

Alaska Junior Theater

2023 - 2024 Season of Legends

VIRGINIA **rep** on tour
Virginia Repertory Theatre

Harriet Tubman AND THE UNDERGROUND RAILROAD



School Shows

January 29 - February 1, 2023

10am & 11:45am

- Curriculum Connections
- Learning Resources
- Performance Background
- Activities for the Classroom
- Theatre Etiquette



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Additional support by National Endowment for the Arts, WESTAF, Alaska State Council for the Arts, Carr Foundation, Atwood Foundation, Municipality of Anchorage and Rasmuson Foundation.

Alaska Junior Theater

Common Core Standards



Alaska Junior Theater is a private, nonprofit organization that has been bringing the best in professional theatre from around the world to Alaska’s young audiences since 1981. Each year, more than 35,000 students attend a variety of live performances at the Alaska Center for the Performing Arts. For many students, our school show presentations are their only exposure to live performing arts.

Each show we present has a strong educational component, and are linked to Alaska Content Standards. Alaska Junior Theater also offers teacher and student workshops, study guides and classroom transportation to our performances.



Discovery Theatre, ACPA



Carr Gottstein Lobby

We are committed to keeping ticket prices low, allowing children of all financial levels to experience live professional theatre. Our low educational ticket price of \$10 covers only half our costs of presenting shows. To subsidize the remaining \$10 of each ticket, we actively fundraise and rely on the support of corporations, foundations and individuals. In addition, we fundraise to offer **full scholarships** to students with financial need.

Alaska Junior Theater asked area teachers to review our 2023/2024 performances for direct connections to Alaska Content Standards. The direct connections for **Harriet Tubman and the Underground Railroad** are listed below. They will assist in lesson planning and will assure teachers that Alaska Junior Theater programs help classes meet curriculum connections.

To get a complete copy of the Alaska Content Standards, visit: <https://www.asdk12.org/commoncore/>

Common Core Standards

Speaking and Listening Standards (K-5)
Comprehension and Collaboration 2, 3
Reading Standards for Literature (K-5)
Key Ideas and Details: 2, 3
Integration of Knowledge and Ideas: 7

Alaska State Standards

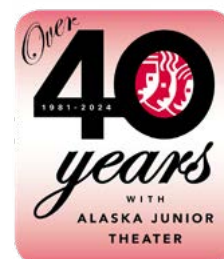
Art: Theatre: Anchor Standards 7,8,9,11
History: A5, A7, A8, B2
Language Standards (K-5)
Vocabulary Acquisition and Use: 6

Special thanks to Ann Morgester for her help in this effort.

Alaska Junior Theater



Harriet Tubman Teacher Resources



FICTION

Blacksmith's Song by Elizabeth Van Steenwyk	E VAN-STE
Freedom for Addy by Tonya Leslie	E-BEG AG-ADDY
The Underground Abductor: An Abolitionist Tale by Nathan Hale	J 741.5973 HALE
Rescue on the River by Marianne Hering	J HERING
Long Road to Freedom by Kate Messner	J MESSNER
Eliza's Freedom Road: An Underground Railroad Diary by Jerdine Nolen	J NOLEN
Ann Fights for Freedom: An Underground Railroad Survival Story by Nikki Shannon Smith	J SMITH

NON-FICTION

William Still and his Freedom Stories: The Father of the Underground Railroad by Don Tate	E 973.7115 TATE
Before She Was Harriet by Lesa Cline-Ransome	E-B TUBMA-H CLINE-R
Resistance to Slavery: From Escape to Everyday Rebellion by Cicely Lewis	J 306.362 LEWIS
Let's Celebrate Emancipation Day & Juneteenth by Barbara deRubertis	J 326.8097 DERUBER
My Journey on the Underground Railroad by Lynda Arnez	J 973.7115 ARNEZ
The Underground Railroad by Natalie Hyde	J 973.7115 HYDE
What Was the Underground Railroad? By Yona Zeldis McDonough	J 973.7115 MCDONOU
Harriet Tubman: Fighter for Freedom! By James Buckley Jr.	J-B TUBMA-H BUCKLEY
Harriet Tubman by Andrea Davis Pinkney	J-B TUBMA-H PINKNEY
Harriet Tubman: Toward Freedom by Whit Taylor	J-B TUBMA-H TAYLOR

DVDS

Before She Was Harriet	DVD J-B TUBMA-H BEFORE
Torchlighters: The Harriet Tubman Story	DVD J-B TUBMA-H TORCHLI
Harriet Tubman and Rosa Parks: Trailblazers for Freedom	DVD J-B COLL HARRIET

Alaska Junior Theater

About Harriet Tubman and the Underground Railroad



Based on the true story of Harriet Tubman.

Book and Lyrics by Douglas Jones; Music by Ron Barnett.

Harriet Tubman was a great American who freed herself and hundreds of others from the bonds of slavery. She faced many challenges over the course of her lifetime; nevertheless she was determined to change the world with her courage.

Our drama begins as Harriet's friend, Sarah Bradford, author of Scenes in the Life of Harriet Tubman, is persuading a publisher to print her book. The publisher is not

enthusiastic until he begins to read through the stories of Harriet's life.

As our story unfolds, we learn of Harriet's early years in slavery, her escape to freedom, and her time as a conductor on the Underground Railroad. The Underground Railroad was a lifeline for the enslaved escaping to freedom, and Harriet Tubman was undoubtedly one of its most famous conductors.

