



TEACHER RESOURCE GUIDE

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PRESENT
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IN



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INTRODUCTION

“I did not want my tombstone to read,
‘She kept a really clean house.’ I think I’d like them
to remember me by saying, ‘She opened government
to everyone.’” Ann Richards

Welcome to the teacher resource guide for *Ann*, a one-woman tour de force about the late Texas Democrat Ann Richards, written and performed by the Emmy Award winning actor Holland Taylor. Richards, a groundbreaking politician who rose from being a Texas housewife and mother of four to becoming the 45th Governor of Texas, was launched into the national spotlight in 1988 at the Democratic National Convention with her keynote speech and now famous statement about George Bush Sr.: “Poor George, he can’t help it. He was born with a silver foot in his mouth.” As a political pioneer, Richards fought for gender and racial equality throughout her life and career, and while in office enacted reforms to gun laws, the prison system, the treasury system, and the insurance industry. Most importantly, she transformed Texas government by placing women and minorities, sorely underrepresented up to that point, in significant positions within her administration.

By weaving together writings about Ann Richards, interviews with Richards’ staff, friends and family, film records, news publications, anecdotes, and her imagination, Holland Taylor gives younger generations the opportunity to meet this fiery, colorful, and complex woman. In her play, Taylor describes a politician who aspired to make a new Texas, “where the doors of government were open, and everyone got to come in.”

Ann offers many learning opportunities for students related to:

- the process of creating an autobiographical, research-driven play about a prominent female politician;
- context for Ann Richards’ life in politics;
- and the persuasive techniques used in political speechwriting and the media.

HOW TO USE THIS GUIDE

This resource guide has been created to provide you with background information to help prepare your students to see *Ann*. We encourage you to photocopy and share pages of this guide with your students. In each section, look for resources including links to materials and videos available online. In addition, at the end of this guide you will find suggested classroom activities and ideas that you can implement before or after seeing the production.

The overall goals of this guide are to:

- connect to your curriculum with standards-based information and activities;
- provide students with opportunities to exercise their critical and analytical thinking skills;
- and, provide you with the tools to make *Ann* an engaging, educational, and inspiring experience at the theater.

THE PLAY

SYNOPSIS

“I have always had the feeling I could do anything and my dad told me I could. I was in college before I found out he might be wrong.” Ann Richards

ACT I begins on the stage of a college auditorium prepared for a graduation ceremony. Ann enters the stage backed by video footage of her historic speech at the 1988 Democratic National Convention and steps up to the podium to give a commencement address. She begins by talking about her role as the former governor of Texas, but soon segues into her background—her childhood, her parents, and her upbringing in Waco, Texas, as well as her family’s move to San Diego during World War II. She chronicles her early involvement in politics alongside her husband David Richards, a civil rights lawyer, at a time when her primary focus was on raising her children and keeping a home. As the speech progresses, she details the trials and tribulations of the first political campaigns she ran, her personal issues with alcohol, the demise of her marriage, and her eventual entry into the political realm as the county commissioner, the state treasurer, and the governor of Texas. The scenery then shifts, as does the time and place, and we are thrust into the busy office of the 1991-1995 Governor of Texas—Ann Richards.



Holland Taylor in a scene from Ann. Photo by Ave Bonar.

ACT 2 continues in the governor's office where Richards is on and off the phone arguing with, assuaging, placating, and entertaining her staff, reporters, political compatriots such as Bill Clinton, and her four grown children with whom she is planning a fishing trip. It's all in a day's work when you're Ann Richards—mother, grandmother, friend, foe, and Governor of Texas. The lights change as we drift away from the governor's office and return back to the college where Richards expounds on the final chapter in her life, after she lost her bid for re-election to George W. Bush and went on to work as a consultant, speaker, and political adviser in New York City. The play concludes with an address directly to the audience by the late Ann Richards reflecting back on her life and career.

THE CREATOR



Photo of Holland Taylor preparing to perform in *Ann*. Photo by Ave Bonar.

