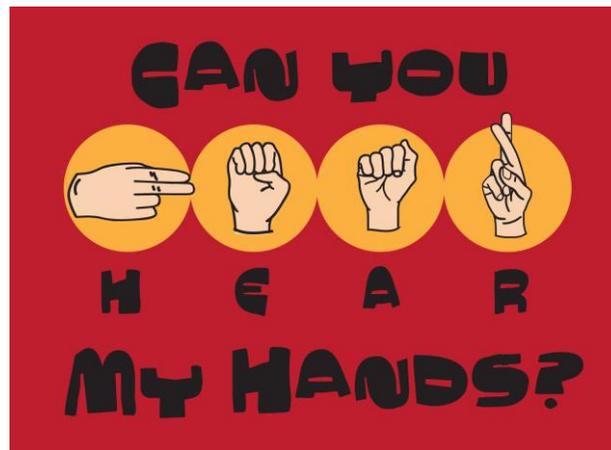




# Second Stage study guide

October-November 2016



**Created by Ed Chevy & Friends**

## The Cast

Ed Chevy  
Michele Morris

## The Artistic Staff

Director  
Set & Prop Design  
Costume Design  
Lighting Design  
Sound Design  
Stage Manager  
Study Guide by

Eric Johnson  
Jennifer Eccles  
Rose and Carlynn Wolfe  
Brian Shevelenko  
Paul James Prendergast  
Anna Foster  
Daniel A. Kelin, II

**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 *HANDS* on Fri., October 14 at 7:00pm or Sat, October 15 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:  
[www.htyweb.org/sites/default/files/Can%20You%20Hear%20My%20Hands%20STANDARDS.pdf](http://www.htyweb.org/sites/default/files/Can%20You%20Hear%20My%20Hands%20STANDARDS.pdf)

<b>BEFORE THE SHOW Activities</b>	<b>Page</b>	<b>STANDARD CONNECTION</b>
Share information in the <i>Introduction</i>	3	
Try <i>Home: An Opening Activity</i> theme activity	3	Common Core (CC) Reading; CC Writing; HCPS World Languages
Start your HTY adventure by <i>Reading: Deaf Culture &amp; Experience</i>	4	CC Reading
Think about ideas related to the HTY play with <i>Speaking/Listening: Discussions/Questions</i>	4	CC Speaking/Listening
<i>Read about the performers: Ed &amp; Michele</i> with <i>FOR STUDENTS: Meet Ed Chevy</i> and <i>Meet Michele Morris</i>	4, 6, 7	CC Reading, Speaking/Listening

---Take your trip to the HTY production of Can You Hear My Hands---

<b>AFTER THE SHOW Activities</b>	<b>Page</b>	<b>STANDARD CONNECTION</b>
Guide students in <i>Writing: Prompts</i>	5	CC Writing
Guide students to work together with <i>Drama: Create your Language</i>	5	HCPS Fine Arts; CC Speaking/Listening
Have students try <i>Drama: Write your Play</i>	5, 8	HCPS Fine Arts; CC Writing
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](http://www.htyweb.org).

Honolulu Theatre for Youth  
 1149 Bethel St., Suite 700  
 Honolulu, HI 96813  
 808 839 9885, 808 839 7018 (fax)  
[www.htyweb.org](http://www.htyweb.org)

Becky Dunning, *Managing Director*  
 Eric Johnson, *Artistic Director*  
 Daniel A. Kelin, II, *Director of Drama Education*  
 Stu Hirayama, *School Reservations Manager*

# For Teachers

## INTRODUCTION from Artistic Director, Eric Johnson

---

No matter if this is your first introduction to Deaf culture or you are deaf yourself, this performance is designed to be an entirely original introduction to the Deaf community. Visual communication, facial expressions and gesture are all vocabulary that we use every day but Deaf artists, like Ed, take those forms of expression and make them art. Ed and Michele will walk the audience through a one hour journey into the world of deaf culture, students will learn a little sign language, listen to stories about the experience of being deaf and laugh and “sing” along with the performers. Engaging in the study guide beforehand and following the performance will be a valuable tool to prepare your students for the performance.