During the Civil War, Harriet became a spy for the Union Army and later she served as a nurse and a scout. The North won the war, bringing emancipation to the enslaved, but that did not end Harriet's struggle for freedom. Turning her attention to women's suffrage, she continued fighting for everyone who suffered inequality.



Alaska Junior Theater

About Virginia Repertory Theatre



Virginia Repertory Theatre is a nonprofit, professional theatre company and the result of the 2012 merger of Barksdale Theatre and Theatre IV. With four distinct venues and an educational touring arm, Virginia Rep Theatre is the largest professional theatre and one of the largest performing arts organizations in Central Virginia.

They are dedicated to the development and production of new plays, and they seek outside producing collaboration to ensure the play has a life beyond its development and production at Virginia Rep.

For 68 years, Virginia Rep has served Virginia's adults, children, families and schools and contributed to the cultural, educational and economic life of our city and region.

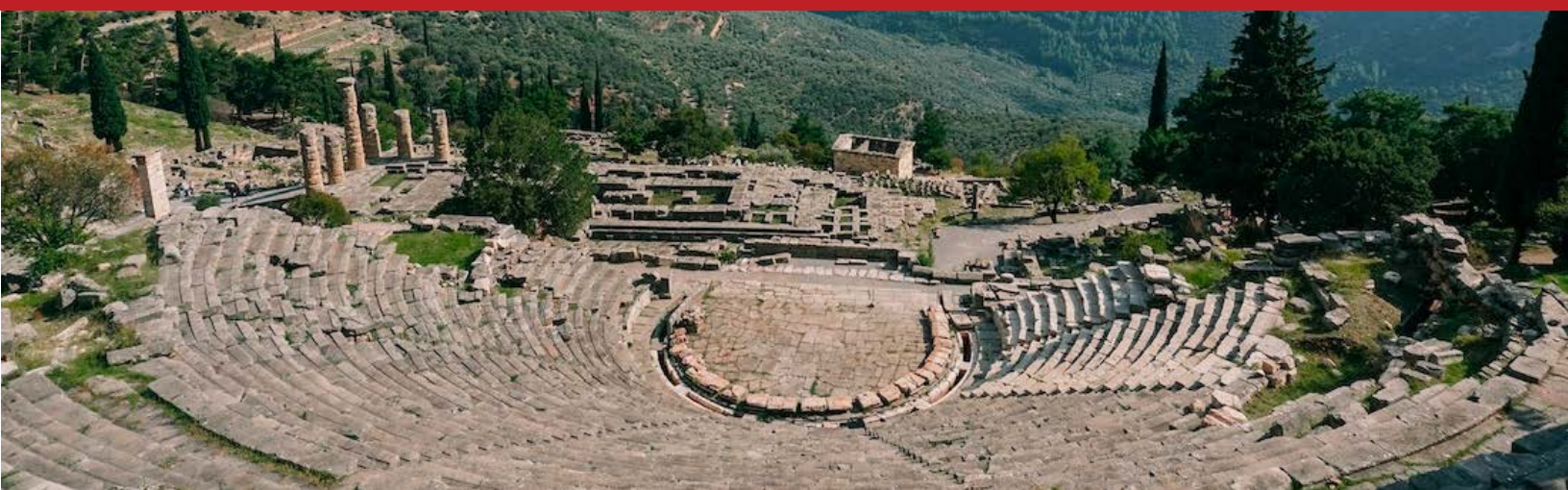
Their Signature Season operates under an annual contract with Actors Equity Association.



Virginia Rep Center also houses their camps, classes, workshops, and rehearsals for educational touring. They tour children's shows and provides educational programming to schools throughout Virginia and to major performing arts centers across the country.

Virginia Rep recently celebrated the 70th anniversary of its founding in Hanover County in 1953 as Barksdale Theatre. In 2012, after over a decade of sharing one staff, Barksdale Theatre and Theatre IV merged to form Virginia Rep.

Theater Trivia! Did You Know...?



- After a play is over and everyone goes home, there is always a light left on backstage - it's called a Ghost Light!
- The oldest play that is still around today was written by an Ancient Greek named Aeschylus. It's almost 2,500 years old!
- The longest performance on stage was over 23 hours long! It happened in New Jersey in 2010.
- William Shakespeare is a famous playwright. He wrote 37 plays and is still quoted by many people today. There are 157 million Google pages that mention him - the most of any famous person ever!
- In theatre, it's considered bad luck to tell an actor "Good luck" before a performance. Instead, you're supposed to say, "Break a leg!"
- In Ancient Greece, audiences stamped their feet rather than clapping their hands as a sign of applause.
- The word "Theatre" originally comes from the Greek word *Theatron*, meaning "a place to behold."
- In American English, the word 'theater' can mean either a place where films are shown (also called a cinema) or a place where live stage plays are performed. In British English, 'theatre' exclusively means a place where live plays are performed. 'Theatre' can also mean the business of putting on plays!
- There are five main types of theatre: Drama, Musical Theatre, Comedy, Tragedy and Improvisation.
- Theatre performances have directors, producers, writers, set designers, lighting designers, makeup artists, costume designers and many more people working backstage, as well as the performers on stage. Many performances also involve live music, played by an orchestra.
- Aristotle was the world's first theoretician (a person who forms, develops or studies the theoretical framework of a subject) of theatre, way back in 384 - 322 BC.
- The word 'thespian' comes from the first person to have taken the stage in Ancient Greece, Thespis.
- Margaret "Peg" Hughes was considered the first woman to appear in a Shakespeare play in 1660 (or perhaps Anne Marshall), 44 years after Shakespeare's death. It was previously illegal for a female to act on stage.



