

WALNUT STREET THEATRE

Touring Outreach Company

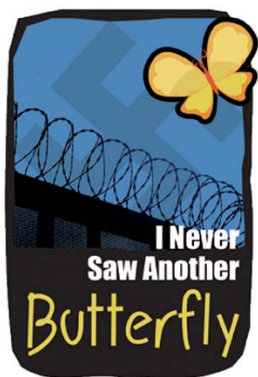
I Never Saw Another Butterfly

By: Celeste Raspanti

Adapted from: ...I never saw another butterfly...

Edited by: Hana Volavková

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Study Guide

Play Synopsis

Based upon a true story, the play follows Raja Englanderova's experience as a young girl living in the Jewish ghetto of Terezin during the Holocaust. During this time of despair, there is a small beacon of hope for all of the children trapped in Terezin. Her name is Irena Synkova, and she has dedicated her life to being a teacher for the children. She encourages them to creatively express their feelings through drawings and poems. The real-life compilation of the artwork from the children of Terezin is featured in the book ...I never saw another butterfly..., edited by Hana Volavková.

Meanwhile, Raja also befriends a young man living in the ghetto, Honza. Their friendship blooms despite the danger of the Nazis discovering their relationship. Together they unite the segregated boys' and girls' houses, in the form of a secret newspaper.

Although Raja's story is permeated with loss and anguish, it is also infused with love and hope. Journey with Raja as she learns the only way to survive is through the companionship forged out of this shared experience.

Important People/Terms

Auschwitz: Concentration camp

Discrimination: Treatment against a person based on the group they belong to

Experiment: Operation carried out under controlled conditions

Extermination: The act of destroying

Friedl Dicker-Brandeis: [Irena] Self-designated teacher of the children at Terezin

Genocide: Extermination of a racial/cultural group

Liberation: Gaining equal rights for a particular group

Pavel Friedman: Author of the poem "I Never Saw Another Butterfly"

Prague: Most of the children of Terezin were originally from this European country

Prejudice

Propoganda

Raja Englanderova: A child from the Terezin camp who survived and returned to Prague; the play is an imaginative creation of her story

Resistance: The act of opposition

Terezin: Jewish ghetto in former Bohemia

From the book ...I never saw another butterfly...

The Butterfly

The last, the very last,
So richly, brightly, dazzlingly yellow.
Perhaps if the sun's tears would sing
against a white stone. . . .

Such, such a yellow
Is carried lightly 'way up high.
It went away I'm sure because it wished to
kiss the world good-bye.
For seven weeks I've lived in here,
Pinned up inside this ghetto.
But I have found what I love here.
The dandelions call to me
And the white chestnut branches in the court.
Only I never saw another butterfly.
That butterfly was the last one.
Butterflies don't live in here,
in the ghetto.
- by Pavel Friedman

Pre-show Activity

Discuss how the play you are going to see is based upon poems and drawings from children living in the ghetto of Terezin during the Holocaust. Have your class read Pavel Friedman's poem (left) and discuss how the play's title originated from this poem. Have your students reflect upon the poem in a short free response writing assignment. How do Pavel's words make you feel? What are you expecting from a show titled *I Never Saw Another Butterfly*? Have you or someone you know ever experienced intolerance (due to race, religion, gender, sexual orientation, appearance, etc?). Encourage your students to share their responses with their peers.

Classroom Activities



The Butterfly Project

Have your class create their own butterflies! The Houston Holocaust Museum is collecting 1.5 million handmade butterflies to honor the innocent children who perished in the Holocaust.

Some requirements include:

- Butterflies should be no larger than 8 inches by 10 inches
- May be of any medium, but two-dimensional submissions are preferred
- No Glitter
- Food products (cereal, macaroni, candy, marshmallows, or other perishables) should not be used

Please send your butterflies to the Museum by June 30, 2011, with the following information included:

- Your Name
- Your School's Name
- Your School's Address
- Your Email Address
- The Total Number of Butterflies Sent

Mail your butterflies to:
**Holocaust Museum
Houston**

Butterfly Project
Education Department
5401 Caroline Street
Houston, TX 77004

For More Information:
<http://www.hmh.org/minisite/butterfly/index.html>



Mix It Up Lunch Day

Challenge your students to eat lunch with a different group of students today. By taking a new seat in the cafeteria, students can break boundaries while meeting new friends.

Remember that rewards are a great way to encourage participation. Provide an incentive so that everyone participates in this exercise.

