



## The 2010 Teacher Advisor Panel



**Chris Bustle**  
**Brookfield East High School**

Chris used to dread teaching Shakespeare. Maybe “dread” is too strong, but she definitely fell into the “ambivalent” category every time *Hamlet* or *Macbeth* rolled around. Of course, she loved the plays as only an English teacher would, but her students (those philistines) didn’t share her passion. While Chris swooned over Shakespeare’s imagery, they trudged through the acts, muttering oaths in their own colorful vernacular. One day it suddenly struck her that most of her students were not going to be English teachers, and perhaps they might enjoy Shakespeare if they could relate as human beings to his plays. Chris gradually came to understand she wasn’t doing her students any favors forcing Shakespeare down their throats, but what could a student love about Shakespeare? She tried to remember those **real** conversations she sometimes heard in her class when we were not busy analyzing Shakespeare’s language, those days she tossed the lesson aside and let her students take over. The questions those kids asked! Why do people cry at the final scene of *King Lear*? Why does it seem so hard to feel sorry for Macbeth? Where is Ophelia’s mother? Isn’t Denmark better off with Claudius as king (as opposed to Hamlet, that whiner)? Chris’s students **did** relate as humans to Shakespeare. She just didn’t often let them. One of her English professors said that he viewed with suspicion any student’s response to literature that began with “I feel.” However, with apologies to Mr. Lenehan (God rest his soul), she’s finally figured out that any study of Shakespeare must start with just those words. Certainly, it’s still important that students analyze language to understand **how** Shakespeare gets them to feel. It’s just that analysis is not the be-all and end-all of Shakespeare. Now she asks her students to respond as human beings to Shakespeare, to feel the words and act out the scenes - to try the characters on for size. They hurl insults at each other and cavort around a witch’s cauldron. They hide in closets and eavesdrop on confrontations. They stand in storms and scream. They cry over friends their enemies have murdered, and friends they themselves have murdered. In short, they not only understand but also feel what Shakespeare has to say to them. Now we, students and teacher, “speak what we feel, not what we ought to say.”



**Michael Dahlman**  
**Wisconsin Heights Middle School**

Mike is currently enjoying his sixth year of teaching eighth grade language arts at Wisconsin Heights Middle School which serves the communities of nearby Black Earth and Mazomanie. A native of Oconomowoc, he is a graduate of the University of Wisconsin-Milwaukee. He has previously had the pleasure of teaching English at St. John’s Northwestern Military Academy and Catholic Memorial High School. Mr. Dahlman finds studying literature with middle school students particularly enjoyable because it’s a great pleasure to help them to discover that the ideas of Shakespeare, Homer, and other great writers are as contemporary as this morning’s newspaper. The proud owner of a German Shepherd Dog, Michael is extremely fortunate to be married to Julie, a sublime woman loving and patient enough to share her life with a pair of obstinate Germans.

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**Kathy Hiteman**  
**West Middleton Elementary School**

Kathy has been teaching Shakespeare to her 5<sup>th</sup> and 6<sup>th</sup> grade students for 15 years. She was not a Shakespeare enthusiast in school, so when someone approached her from her school's PTO about taking her students to APT, she wasn't too sure that would work out well. To her surprise, her students loved the production and begged her to let them perform a Shakespeare play of their own. After saying no about a hundred times, she finally gave in and they performed *Macbeth*. The next year, on the first day of school, her new students asked her what Shakespeare play they would get to perform and a tradition was born. Each year, after studying a Shakespeare play in the fall, going out to APT to see the show, they perform their own Shakespeare play for all of the relatives and friends, who are always amazed to see kids understanding and loving Shakespeare! Since her students all end up loving Shakespeare so much, they reunion with her each year out at APT. She ends up taking hundreds of former students and their families to APT each year to enjoy another Shakespeare play. Her oldest group are now seniors in college, and they are still coming each year! In her spare time, Kathy directs Shakespeare for Middleton High School, and children's plays for Wisconsin Heights Players and Middleton Recreation Department. She has worked at APT as an assistant to the director, at APT Outside and served on the Advisory Board. She has her bachelor's degree and master's degree from UW-Madison, loves taking classes from the UW Drama Institute and is contemplating returning to school for another graduate degree! Last year, Kathy won the Herb Kohl Educational Foundation Fellowship award, in part because of her unique, year long, Shakespeare unit. She is honored to join APT as part of the Teacher Advisory Panel.



**Dana Linde**  
**Fort Atkinson High School**

Dana has been working in the Fort Atkinson School District for the past eight years. She attended UW-Madison where she earned her degree in English and journalism. Dana continued in school while teaching and earned another degree in English as a Second Language. While she has taken various graduate courses, she will be beginning the process to earn her master's degree next fall. In Fort Atkinson she teaches Honors freshmen English, regular English 9, and senior early British Literature. She is also adviser of the high school yearbook called the Tchogeerrah. Along with these classes she has also been responsible for teaching senior English literature and senior dramatic literature, which is how Dana got hooked up with APT. She has served as the department head for the last four years, and also as adviser to the Chapter Book Club and the Sister School Organization. Dana also advises the high school academic bowl team and does all the scorekeeping for girls' and boys' volleyball, girls' JV and Varsity Basketball and boys' Freshmen Basketball. As far as her philosophy is concerned, she teaches English because it allows her to transcend time and place. All literature is a reflection of the time in which it was written. Literature can often provide clues to the social, political, religious, and ethical climate of the period in which it originated. Her love of history is strengthened through her love of literature. Dana's most favorite piece, however, has always been the drama component. She loves to see plays performed before an audience as was the original intent when plays were composed hundreds or thousands of years ago.

