NASHVILLE CHILDREN'S THEATRE

Secret Soldiers:
Civil War Heroines in Disguise

By Wendy Lement

January 16 - February 2, 2020

NEW! Time Icons

This guide includes estimates of how long each activity takes so that you can plan accordingly. Icons are in 15-minute increments, but activities may take a little less or more time depending on class size and other factors. (If the clock is shaded in full, the activity may have a homework assignment or be extended over two class sessions.)

In this Guide:

Look for These!

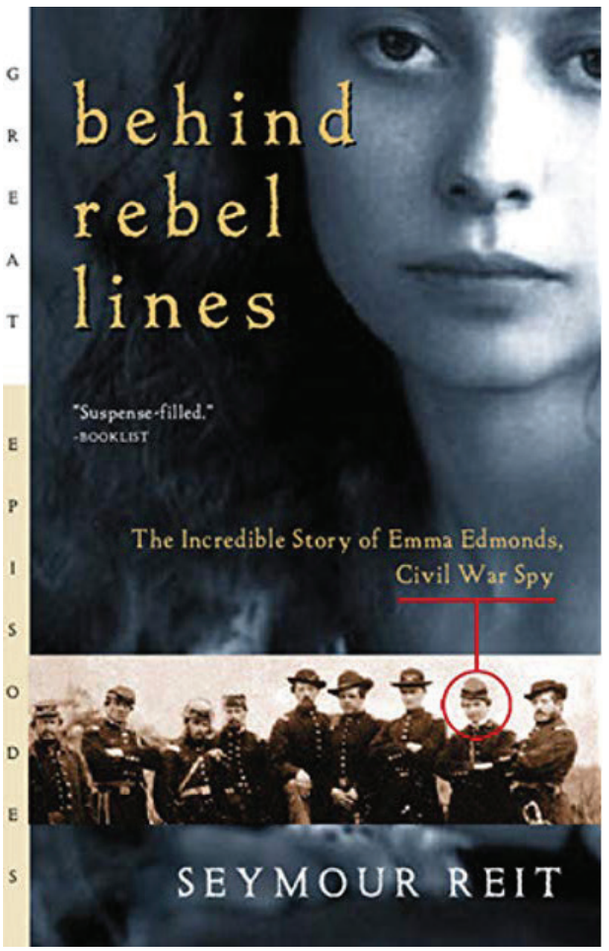
Subject area icons show what curricular topics each activity addresses.

Tennessee State Standards for all activities are on page 13

Synopsis

The time is 1862 and Sarah Rosetta Wakeman disguises herself as a man and enlists to fight as a Union soldier. She tells the story of her time in uniform and the sacrifices of the hundreds (or maybe thousands) of other women who concealed their identities to fight for their families and country.

Enter the Marine U.S.A. General Hospital where soldiers fight for their lives. Nurse Mrs. Hughes argues that her fellow nurse, Miss Bartlett, treated a female soldier and did not disclose the patient's true identity. The soldier is Private Lyons Wakeman, or Rosetta Wakeman, and if her male alias is discovered, she will be publicly shamed in newspapers and denied pension for deserting the army. The surgeon begins asking Wakeman questions about her involvement in the regiment.



Secret Soldiers: Civil War Heroines in Disguise by Wendy Lement is based on Seymour Reit's novel

In flashbacks, Wakeman tells her story. She remembers the day she left her family farm, disguised as a male to find work. Rosetta and her sisters, Celeste and Lois, are struggling to keep on top of the farm work and worry about paying back their Papa's debts. Against the wishes of her sisters, Rosetta leaves the farm to make money working elsewhere, promising to be gone for less than a year. Wakeman finds out she would make $13 a month as a soldier, with a $152 bonus for enlisting, as long as she tells the recruiters she is 21 years old and passes the medical examination. The recruiters do not question her age and the medical examination requires nothing more than a firm handshake; Wakeman is welcomed into the 153rd New York State Volunteers unit.

