



Artists on Tour

Rick Sowash

Heroes of Ohio



STUDY GUIDE

Written by Rick Sowash

Edited & Designed by Kathleen Riemenschneider

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WHAT TO EXPECT DURING RICK SOWASH'S VISIT TO YOUR SCHOOL

Author arrives. Reserve a parking space as near the gym or auditorium as possible. Provide three or four students and one adult to help unload and set up.

Orientation for student re-enactors (optional). Re-enactors must arrive for the orientation already in costume. Allow 40 minutes for Rick to show them how to use the props he'll bring along, how to 'speak up,' how to walk and stand 'like a hero,' where to sit, etc. (Rick also uses this time to reassure the nervous ones not to worry ... Rick has done this program hundreds of times and, whatever happens, he will make each student look and feel great.)

An **assembly** introducing, live and in person, all of the heroes in Rick's book. Rick's 'costars' are none other than students from your school, costumed and prepared according to the directions in this Study Guide. The assembly will include music, pageantry, drama, humor and eye-catching props (which Rick will bring along). Experiencing this assembly, the audience will understand that history thrills us with stories of real people, that Ohio has given the world great heroes, and that every one of us can be a hero in our own way.

Personalized book signing for students and staff. Rick Sowash will send you a "send-home form" to be duplicated and sent home with each student. Every student and staff member is to be given the opportunity to acquire the book through Rick that day at a significant reduction from the price at book stores (softbound copies of Rick's books will be priced at \$10, hardbound at \$15). The "send-home form" allows the purchasers to indicate any special messages they would like Rick to include along with his signature in the book they've purchased. These can be: "For Zach, who loves to read" or "For Caitlin, a future Ohio Hero" or "For Kyle, who played the part of Thomas Edison in the Heroes of Ohio Assembly."

THE ALL-IMPORTANT 'CONTACT PERSON'

Please assign a contact person at your school – someone who can serve as a liaison, "roadie," host and go-fer ("Go fer this, go fer that"). This can be a parent, a teacher, a librarian, or an administrator. Whoever they are, their only duty for that day must be to oversee Rick's visit, including loading and unloading. If questions arise, the contact person may phone Rick anytime at 513-721-1241.

THE HEROES OF OHIO ASSEMBLY

Some weeks before the day of Rick's visit, by a contest or by some other means, 28 students must be assigned to re-enact in the assembly 28 figures from Rick's book. (Note: some schools choose to include only SOME of the heroes in the book, not all 28. And this is perfectly OK with Rick.)

Following is a list of the heroes with an indication of the level of difficulty in doing the part:

- 1) John Chapman ("Johnny Appleseed") **EASY**
- 2) Simon Kenton, frontiersman **EASY**
- 3) Tecumseh, Shawnee chief **MODERATE**
- 4) Oliver Hazard Perry, naval hero **MODERATE**
- 5) John Parker, rescuer of slaves **EASY**
- 6) optional male slave (accompanying Parker) **VERY EASY** (no spoken lines)
- 7) optional female slave (accompanying Parker) **VERY EASY** (no spoken lines)
- 8) Harriet Beecher Stowe, author **MODERATE**
- 9) Jacob Parrott, Yankee soldier **MODERATE**
- 10) Mary Ann Bickerdyke, Civil War nurse **MODERATE**
- 11) optional wounded Yankee soldier (with Bickerdyke) **VERY EASY** (no spoken lines)
- 12) Ulysses S. Grant, Civil War general **EASY**
- 13) Thomas Edison, inventor **EASY**
- 14) Granville Woods, inventor **MODERATE**
- 15) Wilbur Wright, pioneer aviator **MODERATE**
- 16) Orville Wright, pioneer aviator **MODERATE**
- 17) Katherine Wright, sister of the pioneer aviators **EASY**
- 18) Januarius MacGahan, The Liberator of Bulgaria **A LITTLE MORE CHALLENGING**
- 19) Annie Oakley, markswoman **EASY**
- 20) Jane Edna Harris Hunter, urban reformer **A LITTLE MORE CHALLENGING**
- 21) Elizabeth Hauser, suffragette **EASY**
- 22) Jesse Owens, Olympic athlete **EASY**
- 23) Rodger Young, WWII infantryman **A LITTLE MORE CHALLENGING**
- 24) Emma Gatewood, senior citizen backpacker **EASY**
- 25) Neil Armstrong, astronaut **EASY**
- 26) Toni Morrison, author **A LITTLE MORE CHALLENGING**
- 27) Baldemar Velasquez, labor union leader **A LITTLE MORE CHALLENGING**
- 28) Dr. Henry Heimlich, The Maneuver Man **EASY**

Note: Remember – we do not have to use ALL the above-listed re-enactors. Some schools just feature the better known heroes, which works just fine.

ABOUT THE COSTUME RENDERINGS

AT THE END OF THIS STUDY GUIDE

The student re-enactors may try to come up with a costume. This is fun but NOT required. Even if some students are just wearing their regular school clothes, they can still feel that they are an important part of the show because they'll be using the props that Rick will bring along for them.

To guide those students who want to create a costume, Rick commissioned Lisa Molyneux, a professional wardrobe mistress with Cincinnati's Playhouse in the Park, to make costume drawings. These are provided in the back of this study guide. They show how the heroes themselves would have been dressed and provide students with an ideal "look" to strive for. The renderings will be helpful to students, but they need not be followed meticulously. Students may try to approximate the costumes as best they can, but the finished product is not as important as the learning process. The costumes may be elaborate or simple, depending upon the energy and ability of the students, their parents and teachers.

These costume drawings only provide a goal to reach toward. Obviously, students preparing to portray Neal Armstrong are not likely to have a real astronaut's suit in their closet. These renderings function best as a challenge to the students to be creative.

Many students have fashioned these costumes, using all sorts of ideas. Boots can be made of poster board cylinders painted black or garbage bags held around the legs with rubber bands or long black socks pulled up right to the knees. Or students can just wear galoshes or grandpa's fishing boots. Ruffles on a blouse could be made by cutting up paper plates and stapling them together. Military brass buttons can be just regular button spray-painted gold, then sewn on. Electrical tape or duct tape can be cut up and stuck on as decorations. Medals can be made of bottle caps or old jewelry. Epaulets can be just yellow yarn glued onto felt or simply yellow construction paper cut to look like fringe. Challenge students to come up with their own solutions.

Some moms and teachers have found a lot of great costume items at thrift shops and garage sales. And, of course, if they want to, parents can take their children to see what's available at craft and costume shops, dance costume supply stores or Army-Navy surplus stores.

But the costumes don't have to be fancy. Neal Armstrong's outfit, for example, can be a white sweat suit stuffed with crumpled newspaper to look bulky, or white trashcan liners touched up with electrician's tape. His helmet could be a hockey, football or motorcycle helmet wrapped in aluminum. He only has to carry it, after all; it doesn't have to be worn on his head.

Remember our goal, Rick's and yours, is to bring history alive for the students we serve. This happens most effectively when the students' imaginations are engaged. Give them a goal, an ideal for which to reach, and they will very often amaze us with what they can achieve. Photocopy the costume drawings and give one to each student and ask them to try to put together an outfit that will look something like the drawing.

PROPS RICK SOWASH WILL PROVIDE

FOR STUDENT RE-ENACTORS

Student re-enactors will not provide their own props. Listed below are the props Rick will bring to your school for the student re-enactors to use during the assembly. Share this list with the student re-enactors so that they will know what to expect. The props will be given to the students during the orientation.

- 1) John Chapman – a (fake) apple tree, four feet high, and a cloth haversack
- 2) Simon Kenton – a powder horn
- 3) Tecumseh – a deerskin game bag decorated with animal fur and beadwork
- 4) Oliver Hazard Perry – a model of the ship “Lawrence” and a Napoleonic-era admiral's hat
- 5) John Parker – a lantern
- 6) male slave (with Parker) – no prop provided
- 7) female slave (with Parker) – no prop provided
- 8) Harriet Beecher Stowe – oversized copy of *Uncle Tom's Cabin*
- 9) Jacob Parrott – Medal of Honor on a ribbon worn around the neck, a blue Civil War cap
- 10) Mary Ann Bickerdyke – a black doctor's bag with the red cross symbol on the sides
- 11) wounded Yankee soldier (with Mary Ann Bickerdyke) – a single crutch
- 12) Ulysses S. Grant – oversized copy of a book entitled *Grant*
- 13) Thomas Edison – replica of the first phonograph
- 14) Granville Woods – model toy train
- 15, 16, 17) Wilbur, Orville and Katherine Wright – model of the first flying machine
- 18) Januarius MacGahan – flag of Bulgaria on a flagpole
- 19) Annie Oakley – banner displaying her medals
- 20) Jane Edna Harris Hunter – oversized tin can with “Five Cents” written on it
- 21) Elizabeth Hauser – yellow satin shoulder sash with “Votes for Women” written on it
- 22) Jesse Owens – four Olympic medals attached to a silver runner's baton
- 23) Rodger Young – fake blue ‘marble’ tombstone
- 24) Emma Gatewood – a bedroll on a rope and a staff with an Appalachian Trail sign on it
- 25) Neil Armstrong – astronaut's backpack
- 26) Toni Morrison – oversized copy of book entitled *The Bluest Eye*
- 27) Baldemar Velasquez – basket of (fake) tomatoes
- 28) Dr. Henry Heimlich – stethoscope and white lab coat with “Heimlich” embroidered on it

KNOWLEDGEABLE RE-ENACTORS

The student re-enactors must know at least the basic facts about the hero they will depict. They must have read and understood the chapter about their hero in the book *Heroes of Ohio*. Each chapter ends with a section entitled “To learn more...” This section directs curious students to other pertinent resources, books and web sites. Extra research is optional, but the students will be expected to “know their stuff.” Ideally each of these re-enactors will have their own copy of the book. At the very least, the school library must have multiple copies in stock for this purpose. Also, the teacher may photocopy one copy of each chapter and give the relevant student re-enactor.

During the 40 minute orientation before the assembly, Rick will explain to the student re-enactors exactly what to expect, when to enter, where to stand, when to sit, when to stand up again, how to work with a microphone, how to take a bow at the end, etc. Rick will also assure them that he will make their role in the assembly simple, fun and exciting, even if they ‘screw up.’

When the student body enters the assembly area, the 28 student re-enactors will be seated in a row of chairs at the rear of the assembly area. Rick will seat them in their correct order (which is the order of the chapters in the book). The contact person MUST be present during the orientation and will oversee these students during the actual program, making sure that each is ready to go forward and join me up front as Rick introduces them.

Usually Rick plays funny little songs on his recorder as the student body is filing into the gym. This gives the seated students something to engage them while they are waiting. When the entire student body is assembled someone must give Rick a wave. We must not begin the program, however, until everyone has arrived. No formal introduction is required. Rick introduces himself.

Rick will speak for about a minute and then will give a cue for music. This will be heard from a boom box tape player/CD player or over the school’s sound system. The music is the accompaniment for the song “Heroes of Ohio.” Rick will sing this song and will lead the students who may join in if they know the song. The song is easy and fun to sing and it summarizes the qualities that define a hero. The sheet music for the song is provided at the back of this study guide. Your school’s music teacher should be asked to teach the song to the students.

After the song, Rick will introduce the student re-enactors one by one as the Heroes of Ohio they portray and in the order in which they appear in the book. Each hero walks forward along the right side of the audience and joins Rick on a little stage (which he will bring along) up in front of the audience. Rick will greet the hero by name and ask them a few questions about their achievements. The students must be prepared to answer “in character.” These questions and answers will be somewhat improvised. This may sound daunting, but students need not fear: Rick has done this program hundreds of time and knows how to make it a happy experience by praising and admiring each of the student re-enactors in turn. (Note: Psst! Rick has even been known to whisper an answer to rescue a befuddled student!)

The exact questions Rick will be asking are listed later in this study guide along with short answers. Photocopy these questions-and-answers and give them to each re-enactor in advance so that they can prepare to have an answer. (Note: the two slaves accompanying John Parker and the wounded Civil War soldier accompanying Mary Ann Bickerdyke will not be asked questions; their parts are silent. They are really just human props for the heroes they accompany.)

