L.A. THEATRE WORKS | SUSAN ALBERT LOEWENBERG, PRODUCING DIRECTOR

The Lost World

WRITTEN BY SIR ARTHUR CONAN DOYLE ADAPTED BY JOHN DE LANCIE AND NAT SEGALOFF

TEACHER'S GUIDE

COLLEGE OF FINE AND APPLIED ARTS
UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

krannert center
2009-10 YOUTH SERIES

INSIDE

THE LOST WORLD
WRITTEN BY SIR ARTHUR CONAN DOYLE
ADAPTED BY JOHN DE LANCIE AND
NAT SEGALOFF
WEDNESDAY, SEPTEMBER 16
10AM & 12:3OPM
COLWELL PLAYHOUSE
APPROXIMATELY 60 MINUTES

ILLINOIS LEARNING STANDARDS
GRADES:4-6
ENGLISH LANGUAGE ARTS
FINE ARTS
SOCIAL SCIENCE
SCIENCE
SOCIAL/ENVIRONMENTAL LEARNING

CAMPAIGN FOR YOUNG AUDIENCES
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PRUDENCE AND BERNARD SPODEK
CHAMPAIGN WEST ROTARY

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ABOUT THE PERFORMANCE

ABOUT L.A. THEATRE WORKS

L.A. Theatre Works (LATW), America's premier radio theatre company for the past two decades, broadcasts its productions on NPR, XM Satellite Radio, the BBC, CBC, Voice of America, and many other national and international stations. This innovative group provides millions of listeners with the finest dramatic literature from Eugene O'Neill, David Henry Hwang, Athol Fugard, Wendy Wasserstein, Neil Simon, David Mamet, Charlayne Woodard, Arthur Miller, and numerous other contemporary playwrights and authors of the classics. The LATW has toured major cities throughout the United States with its theatre-style performances that allow audiences to deeply connect to this still-burgeoning genre in a setting ripe for spontaneity and animated with live sound effects.

The LATW's Audio Theatre Collection includes more than 400 works from theatre standards to edgy new pieces and is available in over 8,000 libraries. These sophisticated performances feature fine actors such as Paul Giamatti, Kate Burton, Patrick Stewart, and Laura Linney in productions with high-quality sound. More than 2,000 high schools nationwide use the LATW's recordings and study guides to teach language, literature, history, and civics through the Alive & Aloud educational program. For more information on the LATW, visit: http://www.latw.org.

ABOUT THE AUTHOR: SIR ARTHUR CONAN DOYLE

Sir Arthur Conan Doyle wrote the science fiction novel *The Lost World* in 1912 but he is without doubt best known for his Sherlock Holmes mysteries. In addition to its many film adaptations, *The Lost World* is often described as the epic story that inspired *King Kong* and *Jurassic Park*, which even took the same title for one of its sequels. Doyle's publications include science fiction, historical novels, plays, poetry, and nonfiction works on war and spiritualism. He also worked as a political writer, a ship's doctor, a lecturer, and an ophthalmologist and was knighted for his achievements as an author. For more information on Doyle and his famous creations, head to: http://www.sherlockholmesonline.org.

HOW TO USE THIS GUIDE

The suggested activities are designed for grades 4-6 but can easily be modified and adapted for your classroom and the differing abilities of your students. Please feel free to photocopy the materials in this guide for classroom use. We have included a StagePage folder for each student attending the performance. If you find that you need additional materials, simply call the Engagement Office at Krannert Center (217.333.9727), and we'll get them out to you as quickly as possible.

StagePage activities and materials in this Teacher's Guide have been written with the state goals for learning in mind. These activities help students reach one or more of the goals in the arts and other curricular areas. While the performance experience itself is a primary way for students to achieve the state goals in the arts, both pre- and post-performance activities in the classroom can significantly enrich a student's encounter with this production.