Teacher's Guide to Creative Drama

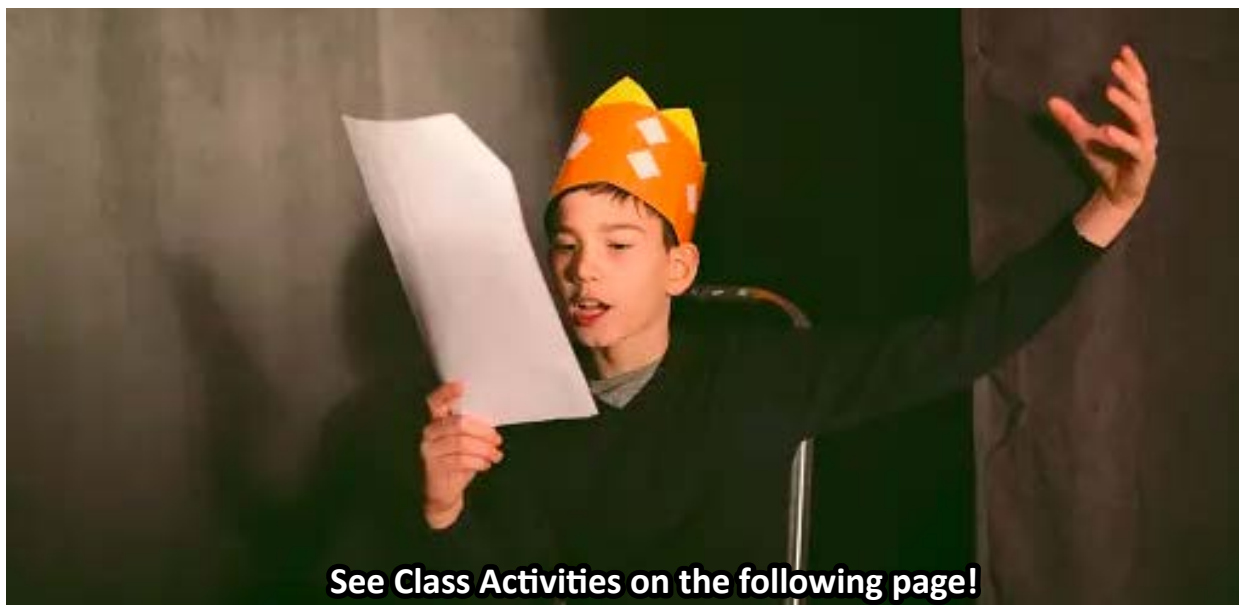
An Introduction



One of the most exciting ways to prepare students of all ages to view live theatre or bring an academic concept or lesson to life is to give them the experience of what it feels like to be an actor in a given situation or circumstance. **Creative Drama** provides an excellent vehicle toward fulfilling this objective. There are many exercises that are easy to implement using the students' whole instrument, including imagination, voice, movement, senses and emotions. The entire class participates at the same time so there is little opportunity for self-consciousness to inhibit creativity.

The following are some simple exercises, suitable for all age groups. No prior drama experience is required of students (or teachers!). These exercises can be done in the classroom if desks can be moved to the side. This can be accomplished quietly and efficiently by making a game of it. A sample scenario might be to encourage students to imagine an earthquake fault line under the room. It is the students' responsibility to move the desks to the side of the room to reinforce the walls. This must be done silently so the fault line will not be disturbed.

[Note: If it is not possible to move the desks, however, most exercises can be done with students standing behind or near their desks.]



See Class Activities on the following page!

Teacher's Guide to Creative Drama

Acting Exercises for Kids!



Warm Up Exercises

Freeze and Move

Using a percussion instrument (small drum or tambourine) or a piece of lively music, ask students to move while the music plays and freeze when it stops. Ask students to move isolated parts of their body (i.e. "now just move your leg, now your head, etc.") If you are using a drum, it can be exciting to vary the speed of the movement by changing the tempo of the beat.



Simple Stretches

Lead students in stretching their bodies. The use of visual images or characters helps make stretching fun. For example, tell students to reach for a silver thread hanging from an imaginary cloud above their head. Tell them to hold on tight and imagine they are swinging high above the neighborhood. Sometimes the strings might disappear. Students should then drop, loosely. Repeat this several times. Students can then stretch out wide like a big tree, swivel like a snake, stretch their necks long like a giraffe's, make their bodies small like a tiny mouse, etc.

Grooming the Senses

In place, encourage students to isolate each sense and focus on it. For example, tell them to close their eyes and listen attentively, first to sounds in the room, then sounds in the hallway. Finally, have them send their hearing out as far as it will go. Ask them to share what they have heard.



A similar exercise can be done with sight. Ask them to look around the room, noticing colors and shapes. Ask them to see each object and then have each object see them. Turn to a partner and see the partner and have each partner see them. Ask students if they can tell the difference between being seen and being the see-er and what each feels like. To practice heightening the sense of touch, you can pass around a paper bag with an object in it. Have each student

feel and describe it without the sense of sight. Students can be encouraged to experiment with smell and taste in the lunchroom and at home.

Teacher's Guide to Creative Drama

Acting Exercises for Kids!



Movement: A Mirror Exercise

To help students focus, lead the class in a simple “follow the movement” exercise to slow, pleasant music.



