

## Arts for Learning CT PROGRAM GUIDE

### LEARNING OBJECTIVES

- To introduce students to famous historical characters while providing a unique education experience.
- To dispel stereotypes surrounding certain historical times and peoples to provide students with a more detailed understanding of them.
- To create a dialogue between students and characters, allowing for a deeper understanding of the historical contexts.



# History Alive!

## Historical Reenactments and Representations

### ABOUT THE PROGRAM

*History Alive!* is a theatre company dedicated to bringing the history of the United States alive for students of all ages.

Their performances are as unforgettable as they are incredible. With the combined talents of writer Steven Otfinoski and director Steven Boockvor, the productions never fail to impress.

Introducing students to historical figures such as Jack Arabas, Frederick Douglas, and Phillis Wheatley, students always come away with an impressive knowledge surrounding the presented topics, and this is perhaps the greatest aspect of these amazing theatrical performances.



ARTS FOR LEARNING CT  
1 EVERGREEN AVENUE  
3<sup>RD</sup> FLOOR  
HAMDEN, CT 06518



Arts for  
Learning  
Connecticut



# About the Artist & Program Preparations

## ABOUT THE ARTIST

*History Alive!* has been a member of Arts for Learning Connecticut's roster for some time: thrilling, educating, and exciting students as they perform in schools throughout the state of Connecticut.

They are led by Steven Boockvor, who has performed in Broadway theaters where he was immortalized as "Al" in *A Chorus Line* (for which he was nominated for a Tony); and Steven Otfinoski, the genius playwright who writes *History Alive!*'s original material.

The pair loves educating students about, and dispelling stereotypes surrounding historical times and contexts.

## PRE PROGRAM

- Have a short lesson on the historical times and contexts surrounding the production you are about to witness.
- Discuss the historical implications of the characters you will witness in the performance. What about these characters are your students already familiar with?
- Ask your students to investigate other historical characters from the same, or a similar, time period. Have them create reports on these characters and present them to the class.

## POST PROGRAM

- Having seen the performance, discuss with your students how their expectations surrounding those historical figures differed from the realities presented.
- Ask your students how accurately they feel the characters were represented, challenge them to discover more facts about the presented characters, and have them present their findings to the class.
- Discuss other points of historical interest that your students may be interested in, especially those that occurred around the time period presented in the performance, and ask your students how they would represent characters from those events.

## CURRICULAR LINKS

### Source: The CT Framework – The Arts, Theatre

**Standard 5:** Students will identify and research cultural, historical, and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to help make artistic choices for informal and formal productions.

**Standard 6:** Students will describe characteristics and compare the presentation of characters, environments, and actions in theatre, dance, and visual arts; explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, and empathy apply in theatre and daily life.

**Standard 8:** History and Cultures. Students will describe and compare universal characters and situations in dramas from and about various cultures and historical periods, create improvised and scripted scenes based on these universal characters and situations, and discuss how theatre reflects a culture; explain how culture affects the content and design elements of dramatic performances

*"Greg Mouning deftly portrays Frederick Douglas, . . . passionately portrays his character as a man of bravery, character, and intelligence whose thirst for freedom is eventually quenched after 21 years of slavery . . . students and teachers applauded loud and long in appreciation for Mouning's portrayal of the two historical individuals." - Vallerie A. Malkin - Pictorial Gazett*



Website:

<http://www.aflct.org>



Contact:

203.230.8101



Email:

[info@aflct.org](mailto:info@aflct.org)