

Notes:Community-Based Arts Spring 1992 Projects

1. Newfield High School

10th grade- the whole grade will participate through their English class. We will also want to visit the 8th grade during one of the residencies, who participated last year. We will probably schedule more than one team of students at this site. Kay is taking TA 440 this spring.

contacts: Jim Cayea and Kay Pung

2. Alternative Community School

Middle school students enrolled in an English class taught by Maggie will explore writing and storytelling, as well as local history and folklore. She is planning this as a special course. We may plan an assembly with some of the other related classes; eg social studies, drama or N.Y.S. History. The ACS class "cycle" runs from 2/3 to 3/27; we may send this team out more than once a week, since the project will be shorter in duration.

contact: Maggie Goldsmith

3. Trumansburg Elementary School

We are going to work with a group of fourth graders who are focusing on local history. The third grade does a unit on family stories, so these kids can build on that experience. There are interage possibilities here, since there is an active senior citizen's group in T-Burg. Caroline is enrolled in TA 440 this spring.

contact: Caroline Hoover

4. Greater Ithaca Activities Center (GIAC)

High school students who are participating in the Bottom Line Program. They're "high risk" African-American teens. The Bottom Line Program has begun an academic component with tutoring in the evenings, with which we may be able to coordinate. Sue Perlmut, a GIAC Board member, will tie in with the production of a historical play, Counting Wheat Street, about African-American Ithaca residents of the past and the underground railroad. There is also a senior citizen program at GIAC, which we may be able to include in some way.

contact: Vern Smith

5. Senior Citizens' Center

Senior citizens who live independently keep this tiny Center humming with activities. They are very proud of the Elderberry Dance Company, which grew out of the *Festival* residency, so we hope to build on that work with the storytelling project. They have a new Activities Director, Wendy Young, who is enthusiastic about the project. The Senior Citizens' Council is an umbrella organization with smaller programs throughout the county, its director, Marilyn Grey, has been meeting with us so we have her support to involve rural seniors as resources to the projects.

contact: Wendy Young

6. Titus Towers

This is a residence for senior citizens, not a nursing home. A group of residents will participate in a weekly group to collect and share stories.

contact: Janet Ernissee

7. Ithacare and Ithaca High School has a joint program which meets at Ithacare, a residential facility for seniors. This group will participate in the Project. Allison will be taking TA 440.
contact: Allison Wilder

8. South Hill School

Phyllis Siwec is the gifted & talented program/ Foxfire teacher. All of the fourth grade teachers and the principal from this school took the Foxfire course with Judy Kugelmass this summer. One classroom is doing an oral history project this spring. We're going to work with Phyllis, as well as two of the teachers. Phyllis is taking the course; she also participated in the creative drama project earlier this fall.
contact: Phyllis Siwec

**SPRING '92 SCHEDULE OVERVIEW:
STORYTELLING THEATER PROJECTS**

Week of February 3: Roadside artists visit to demonstrate storytelling and to discuss with participants the process of story collection, writing, editing and development into scripts.

February 8: Workshop for Foxfire teachers from outlying upstate areas too distant to participate in projects.

February 9: Reading of selections from New York State Plays. 8 p.m. in the Center for Theatre Arts Film Forum, free.

February 15: Workshop at the Center for Theatre Arts annex, 11 to 3.

Weeks of February 10 through March 23: TA 440 project teams will meet with participants on a weekly basis to work on writing, selecting and and scripting stories and basic performance skills.

Week of March 2: John O'Neal will visit projects and work with participants on ways to tell their stories.

Week of March 16-20: Cornell Spring Break

Week of March 23: Roadside and Junebug Theater company members will visit projects to help participants refine their stories and build confidence for participation in the Story Swap.

March 26: Performance at the Center for Theatre Arts with Roadside and Junebug Theater companies. (reduced price tickets available for project participants).

March 28 and 29: Story Swap(s) at the Center for Theatre Arts with Roadside, Junebug and participants from all projects.

Weeks of March 30- April 27: TA 440 project teams work with participants to organize storytelling event in local community.

Resource materials:

The following books and videotapes are available to provide background for your team or your storytelling project participants. They may be signed out for a one week loan- see Janet Salmons-Rue or David Fishbach.

- Roadside Theater

MacNeil-Lehrer Report, aired in August 1991, gives a concise picture of the company and the purpose of their work. (15 minutes)

Strangers and Kin: A History of the Hillbilly Image combines excerpts from movies, news reports and dramatizations of writings about people of Appalachia to present a documentary history of the stereotypes associated with mountain people. (a 1984 Appalshop production, 58 minutes)

Minnie Black's Gourd Band presents a group of senior citizens from the mountains, who show and discuss their music. (an Appalshop production, 28 minutes)

On Our Own Land is a documentary about strip mining and its impact on the land and the people of Appalachia. (A 1989 Appalshop production, 29 minutes)

- Both companies:

An American Festival at Cornell 1989: Roadside and Junebug Theater Companies includes excerpts from presentations in local schools and community centers. (20 minutes)

Tell Me A Story, Sing Me A Song includes excerpts from a 1985 tour in the Appalachian region with Roadside, Junebug and A Travelling Jewish Theater companies. (an Appalshop production, 29 minutes)

For more information on how to introduce a culturally diverse viewpoint, consult:

- Multicultural Teaching, Pamela and Iris Tiedt
- Diversity in the Classroom, A Multicultural Approach to the Education of Young Children, Frances Kendall
- Teaching and Learning in a Diverse World, Multicultural Education for Young Children, by Patricia Ramsey
- Talk That Talk, An Anthology of African American Storytelling edited by Goss and Barnes
- Multicultural Literacy edited by Simonson and Walker

April 20

"Folk Arts and the Ecology of Culture"

GUEST: John Suter, Director New York Folklore Society

April 27

Conclusion, evaluation, CELEBRATION!

Course Information and Requirements:**Office hours:**

Bruce Levitt, Center for Theatre Arts, by appointment, 254-2700.

Janet Salmons-Rue, 233 Center for Theatre Arts, 254-2718.

Monday, 2:30-3:30 and Tuesday, 10-11, or by appointment.

David Fishbach, 253-1857

Monday, 3-4 at the Center for Theatre Arts Annex

Texts:

Theatre Arts Discoveries, available through the instructors: \$10.

Readings for TA440, available at Gnomon Copy, 407 Eddy Street.

Journals:

Students will be expected to keep a journal, which should include weekly entries. Observations, reflections, analysis, or questions based on events in the weekly seminar, work with the storytelling projects, or from reading the assigned articles, should be recorded in the journal. Journals will be handed in every three weeks, on **February 10, March 2, March 30 and April 20.**

Project report:

Each project team should submit one joint report. The report should include responses to the following questions (where applicable):

- Summarize observations made throughout the semester.
- Approximately how much time did you devote to the project on a weekly basis? Planning? Work at the site?
- What were each person's responsibilities for the project? How did you divide the work amongst team members?
- Generally outline the week by week activities of the project. What process, exercises, etc. did you use in your project? What worked? What didn't? Why?
- What were the outcomes of your project? How did the outcomes of the project relate to your stated goals?
- Analysis, ideas, comments: what future work would benefit this site? How could the work you accomplished be a platform for future work? Additional materials: student stories, videotapes, relevant journal entries, may be included.