

The Legend Of GEORGIA McBRIDE

By **Matthew Lopez** | Directed by **Meredith McDonough**
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TEACHER'S GUIDE

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SUGGESTED TEACHING & CLASSROOM ACTIVITIES

1. LGBTQ+ History
2. Proper Pronoun Use
3. Drag in Popular Culture

This Teacher's Guide is designed to be used in the classroom along with The Rep's PlayGuide for *The Legend of Georgia McBride*. These are some suggested activities for your classroom. The PlayGuide is available online at <https://www.milwaukeekeerep.com/Tickets-Events/201920-Season/The-Legend-of-Georgia-McBride/The-Legend-of-Georgia-McBride-Playguide/>

DISCUSSION QUESTIONS

1. How do you express your identity to the world? What misperceptions or assumptions do people sometimes have about you based on how you present yourself in the world?
2. How do you define art? What makes certain art more valued by critics, society, or audiences than others? Who defines what is "good art" or "good performance"?
3. Who is your favorite musical artist? What do you enjoy about them and their work?
4. Where do you find support and community in your life? Why are those particular places or people important to you?
5. How do you share your passions with others? Are those passions received well by other people or are they seen as "outsider" interests?

LGBTQ+ HISTORY

Rexy cites several important moments, groups, and people from LGBTQ+ history in her major speech. This history is one that is often overlooked in school history curricula. Have students explore the history of the LGBTQ+ rights movement in America, creating a collective timeline. Each student should be given a particular event, place, or person to research. Students will write a brief description of their assigned item, find a picture, and place it on the timeline. Have students traverse the timeline and then have a class discussion. Some starting questions: How many of these moments, people, or places were you aware of before? How many did you learn about in school? Why do you think you may or may not have learned about them? How are these events reflective of the times in which they occurred? How much progress have we made? What progress still needs to be made?

DRAG IN POPULAR CULTURE

Encourage students to think about instances of drag they have seen in popular culture or show them some examples (see PlayGuide article about Drag History for some ideas). Ask students what ideas about drag and drag performers these shows convey to their audiences. Do the films or television shows appear to exalt drag and drag performers or make fun of them? What understanding does it give the audience about drag? What questions does it leave them asking? Do the shows make distinctions between drag performers and transgender women? If so, is that done with sensitivity?

PROPER PRONOUN USE

In the past, many transgender women and non-binary or genderfluid people were able to express their real identities in spaces such as drag balls. Many Queens these days perform as women and go by she/her pronouns onstage, but may not offstage. The importance of honoring others' pronouns cannot be overstated. If you are not very familiar with the various pronouns and their evolving usage, www.myprouns.org is a great place for you and your students to get started. A few ways to help make students of all gender identities feel comfortable in your classroom:

- Normalize sharing pronouns: share pronouns whenever names are shared, make sure students know your pronouns, leave spaces for pronouns on nametags along with names.
- Teach more than just binary pronouns when teaching grammar. Normalize the use of the singular "they."
- Refer to groups of students by words that can encompass all genders (ie: friends, scholars, folks, etc.)
- If you or a student makes a mistake with someone's pronouns, apologize and correct it. Don't make it a huge thing.
- Include your pronouns in your email signature and encourage students to do the same.
- And lastly, respect people's pronouns and use them.

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IDOLS AND ICONS

Casey, Tracy, and Remy all have icons that they use as inspiration for their acts. Have students think about an artist that they find iconic and do a little research on that person. If time allows, have students share their information with the class, perhaps in character as that artist. If even more time allows, have students share short lipsync performances as their chosen artist!

ADULTING 101

Casey struggles with adult responsibilities in the earlier parts of the play, which causes tension in his marriage and with his friend/landlord. Learning how to handle finances and bills can be daunting for young people out on their own for the first time. Work with students on some of the lessons from this website: www.practicalmoneyskills.com/teach/lesson_plans/grades_9_12. After students have completed some of the activities, have them connect the financial literacy they have learned to Casey and Jo's problems in the play.

ADDITIONAL RESOURCES TO USE IN YOUR CLASSROOM

- "Understanding Drag" by the National Center for Transgender Equality, April 28, 2017 www.transequality.org/issues/resources/understanding-drag.
- "Are Drag Queens Sexist? Female Impersonation and the Sociocultural Construction of Normative Femininity" by Kevin Nixon, University of Waterloo, Ontario, Canada, 2009 <https://uwspace.uwaterloo.ca/bitstream/handle/10012/4307/MA%20Thesis%20-%20K.%20Nixon%20-%20Final%2097-03%20Revised.pdf;sequence=1>.
- "Is this the Golden Age of Drag? Yes. And No." by Isaac Oliver, *The New York Times*, January 17, 2018 <https://www.nytimes.com/2018/01/17/arts/drag-queensrupaul-drag-race.html>.
- "LGBTQ History" by GLSEN. <https://www.glsen.org/article/lgbtq-history-1>.
- Making Gay History podcast. <https://makinggayhistory.com/>.
- Teaching Tolerance. www.tolerance.org.
- It Gets Better Project. <https://itgetsbetter.org/>.

If you utilize any of the activities above, please share them with us at The Rep! We would love to see your students' work. Email Auburn Matson at amatson@milwaukeeep.com with any work samples you would love for us to see.



MILWAUKEE REP EDUCATION DEPARTMENT

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

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Standards

CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.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.

CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.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.

WI SEL 5.SA.9-10 Learners will be able to demonstrate empathy to others who have different views and beliefs.

WI SEL 12.SA.9-10 Learners will be able to identify positive ways to express understanding of differing perspectives.

WI SEL 13.SA.9-10 Learners will be able to support the rights of individuals to reflect their family, culture, and community within the school setting.

WI SEL 14.SA.9-10 Learners will be able to assess for personal bias and evaluate strategies to oppose stereotyping.

WI SEL 20.DM.9-10 Learners will be able to apply steps of systemic decision making with consideration of well-being for oneself and others.

WI SEL 21.SA.9-10 Learners will be able to identify the purpose of social norms for behavior across situations and how these norms are influenced by public opinion.

WI SEL 23.SA/RS.9-10 Learners will be able to advocate for their needs and the needs of others by utilizing educational and community support networks.

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