This month, the theme for Homeschool Third Thursday is **CIRCUS**.

Today the program is taking place in the **Tibbals Learning Center** and the **Original Circus Museum**.

Please use these maps to locate the different stations set up around the museum venues.
POSTERS

Circus posters were used to advertise the show before it came to town. These posters were hung all over town by the Advance Men, workers who went ahead of the circus to get people excited about the shows’ arrival.

Circus posters have bright colors and exciting words and images to draw viewers in and thrill them with previews of the high-flying feats of aerialists, the danger of exotic animal acts, or the comedic antics of clowns. Posters helped potential audiences form opinions about the quality and excitement of the show that was coming to their town. Today these same posters offer us a glimpse of the men and women who entertained and amazed as circus performers in the early twentieth century.

Questions to Ask when looking at a Circus poster:

What are the main colors used in the poster? What effect do the colors have? Describe any moods or associations that are created by the poster’s use of color.

Are the messages in the poster primarily visual, verbal, or both? Describe the message that you think the advertiser is trying to get across.

Who do you think is the intended audience for the poster? What does the advertiser hope the audience will do in response to seeing this poster?

Look at the people being shown in this poster. Describe their clothing and appearance. Why do you think the advertiser depicted people in this way in the poster? What message is being conveyed about those people?

Do you think this poster accurately depicts the circus experience? What might have been added or left out?

Create A Circus Poster

Now that you’ve had the chance to look at some circus posters, it’s time to create one of your own! Remember to use bright colors and to include the name of your circus, the name of the act or person you are advertising, and an exciting image of the performance to encourage people to buy a ticket to see the show!
CIRCUS MODEL

In January of 2006, the Circus Museum Tibbals Learning Center opened to house posters, special exhibitions and its centerpiece – the 3,800 square foot Howard Bros. Circus model, a 44,000-piece re-creation of the Ringling Bros. and Barnum & Bailey Circus combined shows from 1919-1938.

Howards Tibbals, the creator of this model, was inspired by the spectacle of the circus and has spent over fifty years working on this magnificent circus model in order to help preserve circus history and for the enjoyment of millions of visitors. This model is accurate in every detail, based on Mr. Tibbals extensive collection of over 10,000 vintage circus photographs.

The pieces in the model were carved and built by hand, both by Mr. Tibbals himself and a team of helpers. Although the model is on display, the work is not yet complete and pieces are still added to the model periodically.

Did you know?

There are over 42,000 pieces in the miniature

Mr. Tibbals worked on the Big Top in the model for 18 years

There are 67 clowns on the circus lot

Some of the more elaborate parade wagons took up to 700 hours to build!

If you want to learn more about the model, pick up the book The Circus in Miniature: The Howard Bros. Circus Model from the gift shop!
**Detail Hunt**

Can you find each of the following pieces in the model and answer the questions about them?

<table>
<thead>
<tr>
<th>Image</th>
<th>Question</th>
</tr>
</thead>
</table>
| ![Tent with Performers](image1.png) | Look for a tent where a lot of different performers are getting ready together. **What types of flags are on top of this tent?**  
*As you move through the model, see if you can recognize the different flags flying above each tent. If you can’t, write down a brief description and look them up when you get home!* |
| ![Elephant](image2.png) | Soon after the tent with the performers, you will pass this giant sea elephant. Look at the text panel nearby... **What was his name?** |
| ![Midway](image3.png) | The area leading up to the entrance to the show is called the midway. Concession stands along the path hold all types of treats for circus-goers. **What types of food and drink can you find?** |
| ![Dog Kennels](image4.png) | After you pass the menagerie and the Big Top itself, you will come to the dog kennels where the circus canines are practicing their tricks. Read the nearby text panel... **Where did most of these dogs come from?** |
| ![Train Station](image5.png) | As you approach the train station on your way out of the model, you will see a long line of gentlemen waiting to board a train car. Read the name on the side of the car... **What are these men going to do?**  
*Fun Fact: If you wait until the model gets dark, this train car interior will light up and show you these men’s’ wares!* |
COSTUMES

It is difficult to imagine a circus without the glamorous costumes worn by circus performers: vibrant colors, feathers and luscious fabrics all tell a story. When an audience member walks into the circus tent they are welcomed into another world, one full of glitter and fantasy.

Many circus costumes require specialized adaptations for each performer. In 1859, a man named Jules Leotard invented the flying trapeze. To perform safely he needed a costume that would not catch on the equipment and so he developed a one-piece suit now known as the leotard. Tight wire walkers need shoes with soft soles so that they can feel the wire under their feet.