STAGEPAGE MATERIALS & ADDITIONAL RESOURCES

"BACK TO YOUR REGULARLY SCHEDULED PROGRAM"

THE STUDENTS' STAGEPAGE SAYS:

Imagine your world with no computers, no cell phones, no video games, no CDs or mp3s, and no television. Sure, you'd have books, musical instruments, toys, comics, sports equipment, hobbies, and crafts—and family, friends, and neighbors—but how else could you entertain yourself? Before television was created and then became widespread in the 1950s, people regularly listened to radio plays. Just like you might listen to local stations WPGU 107.1 or Mix 94.5 WLRW or tune in for a Top 40 countdown with Ryan Seacrest or Rick Dee, people across the United States (and around the world too) would set their radio dials to catch regularly scheduled shows, and many of these were radio plays.

Starting in the 1920s, writers hatched stories that could come alive through actors' voices and simple sound effects that were created right in the radio station during the broadcast. As technology and techniques progressed, actors and sound technicians used their voices to make animal squeaks and squeals, swished water in buckets, rattled large sheets of metal for thunderous claps, rang bells, clacked heels on wood, and played tracks recorded on vinyl albums to insert realistic airplane, car engine, explosion, and crowd noises into their productions.

Many characters and stories you may know—Superman, the Green Hornet, Sherlock Holmes, Dracula, *Doctor Who, The Twilight Zone, Star Wars*, the *Lord of the Rings* trilogy—have been sent out over the airwaves, and if you've seen the film *A Christmas Story*, then you've seen (and maybe felt along with Ralphie) the excitement that comes from imagining all of the action for yourself.

Today, audio books give a hint of the dynamic, invigorating, and captivating stories that can be told through sound alone. XM Satellite Radio continues to broadcast radio plays, and podcasts may be the latest way for this art form to keep energizing the 21st century. The next time you're watching your favorite show on TV, shut your eyes and see if you can imagine how the action would play out.

Even if you've never had an opportunity to be in the audience during a live radio theatre performance, the genre might not be as new to you as you may think. Perhaps you've seen the 2006 movie *A Prairie Home Companion* featuring Tommy Lee Jones, Garrison Keillor, Lindsay Lohan, John C. Reilly, and Meryl Streep or maybe you remember the radio play scene in the 1973 movie *The Way We Were* featuring Barbra Streisand and Robert Redford. Watching these films will give you a glimmer of what will happen during this production of *The Lost World* when you'll feel the energy of the performers, sense the spontaneous moments, and let your imagination get caught up in the amazing coordination of the actors, movements, and sounds.

Your students are probably most accustomed to the natural action of filmed drama and listening intently to talk radio, so it may be helpful for them to be prepared for this different performance experience. Maybe they'd enjoy watching a scene from *A Prairie Home Companion* or seeing Katie and her friends put on their show in *The Way We Were*. Afterward, you could let them dissect these vignettes and discuss how the same scenes would look if the characters were acting out their scripts while they were filming a movie instead of performing a radio play. You may need to prompt them to notice that while the characters are being radio performers, they're relying on their voices rather than their bodies and facial expressions to portray the action and convey their emotions. Because of these characters' approach to this type of material, you could ask students to speculate on what the actors in *The Lost World* might do if they were running through the jungle or climbing up a big hill.

Your students won't see the actors making full-bodied dramatic movements, as they obviously would in a typical play, so they'll need to be prepared to key into their active listening skills. It might be useful for them to hear part of a radio play in advance or even to listen to a chapter from an audio book in class. You could ask them to pay special attention to the tones, pitches, and emotions that the human voice can convey. You might prompt them to examine how they can tell that someone is afraid or excited by listening beyond the words to the other clues that they're given. In addition to enhancing their powers of observation, focusing on the actors' speech and nuances of expression will increase their knowledge about the functions of literary techniques such as character development, plot, setting, and theme.

For more detailed information on radio dramas and the Golden Age of radio, consult the *Encyclopedia of Radio Communications* (New York: Routledge, 2003). This work (also available in an electronic edition that can be accessed through the Urbana Free Library) edited by Christopher Sterling and Michael Keith and produced in association with the Museum of Broadcast Communications in Chicago covers the history of radio dramas, the personalities linked to the genre, illustrations from behind the scenes, and the evolution of the field. The museum itself is home to 5,000 radio programs, and its online archives can be searched (after free registration) to find the individual programs your students would be interested in hearing: http://www.museum.tv.

