

Teacher Guide

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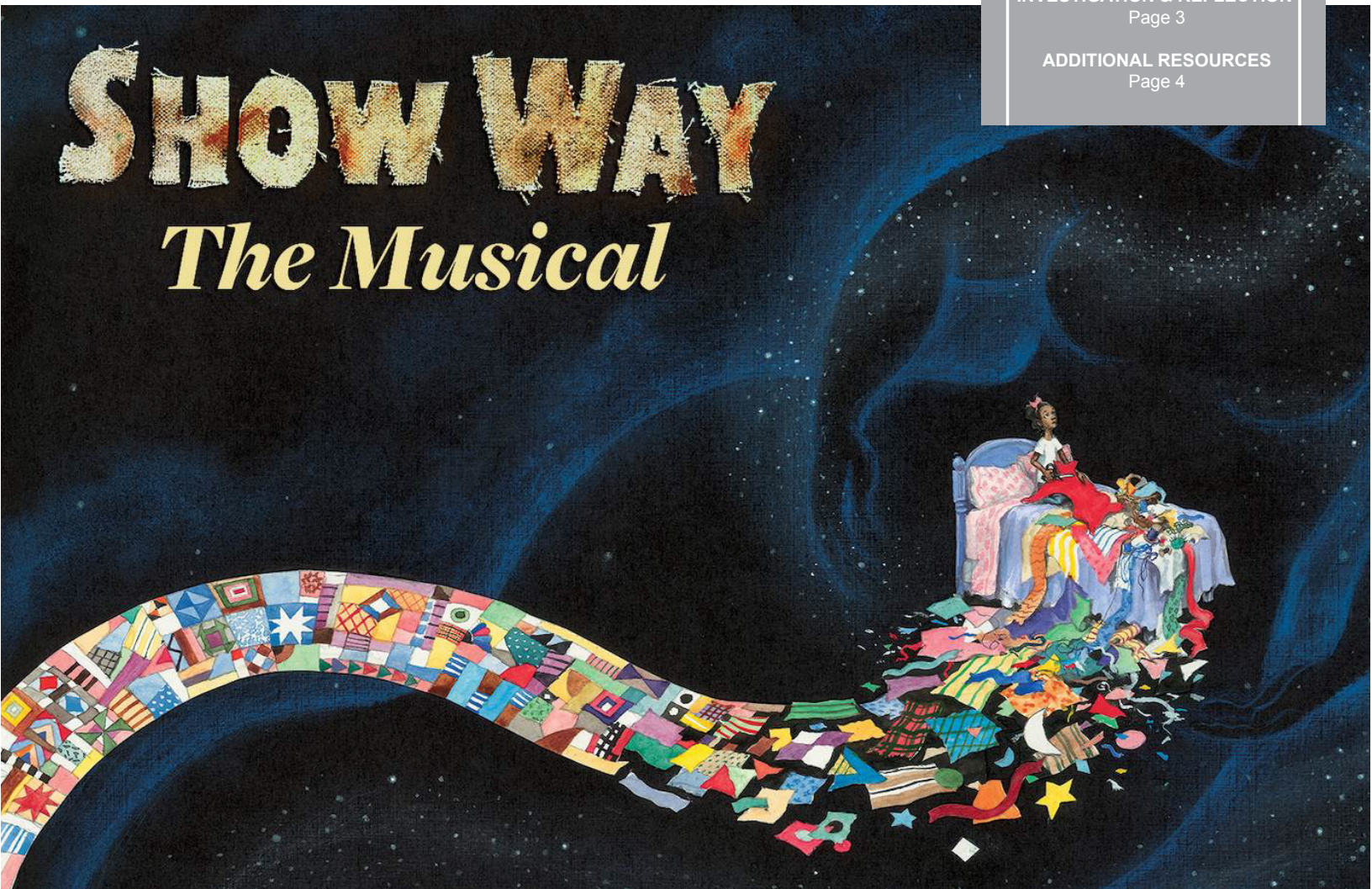
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SHOW WAY

The Musical



Applause Series

Show Way The Musical

Monday, April 1, 2024

Enduring Understandings



Overarching (aka, “big”) ideas that are central to the core of the artistic discipline and may be transferred to new learning beyond the performance.

- 1 Seeing how a character overcomes difficulty can help us begin to imagine how we can overcome our own challenges even if the context or details are different than our own. Learning about history through stories can help build empathy and develop a greater appreciation for the complexity of our histories.
- 2 When facing challenges we can look to our past experiences and also to our cultural or family heritage to look for inspiration. Learning about your heritage and ancestry can help you to understand yourself.
- 3 The importance of an object, like the quilts in *Show Way*, can be determined not only through their function but also because of their meaning or artistry.