Afterward, lead a class discussion about their experiences. Reflect on how stepping out of their comfort zones made them feel. Did they learn anything about others? Did they learn anything about themselves? Would they do it again? Why or why not?

The next step is to create a school-wide Mix It Up Lunch Day. A great way to start is to create a committee of students committed to challenging social boundaries at school. Ask administrators, cafeteria staff, and other teachers for help promoting the event. The student committee can collaborate to creatively increase awareness about the day.

Once again remember that incentives are a good way to encourage school-wide participation. Make sure to honor the students who participate.

In order for Mix It Up to be effective, the committee should meet after the event. Celebrate and evaluate how the day went. Discuss ways to implement it again in the future.

Don't let divisions and boundaries limit interactions. Create a school environment of tolerance and acceptance!

For more ideas about Mix It Up:
<http://www.tolerance.org/teens/lunch.jsp>

Interviews

This is a great class project for your students to learn about the world around them. Assign each pupil to interview a person who is of a different race, religion, or culture than them. Encourage their questions to delve into both the differences and similarities between them. Students can present their findings to the class. Discussions should center around the beauty of being unique, while also the commonalities between all human beings. Also, discuss ways in which fostering a connection with this individual might benefit your school, peer group, or community.

Answer Key to Crossword

1. Honza
2. Terezin
3. Hitler
4. Resistance
5. Liberation
6. Auschwitz
7. Raja
8. Irena
9. Butterfly
10. Extermination
11. Prejudice
12. Propaganda
13. Experiment
14. Jewish
15. Discrimination
16. Genocide

Celebrate The Positive

Form a big circle with one student in the center. Have all the students in the group, one by one, say one positive thing they can about the person in the middle. Encourage comments that focus on personality and behavior rather than physical characteristics, and every comment must be positive. Continue this activity until all students have had a chance to stand in the center. Also, you can have one student be the recorder of the activity. He or she can hand out the separate lists of compliments to each student at the end of the activity or post them on the bulletin board of your room.



Classroom Activities



Blue Eyes vs. Brown Eyes

In 1968, days after Martin Luther King Jr. was assassinated, a teacher created an extraordinary lesson plan that would later become well-known around the world. To teach her children about discrimination, Jane Elliot went to extreme measures. She separated her students based on eye color. On the first day, the blue-eyed students were told they were superior, smarter, and better. On the other hand, the brown-eyed students were criticized, ridiculed, and were not allowed privileges bestowed upon the blue-eyed children. Elliot reported that within 15 minutes the children had transformed into prejudiced supremacists and intimidated victims. The next day, she switched the roles. For several days after, Elliot and her students discussed what it was like to be labeled "superior" and "inferior." She emphasized the fact that discrimination can be based upon arbitrary factors.

Discuss Jane Elliot's experiment with your class. Have them write a reflection about their thoughts on Elliot's lesson. How do you think the children felt when they were in the "superior" group? How about when they were in the "inferior" group? Do you think the lesson was effective? What other variations on the lesson could there be? Do you think this experiment could be used today? Why or why not? Develop a variation on Elliot's exercise to use in your class.

Have your students share their responses with their peers. Discuss how Elliot's lesson relates to the Holocaust and *I Never Saw Another Butterfly...*

For more information:
<http://www.janeelliott.com/>

Research Genocide

Assign this research project to your class to explore the atrocities of genocide. Have each student research another example of mass genocide. Examples include Rwanda, Cambodia, Darfur, the extermination of the Native Americans, etc.

Students should provide a basic background of the situation on their research paper. They should also describe both the similarities and differences between their event and the Holocaust. What constitutes as genocide? Was it resolved? Was there any resistance, and if so, what did it entail?

Time Capsule

Raja's and her fellow peers' artwork provides major insight into the life of the children living in Terezin during the Holocaust. Have your students create their own sort of "Time Capsule" to showcase their own lives. Each student should write a poem about a significant event in their life. Drawings or paintings should accompany the poems. Make sure to emphasize that their writing and art should display who they are as a person at this time and place. After sharing their work with the class, place all of the pieces in a small box. This is the class' time capsule, an exhibit of your students' lives forever frozen in time.

"I remember Mrs. Brandeís [Irena] as a tender, highly intelligent woman, who managed for some hours every week to create a fairy world for us in Terezín... a world that made us forget all the surrounding hardships that we were not spared despite our young ages."