A year has passed since Wakeman joined the army. She is sitting in a camp for escaped slaves, writing a letter to her family; she never knows which letter could be her last. Every month she sends them all of her earnings, and one time asks them to send her a box with treats and a pair of gloves like the other soldiers get from home. Suddenly an injured soldier, Mr. Cassell, enters the room led by Harriet Tubman. Wakeman feels honored to meet a heroine like Tubman, but Tubman must leave quickly and avoid disclosing her next location. Cassell tells Wakeman stories of undercover female soldiers he met who fought in the battle of Bull Run. If women can fight, why not Black soldiers, too?

Tennessee State Standards on page 13

Synopsis

Private Floyd Matthews and Major Davis, men in Wakeman's regiment, tell Wakeman to go and bathe with the rest of the soldiers. She narrowly escapes being discovered by saying she was raised not to bathe publicly. Floyd Matthews suspects something strange about Wakeman.

One night, Wakeman spots her cousins Perry and William at a tavern. Wakeman tells her cousins she applied for a visit home, but feels nervous about dealing with the talk of the neighbors. Perry invites Wakeman back to his camp to share a box of treats he received from Rosetta's Mama, and she wonders why Mama never sent her a package. She wonders whether her family cares about the sacrifices she made to send them her earnings each month, and whether she should save money to start a farm of her own.

Sounds of cannon fire blow in the distance as Wakeman writes another letter to her father. Her regiment was forced to retreat ten miles after a fight, and lay in the field all night. The rest of the unit hides in the woods, several of them injured. She tells her father she wants to help him buy the family farm. Wakeman continues to fight for the Union in the Red River Campaign, but eventually falls ill.

Back in the Marine U.S.A. General Hospital, Nurses Bartlett and Hughes must decide whether or not Wakeman's medical record should stay the same, giving her the chance to continue fighting if she recovers, or reveal her true identity, which would force Wakeman to return home without pension or honor. Knowing Rosetta Wakeman's history, you get to choose how to finish the story: will you protect Wakeman's identity?

CURRICULUM CONNECTION: After the Show

Once your class has attended Secret Soldiers: Civil War Heroines in Disguise, ask your students to reflect on the performance using the grade-appropriate worksheet on page 8 or 9.

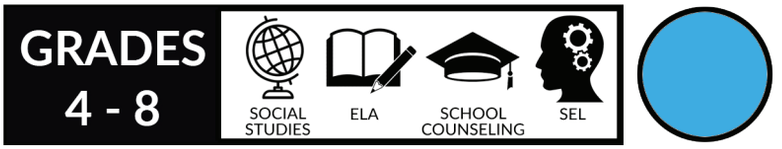
Extension: Ask students to write letters to the actors and artists here at Nashville Children's Theatre! We would LOVE to hear everyone's thoughts! Letters can be sent to:

Nashville Children's Theatre
25 Middleton Street
Nashville, TN 37210

Tennessee State Standards on page 13

Recognizing & Resisting Oppression

Part I: Recognizing Oppression



History and literature are full of women posing as men - the author of Jane Eyre, Charlotte Bronte, using the gender-neutral "Currer Bell" as a pen name; Rosalind posing as Ganymede in Shakespeare's As You Like It; and Sarah Wakeman posing as Lyon Wakeman in this play, Secret Soldiers. The cycle of oppression for women has been perpetuated for centuries, and women like Wakemen and others tried to circumvent that oppression by disguising their sex to gain acceptance and status in a world that viewed them as "less than." This first of two activities will focus on oppression and how to explore this difficult concept with students. These activities can be done back to back, or on two different days.

Materials

Prepare sets of oppression scenarios/photos (1 set per group). Each set should include 3-5 photos that depict potential oppression. Scenarios/images might include: Racism, Gender Inequality, Gentrification, Gossip, Domestic Abuse, Mandatory Standardized Testing, Saying things like "That's so gay" or "That's retarded," Animals in Zoos, Urban Sprawl, Affirmative Action, etc. Examples are at the end of this guide.