### 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 the 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](http://www2.scholastic.com/content/collateral_resources/pdf/t/Target_I_am_from%20poem.pdf)

### RESOURCES

---

#### BOOKS (local library)

##### Sign Language/Deaf Culture

*The Gallaudet children's dictionary of American Sign Language*

##### Deaf Culture

*Being Deaf*  
*Some Kids are Deaf*

##### Personal Experience/Comic

*El Deafo*

##### Stories of Deaf Children

*Mandy*  
*Silent Lotus*  
*The Grump*  
*The Deaf Musicians*

#### WEBSITES

##### Deaf Awareness Activities

<http://tinyurl.com/h5x3rwn>

# For Teachers

## Before seeing the Show

---

### READING: *DEAF CULTURE & EXPERIENCE*

---

The local library owns many books about Deaf culture and people who are Deaf. Consider sharing one or more of these books before visiting the HTY show CAN YOU HEAR MY HANDS to encourage students to begin thinking about deafness. *(Related to many Common Core reading standards)*

#### Deaf Culture

- *Listening with your eyes: kids who are deaf and hard of hearing*
- *Handtalk zoo*

#### Stories of People who are Deaf

- *Can you hear a rainbow?: the story of a deaf boy named Chris*
- *Dad, Jackie, and me*
- *Moses goes to school*
- *Ruby Lu, empress of everything*

---

### SPEAKING/LISTENING: *DISCUSSION/QUESTIONS*

---

To help prepare your students for seeing the HTY show, have a short discussion featuring the following questions. *(Related to Common Core Speaking/Listening standards)*

#### Communication

What are different ways we communicate? We use not only our mouth to speak, but also...

What information/ideas can you communicate with just your eyes? Your *hands*? Your *shoulders*? Your *eyebrows*? Your *lips*? Your *legs* or *feet*?

#### Physical Expression

What are different ways you shape your body to let people know how you feel?

What do actors do in a play with their bodies that helps you understand the story and characters?

---

### READ ABOUT THE PERFORMERS: *ED & MICHELE*

---



Two performers work together to present the HTY show CAN YOU HEAR MY HANDS. One is Ed Chevy, who is the Deaf. The other is Michele Morris, who is a sign interpreter.

Distribute copies of the *FOR STUDENTS: Meet Ed Chevy* and *Meet Michele Morris* pages in this guide. Ask individual or groups of students to read, discuss and share interesting discoveries about the people you will see in the show!



# For Teachers

## Play-related Activities

### WRITING: PROMPTS

---

There are a lot of topics to think and talk about related to the HTY show CAN YOU HEAR MY HANDS. You could have your students:

- Write a review of the performance
- Describe their favorite moment of the play
- Write a story similar to a story they heard told by the actors

In addition, students could write about themes and concepts presented in the show. Here's a list of possible writing starters:

#### Prompts

- If I could learn a new language...
- How to be nice to other people
- Here's what makes me unique...
- I would like to learn to speak like a...
- If I had the power to change one thing in the world, I would change...

### DRAMA: CREATE YOUR LANGUAGE

---

The performers in CAN YOU HEAR MY HANDS communicate visually in ASL, or American Sign Language. ASL is not the only sign language. Most languages around the world have their own type of sign language.

There is also a type of gesture communication called 'Home Sign.' This is a communication tool that is made up and used by a small group of people that no one else understands. In truth, it is not a true 'language.' It is a collection of signs that are a kind of short cut communication created by a small group of people. It is almost a kind of 'secret' language!

Have students work in pairs or small groups to develop their own 'Home Signs.' Challenge them to create 3 or 4 physical gestures that communicate an idea. Maybe they might shape their arms into a triangle and then open their hands to communicate 'exploding volcano.' Create and share ideas!

### DRAMA: WRITE YOUR PLAY

---

Distribute copies of the *FOR STUDENTS: Write a Play* page (p. 8) and do the following:

- As a class, look at the pictures on top of the page. What's happening between those animals?
- Ask, 'What if the animals could talk like people? What would they say to each other?'
- Guide each student to select one picture to write a very short play about. Which animal is character number one and which is character number two?
- In the blank lines below the pictures, guide students to write what each animal character says. What is each talking about? What's happening in the pictures that gives you an idea? What does each one feel about the other? What does each animal character want to do?
- Each character only speaks about four times, so keep it simple. Have fun as there is no right or wrong answer. There are only your imaginative ideas!