The New Yorker has called Holland Taylor “the first vaudeville Gentile we ever saw.” Her New York stage performances include Bess in *Breakfast with Les and Bess*, the original productions of *Butley*, opposite Alan Bates, and A.R. Gurney’s *The Cocktail Hour*. In Los Angeles she has performed in *Kindertransport*, and played opposite Christopher Lloyd in Yasmina Reza’s *The Unexpected Man* at the Geffen. She has worked extensively in film and television, appearing in *Romancing the Stone*, *Jewel of the Nile*, *To Die For*, *Next Stop Wonderland*, *One Fine Day*, *George of the Jungle*, *The Truman Show*, *Happy Accidents*, *Spy Kids (2 & 3)*, *Keeping the Faith*, *Legally Blonde* and *Baby Mama*, with Tina Fey and Amy Poehler. On television, Holland has been nominated for an Emmy seven times, winning Best Supporting Actress in a Drama for her role as the popular Judge Roberta Kittleson on *The Practice*. Among her numerous series starring roles: *The Powers That Be*, Norman Lear’s short-lived but highly acclaimed political satire, *Bosom Buddies* with Tom Hanks, and, currently, *Two and a Half Men* with Jon Cryer and Ashton Kutcher. She has performed narrations for the Los Angeles Philharmonic with Esa-Pekka Salonen and John Adams,

and narrated the *Harry Potter Suite*, for John Williams at the Chicago Symphony Orchestra. Holland was a dedicated student of Stella Adler, and has given talks about the work and cultural contributions of this great teacher. A Philadelphia native, she holds a B.A. from Bennington College. In 2005 she became a student again, earning an M.A. from the University of Santa Monica and in 2007, began work on *Ann*. Visit Holland’s website: <http://www.hollandtaylor.com>

THE PROCESS

“Art makes everything else in life work. Without art, we are broken.” Holland Taylor

The process of developing a one-woman autobiographical play is unique in that the playwright must take on the dual role of writer *and* researcher. And in the case of *Ann*, playwright Taylor Holland adds yet another dimension to the task at hand by starring in the play herself. Years of research went into the making of *Ann*: books were read, archives were sifted through, emails and speeches were pored over, numerous interviews with Richards’ family, friends, and staff were conducted, film

and video footage was viewed, and dialect coaches were employed to get just the right Texan twang that Richards was known for—all in an effort to capture the essence of a colorful and complex political figure. What follows are excerpts from various interviews with Taylor about what inspired her to write *Ann*, and what she has learned from the process.

The Inspiration

TAYLOR: My life was seemingly taken over by Ann Richards a few months after the governor's death. I had always admired her but had no idea how potent a figure she was for me until her very unexpected and early death. I realized I was as sad for America as for myself, and that her richness as a person was worth memorializing in some vivid way. And the only way I creatively could was by acting her. I also realized early on that to research her was to prepare to write the play as well, and one morning, in one astonishing fifteen minutes while driving to work, the five or so organizing principles and dramatic structures and even theatrical stunts of the play flew into my head so vividly that I had to pull over to a service road and sit there as the thing blew up in my brain. It has all unfolded exactly as it was conceived that morning, except I could never have imagined that I would actually capture her to the degree that has moved her friends and children. The essence is the presentation of a persona; it is not partisan or even political. The play is not about what she did, or what she said—it is about who she was. I went in search of what in her was so very inspiring and moving to everyone—men, women, children. That was the task of the play. To find it, to reveal it.



Ann Richards celebrating her 1990 election night victory over West Texas oilman Clayton Williams. Photo by Ave Bonar.

Source: "Art Talk with Holland Taylor" (Interviewed by Paulette Beete)

National Endowment for the Arts Blog

Read the full interview here:

<http://artworks.arts.gov/?p=12226>



Portrait of Ann Richards by Alan Pogue.

The Research

TAYLOR: After about six months of reading about her and thinking about her, I started to feel like, "Holland, you shouldn't even be doing this research unless you get in touch with the family, let them know you're doing it, and see how they feel about it. Because if they don't want you to do it, you're not going to want to do it." I did meet Cecile and Ellen [Richards' daughters], and they seemed very enthusiastic about the idea. Then I forged on, and I soon met Dan and Clark [Richards' sons], and they were very welcoming. And then all the people really close to Ann, they all welcomed me with open arms... I've talked to many, many people now; it must be close to one hundred, and some of them at great length – I mean, Jane Hickie [Richards' campaign manager] and Claire Koriath [a Richards gubernatorial appointee] and Mary Beth Rogers [Richards' chief



Top: Ann Richards' first grandchild, Lily Adams, at an Ann Richards for Governor rally. Photo by Ave Bonar. Bottom: Ann Richards vacationing with her family on South Padre Island, 1994. Photo courtesy of Holland Taylor.

of staff], I don't even know how many hours I've talked to them. A hundred? I asked Mary Beth, who's been wonderful, after we'd talked for three hours one day, "God, Mary Beth, how many hours do you think we've spoken?" And she answered immediately, "Thousands."

