

# Show Way, The Musical



School Matinee Performances





## TEACHER RESOURCE GUIDE

# Show Way, The Musical

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## EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in English Language Arts (2017), Fine Arts (2012), Social & Emotional Learning (2019), Science (2019), Social Studies (revised 2019) and Technology (2017).

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 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 lessons and activities in this guide are created and adapted by Jeanine Tesch in partnership with Playhouse Square's Education Department.



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! The not-for-profit Playhouse Square attracts more than one million guests to 1000+ shows and events each year. Five of Playhouse Square's 12 venues 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 and events held by Playhouse Square's eight resident companies: The City Club of Cleveland, Cleveland Ballet, Cleveland International Film Festival, 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 retro Playhouse Square sign with its 9-foot-tall letters and the largest outdoor chandelier in North America – the Playhouse Square Chandelier generously presented by GE Lighting, a Savant company.





# COMING TO THE THEATER

This discussion and attendance at one of our in-person School Matinee Performances address the following Fine Arts Ohio Learning Standards for Drama: 4.6CE, 6.2RE, 6.4CE, 6.6CE, 7.3RE, 8.4CE, 8.4RE, I.1CE, I.4CE

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. Cleveland has a vast arts district with many theatres at the professional and community level. Have any students attended a theatrical performance at Playhouse Square before? How about anywhere else in the community? At school?

Here are a few points to begin the discussion:

- You and your students will be greeted and helped to your seats by members of Playhouse Square's staff and "RedCoat" volunteers.
- The Mimi Ohio Theatre is a proscenium theater, featuring a large archway and raised stage. Learn about other features you'll see on the next page. Can you point them out when you get to the show?
- Theaters are built with excellent acoustics so even the slightest whispers can be heard throughout the theater. Please refrain from talking during the performance; remember that not only can those around you hear you, but the performers can also.

- Theatre is a collaborative art form, meant to excite, entice and motivate its audience. Participation from viewers is crucial for an impactful experience. Students should feel empowered to laugh, clap or cry as the performance moves them in a way that remains respectful to those around them and to the performers on the stage.
- 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 electronic or noise-making devices 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 by group number. Check around your seat to make sure you have all your personal belongings before leaving.

A digital social story about what to expect when coming to the student matinee at Playhouse Square is also available on our resources page.



## What to Watch For

The making of a show requires a large team of artists, designers and technicians who work many hours to produce a live piece of theater. These designers are responsible for making the story come to life through the set, costumes, props, music, and more. They decide how the lights will look, what sounds play throughout and how the show transitions from scene to scene.

While your students are watching the performance, ask them to look beyond the plot, or storyline, and observe the live technical elements of the show and well as the literary and musical components that help bring the show together.

Key things to look out for: Scenery, Lights, Sound, Plot, Transitions, Music, Lyrics, Costumes, Dialogue, and Props. How do these various theatrical elements affect the actors, enhance the story, and affect the mood created within the viewer (audience)?

Some example questions:

- How does the lighting affect the mood of the story?
- How does the lighting add dimension to the scenery/ setting?
- How do the costumes enhance the performance?
- How does the music drive the story?
- How does the music help establish the setting of the story?

After viewing the show, hold a class discussion about these topics, or ask your students to write a brief review to reflect on the experience they had while watching, sharing their opinion of the theatre elements (plot, lights, costumes, etc.) as well as the overall show. Reviews should use these elements to back up their viewpoints and illustrate why or how they felt the way they did.

If permitted, articles can be shared with us and the production company by sending them via email to [schoolprograms@playhousesquare.org](mailto:schoolprograms@playhousesquare.org) or by mail at:

Playhouse Square  
Attn: School Field Trips  
1501 Euclid Ave. Suite 200  
Cleveland, Ohio 44115



# GLOSSARY OF DESIGN ELEMENTS

## STORY AND PRODUCTION



**Director** – person in charge of the overall artistic vision of the performance. The director gives the performers information on where to stand, where to enter or exit from, and how to portray specific moments throughout.

**Playwright** – the author of the play or words spoken in the performance

**Producer** – person in charge of overseeing all of the various aspects it takes to create or run a performance. Producers typically handle the financial and management side of the work, hiring personnel and paying salaries.

**Stagehand** – a person who works behind the scenes on a performance, usually assisting with the scenery changes or props.

**Stage Manager** – person in charge of overseeing the backstage aspects of the show. A stage manager oversees the various creative and technical departments within the performance and handles the communication between everyone.

**Technician, or Operator** – person who operates mechanical or technical equipment during a performance. A technician or operator can be skilled in one specific area, for example operating a sound board or lighting board.

## LIGHTS



**Lighting Designer** – person who designs the lighting for a performance. The lighting designer will work with a team at the theater in order to adjust and hang the necessary lighting equipment in order to produce their vision. Lighting helps the audiences feel specific moods and emotions throughout a performance and can also aid where they should focus their attention.

**Projections** – images, film, or lighting that is used to enhance the atmosphere of the show. Projections are usually designed by a specific artist that specializes in the art form.

## SOUND



**Composer** – person who writes the music for the performance, can be the same person as the lyricist, or different. Composers work to create a score that immerses the audience in the world of performance.

**Lyricist** – person who writes the lyrics for the performance, can be the same person as the composer, or different

**Sound Designer** – person who designs the sound for the performance, ranging from the sound effects to the microphones that may be used in the performance.

## SCENERY



**Scenery** – Furniture and other pieces that are created and designed in order to transform the space of the theater into the world of the performance. Scenery is crucial as it helps establish many locations and other plot points. Scenery can also be referred to as the set.

**Scenic or Set Designer** – person who designs the scenery for the performance. Scenery, or set, is important as it helps establish the setting of the performance and creates a more immersive experience for the audience and performers.

## WARDROBE AND PROPS



**Costume** – clothing worn by the performers designed to enhance their appearance and character. Other aspects of a costume include makeup and wigs.

**Costume Designer** – person who creates sketches and drawings for the design of the costumes. A costume designer is in charge of deciding which fabric to pick, which accessories to use, and how the costume will fit the performer, which is integral in helping them establish the characters and help transport the audience into the appropriate era or time period that the performance requires. Usually, the costume designer does not actually build the costume itself.

**Props** – objects that are used on stage



# ABOUT THE SHOW

Adapted from the book by Jacqueline Woodson

Soonie's great-grandma was just seven years old when she was sold to a big plantation without her ma and pa, with only some fabric and needles to call her own. She began to stitch a Show Way, a quilt with secret meanings to show enslaved people the way to freedom. As each generation passes, the Show Way shines a light on the past and paves a road to the future, stitching together possibility and promise.

The Kennedy Center's Education Artist-in-Residence Jacqueline Woodson's award-winning story of history, love, and resilience becomes a world premiere stage adaptation directed by Schele Williams with new music by Tyrone L. Robinson. This moving, lyrical account pays tribute to women in Woodson's own family whose strength and knowledge illuminate their daughters' lives over seven generations.



# ABOUT JACQUELINE WOODSON

Jacqueline Woodson is an American writer of books for adults, children and adolescents. She is best known for her National Book Award-Winning memoir *Brown Girl Dreaming* and her Newbery Honor-winning titles *After Tupac and D Foster*, *Feathers* and *Show Way*. Her picture books *The Day You Begin* and *The Year We Learned to Fly* were New York Times bestsellers. After serving as the Young People's Poet Laureate from 2015 to 2017, she was named the National Ambassador for Young People's Literature by the Library of Congress for 2018–19. She was awarded the Hans Christian Andersen Medal in 2020. Later that same year, she was named a MacArthur Fellow.



