

Honest Abe

a character you can count on

Study Guide



A Musical Melodrama for Young Audiences

Book, Lyrics & Direction by Mark Amenta

Music Direction by Tobi Lowrance.

Presented by Face to Face Productions

The Story of the Play

In the classic melodrama tradition, Honest Abe presents a hero—Abraham Lincoln, of course—and a villain—Crudley Doowrong, whose mission throughout history has been to corrupt leaders and destroy civilizations. Now Crudley finds himself on the battlefields of the Civil War, determined to disunite the United States. But he faces a formidable opponent in Abraham Lincoln, who's working diligently to keep the nation unified. So Crudley decides to travel back in time to see how he can reverse Lincoln's path of nobility. In each stage of life, Crudley hurls adversity and ethical challenges, forcing Lincoln to face hardships, moral dilemmas, temptations, and his own insecurities. Together with audience members, Lincoln must decide if he will uphold the character traits that count, or succumb to an easier, more self-serving approach. Will Crudley's dastardly influence destroy both Lincoln's character and the nation's unity? Or will Lincoln's trustworthiness, respect, responsibility, fairness, caring, and citizenship save the day?

Educational Goals

- Support and enhance curriculum in social studies
- Develop and/or refine a concept of leadership
- Experience key moments in Abraham Lincoln's life and decision-making processes
- Analyze factors in making ethical decisions
- Cultivate personal self-esteem and self-confidence
- Encourage the value of learning at any age
- CHARACTER COUNTS -Citizenship; Trustworthiness; Fairness; Respect; Responsibility; Caring
- ILLINOIS STATE BOARD OF EDUCATION LEARNING STANDARDS
Addresses 45 early and late elementary standards and goals in Social Science and Fine Arts. Visit our website for details:
“<http://www.facetofaceproductions.com/goals/index.cfm>”

Curriculum Applications

- History of America from early 1800's through Civil War
- Biography - Abraham Lincoln's many contributions to the United States
- Slavery, Civil Rights movement
- Democracy and the role of the President (Presidential election year possibilities)
- America's westward expansion; pioneers; life on the prairie
- Local and state contributions to the development of the United States

Events that Coincide with the Play's Themes

- Biographies & History Projects - Slavery, Civil War
- Lincoln's birthday: February 12 (1809)
- Presidential Elections
- Character Counts activities
- Lincoln first elected President - November 6 (1860)

Other Information

- Recommended audience age: K-6
- Length of performance: 45 minutes
- For further information, call 773-631-2013 or visit www.FacetoFaceProductions.com

Social Studies Connection: Time Line

1809	February 12, Abraham Lincoln born, Hardin County, Kentucky.
1817	Settled in Perry County, Indiana with father, mother and sister.
1818	October 5, Mrs. Thomas Lincoln (Nancy Hanks) died of "milk poison".
1819	Thomas (father of A. L.) marries again: Mrs. Johnson (Sally Bush) of Kentucky.
1830	March, Lincoln family moves to Illinois, near Decatur.
1831	Works for himself: boatbuilding and sailing, carpentering, hog-sticking, sawmilling, blacksmithing, river-pilot, logger, etc., in Menard County, Indiana.
1831	Election clerk at New Salem. Captain and private (re-enlisted) in Black Hawk War. Store clerk and merchant, New Salem. Studies for the law.
1832	First political speech. Henry Clay, Whig platform. Defeated through strong local vote. Deputy surveyor, at three dollars a day, Sangamon County.
1834	Elected to State legislature as Whig. (Resides in Springfield till 1861. Law partner with John L. Stuart until 1840.)
1835	Postmaster, New Salem; appointed by President Jackson.
1838	Reelected to State legislature.
1842	Married Miss Mary Todd, of Kentucky.
1844	Proposed for Congress.
1845	Law partner with W. H. Herndon, for life.
1846	Elected to Congress, the single Whig Illinois member; voted antislavery; sought abolition in the D. C.; voted Wilmot Proviso. Declined reelection.
1848	Electioneered for General Taylor.
1849	Defeated by Shields for United States senator.
1852	Electioneered for General Scott.
1854	Won the State over to the Republicans, but by arrangement transferred his claim to the senatorship to Trumbull. October, debated with Douglas. Declined the governorship in favor of Bissell.
1856	Organized the Republican Party & became its chief; nominated vice-president, but was not chosen by its 1 st convention; worked for the Fremont-Dayton presidential ticket.
1858	Lost in the legislature the senatorship to Douglas.
1859	Placed for the presidential candidacy. Made Eastern tour "to get acquainted."
1860	May 9, nominated for President, "shutting out" Seward, Chase, Cameron, Dayton, Wade, Bates, and McLean.
1861	March 4, inaugurated sixteenth President. April 12, Civil War began by firing on Fort Sumter.
1862	September 22, emancipation announced.
1863	January 1, emancipation of slaves proclaimed. November 19, Gettysburg Cemetery address. December 9, pardon to rebels proclaimed.
1864	November 8, Reelected President.
1865	March 4, inaugurated for the second term. April 14, assassinated in Ford's Theater, Washington, by a mad actor, Wilkes Booth.