Other costumes are used for fanciful, themed displays. These costumes can be very elaborate with lots of fun elements like bows and hats. A famous display for Ringling Brothers was the 'Court of Mother Goose', a spectacular presentation which had many characters from the Mother Goose books. Humpty Dumpty, Jack and Jill, Miss Muffett alongside Mother Goose wore elaborate costumes to tell the story of each character.


When Looking at a Costume:

What type of performer wore this costume?

What is the costume made from?

Describe the colors used in the costume

Describe the textures you see in the costume

What features of the costume would add visual interest to the act?

What features of this costume would make it easy to move in during a performance?

What is your favorite part of the costume? What part would you change?
**Outfit Inspiration**

The circus, a global village, hires performers from all over the world. Sometimes, costumes worn by the performers represented the many places that people were from. A person from India might be seen riding an elephant with a turban and pointy toed shoes or a person from Japan might wear a kimono that has been designed to look more like a costume than everyday wear.

Other times, costumes were inspired by different time periods rather than different places, as seen in the drawing of Cave Man costumes on the right.

As a famous circus artist said, “When I put on a costume, I feel a different part of myself being awakened. It instantly changes my mood, as my focus turns toward the coming moments on stage.”

Have you worn a costume? How did it make you feel?

To learn more about circus costumes, visit www.CircusArts.org or contact Karen Bell, Education Outreach Manager at Karen@CircusArts.org or 941-556-5492

**A Kaleidoscope of Color**

If you are interested in learning more about costumes in the circus, be sure to visit our new temporary exhibition *A Kaleidoscope of Color: The Costume Designs of Miles White* which will be open April 22 – August 5, 2018. Here’s a little information from the show’s curator about what you can expect to see:

Elephants transformed into swans, beautiful girls turned into birthday cakes, and clowns became kings. These whimsical visions are captured in the drawings of the talented costume designer Miles White (1914-2000). Paired with original costumes and contemporary photographs, White’s spectacular drawings evoke the adventurous era of design that emerged in mid-century American performance.

This exhibition will include original sketches, watercolors, swatch books, and their production documents. Some drawings will be paired with actual wardrobe pieces and historic photographs. Over 500 of White’s original sketches and watercolors are in the Tibbals Circus Collection at The Ringling.

CIRCUS CRAFTS

Today's Homeschool third Thursday is all about the circus, and this stop is all about letting you put on your own circus performance! There are two options at this stop: creating a circus ribbon or building a Magical Color-Changing Stick to perform a magic trick.

Circus ribbons are used in Rhythmic Gymnastics - a sport that combines the flexibility and precision of gymnastics with the showmanship and fluidity of dance. This has recently been more popular in circuses; particularly those based around aerobatics like Cirque du Solei.

Quick magic tricks like the Magical Color-Changing Stick can be used by wandering performers to impress and amaze circus-goers as they walk through the circus lot on their way to the Big Top.

Make A Circus Ribbon

You will need:
Craft stick
Crepe Paper

Directions:
1. Take one craft stick and decorate with colored marker.
2. Measure and cut crepe paper so that it is the same length as you are tall.
3. Tape the paper to the end of the craft stick being sure that the tape is also sticking to the stick.
4. Once you have your ribbon made, see how many designs you can make in the air. Give your designs descriptive names!
The Magical Color Changing Stick

You will need:
One craft stick
6 different colored markers

Directions:

1. Pick out your favorite color marker and color one entire side of the craft stick.
2. On the second side divide the stick in half and mark.
3. With each half divide into 3 parts. You should now have 6 sections marked off on the stick.

![Diagram of stick with X]

4. Color the segment with the X in the same color you used on the other side of the craft stick.
5. Color each of the other sections with 5 different colors. Now you are ready to perform magic!

To Perform The Magic Color Changing Stick:

Show the side of the stick with the 6 colors. Move it up and down just showing the 6 color side; it will look like the stick is the same on both sides. Ask your friend to pick a number between one and six.

- If the person says One, spell ‘O’ ‘N’ ‘E’ from the short end.
- If the person says Two, spell ‘T’ ‘W’ ‘O’ from the short end.
- If the person says Three, count ‘1’ ‘2’ ‘3’ from the short end.
- If the person says Four, count ‘1’ ‘2’ ‘3’ ‘4’ from the long end.
- If the person says Five, spell ‘F’ ‘I’ ‘V’ ‘E’ from the long end.
- If the person says Six, spell ‘S’ ‘I’ ‘X’ from the short end.