# KEY TERMS & EVENTS

**Ancestry** – the family tree of an individual; one’s family or ethnic background

**Constellation** – a group of stars in the night sky that forms a recognizable pattern or shape as seen from Earth

**Generations** – successive stages in a family or group, each comprised of individuals born at a similar time

**Heritage** – traditions, achievements or beliefs that are part of a group’s history

**Legacy** – something handed down or received from a predecessor, often in terms of cultural practices or values

**Metaphor** – a figure of speech that involves making a direct comparison between two unrelated things, suggesting that they are alike in some way

**Muslin** – a type of lightweight cotton fabric that is finely woven

**Narrative** – a spoken or written account of connected events

**Quilt** – a bed cover consisting of two layers of fabric with a layer of padding in between, usually stitched together in a decorative pattern

**Resilience** – ability to recover from setbacks, adapt well to change or bounce back from difficult situations

**Secret code** – system of symbols or words used to communicate secretly or discreetly

**Show way quilt** – a historically significant textile that communicates hidden messages and stories, often associated with African American traditions of conveying information through stitched patterns

**Simile** – a figure of speech that involves comparing two different things using the words “like” or “as” to highlight a similarity between them

**Strength** – the quality of being physically strong, mentally strong or having power

**Symbolism** – the use of symbols to represent ideas or qualities, often giving deeper meaning to objects, actions or events

**Tradition** – a belief or custom way of doing something, passed down in a group or family

**Underground Railroad** – a network of secret routes and safe houses used by African American slaves to escape to freedom in the 19th century





# THE UNDERGROUND RAILROAD ERA

## Early Efforts, Late 18th Century

In a more organized manner, Quakers and other abolitionists assisted slaves escaping southern states.

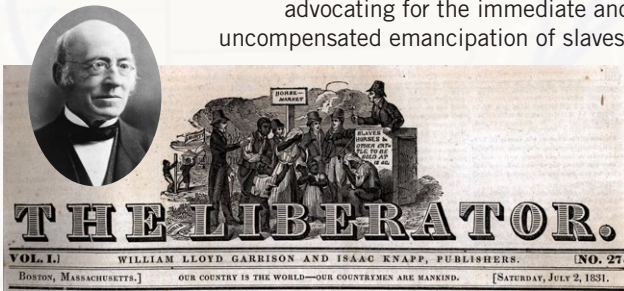
## The Underground Railroad Begins, Early 19th Century

The Underground Railroad gained momentum, with more routes and safe houses established. Conductors (individuals who assisted escaping slaves) became key figures in the movement.



## The Liberator Published, 1830s-1840s

Abolitionist William Lloyd Garrison published *The Liberator*, advocating for the immediate and uncompensated emancipation of slaves.



## Fugitive Slave Act, 1850

The Fugitive Slave Act of 1850 strengthened the legal power of slaveholders to recapture escaped slaves, increasing the need for the Underground Railroad.

## Civil War Begins, 1860-1861

The outbreak of the Civil War shifted the focus from the Underground Railroad to more direct efforts to end slavery.



## 13th Amendment, 1865

The 13th Amendment to the U.S. Constitution was ratified, officially abolishing slavery.

## Fugitive Slave Act, 1793

The Fugitive Slave Act of 1793 allowed slaveholders to recapture escaped slaves even in free states.

## Abolitionist Movement Grows, 1820s-1830s

Abolitionists and activists advocated for the immediate end of slavery.

## Nat Turner's Rebellion, 1831

Nat Turner's slave rebellion in Virginia sparked fear and led to harsher restrictions on slaves, fueling the desire for freedom.

## The Oberlin-Wellington Rescue, 1837

A group of Oberlin College students and residents successfully rescued a runaway slave in Wellington, Ohio, marking a significant event in the Underground Railroad.



## Dred Scott Decision, 1857

The Supreme Court's Dred Scott Decision ruled that enslaved individuals are property and not entitled to freedom, intensifying conflict over slavery.

## The Emancipation Proclamation, 1863

President Abraham Lincoln issued The Emancipation Proclamation, declaring slaves in Confederate-held territory as free.





# THE UNDERGROUND RAILROAD KEY FIGURES

## Harriet Tubman

Often referred to as the “Moses of her people,” Tubman was a formerly enslaved African American who became a conductor on the Underground Railroad. She made multiple trips to the South, guiding hundreds of enslaved individuals to freedom.



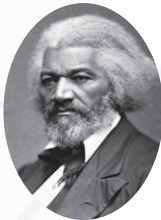
## John Rankin

An abolitionist and Presbyterian minister, Rankin operated a station in Ripley, Ohio. His house, located on a hill overlooking the Ohio River, served as a beacon for escaping slaves.



## Frederick Douglass

An escaped slave who became a prominent abolitionist, speaker and writer. While Douglass did not operate directly on the Underground Railroad, his work as an abolitionist inspired and motivated others to join the cause.



## Hannah Crafts

Believed to be the pen name for an escaped slave, Crafts wrote *The Bondwoman's Narrative*, one of the earliest known novels by an African American woman, documenting her experiences on the Underground Railroad.



## William Still

Known as the “Father of the Underground Railroad,” Still was an African American abolitionist and conductor. He documented the stories of escaped slaves in his book *The Underground Railroad Records*.



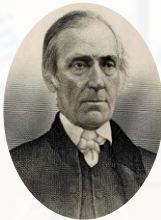
## Henry “Box” Brown

An escaped slave who famously shipped himself in a wooden crate to freedom, with the assistance of abolitionists and sympathetic individuals.



## Levi Coffin

A Quaker abolitionist and businessman, Coffin was a prominent stationmaster on the Underground Railroad in Indiana. His home was known as the “Grand Central Station” of the Underground Railroad.



## Quakers and Abolitionist Networks

Many Quakers, due to their anti-slavery beliefs, played crucial roles in the Underground Railroad. Abolitionist networks and communities across the Northern states were essential in providing support and safe passages for escaped slaves.



## Thomas Garrett

A Quaker abolitionist from Delaware, Garrett assisted hundreds of escaped slaves, providing financial support and safe houses.





## ■ PRE-SHOW ACTIVITIES

# Classroom Connections Pre-Show Video Workshop (Grades: 3-8)

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

**English/Language Arts:** SL.3.1, SL.4.1, SL.5.1, SL.6.1, SL.7.1, SL.8.1

**Fine Arts:** Drama: 4.1PR, 5.1PR



Playhouse Square teaching artists design workshops to actively explore and connect with the art forms and themes students will see during the performance. Join Ananias and Molly as they explore the timeline of *Show Way, the Musical* within American History, share the Word of the Day and invite students to embody characters through physical and vocal interpretations.

**Running time:** 13:52

### **Civil War**

The American Civil War took place from April 12, 1861, to April 9, 1865. The battle between Northern and Southern states was over state rights and determining if slavery would legally continue.

### **Great Migration**

From 1916 to 1970 almost six million Black Americans relocated from Southern states to Northern, Midwestern and Western states.

### **Civil Rights Movement**

From the late 1940s through the 1960's Black Americans fought for the right to be treated fairly and equally under American laws.

### **ADDITIONAL TERMS:** .....

**Assume** – to automatically feel that you know something

**Civil Rights** – government protections for citizens to be treated fairly and equally

**Embody** – to become someone or something, or to make a characteristic real

**Evolve** – to grow or change for the better

**Posture** – the position in which someone holds their body

**Resonators** – the places in the face and head that vibrate when a person makes a sound (the throat, chest and back can also receive and reflect sound vibrations)

**Slavery** – the enforced ownership of another person; enslaving people to work and live in ways they do not choose, which is no longer legal

**Vibration** – a back and forth movement that is so fast that you feel waves of energy

# Vocabulary Worksheets (Grades: 3-12)

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

**English/Language Arts:** L.3.4, L.4.4, L.5.4, L.6.4, L.7.4, L.8.4, L.9-10.4, L.11-12.4

Name: \_\_\_\_\_

**Directions:** This is a special puzzle! This puzzle is not a simple word search. It has a secret message. Using the Word Bank below, search for the words. Words can go in any direction and share letters as well as cross over one another. After finding all the words, write the unused letters (starting in the top left corner) in the blanks below to reveal the hidden *Show Way* special message.