-RAJA ENGLANDEROVA

Paper Clips Project

During World War II, many Norwegian people wore paper clips on their lapels to represent their resistance against the Nazis. In 1998, a small school in Tennessee decided to collect 6 million paper clips for a memorial to the 6 million Jews who died during the Holocaust. After publicity from an article in the Washington Post, paper clips were sent to the school from all over the world. At last count, over 30 million paper clips were collected. At the Children's Holocaust Memorial, a train car is filled with 11 million paperclips. Eighteen copper butterflies are embedded in the concrete surrounding the car. The documentary film, *Paper Clips*, was released in 2004.

Challenge your students to collect 6 million paper clips in order to show the sheer massive amount of people that were exterminated under the Nazi regime. Even if your class doesn't reach their goal, the impact of visually seeing the number of paper clips collected will be significant. Discuss how each paper clip represents a person, and how statistics don't register the true meaning of how many lives were lost.

Did you like the show? Let us know!

Write to us at:

Walnut Street Theatre
Education Department
825 Walnut Street
Philadelphia, PA 19107

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LEARN FROM THE BEST!

WALNUT STREET THEATRE

Walnut Street Theatre has the unique distinction of being the oldest, continuously operating theatre in the English-speaking world, having served Philadelphia audiences for 200 years! It is also the Official State Theatre of Pennsylvania, and a National Historic Landmark.

Today, under the direction of Producing Artistic Director Bernard Havard, Walnut Street Theatre is in its 26th season as a self-producing, non-profit theatre. Walnut Street Theatre continues to entertain and enlighten diverse audiences with high quality theatrical programming. With more than 56,000 season ticket holders, the Walnut is also the most subscribed theatre company in the world!

The Walnut Street Theatre is celebrating 24 years of bringing high-quality professional theatre to schools across the Delaware Valley. Our multi-cultural Touring Outreach Company introduces students to the world of theatre through age-appropriate, curriculum-based pieces, that are socially relevant, entertaining, and exciting. Last season, 111,505 children and adults were impacted by the Walnut's Education Programs.

Touring Actors

Each season, Walnut Street Theatre holds a nation-wide search to recruit accomplished young professionals for Dorothy Haas Acting Apprenticeships. These actors form our Touring Outreach Company. Nearly 350 candidates are considered each year for these four positions.

About the Playwright

Celeste Raspanti is an American playwright residing in St. Paul, Minnesota. Raspanti has both published and produced several full-length and one-act plays. Many of her plays center around the topic of the Holocaust. After her first play based on the Terezin concentration camp, "I Never Saw Another Butterfly", Raspanti created two subsequent plays. "No Fading Star" and "The Terezin Promise" also originates from real-life stories during the Holocaust. The creation of these plays was based upon the collection of children's artwork from Terezin featured in the book ...I never saw another butterfly..., edited by Hana Volavková. In addition to her writing career, Raspanti is a former nun and a retired college professor. She has been published in many academic and professional journals.

This production was directed by Jerrell Henderson.

Walnut Street Theatre Education Department Staff

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..... Emily Rast

WEB RESOURCES

Here are some websites that provide more ideas for your classroom activities:

- <http://www.tolerance.org/index.jsp>
- <http://www.ushmm.org/education/foreducators/>
- <http://www.hmh.org/minisite/butterfly/index.html>

The Walnut Street Theatre Educational Programs gratefully acknowledge support from the following:

- ARAMARK * The Barra Foundation
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- United Way of :Bucks County, Burlington County, Delaware,
- Capital Region, North Penn, Southeastern PA, and Tri-State * US Airways Education Foundation *
- Virginia and Harvey Kimmel Arts Education Fund of the Philadelphia Foundation

Name: _____

Date: _____

“In Germany, the Nazis came for the Communists,
and I didn’t speak up because I wasn’t a Communist.

Then they came for the Jews,
and I didn’t speak up because I wasn’t a Jew.

Then they came for the trade unionist,
and I didn’t speak up because I wasn’t a trade unionist.

