

The George Washington Follies Study Guide



The George Washington Follies

A Musical for Young Audiences

Book by Mark Amenta

Lyrics by Bill Vaananen & Mark Amenta

Music by Bill Vaananen

Presented by

Face to Face Productions

The Story of the Play

The year is 1789 and it's inauguration day for George Washington. He is plagued by self-doubt, and was up all night worrying about what kind of leader he should be. After all, there had never been a President before, and his leadership experience has been limited to the military. His lack of sleep gets the best of him and he dozes off. In one amazing dream, George is visited by King Charlemagne, Cleopatra, and Confucius. The characters share their leadership qualities and philosophies with George. Not all their ideas are appropriate for the new democracy—it is up to George and the audience to take what will work and discard what won't. Through the help of these leaders from the past, George is able to look within himself to attain the courage and answers he needs.

Educational Goals

- ❖ Strengthen an appreciation for teachers and the influential role they play
- ❖ Develop and/or refine a concept of leadership
- ❖ Foster a greater understanding of cultural differences
- ❖ Establish and/or reinforce the importance of education
- ❖ Cultivate personal self-esteem and self-confidence
- ❖ Encourage the value of learning at any age

Curriculum Applications

- ❖ Community studies (roles individuals, families, towns, states, countries in a global community)
- ❖ Biography (Washington, Charlemagne, Cleopatra, Confucius)
- ❖ Methods and styles of government
- ❖ Democracy and the role of the President
- ❖ History of America from the early colonial days through the Constitution
- ❖ World cultures (European, Egyptian, Asian)

Educator Comments

Your presentation is a delight, both visually and vocally, with enough audience participation to keep even the youngest [students] hanging around to see what is going to happen next. The teachers had nothing but praise. – Euclid School, Mt. Prospect, IL

Thank you for giving my students the credit they deserve by presenting this entertaining and challenging show. They now have a chance to reach further and higher with the help of George, Charlemagne, Cleopatra and Confucius. – Romona School, Wilmette, IL

Events that Coincide with the Play's Themes

See if you can book *The George Washington Follies* around the time of these events:

- ❖ Current Inauguration Day - January 20th
- ❖ Washington's Birthday - February 22nd
- ❖ Original Inauguration Day - April 30th
- ❖ Presidential Elections/Election Day

Other Information

- ❖ Audience age: K-6
- ❖ Performance length: 50 minutes
- ❖ More info: 773-631-2013 or www.FaceToFaceProductions.com

Art Connection: Drawing Scenes

After seeing *The George Washington Follies*, have your students draw a picture of their favorite part of the play. When they are finished, let them share their artwork with the class. If you wish, you may send the pictures to:

Face to Face Productions
7329 W. Fitch Av
Chicago, IL 60631-1012

We always enjoy receiving artwork and letters. As a thank you, we will send your class an autographed picture from the production.

Math Connection: Percentages

In *The George Washington Follies*, Confucius sings “A Fortune Cookie for You,” in which he tells George that you can trace everything in the world back to individuals:

*I play a part in my own family
And we're the heart of the community
Which makes all the cities and nations run
The center of the world's in everyone*

If “the center of the world’s in everyone,” what percentage does any one person, or part of the world, represent? To find out, have your students calculate these kinds of percentages:

- ❖ How much percent of a student’s family does the student represent? For example, if there are four family members, that student represents 25%.
- ❖ How much percent of a student’s family do the children represent? For example, if there are five family members and three children, the children represent 60%.
- ❖ How many families are part of your school? How many families are part of the community? Once you have these answers, determine what percentage of the families in the community do the families in your school represent? If you have 600 families at your school, and there are 3,000 families in your community, the school families represent 20%.
- ❖ How many public schools are in your district? How many of these are elementary schools? What percentage of public schools in your district are elementary schools? If you have 28 public schools, and 11 are elementary, the elementary schools represent a little over 39%.



Social Studies Connection: Leadership

Divide your class into groups. Let each group come up with a list of five attributes of a good leader. Then make a master list of these attributes. Let each student choose their top five attributes from the master list. Once this is done, ask the students whom they think are leaders in the classroom, school, home, neighborhood, country and world, based on the attributes they chose.

FIVE ATTRIBUTES OF A GOOD LEADER

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

Considering these five attributes, whom do you consider to be a good leader in the ...