Math Connection

Solve the Math Problems and use the Key below to answer the question:

Who was Honest Abe?

$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$

$\begin{array}{r} 8 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$

$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$

Key:

10	11	8	9	12	13	7	14	6	15
e	r	y	f	c	a	v	h	a	o

Language Arts Connection

Abraham Lincoln Word Search

Find the related words.



B B G E L J F D N J O H N W I L K E S B O O T H
K K S G H X A R G P I G P T P M V S E H J Y G A
U K I W C O W Q W U F S U O H L S S E T G M E X
N G B A Y Y N A H X A B M Q C E F Z L I S S T J
O R X I O Q O E Y L A I A B R Y S X E Q P T V X
S Y P A A K I V S H F U H D N Q F E T X Q X D Y
N Z Q X Z B Z L C T W L D E B X Q W R J D W T D
H R F A H W R N L L A A O L C G T F E C T F A A
O Z T O G E G A A J G B L Y Y D V A B E B B J Z
J E N B R B V G H R C W E W C O B H O A K Q F N
W O O P E D N I U A U I M A T A K Q R L E E W R
E S S Z J V S B C A M E V E E X L Q L O Z A L T
R V E F E M S T O G Q L R I N Z W Y A G B R B O
D V S J X Y J S H T V N I L L B Q F R C N K U H
N T R O T U H I E E K J P N V W C I E A T Q F O
A P W T O Y L K W P A D Q M C R A G N B M L M Y
N O E X M N X D N K L T K K Z O D R E I E R M A
R G Y V T H Y P F P Y Z E O Q D L X G N I Y T U
Y N V D L R T P K X U H D R R X E N D S S A W D
E M A N C I P A T I O N P R O C L A M A T I O N

Andrew Johnson

Log Cabin

John Wilkes Booth

Gettysburg Address

Abraham Lincoln

Ford's Theater

Emancipation Proclamation

General Robert E. Lee

Honest Abe

Civil War

Six Good Character Traits

Trustworthiness

Be honest • Don't deceive, cheat or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends and country.

Respect

Treat others with respect; follow the Golden Rule • Be tolerant of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults and disagreements.

Responsibility

Do what you are supposed to do • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your choices.

Fairness

Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly.

Caring

Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need.

Citizenship

Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment.



Language Arts Connection

Describe one Good Character Trait that Lincoln demonstrated during the play and how it made him a better person.



Melodrama -The Primary 19th Century Theatrical Form

Melodrama was the primary form of theatre during the 19th century, despite other influences, becoming the most popular by 1840. Melodrama is still with us today.

- In the early 1800's, most were romantic, exotic, or supernatural.
- In the 1820's, they became more familiar in settings and characters.
- In the 1830's, became more elevated: "gentlemanly" melodrama.