Make simple movements with your arms, head, face and legs. Encourage students to mirror these movements at the same time you are making them. Then, if you can arrange students in a circle, choose one student to leave the room and one student to lead the class in simple slow movements. The student chosen to leave is now invited back to try to guess who is the leader.

A more advanced version of this exercise involves grouping students in pairs and having them mirror each other. Music can be really helpful. Remind students that the face moves too and that laughter and giggling can be mirrored, too!

Sound Effects

Sound Effects Story: Pick a simple story that has many opportunities for added sound effects (for example, stories in cities, bad weather, haunted houses, etc.). This story can be made up in advance, improvised on-the-spot or read from a book. Practice with the group, encouraging students to make the sound of the wind using their voices, doors slamming using their feet, etc. Then control the volume of the sound using a wand, a pencil or any conductor like object. When your hand is high, the sound is loud, when your hand is lowered the sound diminishes and then stops. Use this volume control tool throughout the story.



Activities for the Classroom



CRITICAL THINKING DISCUSSIONS

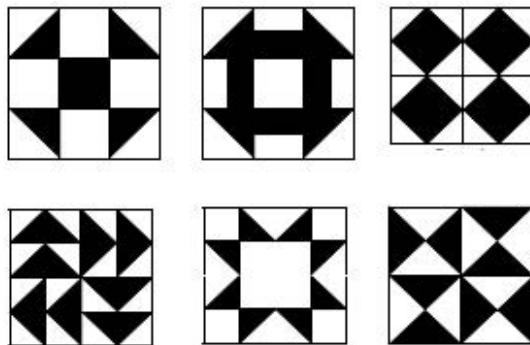
1. There were many other men and women who wanted to help enslaved people gain their freedom. Read about other people, such as Sojourner Truth and Frederick Douglass, who used lectures, newspapers and books to tell people why slavery was bad.
2. Owners usually did not like to let their enslaved learn to read or write. Why do you think this is so? It has been said that “readers are leaders.” How would this have been true for the enslaved?
3. Many brave people endangered their lives and homes to help the enslaved escape using the Underground Railroad. Write a diary entry that you think you might have made while helping someone escape.
4. The Thirteenth Amendment to the Constitution was ratified in 1865 when Harriet Tubman was 45 years old. Read a copy of this amendment and think about how Harriet must have felt when she learned about this new law.
5. Imagine you are enslaved. You have no rights and no freedom. Six days a week you toil in the fields for your master making him wealthy. One of your friends is talking about escaping north to freedom. Do you go with them? Explain your answer. Be sure to include reasons for escaping, hardships you must face/ overcome, and possible sources of help. If you choose not to escape, explain your reasons.
6. You have been asked to hide a runaway overnight. If you get caught, you will be sent to prison. What would you do? Explain your answer. Be sure to include your reasons for aiding them. If you decide not to hide the enslaved person, explain your reasons.

FREEDOM QUILTS

Did you know that quilts were used to aid runaways on the Underground Railroad? Enslaved people made coded quilts and used them to communicate information to each other about how to navigate their escape on the Underground Railroad.

Activity: Use the templates to provide uniform quilt blocks. Have each student create a paper quilt block for a class freedom quilt. Assemble the finished blocks using additional construction paper for the binding on edges and between blocks to create a class quilt:

<http://mathwire.com/quilts/freedomtemplates.pdf>



Bear Paw code instructed runaways to follow the bear tracks through the mountains, staying away from roads.
Courtesy Smith Robertson Museum

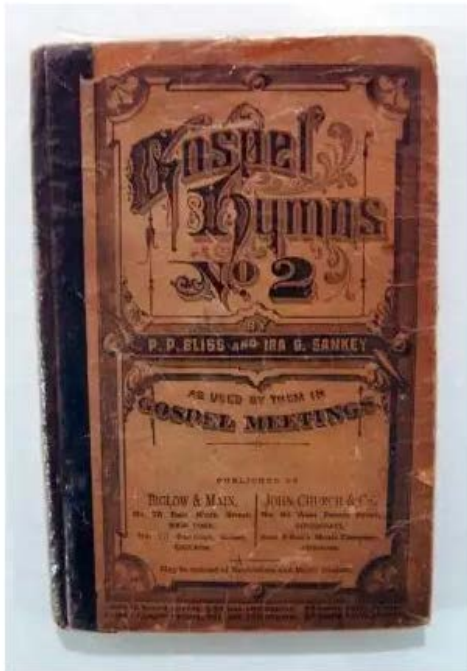
Alaska Junior Theater

Activities for the Classroom

Teacher Background

Harriet Tubman was born enslaved by a Maryland plantation owner. Hardships and mistreatment by her enslaver were her existence until the day she decided that being free was all that was important to her.

When Tubman escaped from Maryland to be a free person, she became part of a network of support for other freedom seekers, called the Underground Railroad.



Tubman would use commonly known hymns from Christian worship services to communicate with enslaved people. According to Sarah Hopkins Bradford's biography, *Scenes in the Life of Harriet Tubman*, each song had a hidden meaning for escape and freedom. Tubman knew many songs from memorization. It was illegal for an enslaved person to learn to read or write or own a book.

Harriet Tubman lived her life to help others be free from enslavement. After the emancipation and prohibition of slavery in the United States in 1865, Tubman continued to be a role model and spokesperson for equal rights.

