

Teacher Guide

THE
**THEATRE
SCHOOL**
AT DePaul University



by Eric Pfeffinger
directed by Ernie Nolan

teacher guide prepared
by Ernie Nolan, Krissy Begeske, and Ki-Jana Moore

April 7 - May 16, 2015

at DePaul's Merle Reskin Theatre
60 E. Balbo Drive, Chicago (please note: not a mailing address.)

Web Site: theatre.depaul.edu

Email: theatreboxoffice@depaul.edu

theatregroupsales@depaul.edu

Box Office and Group Sales: (312) 922-1999

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THE THEATRE SCHOOL

AT DePaul University

Teacher Guides are developed by The Theatre School at DePaul University.

Guides are distributed free of charge to teachers and other ticket purchasers and are available on the web. They are intended as a tool to facilitate learning, discussion, and an enhanced theatre experience for our audience.

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The Theatre School
DePaul University
Merle Reskin Theatre
60 E. Balbo Drive
Chicago, IL 60605

Visit our Website!
theatre.depaul.edu

Dramaturgy:
Krissy Beigeske
Ki-Jana Moore

Dramaturgy Advisor:
Ernie Nolan

Faculty/Staff Editors:
Molli Duckworth
David Keohane
Sarah McElroy
Ernie Nolan
Leslie Shook

Artistic Director:
Lisa Portes

Box Office:
(312) 922-1999

Group Sales Representative:
Linda RM Jones
(312) 922-1999

Please Note:
We have found that URLs on the Internet frequently change. Some addresses may have changed since this guide was published.

Table of Contents

Welcome, Teachers and Students!	3
Application: Folk Tales and Tall Tales	4
Game Station: Tall Tale Reporter	5
Application: John Henry, Myth or Man?	6
Game Station: Fact or Fiction	7
Synopsis	8
Playwright Biography	8
Genre Definition	9
Adaptation	9
Raise Your Hand If... ..	10
For Your Hard Drive	
Theme: Looking to and Learning from the Past	11
Game Station: Then and Now	12
For Your Hard Drive	
Theme: Sometimes You Have to Take the Long Way	13
Theme: It Takes Effort	13
Game Station: Making Things Faster and Faster	14
Game Station: Magic Squares	15
Game Station: Man vs. Machine	16
Post-Performance Activity	17
Shrinking Technology	17
Game Station: Design an App	18
Bibliography	19
Answer Keys	19
Season Schedule	20

Chicago Playworks Program Goals:

- To provide a live theatre experience for students and teachers in the Chicago metropolitan area.
- To provide theatre for Chicago's children that reflects their experiences in a contemporary, urban, and multi-ethnic environment.
- To serve principals, teachers, and students in their pursuit of Illinois State Learning Goals.
- To integrate performances and teacher guide information/activities into the classroom curriculum.
- To offer our performances within a workable, convenient time frame.
- To contact principals and teachers with valuable and solid information that will help them to make choices that fit their students' needs.

Welcome, Teachers!

Welcome to the DePaul's Merle Reskin Theatre, and the Chicago Playworks production of *The Day John Henry Came to School* by Eric Pfeffinger, directed by Ernie Nolan. The theatre is a learning space, and this guide is meant to make the themes and ideas presented on stage accessible in your classroom. In this guide, sections include:



For Your Hard Drives: themes from the play.



Applications: curriculum connections on academic subjects, such as science, history, language, and math.



Game Stations: creative activities.

These themes and activities can engage your students' interests and help teach them to think outside the box. Many of the activities meet the Illinois Common Core Standards and are designed to make your field trip more than a one-day experience.

Teachers!

Please be sure to share the following letter with your students before they see the play.

Hello, Students!

Welcome to DePaul's Merle Reskin Theatre and the Chicago Playworks production of Eric Pfeffinger's *The Day John Henry Came to School*, directed by Ernie Nolan. You are about to become a part of Mr. Gellert's classroom with Johnny Henry and his classmates. To ensure that it is a good day at school, here are a few guidelines to think about so everyone can have fun.

