



EDUCATOR GUIDE



Dear Educator,

Welcome to the 2018-19 Peace Passport Series! We are delighted to partner with you and your students on an active exploration of music, dance, theater, and science from around the world on our stages and in the classroom.

By participating in the Peace Passport Series, students stand to cultivate a global perspective and make deep connections to South Carolina history that nurtures empathy for people of diverse cultures and backgrounds. Students will demonstrate knowledge of instruments, languages, stories, and traditions from Central America to the Middle East to Africa and beyond.

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 *Student Worksheets* grant young learners time to engage with the works of art and reflect on the concert 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 host professional development workshops for each unit of study for participating teachers on our campus and via GoToMeeting 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 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 a visit to the Peace Center!

Before you come to your performance:

- Confirm with the box office how many buses you will be arriving in and any accommodations we can make 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.
- Allot plenty of time to travel to the Peace Center. Recommended arrival time is at least 15 minutes prior to your performance time.

The day of your performance:

- Upon arrival, you will check in with a Peace Center representative who will confirm the number of attendees in your group.
- Because buses arrive at various times from different schools, you will be directed where to park by a Greenville City Officer at the time of your arrival.
- 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.
- Groups will be seated by an usher when the entire party is present. If students need to use the restroom, find your seats first, and then accompany them to the restroom prior to the performance.
- Greet artists with applause when they come on stage and then 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 2018 Schedule

National Geographic LIVE with Terry Virts	Sep 24
Ranky Tanky	Oct 8 – 10
<i>The Tempest</i>	Oct 16 – 17
Women of the World.....	Oct 31 – Nov 2
Ballet Folklórico de México.....	Nov 16

Table of Contents

Welcome Letter	1
Visiting the Peace Center.....	2
Ranky Tanky	4
<i>The Tempest</i>	6
Women of the World.....	8
Ballet Folklórico de México.....	10

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

MEET THE ARTISTS



Photo by Reese Moore

Ranky Tanky United States – South Carolina



Artists' Insight

"Ranky Tanky is a group of five musicians all native to South Carolina. We all have a deep connection and history with music from Gullah culture. We enjoy capturing these work songs, spirituals, and lullabies from along the Southeastern Sea Island region and sharing them in a new way. By combining this musical history with our newer jazz and R&B styles, we help revive and share this timeless music with the world." – Ranky Tanky

Concert Instruments

Trumpet, Electric Guitar, Bass, Percussion

Watch

[Meet the Artists](#)

Student Worksheet: Ranky Tanky

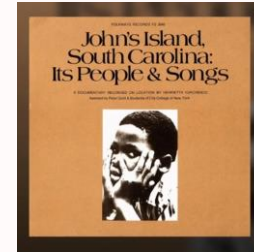
South Carolina Academic Standards

ELA: RL, RI, C.MC; Social Studies: 3; Visual and Performing Arts: GM.R, GM.C; World Language: CPP, CP

EXPLORE

Go deeper into the music and its origins with Ranky Tanky.

Who are the Greatest and Old Lady Come from Booster



In this activity, students connect the song lyrics with their own experience of playground chants and games. The 5-minute video intercuts 1972 field recordings from John's Island, South Carolina, with Ranky Tanky's updated versions of the song.

Student Worksheet: *Who are the Greatest and Old Lady Come from Booster*

You Better Mind



In this activity, students connect the song lyrics with Gullah culture. The 8-minute video compares Bessie Jones' 1961 recording with Ranky Tanky's version.

Student Worksheet: *You Better Mind*

That's Alright



In this activity, students connect the song lyrics with Gullah culture. The 5-minute video compares a field recording of Ms. Laura Rivers of John's Island, South Carolina, with Ranky Tanky's version.

Student Worksheet: *That's Alright*

CONNECT

Connect Ranky Tanky's work to Gullah stories.

Discover

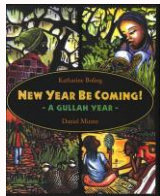
Gullah Traditions

In this activity, students discover the remarkable history and heritage of the Gullah people. The 6-minute video features historical photos, interviews, and music.