Want to Explore More?

Check out the Student Exploration Guide here!

Inquiry 01 Connecting to Self

What is your families' legacy? What stories do you know about the past that are important to understanding where you are now? Is there any special object or way of creating that is important because it has been passed down from older generations?

Have students respond with their connections after a five-minute quick write. Then use the prompt on page 4 of this guide to ask students to interview an older relative or adult.

Inquiry 02 Connecting to Art

How does a story change when it takes on different forms - a movie, a book, a cartoon, a play, or a musical? The story was filled with music. How did the music help you understand the performance? Music can help to portray emotion without saying the words directly. How did the music help you understand the feelings of the characters?

Ask students to make a list of five observations that they made about the music in the performance. Then, discuss with a partner and attempt to add five more to their lists. Discuss the performance as a whole group recalling specific evidence from the performance to support students' thoughts. Ask, "What makes you say that?" in response to their conclusions to encourage using close observation as evidence.

Watch this video of the song "Little Spec of Me" from *Show Way* for spark your observations.

Inquiry 03 Connecting to Social Studies

What is a "show way"? How were the quilts used as a way to communicate as well as being art? How were quilts incorporated into the set and design of the performance? What did the symbol of the quilts mean to the story and characters?

If students haven't yet read the book that inspired the musical, review it here. Ask students to make observations about the illustrations as well as recalling the sets in *Show Way the Musical* and discuss their conclusions.

EXPLORE:

WATCH a video about an artist who celebrates the legacy of quilters in Black communities through creating portraits using quilting techniques.

DIG DEEPER into The Underground Railroad: Read this National Geographic Kids article about the Underground Railroad.

Investigation

Use this glossary to connect the elements of theater to what you experienced during the performance. We put a star by some of the terms that we think you will spot on stage.

THEATER GLOSSARY

THOUGHT

The big picture of the play

GENRE:

relating to a specific kind or type of drama and theater such as a tragedy, drama, melodrama, comedy, or farce

GIVEN CIRCUMSTANCES:

the underlying actions and events that have happened before the play, story, or devised piece begins

FOCUS:

a commitment by a participant to remain in the scope of the project or to stay within the world of the play

IMAGINARY ELSEWHERE:

an imagined location which can be historical, fictional, or realistic

THEME:

the aspect of the human condition under investigation in the drama; it can be drawn from unifying topics or questions across content areas

THEATRICAL CONVENTIONS:

practices and/or devices that the audience and actors accept in the world of the play even when it is not realistic, such as a narrator, flashback, or an aside

ACTION

The events of a play; the story as opposed to the theme; what happens rather than what it means.

CONFLICT:

the problem, confrontation, or struggle in a scene or play; conflict may include a character against him or herself, a character in opposition to another character, a character against nature, a character against society, or a character against the supernatural

OBJECTIVE:

a goal or particular need or want that a character has within a scene or play

PLOT:

a narrative as revealed through the action and/or dialogue; traditionally, a plot has the elements of exposition, inciting incident, conflict, rising action, climax, and resolution or falling action

CHARACTERS

These are the people presented in the play that are involved in the perusing plot.

BELIEVABILITY:

theatrical choices thought to be true based upon an understanding of any given fictional moment, interpretation of text, and/or human interaction

CHARACTER TRAITS:

observable embodied actions that illustrate a character's personality, values, beliefs, and history

GESTURE:

an expressive and planned movement of the body or limbs

INNER THOUGHTS:

the underlying and implied meaning or intentions in the character's dialogue or actions (also known as subtext)

MOTIVATION:

reasons why a character behaves or reacts in a particular way in a scene or play

LANGUAGE

The word choices made by the playwright and the enunciation of the actors of the language.

DIALOGUE:

a conversation between characters

IMPROVISE:

the spontaneous, intuitive, and immediate response of movement and speech

SCRIPT:

a piece of writing for the theater that includes a description of the setting, a list of the characters, the dialogue, and the action of the characters

MUSIC:

Music can encompass the rhythm of dialogue and speeches in a play or can also mean the aspects of the melody and music compositions as with musical theatre.

SPECTACLE

The spectacle in the theatre can involve all of the aspects of scenery, costumes, and special effects in a production.

NON-REPRESENTATIONAL MATERIALS:

objects which can be transformed into specific props through the imagination

PRODUCTION ELEMENTS:

technical elements selected for use in a specific production, including sets, sound, costumes, lights, music, props, and make-up, as well as elements specific to the production such as puppets, masks, special effects, or other storytelling devices/concepts

STAGING:

patterns of movement in a scene or play



Reflection

Listen to music while responding to these questions in whatever format makes sense to you - writing, drawing, recording a video or a responding with technology.