TIP: When looking for sources, include images and scenarios you are on the fence about. Have a mix of imagery, not just blatant examples--images that definitely do as well as "could" represent oppression. This will help instigate discussion and debate amongst students—which is important, as bias and what is considered "oppression" can be viewed very differently.

Curriculum Connection

1. First show students the quote, "No one is free when others are oppressed." – Anonymous
2. Ask them what the quote means to them. What is it trying to say?
3. Ask students, "What does oppression mean?" Then share the definition:
   - Unjust or cruel exercise of authority or power.
   - Something that oppresses, esp. in being an unjust or excessive exercise of power.
   - A sense of being weighted down in body or mind.
4. Ask students what that definition means to them.
5. Ask them if they have ever experienced someone using an "unjust or cruel exercise of their power or authority" over them before. How did that make them feel?
6. Ask students to share examples of oppression. Ask them, "Do we all agree on what constitutes oppression and who gets oppressed? Why not?"
7. Share with the students that the class is going to work in small groups to look at some different scenarios and/or photos and decide which ones demonstrate oppression and which don't – and why. Pass out to groups a set of written scenarios with photos depicting various types of (potential) oppression. Have each group discuss the scenarios and photos and have them decide and divide whether that image or scenario "Demonstrates Oppression" or "Does Not Demonstrate Oppression"
8. After each group is finished, have the students from other groups quickly look around the classroom to see what images were placed by certain groups into either category.
9. Have students as a full class then discuss their views of which scenarios/photos demonstrate oppression, which don't, and why. Have their views changed after listening to what others chose?

Tennessee State Standards on page 13

Recognizing & Resisting Oppression

Part II: Resisting Oppression

During her journey as a Union solider, Wakeman meets Harriet Tubman at an army camp, conducting logistics for freeing slaves as a part of the Underground Railroad. Wakeman sees what Tubman is doing and it gives her strength to carry on with her own personal resisting of oppression. Tubman's quote, "I grew up like a neglected weed – ignorant of liberty, having no experience of it," encapsulates the idea that oppression is enacted upon the oppressed in an insidious way—being that it can be perceived as a "normal" part of culture. In the next activity, students will be taking what they have learned about recognizing oppression, and explore and discuss what they can do to change their way of thinking, or act upon their observations.

1. Remind students of their discussion of oppression, citing the imagery they categorized and their ideas.
2. Ask students, "How does my own life contribute to oppression?" Ask them to write down 3-5 examples of how they are contributing in some way to the oppression of others, and then have volunteers share.
3. Unpack any examples and thank your students for sharing. Then, lead a discussion concerning: "Where do our tendencies to oppress others come from?"
4. Ask students to brainstorm a list of actions that everyone can take to promote justice and equality. Encourage them to choose one item from the list that was generated in the previous lesson to enact in their own lives. Some examples might be:
    - Changing their vocabulary to not describe something as "gay, retarded, or sissy" as a pejorative.
    - Researching the brands of clothes that they wear to find what companies employ child-workers in their clothing creation. Make a commitment to no longer buy those brands and reach out to those companies to demand action.
    - Curtailing gossip talk, recognizing people's worth and attempting to shift the conversation to something else.
    - Recognize that you are afraid of another person because they look differently, speak differently, or have a different culture – reach out to them and try to make a new friend.
5. Have students report back after some time has passed, to see how they have been faring.

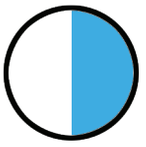
Examples of Images/Scenarios:

- Scenario 1: "Friends commenting on how well someone throws a ball, saying, "Alice throws like a girl."
- Scenario 2: A person is using a service animal to help them cross the street.
- Scenario 3: Polluting textile factory in your neighborhood.
- Scenario 4: Women in Hijabs
- Scenario 5: One house in a low-income neighborhood is purchased from foreclosure and is demolished. Two smaller houses are built on the same plot.