After each hero is briefly interviewed, they will seat themselves on a vinyl circle, indicated by their character’s name on it. Rick provides these and will place them on the floor where he wants them: 12 or so on either side of his little stage. During the orientation the student re-enactors will be shown these vinyl circles and Rick will explain that the circles indicate where each hero is sit after having been

interviewed. At the end of the assembly, Rick will ask them to stand up so that everyone can see “A Living Timeline of Heroes of Ohio.”

Rick will then sing and lead the “Heroes of Ohio” song again and end the assembly with applause for all who participated. The student re-enactors are then seated again on their vinyl circles while the audience exits.

Last comes photographs. Rick will position the students for a group photograph in front of the stage (which includes a backdrop of the *Heroes of Ohio* book cover) and will pose with them.

INVITE THE NEWS MEDIA

The *Heroes of Ohio* assembly – with or without a local hero – will be very attractive to the news media. The contact person should invite every newspaper, TV and radio station for miles around. If the media really understands what will be happening, they will very likely come. They will LOVE this story and so will their audience. The results will make everyone look great.

BOOK SIGNING

This is important to Rick. One reason Rick’s fee for a school visit is lower than most authors is because he is his own publisher and can augment his fee with book sales. Many students will want copies of his books. The school library and many of the teachers will want copies to use as resources in coming years. It is not uncommon for the students and staff in schools Rick visits to purchase, all together, more than a hundred copies of his books.

Please make a good-faith effort to help sell the book simply by sending home the “send-home form” Rick provided. This form states the cost of the books when sold in schools I visit (\$10 for softbound, \$15 for hardbound) and asks parents to indicate exactly how they would like the book to be personalized and signed by the author. Parents return this form to the school with a check made out to RICK SOWASH PUBLISHING. All the school has to do is gather these forms as they come in and then hand them over to Rick when he arrives. Rick will bring along a good supply of his books when he comes to your school. After the assembly the contact person will help Rick process the orders and Rick will autograph the books as the buyers have indicated.

Schools are never ‘stuck’ with unsold books and there is no shipping involved. In short, Rick handles everything. All the school has to do is send home and collect the returned “send-home forms.”

Rick prefers to sign books sitting at a table in a quiet place. The books are given to the students later. It is not a good idea to have children line up and wait to get their book signed.

PREPARING THE WHOLE SCHOOL FOR THE HEROES OF OHIO ASSEMBLY

STORYTELLING AND RE-ENACTING

Kids love stories – and history is just a big story. Teachers can tell students true stories of real people from Ohio history who lived through real dramas.

Taking this a step further, a teacher can be a re-enactor. The teacher can bring to class a prop and a bit of costume. But something more is needed. Construct a free-standing doorway, decorate it with flags and dates. This is “Time’s Doorway,” and whoever passes through it becomes a figure from history for a little while. You put on a bonnet and pass through the doorway, and when you come out the other side, you are Johnny Appleseed’s sister (or whoever). You tell a little about life as a pioneer and try to explain your strange but lovable brother. The students ask you some questions they’ve prepared, and you answer them as best you can, then exit once again through Time’s Doorway and return to your real self. Easy and fun.

Once they’ve seen you do it, students can do the same exercise, each with their own character from history. This is much more fun than simply giving a report. Better yet, it requires the student to really know their stuff and be on their toes, ready to improvise when they are asked questions.

Student re-enactors can also work in pairs, interviewing each other, improvising a conversation, for example, between Johnny Appleseed and Tecumseh, or Annie Oakley and Thomas Edison, or even heroes who could never have met – it would be fun to overhear a visit between the Wright Family and Neal Armstrong!

INVITE LOCAL HISTORICAL RE-ENACTORS TO VISIT THE SCHOOL

Re-enacting has become a national phenomenon in recent years. Very likely there is a reenactment group in your community. Get in touch. Invite a re-enactor to come in costume to individual classrooms and share what they know. **TIP:** Specify that the visit is to be no more than 30 minutes long. This will allow you to politely cut off a long-winded visitor before the students begin to squirm, but if you see that the kids are into it, you can always let it continue past 30 minutes.

Before the visit, consider with your students what questions would be appropriate. Write them down on separate slips of paper. Pass them out so that each student will be ready with at least one good question.

Perhaps the best question to ask a re-enactor would be: How did you become interested in re-enacting? In other words, tell us the story of what inspired your interest. These stories can be inspiring in themselves and we all like to know how things begin.

Afterwards, have every student write a thank-you note to the re-enactor. Send all of them in one big envelope. (At the very least, you, the teacher, should write a thank-you note.)

WRITING ACTIVITIES

History is mainly conveyed to us in words – spoken words and written words. Good historians are good writers. They have developed the skill of portraying actual events of the past in ways that make us FEEL what it was like to be there. Students can aspire to be good historians – and thus, good writers. They can strive to write about history in ways that will be fun to read.

How? By using words that address the senses – colors, sounds, smells, tastes, the ‘feel’ of the moment. The student-writer must ask themselves, “If I had been there, what colors would I have seen? What sounds would I have heard?” ... and write, using words that speak to the senses.

DIARY ENTRIES

Students who have re-enacted heroes of the past can write first-person “memories” of what their life was like at certain important moments. In other words, they can write diary entries or fragments of an autobiography.

Johnny Appleseed left us no diary or autobiography, but what if he had? What might we expect to find in it? Suppose just one page of it survived, the page for September 26, 1834, which was Johnny’s 50th birthday. What would be written on that page? Creating such a page from such a document can be a richly entertaining and informative adventure for a student. And the result will be fun for other students to read, fun for parents to read, fun for you to read.

STUDENTS WRITING A SINGLE SCENE FROM HISTORY

Most history, however, is written in the third person. Students can try their hand at this, too. The key to their success lies in keeping the scope very narrow. Unfolding a complete account of a major historical event – what happened and why – is beyond the ability of most of us. But I believe that almost anyone can present a single scene from history.

Teachers must help the student choose a scene from history...and then try to think of it as a painting – in words.

Let’s take Betty Zane’s run to retrieve gunpowder for the defenders of Ft. Henry. Ask students to imagine a painting of the most important scene in that story. What would be shown in such a painting? The fort would be seen, the gate open, the defenders’ rifles sticking out here and there. The surrounding green of the forest would be broken by glimpses of the red-coated British and their native allies in bright war paint. Orange bursts and puffs of smoke would be seen at the tips of rifles on both sides. The little house where the extra gunpowder was kept would be in the background. And in the center would be Betty herself, sprinting back to the fort’s open gate, a keg of powder under her arm, long hair, apron and full skirts flying, one bare foot up, the other thrusting into the dust, a wild, determined look on her face.

Challenge your students to learn about the scene so thoroughly that they can picture it clearly in their imaginations. Ask them to imagine the scene as a painting – a giant, complicated mural, teeming with fascinating images and details. Their job is going to be to write down what they have pictured. Yes, but where to begin?

Ask them to imagine that this mural depicting their scene has been painted on one huge wall of a huge room and that they are standing in the middle of that room. The painting is there before them – but no one can see it! Why not? Because the room is totally and utter dark.

Then ask them to imagine that one small beam of light suddenly illuminates one tiny detail of this vast painting. That illuminated detail is the opening sentence of what they are going to write. The next sentence will spread out that beam of light just a little wider, describing more of the scene. The next paragraph will make it wider yet.

Gradually the whole mural will be revealed. When that is achieved, then the student must undertake the same process in reverse. A good piece of writing often ends with one last detail being “seen” before the lights go out altogether.

If I may say so, some good examples of this approach to writing can be found in *Heroes of Ohio*. The chapter on Tecumseh begins: “The white flag of truce trembled, yet there wasn’t a wisp of wind. It trembled because the soldier who held it was trembling.” In the first three words we “see” a white flag; two more words and we find out that it is a flag of truce; then we learn that it is trembling; in the next sentence we “see” that the flag is held by a very frightened soldier. Next we’ll “see” that he is surrounded by Indians at a campfire and that the great Tecumseh is staring at him. The scope of the scene fans out until it is complete. Subsequent events are recounted and the story ends with another, single image – the face of Tecumseh.

AN HEROES OF OHIO FAIR

Each student who co-starred in the morning assembly, and many other students as well, could be assigned a booth space in the gym to decorate with props, flags, reports, drawings, maps, music from the era, connections with Ohio industries and businesses, antiques and artifacts. Students can color with crayons or colored pencils the costume renderings provided in this study guide and use these to add to their booth.

The Heroes of Ohio Fair could take place during the afternoon. While I am conducting my half-hour visits with one grade level, the other grade levels could be visiting the Fair. The other students in the school will need to understand that the students re-enacting the heroes will actually be RE-ENACTING. That is, they will NOT be the Jennifers and Joshuas the kids see everyday on the playground. Rather, during the fair, these students will be PRETENDING to be Wilbur Wright, Annie Oakley, Neil Armstrong, etc. This gives the other students in the school a much more meaningful encounter with figures from Ohio history. They must be prepared to actually question Thomas Edison, General Grant, Harriet Beecher Stowe and all the other heroes at the Fair. And these heroes must be ready with answers.

In preparing to answer such questions, the student re-enactors must be ready to look ‘em in the eye and make the other students FEEL what it was like to BE Jacob Parrott, for example, the youngest member of Andrews’ Raiders during the Great Locomotive Chase, trees and towns whizzing by on either side, the wind in his hair, the smell of the woodfired furnace in his nose, his heart pounding as the pursuing Rebel train drew nearer.

Your school’s Heroes of Ohio Fair may turn out to be such a good thing that you will want to invite the public to see it. Perhaps it should be extended on into the evening. Certainly the media should be invited to come and cover the event.

MAKE A HEROES OF OHIO TIMELINE

The following dates and information are provided to assist teachers and students in creating a timeline based on the lives of the heroes depicted in *Heroes of Ohio*.

Birth and death dates of the heroes in *Heroes of Ohio*

1755 Simon Kenton born
1768 Tecumseh born
1774 John Chapman born

1785 Oliver Hazard Perry born

1811 Harriet Beecher Stowe born

1813 Tecumseh dies
1817 Mary Ann Bickerdyke born
1819 Oliver Hazard Perry dies
1822 Ulysses S. Grant born
1827 John Parker born
1836 Simon Kenton dies
1843 Jacob Parrott born
1844 Januarius MacGahan born
1845 John Chapman dies
1847 Thomas Edison born

1856 Granville Woods born
1860 Annie Oakley born

1867 Wilbur Wright born
1871 Orville Wright born
1873 Elizabeth Hauser born
1874 Katherine Wright born

1878 Januarius MacGahan dies
1882 Jane Edna Harris Hunter born
1885 Ulysses S. Grant dies
1888 Emma Gatewood born
1896 Harriet Beecher Stowe dies
1900 John Parker dies
1901 Mary Ann Bickerdyke dies

1908 Jacob Parrott dies
1910 Granville Woods dies
1912 Wilbur Wright dies
1915 Jesse Owens born
1918 Rodger Young born
1920 Dr. Henry Heimlich born
1926 Annie Oakley dies
1929 Katherine Wright dies
1930 Neil Armstrong born
1931 Thomas Edison dies
1931 Toni Morrison born

1943 Rodger Young dies
1947 Baldemar Velasquez born
1948 Orville Wright dies

1958 Elizabeth Hauser dies
1971 Jane Edna Harris Hunter dies
1973 Emma Gatewood dies
1980 Jesse Owens dies

Other important events

1776 Declaration of Independence

1803 Ohio becomes a state

1812 War of 1812

1852 *Uncle Tom's Cabin* published

1861-1865 Civil War

1877 phonograph invented

1903 first flight in an airplane

1920 American women can vote

1941-1945 U.S. in World War II

1950 or whenever? Your school built

1969 first man on the moon

THE OHIO HEROES COLORING BOOK

The Rick Sowash Publishing Co. offers an *Ohio Heroes Coloring Book* for purchase by schools, teachers and students for \$5.00. The book will offer vivid images of the heroes Rick wrote about in *Heroes of Ohio*. They are presented in ways that are fun to color and include substantive information about each of the heroes. To order these, call 513-721-1241 or email rick@sowash.com.

ABOUT RICK SOWASH'S BOOKS

To order these books and items, call 513-721-1241 or email rick@sowash.com:

Heroes of Ohio: 23 True Tales of Courage and Character, by Rick Sowash, 160 pp., illustrated.

Originally published in 1998 by Gabriel's Horn Publishing Co., Bowling Green, OH, this book is now available from the Rick Sowash Publishing Co., Cincinnati, OH.