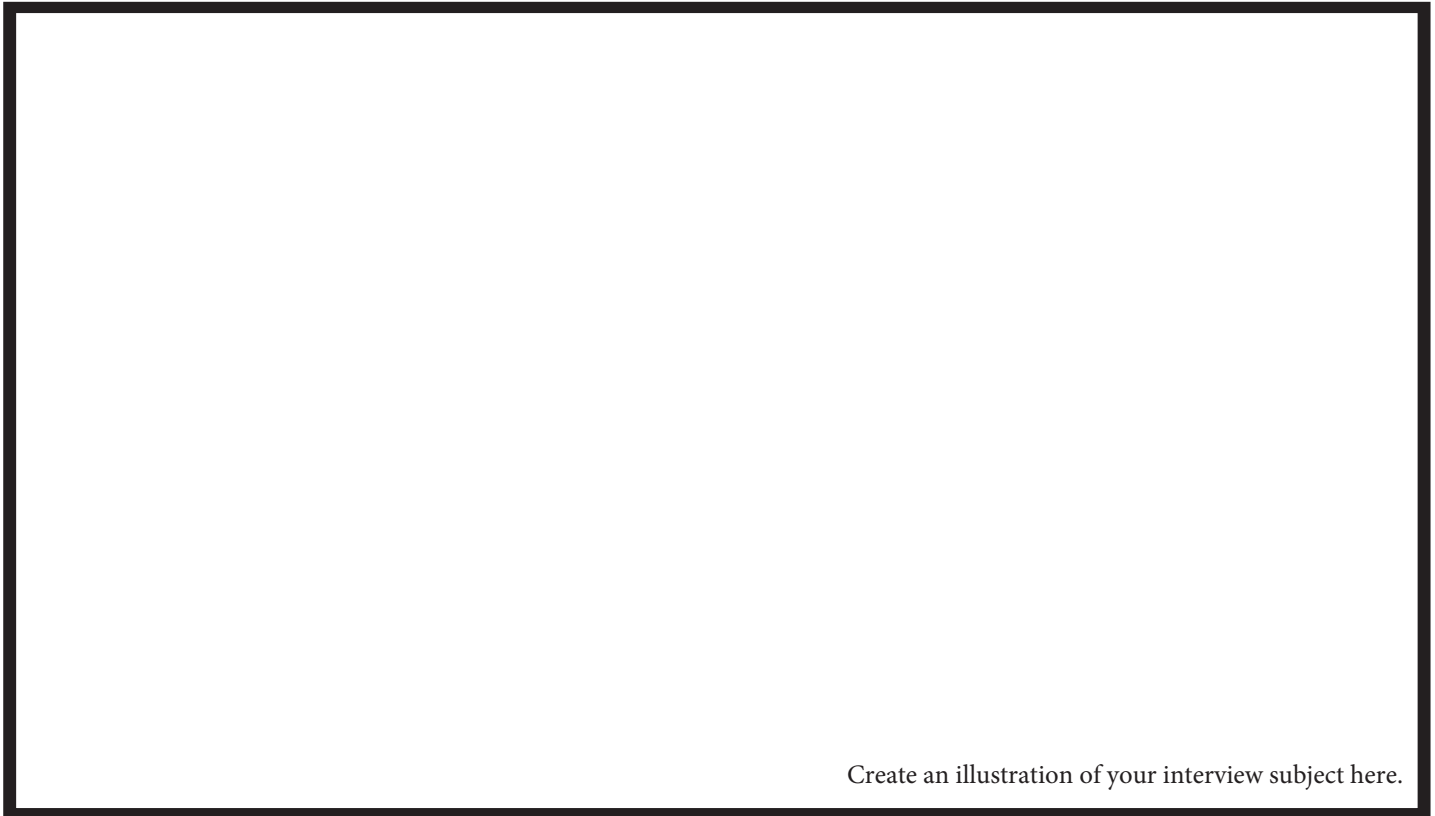
- What did you see? How could you draw it?
- What was your favorite part?
- What did you imagine? What idea came to your mind? What do you wonder about?
- What events from American history did you notice in this production? How do the characters experience these events in *Show Way*?
- *Show Way* tells the stories of multiple generations of strong women. How are these women connected to past and future generations? How are you connected to the past and future?

We love to hear from you. Please send any of your responses to the performance to us at education@dmpa.org. We'll share the responses with the artists and Applause Series donors.

Interview Form

Ask someone close to you about stories from their life. A grandparent or adult in your life may have some stories to share!

Here are some questions from Story Corps that may serve as inspiration!



Create an illustration of your interview subject here.

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