



The Patriotic History Magic-Lantern Show

The 1890s BIG-SCREEN Entertainment That Led To The Movies

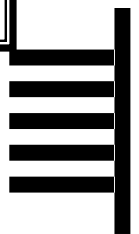


Coming:

The American Magic-Lantern Theater

www.magiclanternshows.com

TEACHER'S EDITION



The Patriotic History Show

This magic-lantern show dramatizes -- in story, song, animated comedy, and audience participation -- the history of America from 1400 to 1900.

Introduction

Indian Life and Columbus's "Discovery" of a "New World" -- 1492

Settlement and the First Thanksgiving -- 1620

The Battle of Lexington begins the Revolution -- 1775

"America" or "My Country 'Tis of Thee" -- song.....Samuel Francis Smith
A song written by a teacher captures the spirit of the Revolution.

Declaration of Independence and The Revolution -- 1776-1789

"Yankee Doodle" -- song.....Traditional
The fight song of the Revolution, originally sung by the British to make fun of Americans.

"Casabianca"-- story.....Felicia Hemans
The true story of a young boy's bravery in a terrible ship's battle.

"Star Spangled Banner" song -- 1814.....Francis Scott Key
The War of 1812, burning of Washington, bombardment of Baltimore.

Westward Expansion, the Alamo (1836), Growth of Slavery.

"Oh Freedom" -- song.....Spiritual
Slaves yearn for the promise of American freedom.

Parody of "Yankee Doodle" -- song.....Rebel Taunt
The Civil War Begins and the South Wins at Bull Run (1861)

"Barbara Frietchie" -- story.....John Greenleaf Whittier
The tide turns and the North wins. One brave old lady meets the Rebel Forces.

Post-War Industrialization and Immigration -- 1865-1885

"The Patriotic Parade".....Traditional Comic
The new American symbol, Uncle Sam, helps unite the country.

"America the Beautiful" -- 1893 song.....Katherine Lee Bates
One nation, once again, as America enters the 20th Century.



Welcome to the Magic-Lantern Show!

You and your students are about to experience one of the most unusual productions in America, a recreated 1890s Magic-Lantern Show – not a magic show, but a Magic-Lantern Show.



This Teacher's Edition

This Teacher's Edition for The American Magic-Lantern Theater's *Patriotic History Show* provides complete information and activity masters to help your students learn the most from our performance. You will be able to easily adapt most suggestions for your grade level.

Educational Objectives

We hope, of course, that you and your students have a great time at the performance. But in addition, we have the following educational objectives:

1. To learn how modern media evolved from the magic lantern.
2. To learn an overview of American History.
3. To become familiar with some examples of 19th Century art, music, and literature.



BACKGROUND

What is a Magic-Lantern Show?

The shows were a Victorian combination of projected images, live drama, live music, and audience participation. They were popular in both theaters and homes because of their beauty and drama, the fun of audience participation . . . and some wonderful comic slides like the notorious "Ratcatcher." Magic lanterns were the direct forerunner of today's TV, movies and videos, and just as widespread. In fact, the 1890 Sears Catalog had more pages of magic lanterns and slides for sale than recent catalogs had VCR's and videos!

What is a Magic-Lantern?

The magic lantern itself was the ancestor of our modern slide projector. The one you see on the cover is from the 1890s, made of mahogany and brass, and is actually two lanterns in one, which allows it to produce special effects.

The slides for the magic lantern were 3" square glass plates, painted in color by hand, and framed in wood. Most of the slides you will see in the show were made in the 1890s. Various kinds of mechanical slides were also used to produce animation.

Joseph Boggs Beale

Many of the slides for our show were painted by Joseph Boggs Beale, America's first great screen artist. Beale was a great-nephew of Betsy Ross and an illustrator for *Harper's Weekly*. He developed a special artistic style for the magic lantern and over a 25-year period produced 1700 slide "designs."