The Character

TAYLOR: I have a lot of film of her, and it's often the small detail in her behavior that tells me everything: how she listens to people, what she looks like when she's listening – just many, many things that were revealing to me and delighted me. I saw a picture of her taken when she was down at South Padre Island when she was there a few days after she lost the election for a second term. And she's on the beach, and she's got a sweatshirt on, and she has a bandana around her neck and to it is safety-pinned her house key. I actually started to cry, because it told me so much about her. There are lots of little details like that. I got to know her very well, such that when I'd see a video of her at some event, I'd think, "I know what she's thinking." But then again, she was always full of surprises, and people's tales about her would surprise me, too. Times when she was vulnerable when I thought she would be tough. Times when she was tough when I thought she would be vulnerable.

The Response

TAYLOR: My god, I'm astonished by how men have responded to this play. And young people who, if they had heard of the governor, she was just a governor when they were one. So they didn't have any expectations. They weren't comparing what I'm doing to some memory that they have. And the biggest surprise of all – I did want to be an echo of her, but what I didn't know was that right along

with the echo came the inspiration, came the empowerment. Because people walk out of this excited, inspired – [they] want to redouble their efforts in their own lives, want to recommit themselves to their dreams, want to make new dreams, believing that anything is possible, because that's something that she conveyed to people. She would say, "This has nothing to do with girls. This is anybody." And I hadn't expected the show to function that way, but it does, and that may be the strongest thing about it. Which is thrilling. Can you imagine? That wasn't my goal, but imagine that as an extra benefit of doing this.

Source: "Ann, Taylor Made" (Interviewed by Robert Faires)

Austin Chronicle

Read the full interview here:

<http://www.kennedy-center.org/events/?event=TMTSD>

Learn More About Holland Taylor's Process Here:

MEET THE PRESS' PRESS PASS - David Gregory interviews Holland Taylor

http://presspass.msnbc.msn.com/_news/2011/12/13/9425981-press-pass-actress-and-playwright-holland-taylor

THE KENNEDY CENTER – "In Conversation: Holland Taylor"

<http://www.kennedy-center.org/explorer/videos/?id=A75721>

BROADWAY IN CHICAGO – "ANN: Holland Taylor Interview"

Part 1: <http://www.youtube.com/watch?v=jBIf49sAoWw&feature=related>

Part 2: <http://www.youtube.com/watch?v=jSIAjdtkJA&feature=related>

PEOPLE, PLACES, & EVENTS

A glossary of people, places, and events referred to in the play.

TEXAS: Both the second largest and most populous state in the U.S.A. It shares an international border with Mexico and New Mexico, Oklahoma, and Arkansas. It is 10% larger than France and almost twice as large as Germany and Japan. More than half of the Texas population (55.2%) is composed of people of color. However, the small number of African-Americans or Latinos serving in public office in Texas is vastly disproportionate to their majority status. Richards served as the governor and state treasurer of Texas.

DAVID RICHARDS: A prominent civil rights lawyer in Texas and Richards' ex-husband.

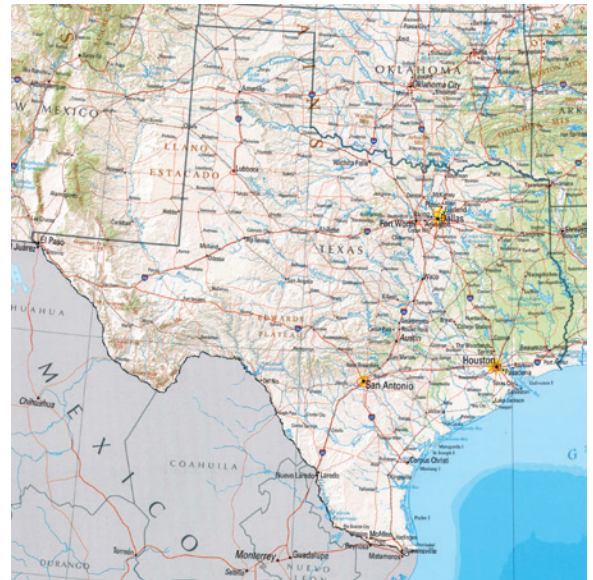
JANE HICKIE: Richards and Jane Hickie met in the mid-seventies when they worked together on the Texas Women's Caucus, a group dedicated to empowering women in Texas politics. Hickie managed Richards' first campaign for county commissioner, advised and mentored her throughout her career, and served as Director of Appointments to Boards, Commissions and the Judiciary when Richards was governor.