Associated video:

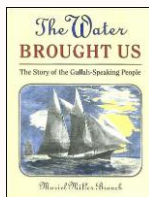
[Gullah Traditions of the South Carolina Coast](#)

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.

[Folkways Records Liner Notes](#) – Insight into the 1972 field recording album *Johns Island, South Carolina: Its People and Songs* (FS 3840) and stories about the songs.

ENHANCE

Learn more about Gullah culture and see Ranky Tanky's preservation of its music.

Watch and Listen

In these activities, classroom teachers and students watch curated (but unedited) videos to become more familiar with Ranky Tanky's work.

Gullah Culture

[The African Roots of Gullah Music, from SC PBS](#)
[A visit to the Gullah Geechee Museum](#)

Performance Videos

[Old Lady Come from Booster Live](#)
[Old Lady Come from Booster Studio](#)
[That's Alright Live](#)
[Join the Band](#)
[Oh Death](#)
[You Gotta Move](#)

Sheet Music

[Ranky Tanky Vocal Parts](#)
[That's Alright Vocal Parts](#)
[You Better Mind Vocal Parts](#)

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

MEET THE ARTISTS



***The Tempest* by William Shakespeare** Adapted by Mallory Pelligrino

Artists' Insight

"Director, Mallory Pelligrino, and the all-female cast of *The Tempest* are an extension of The Warehouse Theatre's education programs that tour throughout North and South Carolina. We believe Shakespeare's plays are meant to be seen and heard. By relying heavily on the actors and the use of imaginative play, we bring Shakespeare's words and ideas to life right before the audience's eyes." – Cast and Director of *The Tempest*

Watch

[Meet the Actors](#)

[Meet the Director](#)

Student Worksheet: The Tempest

South Carolina Academic Standards

ELA: I, RL, W.MCC; Visual and Performing Arts: De.Cr, De.C, T.Cr, T.P, T.R

EXPLORE

Go deeper into the story and characters of *The Tempest*.

The Story of *The Tempest*



In this activity, students familiarize themselves with the play via a written "Sassy Synopsis" and a 4-minute video that presents the main characters, conflicts, and actions of the work. Students also complete a chart matching character names and descriptions.

Student Worksheet: The Story of The Tempest

Read

[Mallory's Sassy Synopsis](#)

Who's Who in *The Tempest*

Prospera	The rightful duke of Milan
Miranda	Prospera's daughter
Caliban	Prospera's servant
Ariel	A spirit who serves Prospera
Alonso	The Queen of Naples
Ferdinand	The Queen's son
Sebastian	The Queen's brother
Antonia	Prosper's sister, the usurping Duke of Milan
Stephano	A drunken butler
Trincula	A jester

CONNECT

Connect *The Tempest* to social justice.

Design

Designing Characters

In this activity, students create costume designs for Prospero, Miranda, Caliban, and Ariel.

Student Worksheet: Designing Characters

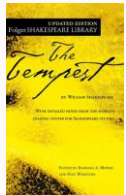
Write

Justice and Fairness

In this activity, students use their prior knowledge of responding to fair and unfair treatment to explore the themes of power and justice in *The Tempest*.

Student Worksheet: Justice and Fairness

Read



***The Tempest* (Folger Shakespeare Library Series) by William Shakespeare**

"We are such stuff as dreams are made on, and our little life is rounded with a sleep." – Act 4, Scene 1

***The Tempest* (2018 Warehouse Theatre Production)** adapted by Mallory Pelligrino



***The Tempest: The Graphic Novel* by William Shakespeare**, Based on an original script by John McDonald

Students engage with great literature in a visually exciting and fresh way while staying true to the original work.

ENHANCE

Bring moments and characters from *The Tempest* alive.

Move and Become

***The Tempest* Tableau**

In this activity, students complete the Guided Watch (Story of *The Tempest*) and recreate key moments from the story as tableau.

Student Worksheet: The Tempest Tableau

Becoming a Character

In these activities, students analyze a short resonant speech for meaning, then take on the physical and vocal aspects of the character to perform the short monologues.