The American Magic-Lantern Theater

The American Magic-Lantern Theater is the nation's only touring theater company recreating Victorian magic-lantern shows, and one of only three in the world. It is dedicated to helping modern audiences understand and enjoy Victorian literature and art by recreating this lost theatrical tradition. Since 1992, AMLT has appeared in hundreds of theaters, museums and schools--from Lincoln Center in New York, to Singapore. AMLT has ten different shows in its repertoire--most with a holiday theme. For more information on AMLT and its schedule, visit our web site,

www.magiclanternshows.com

The Performers

Terry Borton (see cover picture), a fourth-generation lanternist, will dramatize the performance, which he also wrote and produced. He grew up watching magic-lantern shows put on by his father, who used an 1869 lantern handed down from Terry's great-grandfather. Terry has a doctorate from Harvard, has written several books, and was for fifteen years Editor in Chief of *Weekly Reader*, the children's newspaper. He is currently working on a book about the magic lantern, entitled *Cinema Before Film*. To be notified of publication, visit AMLT's web-site.

One of two musicians performs with Terry:

Nancy V. Stewart, pianist and soprano, has performed as a soloist with many orchestras, and in many operas, operettas, and oratorios. She is a member of the *Now Duet*, a touring group specializing in cabaret-style music.



Jacqueline Alvarez, soprano and pianist, was graduated from The Indiana University School of Music, and University of Hartford's Hartt School. She performs at numerous events in the Northeast, is cantor and assistant organist at St. Brigid's Catholic Church in West Hartford, CT and teaches piano and voice.



Pre-Show Activities

A few minutes spent before the show will make a huge difference in orienting your students to what they will see, and helping them get the most from it.

- ❖ Cut off the cover of this booklet, remove the “Teacher’s Edition” designation, fill in the program date, and post in your classroom.
- ❖ Review the students’ knowledge of American history. (See program description on p. 2)
- ❖ What was life like 100 years ago? Planes? Cars? TV? Movies?
- ❖ Preview what a magic-lantern show is. (See introduction.)
- ❖ Preview appropriate vocabulary (See below.)
- ❖ Have students visit our web site at www.magiclanternshows.com.



Post-Show Activities

Students will have fun at our show, but it also contains a great deal of information, both about American History, and the birth of modern media. Help them retain this information and explore its meaning with the following activities:



Vocabulary/Cinema Effects

Review the following artistic techniques of today’s movies and TV that came from magic-lantern tradition. Can the students figure out how they were done in the show, and remember examples of where they were used?

- ❖ Dissolve – when one picture slowly changes into another as the light is changed from one lantern to the other. *Transition device throughout.*
- ❖ Superimposition – when one picture is placed on top of another. *Liberty’s light.*
- ❖ Fade, Fade to Dark – dropping the light to indicate a change in mood or to end a sequence. *Technique used to end sections throughout.*
- ❖ Animation – movement created with separate pieces of glass, or later in the movies, with separate pieces of cellophane (cells). *The cartoons throughout.*
- ❖ Special Effects – unusual screen action created with special devices – *the whirling color patterns at the beginning and end (chromatropes), made by turning two painted patterns across each other with a crank;*

the “blood” after the Civil War (*made by dropping food color into a hollow “tank slide.”*) One special effect that students often ask about -- if it works! -- is the flash of light from the “gun.” This is not a cinema effect, but a magician’s trick – *“flash cotton” that is held in a small cup hidden in the showman’s hand and ignited with a lighter.*



- ❖ Silhouettes – dark or black figures seen against a light background. (*The silhouette monkey is a small brass shadow puppet with moveable limbs, turned with a crank.*) Many other cinema Lighting Techniques were also used in lantern shows to increase the drama. Discuss lighting in “Casablanca.”
- ❖ Continuity – making sure action in a story flows smoothly and is consistent. (*Boy, Father and spread of fire in “Casablanca.”*) One device that Beale (the lantern-slide artist) used to ensure continuity was to make a Storyboard – a series of small pictures that showed the complete action sequence on one page.

Thinking Questions and Skills

These questions will help your students explore the implications of what they have seen.