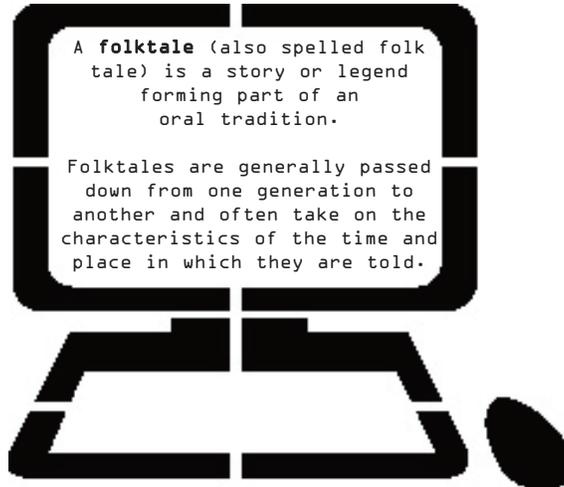
- Try not to talk to your friends during the play. The actors on stage rely on the attention and energy of the audience in order to give you their best performance.
- When you are in your seat, make sure that you sit in it properly; please keep your hands and feet to yourself.
- Ask the adults with you to turn off their cell phones. No calls or texts are allowed during the performance.
- Also please keep in mind that there is no photography allowed during the performance. The flash could distract the actors and audience members and make them miss something, and we don't want you distracted from this amazing story!
- Just like in a classroom, no gum, food or drinks are allowed in the theatre.

Now let's have an incredible day in Mr. Gellert's classroom!

Krissy Begeske, BFA3, Dramaturgy/Criticism,
Ki-Jana Moore, BFA2/Theatre Arts
Dramaturgs



Application: Folk Tales and Tall Tales



Do you know what *Anansi the Spider*, *Johnny Appleseed*, and *Aesop's fables* all have in common?

They are all **folktales**, stories that were originally told and shared, but not written down. Folktales were once a part of an oral tradition that frequently expressed a particular culture's beliefs and ideas. Many American folktales are also **tall tales**, stories that contain exaggerations about their heroes and heroines. Many of these characters have unknown origins. Sometimes the characters from these stories are real people who were celebrated for their strength and courage. The deeds of these real life heroes became exaggerated over time as people shared the story by word of mouth. In other cases, the characters from tall tales never lived, but were fictional characters whose feats and traits became more and more fantastic with each telling of the story. Much "tall talk" began in the 1800s as Americans began to expand and settle vast inhospitable lands. The characters were almost like the land itself—gigantic, extravagant, restless, and flamboyant. Their grand feats of gumption and endurance inspired backwoodsmen and women as they developed the land. "Every time Davy Crockett triumphed over man, varmint, and the cogwheels of the universe the ordinary backwoodsman felt identification with his own efforts to tame his part of the American woods," writes Kenneth S. Lynn, the author of *Mark Twain and Southwestern Humor*.

A tall tale has three main elements:

Character: Exaggerated traits (both physical as well as social) that were admired by the people who told the story. For example, lumberjacks created the story of ax-wielding Paul Bunyan to celebrate what made an exceptional lumberjack.

Setting: The time and place of the story are crucial in tall tales because they mirror the specific experiences of people who lived in a specific time and place.

Hyperbole: Hyperbole, extreme exaggeration is used for emphasis. Often this describes something that is not humanly possible and funny.



Illinois Learning Standards: *English Language Arts 2.A.1a*

Identify the literary elements of theme, setting, plot and character within literary works.



Game Station: Tall Tale Reporter

It's now your turn to get the scoop on an American tall tale hero or heroine!

First, pick an American tall tale to read. Will it be Sally Ann Thunder Ann Whirlwind? Febold Feboldson? Davy Crockett? Steamboat Annie? You can find many stories in Mary Pope Osborne's book *American Tall Tales*.

Next, select an event from the story to report on. Make sure to put together the necessary information that makes a good news story, **the 5Ws and an H**.

Who is this story about? What does the main character look like?
Do they have any special abilities or traits?

What happened? What was the incredible event?

When did it happen? Did it occur before or after something important or special? Was it morning or night?

Where did it take place? Is this where the hero lives? Was he/she visiting?

Why did this happen?

How were others affected by the event?

While you are preparing, think about whether or not you can use colorful descriptions or exaggerate as a news reporter. Make sure to accurately quote your sources, people who give you testimony or information about the event. For example:



According to the preacher, "Sally Ann Thunder Ann Whirlwind can dance a rock to pieces and ride a panther bareback!"

"I'm half horse, half alligator, and a bit of snapping turtle," **boasts Davy Crockett**.

Quotes Slue Foot Sue, "I can ride anything on four legs, not to mention what flies or swims."

"This is a terrible place to live," **shared wagon master, Olaf Swenson**.

Once you've finished putting together your news story, present it to your class. Good luck getting the scoop!



Illinois Learning Standards: English Language Arts 3.C.1a Write for a variety of purposes including description, information, explanation, persuasion and narration.

English Language Arts 5.C.1a Write letters, reports and stories based on acquired information.



Application: John Henry, Myth or Man?

Historians disagree whether the tall tale of John Henry is based on **fact** or **fiction**.