You may also want to check out some of the original broadcasts by the Mercury Theatre on the Air: http://www.mercurytheatre.info.

Sirius Satellite Radio offers a free online trial to its catalog of shows from this period, like *The Shadow*: http://bit.ly/fwa3D.

For a slightly different flavor, try the web sites for the BBC, which continues to produce original radio dramas on its Radio 3, Radio 4, and Radio 7 stations:

http://bit.ly/fSWek
http://bit.ly/fp1Dr
http://bit.ly/1UduQa.

CLASSROOM ACTIVITY IDEA
As a class project, students could perform a section of a radio play in which they incorporate live sound effects with objects found in the classroom. The class could split up into smaller groups to perform small sections of an entire radio play or students might prefer to team up to act out different plays. It might be fun to invite another class to watch the shows and vote on whose performance and sound effects were the most innovative, realistic, or entertaining. Hundreds of radio scripts are available online, including those for *Dracula, The Time Machine, 20,000 Leagues under the Sea*, and *Batman*: http://bit.ly/SkIxP.

Helpful Hint: For each performing group, assign a sound effects operator and a stage manager so that students will have direction on when to make the sounds of footsteps, speak their lines, and switch roles.

RECONSTRUCTION

THE STUDENTS' STAGEPAGE SAYS:

Paleontologists who work in museums and research labs must piece together tiny bits of bone into skeletons—and sometimes they don't even know what the dinosaur looks like. With a good diagram and a little experimentation, you can make your own dinosaur skeleton in class or at home.

Here's all you need:

- Picture of a dinosaur skeleton
- Pipe cleaners or wires
- Scissors or wire cutters (optional)

1. First, select a dinosaur skeleton that looks fun to make—maybe you'll choose one with a long neck or a spiny back or flippers. Or you can create a dinosaur from your own imagination as you go.

2. Decide how long each bone needs to be—your foot is probably shorter than your shin, so your dinosaur will have different sizes for its feet and leg bones too. Cut the pipe cleaners or wire to size—or simply twist each piece until it's the correct length.

3. Determine how the bones fit together—are all four legs coming out of one joint, like your legs come out of your hips? How are the wings attached to the body? Where does the tail go?

4. Think about how your dinosaur moves. Do you want your sculpture to move too? How can you fit the pipe cleaners or pieces of wire together so that they'll bend? How can you make the flippers free to flap in the water?

5. When you're finished with your sculpture, you can hang it from a string, attach it to a sturdy piece of cardboard or styrofoam with glue, or even create a diorama that includes the plants, trees, and other creatures that lived in its habitat.

Your students have four pipe cleaners in their folders to help get them started on this project that provides an opportunity to stretch imaginations and engage in a study of anatomy. You may wish to provide additional pipe cleaners in a variety of colors to allow the students more flexibility in highlighting wings or a tail, accenting parts of the skeleton, or injecting additional design elements. Students could also experiment with Twisteez wire (an easy-to-work-with plastic-coated wire) or a thin and pliable jewelry wire. Both can be found at any local craft store and are safe for children.

Students can find skeleton images for inspiration by visiting these sites:

http://dsc.discovery.com/dinosaurs
http://bit.ly/dhDaJ
http://www.paleoportal.org.

For additional instructions and images, visit the Children's Museum of Indianapolis: http://bit.ly/12mcCL.

If your students feel hesitant about tackling this project, they may enjoy altering the size and orientation of the legs and neck, changing the tail, or adding wings or armor to this easy pattern: http://bit.ly/4xhVZp.

CLASSROOM ACTIVITY IDEAS
Students with access to a computer can experiment with building their own online dinosaurs. Scholastic allows them to mix and match dinosaur parts as they learn about eating habits, physical attributes, and climate during the Mesozoic Era: http://bit.ly/8wYCU.

Your paper craft experts may enjoy creating an origami dinosaur. The following web site provides charming photos of these creatures in their tiny paper habitats, and just a click on any image will bring up easy-to follow instructions that can be printed: http://bit.ly/IWjPW.

