



Second Stage study guide

Jan-Feb 2017



By Finegan Kruckemeyer

The Cast

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The Artistic Staff

Co-Directors
Scenic/Prop Design
Lighting Design
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WE WELCOME YOU TO HONOLULU THEATRE FOR YOUTH!

The year-round work of HTY is supported in part by a grant from the State Foundation on Culture and the Arts with funds from the Hawaii State Legislature. This support, with a grant from the National Endowment for the Arts and gifts from private foundations, the corporate community and individuals, enables HTY to offer plays to schools at nominal cost.

Introduction

TEACHER PREVIEW

HTY invites you & a guest FREE to
You and Me and the Space Between
 On Fri, January 13 at 7:00pm or
 Sat, January 14 at 4:30 pm at Tenney Theatre.
 Please call ahead for reservations

USING THIS GUIDE

For a more complete list of
 Standards Connections, please visit the HTY website:
<http://www.htyweb.org/wp-content/uploads/2016/08/You-and-Me-STANDARDS.pdf>

BEFORE THE SHOW Activities	Page	STANDARD CONNECTION
Share information in the <i>Introduction</i>	3	
Try <i>Home: An Opening Activity</i> theme activity	3	Common Core (CC) Reading, Writing HCPS World Languages
Have a <i>Pre-Show Discussion</i>	4	CC Speaking/Listening
Talk about items that are important to you with <i>My Suitcase</i>	5 & 9	CC Writing, Speaking/Listening
Consider the challenges of learning a new language with <i>Talking Gibberish</i>	6 & 10	HCPS Fine Arts, CC Speaking/Listening

---Take your trip to the HTY production of *You and Me and the Space Between* ---

AFTER THE SHOW Activities	Page	STANDARD CONNECTION
Describe major events in the show with a <i>Journal</i> activity	7 & 11	CC Reading, Writing Speaking/Listening
Share <i>The Story: A Read Aloud</i> and get dramatic with a <i>Journey Poem</i>	13, 8, & 12	HCPS Fine Arts, CC Writing, Speaking/Listening
Read or research more with <i>Resources</i>	3	CC Reading

CONTACT US. TELL US WHAT YOU THINK.

Feedback Forms: Please return an evaluation form after seeing the performance. We often contact teachers for further information, so include your name, school address and email address.

HTY Online: Visit our website for last minute changes or special offers, www.htyweb.org.

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For Teachers

INTRODUCTION from Artistic Director, Eric Johnson

A few years ago, when working on his play SUZETTE WHO SET TO SEA I became friends with Finegan Kruckemeyer. Fin lives in Tasmania. As an island community they have much in common with Hawaii, including a relationship with a much larger “mainland” culture. We talked for hours about some of the issues that face island communities, about leaving one’s island for a different community, about refugees and climate migration and many of the issues that face both our communities. This is not a play about those issues. It is a story. But like any good story it touches on the thoughts and interests of the story teller. We hope that this study guide provides interesting avenues to prepare your students for this story and ways to deepen the discussion and connect the world to classroom study following the performance. Most of all, we hope that there are things in this play that resonate with you and your students.

HOME: An Opening Activity

In our 2016-17 season, HTY desires to investigate and celebrate the idea of ‘Home.’ What is a ‘Home?’ Where and when do each of us truly feel at ‘Home?’ What are the stories that define your true ‘Home?’ Start your HTY journey before traveling to the theatre with the following activity:

I AM FROM poem: a poem that celebrates the uniqueness of a whole class

Materials: A single sheet of paper with the line ‘I am from _____’ repeated many times.