1996 U.S. Postal Stamp featuring John Henry



Statue of John Henry in Talcott, West Virginia



The sign at the C & O railway near Talcott, West Virginia

According to the tall tale (fiction), the night John Henry was born, the sky was black as coal, thunder rolled through the heavens, and the earth trembled. Eventually the super human baby grew up to be a steel driver. John Henry hammered steel spikes into mountainsides and large rocks. These spikes would then be removed and workers would fill the hole with dynamite. Once lit, the dynamite would blast a larger hole to make the mountain easier for the workers to lay train tracks. It was a hard job, as the steel-drivers would need to be very strong in order to drive the steel spike into a hard, solid surface.

This all changed once the steam-powered drill was invented. It did what workers like John Henry did—created holes in the mountainside. Hailed as an innovation, the drill made it easier and faster to blast holes. But John Henry felt differently. He believed in real manpower and challenged the steam-powered drill to a race. After a grueling competition, John Henry overpowered the steam-powered drill, proving that human strength can overpower machines. Unfortunately, after he won his heart gave out. According to the story, he died with a hammer in his hands.

The following YouTube link takes you to an animated short about the story of John Henry:

<https://www.youtube.com/watch?v=Cb1DqGC1Ey4>

But some believe that there's historical fact behind this fictional tall tale. After The Civil War, the Chesapeake & Ohio Railroad Company laid hundreds of miles railroad track through West Virginia. Starting in the 1870s, railroad tunnel gangs sang work songs about a superior steel driver. Some believe that the subject of these songs can be traced to John Hardy, a true-life subject of popular ballads. Others believe that a man named John Henry actually worked on the Big Bend tunnel in the Alleghenies. A sign commemorates this spot as the actual location of the John Henry story.

Whether fact of fiction, John Henry was a strong, enduring character to many African American laborers at the end of the 1800s.



Illinois Learning Standards: *English Language Arts 2.A.1b* Classify literary works as fiction or nonfiction. *English Language Arts 2.B.2c* Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.



Game Station: Fact or Fiction

While John Henry's existence is debated to be either fact or fiction, there are other pieces of information that are definitely facts! Below are a series of statements. Test your skills and see if you can tell the difference in the list below. Circle FACT if you think what is listed is real or FICTION if you believe the statement is more likely to be legend.

Remember a **fact** is something that can be proven true. **Fiction** is something that is imaginary and made up.

1. You can lose your shadow.

FACT FICTION

2. Bigfoot lives in Lincoln Park.

FACT FICTION

3. Napoleon Bonaparte was short.

FACT FICTION

4. Unicorns are native to Illinois.

FACT FICTION

5. Pineapples are berries.

FACT FICTION

6. On average, a person will eat eight spiders a year while sleeping.

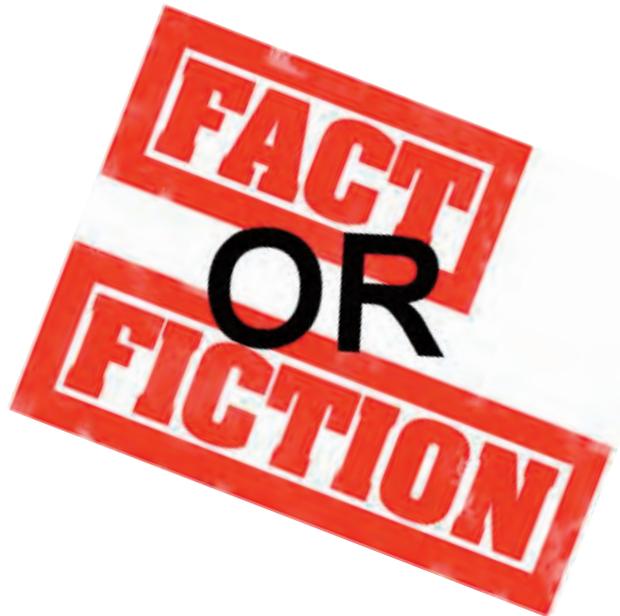
FACT FICTION

7. If you make a funny face for too long, it will freeze that way.

FACT FICTION

8. Cleopatra lived closer to the invention of the iPhone than she did the building of the Great Pyramid.

FACT FICTION



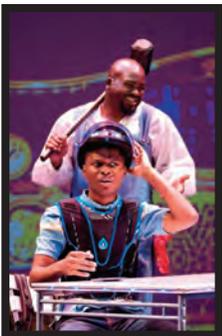
Synopsis

Johnny Henry, a young technology addict, is on the verge of failing the fifth grade. Instead of concentrating on his studies, he plays video games and uses gadgets all day long. With Show and Tell presentations on the horizon, Johnny looks as if he will ignore the assignment until his great-great-great grandfather, tall tale legend John Henry, magically appears at his bedroom door. After John Henry says that he will go to Show and Tell, Johnny refuses his help.