Tennessee State Standards on page 13

Women Who Fought in the Civil War

CURRICULUM CONNECTION: Reasons Why Women Volunteered
Adapted from Theatre Espresso's Secret Soldiers Study Guide



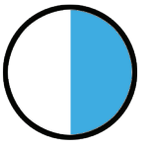
Ask the students to read the "Women Soldiers & Key Players" handout on page 11 with descriptions of women soldiers in the Civil War. Advise the students to, as they read, make note of the reasons why women may have decided to become soldiers.

Next, divide the students into groups and instruct them to discuss each woman's possible reasons for joining as well as the impact that the war had on their lives. Assign each group one woman from the handout to present to the class.

EXTENSION

Ask for a student volunteer to select and portray one of the characters from the handout. Ask the rest of the class to think about questions they would want to ask that specific character. Then allow students to interview the character. Allow other students to take a turn to volunteer to portray the other characters from the handout.

CURRICULUM CONNECTION: Letters to Home
Adapted from Scholastic.com



Sarah Rosetta Wakeman's letters to her family, discovered in an attic trunk and collected in a book by Lauren Burgess, offer a picture of what it was like to be a woman in disguise. Detection was a constant fear, because it meant being kicked out of the regiment. In her letters, she describes the routines and hardships of service in war. "I have gotten so that I can drill as good as any man in my regiment," she boasted. . . . "It would make your hair stand on end to be where I have been. How would you like to be in the front rank and have the rear rank load and fire their guns over your shoulder?" And she wrote of war's horrors: "Over miles of shattered forest and torn earth the dead lie, sometimes in heaps and in rows. Friends and foe, black and white, with distorted features, among mangled and dead horses, trampled in mud, and thrown in all conceivable sorts of places. You can distinctly hear, over the whole field, the hum and hissing of decomposition."

Share some original letters with students. Along with Burgess's book, An Uncommon Soldier: The Civil War Letters of Sarah Rosetta Wakeman, accounts can also be found in Women in the Civil War: Warriors, Patriots, Nurses, and Spies, edited by Phyllis Raybin Emert.

Then ask students to imagine themselves as a soldier in the Union or Confederate army--female or male--and write a letter to family members about their experiences in camp or in battle. Encourage some students to take the role of Sarah Emma Edmonds or Sarah Rosetta Wakeman and make the case to a public figure, such as Lincoln or Lee, for women being allowed to serve openly. Ask them to consider what points those women might have made in 1861 that modern servicewomen would make today.

http://teacher.scholastic.com/lessonrepro/lessonplans/womcivwar.htm

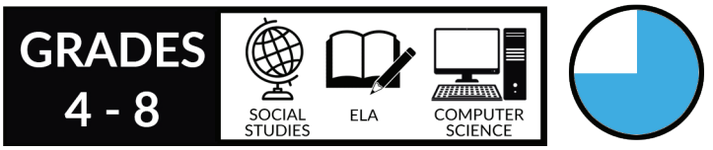
EXTENSION

Have the students share their letters as dramatic readings. This can be done individually as monologues or you can split the class into small groups to have them present the letters as frozen tableaux, or stage pictures, as one or more people dramatically reads.

Tennessee State Standards on page 13

Antislavery & Women's Rights Movements

CURRICULUM CONNECTION: Taking a Stand in the 1800s - A Research Project



Sarah Rosetta Wakeman pictured

Have students research the antislavery and women's rights movements in the 1800s using multiple print and/or digital resources. Ask them to write an essay answering the following questions based on their findings:

1. At what point do these movements intersect? How are these two movements connected?
2. What are the similarities of the movements? What are the differences?
3. Who are some of the key players of each movement? Were there any key players that appear in both movements?

