

NASHVILLE CHILDREN'S THEATRE

AFFLICTED



DAUGHTERS *of* SALEM

Support for *Afflicted:*
Daughters of Salem provided by



By Laurie Brooks
*Commissioned and originally performed by the Coterie Theatre,
Kansas City, MO. Premiere January 31, 2014.*

SEPTEMBER 15 - OCTOBER 2

Nashville Children’s Theatre

25 Middleton St
Nashville, TN 37210
(615) 254-9103
nashvillect.org



Inside this Guide:

About Afflicted: Daughters of Salem.....2
 Puritan New England..... 3-4
 Moral Code5
 Forgiveness6
 Salem Witch Trials..... 7-8
 Loyalty and Friendship9
 TN State Standards for Activities in this Guide.....10

Subject Area Key:

These icons show what subject areas each activity addresses.
Standards for all activities are on page 9.



English
Language
Arts



Visual Arts



Theatre
Arts



Career
Guidance



History /
Social
Studies



Health &
Wellness

Once you’ve been to NCT, please tell us about your experience by completing an Online Survey.
(This survey is a requirement for ticket subsidy recipients.)

Go to NashvilleCT.org and click “For Teachers” from the left menu. Then follow the “Click here for a short online survey” link. Thanks!

The information and activities in this guide were compiled, devised, and edited by Meredith Daniel and Megan Bleil. Layout by Erin McInnis.

About Nashville Children’s Theatre

Nashville Children’s Theatre is a professional theatre company providing the children, families and educators of Middle Tennessee with extraordinary shared theatrical experiences that inspire imagination, develop creativity and build community.

About the Play

1692. In Puritan New England, fear, myth and superstition was rampant. No playing, singing, dancing or make believe was allowed. Five girls coming of age in Salem, MA, desperate for release of their thoughts and feelings, find an ally in Tituba, a slave who longs for freedom. Deep in the woods, alliances are formed, promises made and broken, power taken. Based on historical records, this play imagines the story of the Salem girls – Abigail Williams, the leader, Ann Putnam, a wealthy farmer’s daughter, Mercy Lewis, sole survivor of a vicious Wabanaki attack, Mary Walcott, who sees the Devil at every turn and Betty Parris, young daughter of the Reverend Parris. In this fictionalized look into peer politics and teenage rebellion, alliances will be formed and betrayed, promises made and broken, power taken and lost -- and through secrets, gossip, fear, lies and accusations, these young girls ignite a crucible of dark events that will brand them amongst the most notorious teenagers in American history.



About the Playwright



Laurie Brooks is an award-winning playwright whose innovative After-Play Forum designs are changing the way audiences engage in post-performance experiences across the country. Awards and grants include TCG’s National Theatre Arts Residency Program (with The Coterie Theatre, Kansas City, MO), AT&T Firststage award, two Distinguished Play Awards and the Charlotte Chorpenning Cup from AATE, NY Foundation for the Arts, and an Irish Arts Council Commissioning Grant (with Graffiti Theatre Company, Cork, Ireland). Brooks’ Lies and Deceptions Quartet for young adults includes *The Wrestling Season*, commissioned by The Coterie Theatre, developed at New Visions/New Voices, featured at The Kennedy Center’s One

Theatre World, printed in the November 2000 issue of *American Theatre* and winner of “Best of Awards in Seattle, Kansas City and Dallas, both for the play and the Forum that follows it. Additional award-winning plays include *Deadly Weapons*, *The Tangled Web*, *Everyday Heroes*. *Selkie: Between Land and Sea*, *Devon’s Hurt*, *The Match Girl’s Gift*, *Franklin’s Apprentice*, *The Lost Ones*, *Triangle* and *Brave No World*, commissioned and premiered at The Kennedy Center. Brooks has worked extensively in Ireland and has been Assistant Professor, Playwright in Residence and Literary Manager for the Provincetown Playhouse at New York University. She has been Guest Artist at the University of Texas at Austin, Playwright in Residence for the HYPE Institute at the ALLEY Theatre in Houston and Artist in Residence at Arizona State University in the School of Theatre and Film, supported by The Virginia Piper Writing Center. Brooks served as a Panelist and Site Reporter for the NEA from 2001-2006. Her article, “Put A Little Boal in Your Theatre: A New Model for Talkbacks” appeared in *American Theatre* magazine (Dec. 2005). Brooks was a featured artist at the 2007 TCG National Conference at the Guthrie Theatre in Minneapolis sharing her After-Play Forum method. Newer plays include, *Atypical Boy*, commissioned by The Coterie Theatre, *All of Us* and *Jason Invisible*, commissioned by The Kennedy Center, premiered in March, 2013. Her novel for young adults, *Selkie Girl*, was published by Knopf in 2008. Her play *Afflicted: Daughters of Salem*, a commission for the Coterie Theatre, premiered in January, 2014.