On Show and Tell day, Johnny and the class discover big changes to the classroom. Mr. Gellert, their teacher, is replaced by a huge computer which is planned on being used for every class—even P.E.! At first Johnny is excited about using the computer for all of his classes, that is until John Henry comes to school for Show and Tell. He shares his legendary story and inspires Johnny on a new “old” path of learning.



Playwright: Eric Pfeffinger



A photo of John and Johnny from the original Imagination Stage production

Playwright Eric Pfeffinger lives in Toledo, Ohio, with his family. He grew up in Indiana and enjoys working right here in Chicago, Illinois.

His first Theatre for Young Audience play *Lost and Foundling* was developed and produced by Childsplay in Tempe, Arizona. His other plays include *Accidental Rapture*, *Glutter*, and *Mouse Cop*. Eric’s work has been produced by Actors Theatre of Louisville, Geva Theatre Center, Visions and Voices in Chicago, and the Bloomington Playwrights Project in Indiana, among others. Besides being an accomplished playwright, Eric Pfeffinger is also co-author of the novel *The High-Impact Infidelity Diet*, published by Crown.



Playwright Eric Pfeffinger

The Day John Henry Came to School was commissioned, developed, and originally produced by Imagination Stage in Bethesda, Maryland.

Illinois Learning Standards: Fine Arts 27.A.1a Identify the distinctive roles of artists and audiences.

Fine Arts 27.A.7c. Describe occupations that are related to the arts (e.g., photographer, illustrator, composer, playwright, choreographer, architect). **Fine Arts 27.A.3c.** Match the types of occupations with their art form (e.g., actor, director, playwright, designer with drama).

Genre...



In literature, a **faction** is a piece of fiction with historical facts written into it. Books like *Johnny Tremain*, *Ben and Me*, *Number the Stars*, *Bud, Not Buddy*, *Forge*, and *Never Fall Down* are all examples of the faction genre.

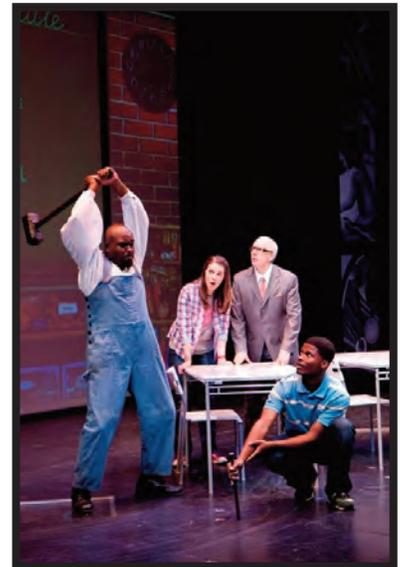
Blending many different elements, *The Day John Henry Came to School* could be considered **factional fiction**. It contains the tale of John Henry; however, since John Henry is folklore, it is more fiction than fact.

Other plays that could be considered factional fiction include *The Last Days of Paul Bunyan* by Dennis Foon, *Pecos Bill and the Ghost Stampede* by Eric Coble, *Johnny Appleseed: An American Tall Tale* by Gregory Brown, and *Stronger Than Strong: American Tall Tale Heroines* by Brian Guehring.

Adaptation

The Day John Henry Came to School is adapted from the original American tall tale. An **adaptation** is when one form of storytelling is changed and remixed in order to become another different form of storytelling. For example, Disney's animated film *Frozen* is an adaptation of Hans Christian Andersen's *The Snow Queen*. The musical *Wicked* is adapted from the book of the same name by Gregory Maguire. The story of Peter Pan has been adapted into many different forms of storytelling. It originated as a short story which was then turned into a play and then eventually a novel. *Peter Pan* has also been adapted into an animated film, a musical, a live action film, as well as the films *Hook* and *Pan* in addition to the books *Peter and the Starcatchers*, *Peter and the Shadow Thieves*, *Peter and the Secret Rundoon*, and *Peter in Scarlet*.

The story of John Henry has been adapted into a book, a stage musical, a comic book, and even a video game. Shelly Duval's *Tall Tales and Legends* series also adapted the story for television.



A photo from the original Imagination Stage production



Illinois Learning Standards: English Language Arts 2.A.2c Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms). **English Language Arts 1.B.1b** Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.

Raise Your Hand If...

