

InsideOUT

PRODUCED BY THE DENVER CENTER FOR THE PERFORMING ARTS

Denver Center
Theatre 
KENT THOMPSON
ARTISTIC DIRECTOR **Company**

JUST LIKE US
BY KAREN ZACARÍAS
BASED ON THE BOOK
BY HELEN THORPE

DENVERCENTER.ORG
Box Office 303.893.4100

JUST LIKE US

2013/14
SEASON SPONSORS



THE DENVER POST
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**Daniel L.
RITCHIE**

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InsideOUT

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SYNOPSIS

“Being undocumented feels like being a kid forever: you can’t get any government ID—any store, any bank, any transaction requires ID.”

—Stephanie Solis,
an undocumented student at the University
of Southern California. From *Killing the
American Dream* by Pilar Marrero.
New York: Palgrave MacMillan, 2012, p. 152.

Four Mexican girls—two legal documented and two undocumented—have been best friends through high school. The play (adapted by Karen Zacarías) and the book (by Helen Thorpe) show us how the differences in their immigration status affects their life choices and friendships. These young women graduate from high school and are able to get financial aid to attend college. Their world is rocked by September 11, 2001 attacks on the World Trade Center when U.S. immigration laws are made much more restrictive. But an event closer to home shocks them even more; a Mexican undocumented worker shoots and kills a young police officer, bringing the national debate over immigration into the center of their lives. The play and the book grapple with the same questions: What does it mean to be an American? Who gets to live in America and who decides? ■

THE AUTHOR: HELEN THORPE

Helen Thorpe lives in Denver, Colorado. Her magazine stories have appeared in *The New York Times Magazine*, *The New Yorker*, *Texas Monthly*, and *5280*. Her radio stories have aired on *This American Life* and *Soundprint*. She currently serves on the board of the Museum of Contemporary Art in Denver. *Just Like Us* is her first book. ■

THE ADAPTER: KAREN ZACARÍAS

Karen Zacarías' play *Mariela in the Desert* was directed by Bruce Sevy as part of the Denver Center's 2009-2010 Season. Other award-winning plays include *The Book Club Play*, *Legacy of Light*, *The Sins of Sor Juana*, the adaptation of Julia Alvarez's *How the Garcia Girls Lost Their Accents*. Her adaptation of Helen Thorpe's nonfiction book on immigration *Just Like Us* was commissioned by the Denver Center. Her Theatre for Young Audiences musicals with composer Debbie Wicks la Puma include *Einstein is a Dummy*, *Looking for Roberto Clemente*, *Jane of the Jungle*, *Cinderella Eats Rice and Beans*, *Ferdinand the Bull*, and *Frida Libre*.

Karen is currently writing the libretto of *The Sun Also Rises* for the Washington Ballet, writing a play for the American Revolution series for the Oregon Shakespeare Festival and beginning a Brazilian themed musical for young people for the Kennedy Center.

Her honors include: 2010 Steinberg Citation Winner for Best New Play (*Legacy of Light*), National Francesca Primus Prize (*Mariela in the Desert*), New Vision, New Voices (*Einstein is a*

Dummy), National Latino Play Award, ATT/TCG First Stages Award, Finalist Susan S. Blackburn Award, The Edgerton New Play Award (*The Book Club Play*), The National Children's Theater Award (*Ferdinand the Bull*), and a Helen Hayes Award for Outstanding New Play (*The Sins of Sor Juana*). She has commissions from The Denver Center, Imagination Stage, The Washington Ballet, Cincinnati Playhouse and Arena Stage.

Karen is the playwright-in-residence at Arena Stage in Washington, DC and teaches playwriting at Georgetown University. She is the founder of the award-winning arts program Young Playwrights' Theater (YPT) which has served over 75,000 children in DC. Last year YPT was honored with an award from the White House and First Lady Michelle Obama as one of the most effective arts programs in the USA.