Characteristics of Melodrama

- Comes from "music drama" – music was used to increase emotions or to signify characters (signature music).
- A simplified moral universe; good and evil are embodied in stock characters.
- Episodic form: the villain poses a threat, the hero or heroine escapes, etc.—with a happy ending.
- Almost never five acts – usually 2-5 (five acts reserved for "serious" drama).
- Many special effects: fires, explosions, drownings, and earthquakes.

Types of Melodrama

- Animals used (along with the Romantic concept of nature):
- Equestrian dramas: horses, often on treadmills – forerunners of the modern Western.
- Canine melodramas: like Lassie
- Nautical melodramas: interest in the sea.
- Disaster melodramas.

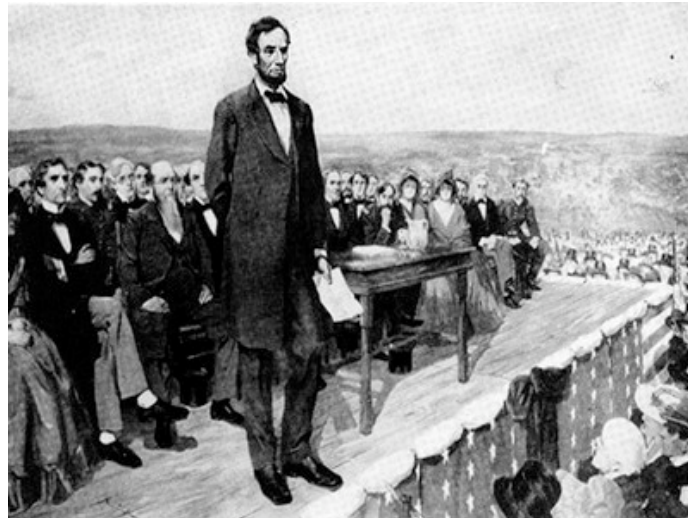
Summary

Its conventions were false, its language stilted and commonplace, its characters stereotypes, and its morality gross simplification. Yet its appeal was great. It took the lives of common people seriously and paid much respect to their superior purity and wisdom. It elevated them often into the aristocracy, always into a world charged with action, excitement, and a sense of wonder. It gave audiences a chance to empathize in a direct way, to laugh and cry, and it held up ideals and promised rewards, particularly that of the paradise of the happy home based on female purity, that were available to all. And its moral parable struggled to reconcile social fears and life's awesomeness with the period's confidence in absolute moral standards, man's upward progress, and a benevolent providence that insured the triumph of the pure.



Language Arts Connection: Art, Drama, and Rhetoric:

Have your students memorize a portion of the Gettysburg Address and recite it aloud in front of the class. They can also make a stovepipe hat to help them get into character! (Visit http://www.expertvillage.com/video/77255_party-hats-stovepipe.htm for more info.)



The Gettysburg Address – *delivered at the Soldiers' National Cemetery in Gettysburg, Pennsylvania, on the afternoon of Thursday, November 19, 1863*