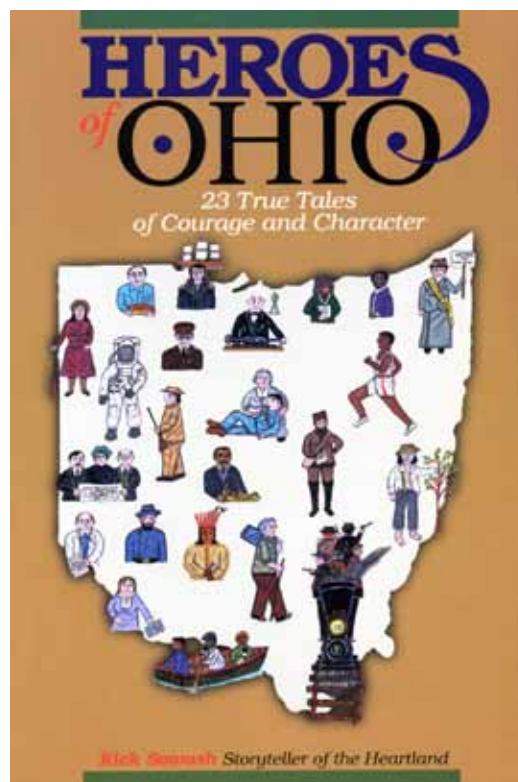
Ripsnorting Whoppers: Humor from America's Heartland, by Rick Sowash, 160 pp., illustrated.

Originally published in 1994 by Gabriel's Horn Publishing Co., Bowling Green, OH, this book is now available from the Rick Sowash Publishing Co., Cincinnati, OH.

Critters, Flitters & Spitters: 24 Amazing Ohio Animal Tales, by Rick Sowash, 160 pp., illustrated.

Published in 2002 by Rick Sowash Publishing Co., Cincinnati, OH.

For more information visit Rick Sowash's webpage: www.sowash.com



A FEW TIPS FROM OTHER SCHOOLS

WHO HAVE HOSTED RICK SOWASH

- ♦ A “real, live author” is coming to your school. You can help the students feel excited about this by putting up a big sign that says, “Welcome Rick Sowash,” and displaying the free posters of Rick’s books.
- ♦ Call area newspapers and TV stations in advance. They often send a photographer/camera operator/reporter to do a story. The community will be interested that you are hosting an author.
- ♦ Students may illustrate stories from the book. Display their illustrations in the hallways.
- ♦ Sorry, autograph-seekers! Except for signing books students and staff may have purchased, the author will not sign autographs. Experience has shown that “autograph fever” can sweep a school and result in hundreds of disappointed kids.
- ♦ The assembly will be presented with the least interesting wall to Rick’s back. Remove distracting posters, etc. Exits must be to the audience’s rear so that students are not distracted by late-comers, errand-runners or the departure of a student taken ill or needing to use the bathroom. If the assembly is presented in a rectangular gym or room, then Rick will set up his little stage and backdrop with the longest wall to his back.
- ♦ Even if there is a stage in the performing area, Rick will not use it. Close the stage curtains and turn off the lights backstage. Rick prefers to set up his own little stage on the floor. Rick will place a rope on the floor, indicating the location of the front row. Do NOT seat students in bleachers. Rick’s stage and program were devised so that everyone can see best when seated on the floor.
- ♦ Once the assembly has begun, doors to the performing area must be closed. Put a sign on the outside, saying: “Keep out, program in progress.” Odd as it seems, adult staff sometimes need to be reminded not to talk to each other during the program. Shushing them is not Rick’s job.
- ♦ Turn on all the lights, but pull the shades. Students are distracted by a view of the outdoors.
- ♦ The students will sit on the floor in one solid rectangle. Rick strongly prefers NOT to have an aisle down the center of the student body. Folding chairs should be provided for teachers, who will sit to the sides of the student body. It is important that the youngest grades enter the performing area first so that they can take their place as the front one or two rows.
- ♦ Photos should be taken discreetly. The click-and-flash is distracting and detrimental when Rick is trying to hold his audience’s attention. In any case, Rick will pose all the heroes together for a group shot after the assembly.

A USEFUL MEMO TO TEACHERS, DEVELOPED BY ONE OF THE SCHOOLS RICK SOWASH VISITED

(You might want to duplicate this and send it to teachers.)

To: Teachers of students who will be 're-enactors' in Mr. Sowash's *Heroes of Ohio* Assembly

As part of his visit to our school, Mr. Sowash will present an assembly based on his book, *Heroes of Ohio*. Mr. Sowash has asked that we provide 28 students to take an active part in the assembly by 'portraying' the heroes about whom he has written.

The students will need to do the following things:

- ♦ Read the chapter from *Heroes of Ohio* that tells the story of the hero they will portray.
- ♦ Be able to answer basic questions about the hero. (The precise questions Mr. Sowash will ask are enumerated in the *Heroes of Ohio* Study Guide which he has sent us. Each student should be given the list of the questions they will be asked so that they can be well prepared.)
- ♦ If possible, assemble a costume appropriate to the hero. (Drawings of appropriate but easy to make costumes are provided in the *Heroes of Ohio* Study Guide to help the students do this.) Mr. Sowash will provide props for each hero to carry; so even if they don't get together a costume, they will still feel as if they are part of the assembly.
- ♦ Be willing to join Mr. Sowash in front of the student body and (in most cases) speak a few simple words in response to the questions he will ask. (There are a few "parts" that challenge the students a bit more and a few that are totally non-speaking; you will wish to pick students whose strengths are appropriate for such roles – see the list below.)

SUGGESTION: The entire book, *Heroes of Ohio*, could be used as daily oral reading in order to generate interest and excitement.

Thanks so much for your support, cooperation and participation!

PREPARING THE RE-ENACTORS

FOR THE ASSEMBLY

Here are the questions Rick will ask each hero re-enactor in the Heroes of Ohio Assembly along with short answers (in bold) Rick will expect the students to say in reply.

JOHN CHAPMAN

1. In what state were you born? **Massachusetts**
2. Where are you buried? **Indiana**
3. What did you do here in Ohio that made you a hero? **I planted apple trees.**
4. What are some of the things the pioneers made with the apples they got from your trees? **apple pie, apple butter, apple cider, apple vinegar**

SIMON KENTON

1. What's that thing you're carrying? **powder horn**
2. What do you keep inside of it? **gunpowder**
3. What famous frontiersman's life did you save? **Daniel Boone**
4. You fought Indians but at other times you protected them. Tell us about that. **When they were fighting, I fought back; when they were peaceful, I protected them.**
5. What Ohio town is named after you? **Kenton**

TECUMSEH

1. You were a member of what tribe? **Shawnee**
2. What was your great dream, the great thing you tried to do? **To form a red people's nation and stop the settlers from stealing our land**
3. Were you able to do this? **No**
4. Why not? **There were too many settlers. We were outnumbered.**
5. What finally happened to you? **I was killed in battle.**
6. So your dream never came true, yet you're still a hero. What does this tell us about a hero? **Heroes have the guts to try.**

OLIVER HAZARD PERRY

1. Of what ship is that the model? **the "Lawrence"**
2. Why did you name it that? **After my friend, Captain Lawrence**
3. What were Captain Lawrence's famous last words? **Don't give up the ship.**
4. What did you do with those words? **I made those words my motto and put them on a flag.**
5. What famous message did you send to General Harrison to let him know how the Battle of Lake Erie had turned out? **We have met the enemy and they are ours.**

JOHN PARKER

1. What was the Underground Railroad? **It was a nickname for all the people who helped slaves to escape.**
2. Was it fun and easy? **No. It was dangerous.**
3. What was the reward offered for anyone who could have captured you helping slaves escape? **One Thousand Dollars, dead or alive.**
4. Did you ever get caught? **No**
5. How many slaves did you help escape? **About two thousand**

HARRIET BEECHER STOWE

1. What was your life like when you lived in Cincinnati? **It was terrible. We were poor and my husband couldn't find a job. Also there were riots in the streets and lots of disease and sickness.**
2. What was the really sad thing that happened in your family? **My baby died.**
3. What did you do with all your knowledge of the dark things of life and the stories you heard about escaping slaves? **I wrote a book.**
4. What did your book make people realize? **That slavery was evil.**
5. What president did you meet? **Abraham Lincoln**
7. What did he say to you? **So this is the little lady who wrote the book that started the big war!**

JACOB PARROTT

1. You and some other Yankee soldiers stole a Rebel train. What were you going to try to do as you headed back north? **Burn bridges and rip up the track**
3. Did it work? **No**
4. Why not, what went wrong? **We couldn't burn the bridges because it was raining too hard. We forgot to cut the alarm cord and another train chased after us and we ran out of fuel.**
5. What happened to some of the raiders after they were caught? **They were hung as spies.**
6. What happened to you? **I was put in prison.**
7. What special award was given to you in Washington DC? **The Medal of Honor**
8. How old were you when you received this great honor? **Eighteen**

MARY ANN BICKERDYKE

1. What were army hospitals like at the beginning of the Civil War? **They were terrible. The wounded men had to sleep on the ground and cook their own food.**
2. What were some of the things they didn't even have? **Medicine, bandages, blankets, pillows, beds**
3. What did you do to make hospitals better places? **I got churches to donate supplies. I made bathtubs out of barrels. I cooked good food for the wounded soldiers.**
4. What do you carry in your black medical bag? **Medicine, bandages, and a HATCHET!**
5. Why did you carry a hatchet? **Battles sometimes were fought in winter, wounded soldiers would be frozen to the ground in puddles of their own blood; I had to chop them loose and take them to the hospital.**

ULYSSES S. GRANT

1. What great southern general surrendered to you? **Robert E. Lee**
2. What did you become after the Civil War? **President**
3. What did Ferdinand Ward do with your money? **He STOLE it!**
4. What did you do to save your family from poverty? **I wrote a book.**
5. What was your book about? **My life**
6. What other bad thing happened to you while you were writing your book? **I got throat cancer.**
7. You knew you were soon going to die. Did you finish your book? **Yes**

THOMAS EDISON

1. Why are you holding your hand up to your ear? **I don't hear so well.**
2. What's that you're carrying? **a phonograph**
3. What does it do? **It records and plays back sounds.**
4. What were some of your other inventions? **light bulb, the movie projector, putting electricity into people's homes and buildings**
5. How many inventions did you make? **over a thousand**

GRANVILLE WOODS

1. Why did you quit school in the Fourth Grade? **My family was poor and I had to go to work to help them out.**
2. What did you do to keep learning? **I read books and worked at many different jobs.**
3. What mysterious natural force did you understand better than anyone? **electricity**
4. What were some of your inventions? **the electric streetcar, improved the telephone, made a way to send a signal to a moving train, and the first model toy train**

ORVILLE AND WILBUR WRIGHT (BOTH BROTHERS SHOULD KNOW THE ANSWERS)

1. Where did you live? **Dayton**
2. What did you do for a job? **Made and repaired bicycles.**
3. Wilbur, what gave you the idea to try to fly? **watching birds**
4. What did you make your airplane out of? **cloth and wood**
5. Why didn't you try to fly in Dayton? **There were too many trees and buildings to crash into and the wind was always changing.**
6. How did you decide which brother would fly first? **a coin toss**
7. Which brother won the toss? **Wilbur**
8. The plane started to lift off the ground. Then what happened? **I CRASHED!**
9. Then it was Orville's turn. How far and how long did you fly? **A hundred feet in twelve seconds**

KATHARINE WRIGHT

1. What sad thing happened in the family that changed your life? **Our mother died and I became the female head of the house.**
2. What did you do to help while the brothers were in North Carolina? **I ran the bicycle shop.**
3. What president did you meet? **William Howard Taft**

JANUARIUS MACGAHAN

1. That flag you're carrying – what country is it from? **Bulgaria**
2. What was your job? **I was a newspaper reporter.**
3. The Turks ruled the Bulgarians. What kind of rulers were the Turks? **They were harsh and cruel.**
4. What were the Turks doing to the Bulgarians who wanted to win their freedom? **They were chopping off their heads!**
5. What? Was this really true? **Yes**
6. When you found out what was happening, what did you do about it? **I wrote newspaper articles.**
6. Bulgarians still celebrate their freedom on what special day to you? **My birthday, June 12**

