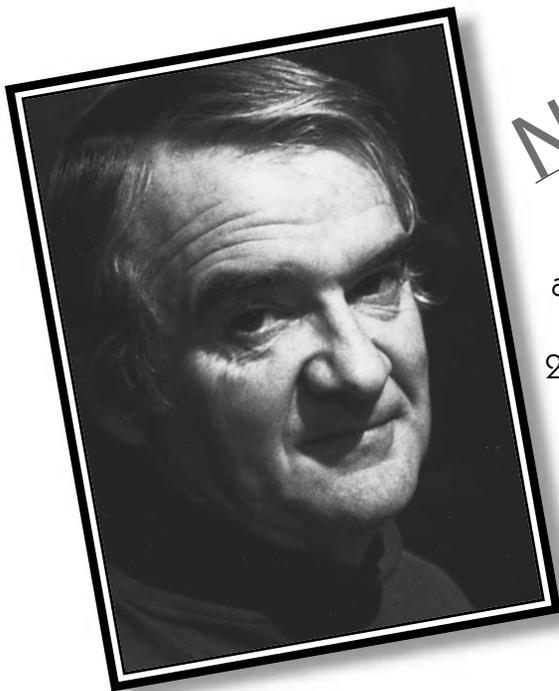
SOME THOUGHTS ON TEACHING

"Near the end of a year, a teacher can't help facing the fact that there's a lot she hoped to do and hasn't done, and now probably never will. It is like growing old, but for teachers old age arrives every year."

Rose feels she is ineffective as a teacher because she sees no immediate differences in her students. Maybe she should ponder these words:

Teachers usually have no way of knowing that they have made a difference in a child's life, even when they have made a dramatic one. But for children who are used to thinking of themselves as stupid or not worth talking to or deserving abuse and beatings, a good teacher can provide an astonishing revelation. A good teacher can give a child at least a chance to feel, "She thinks I'm worth something. Maybe I am." Good teachers put snags in the river of children passing by, and over the years, they redirect hundreds of lives. Many people find it easy to imagine unseen webs of malevolent conspiracy in the world, and they are not always wrong. But there is also an innocence that conspires to hold humanity together, and it is made of people who can never fully know the good that they have done."

—Tracy Kidder. *Among Schoolchildren*. New York: Avon Books, 1989. pp. 312-313.



Notes from the Playwright

“Monopoly remains a popular game; it has its own website and you can bring up Monopoly.com to find out the history, rules and present trends. It is very much a cultural icon of 20th-century United States. I don’t know if that’s a thing we should be proud of or not. But long summer afternoons at the Monopoly board are part of most people’s youth. Those memories are very fond ones for me.”

—Nagle Jackson, July 16, 1999

Back in the Depression Era, a gentleman—whose name I do not recall—invented a game which would allow people to imagine they had money, since nobody did. As people were barely able to make ends meet, and since the legends of super-rich Wall Street tycoons going bust and jumping out of windows were still fresh in mind, the opportunity to amass imaginary fortunes, suffer imaginary bankruptcies and wheel and deal with impunity was irresistible and Monopoly became a household game, its properties household words.

Nowadays, people are still playing it but, unfortunately, for real, using plastic credit cards instead of markers and using shopping malls, real estate developments and e-trader devices as their game board. Only now, the bankruptcies are real, the gains fleeting and the satisfactions rarely if ever found. Shopping has become an exercise in itself with itself as its end. One doesn't go out to find things one needs; one goes out to need the things one finds. Savings accounts are at an all time low; people actually think that buying shares in the stock market is the same thing as putting money in a savings account! As people are increasingly discovering, it's impossible to “win”; Monopoly, the game, has it all over life.

The consumer society is discovering that Consumption is indeed a disease and that enough is never enough. “All I want is to own everything and always be right,” says K.C. Custer, the savvy magazine founder and owner in this play. It sounds absurd, but is not that really what everyone in the “moving and shaking” world of New York buzz and glitz is after? In their heart of hearts—if they have one? Could not K.C.’s question be Donald Trump’s or Tina Brown’s motto?

This, then, is a comedy of manners at the end of the Consumer Century. It is influenced by Molière’s *Le Misanthrope* in terms of its social satire, but influenced even more by Noel Coward’s delightful *Hay Fever* in its lighthearted look at society-at-play. Indeed, the idea of houseguests trapped against their will comes straight out of Mr. Coward’s play and the borrowing is intentional.