Tubman died in 1913 at the age of 91, in Auburn, New York. The few things in her estate went to her family. The hymnal was given to Tubman's great niece, Eva S. Northrup. Northrup then gave the hymnal to her daughter, Meriline Wilkins.

Wilkins died at the age of 92 in 2008. The hymnal was then acquired and donated to the Smithsonian National Museum of African American History and Culture.

Notes for Teacher

Emphasize to students that Tubman did not know how to read or write. She knew the songs from memory.

Think Deeply

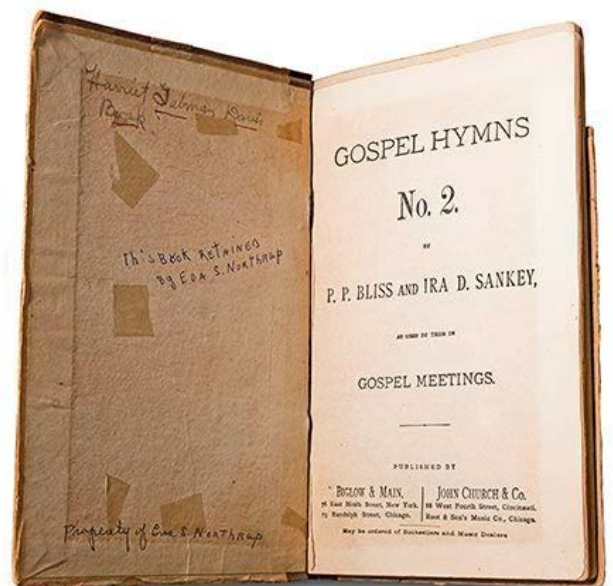
Why is it important that Harriet Tubman owned a book?

What kind of symbol was the humnal for Harriet Tubman?

Well-Being

How are songs used today to help people communicate with each other?

What do songs communicate to you?



Activities for the Classroom

Lesson Plan

1. Show students a songbook, or book from your personal library that has meaning for you. Explain why the book is important to you personally.

- a. Why is this book important?
- b. Who gave you the book?
- c. What did you learn from this book?
- d. Would you share this book with someone else? Why?

2. Each person has something that they value above other possessions because of the special memories it triggers or makes them feel when they hold it, or think about it.

3. Show students the image of Harriet Tubman and then, show the picture of the hymnal.

4. Next, have students do "See, Think, Wonder" using the images of the hymnal. In small groups they can share their wonders. Combine smaller groups into larger groups so students can share their ideas.

5. Have students listen to the video "[Secret Lives of Objects: Harriet Tubman's Hymnal](#)"

6. Students then complete the "Let's Write" assignment on their own. Sharing their writing is the decision of the educator.



Heroic Harriet

Have you ever had to do something brave because you knew it was the right thing to do?

Alaska Junior Theater

Harriet Tubman

Word Search

L P D E O L H P M U J M Z S C A R
Q A A A S T R O N G K D R B T S M
N Y S B Q N R J Y Y N G M M C A O
Y T J H R V M P C X U L Z O L H D
I S M W E A Z A O Y N I J D L J S
Z O I N T D V N N O H A U E Q E I
O B X E H S X E D T M V L E K N W
R H S V G T X L U N B N E R W E K
E O S A I C N X C V H Z K F U E L
K X C L F L B X T J U O S X A T K
R B M S S H Y D O A Q M Y H S E I
O W U V Q O I Z R H Y B U S F N O
W X L B C P A S S E N G E R G I F
D C C D I S B A R I E A K F R N H
R M N F I U V X H M I C X K E W W
A N O B M I T Y E X S C H R Z C U
H Z M N V M S F P S J D F U S I G

BRAVE

FREEDOM

NINETEEN

SLAVE

CONDUCTOR

HARDWORKER

PASSENGER

STRONG

FIGHTER

LASHED

SCAR

WISDOM

Activities for the Classroom

Dear Harriet,

I admire you because...

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated ten times.

Your friend,



Activities for the Classroom

About Harriet Tubman



Harriet Tubman circa 1868. Photograph by Benjamin F. Powelson, Collection of the National Museum of African American History and Culture shared with the Library of Congress.

Harriet Tubman, an icon of American history, was born enslaved and raised on Maryland's Eastern Shore, where the lines between slavery and freedom were often blurred. It was not unusual for families in this area to include both free and enslaved members. Harriet would remain enslaved until she fled to Pennsylvania in 1849. In 1849, Harriet Tubman, worried that she and the others on the plantation were going to be sold, decided to run away. Tubman believed she had two choices: freedom or death.

In Philadelphia, Tubman joined the Abolitionist Movement and became a conductor on the Underground Railroad, earning her the nickname "Moses" after the prophet Moses in the Bible who led his people to freedom. In all her journeys, Harriet never lost a passenger.

Harriet's work was a constant threat to her own freedom and safety. Slaveholders placed a bounty for her capture and the Fugitive Slave Act of 1850 was an ever-present danger, imposing severe punishments on any person who assisted the escape of an enslaved person.

Over the course of 10 years, and at great personal risk, Tubman made 19 trips to Maryland and helped 300 people escape to freedom along the Underground Railroad. During the Civil War (1860-1865), Tubman was a scout, spy and nurse for the federal forces in South Carolina.

