



A Light in the Storm

A Teacher's Resource Guide



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Theater Etiquette



Each year, thousands of teachers, students, bus drivers, and parents take part in CSB/SJU's Education Series. To make your theater experience the best it can possibly be, below are a few helpful hints to follow at the theater.

It is our hope that a review of these procedures will answer any questions that you or your students may have.

- Please make an effort to bring a minimum of one adult chaperone for every fifteen students.
- Prepare your students to enter the theater in single file in the order of seating. Position your chaperones in such a way as to maximize adult supervision of your group.
- Trips to the bathroom must wait until your group is seated in the theater. Then, if necessary, students may go in small groups with the teacher's permission. Please, chaperone younger students.
- To make the theater experience enjoyable for all, we do not permit:
 - Food, gum or drinks
 - Radios, Cameras, Tape or Video recorders
 - Inappropriate behavior

Following the performance, a member of the CSB/SJU Fine Arts Programming department will dismiss schools from the theater.

Thank you and enjoy!

Plot Summary

“Sometimes, what I write here is all that keeps me calm. Putting the tumble of anger and fear down on paper gives me power over it. Then I don’t feel so helpless...I do need a friend on Fenwick Island. You, dear diary, should do perfectly.”

Amelia, nicknamed Wickie by her father, works side by side with her father at the lighthouse. We meet Wickie and her family enjoying Christmas morning 1860. However, tension is evident from the beginning between her parents due to differences in how Wickie should behave. Tension also lies in their political differences on the greater conflict over slavery in the border state of Delaware in 1860-1861. She writes, “So much anger, so much resentment.If only the two sides would sit down and discuss this sensibly. But how?” Wickie receives a diary from her beloved Uncle Edward in which she begins to record the events that are about to unfold.



In addition to her duties at the lighthouse, she teaches school to the children on the mainland where the thralls of war are even more prevalent. The children do not ignore the Political climate of the day and Wickie finds herself in the middle of her parent’s arguments while trying to come to terms with her own views on slavery, secession and the oncoming war.

As time goes on, we see the trials of war wear upon Wickie. First, her students argue over the war leading to some withdrawing from school because of Wickie’s abolitionist ideas. The discord between her parents’ ideals and political beliefs increases. While Wickie’s Father enjoys and encourages his daughter to work side by side with him, her mother feels differently. In addition to these societal values, their disagreements on slavery rise to the point where it ultimately drives the family apart. Finally, the vulgarity and reality of war bear down upon her when her good friend, Daniel, joins the Union army and becomes part of the very event that is tearing her world apart.



Wickie finds herself caught in the midst of two wars: the Civil War and the war in her own home. Through all these trials and tribulations, she remains strong and true to the values she holds dear. She learns what it means to be “a light in the storm.”

About the Author

Karen Hesse:



While growing up in Baltimore, Maryland, Karen Hesse dreamed of becoming many things: an archeologist, an ambassador, an actor, an author. In 1969, she attended Towson State College as a theater major, but transferred after two semesters to the University of Maryland, where she eventually earned a B.A. in English with double minors in Psychology and Anthropology.

From the time Karen was ten she thought of herself as “good with words,” thanks to a perceptive and supportive fifth grade teacher. Mrs. Darnoff believed Karen could be a professional writer some day and because Mrs. Darnoff believed, Karen believed too. Though Karen gave up all her other career dreams, she never gave up dreaming of publication. It took more than thirty years to see that fifth grade dream come true. When asked, Karen says she doesn’t know whether that makes her extremely patient or just plain stubborn.

Karen earned wages as a waitress, a nanny, a librarian, a personnel officer, an agricultural laborer, an advertising secretary, a typesetter, a proofreader, a mental health care provider, a substitute teacher, and a book reviewer. In and around the edges of all those jobs she has written poems, stories, and books, books, books.

Karen loves to write and can’t wait to get to her keyboard every morning. She also loves reading, hiking, spending time with friends and family, traveling, and music-- both playing it and listening to it.