SUZANNE COLEMAN: Richards' longtime speechwriter.

NANCY KOHLER: Richards' secretary when she was the governor of Texas.

BOB BULLOCK: Lieutenant Governor of Texas during the terms of Ann Richards and George W. Bush.

BILL CLINTON: President of the United States (1993-2001). A friend and supporter of Richards, his first term as president partially overlapped with her term as governor.



Top: Map of Texas courtesy of the University of Texas Libraries, The University of Texas at Austin. Bottom: Ann Richards with Bill Clinton. Photo courtesy of Holland Taylor.

BARBARA JORDAN: Longtime friend and adviser to Richards. Jordan was the first African-American congresswoman to be elected to the U.S. House of Representatives. Before her election to Congress, she was the first African-American woman to serve as a Texas state senator. In 1996, Richards had the honor of presenting the eulogy at Barbara Jordan's funeral. View a transcript of the eulogy here: http://www.speeches-usa.com/Transcripts/ann_richards-eulogy.html

SARAH WEDDINGTON: An attorney, law professor, and former Texas state legislator best known for representing "Jane Roe" (Norma McCorvey) in the landmark Roe v. Wade case before the U.S. Supreme Court. In 1972, Richards managed Weddington's Texas legislature campaign. Richards went on to work as Weddington's administrative assistant while she served in the Texas House of Representatives. To learn more about Sarah Weddington, visit her website: <http://www.weddingtoncenter.com/>

MARY BETH ROGERS: Richards and Mary Beth Rogers met during the seventies while working together on the Texas Women's Caucus. When Richards was elected state treasurer in 1982, she appointed Rogers as deputy treasurer. In 1990, Rogers served as the campaign manager for Richards' gubernatorial caucus, and then went on to serve as Governor Richards' chief of staff.

CATHY BONNER: Richards and Cathy Bonner met while serving on the board of the Texas Foundation for Women's Resources, a non-profit educational corporation dedicated to advancing the personal, economic and professional status of women. Bonner served as Executive Director of the Texas Department of Commerce under Governor Richards.

CLAIRE KORIOTH: A Texas state prosecutor who was one of Richards' closest friends. When Richards' was elected governor, she appointed Koriath to the State Board of Insurance. There she made significant reforms in the industry by reducing regulatory policies that favored the insurance industry at the expense of consumers.

CECILE RICHARDS: Richards' oldest daughter; currently the president of the Planned Parenthood Federation of America.

JOHNNY FRANK GARRETT DEATH PENALTY CASE: Johnny Frank Garrett was charged with the rape and murder of an elderly nun in Amarillo, Texas. In 1992, during Richards' time as governor, Garrett was sentenced to death for his crime. Mother Theresa, the Pope, and nuns from the victim's convent appealed to Richards to revoke the sentence. In the play, she deliberates about granting him a "stay," which is a suspension or delayed decision.



Top: Ann Richards at a rally in Houston with Barbara Jordan, 1990. Photo by Ave Bonar. Middle: Ann Richards with her high school debate team. Photo courtesy of Holland Taylor. Bottom: Cecile Richards, Photo: Planned Parenthood Federation of America, Inc.

ANN RICHARDS: CHANGE IS COMING

PRE-SHOW ACTIVITY: WHAT DO YOU STAND FOR?

OBJECTIVE: The activities below can be used to introduce your students to *Ann* and get them thinking about the play prior to your visit.

MATERIALS: Copies of, or a projected version of the drawing by Ann Richards at right.

STANDARDS: CCR 9-12: Speaking and Listening 1-6; Language 1-6; *Blueprint:* Making Connections

Notice

Before providing any details about the image, have students work with a partner to: identify and list all the pictures and visual symbols in the image; identify and list all the text written in the image; and identify and list all the shapes, colors and handwriting styles used in the image.

Next, have students share their lists with the class and use the following questions to discuss and analyze the image, prompting students to support their answers with evidence from the image:



Drawing by Ann Richards. Courtesy of Sandra Castellanos.

- What title would you give this image?
- What words would you use to describe the personality of the artist?
- What can be inferred about the artist's occupation?
- What can be inferred about the artist's beliefs and values?

Discuss

Explain to students that this was a doodle created by the late Texan politician, Ann Richards at a meeting during her years as a political consultant in New York City. As a class, create a list that details what they know about Richards now, and a list that details what they *want to know* about Richards.