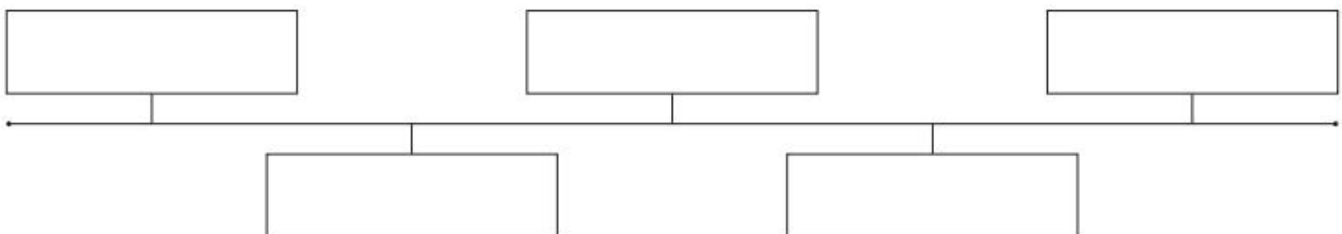
Tubman was the first woman to lead an assault. She conducted the Combahee River Raid which set free 700 enslaved people.

After the war, Tubman continued the struggle for freedom as a leader in the Suffrage movement. She died from pneumonia on March 10, 1913 in Auburn, New York and was buried with military honors.

QUESTIONS TO CONSIDER

1. Why do you think Harriet's brothers turned back when they decided to escape? Why would choosing to escape have been such a difficult decision for an enslaved person?
2. Harriet Tubman lived from 1820-1913, a time of great changes. In what ways do you think this time in history would have been different if she had never lived?
3. Using the information above, create a timeline of important events in Harriet Tubman's life. Add boxes if you need to.

HARRIET TUBMAN TIMELINE



Interesting Facts and Tidbits



- Her nickname as a child was "Minty".
- She was a very religious woman having learned about the Bible from her mother.
- Harriet bought a house in Auburn, New York for her parents after helping them to escape from the south.
- Harriet married John Tubman in 1844. He was a free black man. She married again in 1869 to Nelson Davis.
- She usually worked the Underground Railroad in the winter months when the nights were longer and people spent more time indoors.
- There is a story that slaveholders offered a reward of \$40,000 for the capture of Harriet Tubman. This is likely just a legend and not true.
- Harriet was very religious. When she led fugitives across the border she would exclaim "Glory to God and Jesus, too. One more soul is safe!"

During the Civil War, she became the first woman to lead an armed military raid in June 1863. She was also a Union scout, spy, and nurse. She was a suffragist who fought for women's rights. She established a nursing home for African Americans on her property in Auburn, NY.

- She never learned to read or write, but was smart, calculating and bold—and was never caught during her 13 dangerous missions to lead her friends and family out of slavery.
- During the Civil War, she became the first woman to lead an armed military raid in June 1863.
- Tubman also served as a scout, spy, guerrilla soldier and nurse for the Union Army during the Civil War.

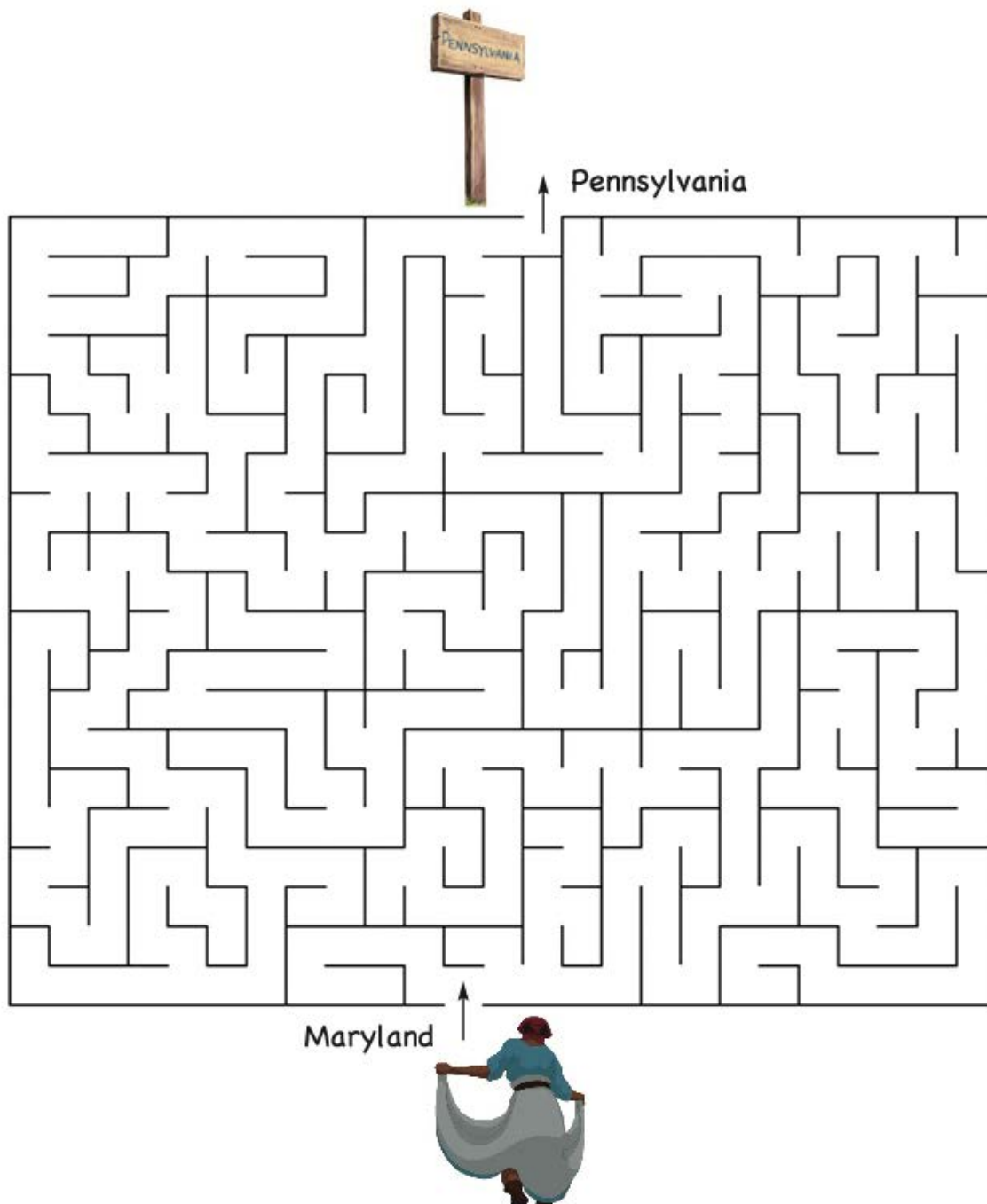
Myth: Harriet Tubman rescued 300 people in 19 trips. Fact: According to Tubman's own words, and extensive documentation on her rescue missions, we know that she rescued about 70 people—family and friends—during approximately 13 trips to Maryland.