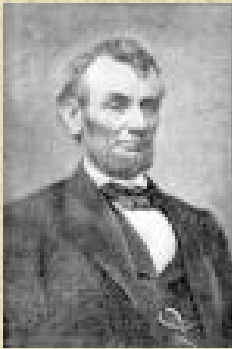
Karen believes that young readers are the most challenging, demanding, and rewarding of audiences. Adults often ask why she writes for the younger set. Her reply: “I can’t think of anyone I’d rather write for.”



Civil War Summary

In the year 1860, the United States needed a new President. The Democrats had several candidates. Those who supported slavery went for Democrat John Breckinridge. Those who weren't focused on slavery went for Stephan Douglass. The Republican candidate, who was against slavery going into the new territories (remember, the United States didn't have all 50 at this point in history!), was Abraham Lincoln. Gerrit Smith ran under another party called the Constitutional Union Party which was strongly against slavery.

The votes came in and Abraham Lincoln won! The Democrats actually got more votes than Abe, but because two people were running as Democrats, they split the votes, reducing their totals. South Carolina was NOT happy with the results of the election. They liked their slaves and intended to keep them. They didn't want Lincoln telling them what to do. As a result, they decided to secede from the Union. In other words,



they didn't want to be run by Lincoln's government, so they withdrew from it! A short while later, other Southern slave states such as Georgia, Florida, Mississippi, Alabama, Louisiana, and Texas also decided to secede. These states formed their own government that they called the Confederate States of America. They even created their own constitution that was signed on March 11, 1861, and their own President: Jefferson Davis. Interestingly enough, some Northern states had slavery at this time, they were: Delaware, Maryland, Missouri and Kentucky. But they decided not to secede.

The Northern states didn't want South Carolina and other states to secede, and they got mad! They wanted the United States to be united. The North tried to get those states to come back under Lincoln's rule, but the South refused. Mobs of angry people in the North rioted, or were violent towards other members of the public. Many angry Northerners targeted abolitionists; the people that thought slavery was wrong and that it should be outlawed. The United States was slowly dividing, Lincoln had to do something!

At this point however, Lincoln didn't do much. He still supported the Fugitive Slave Laws which said that if a slave escaped for freedom, he or she should be caught by federal marshals and brought back to his or her slave owner which usually included a harsh punishment. It also said that serious consequences would be served to anyone that helped escaped slaves. Even though he didn't agree with slavery, he didn't want to interfere with the states that had it. Lincoln's goal really was to get the states united again, not to end slavery.

Unfortunately, the South invaded Fort Sumter, and the war began. Four more states joined to fight with the South or the Confederacy: Virginia, Tennessee, North Carolina, and Arkansas. The battle raged on. The North, or the Union, had 23 states fighting on their side, the South had 11 states. The real reason for fighting was that the North wanted the Southern states back into the Union, and the South wanted to secede and form their own government in which they could make their own laws.



At this point, Lincoln decided the best thing to do was end slavery in the South with the Emancipation Proclamation. Even though the Proclamation did not end slavery in the border states or areas in the South captured by the Union, Lincoln still freed millions of slaves. This move hurt the South and eventually cost them the war. Just as Lincoln wanted, the Southern states reluctantly rejoined the Union.

For more details see: <http://www.yale.edu/lawweb/avalon/csa/csa.html>
<http://www.us-civilwar.com>

Glossary of Terms

Abolitionist: A person who wanted to get rid of slavery.

•*Amelia Martin's father is an abolitionist who once helped a slave to escape.*

Abraham Lincoln: The President at the time of the Civil War who was credited for emancipating or freeing the slaves.

Civil War: A war between sections of the same country. The civil war in the United States

occurred in 1861 and went to 1865 and was fought between the Northern and Southern states.

Confederacy: Eleven Southern states that fought in the Civil War.

•*Georgia, Florida, Texas, Arkansas, Alabama, Louisiana, North and South Carolina, Virginia, Mississippi, and Tennessee.*

Delaware: A small state on the east coast right on the borders of the Union and Confederate States. Although Delaware belonged to the Union, it was still a slave state during the Civil War.