ANNIE OAKLEY

1. What did you do to win all those fancy medals? **I was a sharpshooter.**
2. When you were a young girl, how did your shooting skills help your family? **I went hunting and shot deer and rabbits for the family to eat.**
3. You were the star of what famous show? **Buffalo Bill's Wild West**
4. What was special about YOU being such a good shot? **Back then people thought only men could shoot but I showed the world that women can do great things too.**

JANE EDNA HARRIS HUNTER

1. What was your profession? **I was a nurse.**
2. What Ohio city did you move to? **Cleveland**
3. What was your life like when you first got there? **It was terrible. I had no job, no money, no friends, and no safe place to sleep.**
4. What was the purpose of your association? **To make a shelter in the city for poor girls**
5. How much did it cost to belong to your association? **Five cents a week**
6. How did your shelter help the poor girls? **We gave the poor girls meals and a safe place to sleep and we also trained them so that they could find jobs.**

ELIZABETH HAUSER

1. Why did you think women should be allowed to vote? **Women pay taxes. And America should belong to everyone, not just men.**
2. What was your profession? **A newspaper reporter**
3. What things did you and other women do to get the right to vote? **We wrote articles, gave speeches, and marched in parades.**
4. Tell about the Parade in the Rain. **Ten thousand women were going to march in a parade to Chicago to show that they wanted to vote, then came a terrible rainstorm. But we marched anyway, right through the rain!**
5. In what year did women finally win the right to vote? **1920**

JESSE OWENS

1. In what country was the Olympics being held the year you competed? **Germany**
2. Who was the leader of that country at that time? **Adolf Hitler**
3. What were some of his evil ideas that had to do with you? **Hitler hated black people and I was an African American.**
4. How many gold medals did you win? **Four**

RODGER YOUNG

1. What sports did you like as a boy? **Football, baseball, and basketball**
2. How were you injured playing basketball and what was wrong with you afterwards? **I could not see or hear as well.**
3. When the Japanese were machine gunning you and your men, what did you do to save the day? **Crawled toward the machine gun nest and threw grenades**
4. You blew up the machine gun nest but what happened to you? **I was shot and killed.**
5. What award was given to your family after you had given your life to save your men? **The Medal of Honor**

EMMA GATEWOOD

1. What is the Appalachian Trail? **A footpath that runs across the top of the mountains from Georgia to Maine**
2. How long is it? **2500 miles**
3. What did you do with it? **I was the first woman to hike the whole trail.**
4. How old were you when you hiked the whole trail? **68-years-old**
5. Did you have a lot of other people along to help you? **No. I went all by myself.**
6. What animals did you see? **Bears, bobcats, snakes, skunks, deer, rabbits, buzzards, mice...** (any or all of these)
7. What song did you sing on top of the last mountain? **America the Beautiful**

NEIL ARMSTRONG

1. What was it like on the moon? **It was like a huge desert of gray sand, only with lots of craters.**
2. What did you see up in the sky? **I saw the blackness of space, stars and (pause) the EARTH!**
3. Did you go up there all by yourself? **No. Buzz Aldrin went with me onto the moon while Mike Collins flew the spaceship.**
4. What famous words did you say when you first set foot on the moon? **That's one small step for a man, one giant leap for mankind.**
5. Why don't we see much of you these days? **I'm a quiet man and I wanted to live a quiet life.**

TONI MORRISON

1. In what Ohio town were you born and raised? **Lorain**
2. When you were young, what did you think you wanted to be when you grew up? **First I wanted to be a dancer and then I wanted to be an actor.**
3. But you changed your mind and what did you become instead? **An author**
4. You wrote that book you're carrying....What's it about? **It's about a little African American girl who wished her eyes were blue.**
5. What important prize did you win? **I won the Nobel Prize for Literature.**
6. What was so important about YOU winning it? **I was the first African American to win the Nobel Prize for Literature.**

BALDEMAR VELASQUEZ

1. You came to Ohio with your family from Texas when you were a boy, to do what? **To be a migrant worker**
2. What do migrant workers do here in Ohio? **They pick the crops: especially tomatoes and cucumbers.**
3. What was it like, doing this work? **It's hard work. You have to bend over all day in the hot sun and there are bees and wasps and mosquitoes.**
4. Did you get paid much money for the work you did? **No**
5. Where did you sleep? **In a shack**
6. What animals came around at night? **RATS!**
7. What did you do to make a better life for migrant workers? **I formed a union and led a strike.**
8. How are things better today for farm workers? **We get better pay for our work. We get a day off. The kids can go to school.**
9. And are there still rats crawling around in the shelters for the migrant workers? **No**

DR. HENRY HEIMLICH

1. Why was it difficult for you to find a Medical School that would accept you? **I am Jewish and in those days Medical Schools did not accept Jewish people.**
2. What did you do in China during the World War? **I served as a doctor, helping wounded Chinese soldiers get better and keeping the Chinese on our side.**
3. What does the Heimlich Maneuver save people from? **Choking**
4. Suppose I was choking. Show us what you would do to save my life. *(Do the Heimlich Maneuver on Mr. Sowash.)*
5. How many lives are saved each year by your Heimlich Maneuver? **Two Hundred and Fifty Thousand**
6. What makes someone a hero? **A hero is someone who helps other people.**

A FINAL WORD FROM RICK ...

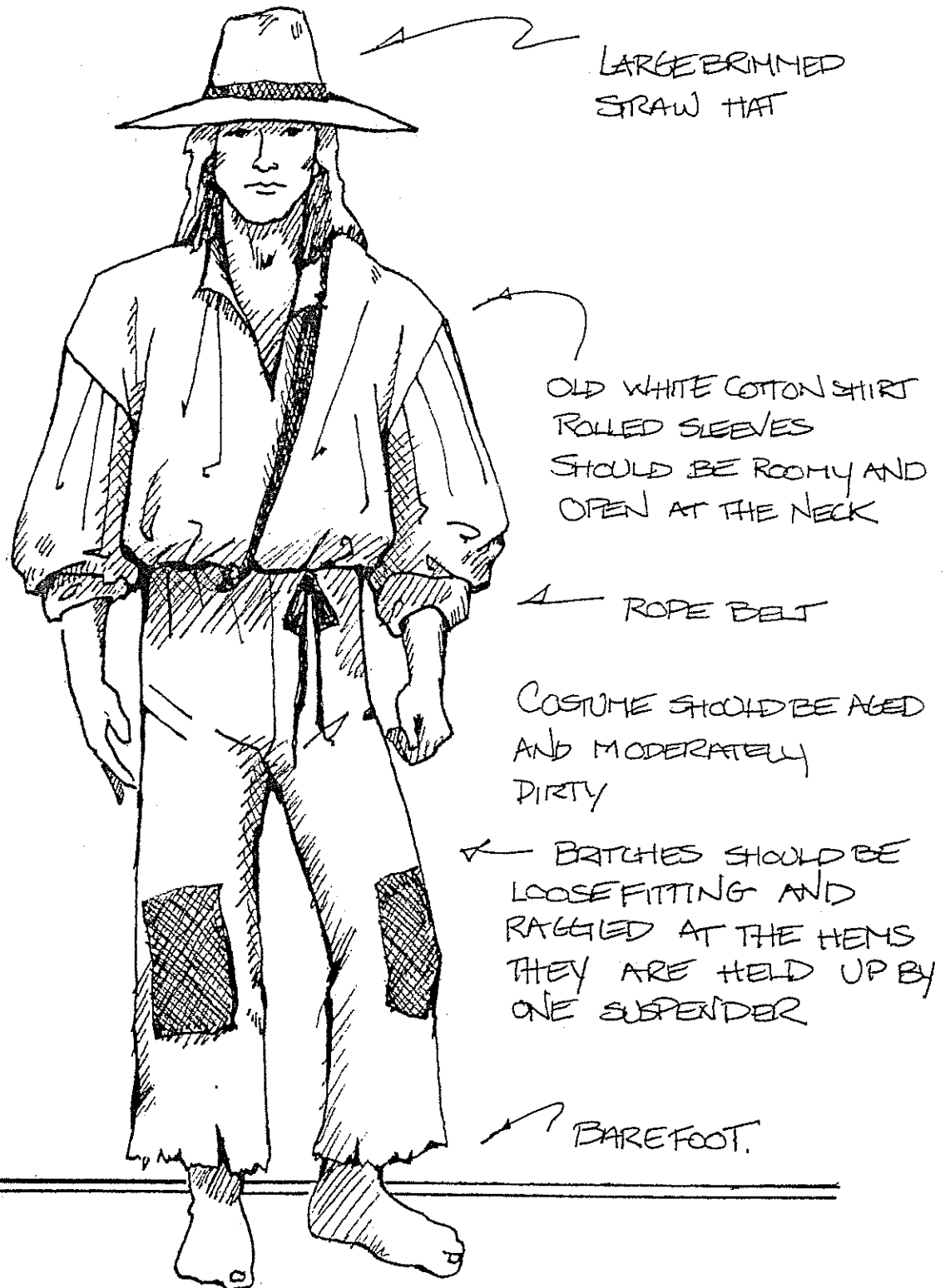
I hope that it has been helpful to you. Most of the ideas in it have come from teachers and librarians in the schools I've visited. The study guide keeps growing because I welcome any and all suggestions as to how it can be improved. If something in the study guide doesn't seem clear, please bring it to my attention. If your school has done other, effective activities which are NOT in the study guide, please let me know about them.

You can contact me most conveniently by email: rick@sowash.com

Thanks!

Rick Sowash

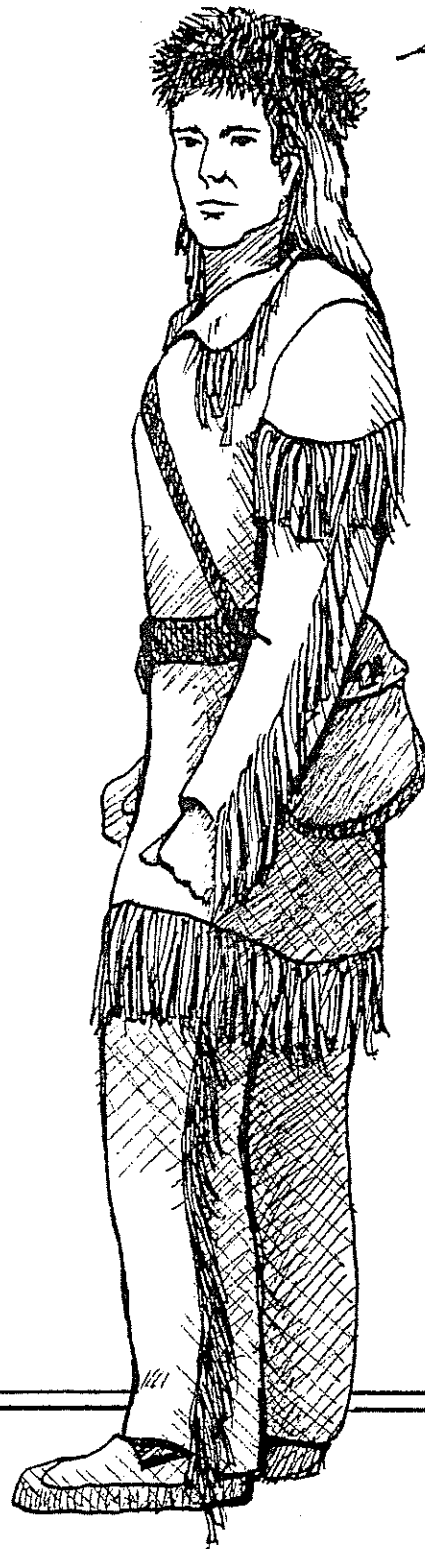
JOHN CHAPMAN



PROP:

John Chapman will carry a small apple tree, provided by Rick Sowash.