Student Worksheets: Becoming Caliban, Becoming Ariel

BECOMING CALIBAN 1: Caliban's Curse

BECOMING CALIBAN 2: Telling the Fools Not to Worry

BECOMING ARIEL 1: How I Made the Storm

BECOMING ARIEL 2: Torturing King Alonzo

Watch and Listen

In these activities, classroom teachers and students watch curated (but unedited) videos to become more familiar with the story and process of acting behind *The Tempest*.

[The Tempest Synopsis - Shakespeare Lives](#) – A narrated cartoon story synopsis.

[Juilliard Drama](#) – A day in the life of a theater student at the Juilliard School.

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

MEET THE ARTISTS



Women of the World

Haiti, India, Italy, Japan



Artists' Insight

"Women of the World is a vocal ensemble from different corners of the globe. Making music together has led to beautiful friendships. In the spirit of togetherness, we celebrate the beauty of diversity. We sing for not just tolerance, but wisdom, respect, and joy. We, as Women of the World, believe in the power of music. We believe in our bond. We believe in peace." – Women of the World

Watch

[Meet the Artists](#)

Student Worksheet: Women of the World

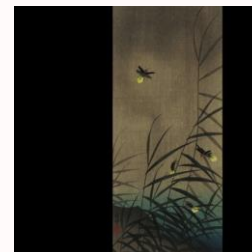
South Carolina Academic Standards

ELA: RI, W.MCC; Social Studies: 2, WG; Visual and Performing Arts: GM.P, GM.C; World Language: IL, CPP, CP

EXPLORE

Go deeper into the music and lyrics with Women of the World.

Hotaru Koi (Firefly, Come)



In this activity, students connect their knowledge of fireflies with a Japanese folk song. The 7-minute video guides students step by step to sing the simple melody, and then analyze how the song is transformed by Women of the World.

Student Worksheet: Hotaru Koi

Haiti Chérie (Beloved Haiti)



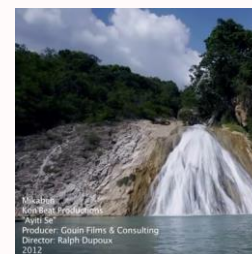
In this activity, students connect what they find beautiful about their home state with a folk song about the beauty of Haiti. The 3-minute video contains a live performance audio track of the song.

Student Worksheet: Haiti Chérie

Haiti Chérie (Beloved Haiti) Deeper Dive

Michael Benjamin's song **Ayiti Se** also catalogues the beauties of Haiti, and the 5-minute travelogue video of the song illustrates many of the places mentioned in the lyrics.

Student Worksheet: Haiti Chérie Deeper Dive



Associated Video:

Ayiti Se Music Video

CONNECT

Connect Women of the World music to world cultures.

Read

Follow Me Around Series by Wiley Blevins

Students will discover historical events, physical landmarks, and the rich cultures of each country, including simple phrases in each language.



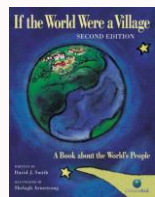
India



Italy



Japan



If the World Were a Village by David J. Smith

Students explore world culture through the lives of 100 villagers. This beautiful and informative text includes information on a range of topics including language, religion, available resources, and health.

Enchantment of the World Series

Students take a trip around the world. Each country's culture, history, and geography are explored, allowing students to see how people live in faraway nations.



Haiti by Nel Yomtov



Italy by Jean F. Blashfield



Japan by Ruth Bjorklund

ENHANCE

Learn more about music and languages with Ayumi, Annette, Débo, and Giorgia (Women of the World).

Watch and Listen

In these activities, classroom teachers and students watch curated (but unedited) videos to become more familiar with Women of the World's work.

