

WOODY SEZ

*The Life & Music of
Woody Guthrie*

JANUARY 3 – MARCH 9

STACKNER CABARET

Devised by David M. Lutken with Nick Corley and Darcie Deaville, Helen Jean Russell and Andy Teirstein

Directed by Nick Corley

Wayne and Kristine Lueders, Associate Producers

TEACHER'S GUIDE

CLASSROOM ACTIVITIES

Teacher Guide written by Hope Parow, Education Intern.

This Teacher's Guide is designed to be used in the classroom along with The Rep's Study Guide for Woody Sez. These are some suggested activities for your classroom.

The Study Guide is available online at <http://www.milwaukeerep.com/season/woody-studyguide.html>

Discussion Questions

- How are Woody Guthrie's life experiences and values reflected in his music? Identify specific life events and/or themes he commonly addressed to justify your answers.
- Woody, who would have celebrated his 100th birthday on July 14, 2012, is an iconic and beloved American figure even forty-six years after his death. Imagine you have a century to build a legacy for yourself. What would you like to be remembered for? What actions will you take to ensure you leave behind a name and a life worth celebrating?
- Woody Sez* was devised by several people who collaborated with one another to achieve the final product. Reflect on a time when you worked with other people to complete a task or accomplish a goal. What makes collaboration both advantageous and challenging? Do you prefer to collaborate with other people or work independently? Why?
- Woody used his music as a platform for his beliefs, even though they often challenged the status quo. Reflect on a time when you stood up for something you believed in. What were you fighting for? Did you have support of others or did you stand on your own? What was challenging, and/or rewarding? Would you do it again?

Close-Reading of "Last Thoughts on Woody Guthrie":

Using Discussion Question #1 as a guide, ask students to **INFER** what could be said about Woody's character. Invite them to **REFLECT** on the production and/or pre-selected Woody Guthrie quotes and lyrics (found online at woodguthrie.org) to create lists of possible character traits. Next, have students **CLOSE-READ** Bob Dylan's poem, "Last Thoughts on Woody Guthrie" (also found at woodguthrie.org) to add to their lists.

DISCUSS with students "Last Thoughts" and *Woody Sez* as tributes, and ask them to identify the characteristics of tributes, citing other examples as justification. Finally, to demonstrate understanding, have students **COLLAGE** an "inspiration board" and then **CREATE** a song, poem, portrait, or narrative to honor someone they love and admire.



A young Bob Dylan channels his inner Woody Guthrie

Research and Advocacy Plan:

Using the steps below, have students research various aspects of social activism in order to then connect and apply their understanding in meaningful ways. Emphasize the importance and power of persuasive communication, regardless of the position they may be taking on any number of social issues. Mix-and-match the project components to either narrow or broaden focus.

- Present the students with **background knowledge** of various aspects of social activism:
 - The history of the First Amendment (Freedom of Speech)
 - Influential social/political activists
 - The history of social disobedience in Milwaukee or Wisconsin
 - Local and national protest/assembly regulations
 - The American Folk Revival and subsequent generations of "protest art" (specifically music)
- Allow students to select a modern social issue for which they can advocate, using their background knowledge as justification of their choice. They should then select a method of practical application (listed below) to use to demonstrate understanding of their issue. Students should include this information in a formal proposal to be submitted to the teacher for approval. Remind the students to use their background knowledge and persuasive language to most effectively convince their audience (the teacher) of their research choices. Collaboration between students is ideal.

Research and Advocacy Plan: (continued)

3. Have students research their topics. Their **research** should span not only all views on the social issue for which they have chosen to advocate, but should help the students address and fulfill the **conditions** of their chosen **method of practical application** as well (listed below).
 - **Organization and staging of a peaceful protest:** Students identify and research their preferred protest type (a march, rally, petition, sit-in, candlelight vigil, occupation, etc.), including any regulations or permissions that may need to be observed or attained, respectively. Students then plan the event details and create and gather supplemental materials, including music, pamphlets, banners, signs, etc.
 - **Persuasive writing composition:** Students select a genre of writing (essay, opinion column, song, or poem) they feel will best express their opinion on their issue of choice and identify the audience to which they wish to write. After researching their issue, students outline, draft, revise, edit, publish, and share their final piece.
 - **Participation in a formal debate:** Students with similar issues agree upon an advocacy issue over which they wish to debate. After dividing into teams and assigning stances, they research both their position as well as their opposition in order to effectively draft and rehearse their talking points. The format of the debate should be agreed upon by both teams and should be facilitated by a moderator.
4. Guide students as they complete their **practical applications**. Use student reflections, photos, writing samples, videos, surveys, etc. as formative assessments.



Woody with his famous "machine" of social activism

COMMON CORE STATE AND WISCONSIN MODEL ACADEMIC STANDARDS

CCSS English Language Arts

RL.3-12.1 Refer to details and cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain

W.4-12.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

WMAS Social Studies - History

B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history

WMAS Social Studies - Political Science and Citizenship Performance

C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position

WMAS Music

H.8.3 Describe how the principles and subject matter of other school disciplines interrelate with those of music

WMAS Theater

A.4-12.1 Attend a live theatrical performance, discuss the experience, and also be able to analyze, evaluate, and create meaning in a broader social and cultural context in either written or oral form

MILWAUKEE REP EDUCATION DEPARTMENT

The Education Department offers backstage tours, pre- and post-show workshops and classroom residencies.

Contact Us:

Milwaukee Repertory Theater
Education Department
108 E. Wells Street
Milwaukee, WI 53202
www.MilwaukeeRep.com
414-224-9490

For questions or to schedule a workshop, please contact:

Jenny Toutant Kostreva, *Education Director*
414-290-5370 | jkostreva@milwaukeerep.com
Neal Easterling, *Education Associate*
414-290-5398 | neasterling@milwaukeerep.com
Lindsey Hoel-Neds, *Education Assistant*
414-290-5393 | lhoelneds@milwaukeerep.com

CONNECT WITH US ONLINE:

Like us on Facebook
and follow us on Twitter
@MilwRep to hear
about the latest news,
special offers, and
happenings at The Rep!

PROGRAMS IN THE EDUCATION DEPARTMENT RECEIVE GENEROUS FUNDING FROM:

CT Charitable Trust
Dorothy Inbusch Foundation
The Einhorn Family Foundation
The Faye McBeath Foundation
Frieda & William Hunt Memorial Trust

Greater Milwaukee Association of Realtors Youth Foundation
The Harley-Davidson Foundation
Johnson Controls Foundation
MPS Partnership for the Arts & Humanities
Northwestern Mutual Foundation
Park Bank Foundation

Penzeys
Quarles & Brady
Ralph Evinrude Foundation
The Richard and Ethel Herzfeld Foundation
Target Corporation
Wisconsin Energy Corp. Foundation