

Jason Bishop:  
Straight Up Magic

TEACHER RESOURCE GUIDE

School Matinee Performances

Presented by



# Teacher Resource Guide

# JASON BISHOP: STRAIGHT UP MAGIC



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## COMMUNITY ENGAGEMENT & EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards (2017) in English Language Arts, Fine Arts and Science.

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students

to read, develop critical and creative thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.



The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.







# ABOUT PLAYHOUSE SQUARE



Playhouse Square is an exciting field trip destination! As the country's largest performing arts center outside of New York, the not-for-profit Playhouse Square attracts more than one million guests to 1,000+ shows and events each year. Five of Playhouse Square's 11 performance spaces are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

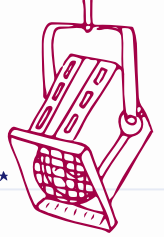
You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances by Playhouse Square's six resident

companies: Cleveland Ballet, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the GE Chandelier, the world's largest outdoor chandelier, and the retro Playhouse Square sign with its 9-foot-tall letters!



# Coming to the Theater



We look forward to welcoming you and your students to Playhouse Square! To prepare for a successful field trip, we encourage you to spend some time discussing the differences between coming to the theater and watching a television show or movie or attending a sporting event, especially if you have students who have not yet had the opportunity to attend a live theater performance. Here are a few points to start the discussion:

- You and your students will be greeted and helped to your seats by members of Playhouse Square's staff and "RedCoat" volunteers.
- Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you, the performers can too.
- As you watch the performance, feel free to respond by laughing or applauding.
- Food, drink and gum are not permitted in the theater for school matinee performances.

- Photography and recording of performances are not permitted.
- Mobile phones and other devices that make noise or light up should be silenced and put away before the performance begins.
- When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.
- After the performance, a member of the Playhouse Square staff will come out on stage to dismiss each school group by bus number. Check around your seat to make sure you have all of your personal belongings before leaving.





# ABOUT THE SHOW



As America's hottest illusionist, Jason Bishop might read your mind one second or make goldfish appear the next. Known for his virtuosity and versatility of magic genres, Jason cleverly combines traditional magic with modern technology and prides himself on his ability to perform both rare illusions and the fundamentals of magic.

Each performance of Jason's exclusive grand illusions and elegant, agile sleight-of-hand magic are delivered with Bishop's wry wit and engaging audience participation. From his stunning Double Levitation, new Hologram Illusion starring Gizmo the dog, to the astonishing close-up magic that is captured live and projected onto large screens, Jason gives the audience a clear view of every detail. Intelligent lighting together with countless costume changes by his skillful assistant Kim and a rock and pop soundtrack make this a theatrical experience you will not forget!



## About Jason

Jason Bishop is an international award-winning illusionist who was the youngest person to win the Magician's Alliance of Eastern State Stage Award and one of the youngest people to compete in the Society of American Magicians World-Class competition.

Jason's interest in magic ran throughout his youth. Born in Fleetwood, Pennsylvania, Jason was a foster child from the age of seven until eighteen. As a young person he spent much of his time reading books about magic, thus sparking his interest and life-long journey as a magician and illusionist. Jason's first paid performance was for the foster care agency he was a part of as a young person. In college Jason studied theatre and then went on the road performing at resorts, amusement parks and later colleges.

Jason has entertained celebrities like Jennifer Aniston, Chris Penn and Bam Margera, who after seeing his performance said "Jason Bishop is the best magician I've ever seen." His performance abilities have led him from California to Maine and Florida to New York, as well as every state in-between and over 20 countries in 4 continents.

## About Kim

As Jason's lead assistant, Kim Hess is an indispensable part of the show. From performing illusions with Jason to assisting audience members, to knowing the show cues inside and out, Kim is a vital part of the show's success. Born in Reading, Pennsylvania, Kim began studying the performing arts at a very young age. At four years old she had an experience that absolutely changed her life. At the suggestion of a family member, Kim's mother took her to a local baton twirling production unit. Kim stayed with that group for more than nineteen years. In that time she won well over one hundred awards, among them were first place trophies from the National/World Baton Conference held at Notre Dame University. During those years, Kim also studied dance and gymnastics and was a captain of her high school cheerleading squad. With her fun and warm personality, her striking looks and considerable talent, Kim is an irreplaceable member of the Jason Bishop team!