At 13 years old, Tubman suffered a traumatic injury that almost killed her when a two-pound weight missed its intended target and hit Tubman in the head instead. Though her mother was able to nurse her back to health, Tubman suffered from epilepsy for the rest of her life.

Harriet Tubman Maze

Help Harriet Escape to Freedom

Help Harriet find her way along the underground railroad from Maryland to Pennsylvania, where she first gained her freedom. Be sure to start at the bottom, so Harriet heads "north" toward freedom!



Alaska Junior Theater

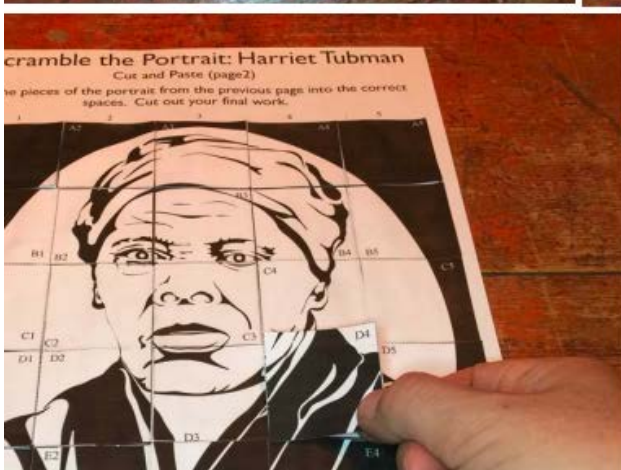
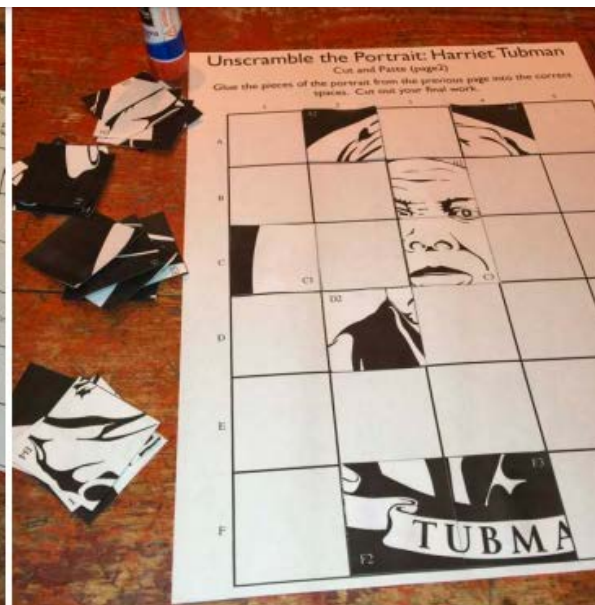
Harriet Tubman Collaboration Puzzle

There has never been a better time to celebrate Harriet Tubman's achievements with your students. A lesson on Harriet Tubman's life is a perfect addition to any thematic units in history or ELA. It would be a natural fit during Women's or Black history months. This Harriet Tubman Collaboration Portrait Poster is the perfect complement to any of your lessons.

The poster, a large mosaic that is colored, cut out and assembled, becomes a visually stunning tribute to the abolitionist leader. It is the perfect Harriet Tubman activity to do with your students. There are 30 pieces to this poster. The final poster is approx. 35" x 42" (depending on your printer settings).