Raise Your Hand If is a game that will get you thinking about the themes in *The Day John Henry Came to School* and what they mean to you.

It's easy to play! All you have to do is listen to the statements that begin with "raise your hand if," and raise your hand if it applies to you. For example...

Raise your hand if... you like cookies.



Now that you know the rules for Raise Your Hand If, you can play with statements that require more thought and apply to *The Day John Henry Came to School*.

1. **Raise your hand if...** you own a cell phone, computer, mp3 player, tablet or any other device.
2. **Raise your hand if...** you use that device for more than an hour every day.
3. **Raise your hand if...** you use one of your devices as a distraction from your homework and chores.
4. **Raise your hand if...** the batteries on your device or the power died, and you couldn't fix it right away.
5. **Raise your hand if...** you participate in an activity outside of school.
6. **Raise your hand if...** you think the past is important.
7. **Raise your hand if...** you have a relative who doesn't understand modern technology.
8. **Raise your hand if...** you ever had to teach an older relative how to use new technology.
9. **Raise your hand if...** you think there is something you can do that technology can't.
10. **Raise your hand if...** your device can do something you can't.
11. **Raise your hand if...** you think your school should rely only on technology to teach.



For Your Hard Drive: Looking to & Learning from the Past

John Henry is the great-great-great grandfather of Johnny Henry. These two people meet each other, and the worlds of the past and present collide.

At first, Johnny doesn't understand John Henry's old-fashioned ways. In Johnny's modern times, he is able to rely on machines instead of doing things by hand.

After spending time together, Johnny begins to appreciate the ability of doing things free of technology. He experiences firsthand that what he thought of as "John Henry's outdated ways from the past" can solve problems in the present.

Even today, we look to the past to make the future better. It is common to hear that history is important because we can learn from the past. The President of the United States looks to the past so he can try to foresee the outcome of his decisions based on decisions other presidents have made. Scientists and researchers look to the past all the time, too. For example, a meteorologist, who is someone who studies the weather, might look to how the weather was in previous years to determine what the next week might be like. Being able to look to and learn from the past is a great skill to have as it can help determine the outcomes of what has yet to happen.

In these two pictures, we have a telescope from the 17th century and the Hubble Space telescope. We are able to figure out new things and advance to new heights. Progress has occurred because of understanding the past.



Discussion Questions

- What do you think is old-fashioned?
- What do you think will feel old-fashioned in the future?
- What things did your parents, aunts, uncles, and grandparents once use that you think is out dated?
- How do the characters in the play respond to what is old-fashioned?
- Who likes technology in the play? Who doesn't?



Illinois Learning Standards: *English Language Arts 2.B.1a* Respond to literary materials by connecting them to their own experience and communicate those responses to others.

Social Studies 16.A.1a Explain the difference between past, present and future time; place themselves in time.

Social Studies 16.A.1c Describe how people in different times and places viewed the world in different ways.

Science 13.B.1d Identify and describe ways that science and technology affect people's everyday lives.