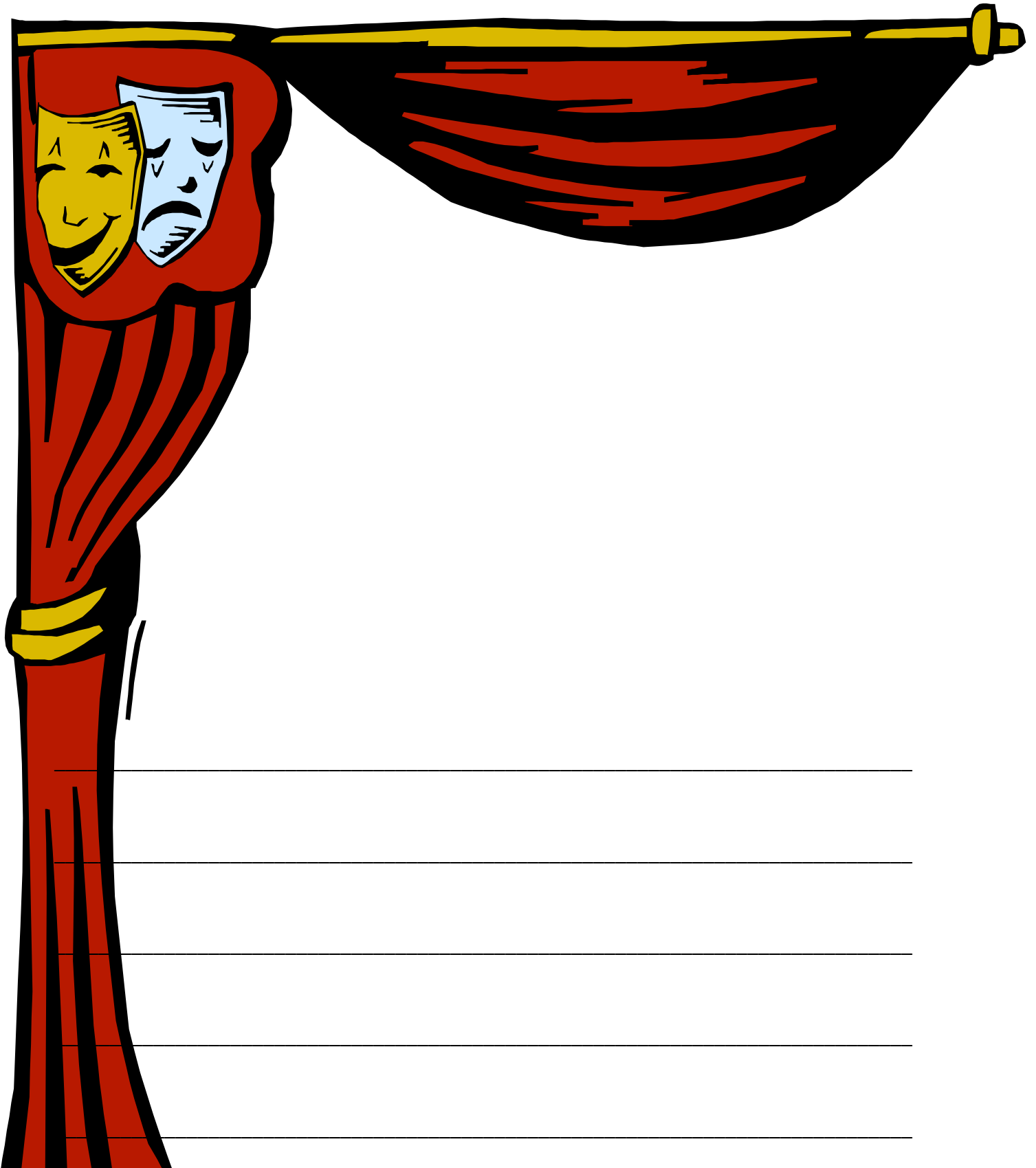
Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.

Language Arts Connection

Draw a picture of your favorite part from the play: Honest Abe, and write about it.



Music Connection



Some of the most popular music during Lincoln's lifetime was written by Stephen Foster.

Stephen Collins Foster (*July 4, 1826 – January 13, 1864*),

Stephen Foster, known as the "father of American music," was the pre-eminent songwriter in the United States of the 19th century. His songs, such as "Oh! Susanna", "Camptown Races", "My Old Kentucky Home", "Old Black Joe", "Beautiful Dreamer" and "Old Folks at Home" ("Swanee River") remain popular over 150 years after their composition.

Foster was born in Lawrenceville, now part of Pittsburgh, Pennsylvania, and grew up as the ninth of ten children in a middle-class family that would eventually become near destitute after his father's fall into alcoholism. Foster's education included one month at college (Washington & Jefferson College) but little formal music training. Despite this, he published several songs before the age of twenty. His first piece appeared when he was 18.