If pipe cleaners aren't quite the right medium for your budding artists, they could try their hand at making balloon dinosaurs:

http://bit.ly/ubPai
http://bit.ly/lV20L.

Younger students might find these easy-to-decorate downloadable paper dinosaurs amusing: http://bit.ly/6P6Ts.

THE AGE OF DISCOVERY

THE STUDENTS' STAGEPAGE SAYS:

Europeans thought of the 1400s as the start of a period of new perspectives and new experiences because they were moving beyond their continent and off into the Atlantic, Pacific, and Indian Oceans. They traveled more extensively by land into Asia, took their ships around Africa, crossed over to what is now North and South America, and mapped out a sea route around the globe by the 1700s.

These explorers didn't necessarily find what they were seeking, however. Columbus famously expected to find a western sea route to Asia when he set off on his first voyage in 1492, but instead he found what is now an island in the Bahamas. Ponce de León made at least three attempts at sighting some uncharted islands in the Caribbean and instead landed on what is now Florida (and he may have gone searching for the Fountain of Youth too). When Lewis and Clark set off on their trip west in 1803, they thought it was possible they'd see llamas and active volcanoes.

Each explorer in *The Lost World* has expectations for their journey as well. Professor Challenger is convinced he'll take home evidence to prove that he has found a land of dinosaurs, and Professor Summerlee is equally convinced that no such world could possibly exist. Edward Malone knows that he'll find a good story—although he has no idea what that story will be. Lord John Roxton knows that he'll find a good adventure in this journey no matter what happens. Did they find what they were looking for?

Now's your chance to set off on your own journey of discovery.

First, pick your location: your school grounds, a local park, or your own backyard. If you'd rather stay indoors, try an out-of-the-way place at your school like the teachers' lounge or the nurse's office—but don't forget to get permission!—or maybe your basement or apartment building laundry room is just the spot.

Next, put on your Indiana Jones hat (metaphorically at least) and write down five things you expect you'll find but that are not obvious. If you're on your school grounds, of course you'd expect to find some playground equipment, but you might also expect to find an anthill. If you're in your basement, you'd be assured of finding cardboard boxes (and some cobwebs), but you might also expect to find your sister's old baseball glove.

Now take at least 30 minutes to carefully explore your discovery zone and write down 10 things—or more—that you found but did not expect. Maybe you saw a bird you couldn't identify or a blooming plant you'd never seen (if so, you could make a drawing or snap a photo with your phone). Maybe you uncovered some record albums your mom used to play. Maybe you found your teacher's novel.

If you decide to set out on a discovery journey as a class, you could create a discovery kit to encourage student exploration. This collection of adventure gear might include binoculars, a magnifying glass, small gardening tools such as a claw, a measuring tape, a small camera (or a cell phone with photo-taking capabilities), a flashlight, a bag for collecting samples, and notebooks and pens to keep records. Students could be split into groups for treks to separate uncharted areas and then report their findings back to the rest of the class.

CLASSROOM ACTIVITY IDEA
Students could use the following resource list to gain more insight into historical journeys and then prepare research reports, assemble web sites, or write fictional log books based on the excursions:

Around the World in a Hundred Years: From Henry the Navigator to Magellan, written by Jean Fritz and illustrated by Anthony B. Venti (New York: Putnam's, 1998), focuses on the adventures of 10 European explorers and the maps that they helped develop.

The New York Public Library Amazing Explorers: A Book of Answers for Kids by Brendan January (New York: Wiley, 2001) sails along with Marco Polo, goes by sled to the South Pole, and travels with the ancient Phoenicians in a reference book that covers land, sea, and space exploration.

The History News: Explorers by Michael Johnstone (Milwaukee: Gareth Stevens, 2001) transforms stories of past odysseys into fictional newspaper articles that include first-person accounts and accompanying cartoons, advertisements, and photographs to give readers a taste of the time period.

Extraordinary Explorers and Adventurers by Judy Alter (New York: Children's Press, 2001) introduces explorers through short narration, pictures, and fun facts.

Explorers Who Got Lost, written by Diane Sansevere-Dreher and illustrated by Ed Renfro (New York: Tor Books, 2005), uses sketches and stories to document the lives of eight European explorers and their unintended discoveries.