EXTENSION: Activism Then & Now

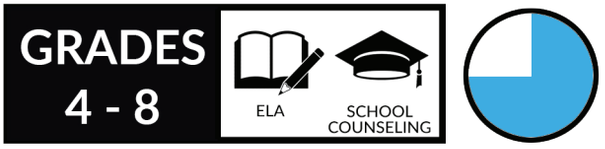
After researching the two movements, discuss with your class the activists and movements of today. Make a list of the movements they have heard about in the media or may even be a part of. How is activism different now? How is it the same? Make a Venn Diagram outlining similarities and differences of activism then and now.

Make sure to address the following: Do the anti-slavery and women's movements still exist today? If so, how? What do they look like? What progress has been made?

Next, ask the students to research a movement today and one specific event, demonstration, artistic work, or awareness effort of that movement. Have your students write a report on the movement, the specific aspect of it they researched, and a comparison with activism efforts of the antislavery and women's rights movements of the 1800s.

CURRICULUM CONNECTION: This I Believe

Adapted from Spark Creativity Teacher Podcast



Have you heard of NPR's "This I Believe" radio series? For this series, NPR invited individuals from around the nation to share their beliefs in short essays -- people from students to celebrities participated! Ask your students to write a short essay about a deeply held belief they have - big or small! Students can share their essays in multiple ways --through a display in the classroom, a book, online blog, or even a dramatic performance like a live radio show!

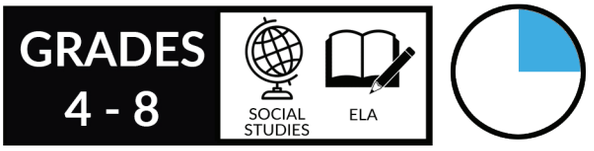
For tips and ideas, visit http://www.nowsparkcreativity.com/2019/10/076-youll-love-this-i-believe-writing.html.

Tennessee State Standards on page 13

Post-Show Reflection Activities

Use the following activities to further explore themes from the performance of Secret Soldiers at Nashville Children's Theatre. Make sure to review the decision the audience made at the end of the performance as to whether Private Lyons Wakeman's medical record should remain the same or be changed to read "Sarah Rosetta Wakeman."

ACTIVITY: Chalk Talk
Adapted from Theatre Espresso's Secret Soldiers Study Guide



Using chart paper, post four different statements on different walls of the classroom:

- If I could speak to Nurse Bartlett, I would say…
- If I could speak to Sarah Wakeman, I would say…
- One good thing about the decision our audience/group made was…
- I disagree with the decision we made as an audience/group because…

In groups, ask students to rotate around the room to add their responses to each prompt. Responses are done only in writing, with no talking. Students may respond to one another's comments in writing. This is particularly helpful for the agree/disagree questions. For example, when responding to the last statement, a student who agrees with the group's decision can write a comment about someone's reason for disagreeing with it.

After completion, ask the students to choose one comment from one of the charts and write a reflection about it. They can choose their own comment(s) or something written by another student.

CURRICULUM CONNECTION: Modern Day Connections
Adapted from Theatre Espresso's Secret Soldiers Study Guide

Resource needed: Women Soldiers of the Civil War, Part 3
https://www.archives.gov/publications/prologue/1993/spring/women-in-the-civil-war-3.html

Assign students the above as an independent reading assignment (or another similar reading on this topic of your choosing). The length of the reading assignment can be modified by the teacher depending on the students' reading level. As they read, ask students to pay close attention to the attitudes toward women soldiers. In addition, ask students to record their responses on the handout found on page 12 of this guide. After reading, have students participate in a teacher-guided discussion about the reading, sharing their interpretations of the text.

Next, ask students to find current articles about today's women in the military and bring them in to share with the class. Lead a class discussion and/or have students write a brief reflection that compares historical attitudes toward women soldiers with those of today. What similarities and differences did they discover?