## PRE-SHOW ACTIVITIES

# Do You Believe in Magic?



The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

CCR.W.2.3, CCR.W.3.3, CCR.W.4.3, CCR.W.5.3, CCR.W.6.3, CCR.W.7.3, CCR.W.8.3

Most kids are excited to see a magic show. Jason Bishop is actually an illusionist. An illusionist is a type of magician. Whereas magicians focus on tricks using small items such as cards, illusionists use large objects to entertain a crowd - for example, sawing a person in half in a large box. Prior to the show, have your students respond to one of these two prompts:

1. You decide to become an amateur magician, doing tricks like guessing someone's card and sawing women in half! What are some of the tricks that you do? What happens at your very first magic show?

**OR:**

1. Do you think magic exists? Why or why not? If you do believe in it, where do you think it came from? If you don't believe in it, go into detail about why you think that it is made up.



# Duck! Rabbit

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:  
CCR.RL.K.1, CCR.RL.1.1, CCR.RL.2.1

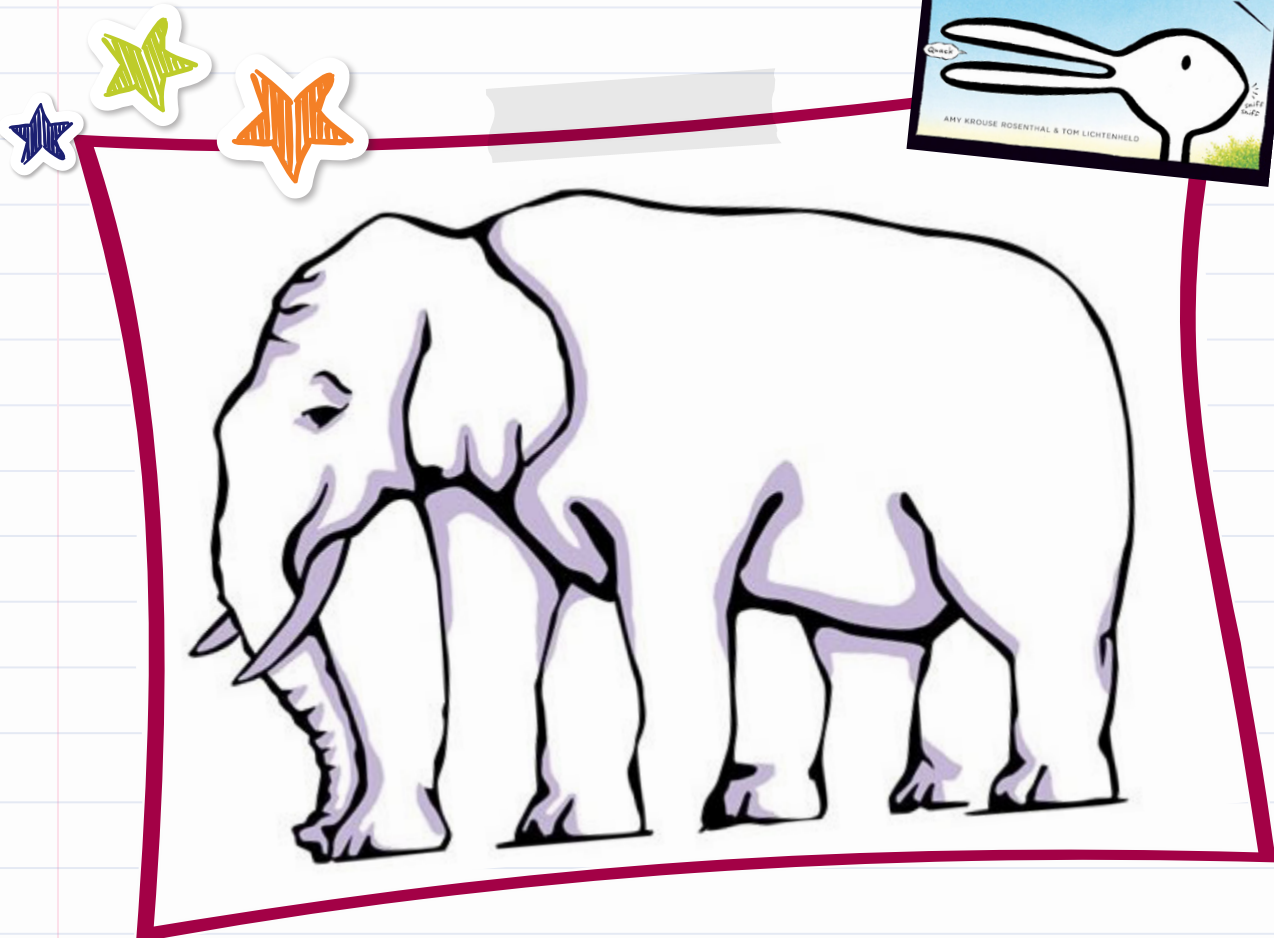
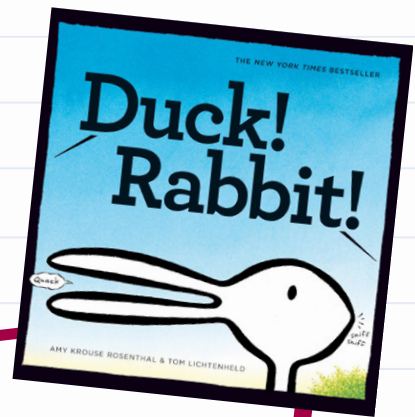
Before the show, ask your students if they believe that everything they see is real. Start a classroom discussion and encourage your students to elaborate on each other viewpoints. After your discussion, read the book *Duck! Rabbit!* to your students. A read aloud version of the book is available on YouTube <https://www.youtube.com/watch?v=36AqMX5uua4&t=7s>.