Research

Introduce students to the information provided in this resource guide about Richards' career, accomplishments, the causes she stood for, and the reforms she made, and/or have students do internet research to learn more about her. Have students report back and share their findings with the class. Using the doodle again, ask students to identify clues in it that connect to the new information they have learned about Richards.

Design

Provide each student with paper and have them create a visual representation of their beliefs entitled: "*What I Stand For*." Using Richards' doodle as a model, students should incorporate symbols, words, phrases, colors, and images or pictures that visually represent their character, personality, beliefs and values, and their hobbies and interests. The only thing they *can't* include in their design is their name. Students should work independently on this task and keep their designs private. After they have completed the task, collect each design, mix them up, and pass one out to each student. Using the questions provided at the beginning of this activity, have students analyze their peer's designs and try to identify who they belong to.

Reflect

Have students share insights they've gained about themselves and their peers from both creating and analyzing the images.

BIOGRAPHY

“My parents never wanted me to have to work as hard as they did. But that was all I ever saw them do, and the message I got was that the only thing of any real value in life is hard work.” Ann Richards

Ann Richards was born on September 1, 1933 in rural Lakeview, Texas. She was an only child. Her mother, Iona Warren, tended to the house and farm, and her father Cecil worked for a pharmaceutical company. During World War II Richards' father was drafted and stationed in San Diego. In order to be closer to him, her mother packed up all their belongings and they headed to San Diego. This was Richards' first experience going to school with students of different races and ethnicities and it made a lasting impression on her. The segregated practices of the South no longer made sense to her and the seeds of what would become a lifetime commitment to equality were planted during this time.

After the war Richards' family returned to Texas and settled in Waco where Richards attended Waco High School. On the Waco debate team she began to fine-tune her innate public speaking abilities. Her debating skills attracted the attention of school administrators, and she was chosen to represent Waco High School at Girls State, a prestigious week-long program in which high school representatives from across the state set up and run a mock government. Richards became fascinated by government and returned to Girls State for three more years as a counselor; she was ultimately chosen to go to Washington D.C. and attend Girls Nation.

In addition to her growing interest in government and debate, Richards began dating her soon-to-be husband, David Richards, while at Waco High School. Richards received a full scholarship to Baylor University where she continued to debate, and married her high school sweetheart after her junior year of college. After graduating, the couple moved to Austin where David enrolled in the University of Texas Law School and Richards got a job teaching social studies to junior high school students. In Austin, they got involved with liberal political organizations and causes, and became active members of the Young Democrats. They moved to Dallas when David was offered a position at a law firm there, and Richards had the first of her four children.



Ann and her father, Cecil Richards, on a walk. Photo by Ave Bonar.

In her twenties, while raising her children, Richards began volunteering on political campaigns—first stuffing envelopes for Henry Gonzalez’s gubernatorial race in 1958 and then working at the Kennedy/Johnson election headquarters in 1960. When David landed a job as a staff attorney with the Civil Rights Commission, the couple picked up and moved to Washington. After two years they returned to Dallas where Richards became an active member of organizations that promoted local and national Democratic candidates and progressive social issues.

Ironically, when the couple moved to Austin in 1969, Richards vowed that she would have nothing more to do with politics. In her autobiography she explains her reasoning: “Women, it was painfully clear, weren’t going to be allowed to use their brains and I certainly wanted to use mine. I didn’t see politics as producing anything fruitful for me.” Three years later, however, that changed when she got a call asking if she would manage Sarah Weddington’s campaign for the Texas legislature. Weddington had been unable to find an experienced man in politics who would work with her. Richards agreed, Weddington won the election, and when she went to the House of Representatives, she brought on Richards to be her administrative assistant.

In 1974, Richards worked on two successful campaigns—that of Wilhelmina Delco, a candidate aspiring to be the first black woman to represent Austin in the Texas Legislature, and Gonzalo Barrientos. In the spring of 1975 Richards’ husband was approached to run for county commissioner of Travis County. When he declined, they asked Richards. She hesitated, torn between fulfilling her obligations as a wife and mother and fully committing to the demands of a political career.

Richards decided to run, and by using grass-roots campaigning techniques, she won the county commissioner post and served in that capacity until 1982. As county commissioner she:

- started an Infant Parent Training program for the families of children with Down Syndrome, created a rape crisis center and a center for battered women in the county;
- established the Foundation for Women’s Resources with Jane Hickie, Cathy Bonner, and Mary Beth Rogers, which promoted the contributions of significant women in Texas history;
- made the first speech advocating for the passage of an Equal Rights Amendment to the U.S. Constitution at the 1977 National Women’s Conference;

- and was appointed by President Jimmy Carter to serve on the President's Advisory Committee on Women.