Karen lives in Washington, DC with her husband Rett and three children: Nico, Kati, and Maia. ■

JOHN HICKENLOOPER

Born in Narberth, PA, John Hickenlooper lost his father at a young age and was raised by his mother. Having survived the Great Depression, his frugal mother never wore a dress she didn't sew herself; she also washed plastic wrap and aluminum foil for reuse. Hickenlooper has carried these lessons of frugality into his own life; they have served him well as a budget-conscious chief executive.

He earned a BA in English and an MA in geology, both from Wesleyan University, and moved to Colorado in 1981, finding work with Buckhorn Petroleum. When the oil industry collapsed in the 1980s, John was laid-off and his career as a geologist ended. He struggled for a while until inspiration hit him and he decided to open Colorado's first brewpub.

He went to the public library and started the lengthy process of making his vision a reality. The Wynkoop Brewing Company finally opened in October 1988 in a dilapidated warehouse district of downtown Denver. The first day the pub sold 6,000 glasses of beer at 25 cents a pint.¹ The brewpub and restaurant are now mainstays of Denver's Lower Downtown and the community at large.

In 2003, Hickenlooper entered the race for Denver mayor. Despite opposition from seasoned politicians, he captured the attention of voters with his outsiders' perspective and business acumen. He won by a landslide in a 2-to-1 margin. As mayor, he brought a creative, innovative and

efficient edge to government. He overhauled the city's financial system, created the city's first financial officer and streamlined many city services. In 2005, after serving only two years as mayor, Time magazine named him one of the top five "big city" mayors in the country.

Hickenlooper ran for governor of Colorado in 2010 and won on a platform to make Colorado the best place for entrepreneurs to grow jobs. He promised a balanced budget without raising taxes and a philosophy that would support economic development while maintaining high environmental standards.

Hickenlooper and his team are trying to restore faith in good government and leading the state out of recession by making Colorado a pro-business state; making Colorado a model for renewable energy; making Colorado an innovator in education by championing early childhood education and education reform and making Colorado the healthiest state.

His favorite quote is from Abraham Lincoln who said, "With public sentiment, nothing can fail. Without it nothing can succeed."² ■

1. blogs.westward.com

2. www.colorado.gov

<http://www.colorado.gov/co/Satellite/GovHickenlooper/CBON/1249674240451>

http://blogs.westward.com/cafesociety/2012/07/how_wynkoop_brewing_almost_was.php.

TOM TANCREDO

Tom Tancredo was born in Denver, the son of Adeline and Gerald Tancredo. All four of his grandparents emigrated from Italy. He attended St. Catherine's Elementary School and Holy Family High School in northwest Denver; he graduated from the University of Northern Colorado with a degree in political science. He was also active with the College Republicans and the Young Americans for Freedom which spoke in favor of the Viet Nam war.

In 1976, while teaching history at Drake Junior High School in Arvada, he met his future wife Jackie, who taught at the same school. They now have two children and five grandchildren. That same year Tom won a seat in the Colorado House of Representatives where he served two terms (1977-1981) and was a vocal opponent of Colorado Governor Dick Lamm. (D). He pioneered opposition to bilingual education, an issue that would remain a fixture of his political position.

In 1981, he was appointed by President Reagan to be the regional representative in Denver for the Department of Education; he stayed on through the first Bush Administration in 1992 and downsized the office staff from 225 to 60 employees. He became president of the Independence Institute in 1993, a conservative think tank based in Golden, Colo.

In 1998 Tancredo won the 6th district race for Congress and went on to serve four terms as representative. He sponsored the Sudan Peace Act created to resolve the war in Sudan. In 1999 he introduced the Mass Immigration Reduction Act that would have imposed an indefinite moratorium on immigration to the US; he reintroduced it in 2001 and 2003. He also proposed an amendment to the Constitution that would have established English as the official language of the United States. In 2005 he introduced a resolution calling on the President to recognize the government of the Republic of China

(Taiwan) and abandon the one-China policy.

Tancredo's outspoken advocacy for immigration reform and his criticism of President George W. Bush's border security controls made him persona non grata at the White House. He refused to support Bush's trade policy, his education proposals, Medicare and prescription drugs initiative. He also was concerned about the growing size of government.

