



EDUCATOR GUIDE



Dear Educator,

Welcome to the 2019-20 Peace Passport Field Trip Series! We are delighted to partner with you and your students on an active exploration of music, dance, theater, science, and literary arts from around the world on our stages and in the classroom.

By participating in the Peace Passport Series, students think critically and creatively, cultivating a global perspective that nurtures empathy for people of diverse cultures and backgrounds. Students will demonstrate understanding of folk music, modern dance, cultural traditions, literary masterpieces, and a variety of instruments through the lens of great works of art.

To best meet the curricular and instructional expectations for classroom teachers, the *Peace Center Educator Guide* and *Student Worksheets* are aligned with South Carolina Academic Standards as well as Visual and Performing Arts Standards. Included in the *Guide* and *Worksheets* are engaging activities that foster the development of students' artistic voices, inspire academic achievement, and promote cultural advancement.

The *Guide* is built on four levels of engagement – *Meet the Artists*, *Explore*, *Connect*, and *Enhance*. This structure is designed to support you, the educator and classroom co-learner, as you choose varying degrees of engagement in teaching the lessons. By providing four levels, the *Guide* is not a scripted plan, but rather a map that you can follow at your own pace, based on your own knowledge of the artists and the works of art. Video and audio materials complement the lessons while suggested reading lists reinforce literacy integration and open the door to new worlds and ideas! The *Worksheets* grant young learners time to engage with the works of art and reflect on the performance experience. All supplementary materials are FREE and can be found online at www.peacecenter.org/passport for easy downloading.

For additional support, the Peace Center will provide professional development workshops and webinars for each unit of study for participating teachers on our campus and online.

Blended learning is at the core of each lesson and appeals to students' diverse learning styles by connecting to schools' language arts, math, social studies, and science curricula. Multiple modalities are embedded into each lesson and allow for various entry points into a work of art.

The Peace Center continues its mission of arts-centric learning this year, more than ever before. The Peace Passport Field Trip Series encompasses an extraordinary range of programs that reflect our colorful planet and our diverse communities. It is a joy to collaborate with you, and we wish you a year of growth and discovery!



Larisa Gelman
Vice President Community Impact
Peace Center

Preparing for your visit to the Peace Center!

Before the performance:

- Confirm with the box office (864.467.3000) the number of buses you will be arriving in and any accommodations needed for your students.
- Discuss with your students their important role and behavior as an audience member. We want students to engage with the performance by singing, moving, or responding to the artists on stage when it is appropriate. Additional talking or noisemaking can disrupt fellow audience members or the performance.
- Plan plenty of time for travel to the Peace Center. Recommended arrival time is at least 15 minutes prior to performance time.

The day of the performance:

- Upon arrival, a Greenville City Officer will direct you where to park your vehicle.
- It is preferred that bus drivers remain with the bus for the duration of the performance. Bus drivers that do not remain with their buses and come into the venue will be asked to return to their buses before the performance ends to facilitate easy dismissal.
- Check in with a Peace Center representative, who will confirm the number of attendees in your group.
- Groups will be seated by an usher when the entire party is present. Find your seats first, then accompany students to the restroom prior to the performance if necessary.
- Enjoy the show!

Additional information:

- Food and beverages, aside from bottled water, are not allowed in the Gunter Theatre or Peace Concert Hall.
- Personal items, such as lunch boxes, backpacks, or toys, should be left on the bus.
- The Peace Center does not have a designated picnic area. If a group chooses to walk to picnic locations downtown following the performance, buses may not remain parked on campus.

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Fall 2019 Schedule

National Geographic Live:

Exploring Mars with Kobie Boykins	Sep 16
Dream Weaving: Gullah Stories and Songs.....	Sep 30 – Oct 2
DIABOLO Architecture in Motion®	Oct 8
Harlem 100	Oct 15
Macbeth.....	Oct 17 – 18
Who Stole the Mona Lisa?	Nov 6 – 7
Jazzy Ash & the Leaping Lizards	Nov 18 – 19

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Links to all materials can be found at peacecenter.org/passport.