SIMON KENTON



↖ FUR HAT

↖ LOOSE FITTING SHIRT
FRINGED AT COLLAR,
SLEEVES & HEM LINE

COSTUME SHIRT & PANTS
SHOULD MATCH. BROWN
WOULD BE APPROPRIATE

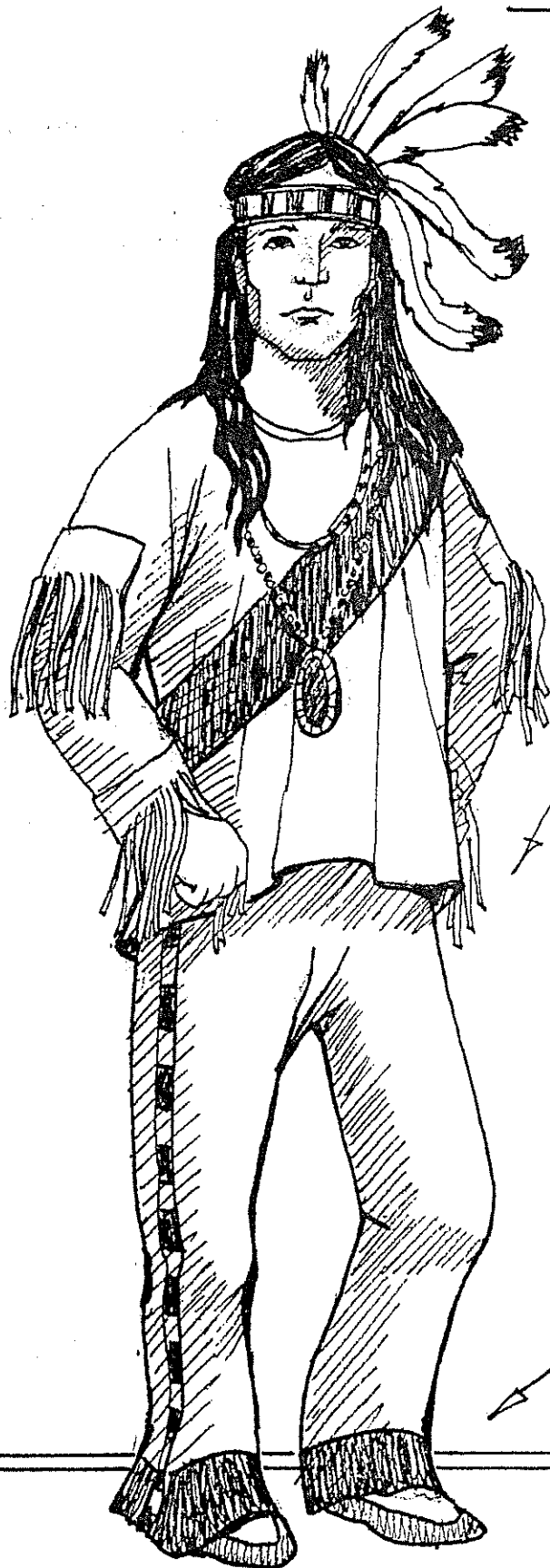
LOOSE-FITTING BRITCHES
FRINGE ON OUTSIDE SEAMS

SOFT MOCCASIN STYLE SHOE

Prop:

Kenton will wear a cloth haversack and a powder horn,
both will be provided by Rick Sowash.

TECUMSEH



HEAD BAND WITH
FEATHERS

LOOSE FITTING TUNIC
SHIRT WITH FRINGE
PANELS

DECORATIVE SASH

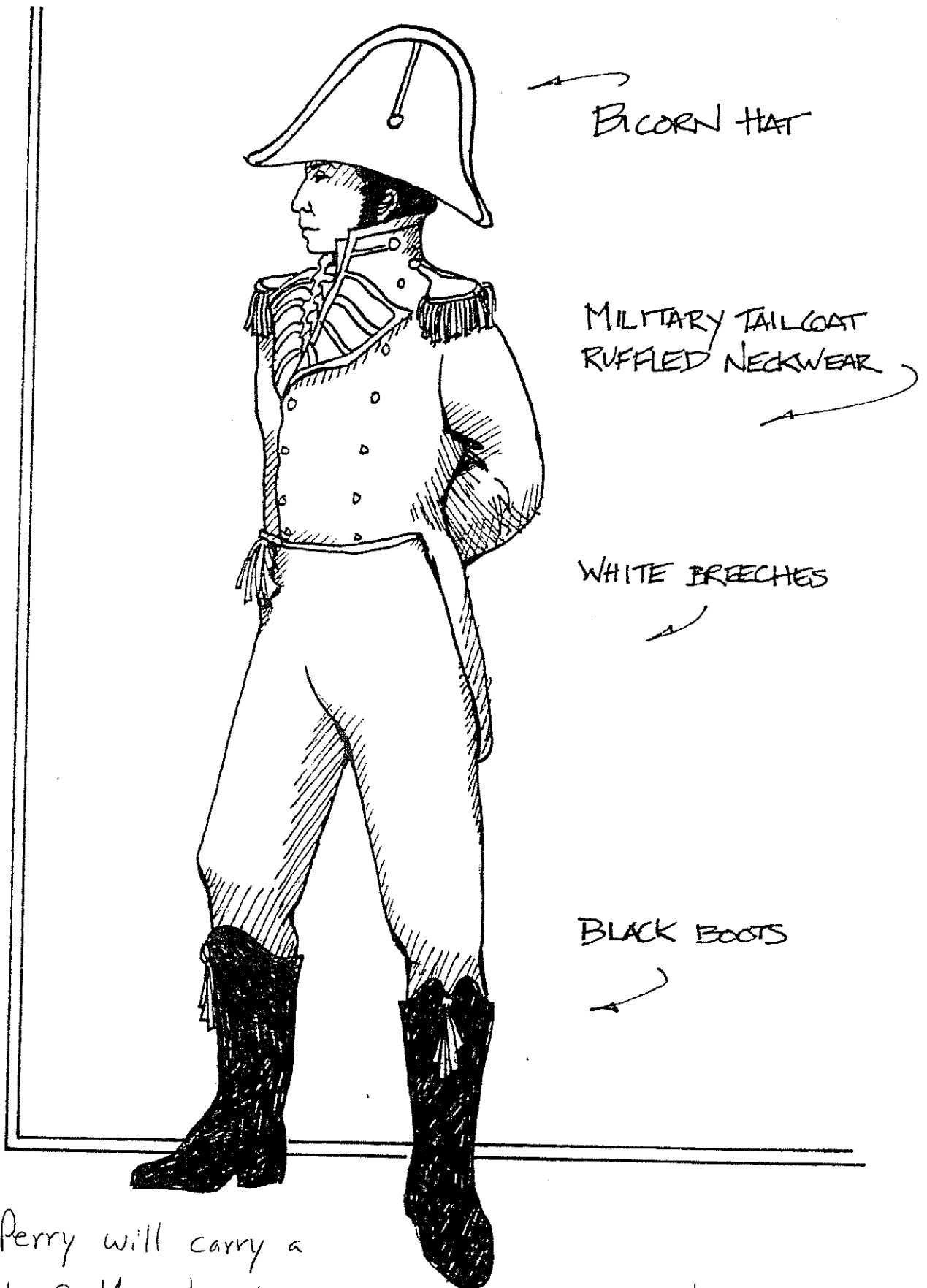
SOFT FABRIC PANTS WITH
DECORATIVE DESIGNS AT
SIDE SEAMS AND HEMS

PANTS & TUNIC TOP SHOULD
BE EARTH TONE COLORS.
THE TRIM & JEWELRY
SHOULD BE BRIGHTLY
COLORED.

MOCCASINS

Prop: Tecumseh will wear a leather haversack, provided by Rick Sowash.

OLIVER HAZARD PERRY



BICORN HAT

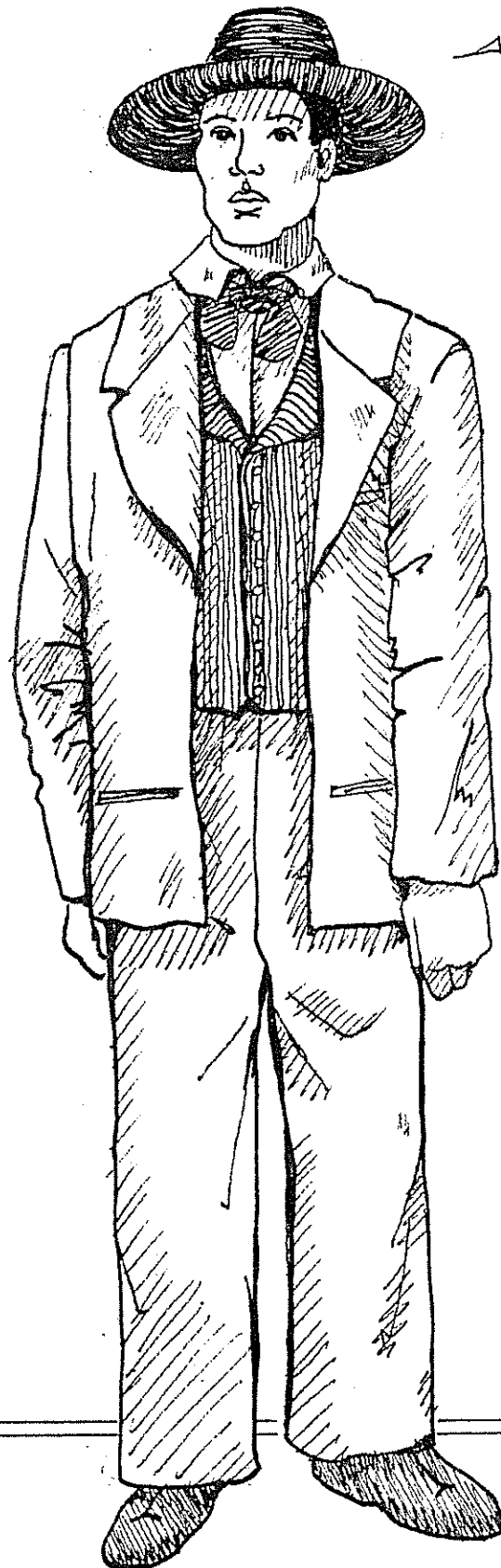
MILITARY TAILCOAT
RUFFLED NECKWEAR

WHITE BREECHES

BLACK BOOTS

Prop: Perry will carry a
model of the ship "Lawrence" which Rick Sowash will provide.

JOHN PARKER



→ FELT OR STRAW HAT

WHITESHIRT WORN WITH
NECKERCHIEF

VEST, JACKET AND
PANTS DO NOT NEED
TO MATCH

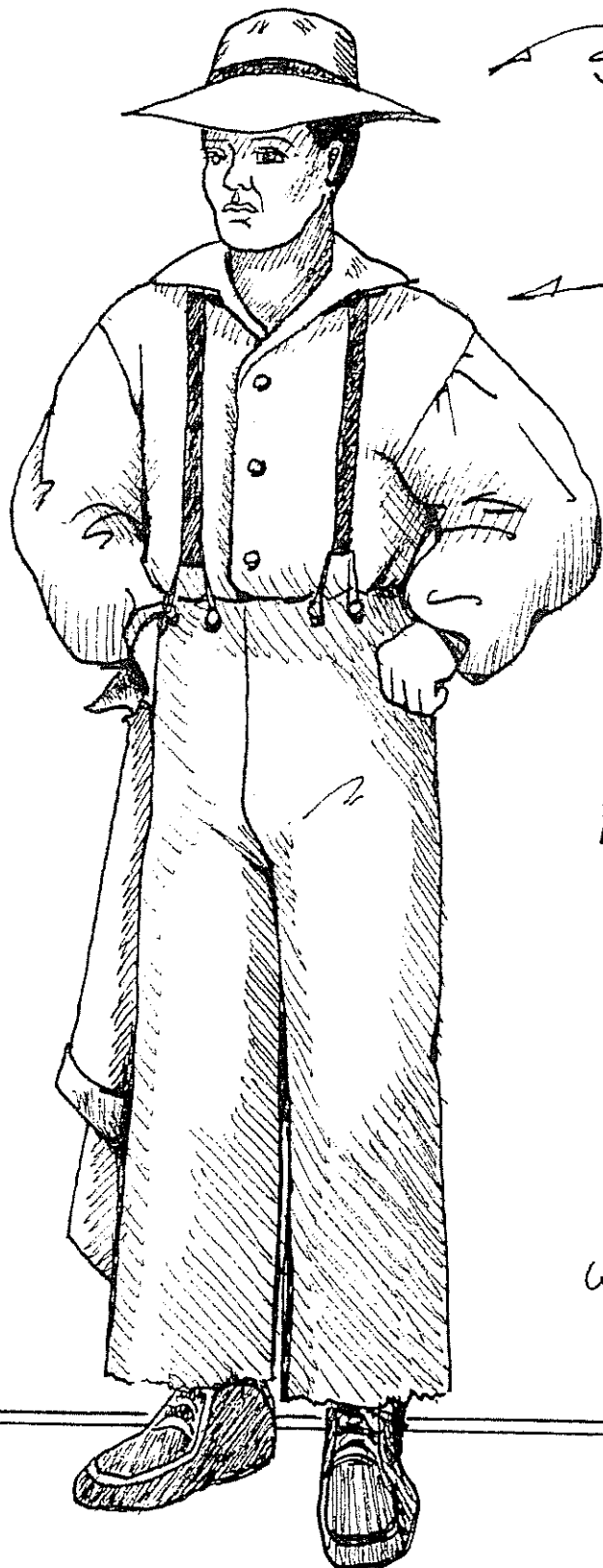
PANTS SHOULD BE
SLIGHTLY BAGGY &
HELD UP BY
SUSPENDERS

→
SIMPLE BROWN OR BLACK
SHOES

Prop:

A lantern, which Rick Sowash will provide.