The Incredible Journey of Lewis and Clark by Rhoda Blumberg (Gloucester, Mass.: Peter Smith, 1999) is part biography, part cultural exploration, and part gripping tale of the journey into the uncharted West.

Pedro Menendez de Aviles by Russell Roberts (Hockessin, Del.: Mitchell Lane, 2002) explores the life of Aviles, the founding of St. Augustine in Florida, and the search for the seven cities of gold.

Exploration and Conquest: The Americas after Columbus, 1500-1620 by Betsy Maestro (New York: Lothrop, Lee & Shepard Books, 1997) chronicles expeditions to and through the Americas.

You Are the Explorer by Nathan Aaseng (Minneapolis: Oliver Press, 2000) recounts the endeavors and decisions of explorers and gives students the opportunity to become the leader of the expedition by making one of four decisions during each journey.

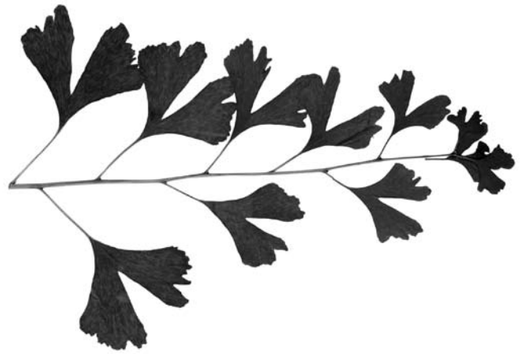
Women of the World: Women Travelers and Explorers by Rebecca Stefoff (Oxford University Press, 1994) covers in animated prose the lives of eight women who challenged their bodies and their roles in society by setting off toward far-flung destinations.

Into the Ice: The Story of Arctic Exploration (New York: Houghton Mifflin, 1998) by Lynn Curlee tackles scurvy, the allure of the unknown, the misery of the wilderness, and the unabashed excitement of expeditions into the northern regions.

In case students think there's nowhere left to explore, they might want to head to *National Geographic*'s Pathways to Achievement, which features trekkers such as *Titanic* finder Bob Ballard and Mount Everest climber Ed Viesturs: http://bit.ly/ULX68.

Students may not realize that expeditions to seek out uncharted territory have originated across the globe. The Mariners' Museum web site includes activities, brief histories of exploration by geographic area, and a timeline as well as biographies of Arab, Chinese, and other non-Western adventurers: http://bit.ly/QeGI7.

Don't forget about investigators of the universe: http://bit.ly/1USAo.



LIVING FOSSILS

THE STUDENTS' STAGEPAGE SAYS:

Dinosaurs are extinct, but did you know that some species that lived during the time of the dinosaurs are still around today?

"Living fossil" is a fairly informal term (in the scientific realm anyway) for a plant, insect, or animal that has no close living relatives today but appears to be closely related to creatures known only from fossils. These survivors seem to be essentially unchanged despite the passage of millions of years.

The purple frog, with its most definitely purple skin and flattened snout, can be found in India. It's believed that these amphibians evolved from other species about 130 million years ago before India was even connected to Asia and when the land masses on the earth didn't look very much like they do now. Somehow the uniqueness of these frogs had gone unrecognized by scientists until 2003.

During the Triassic period 230 million years ago, you could find a little animal with a hard shell that is an almost exact match to the horseshoe crabs we see along the Gulf of Mexico and the Atlantic coast today. And nearly 400 million years ago—which is almost impossible to imagine—very similar creatures were already scuttling across the sand. Despite their name, these crabs are actually related to spiders and scorpions and not to the crabs you eat for dinner.

Perhaps you've seen one of the most common living fossils because they grow in East-Central Illinois. They're not as old as the dinosaurs—they date to only around 30 million years ago—and were thought to be extinct in North America about 7 million years ago and gone from Europe 2.5 million years ago. But in a corner of China—or so the evidence seems to suggest, since the origins are not entirely clear—*Ginkgo biloba* trees managed to survive through cultivation by Buddhist monks in isolated and mountainous regions. The trees were brought to Europe and the United States in the 1700s, and the rest is . . . not history at all, fortunately.