Post-Show Forum

As the play connects the stricken girls of Salem to young people of today, the audience is invited to reflect and respond to the ideas, characters, and action in the play through an interactive forum. Engaging with the actors (who will remain in character), the audience becomes part of the play as they decide whether or not the girls can be forgiven for their acts. The forum flows directly from the action of the play without interruption and will last for approximately 15-20 minutes.

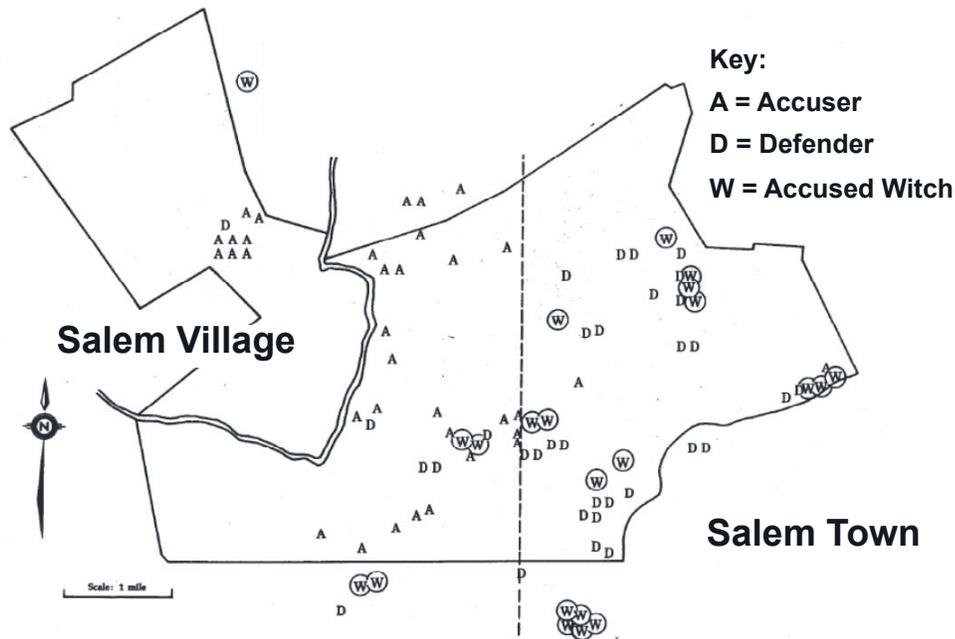
Playwright bio adapted from her personal website. www.lauriebrooks.com

The Puritans



In 1620, the first Pilgrims left England for Plymouth. Ten years later, thousands of Puritans followed, hoping to establish a colony free of the religious persecution they faced in England. They objected to certain practices of the Church of England. When their attempts to “purify” the church were unsuccessful, they decided to leave for the New World and create a colony (and government) that was founded on Christian principles. The Bible was their sole authority – not only in the church, but also within their society and government. They were expected to live by a rigid moral code. As such, their society was one that asked for perfection from their citizens.

Puritans were deeply disciplined and devoted. Children were held to the same standards as adults and everyone had a job to do. Boys and men tended to the land and their farms, and hunted and fished. Girls and women took care of the home: cleaning, preparing the food, and making clothes, soap, and candles. They also felt education was crucial, and opened schools so that both boys and girls could learn to read the Bible.