ancestry  
codes  
generations

heritage  
legacy  
metaphor

muslin  
narrative  
resilience

secret  
simile  
strength

symbolism  
tradition  
Underground

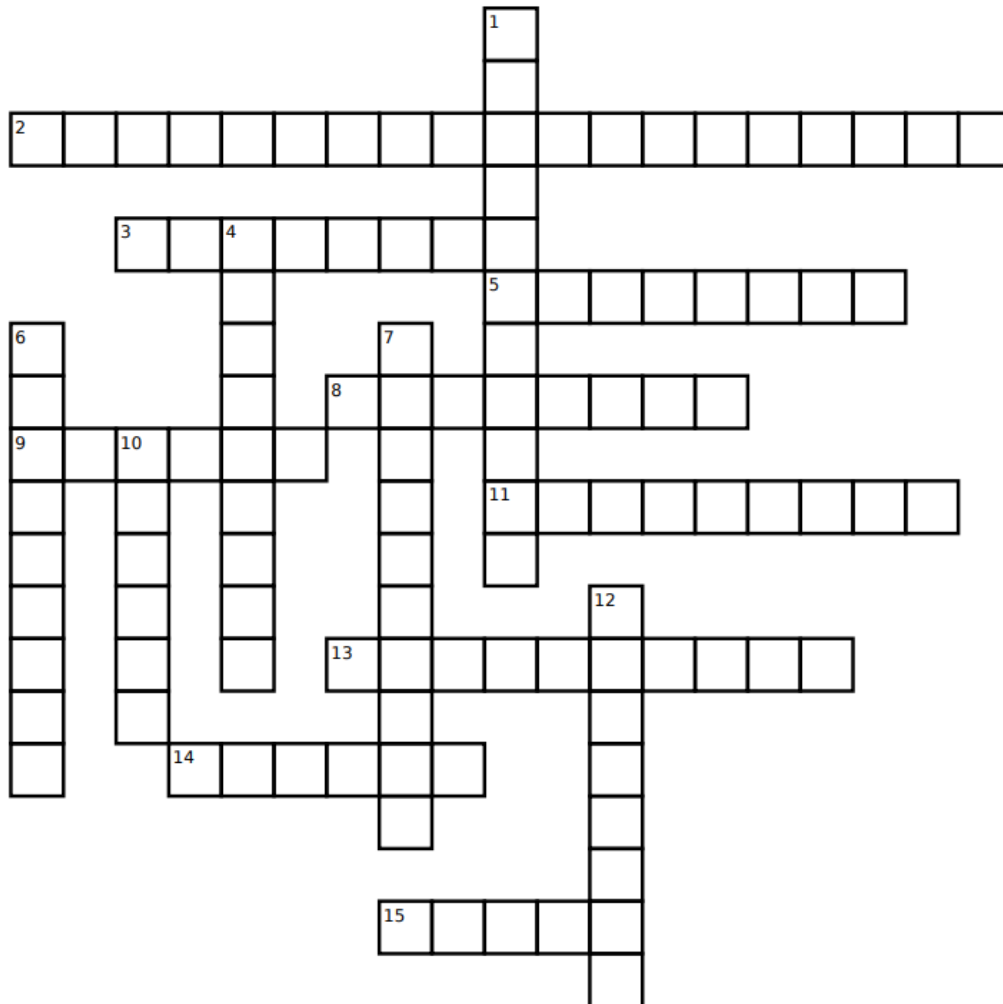
S S T I T C H I S T R E N G T H N G  
S E I T O R I Y C A G E L E S O F S  
T C R M E N M G T H R N H E S I L I  
E R N C I B E A N C O D E S D F R E  
E E D O O L S N O I T A R E N E G M  
I T N L T O E E T A C N I L S U M H  
Q U I I L T P I A S M E T A P H O R  
S S I N G D D O E V I T A R R A N W  
M N A L E A G U N D E R G R O U N D  
A C Y Y R T S E C N A O E F E M P O  
W E R T M E N T T H R O U G H G E N  
E R A T I O N E C N E I L I S E R S

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



Name: \_\_\_\_\_

**Directions:** Use the vocabulary words listed in the Key Terms & Events section to solve this crossword puzzle.



**DOWN:**

- 1. Successive stages in a family or group, each comprised of individuals born at a similar time
- 4. A belief or custom way of doing something, passed down in a group or family
- 6. The use of symbols to represent ideas or qualities, often giving deeper meaning to objects, actions or events
- 7. Ability to recover from setbacks, adapt well to change or bounce back from difficult situations
- 10. A figure of speech that involves comparing two different things using the words “like” or “as” to highlight a similarity between them
- 12. The quality of being physically strong, mentally strong or having power

**ACROSS:**

- 2. A network of secret routes and safe houses used by African American slaves to escape to freedom in the 19th century
- 3. A figure of speech that involves making a direct comparison between two unrelated things, suggesting that they are alike in some way
- 5. The family tree of an individual; one’s family or ethnic background
- 8. Traditions, achievements or beliefs that are part of a group’s history
- 9. A type of lightweight cotton fabric that is finely woven
- 11. A spoken or written account of connected events
- 13. System of symbols or words used to communicate secretly or discreetly
- 14. Something handed down or received from a predecessor, often in terms of cultural practices or values
- 15. A bed cover consisting of multiple layers, usually stitched together in a decorative pattern

# What's Your Story? (Grades: 3-12)

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

**English/Language Arts:** RL.3.2 W.3.4, RL.4.2 W.4.4, RL.5.2, W.5.4, SL.6.1, W.6.4, SL.7.1, W.7.4, SL.8.1, W.8.4, SL.9-10.1, W.9-10.4, SL.11-12.1, W.11-12.4

**Social & Emotional Learning:** B3.1.c, C1. 2.c, C1. 3.c, C3. 2.c, C1.2.d, C1.3.d, C3. 2.d

**Grades 3-5:** As a class, read or listen to the read-aloud of the book *Show Way* by Jacqueline Woodson. Afterward, have the students share what they think the theme of the story is. With prompting, help them reach the conclusion that *Show Way* is about ancestry and resilience. The book and play emphasize the significance of cultural traditions, storytelling, family and creative expression as powerful tools for preserving heritage and empowering communities.

In this activity, your students will work with their grown-up to learn about their own ancestry. Together they will fill in a family tree and learn stories about their loved ones, completing the worksheet on page 15. Students may choose to turn their family tree into a poster and share with the class.

**Grades 6-12:** Discuss the importance of heritage with your class. The *Show Way* performance will emphasize the significance of cultural traditions, storytelling, family and creative expression as powerful tools for preserving heritage and empowering communities.

For this project, have your students pick a family member, role model or very important person (VIP) in their life to interview. An interview worksheet can be found on page 16. Remind students that these interviews should be conducted through a lens of empathy and respect for the person being interviewed, as various emotions could arise. They should come prepared with note-taking supplies and use active listening throughout the interview. After everyone completes their interviews, students should come together as a class and each share a few things they learned.





# What's Your Story? Worksheet

Name: \_\_\_\_\_

**Directions:** Families are special and unique. With your grown-up, fill in your Family Tree below to the best of your ability. As you complete the worksheet, share stories and memories about each family member.

My Full Name: \_\_\_\_\_

**My Immediate Family:**

- Parent's Name: \_\_\_\_\_
- Other Adults: \_\_\_\_\_
- Other Children: \_\_\_\_\_
- Name: \_\_\_\_\_

**My Extended Family (Aunts, Uncles, Cousins, Grandparents, Great-Grandparents)**

- Name: \_\_\_\_\_
- Name: \_\_\_\_\_
- Name: \_\_\_\_\_
- Name: \_\_\_\_\_
- Name: \_\_\_\_\_
- Name: \_\_\_\_\_
- Name: \_\_\_\_\_
- Name: \_\_\_\_\_
- Name: \_\_\_\_\_
- Name: \_\_\_\_\_

**Other Loved Ones (Friends, Pets, Other Family Members)**

- Name: \_\_\_\_\_
- Name: \_\_\_\_\_
- Other Adults: \_\_\_\_\_

## VIP Interview

Name: \_\_\_\_\_

**Directions:** Choose a very important person in your life to interview. You must ask at least 6 of the questions below. Remember to approach the interview with openness and curiosity! If needed, write down responses on separate sheet of paper.