Once the person has ‘chosen’ the correct color, turn the paddle over and show them how their paddle has turned to that color!

To learn more about the Circus Arts Conservatory, please visit www.CircusArts.org or contact Karen Bell, Education Outreach Manger at Karen@CircusArts.org or 941-556-5492
CIRCUS SKILLS

There are many first steps in learning the art of circus performance. When learning a circus act, the student must first learn how their body responds to new experiences of spinning, climbing, twisting, balancing, or inverting (turning upside down). Developing this awareness through acrobatic training helps the student form a sturdy foundation for all future training.

Once the student is beginning to grasp this awareness, they can go airborne! Introducing aerial disciplines to the student’s curriculum will begin very low to the ground. This way trainers can be hands on as they instill important safety techniques. As the student acquires more ability, maturity and confidence they are invited to try more difficult acts that are higher in the air.

One of the best aspects of learning circus skills is that there is a place for everyone! If a student is not interested in flying in the air, they can learn to walk on a wire or juggle instead. The art of circus incorporates all the human skills and offers enough unique disciplines that nearly everyone finds a niche.

Did you know?
The Sailor Circus Academy, is a 70 year old program, teaching circus skills to students grades 4-12?

The Circus Arts Conservatory has kids and adult classes in everything from wire walking to flying trapeze!

We also have a summer camp where kids can learn new circus skills, make friends and perform in their own circus!

Circus Skills Continued

At the Sailor Circus Academy, an after-school program for students in grades 4 through 12, there are three types of circus skills that students focus on:

1. To hang from something

Examples include trapeze, Spanish web, aerial silks, roman rings, and lyra (aerial hoop).

At this stop, we got to practice sitting on a trapeze and safely moving on the trapeze from one pose to the next.

2. To balance on something

Examples include tight wire, slack rope, bicycle built for 5, stilts, unicycle, and globe.

At this stop, we got to practice walking on progressively thinner wooden tightrope models. These are great for practice since they are so close to the ground!

3. To manipulate something

“Manipulate” means moving things using hands, feet, or other objects. Examples include juggling, manipulating hats, canes, jars or people.

At this stop, we got to learn and practice the basics of juggling using lightweight and durable materials like scarves, spinning plates and feathers.

To learn more about the Sailor Circus Academy, please visit www.CircusArts.org or contact Karen Bell, Education Outreach Manger at Karen@CircusArts.org or 941-556-5492

Today we looked at a cannon that was used to shoot fearless performers across the Big Top. The family who owned this cannon, the Zacchini family, is famous for performing the Human Cannonball act.

They had to use very precise measurements when setting up for the act; if there was too much force then the person performing could fly over the net, but if there was not enough force they won’t reach the net.

There are several scientific principles that need to be considered when setting up the machine:

- The **mass** of the human cannonball
- The **angle** of the cannon so that they can get the best flight and landing
- The **force** with which the human cannonball is pushed out of the cannon
- The **speed** of the human cannonball
- The **distance** of the flight.
Human Cannonball- Let’s Experiment!

The Cannon that shoots out Hugo is really a giant sling shot. For our experiment, there are four ‘slingshots’ set up with a net at the end of the flight. Let’s measure how far we can make Hugo fly using different newtons (N) of force.

Procedure:

1. Each station has a cannon rig with a pre-measured amount of newtons drawn onto the base. Each group member will be assigned a job: recorder, observer, shooter and stabilizer.
2. Wad up piece of paper into a tight ball (this is Hugo!).
3. There is meter tape on the floor in front of the cannon. Be sure 0 cm is against the front of the cannon rig base.
4. The shooter will pull back elastic, with paper ball in launcher, to the measurement line. The stabilizer needs to hold the rig steady and look down on the rig to make sure the launcher is at the measurement line.
5. When the observer is looking at the meter tape, launch the paper ball. Be sure not to pull back farther on the launcher but just let go of the ball. The observer should watch for the first bounce and the recorder will write the measurement in cm in the box below.

<table>
<thead>
<tr>
<th>Force Level (in newtons)</th>
<th>Trial 1</th>
<th>Trial 2</th>
<th>Trial 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 N</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Conclusion: What did we find out?

When there is more __________________________, the flight is ______________________________.