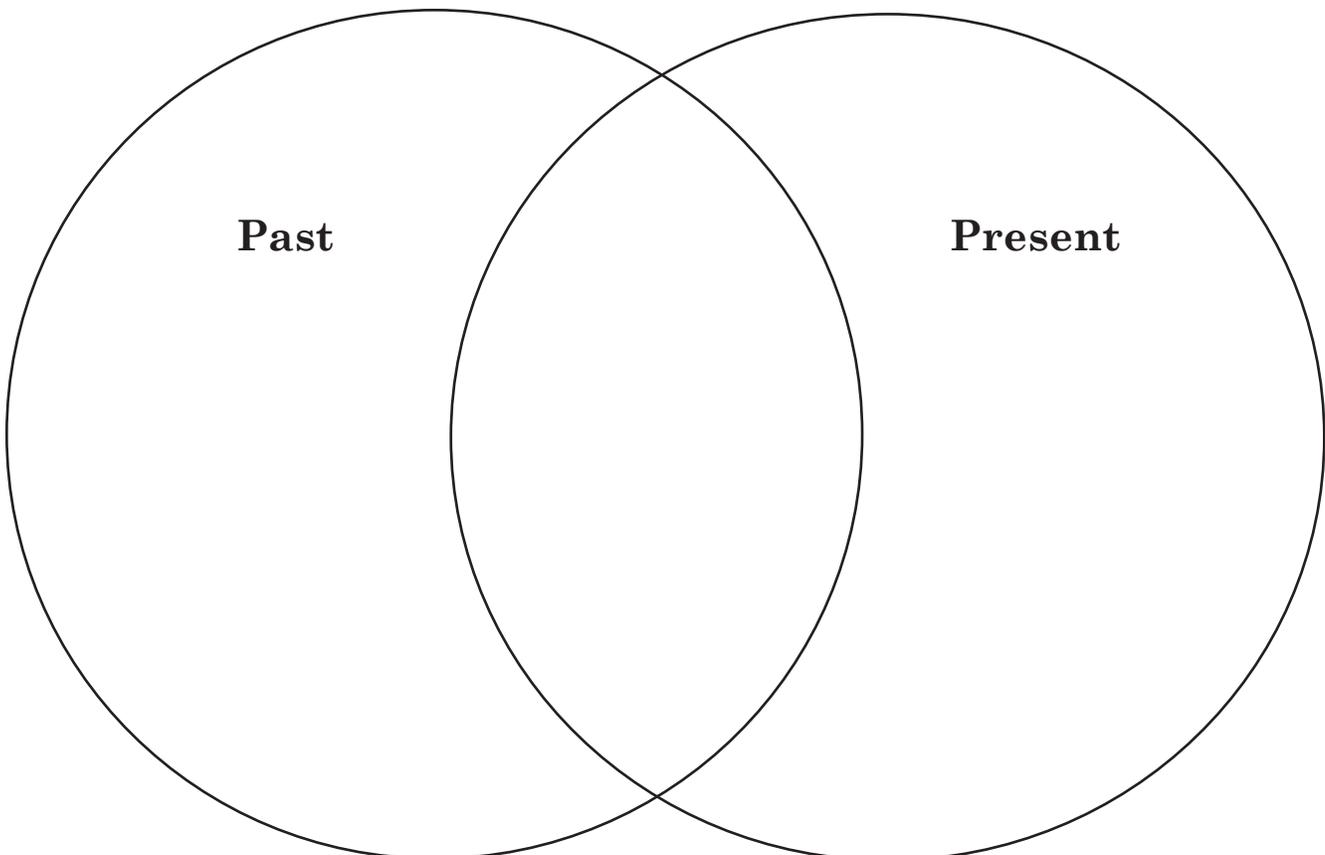
Game Station: Then and Now

How well do you know about past and present technologies?

Use the Venn Diagram below to categorize the objects in the word bank for what John Henry would use in the 1800s (the past), what Johnny Henry would use today (the present), and things that both characters would use, (used in both the past and present).

WORD BANK

Screw Driver	Cell Phone	Horse and Buggy
Post Office	Email	Telegrams
Light Bulbs	The Internet	Encyclopedias
Books	Ebooks	Oil Lamps
Television	Pens and Pencils	Watch





For Your Hard Drive: Sometimes You Have to Take the Long Way

Shortcuts make things easier. For example, it's a lot easier to get directions on a phone or computer than to use a map—and there isn't anything wrong with that! Inventions like these make life more efficient.

Johnny Henry loves to take shortcuts, relying on only devices to do his work and to entertain him. When computerized machines replace Mr. Gellert in the classroom, Johnny is hypnotized by this effortless way of learning—until John Henry visits and helps him realize that the right solution may be the long way, even though it may take more sweat and strength. While it may be challenging, learning to live without shortcuts is important for when electricity fails and the batteries run out.

Discussion Questions

- What's your favorite shortcut? Is it a device? How often do you use it?
- What shortcut do you wish you had?
- If you could invent a shortcut or device what would it be?
- Do you use any kind of shortcut that isn't technological?

For Your Hard Drive: It Takes Effort



It's easy to just sit in class and only listen. However, this is not the best way to learn. In *The Day John Henry Came to School*, the new teaching machine makes learning seem easy. All the students have to do is sit in class and press buttons. But just because they're doing what they are supposed to be doing does not mean they are learning anything. It takes more than just showing up to class in order to learn. The best way to learn anything is to be active in it.



There are many people who took the extra step in order to learn and succeed. Marie Curie had to work harder than most of her male counterparts to succeed in the field of science. But she went above and beyond to her studies and became the first woman to win the Nobel Prize in Physics and Chemistry. Steve Jobs wasn't taught everything he knew about computer science—he had to learn about it all on his own—and he became the Chief Economic Officer (CEO) of Apple Computer!

Discussion Questions

- What do you put effort towards? How do you feel when you do it?
- Is working hard always fun? Why or why not?
- Who do you know that shows effort and works toward something special?
- Who from history do you admire that has shown effort?



Illinois Learning Standards: *Social Studies 16.A.1a* Explain the difference between past, present and future time; place themselves in time. ***Social Studies 16.B.1 (W)*** Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.