**My VIP:** \_\_\_\_\_

**VIP's Relationship to Me:** \_\_\_\_\_

### About My VIP

- Where and when were you born?
- Can you share some memories of your childhood home and neighborhood?
- Describe your family and the important people in your life.
- What are some significant life events or milestones that shaped your life?
- How did you and your family cope with challenges or difficult times?
- Can you recall any historical events that had a significant impact on your family?
- What is the most difficult decision you have had to make and how did you handle it?
- Looking back, what are you most proud of in your family's history?

### Traditions and Heritage

- What are some family traditions that were important to you growing up?
- Are there any special celebrations or holidays that your family observed in a unique way?
- Did your family have any specific customs related to meals or recipes that have been passed down?
- Do you have any stories about your ancestors?
- Do you know the countries or regions your ancestors originated from?
- Are there any family heirlooms or artifacts that have been passed down through generations?
- How have family traditions or dynamics changed over the years?

### Advice

- If you could give your younger self a piece of advice, what would it be?
- What advice do you have for someone who is struggling in school or at something in their life?
- Do you have any advice or lessons you'd like to pass on to future generations?



# Be A North Star (Grades: 3-12)

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

**English/Language Arts:** W.3.4, W.4.4, W.5.4, W.6.4, W.7.4, W.8.4, W.9-10.4, W.11-12.4

**Social & Emotional Learning:** A2.1.b, D2.1.b, D2.3.b, A2.1.c, D2.1.c, D2.2.c, D2.3.c, A2.1.d, D2.1.d, D2.2.d, D2.3.d

During *Show Way*, the characters refer to being a North Star. The characters, especially the women in the family, demonstrate leadership and guidance by passing down traditions, stories, and cultural practices through generations. They serve as guides, much like the North Star found in the night sky, ensuring that the family stays connected to its roots and heritage. Like the North Star is a constant in the sky, the characters exhibit resilience and perseverance in the face of challenges. Despite the hardships of slavery and discrimination, the family persists in maintaining their cultural identity and passing it on to future generations.

To be a North Star is to be a guiding light to others. Begin the lesson by discussing the concept of a North Star. Ask students if they are familiar with what a North Star is and

what it symbolizes. Explain that, metaphorically, a North Star is someone or something that provides guidance, leadership, and inspiration. Together as a class or individually, students should complete the worksheet on the next page.

Next, distribute index cards or small slips of paper to each student. Ask students to write down one quality or action they believe can make them a North Star in their school community. Encourage them to be specific and personal. Have students share their thoughts in small groups or pairs. Discuss how these qualities can positively impact the classroom and school environment. Encourage students to identify ways they can implement their chosen qualities or actions in real-life situations, both within the school community and beyond.



# Be A North Star Worksheet

Name: \_\_\_\_\_

**Directions:** What makes you want to follow someone? What qualities make others want to follow you? Brainstorm what makes someone a “North Star” and list below!

NORTH STAR  
QUALITIES IN  
OTHERS

NORTH STAR  
QUALITIES IN  
YOURSELF



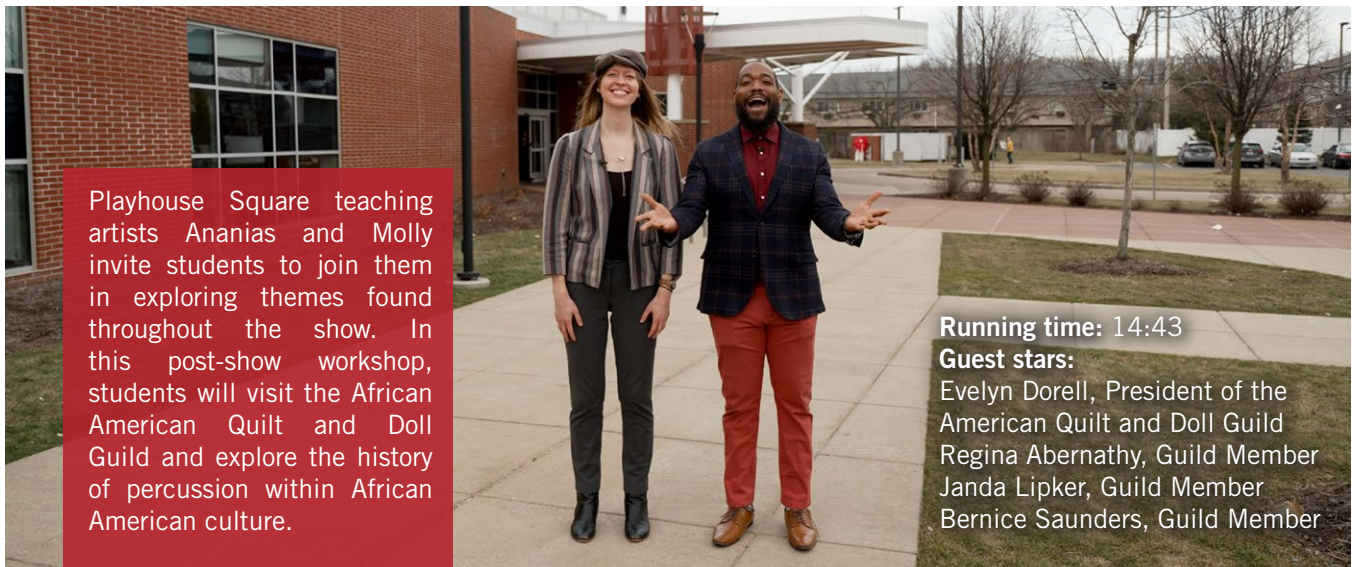
## ■ POST-SHOW ACTIVITIES

# Classroom Connections Post-Show Video Workshop (Grades: 6-12)

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

**English/Language Arts:** SL.3.1, SL.4.1, SL.5.1, SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1

**Fine Arts:** Drama: 3.1RE, 4.2CE, 5.1CE, 6.1RE, 7.3RE, II.1RE, III.2CE; Music: 6.3CE, 7.3CE; Visual Arts: 5.1PE, 5.3PE, 6.4PE, 7.1PE, 7.5PE, 7.6PE, 8.1PE, A.2PE, B.1PE, I.1PE



Playhouse Square teaching artists Ananias and Molly invite students to join them in exploring themes found throughout the show. In this post-show workshop, students will visit the African American Quilt and Doll Guild and explore the history of percussion within African American culture.

**Running time:** 14:43

**Guest stars:**

Evelyn Dorell, President of the American Quilt and Doll Guild  
Regina Abernathy, Guild Member  
Janda Lipker, Guild Member  
Bernice Saunders, Guild Member

### Who was Reverend Ralph Abernathy?

The Honorable Reverend Ralph David Abernathy was born on March 11, 1926 and was a Baptist preacher as well as Dr. Martin Luther King Jr.'s chief partner throughout the Civil Rights Movement.

### African American Music Terms:

**Blues** – a music style combining African music traditions, a 12-bar structure and soulful singing about hard times and resilience

**Gospel** – a tradition of Black religious music that brings hope, meaning “good news”

**Jazz** – created by Black musicians in New Orleans, jazz music combines ragtime and blues with musical improvisation

**Polyrhythm** – two or more rhythms happening at the same time

**Ragtime** – created by Black American piano players from the midwest between 1897 and 1917, this music has a strong marching beat and grew to include whole suites of instruments to accent the rhythm

**Spirituals** – Black American folk music that combines religion, emotion and resilience, which helped people persevere through hard times

### ADDITIONAL TERMS: .....

**Anime** – a colorful and fantasy filled style of Japanese animation

**Applique** – a smaller piece of fabric that is sewn onto a larger piece creating a pattern

**Garment** – a piece of clothing

**Guild** – a club or group that enjoys the same activity

**Long arm** – A large sewing machine used for quilting, mounted on a track that can move from one end of a quilt to another sewing in details and patterns

**Persevere** – the ability to keep going in tough situations

**Plantation** – a large farm focused on one main crop, which in the south before the Civil War relied on the work of enslaved people to plant, cultivate and collect the crops there

**The Smithsonian** – the largest museum, education and research facility in the world, created in 1842 by the United States Congress (located in Washington, D.C.)