Life was hard for the Puritans. Not only did they have to adjust to living in harsh climate conditions (such as freezing winters), the weather took a toll on the land, affecting their crops. They also had to cope with a smallpox epidemic, attacks from Native Indians, and political turmoil back home in England. They also had to learn to live together in a new place but social standing, economic wealth, and character caused tension and division between the Puritans. In Salem, Massachusetts, they lived in one of two place: Salem Village or Salem Town.

Separated by several miles, Salem Village and Salem Town were very different. Salem Village was rural and included the farm houses. The farmers lived in Salem Village, as did anyone who lived off of the land. Salem Town was the home of the elite. The residents were much more prosperous, and the town contained shops, municipal buildings, and the homes of merchants. With their wealth came power and, after the Salem Witch Trials began, the accusers primarily lived in the town and the accused predominately lived in the village.

Discussion



Unfortunately, distinctions still exist in the United States by class, wealth, race, and religion. Where does this divide exist in your daily life? At school? In your neighborhood? How can we overcome our biases to become more tolerant?

Values: Then and Now



NAME: _____

Puritan values are thought to have inspired many of our own modern day values. Using the chart below, can you draw similarities to your world today and discuss how we may be similar or dissimilar to Puritans of the 17th century? What values that we now define as being “American” can be traced back to the Puritan lifestyle?

Examples: Family life, faith, hard work, education

17th Century

21st Century

Moral Code

A moral code is a formal set of rules that are agreed upon by a group of people. These rules outline the virtuous and ethical behavior that is expected of people. Puritans had a very strict moral code; anything that was believed to go against the code was considered a sin and was punishable by law. For example:

- Church Attendance is mandatory. Sleeping or giggling in church is forbidden.
- Women are not permitted to attend town meetings or participate in any decisions dealing with the church.
- There will be no dressing in bright colors, lace, or other extravagance. Only simple clothing.
- There will be no dancing.
- There will be no singing.
- There will be no reading except for the Bible.
- God's Word is to be put first in every aspect of life. Days should be devoted to work, family, and prayer.

Discussion: In small groups, discuss the moral code set forth by the Puritans. What are your thoughts on this code? Why do you feel that way? Are there any rules that are similar to rules you follow now? What rules would be very difficult for you to follow. Why?

Activity: A Day in the Life



Have your class imagine they are a young Puritan girl or boy living in 1692. Using your moral code and what you know about Puritans as a guide, have them compose a journal entry depicting a day in their life. Be as specific as possible. What is your name? What is your family like? What kinds of things do you do during the day?

Activity: Hot Seat



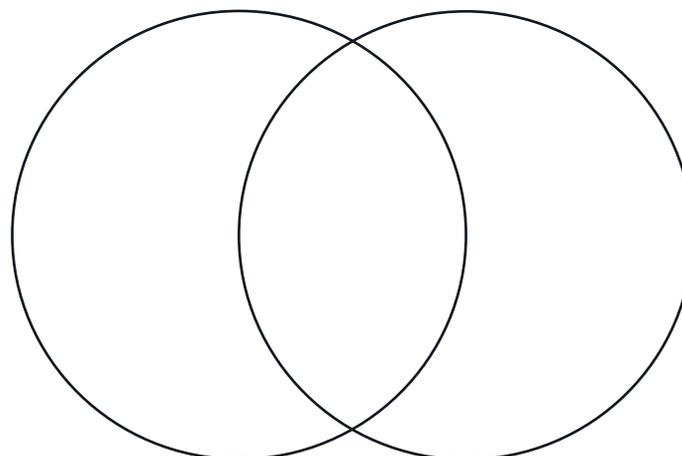
Your class is a group of modern day reporters tasked to interview a young Puritan from 1692. With your teacher serving as the host/moderator, one or two volunteers will play the young Puritans and sit in the "hot seat." Take turns interviewing the students in the "hot seat" about their daily life in Puritan New England. Remember to use your journal entries to help you answer/ask questions!

Activity: You and Your Code



We all live by a specific moral code. We all might have different ones depending on our religion, family, friends, and community. Think about the moral code you live by. Using the venn diagram below, write out the different moral codes you follow at school and with your friends versus at home with your family. Are some rules the same? Are some different? If so, why are they different? Label the left side "School/Friends." Label the right side "Home." The middle should be the similarities between both. Create a big venn diagram for the front of the classroom. When you are finished with your own diagram, include your favorite rule on the class' diagram!