Game Station: Making Things Faster and Faster

There have been a lot of inventions to make things easier for people, just like the steam-powered drill in John Henry's time made it easier to drill into mountains and how the giant computer made learning easier in Johnny Henry's class. For example, the invention of the car made it easier to get from place to place. The computer made writing this guide easier than typing it all out on a typewriter.

Look at the sentences below. Each is missing the original invention that was later improved upon. Use the word bank below to fill in the blank with the name of the original invention.

WORD BANK

Horse and Buggy

Telegrams

Oil Lamps

Carved Tablets

Computers

mp3 Players

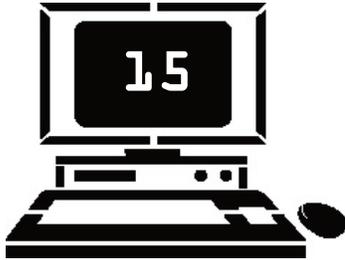
1. The car is faster than the _____.
2. E-mail is more efficient than _____.
3. Light bulbs last longer than _____.
4. _____ are harder to write with than pens and paper.
5. _____ replaced typewriters.
6. Record players are much larger than _____.

Since now you understand the idea that modern technology replaces older technologies, you can make your own statements. What's a device that you think replaced something else? Is the older technology still used or is it useless now that something newer and more efficient replaced it? Write your ideas below.



Game Station: Magic Squares

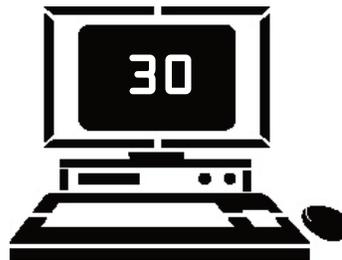
Now is your chance to show some effort and solve these magic squares. Fill in the missing numbers in the boxes below so that every row (vertical, horizontal, and diagonal) in the magic square adds up to the number on the computer screen. There is an example below to start you off.



4	3	8
9	5	1
2	7	6



		6
	9	
12	5	



13		
6	10	



	7	
6	11	



	6	11
	8	



Illinois Learning Standards: Mathematics 8.A.1a Identify, describe and extend simple geometric and numeric patterns. **Mathematics 8.A.1b** Solve simple number sentences (e.g., $2 + * = 5$). **Mathematics 8.D.1** Find the unknown numbers in whole-number addition, subtraction, multiplication and division situations.



Game Station: Man vs. Machine

Now it's your turn to battle a machine, just like John and Johnny Henry. Will you succeed or will technology take you down? Complete the following challenge to see if man or machine will be victorious.

Directions

1. Pair up in groups of two and decide which of you will be John Henry and which of you will be Johnny Henry. The student who is Johnny Henry will need a calculator or calculator app and a pencil. The student who is John Henry will only need a pencil.
2. Give each the math problems from the following page, face down.
3. When both John and Johnny are ready, have them turn the paper over and attempt to complete the math problems as quickly as possible.
4. The first one to finish with all the correct answers is the winner.

Remember, Johnny, the student with the calculator, **MUST** use the calculator for every problem, even if they know the answer without the calculator.

Before beginning, take a poll on how many people in the class think the person with the calculator will win and how many think the student with the pencil will win.

After all of the groups are finished, figure out how many students with pencils won and how many students with calculators won. Once this data is collected, created a bar graph and compare the data. What conclusions do you come when you compare what people thought would happen versus the actual outcome?

Problems for Completion

- | | | |
|----------------------------|---------------------------|----------------------------|
| 1. $563,493,000 + 1 =$ | 6. $67,394 + 2 =$ | 11. $5 \times 5 =$ |
| 2. $2+2+2 =$ | 7. $382 \times 1 =$ | 12. $25 \times 4 =$ |
| 3. $1 \times 8 \times 1 =$ | 8. $8 \times 3 =$ | 13. $1,000,000 \times 2 =$ |
| 4. $4 \div 2 =$ | 9. $14 + 6 =$ | 14. $500 + 500 =$ |
| 5. $(2 \times 2) + 1 =$ | 10. $2 + 2 + 2 + 2 + 2 =$ | |



Illinois Learning Standards: Mathematics 10.A.1b Answer questions and make predictions based on given data.

Mathematics 10.B.1c Analyze data, draw conclusions and communicate the results.

Mathematics 10.C.2b Compare the likelihood of events in terms of certain, more likely, less likely or impossible.

After the Play

Now it's your turn to be a playwright like Eric Pfeffinger! This is your chance to create a short play!

