

IN THE HEIGHTS

Music & Lyrics by **Lin-Manuel Miranda**
Book by **Quiara Alegria Hudes**
Conceived by **Lin-Manuel Miranda**
Directed by **May Adrales**

September 18 - October 28, 2018 | Quadracci Powerhouse

TEACHER'S GUIDE

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SUGGESTED TEACHING & CLASSROOM ACTIVITIES

- 1.) Exploring the American Dream
- 2.) Connecting with Community
- 3.) Using the Arts for Change

This Teacher's Guide is designed to be used in the classroom along with The Rep's Play Guide for *In the Heights*. These are some suggested activities for your classroom. The Play Guide is available online at <https://www.milwaukeekeerep.com/Tickets--Events/201819-Season/In-the-Heights/In-the-Heights-PlayGuide/>

DISCUSSION QUESTIONS

1. What does being an American mean to you? How would you define that term?
2. Define the term "Melting Pot." Do you think this theory accurately describes the United States? Why or why not?
3. Nina and her parents do not see eye to eye on some issues about her future. When in your life have you and your family had different ideas or goals for your life? In what circumstances should you abide by your family's wishes and in which circumstances should you make your own decisions for your life?
4. Many of the characters in *In the Heights* feel a strong connection to their ethnic identity. Do you feel the same pull to your own ethnic identity? Why or why not? If you do, how do you or your family preserve those connections?
5. The American Dream - is it a cliché? Do certain people have more access or possibility of achieving the American Dream? Why?

WHAT'S THE VALUE OF A DOLLAR?

In the song "96,000" various characters describe what they would do with the money if they won the lottery. Some are more altruistic, while others think more about their own personal goals.

Make a list of what you would do with \$96,000 if you won the lottery. Order the list by what is the biggest priority for you. Why did you prioritize the list the way you did? If you were to share your winnings like Abuela Claudia plans to, with whom would you share the money and why?

THE POWER OF COMMUNITY

Milwaukee is a city of many different cultures and neighborhoods. Do some research on your neighborhood/community. How has it changed throughout its history? Who are the people who live in your neighborhood?

A great resource is <http://www.themakingofmilwaukee.com/people/stories.cfm>.

Interview someone from your neighborhood who has lived there a long time. What changes have they observed? What things about the neighborhood have remained the same? What do they consider the cultural touchstones in your community? Who are the people who make your community thrive?

Share what you've learned about your neighborhood with your class and your community!

PACIENCIA Y FE

Abuela Claudia uses the expression "Paciencia y Fe" (Patience and Faith) throughout the musical. Think about a time in your life when you could have applied this idea. Write a short personal narrative about this time in your life, share with the class, and discuss.



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THE AMERICAN DREAM

Create a vision board using images and words from magazines, your drawings, and your words that you think embodies your American Dream. What does it look like? Do you think that dream is achievable for you? How? What can you do to make that dream a reality? Is there anything preventing you from achieving that dream? Discuss your vision boards with your classmates.

HIP-HOP AS SOCIAL COMMENTARY

In both *In the Heights* and *Hamilton*, Lin-Manuel Miranda uses rap and hip-hop as a vehicle for the stories of the musicals, but both shows also provide social commentary. Think about rap or hip-hop songs that you know of that comment on society or politics (Beyoncé's *Lemonade* album and Childish Gambino's "This is America" are great examples). Bring the lyrics of one of these songs to class. With a partner, do a close reading of the piece and annotate the lyrics. How does the artist use their art form to send a message? What message are they expressing through their music? What impact has this particular piece of music had?

Create your own piece of hip-hop or rap music to comment on a social issue about which you are passionate. Share with your class or with the larger community by recording an audio or video file and posting it online or put together a live performance with your classmates. Rep Education would love to see your performances too! Send any videos to amatson@milwaukeeerep.com.

GRAFFITI AS AN ART FORM

In the play, Usnavi sees Graffiti Pete as a bad influence on Sonny, but later sees some of Pete's art and changes his opinion. What do you think of graffiti? Can it be art?

Look around your neighborhood for graffiti. Take photos and bring them in to class. Debate whether the graffiti is art or vandalism. What defines art vs. vandalism? Can graffiti serve a purpose? Research street art and graffiti. Are there projects in your neighborhood that bridge the gap between graffiti and art?



In the Heights North American Tour Company



MILWAUKEE REP EDUCATION DEPARTMENT

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

Contact Us:

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For questions or to schedule a workshop, please contact:

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Standards

CCSS.ELA-LITERACY.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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.

PROGRAMS IN THE EDUCATION DEPARTMENT RECEIVE GENEROUS FUNDING FROM:

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