Show the book cover to your students and ask them what they see. How many students see a duck? A rabbit? Both? Neither? Have them explain why they see what they see. Ask them who is right? Or is everyone right? As you read the book, periodically stop and ask your students if what they saw at the beginning is still what they see. At the end of the story, ask your students if they see an anteater or a brachiosaurus.

After reading the book, explain to your students that this image is an optical illusion. The object that they are looking at is tricking them into seeing something that isn't there.

Provide them with another example of an optical illusion by showing them the picture below and asking them how many legs the elephant has:

Is the picture playing tricks on their eyes? Explain to them that when they watch Jason Bishop perform his tricks, he is really performing optical illusions. He is tricking their eyes into seeing something that isn't there.







# Do You See What I See?

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

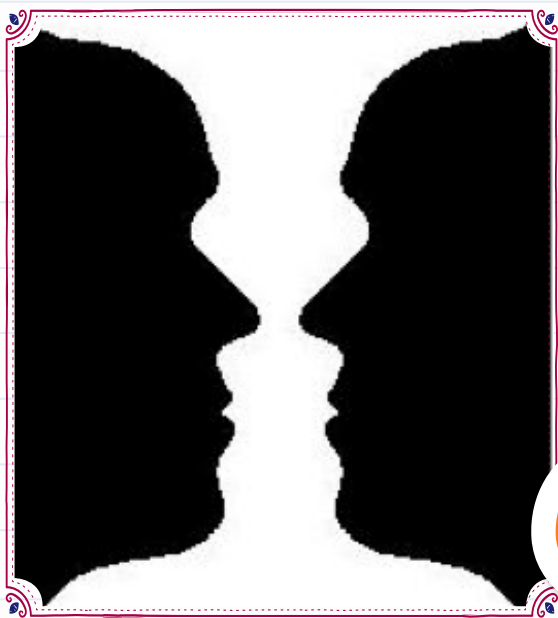
Visual Arts K.4PR, 1.4PR, 2.3PR, 3.4PR, 4.2PR, 5.4PR

Optical Illusions can be really fun to look at, but they can be really frustrating too – remember the blue and black dress? Or was it white and gold? This activity allows students to explore different optical illusions before trying to make their own. Begin by showing students the image below.

Ask them what they see. Some will see two faces, while others will see a candlestick. Have a second copy of this image ready with the candlestick (white portion) colored in. Show students this second version. Are people who were only able to see the two faces able to see the candlestick now? Are those who could only see the candlestick able to see the two faces now?

Use this website to show students additional examples of optical illusions <https://www.optics4kids.org/illusions>.

After going through several illusions, tell your students that they are going to try to make their own optical illusions.



## Materials:

8.5 in. x 11 in. white paper

Sharpie markers

Pencil crayons

1. Start by drawing a curved line across the paper with a Sharpie marker. Think rolling hill... not roller coaster!
2. Add 8 dots across the line. They should be different lengths apart. You need a dot close to the edges of your paper.
3. Start connecting the dots with bumps. The lines from the dots close to the edge will go off the edge of the paper to an imaginary dot.
4. The lines will eventually go off the top and bottom of the paper.
5. Fill the whole paper.
6. Pick a group of colors you feel work well together (2 or 3).
7. Using pencil crayons, fill in the spaces. Press harder in the corners. As you get near the top of each bump, press lighter and lighter.
8. Continue until the work is complete.

