



SAN FRANCISCO OPERA EDUCATION

San Francisco Opera's Donizetti's *THE ELIXIR OF LOVE FOR SCHOOLS*

Curriculum Connections

California Content Standards
Kindergarten through Grade 12

SOCIAL STUDIES

PERSONAL CONNECTIONS

Self-Identity & Cultural Identity.

Family (Immediate & Extended), Friends & Community.

Time: Past, Present, Future.

Place: Neighborhood, City, State, Continent, World, Universe.

CIVICS

Social Hierarchy: Class, Status. Ex. General, lieutenant.

Types of Government: Democracy.

Political events during Donizetti's time.

Labor / Economics: What jobs and occupations were available to men and women during Donizetti's time? What about during the time period of the production?

What do average workers in different positions earn?

GEOGRAPHY

The Opera's setting: Where is this place? What is this culture?

[Location of Donizetti's birth](#). Where else did he live?

[Historic and contemporary maps of Napa, setting of The Elixir of Love DVD](#)

HISTORY

Chronology: Ex. What was life like in 1914?

Date when Donizetti was born. Time period when Donizetti lived. What are the differences and similarities to when Donizetti lived in Europe and now?

History of Opera: [How Opera began](#), [history of San Francisco Opera](#), [history of the Adler Fellow Program](#).



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ACTIVITIES

Timeline of Donizetti's life.

Trace Donizetti's travels throughout Europe. Compare maps of Europe then and now.

Study Bel canto opera.

Study Commedia dell'Arte characters.

Learn about characters from history referenced in *The Elixir of Love*, such as Mars and Venus, Paris, Tristan and Isolde, Aristotle:

[List of, and information about, historical and mythological characters mentioned in The Elixir of Love](#)

Have an old-fashioned ice cream social. Examine the history of ice cream; what would Nemorino be serving from his truck? Where would bananas have come from then and now?

Study educational system of 1914. What would characters have learned? What effect does education have in this opera? Does it make a difference to the characters?

Town meetings, communities study. The gazebo is a meeting place for the town between characters. Where are your community's meeting places?

Examine modes of transportation used in 1914. Research the cars and motorcycles from 1914. How would you have traveled without the bridge? San Francisco to Napa—how long does it take now, how long did it take then? Use Google Maps/Google Earth to find out what Napa looked like then and now.

History of Napa Valley, Italian-American communities. What would life have been like for boys and girls in the Napa Valley in 1914?

What was status of jobs in the opera? Librarian vs. ice cream man? What are other jobs, roles in this community? How do people fit in? What would \$7 have been worth in 1914?

History of vineyards in the Napa Valley. Why are grapes grown in the Napa Valley?

History of different ethnic groups in California and Napa Valley. Study census of Napa Valley at that time. Who was living there in 1914? History of interaction between different ethnic groups.

History of public library system.

History of quack medicine. History of traveling salesmen.

History of American football and boxing, uniforms. Sports in general.

Study the history of uniforms.

Learn about the recruitment methods of the time. How much would a soldier have made? Why did Nemorino choose to join the army? Where is the war and who is fighting and why? How did they get there?

Discuss the tactics used by the character of Belcore, the "macho" military man. Bullying.

Idea of what it means to be an American; how we are seen, how we see ourselves, then and now?

Small-town Americana vs. big city. Small town values and community traditions. (ex: What is harvest day? Crush queen.)

History of marriage.

Differences between behavior of men and women, then and now.