The intensification of her work obligations and her shifting role took its toll on Richards' marriage and personal life. She entered and successfully completed a rehabilitation program in 1980 for alcoholism, and separated from her husband. Four years later they divorced.

Despite these challenges, Richards came back fighting and was elected state treasurer of Texas in 1982. She was the first woman in 50 years to win a statewide office in Texas. As treasurer of Texas she:

- oversaw the modernization of treasury operations that saved billions of dollars for taxpayers;
- and she appointed women and people of color to key positions in the Treasury Department.

In 1988, Richards won national recognition when she delivered the keynote address at the Democratic National Convention in Atlanta. Three years later, she won the Democratic nomination for Texas governor against State Attorney General Jim Mattox. When her Republican opponent, Texas oil mogul Clayton Williams refused to shake hands with her at a televised luncheon, Republican women turned against their own party and went to the polls and voted for Richards. She won the election by a narrow victory, and became the second female governor to serve in Texas after Miriam A. (Ma) Ferguson, who served by default after her husband, Governor James (Pa) Ferguson was impeached. As governor of Texas she:

- continued to fill significant positions in her administration with an unprecedented number of women and people of color, including the appointment of Judge Vanessa Gilmore, the first African-American to serve on the Texas Department of Commerce Policy Board;
- was the first to instate African-Americans and women to the state's police force, the Texas Rangers;
- instituted prison reforms, including a substance abuse program for inmates;
- and she vetoed the Concealed Carry Bill that would have permitted licensed citizens to carry firearms for self-defense inside public establishments without the establishment owner's permission.

In 1994 she ran for re-election, but was defeated by George W. Bush. After leaving office, Richards worked as a speaker, consultant, and adviser continuing to fight for gender and racial equality, women's rights, and governmental inclusiveness. She supported and helped develop The Ann Richards School for Young Women Leaders, an all-girls public school in Austin. In March of 2006 she was diagnosed with esophageal cancer. She died at her home in Austin on September 13, 2006, at the age of 73, surrounded by her family.



Ann Richards at the International Women's Year Conference in Houston, 1977. Photo by Ave Bonar.

MAKING CONNECTIONS

“Language should bind us,
not divide us.” Ann Richards

THE CONVENTION SPEECH: BEHIND THE SCENES

When Ann Richards was asked to give the keynote address at the Democratic National Convention in Atlanta, her life was turned upside down. She had been giving speeches all her life—she was a star debater in high school and college and during her campaigns and tenure as the commissioner of Travis County and state treasurer (her job at that time), she had spoken to hundreds of groups and organizations, but nothing came close to this coveted speaking engagement.

The writing of the speech was a collaborative effort with contributions and input from a number of people, including: John Sherman, Suzanne Coleman, Mary Beth Rogers, Cathy Bonner, Jane Hickie, Jane Wagner, Lily Tomlin, Erma Bombeck, Liz Carpenter, George Christian, Harry McPherson, Barbara Jordan, Harrison Hickman, Ted Sorensen, and Mario Cuomo. The day before she left for Atlanta, John Sherman, one of the lead writers, was due to fax her his final draft when his computer crashed, taking the speech with it. They left for Atlanta without a speech. In Atlanta, the team worked around the clock, rewriting and reworking, but Richards wasn't satisfied. She explains in her autobiography that, “I wanted to speak so that my Mama understood what I was talking about. Right from the beginning of the speech I wanted to make it clear that ‘We’re about to have some fun.’ I wanted an overall feeling that made people know that politics does not have to be all gloom and doom and lofty rhetoric, that it is really personal, and that it’s fun. That it is, next to baseball and football, the All-American pastime.” From that point on, Richards took a more active role in dictating what should be included in the speech.

The final speech that Richards presented that night in Atlanta was an overwhelming success, for beyond the winning words was the speaker herself: a funny, straight-talking, strong woman who truly cared about the people she was speaking to.

Excerpts from Ann Richards' DNC Keynote Address

Thank you. Thank you very much. Good evening, ladies and gentlemen. Buenas noches, mis amigos! I am delighted to be here with you this evening, because after listening to George Bush all these years, I figured you needed to know what a real Texas accent sounds like. Twelve years ago Barbara Jordan, another Texas woman, Barbara made the keynote address to this convention, and two women in 160 years is about par for the course.