CLASSROOM: _____

SCHOOL: _____

HOME: _____

NEIGHBORHOOD: _____

COUNTRY: _____

WORLD: _____

Social Studies Connection: Quiz Show

In *The George Washington Follies*, there is a quiz show with George Washington trivia. You can run your quiz show right in the classroom:

1. Divide your class into four groups, with each group devising five questions about Washington.
2. Pair up the teams, and let each team take turns asking their questions. The teams with the most points at the end of the round are the winners.
3. Have the teams who did not win come up with more questions, and then pose them to the members of both winning teams. These members must raise their hands when they think they know the answer. The first person to raise his or her hand must answer the question. If the answer is correct, that person's team gets a point. However, if the answer is incorrect, the question goes to the entire opposing team, which has 10 seconds to confer on an answer. If they correctly answer the question, they get one point. If they don't, the question then goes back to the first team, and they have 10 seconds to confer on an answer.
4. The team with the most points at the end wins (Washington apples are a great prize!).

Social Studies Connection: Historical Research

Listed below and on the next page are facts about the visiting leaders in *The George Washington Follies*. Have your students look up similar facts for other historical figures you are studying. Students can present their findings in many ways. For example, they can dress like the characters they've researched, and present the facts "in person." Or, they can use a talk show format.

CHARLEMAGNE

General	<ul style="list-style-type: none">❖ Lived 742 – 814 AD❖ Known as the ruler of the Kingdom of the Franks, which now includes France, Belgium, the Netherlands, and parts of Germany and Switzerland
Goals	<ul style="list-style-type: none">❖ To rule over the people❖ To provide education for all❖ To encourage the appreciation of culture
Accomplishments	<ul style="list-style-type: none">❖ Made many conquests of land❖ Provided support for learning, science, and literature❖ Consolidated the laws and practices of different cultures in his kingdom❖ Established the "Council of Lords" with whom he conferred and received permission to wage war
Description	<ul style="list-style-type: none">❖ 6-1/2 feet tall; robust; radiated vigor❖ Hearty man of action❖ Wore a long riding cloak, tunic, and hose – a simple dresser❖ Cared greatly about developing his intellect and spirit❖ Reluctant to share power❖ Never forgot his role as King❖ Felt responsible for the intellectual & spiritual well-being of his subjects

CLEOPATRA

General	<ul style="list-style-type: none">❖ Lived 69-30 BC❖ Her name means "Glory of Her Race"❖ Born in Alexandria, capital of Egypt❖ Her brother threw her out of power; Caesar helped her regain power
Goals	<ul style="list-style-type: none">❖ To preserve sovereignty of Egypt, free from Roman rule❖ To promote the arts and sciences
Accomplishments	<ul style="list-style-type: none">❖ Took the throne at age 18❖ First Egyptian ruler to learn the languages of all her subjects; "brilliant linguist"❖ Egypt made the first cosmetics; she made successful use of them and wrote a book detailing makeup techniques
Description	<ul style="list-style-type: none">❖ "Striking personal mystique" – not a great beauty, but her intelligence, wit, and charm made her very attractive❖ "Tireless, clever, ruthless" – great political and intellectual skill

Social Studies Connection: Historical Research (continued)

CONFUCIUS

General	<ul style="list-style-type: none">❖ Lived 551 – 479 BC❖ Real name: <i>K'ung Fu-tzu</i> (Confucius is a "Latin-ized" version)❖ Not from wealthy family; began at the bottom of the social ladder❖ His father <i>Tsou-i</i> died when Confucius was 3; his mother <i>nee Yen</i> died when he was 16; married <i>nee Kuan</i> at 19; had 1 son and two daughters❖ Europeans named Confucius <i>Patron Saint of the Enlightenment</i>
Goals	<ul style="list-style-type: none">❖ To teach without class distinction❖ To conduct oneself properly, living in harmony with others❖ To make everyone see virtue as the root of personal cultivation❖ To equally balance lecture and student questioning when teaching❖ To teach by personal example (more important than just using words)
Accomplishments	<ul style="list-style-type: none">❖ Felt he became an established scholar at 30, although he considered education to last a lifetime❖ Became an expert at the “six arts”: ritual performance; music, archery (martial arts in its earliest form), charioteering, reading, and arithmetic❖ Took lute lessons
Description	<ul style="list-style-type: none">❖ Tall, robust, and strong; very studious

Social Studies Connection: Your Advisors

In *The George Washington Follies*, George gets advice—some good, some not-so-good—from Charlemagne, Cleopatra and Confucius. Have your students make a list of all the different people and other sources from whom the students learn and/or are positively influenced. Under each person or source’s name, have your students list the kinds of things—or the specific things—that each of these “advisors” tries to teach them.