Dinosaurs were unable to survive into the present time, but how did these other species not just manage to thrive but also remain essentially unchanged? Consider the following and speculate about dinosaur extinction. Remember that dinosaurs came in many sizes and shapes, some were herbivores and some were carnivores, some lived in the ocean while others roamed the rain forests—and yet none are living today.

- What food did dinosaurs eat and how much did they need?
- What climate did dinosaurs need?
- How much space did dinosaurs need to grow and reproduce?
- What predators did dinosaurs have?

In case students don't recognize the leaves of a *Ginkgo biloba* tree, a pressed specimen has been included with your Teacher's Guide to aid with classroom discussions and assignments. Your students may also enjoy examining this example from a living tree and comparing it with fossil images of its relatives: http://bit.ly/8I56A.

In addition to addressing the specific StagePage questions about dinosaurs, students could also compare and contrast dinosaurs and living fossils to give them more insight into why dinosaurs didn't survive to the present day. If students need prompting about comparisons, here are a few possible questions to steer classroom discussions or writing assignments in a fresh direction:

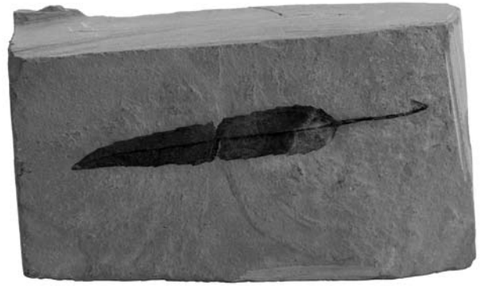
- What foods do the purple frog and the horseshoe crab eat?
- What climate does the gingko need?
- How much space does a purple frog, horseshoe crab, or gingko need?
- What if humans and dinosaurs lived during the same time period—how would they compete for resources?

ADDITIONAL CONNECTIONS

Humboldt State University's Natural History Museum Life Through Time Exhibit clearly illustrates changes to the earth and its inhabitants over the past 4,500 million years though descriptions, drawings, a geologic timeline, photos of fossils, and maps. This rich resource can provide specific details to aid in building theories about the demise of dinosaurs and the dogged survival of living fossils: http://bit.ly/13rHAu.

CLASSROOM ACTIVITY IDEA

This quick National Geographic Xpeditions activity could be an easy way to get students to start considering the elements that are required by any species for a habitable environment: http://bit.ly/yqTDE.



MAKE A FOSSIL

THE STUDENTS' STAGEPAGE SAYS:

When you think of fossils, you may think first about giant skeletons like Sue's at the Field Museum of National History in Chicago—at 13 feet long and 42 feet high, Sue is the largest *Tyrannosaurus rex* ever found. Sue was encased in the sandstone bluffs of South Dakota, where she'd lain for about 67 million years. Once her skeleton was cut free from the surrounding rock, each bone had to be chiseled out of the stone, cleaned, repaired, and put in its correct place.

Here in Illinois, it's much easier to find fossils of a different type. During the Cretaceous period when Sue was out looking for a nice *Triceratops* to munch on, part of the state was covered by water, and in what were the swampy regions down by Quincy and southward, hunters have uncovered many leaf fossils.

During the Late Paleozoic period (around 300 million years ago), Illinois was home to a large river delta similar in geography to the area around New Orleans today. Near Danville was a huge rain forest unlike any we've ever seen. Humongous tree trunks, branches stretching to the sky with only scattered leaves so that the sun's rays could reach the forest floor, 30-foot ferns, and possibly gigantic dragonflies as big as seagulls and millipedes the size of a basketball player lived together until a tremendous earthquake shifted the ground and the forest was suddenly and utterly flooded. Mud and silt then flowed into the region, and the forest dwellers were preserved in a layer of sediment that over millennia would become shale.

And not that far south of Chicago, the swamps during this same period were home to a bountiful animal and plant world of ferns, jellyfish, clams, fish, and even sharks. What we now call the Mazon Creek fossils (because they were found along that body of water) also included the famous Tully monster, our state fossil. This wormy creature was a carnivore up to two feet long that looked a bit like a fat-headed eel.