If you could be related to anyone throughout history, whether they are an actual person or a fictional character, who would it be? What would you ask them? What are you going to do? Where will you meet each other? This is your chance to show your creativity in the form of a play! Find a piece of paper, and write your play.

*When writing a play, remember it is important to write each character's name before each line and include their actions, like this:

CHARACTER 1: [opens door widely and enters through] I'm home!

CHARACTER 2: [enters from offstage] I'm so glad you're back!



Illinois Learning Standards: English Language Arts 2.B.2c Relate literary works and their characters, settings and plots to current and historical events, people and perspectives. **Social Studies 16.B.1 (W)** Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.

Shrinking Technology



Have you ever noticed that the computer is getting smaller, faster, and easier to carry around? One of the first computers was called ENIAC, which is short for Electronic Numerical Integrator and Computer. The ENIAC was the size of your classroom. Just look at the photo on the left of ENIAC to see only part of its size.

Over time, computers began to shrink until the personal computer became a reality. The first personal computers were clunky desktops, larger than the desktops we see today. These grew smaller to become the slim hard drives and flat screen monitors we see today.



Computers didn't just get smaller; they became easier to carry around. Laptops are monitors that are connected to the keyboard, mouse controls, and hard drive to make for easy travel. Like the desktop computer, the first laptops were thick and heavy, but over time they got smaller and lighter.



Using the resources of a computer has never been easier. Now that we have small, handheld smart phones, mp3 players, and tablets—all with Wi-Fi capabilities, we don't need to leave the house with more than a pocket or small bag in order to bring these technologies with you anywhere.



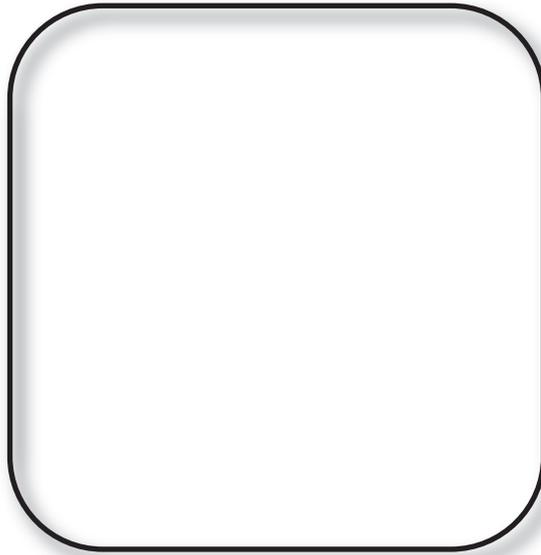
Illinois Learning Standards: Science 13.B.1a Explain the uses of common scientific instruments. **Science 13.B.1d** Identify and describe ways that science and technology affect people's everyday lives.



Game Station: Design an App

After all this technology talk it's time for you to design an app for a handheld smart phone or ipad!

Draw the logo here:



1. What is your app called?

2. What does it do?

3. What category does your app fall under? Is it a game? For social networking? For education or entertainment?

4. Are there other apps like this one? What makes this one different?



Illinois Learning Standards: Science 13.B.1a Explain the uses of common scientific instruments.
Science 13.B.1d Identify and describe ways that science and technology affect people's everyday lives.

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Answer Key

p. 7 Fact or Fiction

- | | |
|------------|------------|
| 1. Fiction | 5. Fact |
| 2. Fiction | 6. Fiction |
| 3. Fiction | 7. Fiction |
| 4. Fiction | 8. Fact |

p. 15 Magic Squares

4	3	8
9	5	1
2	7	6

8	13	6
7	9	11
12	5	10

p. 12 Then and Now

Past: Horse and buggy, telegrams, and oil lamps
 Both: Screwdriver, Post Office, light bulbs, books, pens and pencils, watches and encyclopedias.
 Present: eBooks, e-mail, TV and the Internet.

13	8	9
6	10	14
11	12	17

p. 14 Making Things Easier

- | | |
|--------------------|-------------------|
| 1. Horse and Buggy | 4. Carved Tablets |
| 2. Telegrams | 5. Computers |
| 3. Oil Lamps | 6. .mp3 players |

p. 17 Man vs. Machine

- | | |
|----------------|--------------|
| 1. 563,493,001 | 8. 24 |
| 2. 6 | 9. 20 |
| 3. 8 | 10. 10 |
| 4. 2 | 11. 25 |
| 5. 5 | 12. 100 |
| 6. 67,396 | 13. 2,000,00 |
| 7. 382 | 14. 1,000 |

10	3	8
5	7	9
6	11	4

13	6	11
12	8	4
5	10	9

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from the book by
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The Tempest
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directed by Ernie Nolan

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