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**Laurie Maegli**  
**Wausau West High School**

Laurie has been teaching secondary school English, Drama and Speech for the past twenty-eight years. She is currently a member of the English Department at Wausau West High School where she has developed the curriculums for both the Dramatic Literature course as well as Speech Class. She is also in charge of the Drama Program and directs all of the productions at the high school as well as being the sponsor of the Drama Club and Thespian Troupe. She is a Graduate of Carthage College, where she majored in Theatre, Speech and English. She received her Masters Degree from The University of Wisconsin, Stevens Point, in the area of Theatre Education. She worked as Technical Director for the Central Wisconsin School of Ballet for eight years. Laurie has directed over fifty productions in the last three decades. In 1991 she conceived and developed the “Wausau Area Shakespeare Project,” which included doing the initial grant writing and fund raising for its development. The project still exists today and brings together students and educators from six area high schools to produce a play, which is presented to sold-out student audiences as well as the community. In addition Laurie has, for the past six years, worked with the staff of the Performing Arts Foundation in Wausau as a coordinator and school district representative for “Partners in Education,” an education program developed by The Kennedy Center in Washington D.C. The partnership brings in artist educators to work directly with teachers, providing them with arts-based techniques to enhance student learning and participation. She has been recognized over the years with awards from the Stevens Point School District, as well as the Wausau School District. She received a first place award from the Bravo Network in 1995 for the best high school production of Shakespeare in the country. She has received grants and awards from the National Endowment for the Arts as well as The Wisconsin Arts Board and local foundations. Laurie lives in Wausau with her two children Kate and Sam and enjoys swimming, kayaking and photography, as well as spending time with family and friends.



**John Masanz**  
**Wausau West High School**

John received his BS from UW-Madison in 1989, and he received his MA from Silver Lake College in 2000. John is currently teaching English at Wausau West, where he is also the Chair of the English Department, head of the girls’ Track and Field, and was the assistant football coach until this year. He previously taught English and coached at Edgar High School, but now resides in Wausau with his wife, Trish, his kids, Anthony, Grace, and Ian, a Boston Terrier, Sadie, a Leopard Gecko, Madison, a Green Anole, Greenie, and seven fish. Along with English, he also teaches British Literature, Advanced Composition, and Creative Writing. His hobbies include fishing and grading papers.



**Dr. Terry Scheid**  
**Wausau West High School (Retired)**

Terry taught English for 32 years at Wausau West High School before taking an early retirement last spring. Among other classes, she taught a unique course called Connections, which she team-taught with a Chemistry teacher. The purpose of Connections, an interdisciplinary class, was to find and explore similarities between the arts and sciences in all manner of different topics. This interdisciplinary focus has been a driving force in the education and interests of Dr. Scheid (known as “Doc” to students and colleagues). Having a Masters degree in Humanities and a Ph.D. in Comparative Arts, she has attempted to weave

# The 2010 Teacher Advisor Panel

together literature, drama, painting, sculpture, architecture, and music in the various courses she has taught. In addition to her formal education, she studied in China, Korea, and Japan for two summers (exploring oriental culture), and at Oxford University in England for two summers (exploring the Modern British Novel and Modern British Drama). She also received three fellowships during her teaching career from the National Endowment for the Humanities to study Literature and Landscape: T.S.Eliot and Thomas Hardy at Oxford University; Mozart in Vienna, Austria; and Petrarch in Avignon, France. In addition to her teaching duties, one of her major projects was the construction of a Shakespeare Garden in front of Wausau West. This garden was attached to two other gardens that she had previously worked on, a Monet Garden and a Zen rock garden. Classes can use the garden for various projects as students explore herbs used by the colonists in History class or the meaning of various herbs in Shakespeare's time in English class. On a personal note, "Doc" loves to read, garden in her own garden, and to paint watercolors. She is thrilled to be affiliated with the creative team at American Players Theatre and is eager to see what new "connections" can develop.



**Lisa Scofield**  
**River Valley High School**

Lisa teaches English 9, Creative Writing, and Advanced Placement Language and Composition at River Valley High School in Spring Green. She is grateful for all the exceptional experiences APT's Education Director David Daniel has brought to her students and is honored to serve as a member of APT's Teacher Advisory Panel.



**Lynda Sharpe**  
**Middleton High School**

Lynda's decision to teach came in the second grade when she announced to her teacher that she would be "just like her." In the fifth grade she was passionate about the reading and the acting scenes done in class. Summer drama classes and a field trip to Minneapolis for theatre followed. In the eighth grade she took her babysitting money and bought a bus ticket to Minneapolis plus a ticket for a production at the Guthrie Theatre; by intermission she was hooked! Lynda began teaching English and speech at Luxemburg-Casco High School in WI. Her passion for classical theatre learned at the Guthrie led her to create a drama program at that high school. She took students to see a Guthrie tour production of *Hamlet* with Randall duk Kim in the lead. Her joy abounded arriving to teach Drama, English and Speech at Middleton High School to find that Randall duk Kim had co-founded a theatre in Spring Green. She worked a fundraiser for APT and spent an hour talking to Randy who dreamt of an educational program for the theatre. So began MHS Drama and sundown suppers. At some point an advisory council was formed and Lynda was on it serving on the Education group. That council disbanded and here she is at the present. In this her twenty-fifth year at Middleton High School, she looks forward to working with the incredible group of faculty and APT artists assembled for the council in dialogue. Her undergraduate degrees are from UW-Eau Claire (Theatre/speech), St. Norbert College (English) and an MA in Theatre/children's literature from the University of Minnesota which piloted the program (and she was lucky enough to be in the pilot) that is now the Guthrie Actor Training program in which an MHS Drama student is currently enrolled.