# For Students

## Meet Ed Chevy

### Where did you grow up?

Oakland, California

### What did you like doing as a kid?

I was a kid with a big imagination. Back then, I built matchbox cars, model airplanes and played baseball. With friends, we would play cowboy and Indians and pretend we were gunfighters and warriors. We built a treehouse and played ghosts in an old abandoned house.

### What was your favorite part of school as a kid?

Being with my friends. I got to play with them every day at recess.

### What did you wish to be as an adult when you were a kid?

I remember most vividly I wanted to be a pilot. My dad had a pilot friend. He sat me up front of the plane. I never forgot the thrill of flight. As we rode the wind, we swept through great heights with grace. That flight lifted my imagination.

### What's a story from your childhood?

I recall a harrowing experience skiing downhill. I was about 8 years old. I was restless and wanted to experience the excitement and emotion of zooming downhill. My dad assured me that I was not ready. But I took off, fast. My dad jumped up and started chasing me down the hill. I wasn't sure how to stop so I fell back on my butt. My dad was blazing down so fast, he crashed into me and we both fell, sliding and tumbling down the long slope. One of the skiers down below tried to stop us but he got caught in the tumble and we all rolled down together. There were a few other skiers that we knocked down like dominoes. My dad and the skier used ski poles to stop us from whirling around. I got up with a big smile and shouted, "Wow! That was fun. What an amazing ride!!!" My dad didn't think it was funny. Later in the evening, around the living room fire, I saw dad telling a slightly different story, a bit exaggerated, signing to a group of Deaf skiers how we all went head over heels like Jack and Jill fell down the hill.

### What kinds of questions do kids like to ask you?

Some daring kids ask me conjuring questions like:

- *Can you hear and talk?*
- *When you go to heaven, does God use sign language?*
- *I like your radio behind the ear, where can I buy one? (They're referring to my hearing aid)*
- *How come sign language is not spoken?*

### What is your favorite story (or stories) to tell and why?

I enjoy Edgar Allan Poe's tales. I modify his stories and turn them into visual language in order to help my audiences 'see' Poe's stories.



# For Students

## Meet Michele Morris

### Where did you grow up?

Stonington, Connecticut

### What did you like doing as a kid?

I loved kickball, bicycling, going to the beach in the summer, playing mini golf, playing in the snow in the winter.

### What was your favorite part of school as a kid?

Reading and recess

### What did you wish to be as an adult when you were a kid?

I always wanted to be a special education teacher because it made me sad when the kids picked on the students in those classes. I never understood why they were cruel and it made me cry.

### What's a story from your childhood?

My parents owned a mom and pop store. We made grinders and sold penny candy. Yes! One penny! Children would come with ten or twenty-five cents and spend 20-30 minutes picking out which candies they wanted. I used to hate it, but now I cherish those memories.

### Why did you become an interpreter?

In college, I took a sign language class. I fell in love with the beauty of it as well as the people. I learned it was not just a language but a culture. I became more fascinated. I moved to Hawaii and took an interpreting program at Kapiolani Community College from a Deaf woman. She was very inspiring and introduced us to many strong, wonderful Deaf people. I started interpreting in 1990.

Theatre interpreting is a small part of my daily work. I interpret at college classes, medical appointments, surgeries, mental health situations, job interviews, staff meetings, legislative situations, workshops, cruises, tourist adventures, etc. I still learn everyday new ways to sign things I've been signing for years. New signs are continually 'invented.' Years ago we didn't have signs for 'microwave', 'iPad,' 'cell phone.' I'm always learning.

### What do you enjoy about performing with Ed Chevy?

Ed is such an artist. I'm in awe every time I watch him. Whenever I'm asked to sign a song for a wedding, funeral, graduation party, Ed is my go-to person. We really get into the meat of the song. He always expands my horizons.

### If someone in your audience wanted to be an interpreter, what advice would you offer?

Don't be afraid to use your face! Move your eyebrows or mouth to show different kinds of sentences (negative, question, exclamation, etc.). Socializing with Deaf people is the best way to learn about the culture and people. They are proud of who they are; respect and honor them. Always be humble; you work in their world.



# For Students

## A Play by You

These animals learned to communicate. What are they saying? Pick one and write your play!



ANIMAL #ONE: \_\_\_\_\_

ANIMAL #TWO: \_\_\_\_\_

ANIMAL #ONE: \_\_\_\_\_