- ❖ Imagination: What did the showman mean by saying, “You are the magic of the magic-lantern show?” *The imagination of the audience creates the links between words and pictures, just as in the movies.* And it creates many other things as well. What four things, for instance, does the audience turn the showman’s cane into? *Barbara Frietchie’s crutch, a flag staff, a gun, a sword.*
- ❖ Moral Distinctions: Was the boy in “Casablanca” right to stay where his father told him to, even though the ship was burning up? Was he a hero? Why or why not? Are there people today who do their duty, even at the risk of their own life? *Firemen at World Trade Center.*
- ❖ Life Planning: What would your life be like if there had been no magic lantern, and hence no movies and TV and video games? For a week, chart out how much time you spend on these things. Is it more or less than you thought? Now try a week with no TV, no movies, no videos. What did you spend your time doing? Would your life be better without these things?

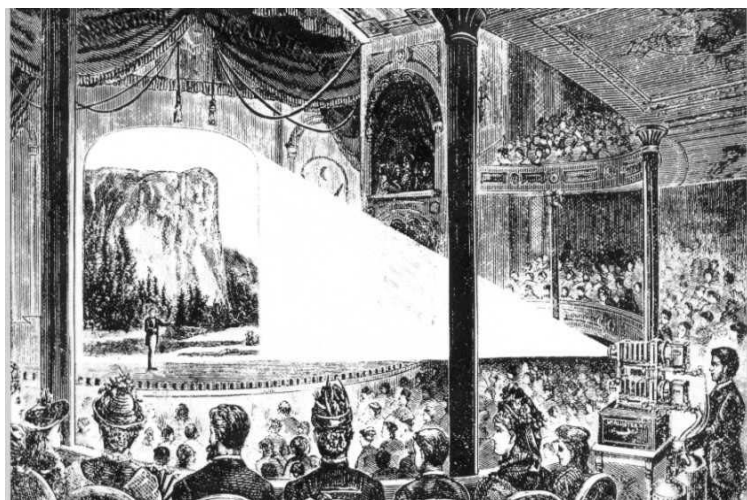


- ❖ Historical Perspective: Has American History moved in some direction? Does it, as the showman said, tell the story of a country seeking greater freedom and justice for all, from 1400 to 1900? How about from 1900 to now? How about the future? What areas of freedom and justice still need to be achieved?

Cross-Curricular Connections

These questions will help your students connect the show to other academic areas:

- ❖ Science: How do the optics of the magic lantern work? Check the encyclopedia under “Optics” or “Projection.”
- ❖ Math: The light projected by the lantern diminishes by the square of the distance. That is, the image on the screen is four times as dim when the lantern is twice as far away from the screen, say 20 feet instead of ten. Have students calculate how much dimmer the light would be at 30 and 40 feet.
- ❖ Literature: Many of the stories in magic-lantern shows were popular poems of the day (“parlor poetry.”) What are the common characteristics of the two parlor poems you heard? *Non-traditional heroes (child, old woman); dramatic situation; tender sentiment*
- ❖ Art: Beale’s magic-lantern art style is remarkable for his combination of attention-getting, dramatic images, and minute detail. Have students draw a picture, in Beale’s style, of the magic-lantern show itself, or of their favorite slide. Students can also make their own slides illustrating the show’s stories, or some of the stories in your literature series. Use transparencies and magic-markers. They can be projected with an overhead projector. Animated comic slides can be made with several pieces of acetate, held in an oak-tag frame.



Activity Masters

Pages 6-8 are reproducible masters that will help you find out what your students learned, and give them some projects for extra credit.