Procedure: Write topic headings on the board that refer to those aspects that make each of us unique (birth place; ethnicity; favorite foods, games, subjects, nature, etc.; family names; something a parent always says; a family tradition or any related topics). Ask students for ideas to include on the board under each topic. Alternatively, have students write one answer for each on small slips of paper. Read aloud your blank ‘I am from’ poem, filling in the blanks with randomly chosen ideas from the board or slips of paper. For a template for this activity, please see:

www2.scholastic.com/content/collateral_resources/pdf/t/Target_I_am_from%20poem.pdf

RESOURCES

BOOKS (local library)

The Journey by Sana Francesca
My Two Blankets by Irena Kobald
My Name is Yoon by Helen Recorvits

A Scene from the Play

You and Me and the Space Between
by Finegan Kruckemeyer

WEBSITES

Drama Game: Gibberish Interpreter

<http://www.bbbpress.com/2013/10/drama-game-gibberish-interpreter/>

For Teachers

Before seeing the Show

PRE-SHOW DISCUSSION

YOU AND ME AND THE SPACE BETWEEN is a story about leaving one's island for a different community. Before attending the HTY production, have a discussion with your students about the following.

Memories: Visiting or moving to a new place can be both exciting and scary.

- What was one exciting experience you remember having? What was one scary one?
- If you never traveled before, what do you imagine might be exciting about visiting a new place? What do you imagine might be scary?

Food: Eating new foods can be daunting but delicious.

- Have you ever tried food from a different country before? How was it? Did you like it? Why or why not?
- What is a special dish you and your family likes to eat? Did you ever share that dish with a stranger before? Did they like it? Why or why not?

Language: Learning new languages can be challenging and fun.

- Have you every traveled to or visited a place where they did not speak English? If you have, where did you go, what was it like?
- What do you imagine might be some of the challenges of visiting a place where they did not speak English?
- What are some words we hear used only in Hawaii? Did you ever try to teach those words to a stranger before? What was that like?

Traditions: Sharing your traditions with someone can be a meaningful experience.

- What are some traditions we have here in Hawaii that you do not see anywhere else? How do you feel about those traditions? Are they important? Why or why not?
- What are some other traditions we see practiced around the world? Why might these traditions be important to the people who practice them?

Objects: Each of us owns objects that mean a lot to us and our community.

- What are some special objects we see only in Hawaii? Why are these objects special to us?
- If you traveled to a new place, do you imagine they would idolize the same objects as you? Why or why not?

For Teachers

Before seeing the Show

MY SUITCASE

In the play YOU AND ME AND THE SPACE BETWEEN an island springs a leak and can no longer float on the open sea.

Prompt: Guide your students to imagine that the Hawaiian Islands are sinking quickly into the ocean. The students only have a short amount of time to pack their belongings before they have to leave. What will they bring with them?

Procedure:

- Guide your students to take out a pencil and paper.
- Allow the students only 30 seconds to write down what they would pack.
- Guide the students to share their lists and explain why they packed what they did.

Prompt: Guide your students to imagine that they have enough room to pack one special item in their suitcase. What item will they bring, why is it important to them?

Procedure:

- Copy and distribute the **FOR STUDENTS: My Suitcase** page in this guide.
- Assign the student the task of either drawing a picture of their special item, or, with their guardians' permission, bringing the item to class.
- Ask the students to fill in the blanks, writing about their item and why it is important to them.
- Guide the students to share their **My Suitcase** pages with each other and discuss their items.
- Hang the pictures in the classroom.



For Teachers

Before seeing the Show

TALKING GIBBERISH

Gibberish: Gibberish is an unintelligible language. You speak using made up words that do not mean anything.

In the play YOU AND ME AND THE SPACE BETWEEN, the people of the island come to a new community and quickly discover that they do not speak the same language as the 'mainlanders.' It sounds like Gibberish.

Prompt: Guide the students to imagine what it would be like trying to communicate with someone who does not speak the same language that they do. What would be some of the challenges?

Procedure:

- Introduce the students to Gibberish. Demonstrate how to speak in Gibberish.
- Guide the students to practice using Gibberish.
- Once you feel the students are comfortable communicating in Gibberish, guide them to make groups of 3. Ask the students to decide who is A, B, and C.
- A's: Will communicate in Gibberish, a want or need on the **FOR STUDENTS: Gibberish** slips.
B's: Will translate the Gibberish into English
C's: Will watch and listen.
- Encourage the students speaking Gibberish to talk slowly and use their bodies and faces to communicate how they feel and what they need.
- Guide the students to switch roles: C's will speak in Gibberish, A's will translate, and B's will watch and listen.
- Guide the students to reflect on and discuss the challenges of this exercise.