In February 2005, Tancredo announced he would seek the Republican nomination for President with his own personal agenda of limiting immigration. In 2010 Tancredo was displeased with the Republican candidates, Don Maes and Scott McGinnes, running for Colorado governor; therefore he announced his candidacy. His platform opposed immigration and abortion. He also criticized the Denver Public Library for purchasing reading materials written in Spanish; his argument was putting Spanish speakers in a linguistic ghetto would delay their integration into American society."³

Recently, Tancredo announced he would challenge Hickenlooper for the governorship in 2014. ■

1. http://en.wikipedia.org/wiki/Tom_Tancredo

2. Ibid.

3. Ibid.

http://en.wikipedia.org/wiki/Tom_Tancredo

<http://grist.org/article/2010-09-07-Colorado-governors-race-hickenloopervs.maesvs.tancredo>

THE DREAM ACT

The DREAM Act (Development, Relief and Education for Alien Minors Act) addresses the problem of young people who were brought into the country by their undocumented parents, grew up in the United States, graduated from an accredited high school, but whose future is limited by our current immigration laws. Under current law these young people have no way to obtain legal residency. The DREAM Act has not yet passed.

To qualify for residency under the DREAM act, one must:

- be **under the age of 35** on the day the legislation was enacted;
- have arrived in this country **before the age of 16**;
- have lived in the US **at least five years** since the enactment of the law;
- have obtained a **high school diploma** or its equivalent;
- have **no criminal record**.

In addition, these high school graduates would have to complete at least two years of college or military service. Upon meeting all of these criteria, one gains the chance to adjust conditional permanent residency to U.S. citizenship. ■

<http://nile.org/dreamsummary.html>

HISTORY OF IMMIGRATION LAWS IN THE UNITED STATES

Initially, the U.S. government encouraged open immigration in the interest of settling as much territory as possible. Following the Civil War, however, states began to pass their own immigration statutes. The United States Supreme Court determined that immigration came under federal jurisdiction in 1875; consequently Congress established the Immigration Service in 1891.

Most early immigration laws were instituted in order to control the composition of the U.S. population. In 1790 Congress passed the Naturalization Act, which effectively limited immigration to persons of European and Caucasian descent. In 1868, the Burlingame Treaty recognized the right of free immigration between the U.S. and China. In 1882, Congress passed the Chinese Exclusion Act, which made immigration from China illegal. This law was repealed by the 1943 passage of the Magnuson Act.

In addition to ethnicity, the U.S. Government was also concerned with the moral composition of the population.

Between 1872 and 1890, Congress passed laws restricting the immigration of such groups as prostitutes, criminals, the mentally ill and financially unstable persons. In the late 19th century, the government became concerned about the potential for foreign laborers to negatively affect salaries of native workers. Laws passed in 1865 and 1887 were among the first to restrict immigration based on economic concerns.

“From 1900 to 1921 Congress established a “quota system,” which granted permission to a set number of individuals from each ethnic group to immigrate to this country.”¹ Certain ethnic groups, including people from many Asian and eastern European countries, were primarily excluded. The number of immigrants from each ethnic group was determined by the census. The government also developed provisions intended to provide the immigration of certain types of laborers whose skills were needed.

In 1924, as concerns about border security increased, Congress established the first office of border control to

monitor immigration from Canada and Mexico. Immigration rates dropped substantially between 1925 and 1945, especially during the Great Depression (1929-1940).

In 1952, Congress passed the McCarran-Walter Immigration and Nationality Act that formally repealed any remaining restrictions based on ethnicity and opened immigration to people from any nation. Because of the Cold War, the government began to restrict immigration based on political ideology, rejecting those with alleged ties to Communist organizations.

Congress abandoned the quota system in 1965 and based immigration acceptance on the relative “need” of each applicant. Under the new system, a certain number of people were allowed entrance for labor, family unification and political asylum. The new system greatly restricted immigration from Mexico, Central and South America and led to an increase in illegal immigration.