It's thrilling to find a fossil—imagine cracking open a geode to uncover a perfectly preserved fern frond or a giant leaf—but it could take a long time to spy one unless you're able to travel to a richly preserved site. You can easily and quickly get a sense of how these delicate plant fossils were formed by heading out into a nearby forest, a park, or maybe your own garden.

Here's what you'll need:

- Thin paper (tissue paper, tracing paper, or rice paper will work well)
- Crayons with the wrappers peeled back
- Colored pencils
- Table, desk, or other solid surface
- Heavy book or weight (optional)

First, go out into an area with diverse plant life—look for a place with lots of different trees, flowers, or low-growing plants. (And before you pick plants from the ground, make sure that you know how to identify poison ivy!) Collect specimens with different textures and shapes.

Lay each specimen down on the flat surface and position it so that you can see all of the textures and shapes you want to capture. You might need to bend stalks or flower petals, and you can use the book or weight to flatten the specimens.

Next, put a piece of thin paper on top of a specimen. You'll want to position the specimen carefully so that it will appear on the page just the way you want. Experiment with overlapping specimens before creating your rubbing or placing multiple images on the same page.

Then take a crayon and rub on the area of the paper that's right over the specimen. Be careful to use only the side of the crayon where you've peeled the paper away—if you use the tip, you won't get a clear image. You can also use colored pencils, but be sure to rub with the edge of the pencil rather than the pointed tip, and make your motions very gently.

As you move your crayon across the paper, you'll see how the edges of flower petals stand out and how each vein in a leaf is emphasized.

When you've finished, you can see the impression of your plant, leaf, or flower on the paper, just as those ancient plants, leaves, and flowers left their own impressions in rocks all over the world.

The San Diego Natural History Museum web site presents a geologic timeline, descriptions, illustrations, and examples of fossils for more than 80 plants and other types of creatures: http://bit.ly/JR4ob.

Rich research materials for plant, insect, and animal fossils are available at the Virtual Fossil Museum, which provides photographs of fossils organized by location, time, and ancestry: http://www.fossilmuseum.net.

CLASSROOM ACTIVITY IDEA
If your students are eager to dig deeper into scientific inquiry, information that can be gleaned from fossils, and details about how fossils are formed, then check out this lesson plan from Science NetLinks: http://bit.ly/14IvtY.

LOCAL CONNECTIONS
In 2007, scientists reported that a gigantic fossilized rain forest had been uncovered near Danville. The following web site hosted by the Illinois State Geological Survey includes a description of the region as well as images of the fossilized plants: http://bit.ly/vjcgF.

The online Mazon Creek fossil exhibit features a photo gallery, maps, and additional resources about this northeastern Illinois body of water: http://bit.ly/gExXb.

Up north is also the direction to head to find the state's biggest fossil-hunting group, the Earth Science Club of Northern Illinois, which regularly hosts treks to uncover real fossils in the region: http://www.esconi.org.

And don't forget to visit Sue in person or online. She's one of the most famous dinosaurs in the world, and she's currently residing right here in Illinois at The Field Museum in Chicago. Sue's very own web site combines facts, theories, and statistics about the life of this popular *Tyrannosaurus rex*: http://www.fieldmuseum.org/sue.

DAILY BRIEFING

THE STUDENTS' STAGEPAGE SAYS:

Edward Malone journeyed into the Lost World in pursuit of what he thought could be the greatest story of the decade. He took notes along the way, but he would wait to submit his final story until the trip was over—the Lost World didn't have typewriters or telegraph lines. Centuries ago—and today too—explorers kept logs or wrote in diaries to not just document their adventures and discoveries but also describe their feelings about being far from home. Twenty-two days into his 1492 journey across the Atlantic, Christopher Columbus gushed about "the air soft as that of Seville in April, and so fragrant that it was delicious to breathe it." Ernest Henry Shackleton, who faced what seemed to be certain death once his ship had sunk during his last Antarctic expedition in 1914-15, wrote upon reaching a whaling station and safety: "The difficulties of the journey lay behind us. We tried to straighten ourselves up a bit, for the thought that there might be women at the station made us painfully conscious of our uncivilized appearance. Our beards were long and our hair was matted. We were unwashed and the garments that we had worn for nearly a year without change were tattered and stained." After traveling up Mount Cameroon in western Africa in 1895, Mary Kingsley was not exactly thrilled: "Verily I am no mountaineer, for there is in me no exultation, but only deep disgust because the weather has robbed me of my main object in coming here, namely to get a good view."