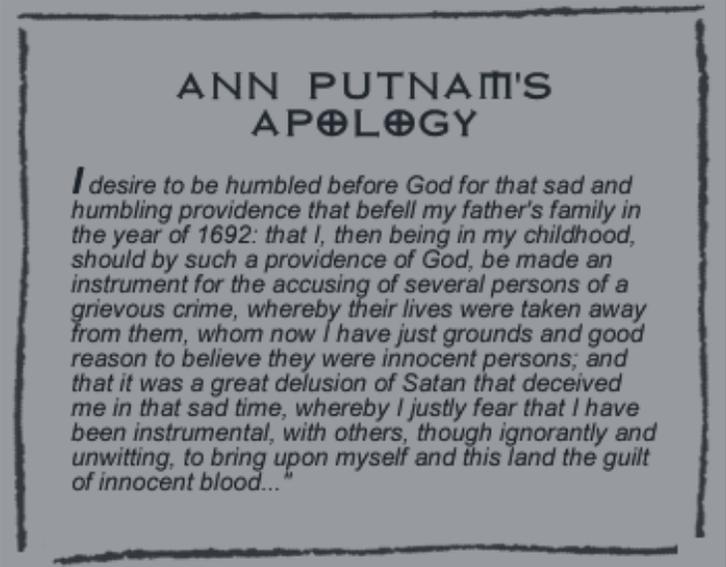
School/Friends



Home

Forgiveness

Forgiveness is at the heart of *Afflicted: Daughters of Salem*. The Salem Witch Trials began when five girls accused community members of witchcraft and the community followed suit. At the conclusion of the trials, all those accused were pardoned and issued a formal apology. However, the apology came too late for some, especially those who had lost their lives. It is often difficult to forgive, especially when we feel personally wronged, but forgiveness is an important step in healing a friendship, family, or community. When are some moments in your life you've had to forgive others or had to be forgiven yourself?



Activity: Drawing the Word



In this activity, everyone will sit around a large piece of butcher paper so that everyone has one spot in which to draw. When your teacher says "GO", draw the first image that comes to mind when you think of the word "forgiveness". The image can be concrete or abstract. Do not stop drawing until your teacher says "STOP". Stand up and walk around the butcher paper. What pictures do you notice immediately? What pictures look interesting to you? The activity can be repeated.

- **Post-Activity Discussion:** Do you see any common pictures? Which pictures stand out to you the most? Why? Do these pictures remind you of a story or a time you have been forgiven/forgiven someone?

Activity: Writing For Forgiveness



Choose a character from *Afflicted: Daughters of Salem*. Think about their journey in the play and what you know about the Salem Witch Trials. When did they ask for forgiveness? From whom do they ask for forgiveness? Is there a time they must offer forgiveness to someone else? Using persuasive techniques, write a letter as one of the characters asking or granting forgiveness to another character in the story.

"History blames us but all of Salem was at fault."
-- Ann Putnam, *Afflicted: Daughters of Salem*

Activity: Debating Forgiveness



We know that the five girls in the story are responsible for accusing various villagers of witchcraft. It was these accusations that began the mass witch hunt in Salem. As a class, become various townspeople of Salem. Hold a town meeting discussing these girls and the community. Were they in the wrong? Did they do the right thing? Are those accused really witches? Why would these girls make these accusations? Create a character and choose a side. Have your teacher serve as moderator while each side debates the following sample questions: Should these girls be forgiven for their actions? Is the community also at fault? Why or why not? Come to a conclusion as a town.

- **Post-Show Discussion:** Why do you think forgiveness is a theme in *Afflicted*? What specific parts of the play support this theme? Which characters require the most forgiveness?

The Salem Witch Trials

Salem Witch Trials began in the spring of 1692. Due in large part to growing fear and suspicion in the community, a period of mass hysteria overtook the village. Over two hundred innocent men, women, and children were accused of witchcraft. 19 of them were hanged.