In 1986 President Ronald Reagan signed the Immigration Reform and Control Act (IRCA). In brief, the act required employers to attest to their employees’ immigration status;

made it illegal to knowingly hire or recruit unauthorized immigrants; legalized certain seasonal agricultural workers and legalized illegal immigrants who had entered the U.S. before January 1, 1982. About three million undocumented immigrants were granted legal status.

Immigration enforcement increased dramatically after September 11, 2001. The Obama administration has directed an unprecedented amount of resources to ensuring our southern border is secure. Deportations and voluntary departures doubled between 2001 and 2011. Criminal deportations have increased at a much higher rate.

In June 2012 the Obama administration announced it would allow DREAM Act–eligible youth to apply for deferred action, granting them protection against deportation and the ability to get work authorization. ■

1. connection.ebscohost.com
<http://connection.ebscohost.com/us/immigration-restriction/history-immigration-laws-us>
<http://www.americanprogress.org/issues/immigration/report/2012/07/06/11888/the-facts-on-immigration-today/>
<http://www.americanbar/publications/gp-solo/2012/january-february/9-11immigration-law-policy.html>

DANIELS SCHOLARS

Bill Daniels, the late cable magnate and philanthropist, was known for his strong belief in ethics and education. He created the Daniels Fund whose vision was “to make the world a better place, one individual at a time.”¹

Potential scholars can be nominated by any Colorado, New Mexico, Utah or Wyoming high school, and/or specific referral agencies. Students may also apply directly to the fund. Students must demonstrate a willingness to work hard, show strength of character, passion to succeed and a commitment to give back to the community.

Each year, 250 new Daniels Scholars are selected from among thousands who apply. They go through a rigorous application, interview, and selection process. The reward of being selected for the program is the opportunity to obtain a 4-year college education at any nonprofit college or university in the United States, complete with financial and personal support throughout the college journey. ■

<http://www.bizjournals.com>
<http://www.danielsfund.org>
<http://www.bizjournals.com/denver/news/2013/04/10/daniels-fund-ethics-competition/html?page=all>

MAY DAY RALLIES FOR IMMIGRANT RIGHTS

On Monday May 1, 2006, “Marisela” [the names of the girls used in the play are pseudonyms] stood next to Federico Pena, Denver’s first Latino mayor, on the steps of Denver’s Capitol building and addressed the huge crowd about immigration laws. She was one of the throngs of immigrants and advocates who took to the streets of many U. S. cities to protest existing and proposed immigration statutes. Among the cities were New York, Washington, Chicago, New Orleans, Los Angeles, Atlanta and Denver. Organizers of the event, dubbed “A Day without Immigrants” asked those opposing tighter restrictions on immigration to flex their economic muscles by boycotting all aspects of commerce including going to work and school.¹

Demonstrations took many forms. For example, in New York City, organizers formed a human chain at 12:16 p.m. to symbolize December 16, 2005, the day a controversial bill passed the House of Representatives that would make undocumented immigrants felons and wall off about a

third of the U.S.-Mexico border. Thousands gathered for a march and rally in New Orleans, which had seen an influx of immigrant labor since Hurricane Katrina left the city in ruins. Atlanta saw a similar-sized crowd at the state Capitol and many immigrant owned businesses shut down for the day.

In Denver an estimated crowd of 75,000 people poured onto the Capitol lawn, spilling out into the streets and eventually closing Speer Blvd. from I-25 through downtown. Participants all wore white to symbolize a peaceful protest and carried signs saying “We are not criminals” and “Liberty and justice for all.” Marchers with air horns led a three mile walk from Viking Park in northwest Denver to the Capitol. They shouted “Here we are and we’re not leaving, and if you throw us out, we will return.”² ■

1. www.cnn.com
2. The Denver Post.
http://www.denverpost.com/news/ci_3774318
<http://www.cnn.com/2006/US/05/01/immigrant.day>

A GUIDE TO SENATE BILL 744: UNDERSTANDING THE 2013 SENATE IMMIGRATION BILL

The results of the 2012 November election, particularly the impact of Latino, Asian and new American voters, jump-started the conversation on immigration reform, but the political momentum has increased each year since 2007. The recession of 2008 convinced many law makers that the contributions of immigrants in speeding the recovery was critical.