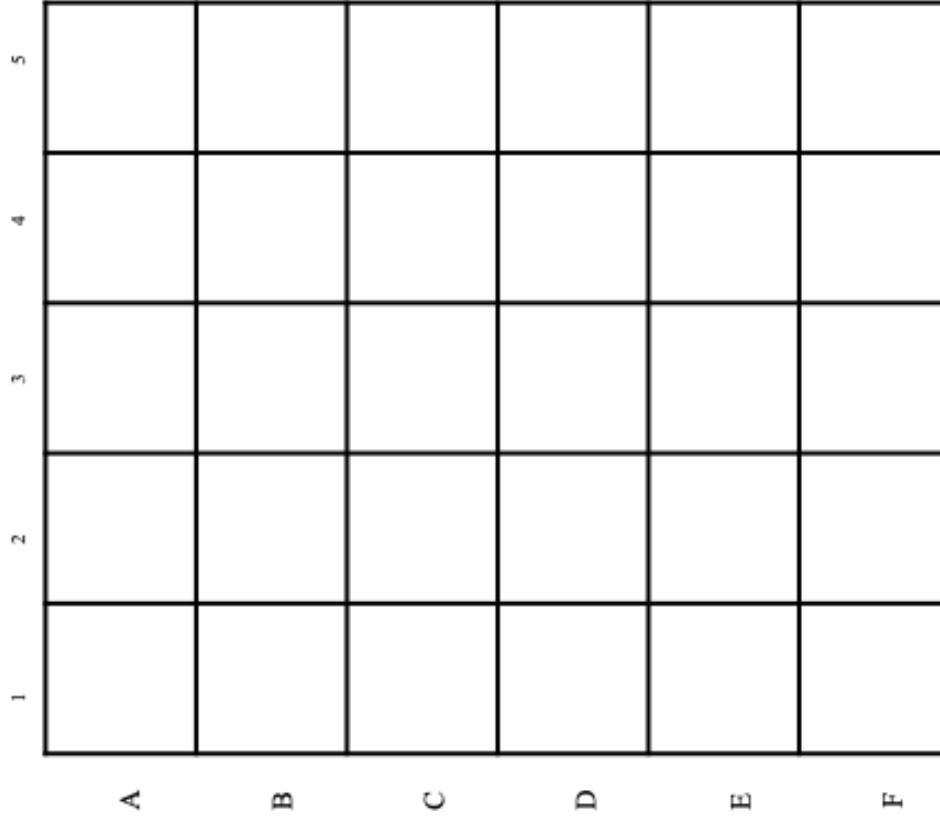
This Harriet Tubman activity can serve as an anticipatory set to pique your students' interests. It can also be an extension at the end of their studies. The symbolism behind working together to create a single image will touch your students. They will take pride in their own piece when they see it on display.

CUT & PASTE *How-to*



Harriet Tubman Collaboration Puzzle

Name: _____



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Harriet Tubman
Unscramble the Drawing



Copy the lines and shapes in each box on the left in the correct place on the grid on the right to draw the portrait of Harriet Tubman.

Unscramble the Portrait: Harriet Tubman

Cut and Paste (page 1)



Unscramble the Portrait: Harriet Tubman

Cut and Paste (page2)

Glue the pieces of the portrait from the previous page into the correct spaces. Cut out your final work.

	1	2	3	4	5
A					
B					
C					
D					
E					
F					

Unscramble the Portrait: Harriet Tubman

Cut and Paste (page2)

Glue the pieces of the portrait from the previous page into the correct spaces. Cut out your final work.

	1	2	3	4	5
A	A1	A2	A3	A4	A5
B	B1	B2	B3	B4	B5
C	C1	C2	C3	C4	C5
D	D1	D2	D3	D4	D5
E	E1	E2	E3	E4	E5
F	F1	F2	F3	F4	F5

Theater Etiquette and Expectations

We have a wonderful opportunity at this performance to help youth learn about attending live performances.

Please discuss the following with your students:

1. Sometimes young people do not realize how a live performance differs from watching a movie or television show. A live presentation has not been pre-recorded with the mistakes edited out. This makes it riskier for the performer and more exciting for the audience. It also means the audience has a real contribution to make to the overall event. Each audience member affects those around him/her as well as the performer. Concentrate to help the performers. The audience gives energy to the performer who uses that energy to give life to the performance.

2. An usher will show you where to sit. Walk slowly and talk quietly as you enter the theater.

3. For safety's sake, do not lean over or sit on the balcony railings or box ledges. Please be careful on the stairs. Avoid horseplay and running throughout the building.

4. If necessary, use the restroom before the performance begins. Adults need to accompany young students. After the show, we need you to exit the building right away because of bus schedules and other shows.

5. You may talk quietly to the people next to you until the performance begins.

6. When the lights in the theater begin to dim, it is the signal that the performance is about to start. Stop talking and turn your attention to the stage.

7. Stay in your seat throughout the entire performance.

8. During the performance, listen quietly and watch closely. Talking during the performance will distract other audience members and performers. Try not to wiggle too much and don't kick the seat in front of you. These disruptions make it hard for others around you to concentrate on the show. Sometimes during a performance you may respond by laughing, crying or sighing. By all means feel free to do so! LAUGHING IS APPROPRIATE. (Teachers, please do not hush the students while they are laughing.) If something is funny, it's good to laugh.

9. If you like something a lot, applaud. This will let the performers know that you are enjoying the show.

10. At the end of the show, applaud to say thank you to the performers. The performers will bow to acknowledge your appreciation and thank you for coming.

11. When the lights get brighter in the theater, the show is over. Stay in your seats until the OnStage Coordinator dismisses your school.

12. Please remember:

- Taking photographs or using recording devices is strictly prohibited.
- Beverages and food, including gum and candy, are not allowed in the theater.
- You are only one person among several hundred in the audience.
- Please respect the performers and your fellow audience members.

Cell phone use is prohibited unless invited from the stage by the artists. The light from your screens may distract the people around you.

Please inform your adult chaperones that ushers will be available throughout the performance if there are any difficulties.

Thank you for choosing Alaska Junior Theater!