If you were in the middle of a journey to discover a Lost World today, how would you document it? Would you keep a diary? Make a daily podcast? Send hourly tweets? Pick one day of your trip and share your experiences with the world.

We want to hear your reports! Send your sound files, digital movies, pdfs, and other electronic dispatches to YouthSeries@KrannertCenter.illinois.edu. Letters, log entries, sketches, and other snail mail dispatches go here:

Youth Series
Krannert Center for the Performing Arts
500 South Goodwin Avenue
Urbana, IL 61801-3788

If your students are stumped about their dispatch topics (or if you'd like an alternate activity), you could first have them imagine their own Lost World:

Around you are cedar trees and ferns as you wander through a thick forest at the edge of vast swamplands. Your feet sink slightly in the sandy soil, and you can hear hundreds of insects buzzing past your head. On this afternoon in July, it's 85 degrees, and it's expected to rain toward evening.

This is a typical day in eastern North Carolina in 2009.

It's also probably a typical day for a *Tyrannosaurus rex* in eastern North Carolina 200 million years ago.

So maybe dinosaurs *could* live today—even if it's unlikely that a 32-foot-long *Hadrosaurus* could roam freely across South Dakota in search of some tender plant stalks or a spiny *Nodosaurus* could scavenge for food in downtown Los Angeles.

Sir Arthur Conan Doyle took his inspiration for *The Lost World* from mountainous southeastern Venezuela with its vast savannahs and forests teeming with waterfalls and streams. This tropical region gets up to 12 feet of precipitation a year, which allows for thousands of orchids to flourish, fruit trees to grow widely, and ferns to climb to astonishing heights.

The makers of the *Jurassic Park* films took their inspiration from similar tropical regions: the mangrove swamps of the Dominican Republic, Hawaii's majestic palm trees, and the misty and mossy forests of Costa Rica.

If you could imagine your own Lost World, what would it be like? Would it be just like Rantoul or Pesotum but with squirrel-sized winged dinosaurs circling overhead? Would the icy North Pole hide swimming long-necked dinosaurs that could leap from sea to land in search of seals? Do you see a sheltered valley of erupting volcanoes, steaming lava fields, and mouse-sized carnivores? Do you imagine two-legged hairy beasts the size of airplanes lumbering through a desert?

Let your imagine roam just as freely as your dinosaurs would!

ADDITIONAL CONNECTIONS
For insight into the actual landscape that led Sir Arthur Conan Doyle to create his Lost World, visit: http://www.thelostworld.org.

For maps of the last 550 million years of earth's history, try this site, which offers images of ancient landmasses with outlines of present-day state and national borders: http://bit.ly/eFsN3.

CLASSROOM ACTIVITY IDEA
At the following web site hosted by the Discovery Channel, students can type in their zip codes and find out what dinosaurs used to live where they do now—and they'll get descriptions, images, and timeframes too: http://bit.ly/19zBCj.

LOCAL CONNECTION

The Urbana Free Library
Krannert Center has partnered with the Urbana Free Library to help expand your students' Youth Series experience. The Urbana Free Library has placed materials that relate to *The Lost World* on display, and librarians are prepared to help your students immerse themselves in the wide-ranging subject areas that are covered by the play. These resources will be available approximately two weeks before through two weeks following the performance.

The Urbana Free Library is located at 210 West Green Street in Urbana, directly west of Lincoln Square Village. Below are the library's hours of operation:

Monday-Thursday
9am-9pm

Friday-Saturday
9am-6pm

Sunday
1pm-5pm

Please feel free to share this information with your students and their families. We hope that you are able to take advantage of this exciting partnership!