The “Border Security, Economic Opportunity, and Immigration Modernization Act” or S. 744 is a broad based plan for reforming the U.S. Immigration system written by a bipartisan group of eight Senators known as the “Gang of Eight.” Senators Charles Schumer (D-NY), John McCain (R-AZ), Richard Durbin (D-IL), Lindsey Graham (R-SC), Robert Menendez (D-NJ), Michael Bennet (D-CO), Jeff

Flake (R-AZ) and Marco Rubio (R-FL) drafted the bill in the spring of 2013. The bill addresses all aspects of the immigration process from border and enforcement issues to immigration law reforms. It makes changes to the family and employment-based visa categories for immigrants, provides critical due-process protections, increases the availability of nonimmigrant workers to supplement all sectors of the workforce, and provides legal status to 11 million undocumented immigrants within the United States.

If enacted, S. 744 would require that a series of enforcement measures be put into effect prior to completing the legislation process. For example, although undocumented immigrants will be allowed to register for the new Registered Provisional Immigrant (RPI) program almost

immediately, they cannot apply to become lawful permanent residents until the Department of Homeland Security has certified their records of arrests and education. The DREAM Act students and Agricultural Job Opportunity workers are both incorporated into the RPI program, but applicants who qualify under those provisions will be eligible to obtain legal permanent residency more quickly.

The first part of the bill addresses the issues of border security, the oversight of the border and the security goals that must be achieved before other provisions of the bill are implemented. The security of the border is a primary concern; therefore, the number of Border Patrol agents will be doubled from 20,000 to 40,000 over the next ten years; additional fencing will be constructed, and mobile surveillance and radio communication will be increased. In addition, more staff will be added to provide training to border officers.

The second part of the bill concerns immigrant visas. It provides sufficient visas to erase the current backlog of family and employment-based visa applicants over the next seven years, eliminates or changes some family-based immigration programs and creates a new merit system that is based on points accrued through education, employment and family ties. A subtitle of the bill creates a new merit-based point system that awards points to immigrants with educational credentials, work experience

and other qualifications. Proponents of the point system have argued that this country must move away from family-based immigration to a system that is tied to economic necessity. The merit-based point system is designed to balance a range of factors in assessing who should be admitted to the United States.

Thus, to summarize, the basic tenets of the bill are:

- Create a **tough but fair path to citizenship** for unauthorized immigrants currently living in this country that is contingent upon securing our borders.
- Reform our legal immigration system to better recognize the importance of characteristics that will help **build the American economy** and strengthen American families.
- Create an effective **employment verification system** that will prevent identity theft and end the hiring of future unauthorized workers.

Establish an improved process for admitting future workers to serve our nation’s workforce needs, while simultaneously protecting all workers.”¹ ■

1. www.policymic.com
http://www.policymic.com/articles/24306/senate_immigration-reform-bill-4-areas-congress-will-look-to-address
<http://www.immigrationpolicy.org/special-reports/guide-744-understanding-2013-senate-immigration-bill>

COLLEGE TUITION FOR UNDOCUMENTED IMMIGRANTS

For U. S. residents, paying for college is a tough proposition. But for college students living in this country without legal permission, it can be nearly impossible. The American Association of State Colleges and Universities reports that approximately 65,000 students without residency status graduate from U.S. high schools annually.

“Undocumented students aren’t eligible for federal grants, loans or work study jobs. It’s also harder to secure private

student loans,” says April Medina, associate director of financial aid and scholarships for the University of California, Santa Cruz.¹

Many of these students don’t get the maximum help from their school’s financial aid office because they’re afraid to out themselves as living in this country without legal permission. As of June, 2012, President Barack Obama issued an executive directive that granted a renewable, two-year stay to the DREAM act students younger than 30

who came to the U. S. before age 16 and have lived here at least five years without a significant criminal conviction.