# Patched Together (Grades: 3-12)

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

**Fine Arts:** Visual Arts: 3.3PR, 3.6PR, 4.3PR, 4.6PR, 5.3PR, 5.4PR, 6.3PR, 6.6PR, 7.6PR, 8.3PR, B.6PR, I.6PR,

**Social Studies:** 3.His.1, 3.His.2, 4.His.2, 5.His.1, 6.His.1, 7.His.1, 8.His.1, 9-12.His.1

The “Show Way quilt” refers to a tradition within African American communities, particularly during the time of slavery and the Underground Railroad. It involves the creation of quilts with secret patterns and symbols that served as a form of communication and guidance for those seeking freedom. This tradition demonstrated the resourcefulness, creativity and resilience of individuals working to overcome the challenges of slavery and find a path to freedom.

First, show students the video clip *How Quilts Lead the Way to Freedom* (see resources page). With your class, review the Underground Railroad information and the important people on page 9. Also, review the quilt codes and meanings below. For more information on the symbolic representation of these quilts, visit the links on the resources page.

## Freedom Quilt Codes and Their Meanings



Monkey Wrench



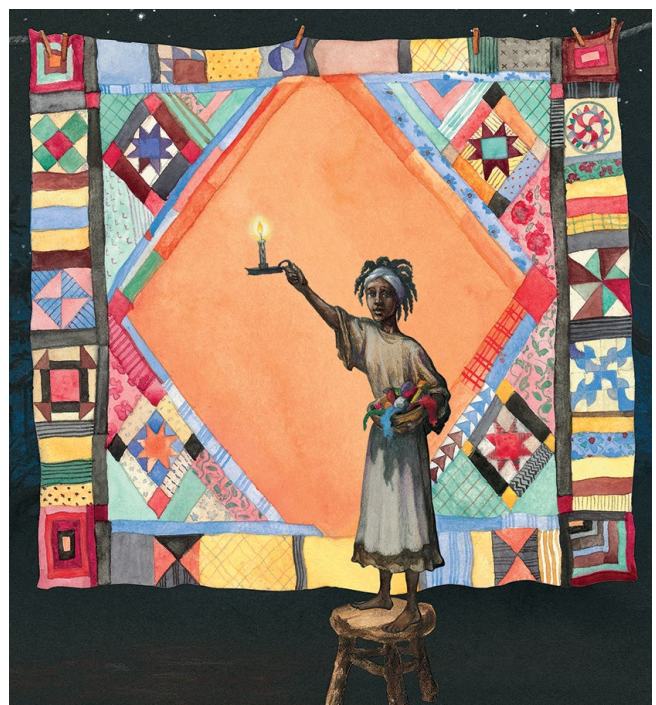
Star



Flying Geese

1. **Monkey Wrench** – the tools that you will need
2. **Sailboat** – boats were available
3. **Drunkard's Pass** – create a zig zag path to avoid detection, or to travel from east to west
4. **North Star** – follow the North Star to Canada and to freedom
5. **Bear Claw** – follow the trail that the bear made or their footprints because bears always went to where food and water was
6. **Wagon Wheel** – it's time to load the wagon and escape
7. **Crossroads** – the main crossroad was Cleveland, Ohio; a destination offering several routes to freedom.
8. **Bow Ties** – dress in a disguise or put on a change of clothes
9. **Flying Geese** – told slaves to follow migrating geese north towards Canada to freedom
10. **Log Cabin** – cards to let slaves know where safe houses were, a signal to let slaves know if it was safe to talk to a White person

Next, students will create their own paper quilt piece. Encourage them to incorporate symbols, images and words that relate to their own personal culture and heritage. They can also utilize what they learned from the video and reflect on what they found out during the “What’s Your Story?” activity. When completed, “patch” the quilt pieces together and put the full quilt on display. Allow students to share the meanings of their quilt pieces.

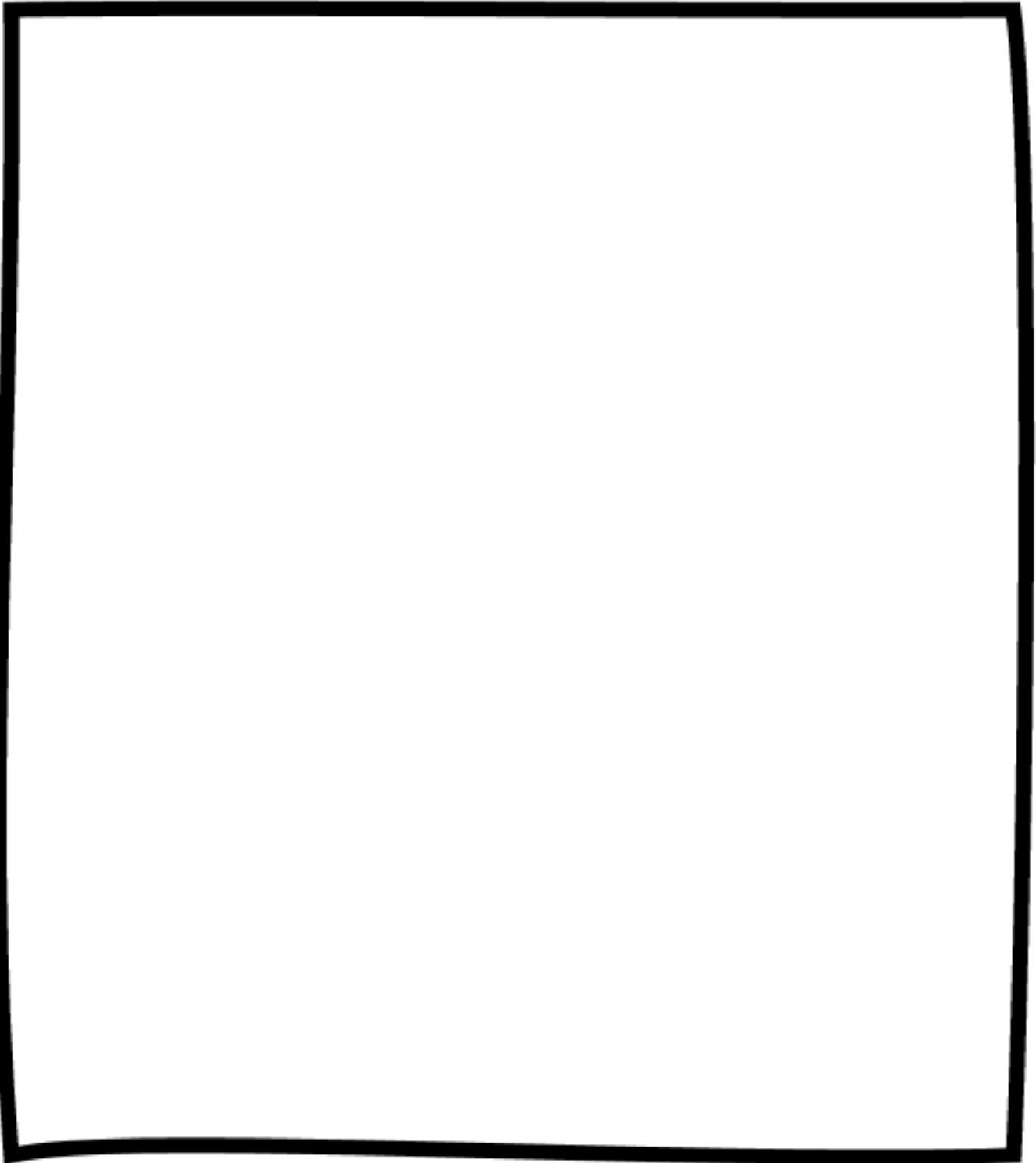




# My Quilt Piece Worksheet

Name: \_\_\_\_\_

**Directions:** Decorate your quilt piece to best represent you. Incorporate symbols, images and words that relate to your own personal culture, family and heritage.