MALE SLAVE



→ STRAW HAT

→ LARGE COTTON SHIRT
-SUSPENDERS

OLD SUITCOAT

LOOSE FITTING PANTS
→

WORK BOOTS

FEMALE SLAVE

WITH CHILD



←
KERCHIEF WITH HAT

← WHITE BLOUSE
VEST
SLING FOR BABY

LONG SKIRT WITH
LONG, NARROW APRON

←
BROWN OR BLACK
BOOTS

HARRIET BEECHER STOWE



✓ HAIR IN RINGLETS

- WHITE BLOUSE WITH HIGH
COLLAR & PUFFY SLEEVES

APRON

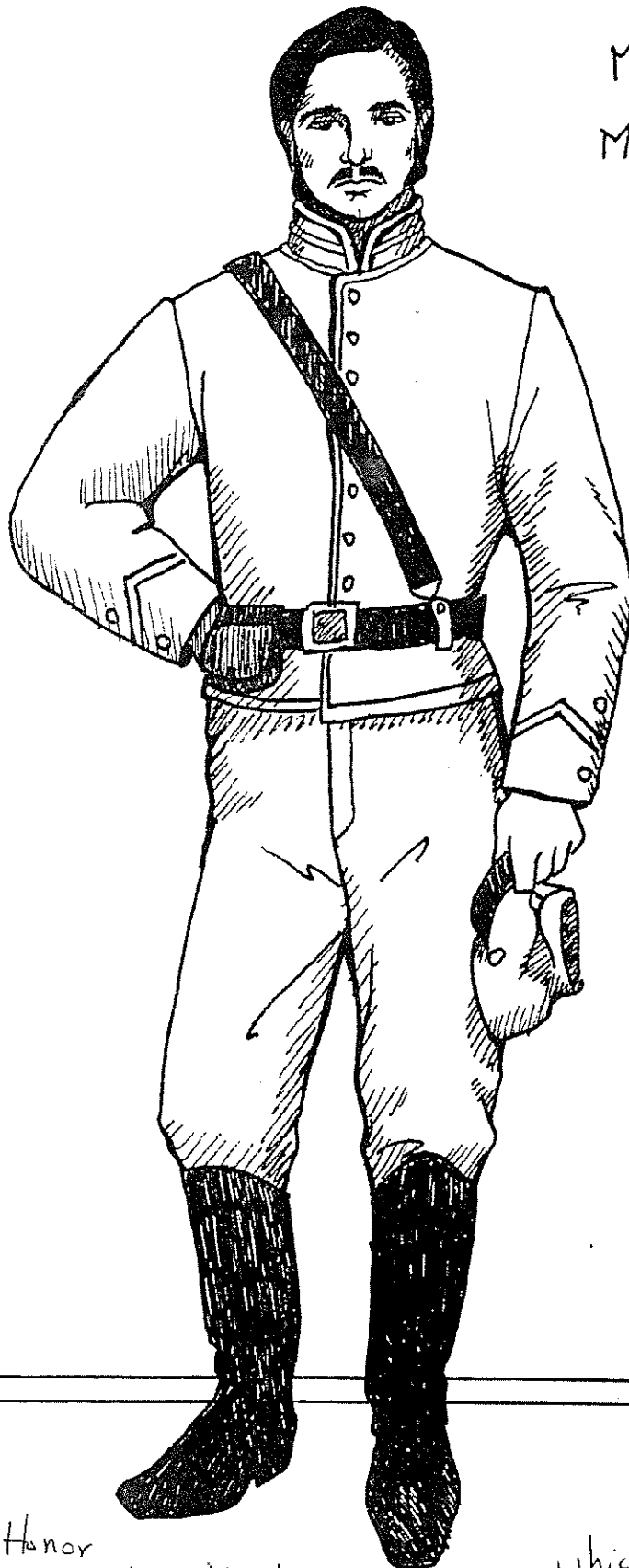
✓
SHAWL

LONG FULL SKIRT

FLAT SHOES

Prop: A large copy of Uncle Tom's Cabin, which Rick Sowash
will provide.

JACOB PARROTT



MILITARY HAT
MOUSTACHE & SIDEBURNS

↖
MEDAL

BLACK BELT

BLUE UNIFORM
JACKET & PANTS

↘
BLACK BOOTS

Props:

A Medal of Honor
and a Yankee soldier's cap which Rick Sowash will provide.

MARY ANN BICKERDYKE



✓ SIMPLE HAIRSTYLE

WHITE COTTON BLOUSE
WITH BLACK RIBBON AT
NECKLINE
SLEEVES ARE ROLLED UP ✓

FABRIC TIED IN THE BACK
AT THE WAIST TO FUNCTION
AS AN APRON ✓

LONG, FULL SKIRT ✓

✓ DARK COLORED FLAT SHOES

Prop: A black leather doctor's bag, which Rick Sowash will provide.

WOUNDED UNION SOLDIER



BANDAGED HEAD

UNIFORM JACKET

WHITE COTTON SHIRT

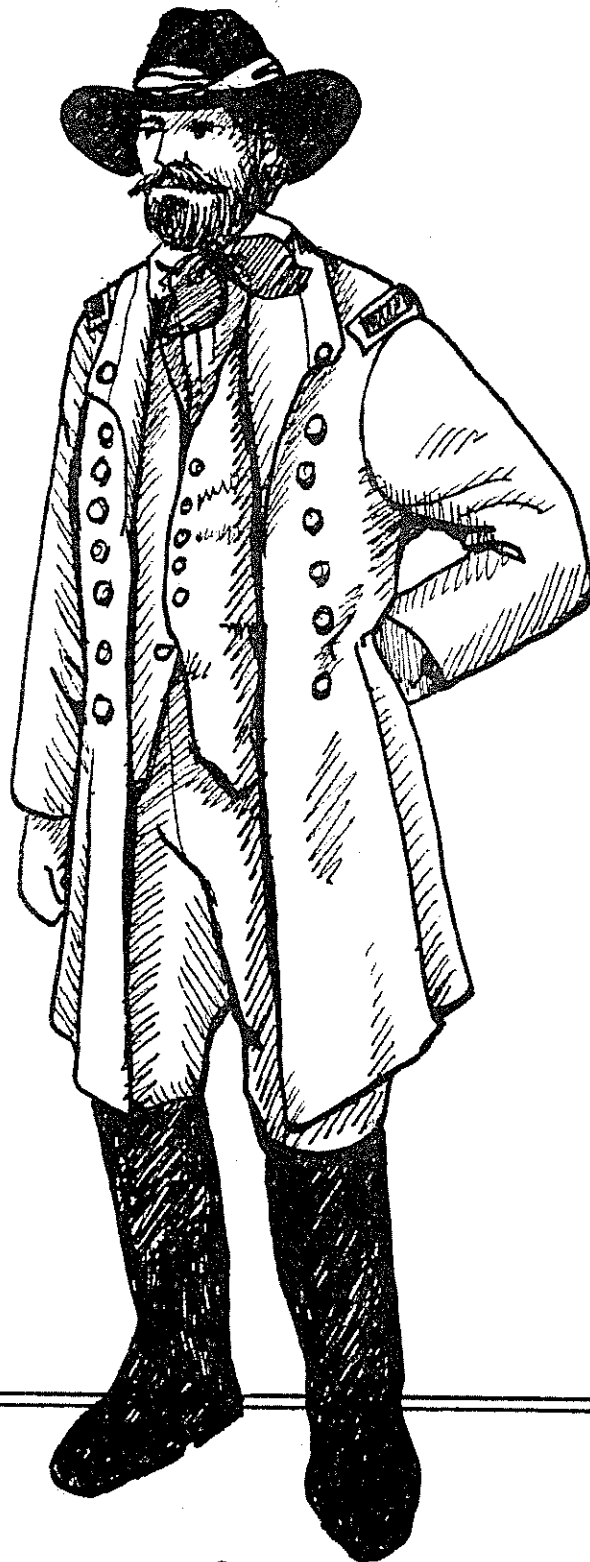
CRUTCH OR ARM IN
A SLING

LOOSE FITTING NON-
UNIFORM PANTS

BANDAGED KNEE
AND FEET

Prop: a wooden crutch, which Rick Sawash
will provide.

ULYSSES S. GRANT



BLACK HAT

NECKERCHIEF

MILITARY UNIFORM:

BLUE VEST

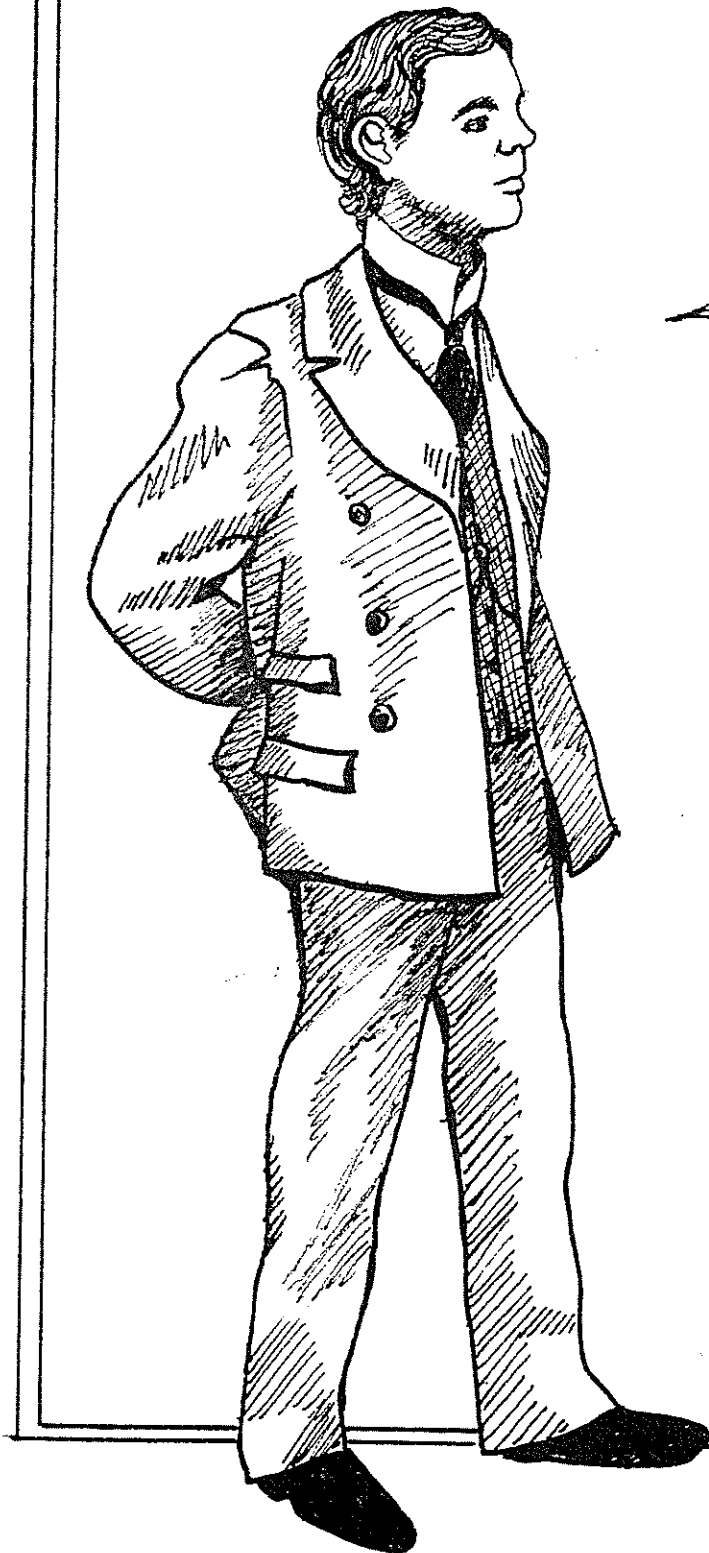
BLUE COAT

BLUE PANTS

BLACK BOOTS

Prop: A large copy of Grant's Memoirs, which
Rick Sowash will provide.