In Colorado undocumented immigrants have an additional advantage. In April of 2013, Governor John Hickenlooper signed into law Senate Bill 33, also known as the ASSET bill, to provide in-state tuition rates to Colorado college students in the U.S. without legal documentation. Hickenlooper told the many students attending the event at Metropolitan State University, “Now you have to do the work.”² To qualify for the in-state tuition, students must graduate

from a Colorado high school or obtain a general education diploma. In addition, they must declare their intention to pursue legal immigration status. Proponents say the ASSET bill will benefit Colorado with the students eventually contributing to the state’s economy. ■

1. www.bankrate.com

2. www.denverpost.com

<http://www.bankrate.com/finance/college-finance/financial-aid-undocumented-students.aspx>

www.denverpost.com/breakingnews/cc23/33446/gov-signs-state-tuition-bill-undocumented-colorado-students.

THE MURDER OF DONNIE YOUNG

From the evening of May 7 until the early morning of May 8 (Mother’s Day), 2005, Denver Police Detectives Donnie Young and John Bishop were working off-duty providing security at the Salon Ocampo Social Hall that was hosting an invitation-only baptismal party. On that evening Young and Bishop escorted Raul Gomez-Garcia out of the hall. But Garcia returned about 1 am, approached both detectives from behind; he shot Donnie Young three times, including one shot to the head and John Bishop once in the chest. Bishop survived because he was wearing a bulletproof vest, but Young, who wasn’t wearing one, died. Gomez alleged his friends taunted and humiliated him into returning and shooting the officers.

Raul Gomez-Garcia was an undocumented immigrant working at the Cherry Cricket, a restaurant held in trust by then Denver Mayor John Hickenlooper. Garcia used forged identification papers to obtain a job as a dishwasher.

Gomez-Garcia fled the scene the night of the murder and was eventually apprehended in Mexico. Gomez-Garcia’s grandmother was instrumental in the arrest of her grandson. Without her help, Mexican authorities would not have known where to find him.

In 1978, the United States signed a treaty with Mexico that acknowledged that country’s right not to extradite one of its citizens if that person faced the death penalty in the U.S. The Mexican Supreme Court also declared it was against the law to extradite a Mexican citizen facing life in prison without the possibility of parole. The Mexican Consul announced that unless the Mexican government received assurances that Gomez-Garcia would not face either of these punishments, there would be no extradition. The mandatory penalty for first degree murder in Colorado is either the death penalty or life in prison without the possibility of parole.

While murdering a police officer is usually a capital offense in Colorado, on June 9, 2005, Denver District Attorney Mitch Morrissey had no choice but to charge Gomez-Garcia with second degree murder and first degree attempted murder. These charges posed a maximum of 32-96 years in prison. Morrissey justified the charges, explaining, “It is my understanding that I would be prohibited from extraditing him if I sought first-degree murder charges in this case.”¹

Gomez-Garcia was sentenced to the maximum of 80 years in prison. ■

1. <http://en.wikipedia.org>.

http://en.wikipedia.org/wiki/2005_Denver_police_officer_shooting

<http://www.denverpost.com/news/cl-4550813>

JUST LIKE US QUESTIONS

PRE-PERFORMANCE QUESTIONS

1. What is your definition of a citizen? What are the responsibilities of citizens of the United States? How does one become a citizen of the United States and what are the benefits of becoming a citizen?
2. What is the responsibility of a journalist? How does a journalist become an objective observer? What happens when they become subjective?