MEET THE ARTISTS



Dream Weaving: Gullah Stories and Songs

Coastal Sea Islands, United States



Artists' Insight

"I am a Gullah Geechee from the coastal sea island of St. Helena. My wife Natalie and I have been sharing Gullah culture with audiences for over 30 years. *Dream Weaving* presents the history, language, and customs of the Gullah people with traditional songs and stories. Through performances, presentations, and written publications we celebrate and preserve our Gullah heritage." – Ron Daise

Watch and Listen

[Meet Ron and Natalie](#)

["Dats Right, I Am a Gullah"](#)

Student Worksheet: Dream Weaving: Gullah Stories and Songs, pg. 2

South Carolina Academic Standards

ELA: RL, RI, C.MC; Social Studies: 3, 4, 8; Visual and Performing Arts: GM.P, GM.C

EXPLORE

Go deeper into Gullah music and language with Ron and Natalie.

Gullah Music



In this activity, students explore the use of music in Gullah culture and sing along to a spiritual.

Student Worksheet: Gullah Music, pg. 3

Watch: [Gullah Music](#)

Watch: [Mary Had a Baby](#)

Gullah Language



In this activity, students discover the Gullah language through everyday words and a well-known story.

Student Worksheet: Gullah Language, pg. 4

Watch: [Gullah Language](#)

Watch: [Gullah Story](#)

"I'm a Rollin'"



In this activity, students learn a popular Gullah spiritual.

Student Worksheet:

I'm a Rollin', pg. 5

Watch: ["I'm a Rollin', I'm a Rollin' \(Everybody's a Rolling Stone\)" by Bessie Jones](#)

CONNECT

Connect to Gullah history and culture.

Meet Gullah



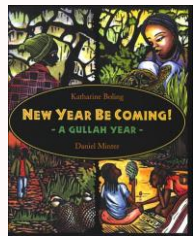
In this activity, students trace the voyage of the Gullah people and see significant aspects of Gullah culture.

Student Worksheet:

Meet Gullah, pg. 6

Watch: [Gullah Traditions of the South Carolina Coast](#)

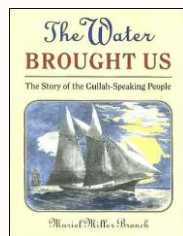
Read



[New Year Be Coming! A Gullah Year](#)
by Katharine Boling,
Illustrated by Daniel Minter

New Year Be Coming! takes students through each month of the year, introducing them to the Gullah language and culture through a collection of delightful poems and

full-color illustrations.



[The Water Brought Us: The Story of the Gullah-Speaking People](#)
by Muriel Miller Branch

A compelling text exploring the history, traditions, and language of the Gullah people. Oral history, background facts, and expert insights provide students a well-

rounded overview of this unique culture.

ENHANCE

Learn more about Gullah culture, language, and music, both historically and now.

Watch and Listen

In these activities, classroom teachers and students watch curated videos to become more familiar with the culture Ron and Natalie represent.

Culture

[Gullah Geechee: The Me I Tried to Flee](#) – Ron Daise speaks at TEDxCharleston about his Gullah heritage.

[Gullah Culture: Myths vs Facts](#) – Interview with Gullah historian Emory Campbell.

Language

[Gullah @ Harvard: Vocal Inflection](#) – Sunn m’Cheaux, Harvard professor of Gullah, unpacks the unique aspect of vocal inflection.

Music

[Music Activities](#) – A collection of Gullah music-related activities from ETV.

[Songs, Sounds and Stories from the Georgia Sea Islands](#)

– A lesson plan from the Smithsonian where children sing and clap along to original Folkways recordings of Gullah songs.

Links to all materials can be found at peacecenter.org/passport.

MEET THE ARTISTS



DIAVOLO | Architecture in Motion® Los Angeles, California



Artists' Insight

"DIAVOLO is a collaborative team of performers who come from a variety of disciplines, such as modern dance, gymnastics, and martial arts. We combine these elements with specially designed large-scale set pieces to create a new and unique performance style. Our name comes from "dia," the Spanish word for day, and "volo," the Latin word for fly. Inspired by this, all of our works feature at least one acrobatic jump called a fly." – DIAVOLO director and members

Watch

[Meet DIAVOLO](#)

Student Worksheet: DIAVOLO | Architecture in Motion®, pg.8

South Carolina Academic Standards

ELA: RI; Visual and Performing Arts: D.CR, D.P, D.R

EXPLORE

Go deeper into the work and style of DIAVOLO.

Dance Collaboration



In this activity, students work together using sequential movements to create a movement sentence.