THOMAS EDISON



→ NECKTIE

WHITE SHIRT WITH
STAND UP COLLAR

BAGGY PANTS & JACKET
WITH NECK

→
DARK COLORED TIE STRIPS

Prop: A replica of the first phonograph, exactly as shown in Heroes of Ohio. Rick Sowash will provide this

GRANVILLE WOODS



WHITE COTON SHIRT
WITH BOWTIE

VEST WITH POCKET
WATCH CHAIN

LONG SUIT COAT
WITH MATCHING
TROUSERS.

DARK SHOES

Prop: A Toy Train (because Woods invented the first model train.)
which Rick Sowash will provide.

WILBUR WRIGHT



HAT

NECKTIE

WHITE SHIRT WITH
STAND UP COLLAR

VEST

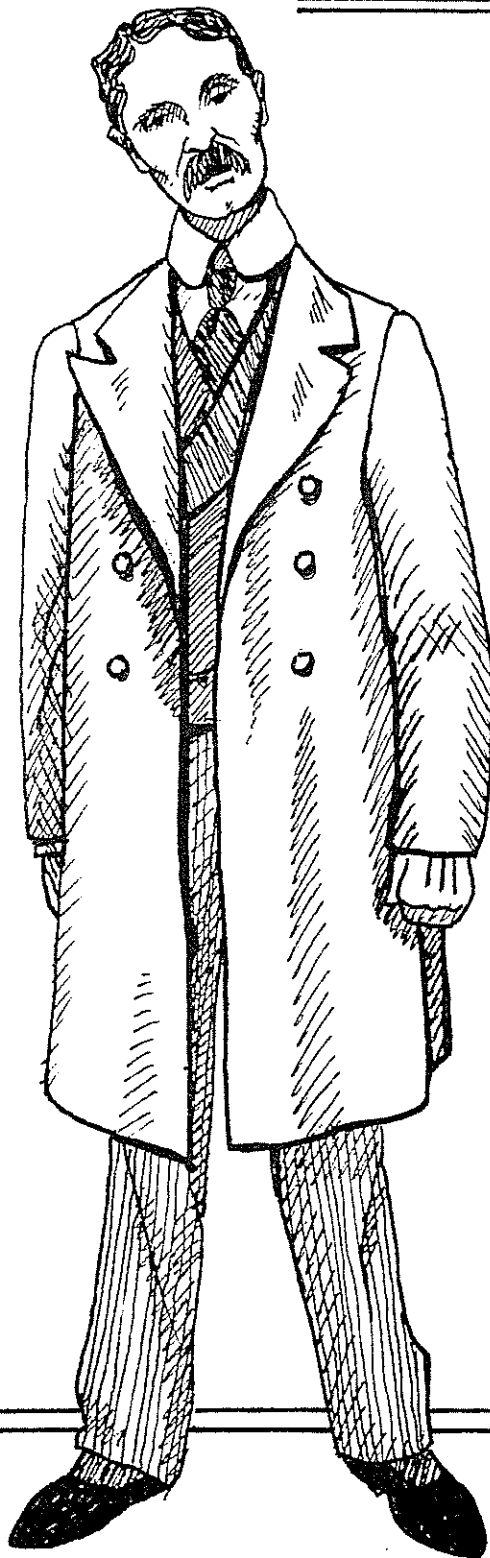
LONG FITTED SUIT
JACKET

NARROW, TAPERED
PANT LEGS

DARK COLORED SHOES

Prop: A small model of the original Wright Brothers' airplane, which Rick Sowash will provide.

ORVILLE WRIGHT



→
WHITE COTTON SHIRT
WITH STIFF ROUNDED
COLLAR

SUIT COAT OR
OVERCOAT.

→
FITTED TROUSERS.

→
GLOVES WOULD BE
APPROPRIATE

→
DARK SHOES. SPATS OVER
THE SHOES WOULD BE
IDEAL.

No props are necessary.

KATHERINE WRIGHT



LARGE HAT WITH
FLOWERS AND FEATHERS

BLOUSE WITH RUFFLES AND
HIGH NECKLINE

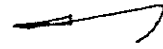
WHITE GLOVES

JACKET WITH LONG SKIRT
OR
LONG DRESS

LOW HEELS

No props are necessary.

JANUARIUS MACGAHAN



-FUR HAT

BEARD AND MOUSTACHE

FUR TRIMMED JACKET
BELTED AT THE WAIST



TROUSERS TUCKED INTO
HIGH BLACK BOOTS



Prop: A flag of Bulgaria on a flagpole. Rick Sowash will provide the flag and the pole.

ANNIE OAKLEY



WESTERN HAT

LONG HAIR

WESTERN STYLE SHIRT
WITH EMBROIDERY

BELT

SKIRT WITH FRINGED
HEMLINE AND
EMBROIDERED DECORATION

COWBOY BOOTS

Prop: A fringed banner displaying marksmanship medals, exactly as seen in the book, Heroes of Ohio. Rick Sowash will provide this.

JANE EDNA HUNTER



→
WIDE BRIMMED HAT

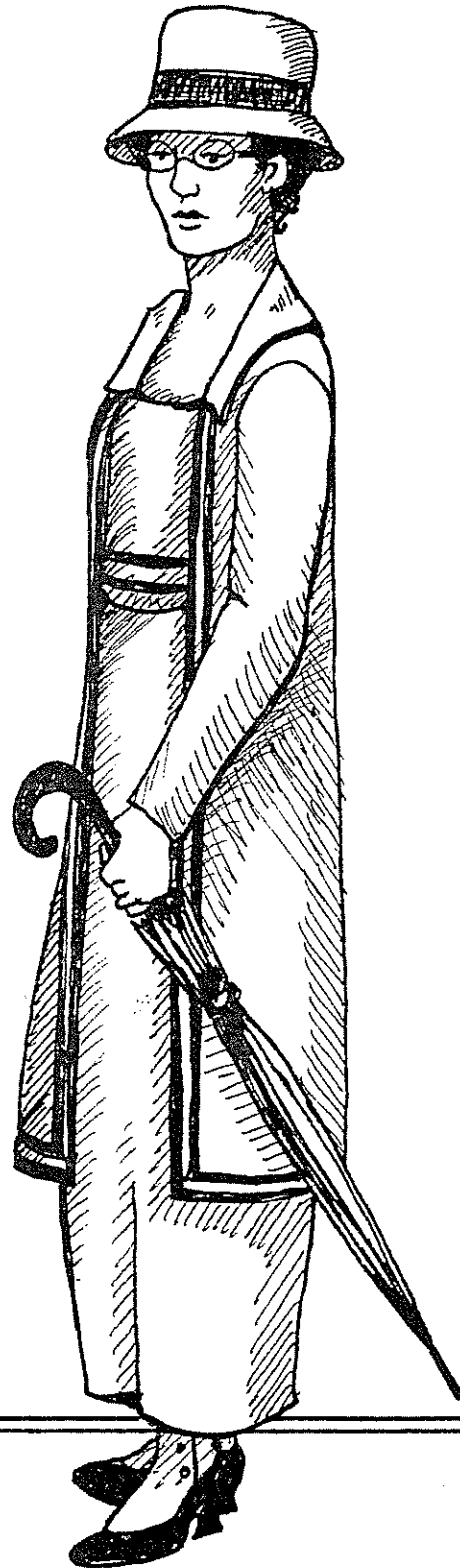
BELTED COAT OR LONG
JACKET
→

LONG STRAIGHT SKIRT
PLEATS WOULD BE APPROPRIATE

LOW HEELS
✓

Prop: A large tin can with "5 cents" written on the side. Rick Sowash will provide this.

ELIZABETH HAUSER



HAT

WIRE RIMMED GLASSES

LONG STRAIGHT DRESS
WITH COAT

GRANNY BOOTS

Prop: A yellow satin sash with "Votes for Women" printed on it. Rick Sowash will provide this.

JESSE OWENS



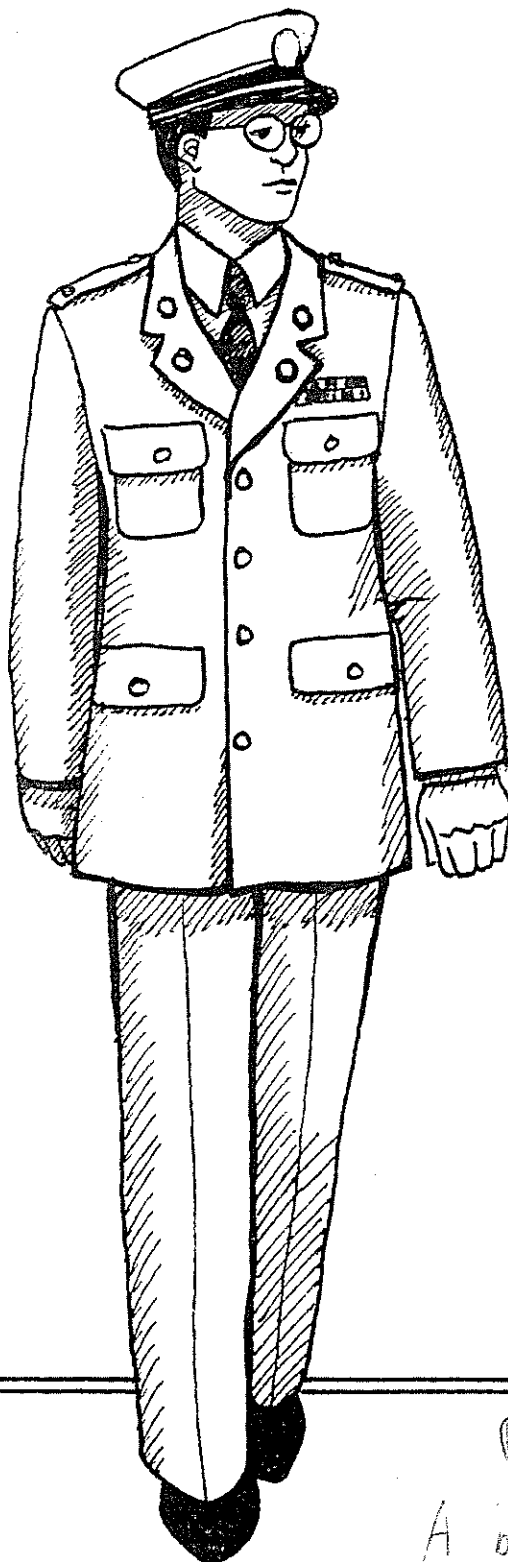
TANK SHIRT WITH THE
NUMBER "3" PINNED TO IT.

RUNNING SHORTS

BLACK RUNNING SHOES

Prop: A silver runner's baton with four Olympic gold medals on ribbons attached to it. Rick Sowash will provide this.

ROGER YOUNG



MILITARY HAT

MILITARY UNIFORM:

WHITE SHIRT

DARK TIE

KHAKI JACKET

KHAKI PANTS

BLACK DRESS SHOES

Prop:

A blue marble tombstone.

Rick Sowash will provide this.