The Effect of Fear

Prior to the Salem Witch Trials, the population had survived a smallpox epidemic that wiped out a portion of the community. Attacks from surrounding Native American tribes were a major threat, as well as rising tensions between Salem Village and Salem Town. People no longer trusted their neighbors.

However, as a strict religious society in which the Bible was the ruling authority, Puritans were extremely fearful of the Devil. Witches were thought to have sold their souls to the Devil in exchange for the power to harm others. This belief was real and widespread not only in the Massachusetts Bay Colony, but all of New England. These fears, suspicions, and tensions began the mass hysteria known as the Salem Witch Trials.

How It Started

Reverend Samuel Parris was the minister of Salem Village. In January of 1692, his daughter, Betty, and his niece, Abigail, began having violent fits. William Griggs, a local doctor, diagnosed it as bewitchment. Shortly after his diagnosis, other young girls in the community, including Ann Putnam, Mercy Lewis, and Mary Warren, began having similar fits. The girls began accusing others from the community of bewitching or “possessing” them. One of the first women accused was Tituba, a slave from Barbados that worked for Reverend Parris. After Tituba was found guilty in February of 1692, hysteria spread throughout the community and beyond. People began accusing anyone they believed acted in a strange or different way.



Who Were Accused?

The first people accused tended to be social outcasts, deviants, or anyone believed to threaten the Puritan lifestyle. Both men and women were accused, and they ranged in age from 38 to 80 years old. The “afflicted” would often testify in the trials, declaring that the “witches” would possess them, bite or scratch them, or harm others. Many of the accused confessed, although they were innocent but others denied any involvement with witchcraft. Those who denied their involvement would be sentenced or put to death. Below are recorded quotes of the accused while on trial.

“I am no witch. I am innocent. I know nothing of it.”
-Bridget Bishop

“Oh Lord, help me! It is false. I am clear. For my life now lies in your hands...” - Rebecca Nurse

“I am falsely accused. I never did it.”- George Jacobs

“I have no hand in witchcraft.”- Susannah Martin

“...if it be possible no more innocent blood be shed... I am clear of this sin.”
- Mary Easty

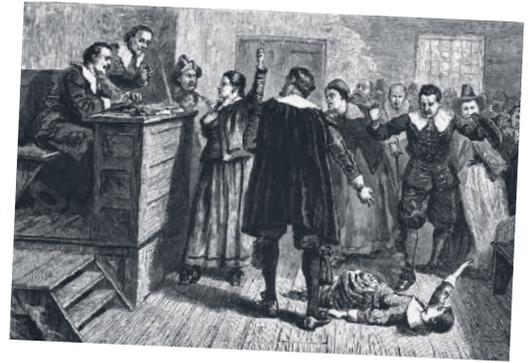
“I do not hurt them. I scorn it. I am falsely accused.”
- Sarah Good



“If it was the last moment I was to live, God knows I am innocent...” - Elizabeth Howe

“I do plead not guilty. I am wholly innocent of such wickedness.” - Mary Bradbury

The Salem Witch Trials



The Court Establishment and the End of the Trials

In May of 1692, a separate court, the Court of Oyer and Terminer, was established solely to handle witchcraft cases because there were so many accused. On June 2, 1692, a woman named Bridget Bishop was the first to be tried and hanged for her “crimes” as a witch. Trials and hangings continued until September of 1692, at which point the number of accusations began to dwindle. By October, the court was closed. In 1693, all those still in prison were released and pardoned.

Making Connections



Unfortunately, this is not the first (or last) time that fear has caused citizens to ostracize (single out), hate, or wrongfully accuse others of wrongdoing. What are some other moments in history or current day that are similar to the Salem Witch Trials?

Drawing Conclusions



The Salem Witch Trials began with a group of young girls. Many others joined in the accusations only after these girls started accusing others. What would cause these young girls to accuse others of witchcraft?

Why would the rest of the village/town follow suit?