Student Worksheet: Dance Collaboration, pg. 9
Watch: [Dance Collaboration](#)

Falling Objects



In this activity, students study unique characteristics of falling objects.

Student Worksheet: Falling Objects, pg. 10
Watch: [Meet DIAVOLO](#)

Make a DIAVOLO Style Dance



In this activity, students create their own dance inspired by the movements and style of DIAVOLO.

Student Worksheet: Make a DIAVOLO Style Dance, pg. 11
There is no video for this activity.

CONNECT

Connect DIAVOLO's work to set design and instructional texts.

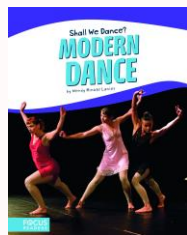
DIAVOLO Design



In this activity, students design their own DIAVOLO inspired set piece.

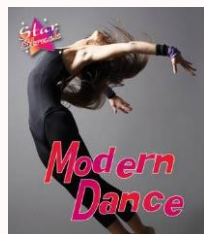
Student Worksheet:
DIAVOLO Design, pg. 12
Watch: [DIAVOLO Design](#).

Read



[Shall We Dance? Modern Dance](#) [by Wendy Hinote Lanier](#)

An easy-to-read introduction to the history and basic concepts of modern dance.



[Modern Dance](#) [by Steve Rickard and Anita Loughrey](#)

A look into the uniqueness of modern dance, early pioneers, and aspects of being a professional dancer.

ENHANCE

Learn more about the director and dancers of DIAVOLO and their work.

Watch and Listen

In these activities, classroom teachers and students watch curated videos to become more familiar with DIAVOLO.

Biography

[DIAVOLO's Jacques Heim](#) – A behind-the-scenes look at what it's like to be a part of DIAVOLO.

[DIAVOLO Study Guide](#) – Background information on DIAVOLO's Artistic Director and mission, as well as discussion questions and activities.

Performance

[DIAVOLO "50/50"](#) – A community performance in association with the Los Angeles Philharmonic's 100th anniversary.

Audition

[Gabrielle Pariseau](#) – An example of the multiple styles of movement required for an audition for DIAVOLO.

Dance

[Body-Based Activities](#) – Dance and creative movement activities for all grade levels.

[Shall We Dance?](#) – Kennedy Center resources for incorporating movement in the classroom.

Links to all materials can be found at peacecenter.org/passport.

MEET THE ARTISTS



Harlem 100

Featuring Mwenso and the Shakes
With special guests Brianna Thomas,
Michela Marino Lerman, and Vuyo Sotashe
New York City, New York



Artists' Insight

"Harlem 100 is a multi-media show celebrating the 100th anniversary of one of the most culturally significant periods in history, the Harlem Renaissance. Along with my band, the Shakes, and several other talented performers, we pay our respects to Duke Ellington, Billie Holiday, Fats Waller, and others who brought about this explosive artistic movement."

-Michael Mwenso

Watch

[Meet Harlem 100](#)

Student Worksheet: Harlem 100, pg. 13

South Carolina Academic Standards

ELA: RL, RI; Social Studies: 5; Visual and Performing Arts:
D.P, GM.R, GM.C

EXPLORE

Go deeper into the music and dance of the Harlem Renaissance.

Meet Billie Holiday



In this activity, students meet Billie Holiday and listen to her performance of "Miss Brown to You."

Student Worksheet:

Meet Billie Holiday, pg. 15

Watch: ["Miss Brown to You"](#)

Stride Piano



In this activity, students imitate stride piano, a popular 1920s jazz technique.

Student Worksheet:

Stride Piano, pg. 16

Watch: [Stride Piano](#)

Listen: [Listen and Stride](#)

Tap Dancing



In this activity, students discover the development of tap and attempt a few steps.

Student Worksheet:

Tap Dancing, pg. 17

Multiple videos can be found on worksheet.

CONNECT

Connect music with party traditions and literature.

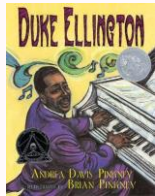
“The Joint is Jumpin’” by Fats Waller



In this activity, students see a Harlem Renaissance party.

