



MAN OF LA MANCHA

Written by **Dale Wasserman** | Directed by **Mark Clements**

Music by **Mitch Leigh** | Lyrics by **Joe Darion**

September 20 - October 30, 2016 | The Quadracci Powerhouse

Executive Producers: Greg and Rhonda Oberland

Nathaniel Stampley's Performance Sponsored by Paul McElwee & Gayle Rosemann

This Teacher's Guide is designed to be used in the classroom along with The Rep's Play Guide for *Man of La Mancha*. These are some suggested activities for your classroom. The Play Guide is available online at <http://www.milwaukeerep.com/Tickets-Events/201617-Season/Man-of-La-Mancha/Man-of-La-Mancha-PlayGuide/>

TEACHER'S GUIDE

CLASSROOM ACTIVITIES

Written by **Andrea Lily Harris, Education Resident**
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and **Jenny Toutant, Education Director**

SUGGESTED TEACHING TOPICS

- 1.) The Inquisition
- 2.) The Quest
- 3.) Reality vs. Fantasy

Read more about the Inquisition in the Play Guide on Page 9.

THE INQUISITION

DISCUSS: Pre-Show Questions

The Spanish Inquisition began in 1478, when the monarchs of Spain decided to combat heresy through imprisonment and torture to those who denied the Catholic religion. *Man of La Mancha* takes place during this time period, and follows the story of Miguel De Cervantes, a playwright turned tax collector who is thrown into prison by the Spanish Inquisition for foreclosing on a Catholic Monastery in the 1500s.

- Imagine if our government sent people to our homes to torture and imprison us based on our religion. How do you think the people felt when The Inquisition arrived?
- Where and when have similar practices occurred in other parts of the world? In the United States? (Holocaust, McCarthy era) Is there anything similar happening in the world right now? Why do you think these types of massacres continue to take place throughout the world over the course of several centuries?
- Have you ever felt subjected to an "inquisition"? Can the issues Milwaukee faces today be compared to The Inquisition? Why or why not?

DISCUSS: Post-Show Questions

- How do you think the backdrop of the Spanish Inquisition impacted the story of Don Miguel de Cervantes? Do you think his play would have been as powerful if he walked into a prison today? Why or why not?
- Did the acting, lighting, direction, and design illustrate a clear message throughout the play? How? Describe in your own words the message or lesson you will take with you after seeing *Man of La Mancha*.
- At the turn of the 16th century, Spain had experienced a covivencia that lasted until the two most dominant kingdoms came together. Covivencia describes a meaningful, peaceful coexistence among Christians, Jews, and Muslims. Why do you think this came to an end when two dominant kingdoms came together? Do you think coexistence is possible among different religious or social groups? Why or why not? Are there examples of covivencia in the world today?

ACT THREE: Predict

The musical concludes as Miguel de Cervantes and his man servant are led away to face the inquisitor. BREAK INTO GROUPS and discuss what you think will happen to the pair. Do you believe they can survive without burning? WRITE a new final scene for the show. Include an Inquisitor, Don Miguel de Cervantes, and his man servant. Perform these scenes for the class. Consider scene structure, stage directions, and music. Will the scene include a reprise of a song heard earlier in the show? If so, which one and why? Share your scene with the class.



The burning of a 16th-century Dutch Anabaptist, Anneken Hendriks, who was charged by the Spanish Inquisition with heresy. Image courtesy of Jan Luyken.

QUEST

A knight errant's quest revolves around a moral code of being chivalrous, virtuous, kind, helpful, brave, strong, adventurous and humble. A knight errant spends most of his time searching for the next quest.

DISCUSS: Pre-Show Questions

What do you think of when you hear the term "quest"? How does it differ from a knight errant's quest? What does the phrase "moral code" mean to you? Do knights have a moral code? Do you? How do moral codes differ today from the time of knights? Do you believe Don Quixote lived up to the characteristics of a true "knight errant"? Do you think there should be more Don Quixotes in our world today? If so, what would a Don Quixote look like today? What would his or her quest be? Discuss the ways you can incorporate Don Quixote's lessons into your life.

IT'S ALL IN THE MUSIC: *The Impossible Dream*

LISTEN to the song "The Impossible Dream" and write down the key concepts Don Quixote expresses. Break into groups and CREATE three TABLEAUS for three different phrases in the song (ie. "bear the unbearable sorrow", "to run where the brave dare not go"). Use levels, facials, and physical choices to tell the story within each phrase. What does it mean to run where the brave dare not go? To fight the unbeatable foe? SHARE the tableaus with the class; debrief on the strengths of each tableau and how each phrase resonates with you as an individual, and as a class.

REALITY VS. FANTASY

DISCUSS: Pre-Show Questions

Man of La Mancha illustrates a story of a man who breaks from reality to become the fantastical character, Don Quixote.

- Why would someone want to pretend they are someone else (in their everyday life)? What are the benefits and consequences of this type of behavior?
- What other stories/movies/TV shows have characters with an alternate identity or an alias? Consider Clark Kent (Superman). What changes within him when he becomes Superman? Is there a reason Clark Kent can't be the hero? Discuss this as a class. Does Milwaukee need a Superman or a Clark Kent or both?
- Do you enjoy escaping reality through fictional stories on TV, in the movies or in books? Why or why not? What do these fictional stories provide people? What do you like to see or hear in a story?

DISCUSS: Post-Show Questions

Playwright Dale Wasserman comments on the character of Alonso Quijana saying, "He lays down the melancholy burden of sanity and conceives the strangest project ever imagined... to become a knight-errant and sally forth into the world to right all wrongs."

- What is the difference between sanity and madness? How do we know if a person is sane or crazy? Do we consider superheroes crazy when they take on an alternate identity to combat evil? What is it about Alonso Quijana that causes people to consider him crazy? Would you describe Alonso as crazy? Why or why not? Can you connect with any of Alonso Quijana's characteristics, hopes or dreams? Is sanity more defined by behavior, psychology/thoughts, or science and medicine?
- Why do you think Alonso Quijana separated himself from reality to become Don Quixote? Do you think he was merely old and senile? Do you think he suffered a brain injury? Or do you think he was attempting to right wrongs from his past as Alonso Quijana?

JOURNAL: Alternate Identity

Have you ever felt like being someone other than yourself? Allow yourself to enter the inner workings and thoughts of your alternate identity. Write a journal entry as this identity. Describe your experiences as this alternate identity and your characteristics. How do you behave? Are you valiant like Don Quixote, determined to help like Dr. Carrasco, or feisty and bold like Aldonza? Include the inspiration for your alternate identity in the journal entry. Share in partners.



"Don Quixote and Sancho" statue by Anna Hyatt Huntington, displayed at Brook Green Gardens in 2005. Image courtesy of Doug Coldwell.



The Cast of *Man of La Mancha*. Photo by Michael Brosilow.

STANDARDS

Common Core State Standards:

English Language Arts

RL.6-10.1 LITERACY COMPREHENSION

RL 6-12.3 ANALYZE DIALOGUE

SL.8-12.1 COLLABORATIVE DISCUSSIONS

WL.8-12.3 WRITING A NARRATIVE

SL.6-12.4 PRESENTATION OF KNOWLEDGE AND IDEAS



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