**Amat ka nahesh.
Saba amat moresh.**

For Teachers

Post-Show Activities

JOURNAL

In the production YOU AND ME AND THE SPACE BETWEEN, the islanders of the 'The Proud Circle' decide to explore the unknown.

Prompt: Guide the students to imagine they are an islander from 'The Proud Circle' who has kept a journal during their journey.

Procedure:

- Show students examples of journal entries.
- Using the **FOR STUDENTS: Journal** page in this packet, guide the students to draw a major event from the play.
- Guide the students to write about the event from the perspective of a 'Proud Circle' islander.

Advanced:

- Using the **FOR STUDENTS: Journal** page in this packet, photo copy multiple pages.
- Give each student in your class 4-5 pages a piece.
- Guide the students to create a cover for their journal using construction paper.
- Guide the students to draw major events from the play on each of the pages. Encourage them to imagine how they can capture the entire play in 4 to 5 scenes.

"Dear citizens of the Proud Circle, our home is in trouble. So maybe, if we're worried about the only land we've ever known, we need to go off in search... of some land we don't know..."



For Teachers

Post-Show Activities

JOURNEY POEM

The people of 'The Proud Circle' come to the conclusion that they are no longer safe on their island and agree to go live on 'The Long Cliffs'. The islanders' journey from their old home to a new one is challenging.

Procedure: Setting the Stage for the Event

- Read together the scene in the packet from YOU AND ME AND THE SPACE BETWEEN.
- Guide the students to discuss the challenges the people of 'The Proud Circle' faced.
- Divide the students into groups of 3-4. Give each group a large sheet of paper and markers.
- Guide the groups to brainstorm all the sights and sounds the people of 'The Proud Circle' might have encountered while living on 'The Long Cliffs.'
 - From Nature
 - From the Town
 - From the People of 'The Long Cliffs'
 - From the People of 'The Proud Circle'
- Guide the students to complete the sentences on the **FOR STUDENTS: Journey Poem**