Word Bank: Weight   Inertia   Force   Longer   Shorter

To learn more about how circus and science work together, please visit www.CircusArts.org or contact Karen Bell, Education Outreach Manager at Karen@CircusArts.org or 941-556-5492
FAMILY BUSINESS

John Ringling grew up in a large family in Baraboo, Wisconsin. He and his brothers joined the entertainment industry as performers: some played music, others juggled, and John performed as a clown! Eventually, John and four of his brothers created Ringling Brothers Circus. When they acquired Barnum & Bailey in 1907, it became one of the world’s most successful entertainment organizations, “the greatest show on earth.”

While managing the circus, each of the five brothers had their own specific roles:

- **Al Ringling**, the oldest brother, was the equestrian director, which means he chose acts for the Big Top and sideshow as well as decided the order of the program
- **Otto Ringling** was in charge of finances and controlled the money spent by the circus
- **Alf T. Ringling** ran the press department and made sure the circus was prominently featured in local newspapers
- **Charles Ringling** was in charge of advertising and served as an administrator of the whole crew, including performers and workers alike.
- **John Ringling** managed routing and transportation arrangements

Did you know?

John Ringling was the second youngest in a family of seven brothers and one sister.

John’s success with the circus and entrepreneurial skills helped to make him, in the Roaring Twenties, one of the richest men in America with an estimated worth of nearly $200 million.

In 1948, the Museum’s first Director, A. Everett ‘Chick’ Austin, Jr., used Ringling memorabilia to open the first Circus Museum.
All in the Family

The Ringling brothers ran their circus together as a family, and each man brought a special skill set to his own job. In this activity, we challenge you to come up with a family business of your own!

**If your family was going to start a business, what would it be?** Think about things that your family is good at. How could you transform those skills into a company that could make you money?

What would you name your business? The Ringling Brothers Circus had a straightforward name, telling us who ran the company and what it was. Would you want a direct name like that or something less upfront?

What job in your business would each member of your family do? The Ringling brothers each had a specific job that they took care of for their business. Each one got that job because he had a special set of skills that made it a good fit for him. What skills does each member of your family have? How could they bring those skills into your business?
CIRCUS ROUTE

One thing that makes circuses different from other forms of entertainment – like movie theaters, sporting events, or zoos – is that circuses are known for moving from place to place. In 1889, the Ringling brothers made the move from animal-drawn wagons to railroad cars to transport their circus, and by doing so became the first circus to truly travel the country. Both their circus and their train grew rapidly: in 1890 they had 18 train cars, in 1903 they had 65, and by 1927 the Ringling Bros. Circus crossed the country in a 100 rail-car caravan.

For much of the twentieth century, circuses like the Ringling Bros. crisscrossed the nation on railroads, stopping in small towns and big cities long enough for a one-night performance before packing up and moving on to the next venue. During the winter months, many circuses set up camp in temperate parts of the country for a break from touring.

Determining a circus’s route required knowledge of geography, transportation, and weather patterns. Today, you got to learn more about what it took to move a large circus around the country by trying a route-making activity of your own!

Did you know?
1919 was the first year the Ringling Bros. and Barnum & Bailey Circus was run as a combined show. The Ringling Brothers had purchased the Barnum & Bailey Circus following Bailey’s death in 1906, but ran the two shows separately until merging them in 1919.
Extension Activity

At home, you can select a few cities from the Ringling Bros. and Barnum & Bailey 1919 Route book and mark their approximate locations, along with a large compass rose, on the floor. Have students gather around the floor map and take turns carrying out instructions using cardinal directions (for example, “Walk east from Columbus. What is the first town you reach?”) As a follow up to this activity, you can have children find some of these points marked on the map handout (indicated in green below) and trace the route the circus took from city to city in 1919.

Ringling Bros. and Barnum & Bailey, 1919 Route

March/April
Mar. 29 - Apr. 26 New York City, Madison Square Garden
Apr. 28-30 Brooklyn, N. Y.

May
1-3 Brooklyn N. Y.
5-10 Philadelphia, Pa.
12-13 Washington, D. C.
14-15 Baltimore, Md.
16 Wilmington, Del.
17 Camden, N. J.
19 Newark, N. J.
20 Easton, Pa.
21 Wilkes-Barre, Pa.
22 Scranton, Pa.
23 Binghamton, N.Y.
24 Elmira, N. Y.
28 Allegheny, Pa.
29 Youngstown O.
30-31 Cleveland, O.