EXTENSION: Invite a female soldier or veteran to visit the class. Have students prepare questions to ask her inspired by what they researched and their experience with Secret Soldiers.

ARTS ACTIVITY: Honoring Women Soldiers
Adapted from Scholastic.com

Challenge your class to design a monument honoring women soldiers using drawing paper or three-dimensional building materials. Encourage them to take time in their design process before jumping right into construction/drawing. For example: Students can conduct research of different types and styles of monuments or, if working in small groups, they can try creating with their bodies and imaginations different poses and shapes to inspire their design. Provide time for students to reflect on what they see and for the group to explain the symbolism of their designs when presenting their final product.

Tennessee State Standards on page 13

Upper Elementary School Theatre Review Worksheet

Name: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Nashville Children's Theatre

Theatre Review

Show title: _____ Date of show: _____

Playwright(s): _____ Director: _____

1. What was the play about? What was its message?

2. Who was your favorite character/actor? Why?

3. What did you think of the visual aspects (costumes, set, lighting, etc.)?

4. How did the play make you feel? Why?

5. Why should people see this play?

Additional comments:

Use the back or separate sheet of paper if needed.

Middle School Theatre Review Worksheet

Name: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Writing a Theatre Review

A "review" of a performance is a carefully-crafted piece of writing typically featured in the news of an individual's opinions about a show being performed in the community. Most theatre reviewers or "critics" are well-versed in theatre. From the review, readers should get a sense of what the play is about in addition to the reviewer's personal judgments of the play's many aspects including, but not limited to, the acting and design.

After seeing a production at Nashville Children's Theatre, write your own review of the performance. Follow the structure below to help craft your critique.

First Paragraph: Exciting opening/introduction
Second Paragraph: Brief summary of the plot of the show
Third Paragraph: Your opinions on the acting
Fourth Paragraph: Your opinions on the visual/design aspects of the show (costumes, set, lighting, props, etc.)
Fifth Paragraph: Final reactions/conclusion

Make sure to mention show specifics such as listing the director, actors, and designers by name. (Reference your Playbill, the program listing the show's details, for names.) In addition, the more descriptive you are with your opinions, the stronger the critique will be.

Oppression Lesson Plan Images

Image 1:

Image 2:

Image 3:

Image 4:

Image 5:

Image 6:

Women Soldiers & Key Players

Women Soldiers
Although they were not allowed to enlist as soldiers, women also fought in the Civil War; they fought in secret. Since the end of the war many stories have surfaced about women disguised as men in an effort to serve in the Union and Confederate armies. Because of the secretive nature of their participation, the numbers are not clear. Numbers range between 250 and 400 and may even be higher. Much like the men who fought, many of these women risked their lives and even died as a result of their service. The reasons they were willing to risk not only their lives, but also the consequences of discovery, were numerous. Some women wanted, like their male counterparts, to serve a cause and/or pursue adventure. Loreta Janeta Velazquez and Sarah Emma Edmonds both fought for what they viewed as an important cause, albeit on opposing sides, and for the adventures of war. Other women followed loved ones into war. And others simply saw service as a way to make a living. In the mid-19th Century job opportunities for women were scarce. Sarah Rosetta Wakeman discovered this reality prior to the war and had "passed" as a man before for the purposes of making a decent wage. She kept this illusion going into the war and in the process not only provided for herself and her family, but also gave her life for her country.

Key Players
Sarah Rosetta Wakeman (aka Pvt. Lyons Wakeman): Born on January 16, 1843, Sarah Wakeman enlisted with the 153rd New York Infantry under the name of Lyons Wakeman and claiming to be 21 years of age on August 30, 1862. Pvt. Lyons worked protecting the perimeter of the nation's capital and as a guard in Carroll Prison in Washington D.C. Eventually Wakeman and the 153rd were assigned to active field duty and she died on June 19, 1864 after contracting chronic diarrhea while fighting in battle in Pleasant Hill, Louisiana. A large number of the letters Sarah Wakeman sent home survived and were published in 1995 under the title of An Uncommon Soldier: The Civil War Letters of Sarah Rosetta Wakeman, Alias Private Lyons Wakeman, 153rd Regiment, New York State Volunteers.