Dissension: A difference of opinion.

•*There is a dissension between Amelia's parents about slavery.*

Fenwick Island: The island in Delaware where Amelia and her parents tend a lighthouse.

Slave rebellion: Usually a man or woman who was unhappy with his or her status as a slave. He or she may organize other slaves in plans of revolting or running away to freedom.

•*Amelia's father helped the leader of a slave rebellion hide on his ship.*

Secede: To separate, withdraw from something bigger.

•*South Carolina seceded from the Union when they found out Lincoln won the election.*

Union: The 23 Northern states that fought in the Civil War

Lesson Plans

Which government do you follow?

Curriculum Ties: History, Social Studies

Suggested Grade Level: 4th-8th

Objective: Learners will demonstrate ability to create their own government after hearing about the dissension between the Civil War Northern and Southern states.

Materials: Notebook paper, pencil, markers, poster paper (large paper) or transparency

1. Ask students what a civil war is?
2. Now have the students reflect in writing on the question: "Why do you think the United States fought a Civil War?"
3. Tell students to turn to a partner and they have 30 seconds each to give their answers.
4. Read to the class or make class copies of the Civil War summary included in this packet.
5. Now give students two to three minutes to update their first answer. They might want to include things they didn't know but now do.
6. Have them turn to a partner and share their answers.
7. As a class, discuss answers.
8. Talk about how the South wanted to invent their own government, The Confederate States of America. In groups of three to five, give students a large piece of poster paper (or transparency for those trying to conserve) and tell them they are going to invent their own government. What will some of their laws be? What rules should each person follow? How big is their government? How will it rule, by the people, for the people? A monarchy? A dictatorship? Have groups name their government (ex: United States of America, The Confederate States of America etc.) and put on the top of their poster paper. Have a group decide what type of government they will be and a reason why. Have each group come up with four to five rules or laws that their people will have to follow.
9. Groups should share and present their new governments.
10. May want to open up discussion on which government would rule most peacefully and which might have problems and why?

Technology Scavenger Hunt!

Curriculum Ties: Technology

Suggested Grade Level: 4th-8th

Objective: Students will gain the ability to search the Internet for information on lighthouses.

Materials: Worksheet (on the following pages), pencil, internet

Process: First, check out your school's computer lab! Either copy off enough copies for every student or, if your school is conserving paper, make a transparency of the following worksheet pages. You can have the students share their answers in groups when they finish or conduct a classroom discussion.

Lesson Plans



Name _____

All About Lighthouses: An Internet scavenger hunt

Find out where lighthouses are in the United States, where they came from in the world, and other interesting facts using the internet. Follow the directions and write down the answers to the following questions.

Part 1: A lighthouse? What's that?

To find the history of the lighthouse start by going to the site <http://www.historychannel.com>. In the search box type "lighthouses" and click search. Where it says "Check these first," click on the lighthouse. Find the following information:

What is a lighthouse? _____

When and **where** was electricity first used in a lighthouse? _____

What were lighthouses used for in ancient Egypt? _____

Another interesting fact I read is _____

Part 2: Lighting the lights

Find out about the lights used in lighthouses by going to <http://www.creative-visions.com/fresnel.html>.

What were early lamps like? _____

Who was Augustin Jean Fresnel? _____

What did he invent? _____

What are the "Fresnel orders?" _____

Part 3: Interesting Facts

Find out where lighthouses are in the United States by going to the site: <http://www.igateway.com/clients/cvisions/litehse.html>.

Using the "**Lighthouse list**" I chose to go to the state of _____

Three interesting facts about a lighthouse here include:

1. _____

2. _____

3. _____

Press the "back" button and choose another state. This time, I chose to go to the state of _____

Three interesting facts about this lighthouse include:

1. _____

2. _____

3. _____

Lesson Plans

Picture Gallery!

Curriculum Ties: Art

Suggested Grade Level: 4th-8th

Objective: Learners will demonstrate ability to represent the main character's life at the time of the Civil War using picture representations.

Materials: Construction paper or large white paper, glue, scissors, magazines that can be cut into, Internet (optional), colored pencils, markers, crayons.