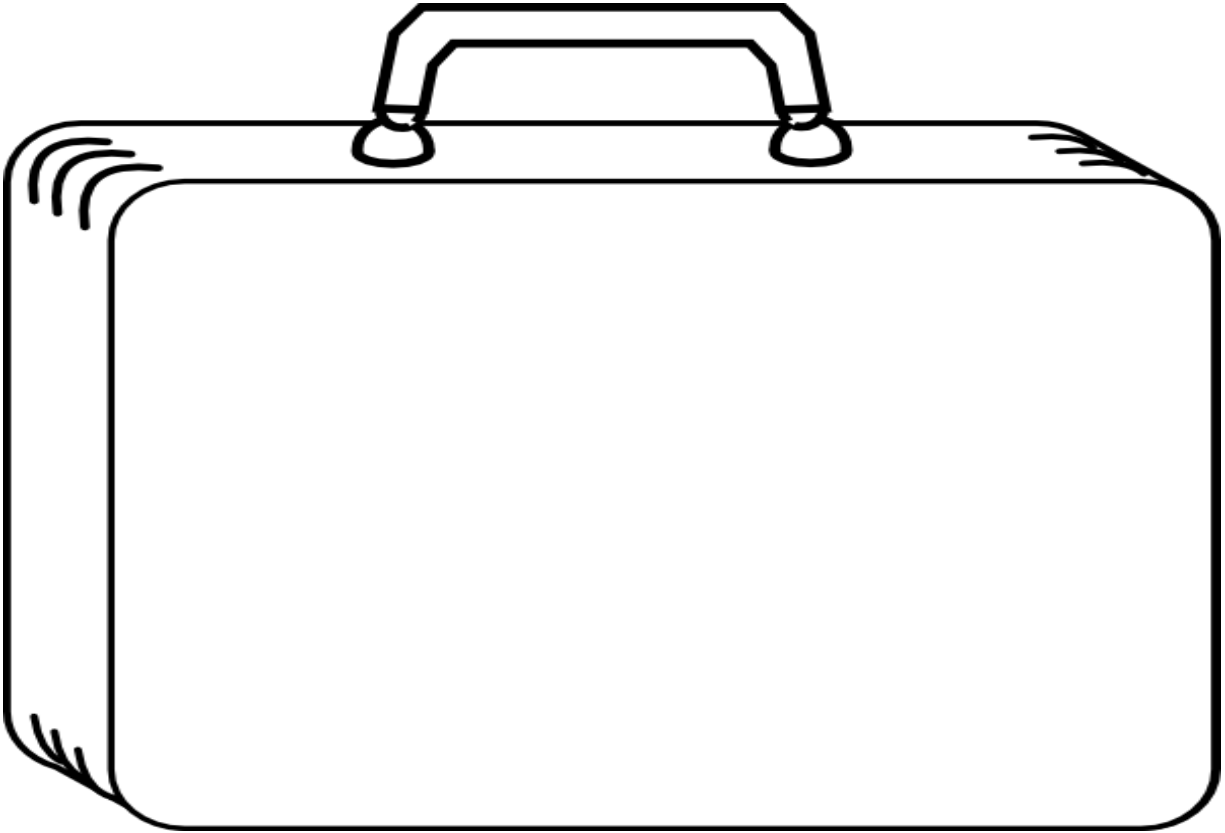
Advanced: Enacting the Event

- Guide the groups to practice reading their poems out loud. Encourage the students to color their voices to express the meaning and feelings of the words in their poem.
- One at a time, guide each group share their poem.
- Ask volunteers to add simple accompaniment on drums, maracas, tin whistles or other musical instruments.

Reflection:

- Guide the students to discuss their reactions to the islanders' 'journey.'
- Guide the students to discuss related events in history, in their own culture, in their own community and lives.
- Guide the students to discuss ways such encounters might be circumvented.

For Students My Suitcase



A Picture of My Item

My item is _____

It is important to me because _____

For Students

Gibberish Slips

You are cold. You need a blanket.