# Reach for the Stars (Grades: 3-12)

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

**English/Language Arts:** W.3.2, W.3.6, W.3.7, W.3.8, W.4.2, W.4.6, W.4.7, W.4.8, W.5.2, W.5.6, W.5.7, W.5.8, RH.6-8.1, WHST.6-8.7, WHST.6-8.8, RH.9-10.1, WHST.9-10.7, WHST.9-10.8, RH.11-12.1, WHST.11-12.7, WHST.11-12.8

**Science:** 5.ESS.2, 5.ESS.3, PS.U.3

**Technology:** 3-5.ICT.1.a, 3-5.ICT.1.b, 3-5.ICT.3.a, 6-8.ICT.1.a, 6-8.ICT.1.b, 6-8.ICT.4.a, 9-12.ICT.1.a, 9-12.ICT.1.b, 9-12.ICT.4.a

Begin a class discussion on constellations, or a group of stars in the night sky that form a recognizable pattern or shape. During the Underground Railroad period, constellations were used to direct slaves towards freedom. Introduce the concept that different cultures have different stories and names for the same constellations.

Break your students into small groups and assign each group a constellation to learn about. The table below includes some constellations you may want to consider assigning. Students may use books or digital resources to conduct their constellation research. Students should identify the main stars that form the constellation and find out when the constellation is visible in the night

sky. Students should research any historical or scientific significance of the constellation. Once each group's research is complete, the groups should create a visually appealing poster or slideshow to present their findings to the entire class. The student constellation presentations should include:

- Pictures or drawings
- Facts about the stars that form the constellation
- Any myths or stories associated
- Any cultural significance or historical connections

Groups will take turns presenting their poster or slideshow to the class. Use the rubric on page 23 to grade each constellation presentation.

<b>Orion (The Hunter)</b>	Easily identifiable by "Orion's Belt," three bright stars in a straight line. Contains the Orion Nebula and the bright stars Betelgeuse and Rigel.
<b>Ursa Major (The Great Bear)</b>	Features the famous "Big Dipper," a prominent asterism within Ursa Major. The North Star (Polaris) can be found by extending the line from the two outer stars of the Big Dipper.
<b>Ursa Minor (The Little Bear)</b>	Includes the North Star (Polaris), which is located at the end of the "Little Dipper" handle.
<b>Cassiopeia (The Queen)</b>	Recognized by its distinctive "W" or "M" shape, depending on its position in the sky.
<b>Leo (The Lion)</b>	Notable for the backward question mark-shaped pattern known as the "Sickle."
<b>Cygnus (The Swan)</b>	Known as the "Northern Cross" due to its shape, with the bright star Deneb at the top.
<b>Taurus (The Bull)</b>	Contains the bright star Aldebaran and the Pleiades star cluster.
<b>Pegasus (The Winged Horse)</b>	Recognized by the "Great Square of Pegasus," a large square-shaped pattern of stars.
<b>Scorpius (The Scorpion)</b>	Distinguished by its hooked tail and bright red star Antares, which represents the scorpion's heart.
<b>Gemini (The Twins)</b>	Features the two bright stars Castor and Pollux, representing the heads of the twins.



# Constellation Teacher Rubric

Name: \_\_\_\_\_

Criteria	Excellent (5)	Proficient (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
<b>Content Knowledge</b>	Demonstrates a thorough understanding of the chosen constellation, accurately presenting its stars, mythology, and historical/cultural context.	Shows a good understanding of the chosen constellation, providing mostly accurate information about stars, mythology, and historical/cultural context.	Presents satisfactory information about the chosen constellation but with some inaccuracies or omissions regarding stars, mythology, or historical/cultural context.	Shows limited understanding of the chosen constellation, with significant inaccuracies or omissions in information about stars, mythology, or historical/cultural context.	Demonstrates a lack of understanding of the chosen constellation with numerous inaccuracies and omissions in information about stars, mythology, or historical/cultural context.
<b>Presentation &amp; Organization</b>	Presents information in a well-organized, clear, and engaging manner, with a logical flow. Visual aids and materials enhance the presentation.	Presents information in an organized manner, with a clear structure and some engagement. Visual aids and materials complement the presentation.	Presents information in a somewhat organized manner, with occasional disruptions in flow. Visual aids and materials are used but may not fully enhance the presentation.	Presents information in a disorganized manner, with significant disruptions in flow. Visual aids and materials are minimal or do not enhance the presentation.	Fails to present information in an organized manner, lacking clarity and coherence. Visual aids and materials, if used, do not contribute to the presentation.
<b>Participation &amp; Collaboration</b>	Actively contributes to the group's work, demonstrating effective collaboration and positive engagement.	Generally contributes to the group's work, with occasional instances of effective collaboration and positive engagement.	Participates with some contribution to the group's work, but collaboration and engagement may be inconsistent.	Participates with minimal contribution to the group's work, showing limited collaboration and engagement.	Fails to participate effectively in the group's work, demonstrating a lack of collaboration and engagement.
<b>Other Notes:</b>					

Grade Total: \_\_\_\_\_/15

# Reflection Circle (Grades: 3-12)

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

**English/Language Arts:** SL.3.1, SL.4.1, SL.5.1, SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1

**Fine Arts:** Drama; 3.5RE, 4.2RE, 5.2RE, 6.1RE, 7.3RE, 8.3RE, III.3RE

**Social Studies:** 4.His.2, 8.His.1

The *Show Way* performance covered topics of cultural change, resilience and oppression. After seeing the show, have a deeper discussion with your class on these topics. The questions below are to help guide your discussion.

## Questions for Grades 3-5:

- Why do you think the show was entitled *Show Way*?
- What does freedom mean to you?
- What does heritage mean to you?
- What are some of the messages you learned from *Show Way*?
- Can you think of any special objects or traditions in your family that help you remember your heritage?
- Why do you think it is important for families to share stories and traditions from the past?
- How do the stories and symbols on a show way quilt help people understand their history?
- Do you think it is important for everyone to learn about their heritage? Why or why not?
- How can learning about heritage and the heritage of others help us understand and respect different cultures?
- What is a challenge the characters faced and how did they solve them?
- What is a way you show respect to others that are facing challenges?

## Questions for Grades 6-12:

- What does freedom mean to you?
- How is quilting used as a symbol of resilience, communication and cultural preservation?
- How does the tradition of passing down quilting patterns reflect the passing down of cultural heritage and strength from one generation to the next?
- Like the characters in this play, how do you find empowerment through your connection to the past and your cultural identity?
- How do the characters in the story ensure that their history is remembered and celebrated? How do you think your family's story is going to be remembered and celebrated?
- How does the show encourage you to empathize with the challenges faced by the characters?
- How do the lessons and messages of this story connect to ongoing discussions about social justice, cultural preservation and identity?
- How did the play use language, imagery, and pacing to create a compelling and impactful narrative?
- How does your cultural background and traditions influence your beliefs, values and daily life?
- How do individuals navigate and adapt to different cultural environments and how does this impact their sense of identity?
- How do societal expectations, stereotypes and biases affect one's cultural identity?