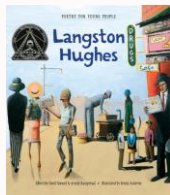
Student Worksheet: “The Joint is Jumpin’” by Fats Waller, pg. 18
Watch: [“The Joint is Jumpin’” by Fats Waller](#)

Read



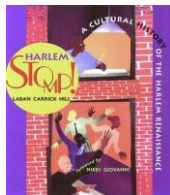
[Duke Ellington: The Piano Prince and His Orchestra by Andrea Pickney, Illustrated by Brian Pickney](#)

The story of one of America's greatest composers, Duke Ellington, lavishly told in jazz-inspired prose accompanied by swirling, rainbow illustrations.



[Poetry for Young People: Langston Hughes edited by David Roessel and Arnold Rampersad, Illustrated by Benny Andrews](#)

A collection of work by prominent Harlem Renaissance poet Langston Hughes, enhanced by collage and watercolor illustrations.



[Harlem Stomp!: A Cultural History of the Harlem Renaissance by Laban Carrick Hill](#)

A veritable time capsule of poetry, prose, photographs, full-color paintings, and historical documents to bring the history of the Harlem Renaissance to life.

ENHANCE

Reflect and learn more about the artists of the Harlem Renaissance.

Post-Show Reflection



In this activity, students review key people, places, and works of the Harlem Renaissance.

Student Worksheet:
Post-Show Reflection, pg. 20
There is no video for this activity.

Watch and Listen

In these activities, classroom teachers and students watch curated videos to become more familiar with the work of the Harlem Renaissance.

[History Brief: The Harlem Renaissance](#) – An overview of the Harlem Renaissance and its social impact.

[Langston Hughes](#) – A short biography on the most well-known poet of the Harlem Renaissance.

Live Performances

[Duke Ellington, "Satin Doll"](#)

[Duke Ellington, "It Don't Mean a Thing \(If You Ain't Got That Swing\)"](#)

[Billie Holiday, "My Man"](#)

[Billie Holiday, "Strange Fruit"](#)

[Fats Waller, "Ain't Misbehavin'"](#)

Links to all materials can be found at peacecenter.org/passport.

MEET THE ARTISTS



Macbeth **by William Shakespeare** **Adapted by Libby Hawkins**



Artists' Insight

"Director Libby Hawkins and the cast of *Macbeth* are an extension of The Warehouse Theatre's education programs that tour throughout North and South Carolina. We are so excited to bring *Macbeth*, or "The Scottish Play", to life. It is a story of power and ambition, about decisions and consequences. Our adaptation takes place in the contemporary South, highlighting the universality of *Macbeth*'s themes." – Director and Cast of *Macbeth*

Watch

[Meet the Company of *Macbeth*](#)

Student Worksheet: Macbeth, pg. 22

South Carolina Academic Standards

ELA RL, C; Visual and Performing Arts: T.CR, T.P, T.R

EXPLORE

Go deeper into the characters and text of *Macbeth*.

The Story of *Macbeth*



In this activity, students explore the narrative story and follow the path of an individual character.

Student Worksheet: The Story of Macbeth, pg. 24

Watch: [The Story of *Macbeth*](#)

Sleep No More



In this activity, students relate their thoughts about sleep to those expressed by *Macbeth*.

Student Worksheet:

Sleep No More, pg. 29

There is no video for this activity.

A Famous Soliloquy



In this activity, students compare two versions of Macbeth's famous "Tomorrow and Tomorrow" soliloquy.

Student Worksheet:

A Famous Soliloquy, pg. 30

Watch: [Patrick Stewart](#)

Watch: [Sir Ian McKellen](#)

CONNECT

Connect the story to costume design and original language sources.

Design the Witches



In this activity, students create a costume for their own concept of the witches.

Student Worksheet:
Design the Witches, pg. 31
Watch: [Macbeth and Banquo Meet the Witches](#)

Read



[Macbeth by William Shakespeare \(Folger Shakespeare Edition\)](#)

A freshly edited version of “The Scottish Play” with revised notes, up-to-date annotations, and new images.



[Macbeth: The Graphic Novel by William Shakespeare](#)

Adapted by John McDonald
Students engage with great literature in a visually exciting and fresh way while staying true the original work.

ENHANCE

Learn more about the inspiration of *Macbeth* and bring it to life in the classroom.

Act

Macbeth in Twenty Minutes

In this activity, students create their own summary version of *Macbeth*.

Student Worksheet: *Macbeth* in Twenty Minutes, pg. 35

Watch and Listen

In these activities, classroom teachers and students watch curated videos to become more familiar with the history and themes of *Macbeth*.