The era of drawing room comedy is long gone—along with the Drawing Room. It was my deliberate intention to revive it, a last, long kiss goodbye at the end of the century to the kind of theater with which I grew up. It was the main diet of community “little theatres” throughout this country and Britain during the 20s, 30s and through the 50s. Plays by Coward, Lonsdale, A.A. Milne, Barrie and Rattigan in Britain, and by Kauffman, Hart, Kanin, Lindsay and Crouse—among so many, many others—

in this country kept Broadway and the West End humming, then fueled the Summer Stock houses and finally regaled local audiences in theaters from New England to—yes, Walla Walla, Washington where I grew up watching my parents act in and direct dozens of these harmless and often very witty plays. I think a little play called *The Moon is Blue* was the last of that line in this country and its mention of the words “pregnant” and “virgin” sounded the death knell for the form; such innocence was soon to die.

There is certainly nothing very innocent about *A Hotel on Marvin Gardens*; it reflects its time, but the form of the play comes from an earlier time. As befits contemporary theater, however, the play’s ending is somewhat ambiguous, slightly cruel.

There is one very real concern in the play: the disparity between incomes in this country. Rose, the only person who is doing anything important in the world—teaching the young—subsists barely above the poverty level; all the rest who are doing no good for anyone are rolling in unnecessary cash. That is a Brechtian concern, one that will always be with us, but is something I take quite seriously. When Rose comes crashing through that door, a darker side of comedy arrives with her.



DISCUSSION

1. Play the game (Monopoly). Discuss the economics of what happens during the game. Update the game: Are there new situations that you would add to the board, such as credit card purchases and paying credit card interest or internet use?
2. Discuss the positive and negative consequences of greed. Is it always bad or is it only negative when short term consequences are considered?
3. Discuss the disparity between the haves and have-nots. What happens if you are a have not? Consider availability of medical treatment, access to the legal system, education, etc.
4. Why did the day turn out the way it did at K. C.'s? Link together the moments and describe what happened. What was the pivotal moment? Who had the driving personality?
5. K. C.'s home is depicted as reflecting "conspicuous consumption." What does this mean? Describe your habits of conspicuous consumption.
6. How does our economy work? What items are considered valuable and why? Who has access to these things? What types of things are used as money? How does a person transact a trade of goods and/or services in our culture? How do we know that a person is wealthy (how does that person show his/her wealth)? Why do we display wealth? Does it make the person more attractive? Why?
7. Who is considered successful in our society? What other things should be considered when deciding if someone is successful or not? List.
8. What characters seem to be the strongest in the play? Are they men or women? Is this unusual or uncharacteristic? Discuss what each character wants out of life?
9. Discuss Henry's character. Why is he dissatisfied? Discuss Rose's character. Why

is she dissatisfied?

10. You are the new editor of *Me* magazine. What would you include in your magazine? What population would you target? What types of advertisements would you include?

Participation in this discussion may contribute to Colorado Model Content Standard #4 for Reading and Writing. (Students apply thinking skills to their reading, writing, speaking, listening and viewing.)

ACTION

1. Play the game out to the end. Each player keeps track of his/her assets (property and money) including mortgage value of assets. This information is necessary to raise more money in order to buy property or pay bills. It also provides an understanding of where you are in the game. Are you in a safe position, near bankruptcy, becoming wealthy? Does this information help you play the game? Calculate the benefit of buying or selling a property. Calculate the benefit of trading properties with other players. **This exercise may contribute to Colorado Model Content Standard #1 for math. (Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.)**

- Discuss:
- a. What happens if you are a loser? Do you care how the game ends? What do you think happens in real life?
 - b. It has been stated that the gap between the haves and have-nots in our own country is growing. Does the game help you to understand how this could happen?
 - c. Once you are not part of the game

(on the board or in real life) you are no longer a stake-holder in the goings-on of the game or of society. If a person owns nothing and sees no way out of this predicament, how does that person act? With little money, how does a person satisfy his/her needs and wants? Do you think that the crime rate in our country is tied in any way to one's "economic situation"? If so, explain.

2. Occupations: Form a circle. Several students will get up and perform an activity that depicts an occupation. Ask students to think in terms of a worker who has a name, an age, an attitude toward life. Tell the student to depict those characteristics physically. Again, what is it that this particular person, at this age and occupation wants more than anything? Others in the circle should throw out descriptive words in terms of characteristics and attitudes that they perceive about the character as he/she is performing his/her occupation. Students should guess the occupation and indicate what messages are being communicated to them. (From Belt, Linda and Rebecca Stockley. *Acting Through Improv: Improv Through Theatresports*. Seattle: Thespis Productions, 1995.)