But, if you give us a chance, we can perform. After all, Ginger Rogers did everything that Fred Astaire did. She just did it backwards and in high heels.

I want to announce to this nation that in a little more than 100 days, the Reagan-Meese-Deaver-Nofziger-Poindexter-North-Weinberger-Watt-Gorsuch-Lavell-Stockman-Haig-Bork-Noriega-George Bush [era] will be over....

...I was born during the Depression in a little community just outside Waco, and I grew up listening to Franklin Roosevelt on the radio. Well, it was back then that I came to understand the small truths and the hardships that bind neighbors together. Those were real people with real problems and they had real dreams about getting out of the Depression...

...This Republican Administration treats us as if we were pieces of a puzzle that can't fit together. They've tried to put us into compartments and separate us from each other. Their political theory is "divide and conquer."...We've been told that the interests of the South and the Southwest are not the same interests as the North and the Northeast. They pit one group against the other. They've divided this country and in our isolation we think government isn't gonna help us, and we're alone in our feelings. We feel forgotten. Well, the fact is that we are not an isolated piece of their puzzle. We are one nation. We are the United States of America.

Now we Democrats believe that America is still the county of fair play, that we can come out of a small town or a poor neighborhood and have the same chance as anyone else; and it doesn't matter whether we are black or Hispanic or disabled or a women [sic]. We believe that America is a country where small business owners must succeed, because they are the bedrock, backbone of our economy.

CLASSROOM ACTIVITIES

The Art Of Persuasion

The following five classroom activities allow students to explore and analyze the persuasive techniques used in political advertisements, campaigns, and speeches. For these activities, students will need copies of Ann Richards' DNC Keynote Address and the Persuasive Techniques list that follows.

STANDARDS: CCR 9-12: Reading 1-8; Writing 1-9; Speaking & Listening 1-6; Language 1-6; Blueprint: Making Connections

Persuasive Techniques

BANDWAGON: Appeal to the listener by arguing that that the reason to believe in or do something is because "everybody else" is doing it.

EMOTIONAL APPEAL: Makes the listener connect to what the speaker is saying on an emotional level by eliciting excitement, fear, anger, sadness, righteousness, pride, etc.

GLITTERING GENERALITIES: Appeals to the listener by focusing on highly valued beliefs like patriotism, peace, or freedom.

HUMOR: Makes the listener laugh and let their guard down.

CALL TO ACTION: Inspires the listener to want to join and support the cause that the speaker is inviting them to join.

COMPARISON: Appeals to the listener by distinguishing themselves from the competition.

INDIVIDUALITY: Appeals to the listener's desire to be different from everyone else, or be a part of a special group (i.e. Democrats, Republicans, women, minorities).

NAME-CALLING: Attacks people or groups to discredit their ideas.

PLAIN FOLK: Appeals to the listener by making it clear that they are "just like them."

NARRATIVE: Appeals to the listener by using personal stories and anecdotes.

TARGET AUDIENCE: Uses market research to understand the likes, dislikes, hopes, and fears of the demographic they are targeting and customizes the strategies above to appeal to them.

Daily Persuasion

Begin with the following discussion questions:

- What is persuasion? Which of you have persuaded someone to do something this week? How did you do it?
- In what ways are we persuaded each day by our friends and family? By the media?
- What are some of the ways advertisements, in particular, commercials, persuade us to buy a product?
- What about political advertisements? What techniques do they use to interest us in a candidate?

Share the list of Persuasive Techniques, and for homework have students view a political advertisement from the recent election on the internet and identify which techniques are employed. Have students share their findings with the class.

Persuasive Words

Distribute the excerpts on the previous page from Ann Richards' keynote address. In small groups, have students examine the speech and identify which persuasive techniques are being used. If you would prefer to use the full speech, the complete text can be found here: <http://www.americanrhetoric.com/speeches/annrichards1988dnc.htm>

For homework, have students view the video of Richards' speech at the convention, also available at the link above. As they watch, students should take notes about the following: Richards' wardrobe, her delivery, body language, and how she uses the camera; and the lighting, sound, and scenic aspects. Have students report back on their findings and as a class, and discuss how all the elements came together to make this a successful political speech.

Persuasive Writing

Have students write a one-page political speech that they will present in a mock election for class president. The speeches should contain a minimum of three persuasive techniques from the list. Students can deliver their speeches to the class, integrating the performative aspects they notated when watching Richards' speech, and after all the speeches have been presented, vote on the winning "candidate."