1. With students, read/explain the plot summary.
2. Brainstorm and make a list of the different things going on in Amelia's life.
3. Brainstorm and make a separate list of words that describe Amelia (for further understanding, develop a list about Amelia's parents as well).
4. Create an "Amelia Collage" (for younger kids may want to explain what a collage is). Using magazines, description words, pictures from the internet, and/or student's own drawings, create a collage that represents Amelia, her family, the war, slavery, her feelings, and anything more students come up with.

*May do this activity in groups. Have each group then present their collage to the class.

Similarities and Differences

Curriculum Ties: Language Arts; Communication

Suggested Grade Level: 4th-8th

Objective: Learners will demonstrate ability to communicate similarities and differences through T-charts, discussions, and a compare/contrast paper.

1. In a journal, ask students to write about what makes them mad and why? Their little brother? How they can't drive until they are 16? Divorce? Moving to a new school? Smoking? Having to follow rules? Life changes?
2. After the allotted time, ask if anyone would be willing to share their journal piece. May want to hold a discussion as to why they have these feelings.
3. With students, go over plot summary.
4. Ask students to make a T-chart. On one side write "things that make me mad" on the other side write "things that make me happy." Give them time to fill in the chart.
5. On the back of the page, ask them to make another T-chart. This one will be on Amelia's life. What do they think makes her happy and mad? Give time to fill out this chart.
6. Ask students to find how they are similar to Amelia and how they are different.
7. On a separate piece of paper, have students do a compare/contrast paper. Students should write one paragraph on how they are similar to Amelia and another paragraph on how they are different.

Questions for Discussion after the play...

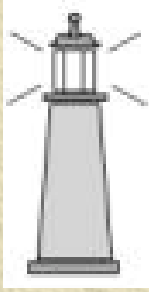
1. What did you think of the play?
2. What was your favorite part of the play and why?
3. What was your least favorite part of the play and why?
4. What were some courageous things that you saw Amelia do during the play?
5. If you were Amelia, what would you do differently?
6. Amelia's parents disagree about many things. What topic do they disagree about the most?
 - Whose side were you on most of the time?
 - Why?
7. Why was Amelia often angry at her mother?
8. What are some reasons Amelia's mother never seemed happy?

Digging deeper:

9. Why do you think the title of the play is "A Light in the Storm?"
10. What else served as a "light in the storm" besides the lighthouse?
11. What is the significance of putting this story in Delaware?
12. How is Amelia similar to Delaware?



Further Resources



More about lighthouses:

A Lighthouse Adventure by Mary Maden

- With the help of Petey, the wild pony and Tazz the Dog, Captain Dick C. Gull tells the sometimes dangerous story of the tallest lighthouse in America, Cape Hatteras.

Beacons of Light Lighthouses by Gail Gibbons

- A fact book with “kid friendly” explanations, and interesting facts and illustrations about the beginnings of lighthouses and their development over the years.

Birdie’s Lighthouse by Deborah Hopkinson

- Through her diary writings Birdie write down everything about her new lighthouse home: how to run a lighthouse and how she was put in charge when tragedy strikes.

The Golden Age of American Lighthouses by Tim Harrison and Ray Jones

- A book full of black and white photographs that tells the story of U.S lighthouse service from 1850-1939.

For more, see: <http://www.lhdepot.com>.

More about the Civil War:



The Boy’s War: Confederate and Union Soldiers Talk About the Civil War by Jim Murphy (Clarion, 1990)

- This book uses letters, diaries, and stories to describe the experiences of very young soldiers.

Daily Life on a Southern Plantation, 1853 by Paul Erickson (Lodestar, 1998)

- A picture book that details a day in the lives of a few different people who lived and worked on a plantation.

Soldier’s Heart by Gary Paulsen (Bantam, 1998)

- A read aloud book (it would take a week) about 15 year old, Minnesota boy, Charley who gets to fight in the war. Geared more towards 6-8th grades.

For more see: <http://www.carolhurst.com/subjects/ushistory/civilwar.html>