POST-PERFORMANCE QUESTIONS

1. What did you learn about the issue of immigration facing the United States?
2. How would you describe each girl; Marisela, Yadira, Clara and Elissa? What do we learn about them through the course of the play?
3. What role does Helen Thorpe serve in the telling of the girl's story? How is her journey similar or different to the girls?
4. What is the difference between a Chicana and a Mexicana? How do the girls describe the difference?
5. What are the options to continue higher education for illegal immigrants? Do you think it fair? How would you fight for your higher education and secure the money to pay for it?
6. Why did the immigration issue become a hotter topic after 9/11? How did this thrust Tom Tancredo into the national political scene?
7. As a son of immigrants, why does Tom Tancredo feel so strongly about immigrants becoming "Americanized"? Explain his thoughts on immigration and anchor babies.
8. Why do the girls become friends with Luke? How do they treat him? What is Luke's stance on immigration? How do the girls react to his stance?
9. Why is Ramiro conflicted about telling the police what he saw? What decision do you think he makes?
10. Why does Alma, Yadira's mother, feel it necessary to move? How does the family react to her choice? Why is Yadira so protective of her younger sister, Zulema?
11. How does Ramiro feel about Marisela's speech at the immigration rally? How does Marisela feel about his reaction?
12. How does the murder of Donnie Young directly affect the girls, their families and the immigrant communities? How does Kelly Young feel about Raul Gomez Garcia? What does she say about him?
13. What do Marisela and Helen argue about at the end of the play? How do their views differ?

JUST LIKE US ACTIVITIES

ROLE IN THE WALL: WHAT ATTRIBUTES MAKE A US CITIZEN?

1. Begin by placing an outline of a person on a piece of large paper and hang it on the wall.
2. Brainstorm some definitions for the term citizen. Ask the students what attributes and responsibilities are held to be a citizen of the world. Students will either write directly on the paper or place post-it notes outside of the outline.
3. For the next round, ask the students which attributes and responsibilities are held for a United States citizen. Write or place the post-its inside the outline.
4. Discuss: What are the common big ideas? What are the similarities and differences

between being a citizen of the world and of the United States? Which traits do we take for granted as a citizen that an immigrant would not? Which attributes and responsibilities do you have control over and which ones do you have no control over?

Colorado PG Visual Art: Recognize, articulate, and debate that the visual arts are a means for expression.

Colorado PG Visual Art: Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives.

SCRAPBOOK- A DAY IN YOUR LIFE

Materials: Digital Camera, Computer, Printer

1. Create a visual scrapbook of your day. Using a digital camera, document your day by taking pictures. Take pictures of things that you are doing, people that you meet, images that you see and anything else that may describe what you see and do in a given day.
2. From your library of pictures, select between 10 to 15 images and print them. Assemble the pictures in either a slideshow format or as part of a collage.

3. Share your scrapbook with others.
4. Discuss which images evoke mood and story. How does it capture your day? Were there any images that you had to discard? Were there any images that you were not able to capture that you wanted to add?

Colorado PG Social Studies: Acquire the knowledge and economic reasoning skills to make sound financial decisions.

Colorado PG Social Studies: Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.

PAGE TO STAGE: OBSERVATION, ADAPTATION AND THE STAGE

Materials: Pen and paper

1. Start by observing a place where people congregate. For example: if it is the cafeteria, describe the place and the people that are in the cafeteria. Try to stay objective with what you are observing and remember to write down some details. Identify a “dramatic moment” that happens within your environment. (example: outburst of laughter, sadness or anger.) Describe that “dramatic moment” in detail.
2. Adapt your descriptive “dramatic moment” into a scene for the stage. Identify a few characters and add the characters into your scene. Pay attention to the dialogue and the action that happens.
3. Add important details about the physical setting: the sounds, costumes and the lighting of the scene. Begin with the description of the place and note the possible entrances and exits of the room and the objects that are found in the place.
4. After writing the first draft, cast the scene and have the students read the scenes aloud that they have written.
5. Discuss the difference between what really happened and what was written. What did the authors do to convey the characters and plot? Did they have to invent, delete, or change anything to communicate the story?
6. Raising the bar: After the first draft of the scene or monologue has been adapted, change the narrative voice. For example, if the scene was primarily told through the observers view, what changes would need to be made if the scene was told through one of the character’s voice? What changes would have to be made to clearly show that the events being described are from a different person.
7. Discuss how the scene may change when told through the different voice. Discuss the process of an adapter and how you chose the best voice for the perspective?