Women of the World Language Class

[Learn to Speak Haitian Creole](#)

[Learn to Speak Italian](#)

[Learn to Speak Japanese](#)

Video Learning Extensions

[Behind the Scenes with Women of the World](#)

[Hotaru Koi acapella duet by two Japanese sisters](#)

[Nature's fireworks: glowing fireflies lighting up Utah](#)

Sheet Music



[Hotaru Koi Vocal Part](#)

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

MEET THE ARTISTS



Ballet Folklórico de México Mexico



Artists' Insight

"Ballet Folklórico is the national folk ballet of Mexico, founded by Amalia Hernández in 1952. We perform weekly in our capital, Mexico City, and travel all over the world sharing our traditions. We have been called a living museum for the way we transmit the cultural traditions of Mexico to people from other countries through our art. Our original choreography, music, and costumes tell the folklore and stories of Mexico from over 700 years of history." – Ballet Folklórico

Concert Dances

Fiesta en Tlacotalpan, Danza del Venado (Dance of the Deer), Floreo (Rope Dance), Fiesta en Jalisco

Watch

[Meet the Artists](#)

Student Worksheet: Ballet Folklórico de México

South Carolina Academic Standards

ELA: RL, RI, W.MCC; Social Studies: WG, Visual and Performing Arts: D.R, D.C; World Language: CPP, CP

EXPLORE

Go deeper into the dances and what they represent with Ballet Folklórico.

Danza del Venado (Dance of the Deer)



In this activity, students retell a story in their own way. After watching the 4-minute video featuring Ballet Folklórico's symbolic performance of a deer hunt through the *Danza del Venado (Dance of the Deer)*, students will transform the story into words, music, other movements, or pictures.

Student Worksheet Danza del Venado (Dance of the Deer)

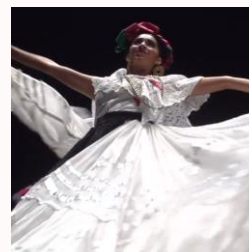
Floreo (Rope Dance)



In this activity, students mimic a dancer's movements. After imitating the dancer's movements during the 3-minute video showing Ballet Folklórico depicting a charrería, an athletic event involving horsemanship and roping, the students consider the importance of the dance.

Student Worksheet: Floreo (Rope Dance)

Fiesta en Tlacotalpan



In this activity, students compare their experiences of celebrations and holidays with the festival in Tlacotalpan, Veracruz. The 2-minute excerpt of the *Fiesta en Tlacotalpan* performance shows students how Ballet Folklórico captures this festival on stage.

Student Worksheet: Fiesta en Tlacotalpan

CONNECT

Connect Ballet Folklórico's dance to Mexican culture.

Design

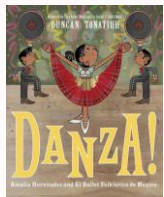
Make a Mojiganga

In this activity, students create their own mojigangas after seeing two different examples of mojigangas. The Ballet Folklórico performance and a recent video from the town of Tlacotalpan provide inspiration for students to connect to their own celebratory traditions.

Student Worksheet: Make a Mojiganga

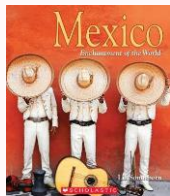
Associated Video: [Children's Mojiganga Puppets](#)

Read



***Danza!: Amalia Hernández and El Ballet Folklórico de México* by Duncan Tonatuih**

Students will explore the life of dancer and choreographer Amalia Hernández and the creation of Ballet Folklórico de México in this colorful biographical work which celebrates the rich heritage and cultural importance of dance in Mexico.



***Mexico* by Liz Sonneborn**

Students will explore the many sides of Mexico as they venture into the heart of this amazing country. They will learn about its long history and unique culture, find out what life is like for its people, examine some of its most incredible wildlife, and much more.

ENHANCE

Learn more about the training, history, and performance of Ballet Folklórico de México.

Watch and Listen

In these activities, classroom teachers and students watch curated (but unedited) videos to become more familiar with Ballet Folklórico's work.

Ballet Folklórico Dance School

Escuela Ballet Folklórico de México de Amalia Hernández, the official dance school of Ballet Folklórico, has had regular courses, Saturday workshops, and training with professional dancers since 1968.



[Small Class of Students](#)
[Large Workshop](#)

Get to know Ballet Folklórico

[Viviana Basanta](#) – An interview with the current artistic director of Ballet Folklórico and daughter of the founder, Amalia Hernández

[Flashmob Navidades \(Christmas Flashmob\)](#) – Ballet Folklórico provides spontaneous performance at the Chapultepec Castle in Mexico during the Christmas season

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