When students are finished, have them swap illusions.





# A MAGICIAN'S SECRETS REVEALED

## PART I: MAGNETS



The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

1.PS.2, 2.PS.1, 3.PS.3, 4.PS.2, 7.PS.4, 8.PS.1

Magicians and illusionists often use magnets as one way to make things levitate, or float. Tell your students that they, too, can make objects float.

Give students several ring magnets and have them play with them for a few moments. As students are playing with their magnets, have them make observations. Ask them if they can make magnets “push” each other. Can they make them “pull” each other?

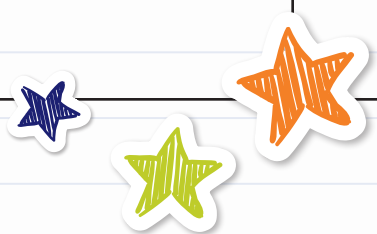
After a few moments, give them a magnet stand. If you don't have a magnet stand (see picture above), you can

make one by using a ball of Playdough and sticking a pencil in it. Challenge the students and see if they can make a magnet float. Once they figure out how to make it float, ask them what is happening to make the magnet float (the magnets are repelling each other).

Then ask them to think about Jason Bishop's *Straight Up Magic* show. Did Jason make any objects float? Did he “magically” pull objects towards him? Give students a few moments to see if they can make the connection on their own that Jason was using magnets to help objects float or to pull objects towards himself.

Provide the following chart to your students for them to document their observations.

Floating Magnets	Jason Bishop
<p>Draw a diagram showing how you made your magnets float.</p>	<p>Think back to a magic trick that Jason did that made an object float. Draw a diagram that might explain how he made that object float.</p>



# A MAGICIAN'S SECRETS REVEALED

## PART II: MIRRORS



Taken from:

<https://www.exploratorium.edu/snacks/cheshire-cat>

The Ohio Learning Standard listed below is addressed in the following Post-Show Activity:

5.PS.2

Disappearing acts are often very dramatic and memorable parts of magic shows. Once you know the science behind the magic trick, it isn't as impressive. Magicians understand the way light bends and moves. They use their knowledge to their advantage, and they have added mirrors to their bag of tricks. There are many ways that magicians use mirrors to make people and objects disappear. This is one method and it is simple enough for your students to try for themselves.

### \* To Do and Notice

Sit so that a white surface or wall is on your right and have a partner sit a few feet in front of you. Hold the bottom of a mirror with your left hand and put the mirror edge against your nose so that the reflecting surface of the mirror faces sideways, toward the white surface.

While keeping the mirror edge against your nose, angle the mirror so that your right eye sees just the reflection of the white wall, while your left eye looks forward at your partner's face (see diagram). Move your hand in front of the white surface as if passing a blackboard eraser over the surface. Watch as parts of your friend's face disappear.

It will help if your partner is sitting very still against a plain, light-colored background. You should also try to keep your own head as still as possible.

If you have trouble seeing your partner's face disappear, one of your eyes might be stronger than the other. Try the experiment again, but this time switch the eye you use to look at the person and the eye you use to look at the wall. (You and your partner may have to switch places so the white wall is to your left. Position the mirror against your nose so your left eye sees the reflection on the wall and your right eye is looking at your partner. Then wave your left hand.)

Individuals vary greatly in their ability to perceive this effect. You may have to try several times, and a few people may never succeed in observing it. Don't give up too soon! Give yourself time to see the effect.

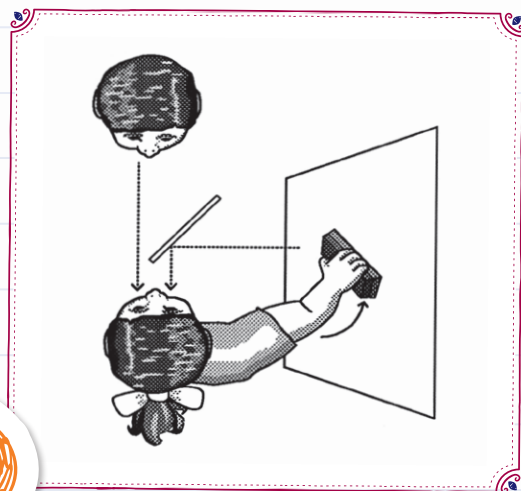
### \* What's Going On?

Normally, your two eyes see very slightly different pictures of the world around you. Your brain analyzes these two pictures and then combines them to create a single, three-dimensional image.