# RESOURCES

## BOOKS



*Show Way* by Jacqueline Woodson and illustrated by Hudson Talbott

### RELATED BOOKS

#### Primary Grades:

- Follow the Drinking Gourd* by Jeanette Winte
- Henry's Freedom Box: A True Story from the Underground Railroad* by Ellen Levine
- Minty: A Story of Young Harriet Tubman* by Alan Schroeder
- Tar Beach* by Faith Ringgold
- The Patchwork Path: A Quilt Map to Freedom* by Bettye Stroud

#### Intermediate and Upper Grade Levels:

- Brown Girl Dreaming* by Jacqueline Woodson
- Finding Freedom: The True Story of Joshua Glover, Runaway Slave* by Walter Dean Myers
- Hidden in Plain View: A Secret Story of Quilts and the Underground Railroad* by Jacqueline L. Tobin and Raymond G. Dobard
- North by Night: A Story of the Underground Railroad* by Katherine Ayres
- Stealing Freedom* by Elisa Carbone
- The Quilting Storyteller: Preserving African American Culture and History through Quilting Stories* by Regina Abernathy
- The Watsons Go to Birmingham – 1963* by Christopher Paul Curtis

## WEB



“How Quilts Lead the Way to Freedom,” *Carnegie Center for Literacy and Learning*, <https://youtu.be/c6nahea4n9o?si=3ELQsUGCKUqcM4sl>

“Show Way Read Aloud” *Stephanie Brewster* YouTube, [https://youtu.be/Pahf\\_S68UAg?si=5vF2ZP3jgaxQjC\\_2](https://youtu.be/Pahf_S68UAg?si=5vF2ZP3jgaxQjC_2)

### “Patched Together” Activity

“Underground Railroad Quilt Codes” *Smithsonian Center for Folklife and Cultural Heritage*, <https://folklife.si.edu/magazine/underground-railroad-quilt-codes>

### Classroom Connections Video Workshops

*Show Way, the Musical* Pre-Show Workshop Video. Password: Soonie7gen0430 <https://vimeo.com/913756568>

*Show Way, the Musical* Post-Show Workshop Video. Password: Soonie7gen0430 <https://vimeo.com/913760011>

### Visiting Playhouse Square Social Stories

For Schools and Groups. <https://vimeo.com/228684472>

For Families and Homeschools. <https://vimeo.com/228683843>

### Answer Key

Vocabulary Worksheet – word search message: Stitching stories of strength, resilience, and freedom into each quilt, passing down a legacy of empowerment through generations.

S S T I T C H I S T R E N G T H N G  
 S E I T O R I Y C A G E L E S O F S  
 T C R M E N M G T H R N H E S I L I  
 E R N C I B E A N C O D E S D F R E  
 E E D O O L S N O I T A R E N E G M  
 I T N L T O E E T A C N I L S U M H  
 Q U I I L T P I A S M E T A P H O R  
 S S I N G D D O E V I T A R R A N W  
 M N A L E A G U N D E R G R O U N D  
 A C Y Y R T S E C N A O E F E M P O  
 W E R T M E N T T H R O U G H G E N  
 E R A T I O N E C N E I L I S E R S

# CURRICULUM STANDARDS INDEX

## English/Language Arts

Standard	Description	Grade	Activity	Page
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	3	Vocabulary Worksheets	12
RL.3.2	Analyze literary text development.	3	What's Your Story?	14
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	3	Pre-Show Video Workshop Post-Show Video Workshop Reflection Circle	11 19 24
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3	Reach for the Stars	22
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	3	What's Your Story? Be a North Star	14 17
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.	3	Reach for the Stars	22
W.3.7	Conduct short research projects that build knowledge about a topic.	3	Reach for the Stars	22
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	3	Reach for the Stars	22
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	4	Vocabulary Worksheets	12
RL.4.2	Analyze literary text development.	4	What's Your Story?	14
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	4	Pre-Show Video Workshop Post-Show Video Workshop Reflection Circle	11 19 24
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	4	Reach for the Stars	22
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	4	What's Your Story? Be a North Star	14 17



W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.	4	Reach for the Stars	22
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	4	Reach for the Stars	22
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.	4	Reach for the Stars	22
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	5	Vocabulary Worksheets	12
RL.5.2	Analyze literary text development.	5	What's Your Story?	14
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	5	Pre-Show Video Workshop Post-Show Video Workshop Reflection Circle	11 19 24
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	5	Reach for the Stars	22
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	5	What's Your Story? Be a North Star	14 17
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.	5	Reach for the Stars	22
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	5	Reach for the Stars	22
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.	5	Reach for the Stars	22
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.	6-8	Reach for the Stars	22
WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	6-8	Reach for the Stars	22

WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.	6-8	Reach for the Stars	22
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	6	Vocabulary Worksheets	12
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	6	Pre-Show Video Workshop What's Your Story? Post-Show Video Workshop Reflection Circle	11 14 19 24
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	6	What's Your Story? Be a North Star	14 17
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	7	Vocabulary Worksheets	12
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	7	Pre-Show Video Workshop What's Your Story? Post-Show Video Workshop Reflection Circle	11 14 19 24
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	7	What's Your Story? Be a North Star	14 17
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	8	Vocabulary Worksheets	12
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	8	Pre-Show Video Workshop What's Your Story? Post-Show Video Workshop Reflection Circle	11 14 19 24
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	8	What's Your Story? Be a North Star	14 17
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	9-10	Vocabulary Worksheets	12

RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	9-10	Reach for the Stars	22
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	9-10	What’s Your Story? Post-Show Video Workshop Reflection Circle	14 19 24
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	9-10	What’s Your Story? Be a North Star	14 17
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	9-10	Reach for the Stars	22
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	9-10	Reach for the Stars	22
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	11-12	Vocabulary Worksheets	12
RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	11-12	Reach for the Stars	22
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	11-12	What’s Your Story? Post-Show Video Workshop Reflection Circle	14 19 24
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	11-12	What’s Your Story? Be a North Star	14 17
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	11-12	Reach for the Stars	22



WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	11-12	Reach for the Stars	22
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## Fine Arts – Drama

Standard	Description	Grade	Activity	Page
3.1RE	Describe the visual, aural and kinetic elements present in stories and plays from various cultures.	3	Post-Show Video Workshop	19
3.5RE	Develop personal criteria to use for discussion, performance and evaluation of one's own theatrical experiences.	3	Reflection Circle	24
4.1PR	Create the movement and voice of a character to convey the character's decisions, actions and motivation.	4	Pre-Show Video Workshop	11
4.2CE	Explore dramatic, theatrical and storytelling traditions in the cultures or ethnic groups throughout the history of Ohio.	4	Post-Show Video Workshop	19
4.2RE	Apply creative and critical reasoning processes to make personal connections to the drama material they encounter.	4	Reflection Circle	24
4.6CE	Identify where dramatic and theatrical activities occur in the school or community.	4	Coming to the Theater	4
5.1CE	Investigate how past and present drama, theatre and storytelling forms of various cultural groups reflect their beliefs and traditions.	5	Post-Show Video Workshop	19
5.1PR	Use sensory and memorization skills to create a character's movement and voice in comedic and dramatic situations, scripted and improvised.	5	Pre-Show Video Workshop	11
5.2RE	Describe how traditional and new media arts (e.g., film, video, digital technologies influence dramatic production and audience response.)	5	Reflection Circle	24
6.1RE	Express and compare personal reactions to comedy, tragedy and other dramatic forms.	6	Post-Show Video Workshop Reflection Circle	19 24
6.2RE	Describe, analyze and evaluate the artistic choices in a dramatic production using specified criteria.	6	Coming to the Theater	4

6.4CE	Use dramatic and theatrical vocabulary accurately when discussing and creating dramatic works.	6	Coming to the Theater	4
6.6CE	Examine and describe the roles, skills and responsibilities of scenic, lighting, technology and sound designers and backstage crew.	6	Coming to the Theater	4
7.3RE	Determine the effectiveness of a given art form in communicating an idea or concept.	7	Coming to the Theater Post-Show Video Workshop Reflection Circle	4 19 24
8.3RE	Justify how a playwright's choice of form, style and historical period affects the expression of a theme or topic.	8	Reflection Circle	24
8.4CE	Use highly descriptive dramatic and theatrical vocabulary, including elements and principles, when discussing and creating dramatic works.	8	Coming to the Theater	4
8.4RE	Explain how scenery, costumes and lighting effects work together to affect an audience.	8	Coming to the Theater	4
I.1CE	Explain how theatrical artists create meaning to convey a playwright's intent.	9-12	Coming to the Theater	4
I.4CE	Distinguish between the roles of actor and director and discuss how they relate to each other in a theatrical production.	9-12	Coming to the Theater	4
II.1RE	Defend the use of a specific style, form or period to express an intended message.	9-12	Post-Show Video Workshop	19
III.2CE	Analyze a dramatic and theatrical work in the context of its time period and culture	9-12	Post-Show Video Workshop	19
III.3RE	Assess how drama and theatre provide a social voice.	9-12	Reflection Circle	24