- ❖ Skills Quiz: (p. 6) After reviewing the material with your students, follow up with a quiz to see what they have learned.
- ❖ Time Line: (p. 7) Have students cut out the time line and paste it together, end-to-end. Depending on grade level, show them the dates of the key events in the show, or have them find them on their own. (*Dates are marked with an “x” on the time line. Events are listed in the program on page 2.*) What other history dates can students find out about and enter on their charts? When were they born? Their parents? Their grandparents? How far back can they trace their own family history? Enter the generations (average 25 years per) on the chart. How many generations (how many “greats”) does it take to get back to the magic lantern shows of 1900? *4 generations/3 greats. To the Civil War of 1860? 5/4+. To the Revolution of 1776? 9/8. What year will it be when they are a grandparent or great grandparent? How will the world have changed?*
- ❖ Web Search and Find: (p. 8) Have students visit the Magic-Lantern website (www.magiclanternshows.com) and find the answers to the questions. Listed below are two levels of “Hints” to help you fit the questions to your grade level. The first hint is a section of the site’s Table of Contents; the second a sub-section. Both hints (e.g. History/Halloween) will make the questions quite easy for anyone familiar with the internet.

#	HINT	ANSWER
1	History/Halloween.	<i>Phantasmagoria.</i>
2	Life on the Road/Borton.	<i>He grew up with the magic-lantern.</i>
3	Favorite Links/Magic Lantern.	<i>www.ashp.cuny.edu/docs-series1.html#toers. Black culture show.</i>
4	History/Christmas.	<i>Royal Polytechnic Institute.</i>
5	Life on the Road/Wax and Wayne.	<i>They were performing bugs.</i>
6	Performing Venues.	<i>Chautauqua Institute. 5,000 seats.</i>
7	FAQ’s (Frequently Asked Questions)	<i>What can I do with slides I have?</i>
8	Performers/Terry Borton.	<i>Editor in Chief of <u>Weekly Reader</u>.</i>
9	History/J. B. Beale.	<i>Beale combined “dramatic action” and detail.</i>
10	What’s New.	<i>(Answer will vary with “what’s new” at the moment)</i>

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Activity Master to Check Your Skills



Vocabulary: These words describe magic-lantern techniques that were later used by the movies. What do they mean?

Dissolve _____

Superimposition _____

Animation _____

Silhouette _____

Continuity _____

Comprehension:

1. What made the Declaration of Independence important?

2. What was one of the major causes of the Civil War?

3. How did life for many people change after the Civil War?

4. What was needed before the magic lantern showmen could show movies?

Extra Credit Thinking Question:

When you are a grandfather, what changes do you think will have happened in America? Use the back of this page if you need more room.

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Activity Master for an Internet Treasure Hunt



Visit the web site of The American Magic-Lantern Theater at
www.magiclanternshows.com

Using it, how many of the questions below can you answer? The wording of the questions contains hints. Pay attention! Your teacher can give you other hints if you get stuck. If you get seven or more right, you're an Internet Wizard. Five or more, you're net-smart. Less than four? Get busy to improve your net skills!

1. What is the name of a famous early Magic-Lantern Show that had ghosts and goblins?

2. How did the showman, Terry Borton, get interested in a life on the road doing shows?

3. What is the web address for Dr. Toer's Amazing Magic-Lantern Show, and what is it about?

4. What was the name of an 1850's English Magic-Lantern Theater that had a Christmas Show?

5. What part did Wax and Wayne play during the shows on the road?

6. What is the biggest theater that The American Magic-Lantern Theater has performed in?

7. What is the most frequently asked question about The American Magic-Lantern Theater's web site?

8. What did the showman do before he became a magic-lantern performer?

9. Who originally created the magic-lantern slides, and what made them extraordinary?

10. What's new with The American Magic-Lantern Theater?

The Patriotic History Magic-Lantern Show

Activity Master Time Line



Cut out and paste together this time line. Then show the span of your lifetime and your parents and grandparents. Put in the historical events that were in the show. The “X’s” are hints, and the first one is done for you. How many other events can you find out about, and mark?

				Columbus Discovers America
1400		1450	(X)1492	1499

TAE				
1500		1550		1599

X				
1600	X	1650		1699

X				
1700		1750	X-----X	1799

X				
1800	X	X	1850	X--X
				X--X
				1899

X				
1900		1950		1999

X				
2000		2050		2099