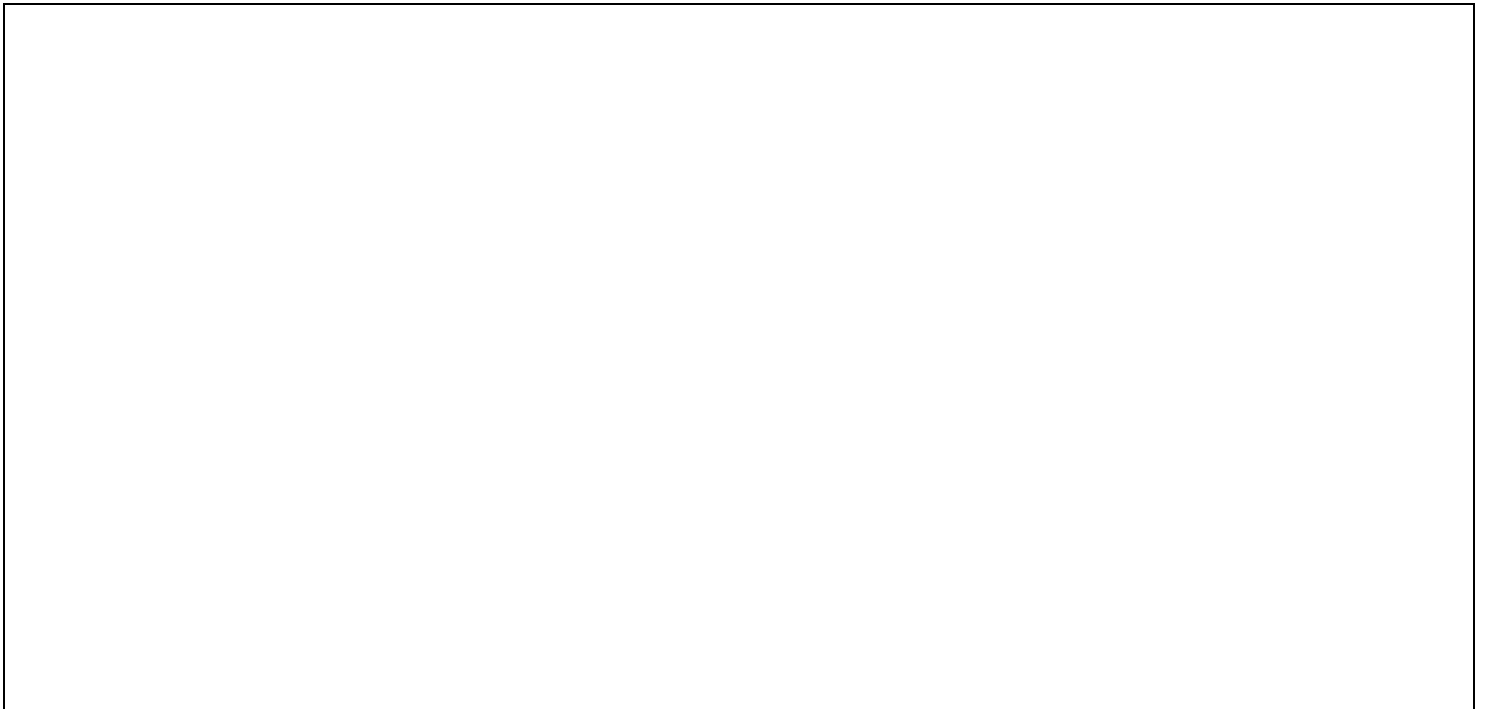
You are thirsty. You need water.

You are sick. You need medicine.

You sprained your ankle. You need a doctor.

For Students

Journal



Date: _____

For Students

Journey Poem

As I Walk Through the Long Cliffs

I hear ...

And I think of...

I see...

And I think of ...

I feel ...

And I think of ...

The Story

A Read Aloud

You and Me and the Space Between

By Finegan Kruckemeyer

(Scene Nine)

Eve: It is funny, stepping off a surface that has always rocked without you realizing, and standing upon ground that is still. The rocking was in us, was in the memory of all our generations back as far as we'd existed – and it was not easy to turn off. It meant that even if you managed to look calm on the outside, your belly still sloshed within.

The same with having to speak a new language now – the words you knew were less, so the things you said were smaller, so your thoughts appeared smaller too. And this meant people listening would decide you were only a thinker of small things, even though your dreams were just as large as theirs.

The same with eating new food and hearing new music and learning new patterns. This was so much work in itself that it meant you had a secret job (that of seeming normal in the new world) alongside your regular job. But someone who had always been in the new world might not notice this, and wonder why you seemed tired all the time.

So over the months my people... they became ghosts of themselves. They said less than they used to, and instead worried more. They worried about if their normal was normal enough, and if the sloshing (in their bellies and their minds) could be heard by the world outside.

The only time the sloshing stopped, was when looking at the island. And so each evening after work or school, my people would line up along the edge of the Long Cliffs, swinging our legs and staring down at our home. These days it had tents all over the Soft Earth, as people no longer used it from the middle to the outside, but just camped wherever they wished. And of course we couldn't blame them for not knowing the history of this land. But they couldn't blame us either, for remembering it.

And over time, if you saw my people working at jobs, or sharing sandwiches on the cliffs, you might think we'd found our place. But really the truth was, with each passing day, we felt it less. With each new thing learnt, we dreamt of an old one lost, dreamt of a life lived from the middle to the outside.

The sloshing was inside us, and the island was our heart. And, try as you might, fill your chest with every other beautiful thing you can find... Still you cannot live without your heart.