Colorado PG Writing: Effectively use content-specific language, style, tone and text structure to compose or adapt writing for different audiences and purposes.

Colorado PG Writing: Write with clear focus, coherent organization, sufficient elaboration, and detail.

Colorado PG Drama and Theatre Arts: Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles.

CONNECT

Designed to enhance your theatre experience, CONNECT™ offers a variety of free programs, including moderated discussions with the cast and creatives, educational resources, tours, and other special events

PERSPECTIVES - Gain a unique behind-the-scenes perspective on each production when you participate in a professionally moderated discussion with the Denver Center Theatre Company's own creative team.

- **Oct 4, 6pm, Jones Theatre**

TALKBACKS - Engage in a stimulating dialogue with your fellow audience members and actors just off the stage to hear their insights and answers to audience questions. Talkbacks are moderated by trained professionals. Higher Education Advisory Council (HEAC) talkbacks are facilitated by faculty members from regional colleges and universities. Theatre & Theology talkbacks are led by Pastor Dan Bollman of the Rocky Mountain Evangelical Lutheran Synod and explore connections between a play's themes and theology.

- **Held in the theatre, post-show**
- **Oct 13 – Talkback**
- **Oct 20 – HEAC Talkback**
- **Oct 22 – Theatre & Theology Talkback**

Connect with us. Visit WWW.DENVERCENTER.ORG/CONNECT and learn about:

- **The Page to the Stage: Book Lovers Club**
- **Our educational resources**
- **Accessibility and more**

THE EDUCATION DEPARTMENT

AT THE DENVER CENTER THEATRE COMPANY also offers the following programs:

DENVER CENTER THEATRE ACADEMY ON-SITE CLASSES: affordable, high-quality theatre classes for children, teens and adults taught by industry professionals. Classes are offered on-site four times a year. Classes are available for all interest and skill levels for ages 3-103. Scholarships are available. Call 303/446-4892 for information.

DRAMATIC LEARNING: Teaching Artists from the Academy bring the creative process into classrooms to support and enhance core curriculum. Workshops and residencies in any discipline are tailored for each classroom. Dramatic Learning benefits more than 90 schools and 5,000 students annually. Call 303/446-4897 for more information.

FAMILY FUN FORUM: This event is FREE. Learn how to act, dance and sing in this two-hour performing arts skills hunt. Families will rotate from classroom to classroom, learning new skills and winning tokens for the entire family. Families spend their “earnings” on face painting and fun prizes. Call 303/446-4892 for more information.

NEW!

REGIONAL YOUTH PLAYWRITING WORKSHOP AND COMPETITION- HIGH SCHOOL
DCPA is proud to announce the launch of a new playwriting initiative. Designed to advance literacy, creativity, writing and communication through playwriting, teachers can schedule a free playwriting workshop for their classroom. Students submit one-act plays from October 1 – December 1. 10 Semi-finalists will be announced. Three Finalists will be selected for a staged reading at the Colorado New Play Summit and receive \$250 scholarship as well as a complimentary pass to the Summit. Each teacher of the top three finalists also receives a \$250 gift certificate toward books, supplies or other teaching tools for their classroom. One winner will have their play produced by the Denver Center Theatre Academy Teen Company in the summer. For more information: 303-446-4892

For more information also check out our website at WWW.DENVERCENTER.ORG/EDUCATION

WANT TO KNOW MORE?

THE DENVER PUBLIC LIBRARY RECOMMENDS:

Read! *The Distance Between Us* by Reyna Grande

<http://catalog.denverlibrary.org/view.aspx?cn=995609>

Watch! *The Invisible Mexicans of Deer Canyon*

<http://catalog.denverlibrary.org/view.aspx?cn=665123>

Listen! *Into the Beautiful North* by Luis Alberto Urrea

<http://catalog.denverlibrary.org/view.aspx?cn=723809>

Download! *Tortilla Curtain* by T.C. Boyle

<http://downloadmedia.denverlibrary.org/ContentDetails.htm?id=749D84FB-A888-4522-8C7B-A3C5F2395046>



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