

# URBANGATEWAYS

## TRAVEL TALES

JEREMY SCHAEFER



### ABOUT THE PERFORMANCE

A good story is sometimes the best way to visit distant corners of the world and the far reaches of imagination.

This show follows characters on epic journeys, filled with adventure and learning! A hummingbird migrates from Canada to Mexico, a child travels all the way to Timbuktu, and a drawing discovers a picture of Greenland.

Explore the globe with original stories and interactive games!

### MEET THE ARTIST

Jeremy Schaefer is an experienced actor, improviser, writer, storyteller, and teaching artist. With equal parts humor and passion, he shares his craft with your students.

Jeremy began telling stories like many storytellers do: as a child fantasizing about dragons and dragon slayers. Storytelling was a natural way to harness his imagination and create something meaningful out of his dreams and fears.

Jeremy received a BFA in Theater Arts from Illinois Wesleyan University. He also studied playwriting and standup comedy at the University of Middlesex in London, England. He's since traveled Europe, North America, and South America collecting stories and discovering inspiration for new stories.

Jeremy tours solo shows to fringe festivals across the midwest and has performed with theaters including Arizona's Childsplay, First Folio Shakespeare, Imagination Theater, Storybox, Janus Theatre, Laugh Out Loud Theater, and more. He is the 2018 recipient of the Illinois Theatre Association's Award For Excellence in Theatre for Young Audiences.

### TECHNICAL REQUIREMENTS

- One microphone, preferable wireless (can be provided by artist if needed)
- Audience seated with middle aisle
- Performance area large enough for safe movement

## CONTEXTUAL INFORMATION

In these fictitious stories, young protagonists embark on huge journeys to actual places. Once the fictional character arrives in a factual setting, audiences have the opportunity to learn about the world through their protagonist's eyes.

## TRAVEL ROUTES

### Story One:

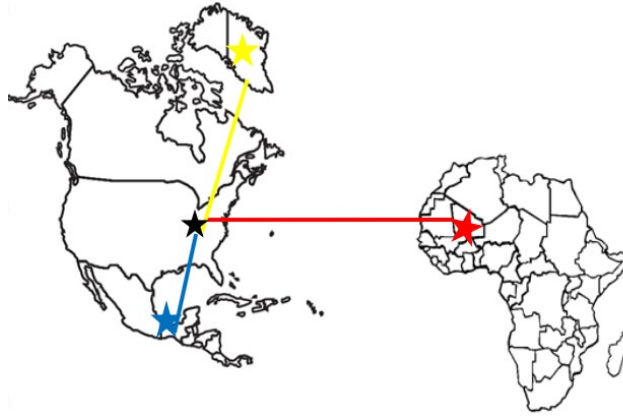
Chicago to Mexico by way of Hummingbird (blue star)

### Story Two:

Bedroom to Timbuktu by way of imagination (red star)

### Story Three:

Stick figures travel to Greenland (yellow star)



## PRE-SHOW ACTIVITIES

On a large piece of butcher paper, write the following prompt, “Dream Travel Destination” and have students write or draw where they would love to visit. Encourage them to use their imagination and ask them to give lots of details (why, what will they do there, who will they bring).

## POST-SHOW ACTIVITIES

Have your students choose a famous or common location (Disneyworld, grocery store, etc.). Ask each student to create a snapshot/picture of this location with their bodies. Encourage them to think about what people do at this location when creating their snapshot. Have students take turns doing their “tableau” and having their fellow students guess their location.

## SHOW INTRODUCTION

On the day of the performance, please have someone read the following introduction when welcoming the performers onstage. “Today we have a show from Urban Gateways. Jeremy Schaefer’s Travel Tales uses stories to explore our world. Please give the performer your full attention, and welcome him to the stage.”

## VOCABULARY

### GREENLAND

An island in the north region of the Atlantic Ocean, known for being very cold.

### IMPROVISATION

Made up on the spot, not rehearsed.

### MIGRATION

Annual flight of birds to warmer weather.

### TIMBUKTU

A city in the West African nation of Mali, on the southern edge of the Sahara.

## Chicago Guide for Teaching and Learning in Arts: Scope and Sequence

### Theatre Making

#### Skill Development (Anchor Standard 3:TH:Cr3.1.2)

- Demonstrate concentration while participating in a guided drama experience (for example, process drama, story drama, creative drama)

#### (Anchor Standard 1: TH:Cr1.1.K)

- With prompting and support, students transition between imagination and reality in dramatic play or a guided drama experience (for example, process drama, story drama, creative drama).

#### Terms and Tools (Anchor Standard 4: TH:Pr4.1.K)

- With prompting and support, identify characters and setting in dramatic play or a guided drama experience (for example, process drama, story drama, creative drama)

### Interpretation & Evaluation

#### (Anchor Standard 7: TH:Re7.1.7)

- Articulate personal reactions to artistic choices in a drama/theatre work.