Sarah Emma Edmonds (aka Franklin Thompson): Sarah Emma Edmonds, later known as Emma Seelye was born in December of 1841. She enlisted with 2nd Michigan Infantry under the name of Franklin Flint Thompson on May 25, 1861. Frank Thompson participated in First and Second Battles of Bull Run, Antietam, the Peninsula Campaigns, First Manassas and Vicksburg. Eventually she contracted malaria and, rather than be discovered, left her regiment to recover. During this time Frank Thompson was listed as a deserter and Edmonds decided to return to her life as a woman. A talented writer, she wrote her memoirs, which were published under the title of The Female Spy in the Union Army in 1864 and Nurse and Spy in the Union Army in 1865. In 1999 the book was republished under the title Memoirs of a Soldier, Nurse, and Spy: A Woman's Adventures in the Union Army. Edmonds filed a pension in 1884, but would first have to have her desertion charges dropped. The charges were dropped and she received a government pension in 1886. She later fought for an increased pension due to chronic pain and illness she suffered as a result of her service. She died before a final decision was made on September 5, 1898.

Loreta Janeta Velazquez (a.k.a. Henry T. Buford): Loreta Velazquez was born on June 26, 1842 in Cuba. According to her memoirs, disguised as a man named Henry T. Buford she recruited 236 men to fight for the Confederacy, fought in the First Battle of Bull Run, the Siege of Fort Donelson and the Battle of Shiloh. Her gender was discovered on at least one occasion and she was arrested on two. Velazquez eventually gave up her disguise and returned to her life as a woman. She published her memoirs The Woman in Battle: A Narrative of the Exploits, Adventures, and travels of Madame Loreta Janeta Velázquez, Otherwise Known as Lieutenant Harry T Buford, Confederate States Army in 1876.

Maria Lewis: African-American women also disguised themselves as men to fight in the American Civil War. At least two such women are known to have fought in this capacity. Maria Lewis fought as a white man in the 8th New York Cavalry. An unidentified African-American woman fought as a man with the 29th Connecticut Infantry (colored). According to Joseph O. Cross, also of 29th Connecticut Infantry, she gave birth and was sent to the hospital.

Modern Day Connections

Name _____

Resource(s) Used _____

_____

_____

_____

_____

_____

_____

Describe any similarities and differences you discovered between historical and modern-day attitudes toward women soldiers.

Similarities _____

_____

_____

_____

_____

_____

_____

_____

_____

Differences _____

_____

_____

_____

_____

_____

_____

_____

TN Academic Standards for Activities • Grades 4-8

Pages 1-2: Synopsis & After the Show
Theatre Review Worksheets - standards listed after

After the Show Extension
ELA: W.PDW.4, W.RW.10
Theatre: 4-6.T.R1.A

Pages 3-4: Recognizing & Resisting Oppression Lesson Plan

Lesson Plan
ELA: SL.CC.1
Social Studies: SSP.04, SSP.05; 4.30, 4.33 (4th); 8.65 (8th)
School Counseling: AS6, AS7, SA2, SA3, SA4, SK1, SS1, SS3, SS4, SE3
SEL Indicators: 4-8.3A.2, 4-8.3A.4, 4-8.3C.1, 4-8.3C.3, 4-5.4A.4, 4-5.4B.3, 4-5.5A.3, 6-8.2B.3, 6-8.4C.2, 6-8.5A.1

Page 5: Women Who Fought in the Civil War
Reasons Why Women Volunteered
Social Studies: SSP.02, 4.33, 8.65
ELA: R.KID.1, SL.CC.1, SL.PKI.4