Many of Foster's songs were of the blackface minstrel show tradition popular at the time. Foster sought, in his own words, to "build up taste...among refined people by making words suitable to their taste, instead of the trashy and really offensive words which belong to some songs of that order." He instructed white performers of his songs not to mock slaves but to get their audiences to feel compassion for them.

Stephen Foster died at the age of thirty-seven. He had been impoverished (the Civil War helped ruin the commercial market for newly written music) while living on the Lower East Side of Manhattan, New York. He had thirty-eight cents when he died. Having been confined to bed for days by a persistent fever, Stephen tried to call a chambermaid, but collapsed, falling against the washbasin next to his bed and shattering it, which gouged his head. It took three hours to get him to the hospital, and in that era before transfusions and antibiotics, he succumbed after three days. In his worn leather wallet when he died, there was a scrap of paper that simply said "Dear friends and gentle hearts". Foster is buried in the Allegheny Cemetery in Pittsburgh. One of his best loved works, "Beautiful Dreamer", which adorned many music boxes, was published shortly after his death.

Language Arts Connection: Lincoln's Quotes

Below are some of quotes from Lincoln that tell us a lot about the person he was as well as his philosophies of character and democracy. You can use these quotes in an activity in which you:

- ❖ Have students write a short essay or story that relates to one of the quotes
- ❖ Have students write their own adage about history, melodrama, character traits, etc.

"Those who deny freedom to others, deserve it not for themselves;

"As I would not be a slave, so I would not be a master. This expresses my idea of democracy. Whatever differs from this, to the extent of the difference, is no democracy."

"If any personal description of me is thought desirable, it may be said, I am, in height, six feet, four inches, nearly; lean in flesh, weighing, on average, one hundred and eight pounds; dark complexion, with coarse black hair and grey eyes—no other marks or brands recollected."

[upon being called "two-faced"] "I leave it to my audience. If I had another face, do you think I'd wear this one?"

"Common looking people are the best in the world: that is the reason the Lord makes so many of them."

"I do the very best I know how - the very best I can; and I mean to keep doing so until the end."

"Leave nothing for tomorrow which can be done today."

"The probability that we may fall in the struggle ought not to deter us from the support of a cause we believe to be just; it shall not deter me."

"Whenever I hear any one arguing for slavery I feel a strong impulse to see it tried on him personally."

"With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow and his orphan - to do all which may achieve and cherish a just and lasting peace, among ourselves, and with all nations."

"In giving freedom to the slave, we assure freedom to the free - honorable alike in what we give, and what we preserve."

"Stand with anybody that stands RIGHT. Stand with him while he is right and PART with him when he goes wrong."

References: Lincoln, Civil War, & Life in the 1800's Websites

Topic	Website
Abraham Lincoln Biography	http://www.whitehouse.gov/history/presidents/al16.html
Abe Lincoln Timeline and Photos	http://www.historyplace.com/lincoln/index.html
Abraham Lincoln Games and Activities for Kids	http://www.apples4theteacher.com/holidays/presidents-day/abraham-lincoln/index.html
More Lincoln Activities	http://www.siec.k12.in.us/west/proj/lincoln/
The American Civil War Homepage	http://sunsite.utk.edu/civil-war/
Selected Civil War Photographs	http://memory.loc.gov/ammem/cwphtml/
The Civil War for Kids	http://www.kathimitchell.com/civil.htm
Slavery in America	http://en.wikipedia.org/wiki/Slavery_in_the_United_States
Life in 1800s America	http://www.vinton-shellsburg.k12.ia.us/tms/seventh/rdg7/hf/1800.html
Aesop's Fables	http://aesopfables.com/
Log Cabin Photographs	http://news.webshots.com/album/442561270AEujNs
19 th Century Melodrama	http://novaonline.nvcc.edu/eli/spd130et/melodrama.htm
Stephen Foster Biography and Music	http://www.pdmusic.org/foster.html
Character Counts	http://charactercounts.org/