## Fine Arts – Music

Standard	Description	Grade	Activity	Page
6.3CE	Identify different functions and uses of music in American and other cultures.	6	Post-Show Video Workshop	19
7.3CE	Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that have influenced music.	7	Post-Show Video Workshop	19

## Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
3.3PR	Find and solve problems of personal relevance and interest when developing artmaking ideas.	3	Patched Together	20
3.6PR	Collaborate with others to create a work of art that addresses an interdisciplinary theme.	3	Patched Together	20
4.3PR	Generate ideas and employ a variety of strategies to solve visual problems.	4	Patched Together	20

4.6PR	Demonstrate technical skill through the integration of common processes and topics from other subject areas.	4	Patched Together	20
5.1PE	Understand that the context of an art object has an effect on how that object is perceived.	5	Post-Show Video Workshop	19
5.3PE	Investigate the role of cultural objects in our everyday environment.	5	Post-Show Video Workshop	19
5.3PR	Experiment with various ideas and visual art media to solve a problem that addresses a contemporary social issue.	5	Patched Together	20
5.4PR	Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary concept.	5	Patched Together	20
6.3PR	Generate ideas and engage in thoughtful planning when solving a visual art problem.	6	Patched Together	20
6.4PE	Connect selected ideas, concepts and processes used in visual art with those used in other academic disciplines.	6	Post-Show Video Workshop	19
6.6PR	Integrate elements of art and design to solve interdisciplinary problem.	6	Patched Together	20
7.1PE	Explore how personal experiences, interest, cultural heritage and gender influence an artist's style and choice of subject matter.	7	Post-Show Video Workshop	19
7.5PE	Examine designed objects and identify the processes and decisions made to produce them with attention to purpose, aesthetics, social issues and cultural and personal meaning.	7	Post-Show Video Workshop	19
7.6PE	Connect various art forms to their social, cultural or political purposes and include regional examples.	7	Post-Show Video Workshop	19
7.6PR	Demonstrate understanding of visual literacy, illustration and graphic communication.	7	Patched Together	20
8.1PE	Identify how an artist's choice of media relates to the ideas and images in the work.	8	Post-Show Video Workshop	19
8.3PR	Use critical thinking and visual literacy to communicate a specific idea.	8	Patched Together	20
A.2PE	Interpret and evaluate the way a theme or meaning in an artwork expresses the social, political or cultural context.	9-12	Post-Show Video Workshop	19
B.1PE	Examine and articulate the effects of context on visual imagery.	9-12	Post-Show Video Workshop	19
B.6PR	Identify and apply visual literacy as a means to create images that are personally expressive.	9-12	Patched Together	20
I.6PR	Incorporate visual literacy as a means to create images that advance individual expression and communication.	9-12	Patched Together	20



I.1PE	Examine the context details of visual imagery and explain the social and cultural influences on the images.	9-12	Post-Show Video Workshop	19
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## Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A2.1.b	Identify personal strengths based on interests and qualities	3-5	Be a North Star	17
D2.1.b	Identify what creates a feeling of belonging in various relationships	3-5	Be a North Star	17
D2.3.b	Distinguish the helpful and harmful impact of peer pressure on self and others	3-5	Be a North Star	17
A2.1.c	Describe how personal interests, qualities and strengths may help with decision making to accomplish personal goals	6-8	Be a North Star	17
B3.1.c	Utilize strategies for persevering through challenges and setbacks	6-8	What's Your Story?	14
C1. 2.c	Demonstrate respect across school, community, face-toface and virtual settings, when viewpoints or perceptions differ	6-8	What's Your Story?	14
C1. 3.c	Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspective	6-8	What's Your Story?	14
C3. 2.c	Participate in cross-cultural activities and demonstrate respect for individuals from different social and cultural groups	6-8	What's Your Story?	14
D2.1.c	Participate in a healthy network of personal and school relationships	6-8	Be a North Star	17
D2.2.c	Demonstrate inclusiveness in relationship building	6-8	Be a North Star	17
D2.3.c	Utilize strategies to manage social pressures	6-8	Be a North Star	17
A2.1.d	Practice using personal strengths in pursuit of post-secondary goals	9-12	Be a North Star	17
C1. 2.d	Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ	9-12	What's Your Story?	14
C1. 3.d	Demonstrate empathy through compassion in self and encourage in others	9-12	What's Your Story?	14
C3. 2.d	Participate in cross-cultural activities, identify unique contributions and perspectives of various groups, and how the experience may change personal perspective	9-12	What's Your Story?	14
D2.1.d	Establish and actively participate in a healthy network of personal, school and community relationships	9-12	Be a North Star	17
D2.2.d	Incorporate compassionate and inclusive practices in relationships	9-12	Be a North Star	17

D2.3.d	Develop techniques to empower, encourage and affirm oneself and others, maintaining positive, healthy relationships	9-12	Be a North Star	17
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## Science

Standard	Description	Grade	Activity	Page
5.ESS.2	The sun is one of the many stars that exist in the universe.	5	Reach for the Stars	22
5.ESS.3	Most of the cycles and patterns of motion between the Earth and sun are predictable.	5	Reach for the Stars	22
PS.U.3	Physical Science: The Universe: Stars	9-12	Reach for the Stars	22

## Social Studies

Standard	Description	Grade	Activity	Page
3.His.1	Events in local history can be shown on timelines organized by years, decades and centuries.	3	Patched Together	20
3.His.2	Primary and secondary sources can be used to show change over time	3	Patched Together	20
4.His.2	Primary and secondary sources can be used to create historical narratives.	4	Patched Together Reflection Circle	20 24
5.His.1	Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.	5	Patched Together	20
6.His.1	Multiple tier timelines can be used to show relationships among events and places.	6	Patched Together	20
7.His.1	Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.	7	Patched Together	20
8.His.1	Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.	8	Patched Together Reflection Circle	20 24
9-12.His.1	The use of primary and secondary sources of information includes an examination of the credibility of each source.	9-12	Patched Together	20

## Technology

Standard	Description	Grade	Activity	Page
3-5.ICT.1.a	With guidance, identify and use digital learning tools or resources to support planning, implementing and reflecting upon a defined task.	3-5	Reach for the Stars	22

3-5.ICT.1.b	Explain the use of selected digital learning tools and resources to support productivity and learning.	3-5	Reach for the Stars	22
3-5.ICT.3.a	Gather, organize and summarize information from multiple digital learning tools and resources to build knowledge of a topic.	3-5	Reach for the Stars	22
6-8.ICT.1.a	Develop criteria for selecting digital learning tools and resources to accomplish a defined task.	6-8	Reach for the Stars	22
6-8.ICT.1.b	Select and use digital learning tools or resources to support planning, implementing and reflecting upon a defined task.	6-8	Reach for the Stars	22
6-8.ICT.4.a	Use digital learning tools and resources to identify communication needs considering goals, audience and content.	6-8	Reach for the Stars	22
9-12.ICT.1.a	Develop strategies for using digital learning tools and resources to plan, implement and reflect upon a complex task.	9-12	Reach for the Stars	22
9-12.ICT.1.b	Based on project-specific requirements, develop criteria to select digital learning tools and resources to support the concurrent management of multiple projects.	9-12	Reach for the Stars	22
9-12.ICT.4.a	Use digital learning tools and resources to identify communication needs considering goals, audience, content, access to tools or devices, timing of communication (e.g., time zones), etc.	9-12	Reach for the Stars	22