3. Poverty: Divide the class into three groups. Make up enough bags containing ten jellybeans for two of the groups. One half of the bags will be labeled with a P (Poor), the other one half will be labeled R (Rich). The labels are a secret. Tell the students not to divulge whether they got a "P" or "R" bag. Give the bags to each person in two of the groups. The last group of the class will act as a conscience. The class then takes the bags of jellybeans given. If you are "Poor," you must give one jellybean to each rich person who asks for one. If you are "Rich," you do not need to give away any jellybeans to anyone. If you are a "Player of Conscience" you must speak out each time you see a "Rich" player taking a jellybean from a "Poor" player. Allow five to ten minutes for play. At the end discuss the experience of an imbalance between the rich and the poor. Discuss the reasons for the imbalance (the rules are different for Rich and Poor). What is social (in)justice? How does each player feel? (From Cech, Maureen *Global Sense: A Leader's Guide to Games for Change*. California: Addison-Wesley, 1996.)

PROJECTS

1. Make your own game. You represent a family as you begin. You might draw a card that determines what your profession is and what kind of money you make. After that, the board might contain weekly paycheck, bank deposit, house pay-

ment, donations, utility bills, grocery store visits, car repairs, medical costs, investments, lottery, second job, the mall, charge cards. How do you get through the week, how do you get through the month, how do you get through the year?

Participation in this project may contribute to Colorado Model Content Standard #3 for Economics. (Students understand the results of trade, exchange and interdependence among individuals, households, businesses, governments and societies.)

2. Design a magazine inaugurating the year 2000. What would be the title of this magazine and the target audience (what niche would it fill)? What types of articles would you include in your magazine? What advertisers would you allow to advertise in your magazine (for instance a health magazine would probably not accept advertisements from a tobacco company)?

3. Like Erna you are a food critic. Write a descriptive column on food. For inspiration, go to the library and look at magazines like *Gourmet* and *Bon Appetite* or cookbooks. Critique the food in the cafeteria, at home, fast food restaurants, or another place that you have been recently.

a. Include taste, texture, describe how the food was presented etc. Is the food best served with soda pop or juice, milk or water? What dessert ended the meal? Be descriptive and witty. Your job is to entertain and inform the public so that they'll either want to go to or avoid the restaurant.

This project may contribute to Colorado Model Content Standard #3 for Reading and Writing. (Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.)

4. Erna talks about comfort food. Actually she is talking about the type of food she grew up with: tuna casseroles, tuna melts, string bean casserole, chicken croquets, Waldorf salad and Velveeta cheese.

a. Make a list of the food that you have grown up with.
b. Have a comfort food day and

organize the students to bring in a favorite dish.

c. Write a review of this comfort food day.

5. Describe K. C.'s house. Erna describes K. C.'s house as depicting "conspicuous" consumption. Imagine that you are the guest of a wealthy person, use your imagination to describe the interior with the phrase conspicuous consumption in mind. For ideas, go to the library and look at magazines like *Antiques*, *Connoisseur*, *Architectural Design*, *Martha Stewart's Living*, *Country Life*, *Better Homes and Gardens*, and *House and Garden*, etc.

6. Create a matrix. List the games or sports that are most popular in our culture. List who may play each game. Ex. teams, family, girls, boys, adults. List types of clothing used to play the game. List where each game is played. List who watches the game. List how a winner is determined. List how winners are rewarded. List what the winner has to do to win. Analysis: Are any games played alone? Is there any similarity in the number of players between each game? Is special clothing worn, worn for a purpose or for identification. Are the games constructive or destructive in nature. Do the games have any other purpose than to entertain? How has the use of the computer changed the creation and playing of games? Ex. Single players, no contact, speed at which games are played, time spent playing games on computers.

RESEARCH

1. Research and define aristocracy, autocracy, democracy, totalitarianism, dictatorship, oligarchy, monarchy, plutocracy, theocracy. What form of government do we have? Can you find countries that are examples of the other types of power structures? Do you think that K.C. and her group may become members of a new aristocracy?

This research may contribute to Colorado Model Content Standard #5 for History. (Students understand political institutions and theories that have developed and changed over time.)

Notes

1. Brady, p. 17.
2. Brady, p. 18.
3. Ritchie, p. xi.
4. Brant et al, p. 37.
5. Jackson, p. 4.
6. Brant et al, p. 39.
7. Jackson, p. 39.
8. Lester, p. 43A.
9. Morin, p. 14.

Sources

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