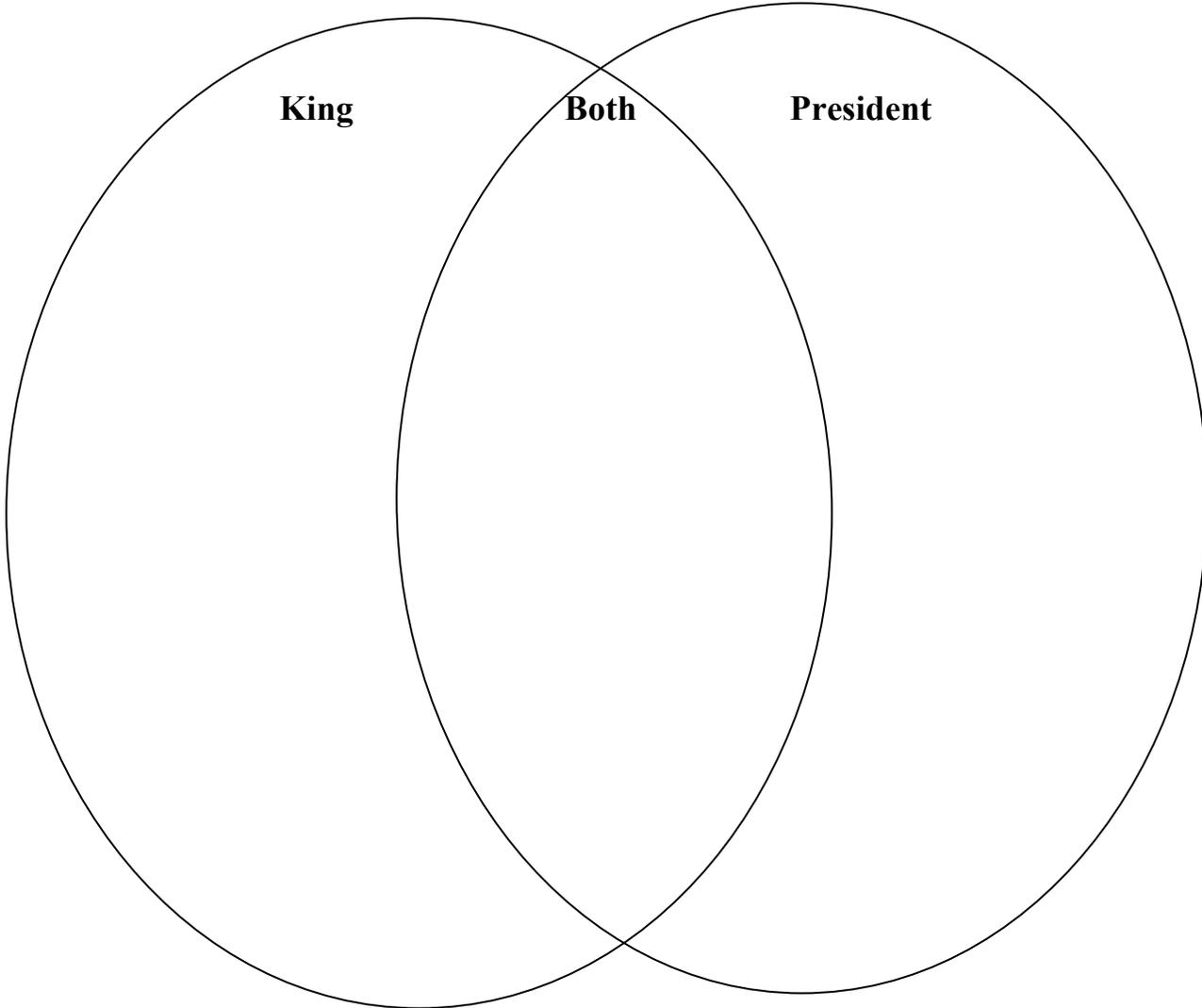
Some examples of “advisors”:

- ❖ Parents
- ❖ Teachers
- ❖ Grandparents
- ❖ Siblings
- ❖ Police Officers
- ❖ Authors / Books
- ❖ Manuals
- ❖ Tour Guides
- ❖ Coaches
- ❖ Face to Face Productions (we hope!)