At The Performance

Ask students to notice and think about:

- Which persuasive techniques Ann uses in her commencement address at the start of the play.
- How Ann's voice, physicality, and delivery change based on who she is speaking to (i.e. the college graduates, her family, other politicians, her staff).
- What the actress playing Ann, Holland Taylor, might have done to prepare to play this part.
- What research Holland Taylor did as playwright in order to bring Ann Richards' life on stage.

Winning Words

Like Ann Richards at the 1988 DNC, a young Senator wowed the masses at the 2004 DNC with his rhetoric and delivery. That young senator was our current president, Barack Obama, and many attribute his rapid rise from junior senator to Presidential hopeful to this keynote address. Both the written text of the speech and videos of Obama's address can be found here: <http://obamaspeeches.com/002-Keynote-Address-at-the-2004-Democratic-National-Convention-Obama-Speech.htm>

Have students work in small groups to analyze the speech using the Persuasive Techniques list found in this resource guide. Then, as a class, view the videos and note the performative elements, e.g. wardrobe, vocal inflection and delivery, body language, lighting, and sound, that helped make this address so powerful.

Students can use the same protocol with the following other political speeches:

Governor Chris Christie 2012 Republican National Convention Speech

<http://www.politico.com/news/stories/0812/80347.html>

John F. Kennedy's Acceptance of the Democratic Nomination for President

<http://www.jfklibrary.org/Asset-Viewer/AS08q5oYz0SFUZg9uOi4iw.aspx>

Lyndon B. Johnson's address regarding the Vietnam War and his decision not to run for re-election.

<http://www.lbjlib.utexas.edu/johnson/archives.hom/speeches.hom/680331.asp>

<http://abcnews.go.com/Archives/video/march-31-1968-lbj-seek-election-9626199>

ADDITIONAL ACTIVITIES

Women In Politics

"A woman's place is in the dome!"

The above quote was printed on the t-shirts worn by Ann Richards, her campaign staff, and volunteers when she was elected governor in 1991. Over twenty years later men outnumber women by far when it comes to politics. Despite the positive outcomes of the 2012 election, women are vastly underrepresented in government on all levels. Specific statistics and facts about women in politics can be found here: <http://sheshouldrun.org/>

Have students choose a female political figure to research. Students can present their findings in a traditional research paper or a class presentation. Suggested political figures include: Sandra Day O'Connor, Janet Reno, Condoleezza Rice, Janet Napolitano, Hillary Rodham Clinton, Nancy Pelosi, Elizabeth Warren, Louise Slaughter, Nydia Velazquez, Zoe Lofgren, and Nikki Haley.

Standards: CCR 6-12: Reading 1-10; Writing 1-9; Speaking & Listening 1-6; Language 1-6; *Blueprint:* Making Connections

Dramatizing History

Have students choose a historical figure from any time period and research and write a 1-3 page scene or monologue that dramatizes a key moment in that figure's life. Examples include Abraham Lincoln the day before signing the Emancipation Proclamation, Harriet Tubman planning the Underground Railroad, Rosa Parks the morning of the Bus Boycott, etc. Students can use films, biographies, journals, and speeches, but at least one research element must be a primary source. Have students share their scenes with the class, either by performing in their own pieces or casting their classmates in them.

Standards: CCR 6-12: Reading 1-9; Writing 1-9; Speaking & Listening 1-6; Language 1-6; *Blueprint:* Making Theater, Theater Literacy, Making Connections

Political Primer

Ann Richards was involved in politics and government, even before she was elected to public office. Have students familiarize themselves with the website for the City of New York and choose and research one of the following NYC elected official roles: mayor, comptroller, public advocate, council member, borough president, or district attorney. After researching, students can report back about the following:

- What does that official do?
- What are the requirements of the job?
- Who currently holds that position?
- What training, education, and skills are needed for the position?

Standards: CCR 6-12: Reading 1-9; *Blueprint:* Making Connections, Community and Cultural Resources, Careers and Lifelong Learning

Serving The Community

One of the best ways students can learn about their community is to volunteer. Direct students to the www.dosomething.org website or to that of New York Cares: http://www.newyorkcares.org/volunteer/volunteer_opportunities/search_projects/

Have students choose a project that interests them, participate as a volunteer, and then write a reflection paper on the experience.

Standards: CCR 6-12: Writing 1-9; *Blueprint:* Making Connections, Community and Cultural Resources

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