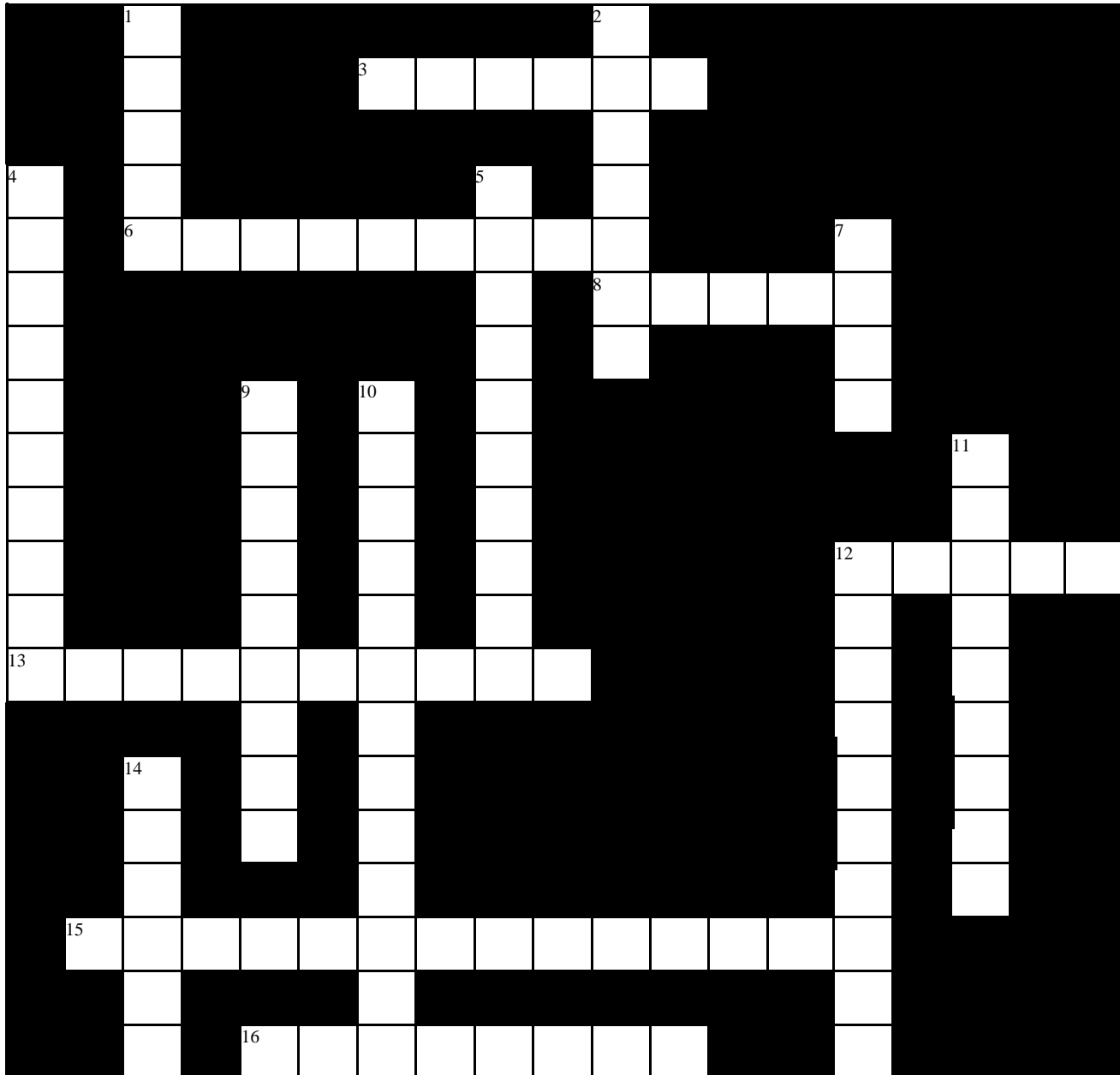
Then they came for the Catholics,
and I didn’t speak up because I was a Protestant.

Then they came for me, and by that time,
there was no one left to speak up for me.”

Was there ever a time you witnessed discrimination and should have spoken up about it?
What should you do if you or someone you know is a target of intolerance and prejudice?
Rewrite your own version of the poem above describing what you should do in these circumstances. Make the situations applicable to your own life.

Name: _____

Date: _____



Across

- 3. Head of the Nazi Regime
- 6. Place where people were sent to be exterminated
- 8. Teacher in *I Never Saw Another Butterfly*
- 12. A form of resistance the children used
- 13. An operation carried out under controlled conditions
- 15. Treatment against a person based on the group they belong to
- 16. The deliberate and systematic extermination of a racial, political, or cultural group

Answer Key on page 2 of Study Guide

Down

- 1. Character that gave his friend all of the flowers and butterflies
- 2. Setting of *I Never Saw Another Butterfly*
- 4. The act of opposition
- 5. The act of gaining equal rights or opportunities for a particular group
- 7. Narrator of *I Never Saw Another Butterfly*
- 9. This “ doesn’t live here, not in the ghetto”
- 10. The act of destroying
- 11. An unfavorable opinion formed without knowledge, thought, or reason
- 12. Information, ideas or rumors deliberately spread widely to help or harm a person, group, or movement
- 14. The Nazis persecuted these people