The Red Dot



You are all members of the Puritan community in 1692. You will receive one slip of paper from your teacher. This paper might be BLANK, but it may have one RED DOT on it. Do not tell anyone what is on your paper. You will have 5 minutes to form big groups full of people with BLANK papers. At the end of the game, the groups will receive 1 point for each member without a RED DOT paper. If a group has even one member with a RED DOT, the entire group loses all points. If you have a RED DOT, you may win points individually by convincing others you do not have a dot. For instance, if you are in a group of 5 other people and you successfully convince them your paper is blank, you receive 5 points. When your teacher calls “TIME” everyone must freeze. Your teacher will then tally up the points. The individual or group with the most points wins!



Teacher Instructions

It is up to you to decide how many blank papers and how many red dot papers there are. For a different take on the activity, you may even choose to have every piece of paper blank or every paper have a red dot.

Post-Activity Discussion: How did that activity mirror what it might have been like during the Salem Witch Trials? What did it feel like to be the accused? What did it feel like to make accusations? How accurate was the class? How did it feel to make accusations against someone whose paper was actually blank?

A Moment in Time



Observe the two paintings on this page depicting the Salem Witch Trials. What is happening in each of these pictures? What characters do you think are involved? What feelings about the time period do they evoke? In small groups, compose a one page scene depicting the moment before the action, during the action, or after the action in one of the paintings.

Loyalty and Friendship

Friendship Portraits



Friendship comes in many forms with many different types of people and circumstances. In this activity, you will be creating frozen tableaux (or pictures) based on the word "friendship." In groups of five, create a frozen picture, with one person adding to it at a time. Each new posed must contribute to the first student's pose in some way and everyone must be connected. Ask the rest of the class to discuss the following: How does this picture portray friendship? What is happening in the picture? What relationships do you see? What types of characters do you see?

As a class, brainstorm circumstances that might alter a friendship (for better or worse) and record the ideas. This time, when creating a frozen tableau, use a situation from the list. For example, "A friend is found talking negatively about another friend in the group." How does that alter the frozen tableau? Remember to use things like space (distance between people) and levels (different heights) in your frozen tableau to make a clear story.

- **Post-Show Extension:** How did the friendships between the young girls morph and change throughout the play? Create a frozen tableau depicting the friendships at the beginning of the play and a frozen tableau depicting the friendships at the end of the play. How different were the two pictures? What does that tell us about the relationships before and after?

Exploring Loyalty and Peer Pressure



In this activity, you will explore friendships, loyalty and peer pressure. Your teacher will hand each student a piece of paper with a number written on it. If you receive a high number, you will have a HIGH status and MORE power. If you have a low number, you will have a LOW status and LESS power. Do not tell anyone your number. When your teacher says "GO" begin walking around the space. How would a character with your number walk, talk, and interact with others? How would they react to someone with a higher status? A lower status or the same status? Take a few minutes to walk around the space and interact with other characters in the room.

Discussion: How did it feel to be a person of higher/lower status? How did your interactions change between people?

- **Extension:** In groups of five, think about the phrase "peer pressure". What does it mean? Assign each group member a number 1 through 5. 5 has the HIGHEST power and 1 has the LOWEST. Brainstorm a scene in which peer pressure might play a part and freeze in a tableau. What sort of character are you portraying? What is happening in your picture? Together with your group, think of a sentence or word each character will say and the order you will say them in. Rehearse this a few times. Present your scene to the class by freezing into your picture and each character saying their sentence in the order you rehearsed.

How does each picture relate to peer pressure? Which character(s) are applying the peer pressure? Do you observe any situations like this in your school, community, or world? How easy is it to succumb to peer pressure, especially in friendships? How are characters affected by peer pressure during Afflicted?

Creating a Web of Friendship



Gather in a circle with your class. Your teacher will choose one person in the circle and hand them a ball of red yarn. Take a piece of the yarn, and speak something positive about another student in the circle. Then, toss the ball of yarn to them. That student will then take a piece of yarn and say something positive about another student. The process will repeat until every student has received a piece of red yarn. Look around the circle. You are now all connected by positive words of friendship (and yarn)!