Crash Course Literature – History, themes, and context of *Macbeth*.

[Free Will, Witches, and Murder \(Part 1\)](#)
[Gender, Guilt, and Fate \(Part 2\)](#)

[Folger Shakespeare Library: Macbeth](#) – A collection of early printed texts, images, complete digital text, and links to additional teacher and student resources.

[The Historical Context of Macbeth](#) – A textual summary of the events within the play as well as the context in the world when the play was written.

Links to all materials can be found at peacecenter.org/passport.

MEET THE ARTISTS



Who Stole the Mona Lisa?

Artists' Insight

"*Who Stole the Mona Lisa?* is a performance combining three unique stories told through different ways, all incorporating music – the mysterious theft of the famous Mona Lisa, the conflict of good and evil when a soldier makes a deal with a villain, and featured music from the famous Charleston-based folk opera *Porgy and Bess*. I'm excited to be able to work with two friends for this show. We love finding new ways to bring stories to life and know you will love it too." – Igor Begelman

Watch

[Meet Igor](#)

Student Worksheet: Who Stole the Mona Lisa?, pg. 39

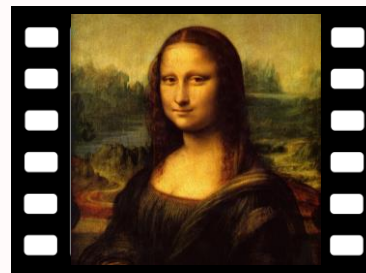
South Carolina Academic Standards

ELA: I, RL, RI; Visual and Performing Arts: GM.R

EXPLORE

Go deeper into works of art that inspired the stories featured in the performance.

Meet the Mona Lisa



In this activity, students use imitation to get to know this classic work of art.

Student Worksheet:

Meet the Mona Lisa, pg. 40

Watch: [Meet the Mona Lisa](#)

Behind the Mona Lisa Music



In this activity, students explore Stravinsky's *Firebird* as music for the *Who Stole the Mona Lisa?* film.

Student Worksheet: Behind the Mona Lisa Music, pg. 41

Watch: [Behind the Mona Lisa Music](#)

A Soldier's Story



In this activity, students bring to life the soldier's story and consider his difficult decision for themselves.

Student Worksheet:

A Soldier's Story, pg. 42

Watch: [Joseph Meets Old Nick](#)

CONNECT

Solve the mystery of the Mona Lisa theft and connect the works of art to their creators.

Who Stole the Mona Lisa?



In this activity, students collect clues to solve the case of the theft of the Mona Lisa.

Student Worksheet:

Who Stole the Mona Lisa?, pg. 44

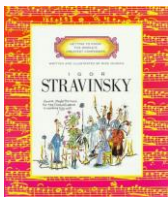
Watch: [Who Stole the Mona Lisa?](#)

Read



Katie: Katie and the Mona Lisa
by James Mayhew

Students join Katie as she goes on an adventure within this Italian Renaissance masterpiece.



Igor Stravinsky (Getting to Know the World's Greatest Composers)
by Mike Venezia

Students can get to know this great composer through cartoon illustrations, photos, and fun anecdotes.



The Music in George's Head: George Gershwin Creates a Rhapsody in Blue
by Suzanne Slade,
Illustrated by Stacy Innerst

This picture book biography introduces students to a compositional master with swirls of pictures and words as jazzy as Gershwin himself.

ENHANCE

Create a new masterpiece and learn more about the works of da Vinci, Gershwin, and Stravinsky.

Create

Mona Lisa Coloring

In this activity, students get to put their own artistic touches on the famous Mona Lisa.

Student Worksheet: Mona Lisa Coloring, pg. 45

Watch and Listen

In these activities, classroom teachers and students watch curated videos to become more familiar with great works of art.

Mona Lisa - Why So Famous? – Artistic insight into the fame of da Vinci's innovative work.

The Genius of Leonardo da Vinci – A look at the paintings, sketches, and inventions of da Vinci.

Live Performance

Firebird by Igor Stravinsky – 2011 performance by the YouTube Symphony Orchestra.

Read

The Soldier's Tale Booklet – Liner notes from the original release of *The Soldier's Tale* with complete text.

12 Things You Should Know About Porgy and Bess – Facts about the creative team, history, and performance of Gershwin's famous folk opera.