Extension
Theatre: 5.TCr1.A, 5-8.T.Cr1.C, 4-5.T.Cr2.A, 5.T.Cn2.A

Letters to Home
Social Studies: SSP.01, SSP.02, SSP.05, 4.33
ELA: W.PDW.4, W.RW.10
School Counseling: SS3

Extension
Theatre: 5-7.TP1.B, 4,6-7.T.P3.A, 5.T.Cr1.A, 4-8.T.Cr1.C, 4-5.T.Cr3.B, 5.T.Cn2.A, 6-8.T.Cr2.A, 7-8.T.Cr2.B, 7-8.T.Cr3.C

Page 6: Antislavery & Women's Rights Movements

Taking a Stand in the 1800s
Social Studies: SSP.01, SSP.02, 4.26, 4.27, 4.33, 5.09, 8.36, 8.42, 8.43
ELA: 4.RI.IKI.9, RI.RRTC.10, W.TTP.2, W.RBPK.7, W.RBPK.8, W.RBPK.9
Computer Science: FCO.4, AIT.5, ISA.4, ISA.6

Extension (above plus the following)
Social Studies: SSP.05
ELA: SL.CC.1

This I Believe
ELA: W. PDW.4, W.RW.10
School Counseling: SK1
*Note: Additional standards dependent upon format student selects for project

Page 7: Post-Show Reflection Activities

Chalk Talk
Social Studies: SSP.05
ELA: W.PDW.4, W.RW.10

Modern Day Connections
Social Studies: SSP.01,SSP.02, SSP.05
ELA: SL.CC.1, R.KID.1, RI.RRTC.10

Honor Women Soldiers
Visual Art: 4-6.VA.Cr1.A, 5.7.VA.Cr3.A, 4-8.VA.R2.A

Pages 8-9: Theatre Review Worksheets

Upper Elementary:
Theatre: 4-5.T.R1.A, 3.T.R3.B
ELA: 3.RL.KID.2, 4.RL.KID.2, 5.RL.KID.2, 3-5.W.PDW.4, 3-5.W.RW.10

Middle School:
Theatre: 6.T.R1.A, 8.T.R1.A, 6.T.R2.C, 8.T.R2.C, 6-8.T.R3.A, 6-8.T.R3.B
ELA: 6-8.RL.KID.2, 6-8.W.TTP.2, 6-8.W.PDW.4. 6-8.W.RW.10

Info for Teachers

Nashville Children's Theatre

Free Educator Preview for *Secret Soldiers: Civil War Heroines in Disguise*

Thursday, January 16, 2020
Reception/Workshop: 5 pm • Performance: 6:30 pm

Enjoy wine and cheese as you are introduced to activities you can use in your classroom.
To reserve your spot visit NashvilleCT.org and click "Book a Field Trip."
Then select "RSVP for Educator Previews" among the yellow boxes.

This event qualifies as PD, and free child care is provided.

On the day of your field trip:

- If you are attending a 10 am show please arrive at 9:30 am.
- If you are attending an 11:45 am show please arrive at 11:15 am.
- An NCT employee will come to your bus before your students disembark.
- Please check in at the box office while your students are led to their seats.
- **If you are going to be late please call: 615-254-9103.**

Pre- or Post-show Workshops

NCT offers Workshops for all of our shows. Ask Catherine about workshops when you book your field trip or email her at: cbirdsong@nashvillect.org.

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

About Nashville Children's Theatre

Believing the culturally curious child is the future, Nashville Children's Theatre nurtures the next generation of global citizens by providing transformational theatrical experiences which reflect our evolving community, instill profound empathy, and foster personal discovery.

This guide was written, compiled, and edited by Alicia Fuss, Ruby Gibson, Shelby Jacobsen, Jacqueline Komos, and Colin Peterson. Special thanks to Theatre Espresso.