TN State Educational Standards

Page 4:

Values: Then and Now

- ELA
 - 5th-8th Grades: WR 3, SL 1
- Social Studies
 - 8th Grade: 8.12
- Career Guidance
 - 5th-8th Grades: 7.2, 7.8

Page 5:

A Day in the Life

- Theatre
 - 5th-8th Grades: 2.1
- ELA
 - 5th-8th Grades: WR 3 & 9
- Social Studies
 - 8th Grade: 8.12

Hot Seat

- Theatre
 - 5th-8th Grades: 2.1, 2.2, 5.2
- ELA
 - 5th-8th Grades: SL 1 & 4
- Social Studies
 - 8th Grade: 8.12

You and Your Code

- ELA
 - 5th-8th Grades: SL 1 & 4
- Social Studies
 - 8th Grade: 8.12
- Career Guidance
 - 5th – 8th Grades: 7.5, 7.8

Page 6:

Drawing the Word

- ELA
 - 5th-8th Grades: SL 1 & 2
- Visual Art
 - 5th-8th Grades: 3.1, 5.1, 5.2

Writing for Forgiveness

- ELA
 - 5th-8th Grades: WR 3 & 9
- Career Guidance
 - 5th-8th Grades 7.2, 7.5

Debating Forgiveness

- ELA
 - 5th-8th Grades: SL 1, 3
- Social Studies
 - 8th Grade: 8.4, 8.13
- Career Guidance
 - 5th-8th Grades: 7.5, 8.1

Page 8:

Making Connections

- ELA
 - 5th-8th Grades: R 7, 8, 9
- Social Studies
 - 8th Grade: 8.4
- Career Guidance
 - 5th-8th Grades: 7.5, 7.8

Drawing Conclusions

- ELA
 - 5th-8th Grades: R7, SL1
- Social Studies
 - 8th Grade: 8.4
- Career Guidance
 - 5th-8th Grades: 7.5

The Red Dot

- ELA
 - 5th-8th Grades: SL 1, 4
- Social Studies
 - 8th Grade: 8.4, 8.12
- Theatre
 - 5th-8th Grades: 2.2, 2.3, 2.6, 5.2
- Career Guidance
 - 5th-8th Grades: 7.2, 7.5

A Moment in Time

- Visual Arts
 - 5th-8th Grades: 3.1, 4.1, 5.1, 5.2
- ELA
 - 5th – 8th Grades: SL 1 & 2

Page 9:

Friendship Portraits

- ELA
 - 5th-8th Grades: SL 1
- Career Guidance
 - 5th-8th Grades: 7.2, 7.3, 7.5
- Theatre
 - 5th-8th Grades: 2.3, 2.4, 2.6

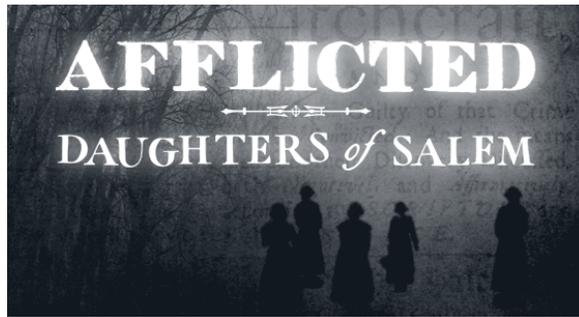
Exploring Loyalty

- ELA
 - 5th-8th Grades: SL 1
- Career Guidance
 - 5th-8th Grades: 8.1
- Health and Wellness
 - 6th-8th Grades: 8.1, 12.3
- Theatre
 - 5th-8th Grades: 2.4, 2.5, 2.6

Web Friendship

- Career Guidance
 - 5th-8th Grades: 7.2, 7.5, 7.8
- ELA
 - 5th – 8th Grades: SL 1 & 6

Nashville Children's Theatre's 2015-16 Season



Sept 15 - Oct 2



Oct 27 - Dec 4



Jan 19 - Feb 5



Feb 23 - Mar 12



Apr 13 - May 14



To make a group reservation
call CATHERINE at 615-252-4662.



*NCT is proud to acknowledge the government agencies, foundations and business partners that provide leadership support:
Metro Nashville Arts Commission, Tennessee Arts Commission,
The Memorial Foundation, The Shubert Foundation*