Links to all materials can be found at peacecenter.org/passport.

MEET THE ARTISTS



Jazzy Ash & The Leaping Lizards New Orleans, Louisiana



Artists' Insight

"Jazzy Ash & The Leaping Lizards is a five-piece New Orleans jazz band. We have all been teaching and playing music for kids and families for a long time. Audiences can't help but sing and dance along to our catchy combination of swing, blues, and jazz. We love sharing the rich culture and fun traditions of New Orleans through music." – Jazzy Ash & The Leaping Lizards

Watch

[Meet Jazzy Ash & The Leaping Lizards](#)

Student Worksheet:

Jazzy Ash & The Leaping Lizards, pg. 46

South Carolina Academic Standards

ELA: RL, RI; Social Studies: 5; Visual and Performing Arts: GM.C

EXPLORE

Go deeper into the music and instruments of Jazzy Ash & The Leaping Lizards.

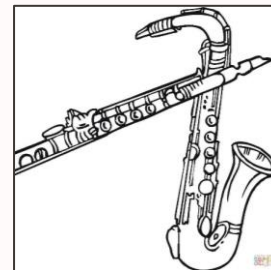
Sing and Dance Along with Jazzy Ash



Student Worksheet: Sing and Dance Along with Jazzy Ash, pg. 47

Watch: [Sing and Dance 1](#), [Sing and Dance 2](#), [Sing and Dance 3](#), [Sing and Dance 4](#)

Instrument Coloring



In this activity, students color instruments used by Jazzy Ash & The Leaping Lizards

Student Worksheet:

Instrument Coloring, pg. 49

There is no video for this activity.

All About Mardi Gras



In this activity, students see Mardi Gras through the eyes of Jazzy Ash and her music.

Student Worksheet:

All About Mardi Gras, pg. 50

Watch: [All About Mardi Gras](#)

CONNECT

Connect Jazzy Ash to New Orleans history and traditions.

New Orleans Second Line Dance



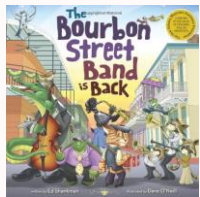
In this activity, students discover the tradition of second line dance.

Student Worksheet:

New Orleans Second Line Dance, pg. 51

Watch: [New Orleans Second Line Dance](#)

Read



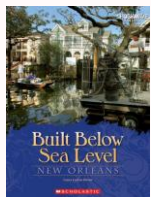
[The Bourbon Street Band is Back by Ed Shankman, Illustrated by Dave O'Neil](#)

Students meet drummer Bobcat Bob and his band of musicians as they bring back music to New Orleans.



[Jazz by Walter Dean Myers, Illustrated by Christopher Myers](#)

Led by one boy and his pots and pans, a whole neighborhood joins in a parade of percussion.



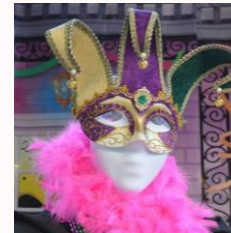
[Built Below Sea Level: New Orleans by Laura Layton Strom](#)

Strom explores the history, social life, customs, and geography that make New Orleans a unique city.

ENHANCE

Create your own parade and learn more about jazz.

Read and Do



Mardi Gras Parade

Students create their own Mardi Gras parade with music, masks, and their own dance moves.

Student Worksheet:

Mardi Gras Parade, pg. 52

There is no video for this activity.

[Seven Improvisation Experiences for Young Children](#) –

Ways to work improvisation, a key element of jazz, into the classroom.

[Smithsonian Jazz](#) – Virtual archives and educational materials.

Watch and Listen

In these activities, classroom teachers and students watch curated videos to become more familiar with the culture Ron and Natalie represent.

[Exploring New Orleans Jazz](#) – A brief history of New Orleans jazz from Lincoln Center's Jazz Academy.

Live Performances – Recordings of musical standards Jazzy Ash & The Leaping Lizards perform.

["Heebie Jeebies" - Banu Gibson & The New Orleans Hot Jazz Orchestra](#)

["When the Saints Go Marching In" - Louis Armstrong](#)

Links to all materials can be found at peacecenter.org/passport.

Peace Passport Field Trip Series Support

The Peace Center offers comprehensive arts, science, and literary education programs that benefit students and educators in and around the community.

Thank you to everyone who supports these incredible initiatives!

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