EMMA GATEWOOD

OLD CAP

WIRE RIMMED GLASSES



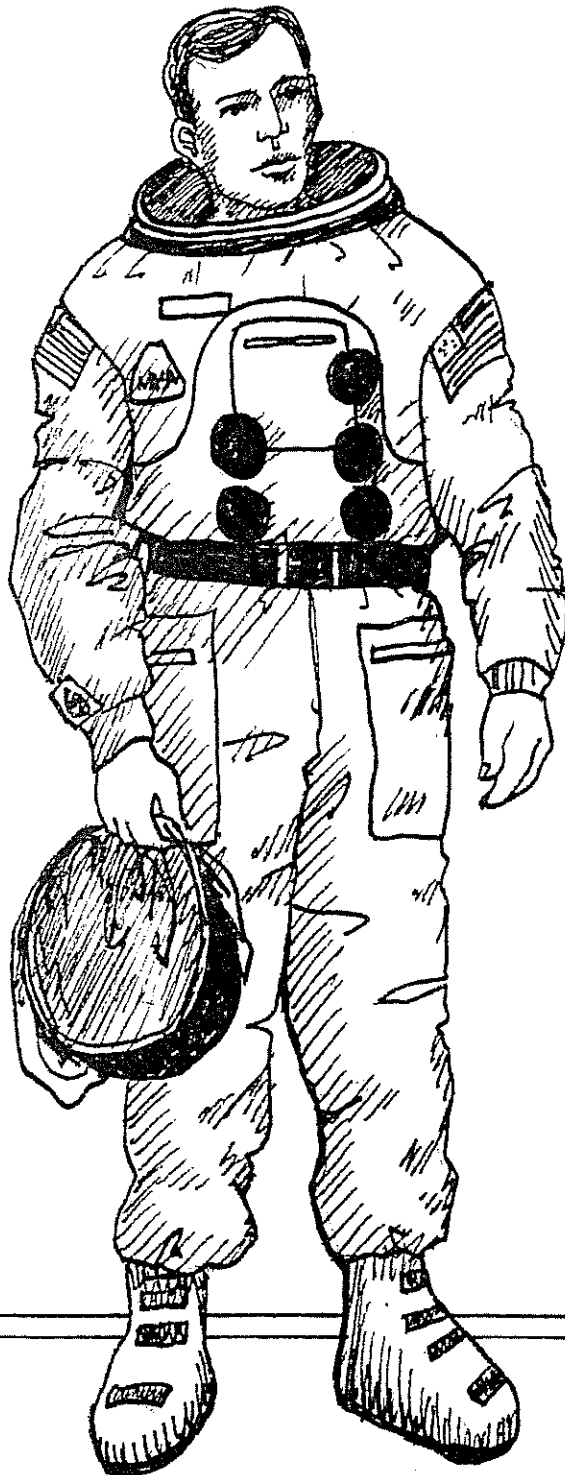
MEN'S PLAID SHIRT

BAGGY MEN'S TROUSERS

OLD TENNIS SHOES

Props: Rick Sowash will provide a bedroll on a rope and an Appalachian Trail sign attached to a stick.

NEIL ARMSTRONG



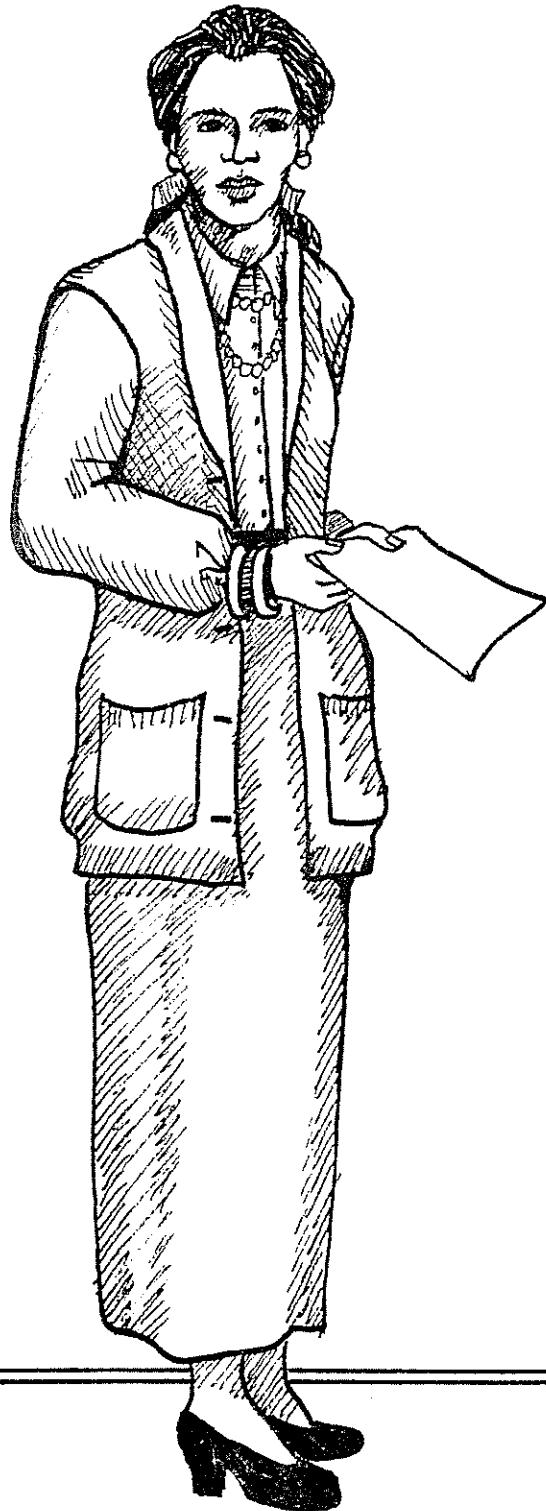
SPACE HELMET

WHITE SPACE SUIT
WITH U.S.A. AND
NASA PATCHES

LARGE WHITE SPACE
BOOTS

Prop: Rick Sowash will provide an astronaut's
backpack.

TONI MORRISON

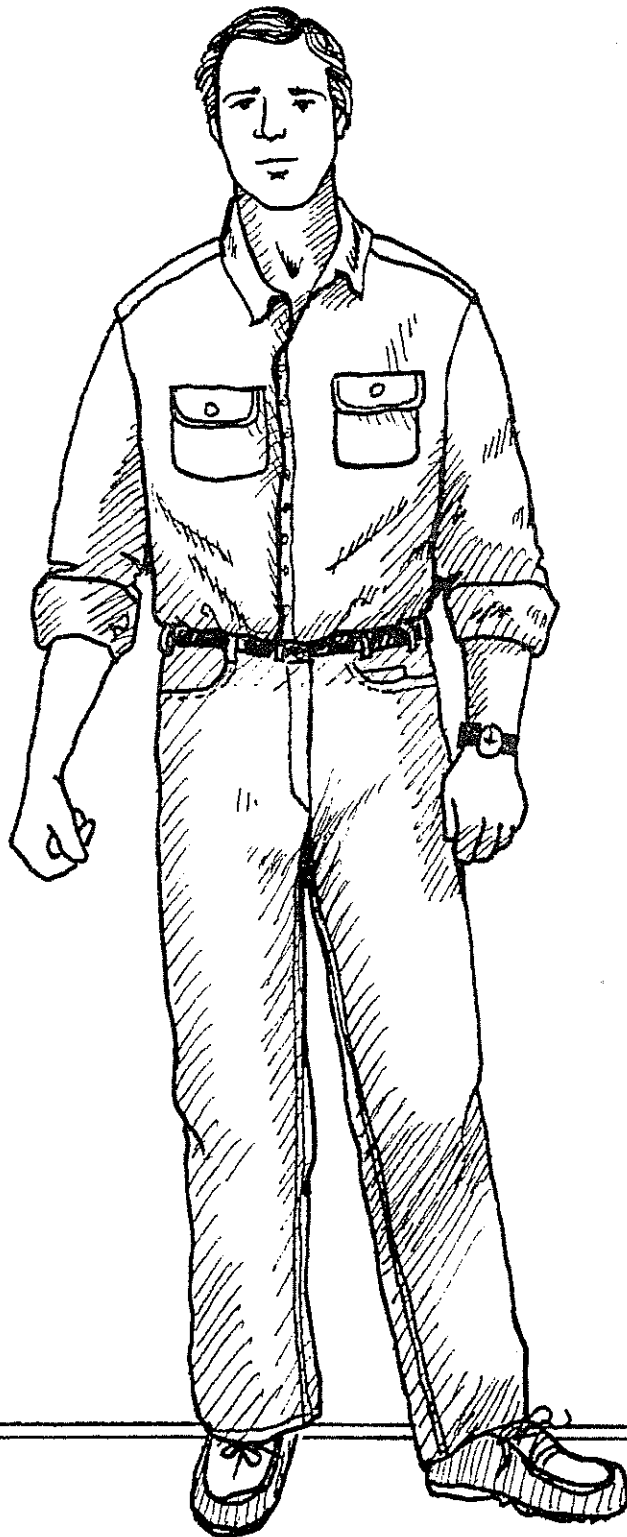


DRESS OR SKIRT,
BLOUSE AND SWEATER

THIS OUTFIT SHOULD
BE CASUAL, FEMININE
AND PROFESSIONAL
LOOKING.

Prop: Rick Sowash will provide a large copy of
The Bluest Eyes.

BALDEMAR VELASQUEZ



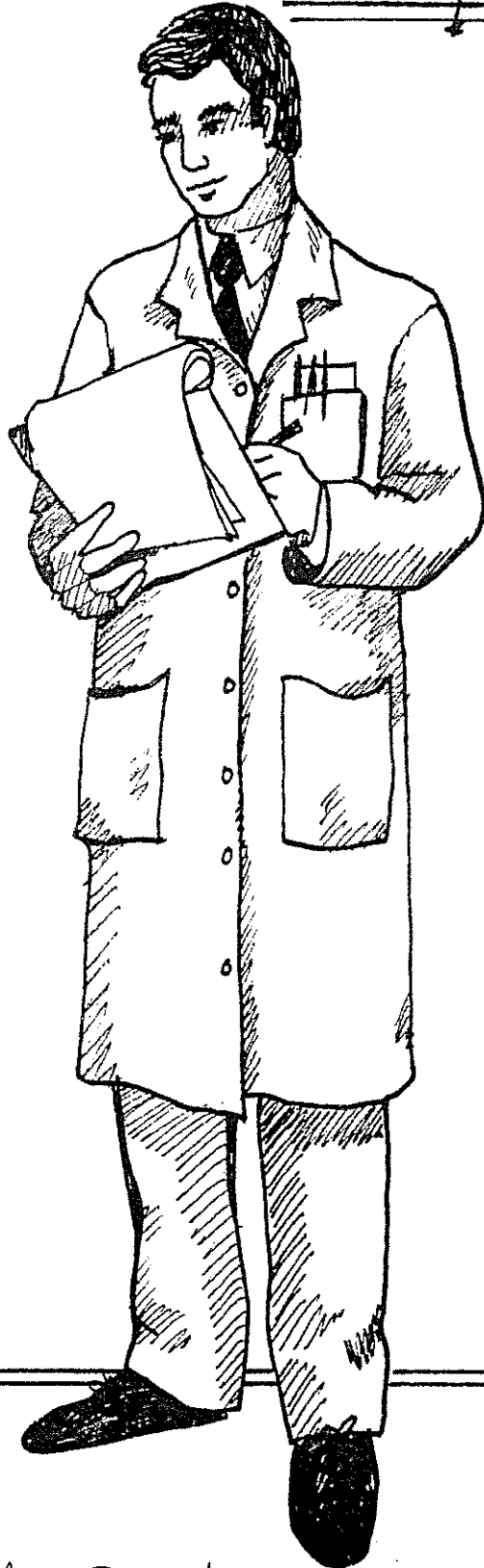
DENIM OR KHAKI
WORK SHIRT

BLUE JEANS

WORK BOOTS

Prop: Rick Sowash will provide a large basket
of realistic-looking tomatoes.

HENRY HEIMLICH MD.



WHITE SHIRT WITH
NECK TIE

LAB COAT will be
provided by
Rick Sowash.

DRESS PANTS

DRESS SHOES

Props: Rick Sowash will provide a stethoscope and a white lab coat with "Heimlich" embroidered on it.

Heroes of Ohio

Copyright 1998 by Rick Sowash

(Schools may duplicate and use this song without
obtaining Rick Sowash's permission.)

Rick Sowash

March tempo ♩ = 125

Voices

Piano

f He - roes of O - hi - o,

he - roes from our state. Men and wo - men he - roes, here's what made them great, what they

did was - n't eas - y but they had the guts to try. They helped oth - er peo - ple and

now we'll tell you why: 'cause they were he - roes of O - hi - o, (clap, clap) he - roes from our state. (stomp)

Men and wo - men he - roes, (clap, clap) here's what made them great, (stomp) what they did was - n't

eas - y but they had the guts to try. They helped oth - er peo - ple and now we'll tell you

why: 'cause they were he - roes of O - hi - o! He - roes! (shouted, fist in the air)