Here, the mirror lets your eyes see two very different views. One eye looks straight ahead at another person, while the other eye looks at the white wall or screen and your moving hand. Your brain tries to put together a picture that makes sense by selecting bits and pieces from both views.

Your brain is very sensitive to changes and motion. Because the other person is sitting very still, your brain emphasizes the information coming from your moving hand, rather than the unmoving face. As a result, parts of the person's face disappear. No one knows how or why some parts of the face may remain, but the eyes and mouth seem to be the last features to disappear.

After students have had a chance to practice making their partner disappear, have them think back to Jason Bishop and the tricks that he did. Are there any that he may have used mirrors to make objects disappear?





# HOUDINI



The Ohio Learning Standards listed below are addressed in the following Post-Show Activity: CCR.RI.K.3, CCR.RI.1.3

Long before Jason Bishop was born, another famous magician toured the United States and Europe. His

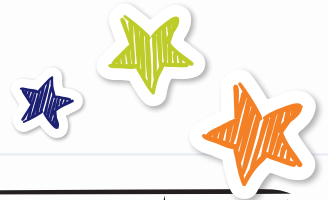
name was Harry Houdini. Read the story *A Picture book of Harry Houdini* by David A. Adler, and Michael S. Adler to your students. After reading the story, have your students answer these questions about Harry Houdini.



Who was Harry Houdini?	What did Harry Houdini do?	How is Harry Houdini similar to Jason Bishop?
How is Harry Houdini different from Jason Bishop?	Write or draw something that you found interesting about Harry Houdini.	Write or draw something that you found interesting about Harry Houdini.



# CURRICULUM STANDARDS INDEX

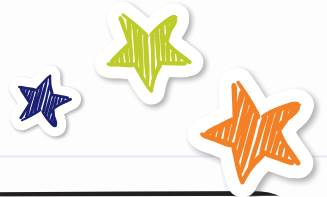


Standard	Description	Grade	Activity	Page
CCR.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	K	Duck! Rabbit!	7
Visual Arts K.4PR	Reduce objects into basic shapes and lines in relation to the whole image.	K	Do You See What I See?	8
CCR.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	K	Houdini	11
CCR.RL.1.1	Ask and answer questions about key details in a text.	1	Duck! Rabbit!	7
Visual Arts 1.4PR	Create an artwork based on observation of familiar objects and scenes.	1	Do You See What I See?	8
1.PS.2	Objects can move in a variety of ways, such as straight, zigzag, circular and back and forth.	1	A Magicians Secrets Revealed Part I: Magnets	9
CCR.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	1	Houdini	11
CCR.W.2.3	Write narratives to recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2	Do you Believe in Magic?	6
CCR.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	2	Duck! Rabbit!	7
Visual Arts 2.3PR	Create artworks based on imagination and observation of familiar objects and scenes	2	Do You See What I See?	8
2.PS.1	Forces change the motion of an object.	2	A Magicians Secrets Revealed Part I: Magnets	9
CCR.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	3	Do you Believe in Magic?	6
Visual Arts 3.4PR	Create artworks that demonstrate awareness of two- and three- dimensional space.	3	Do You See What I See?	8





# CURRICULUM STANDARDS INDEX



Standard	Description	Grade	Activity	Page
3.PS.3	Heat, electrical energy, light, sound and magnetic energy are forms of energy.	3	A Magicians Secrets Revealed Part I: Magnets	9
CCR.W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	4	Do you Believe in Magic?	6
Visual Arts 4.2PR	Experiment with art materials by using them in unexpected and creative ways to express ideas and convey meaning	4	Do You See What I See?	8
4.PS.2	Energy can be transferred from one location to another or can be transformed from one form to another.	4	A Magicians Secrets Revealed Part I: Magnets	9
CCR.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	5	Do you Believe in Magic?	6
Visual Arts 5.4PR	Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary concept	5	Do You See What I See?	8
5.PS.2	Light and sound are forms of energy that behave in predictable ways.	5	A Magicians Secrets Revealed Part II: Mirrors	10
CCR.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	6	Do you Believe in Magic?	6
CCR.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.	7	Do you Believe in Magic?	6
7.PS.4	Energy can be transferred through a variety of ways.	7	A Magician's Secrets Revealed Part I: Magnets	9
CCR.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	8	Do you Believe in Magic?	6
8.PS.1	Objects can experience a force due to an external field such as magnetic, electrostatic, or gravitational fields.	8	A Magician's Secrets Revealed Part I: Magnets	9