Social Studies Connection: King vs. President

Use the Venn Diagram below to have students compare and contrast King George III and George Washington. You can copy this page, and have the students cut out the descriptions below and paste them into whichever part of the diagram they think is correct.



can be voted out of office	works with others to make most decisions	is born into the position	cannot be voted out of office	keeps the job for life
tries to make good decisions for the country	leads the country	is elected by the people	works with the other branches of government	can make most decisions independently

Language Arts Connections: Word Search

Find the words listed below in the box at the bottom of this page. The words will be either left to right, right to left, upward, downward, or diagonal.

ADVICE	KING	QUEEN
ANSWER	LESSON	QUESTION
ARGUE	NATION	REGAL
BUILD	NOVICE	STYLE
CASTLE	ORDER	TEACHER
DESIGN	PEACE	WALTZ
DESTINY	PEOPLE	WASHINGTON
EMPIRE	PUZZLE	WISDOM

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

Language Arts Connection: Vocabulary

Below you will find words that are used in *The George Washington Follies*. Because of the wide age range of our audiences, we have chosen a variety of vocabulary levels. Choose the words that best suit your students and have them look up the definitions and present their findings to their classmates. You can also have students use the words in sentences about George Washington, Charlemagne, Cleopatra or Confucius.

advice	conquest	field	mummy	question	stone
answer	corsage	first	nation	regal	strong
argue	crocodile	fit	needle	renew	style
barge	democracy	fortune	Nile	respect	success
breeches	design	government	novice	river	tailor
British	destiny	guide	oppose	rookie	taxes
brown	dig	heroic	order	seam	teacher
buckle	dismay	history	peace	self	troops
build	doubt	insight	peasant	shirt	troubles
castle	dream	jacket	people	simple	uniform
cat	ear	king	pinch	sleep	waltz
challenge	education	lace	President	snake	war
chicken	empire	leader	protest	Sphinx	weak
citizen	energy	lesson	puzzle	star	wisdom
command	farm	list	queen	states	
common	federal	message	quest	stitch	

Language Arts Connection: Writing to George

Have your students write a letter to George Washington telling him the kind of President he should be. Let them express their concerns, hopes and fears for their country. To receive a response from George, all letters should be addressed to:

President George Washington
c/o Face to Face Productions
7329 W Fitch Av
Chicago, IL 60631-1012



Books on George Washington

Title	Author	Publisher	ISBN#	Ages
<i>George Washington's Teeth</i>	Deborah Chandra	Farrar, Straus & Giroux	0374325340	5-8
<i>George Washington: Soldier, Hero, President</i>	Ron Fontes, Justine Korman, Justine Fontes	DK Publishing, Inc	0789473771	5-8
<i>Young George Washington</i>	Andrew Woods	Troll Communications	0816725411	5-8
<i>George Washington: A Picture Book Biography</i>	James Cross Giblin	Scholastic, Inc.	0590481010	5-8
<i>George Washington & Abraham Lincoln</i>	Maria Fleming	Scholastic, Inc.	0590535501	5-8
<i>George Washington: Young Leader</i>	Augusta Stevenson	Simon & Schuster	0020421508	8-12
<i>George Washington's Breakfast</i>	Jean Fritz	Putnam & Grosset	0698116119	7-10
<i>A Picture Book of George Washington</i>	David Adler	Holiday House, Inc.	082341633X	9-12
<i>George Washington's Socks</i>	Elvira Woodriff	Scholastic, Inc.	0590440365	9-12

George Washington Websites

Website	Address
Lesson Plan on writing letters to George Washington	www.sun.com/aboutsun/comm_invest/ogp/lessons/colorado/mtv/lettersToGeorgeWashington.html
Washington at the Library of Congress	http://lcweb2.loc.gov/ammem/gwhtml/gwhome.html
Adventures in Learning: Mount Vernon	www.mountvernon.org
Social Studies for Kids: Links to George Washington websites	www.socialstudiesforkids.com/subjects/georgewashington.htm