June
2 Buffalo, N. Y.
3 Rochester, N. Y.
4 Syracuse, N. Y.
5 Utica, N. Y.
6 Schenectady, N.Y.
7 Albany, N. Y.
9-14 Boston, Mass.
16 Lowell, Mass.
17 Fitchburg, Mass.
19 Providence, R. I.
20 Fall River, Mass.
21 New Bedford, Mass.
23 Springfield, Mass.
24 Hartford, Conn.
25 Waterbury, Conn.
26 New Haven, Conn.
27 Bridgeport, Conn.
28 Stamford, Conn.
30 Paterson, N. J.

July
1 Jersey City, N. J.
2 Trenton, N. J.
3 Reading, Pa.
4 Harrisburg, Pa.
5 York, Pa.
7 Altoona, Pa.
8 Johnstown, Pa.
9 Greensburg, Pa.
10 Sharon, Pa.
11 Erie, Pa.
12 Jamestown, N. Y.
14 Akron, O.
15 Canton, O.
16 Mansfield, O.
17 Zanesville, O.
18 Wheeling, W. Va.
19 Parkersburg, W. Va.
21 Charleston, W. Va.
22 Huntington, W. Va.
23 Chillicothe, O.
24 Columbus, O.
25 Dayton, O.
26 Lima, O.

July (continued)
28-29 Detroit, Mich.
30 Pontiac, Mich.
31 Flint, Mich.

August
1 Saginaw, Mich.
2 Lansing, Mich.
4 Toledo, O.
5 Fort Wayne, Ind.
6 Jackson, Mich.
7 Battle Creek, Mich.
8 South Bend, Ind.
9-17 Chicago (Grant Park) Ill.
18 Indianapolis, Ind.
19 Terre Haute, Ind.
20 Wateeka, Ill.
21 Milwaukee, Wis.
22 Rockford, Ill.
23 Madison, Wis.
25 Minneapolis, Minn.
26 Mankato, Minn.
27 Sioux Falls, S. D.
28 Sioux City, la.
29 Omaha, Neb.
30 Lincoln, Neb.

September
1 Kansas City, Mo.
2 St. Joseph, Mo.
3 Topeka, Kan.
4 Junction City, Kan.
5 Concordia, Kan.
6 Salina, Kan.
8 Denver, Colo.
9 Colorado Springs, Colo.
10 Pueblo, Colo.
11 Garden City, Kan.
12 Wichita, Kan.
13 Enid Okla.
15 Oklahoma City, Okla.
16 Okmulgee Okla.
17 Tulsa, Okla.
18 Coffeyville, Kan.
19 Joplin, Mo.
20 Springfield, Mo.
22 Fort Smith, Ark.
23 Muskogee, Okla.
24 Ada, Okla.
25 Ardmore, Okla.
26 Chickasha, Okla.
27 Lawton, Okla.
29 Fort Worth, Tex.
30 Dallas, Tex.

October
1 Hillsboro, Tex.
2 Temple, Tex.
3 Houston, Tex.
4 Beaumont, Tex.
6 San Antonio, Tex.
7 Austin, Tex.
8 Waco, Tex.
9 Corsicana, Tex.
10 McKinney, Tex.
11 Greenville, Tex.
13 Paris, Tex.
14 Terrell, Tex.
15 Marshall, Tex.
16 Shreveport, La.
17 Texarkana, Ark.
18 Little Rock, Ark.
20 Memphis, Tenn.
21 Jackson, Tenn.
22 Nashville, Tenn.
23 Chattanooga, Tenn.
24 Knoxville, Tenn.
25 Asheville, N. C.
27 Richmond, Va.
29 Petersburg, Va.
30 Norfolk, Va.
31 Rocky Mount, N. C.

November
1 Raleigh, N. C.
3 Charlotte, N. C.
4 Greenville, S. C.
5 Spartanburg, S.C.
6 Columbia, S. C.
7 Augusta, Ga.
8 Athens, Ga.
10 Atlanta, Ga.
11 Anniston, Ala.
12 Birmingham, Ala.
13 Montgomery Ala.
14 Columbus, Ga.
15 Albany, Ga.
17 Tampa, Fla.
18 Orlando, Fla.
19 Jacksonville Fla.
20 Waycross, Ga.
21 Savannah, Ga.
End of season.
Ringling Bros. and Barnum & Bailey, 1919 Selected Stops

- New York, NY
- Philadelphia, PA
- Boston, MA
- Akron, OH
- Detroit, MI
- Milwaukee, WI
- Sioux Falls, SD
- Kansas City, MO
- Nashville, TN
- Charlotte, NC
- Savannah, GA
- Tampa, FL
- Denver, CO
- Dallas, TX
- San Antonio, TX