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**SOCIAL JUSTICE**  
SHORTS



## TEACHER RESOURCE GUIDE

# Social Justice Shorts

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## EDUCATION

The lessons and activities in this guide are driven by the Ohio Learning Standards in English Language Arts (2017), Fine Arts (2024), Social & Emotional Learning (2019) and Social Studies (revised 2019).

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.

The lessons and activities in this guide are created and adapted by Tami Doyle and Nicole Sumlin in partnership with Playhouse Square's Education Department.



The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.



# ABOUT PLAYHOUSE SQUARE

Playhouse Square is an exciting field trip destination! The not-for-profit Playhouse Square attracts more than one million guests to 1000+ shows and events each year. Five of Playhouse Square's 12 venues are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances and events held by Playhouse Square's eight resident companies: The City Club of Cleveland, Cleveland Ballet, Cleveland International Film Festival, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the retro Playhouse Square sign with its 9-foot-tall letters and the largest outdoor chandelier in North America – the Playhouse Square Chandelier generously presented by GE Lighting, a Savant company.





# ABOUT THE PLAYWRIGHT



The three short plays selected were all written by Idris Goodwin.

**Idris Goodwin** is an award-winning playwright, breakbeat poet, content creator and arts champion. He is a 2021 United States Artist Fellow who has written over 60 original plays. Goodwin has created for and performed on Nickelodeon, HBO's Def Poetry Jam, Sesame Street, NPR, BBC Radio and the Discovery Channel. After serving in many positions of leadership in theaters around the country, Idris is currently the Artistic Director at The Seattle Children's Theater.



# ABOUT THE SHOWS

This bundled series showcases bite-sized performances with powerful lessons. The video “shorts” and accompanying primer and post-show videos are crafted to support important conversations and increase civic dialogue in the classroom. It is highly recommended to view the Primer Video for Educators linked on the Resources page and preview all of the performance videos prior to presenting the materials to the students.



Playhouse Square is primarily a presenting theater, meaning that the performances are usually produced elsewhere and brought to Cleveland. *Social Justice Shorts* is a unique exception as this streaming performance was produced locally by the Playhouse Square Education department. Granted permission by playwright Idris Goodwin to produce his micro-plays, Playhouse Square's performance of *Social Justice Shorts* features actors and directors from the Cleveland area. This performance was created through a traditional theater rehearsal process and professionally filmed in the Westfield Studio Theatre so the work of Cleveland artists could be showcased to schools all over the world.



# ACT FREE

DIRECTED BY ANANIAS DIXON

**Actors**

Kid 1: Carl Walton

Kid 2: Javion Allen

Kid 3: Sierra Ya'Tis

Three characters wrestle with what newfound freedom means and how it will change their relationship with those who have already lived free.

Standards aligned:

**Social & Emotional Learning:** C3.2.c, C3.2.d

**Social Studies:** 7.Gov.16, 8.Geo.18, 8.His.12, 8.His.13, 8.His.14

## QUESTIONS FOR REFLECTION:

- Put yourself in the shoes of these characters. How would you react to this news?
- How did the characters' emotions change throughout the play?
- How do the characters define freedom?
- What is something you have in your present-life that your parents' or grandparents' generation did not have?





# NOTHING RHYMES WITH JUNETEENTH

DIRECTED BY CHENNELLE BRYANT HARRIS

## Actors

Mother: Andrea Belser

Daughter: Adrionna Powell Lawrence

Through rap and relationship, this show explores the history of how Juneteenth came to be.

Standards aligned:

**Social & Emotional Learning:** C3.2.c, C3.2.d

**Social Studies:** 7.Gov.16, 8.Geo.18, 8.His.9, 8.His.12, 8.His.13, 8.His.14, AG.BP.9

## QUESTIONS FOR REFLECTION:

- What does Juneteenth celebrate?
- How do the events of Juneteenth mirror today's issues of delayed justice and inequality?
- Why is it important to maintain a continued dialogue about Juneteenth and its history?
- What are ways to appreciate and learn more about this and other cultural holidays?



# WATER GUN SONG

DIRECTED BY ANANIAS DIXON

**Actors**

Jules (Father): Abraham Adams

Sam (Son): Legend Lassiter

A father and son have an important conversation around toy guns, how children of color are perceived and how to stay safe in a world full of inequities.

Standards aligned:

**Social & Emotional Learning:** C3.1.c, C3.2.c, C3. 1.d, C3.2.d

**Social Studies:** 7.Gov.16

**QUESTIONS FOR REFLECTION:**

- How does it feel when someone makes a wrong guess about who you really are?
- What is bias, and how can it affect the way others are thought about and treated?
- Why is a water gun not just a simple toy in this play?
- How can we be advocates for people in our community? What can we do to understand others and make sure everyone feels like they belong?



# ■ PREPARATIONS FOR EDUCATORS

## Primer Video

It is highly recommended that all teachers view the primer video.

This informational video resource is intended to prepare teachers for conversations that may be generated through participation in the *Social Justice Shorts* virtual field trip. Playhouse Square teaching artists Ananias and Molly host the video, giving a brief overview of each play and interviewing an expert on the intersection of race, adolescence and policing. They will also introduce a classroom activity to teach active listening and collaboration to students.



### Segments include:

1. Interview with Kristen Henning (starts at 1:55)
2. Classroom Ensemble Building Activity (starts at 5:16)

**Run time:** 11:21

### Guest Star: Kristen Henning

**Kristin Henning** is a nationally recognized trainer and consultant on the intersection of race, adolescence and policing. She is the Blume Professor of Law and Director of the Juvenile Justice Center and Initiative at the Georgetown Law Center. Kristin is also the author of “The Rage of Innocence: How America Criminalizes Black Youth.”





# TEACHING THE HARD TOPICS: A CONVERSATION WITH MARK SWAIM-FOX



**Mark Swaim-Fox** is the Executive Director of the Cleveland branch of Facing History and Ourselves, a nonprofit organization that seeks to “challenge students to reflect on and analyze moral questions and dilemmas that arise during the study of history and literature.”

To learn more about Facing History and Ourselves, please visit [facinghistory.org](https://facinghistory.org).

Playhouse Square spoke with expert Mark Swaim-Fox on the importance of topics that inspire civic dialogue, complex history in the classroom and his teaching framework.

**For those who say we should not talk with students about race or teach about the history of slavery and racism in this country, what would you say to them?**

The first thing I would say is that I understand. Talking about things that make us uncomfortable is not something we are necessarily drawn to. That being said, I also know that we as humans and certainly students are innately curious and have a hunger for truth and fairness.

So, as hard as it is to face these events and how we feel about them, we know it is a mistake to avoid talking with young people about what is happening now and in the past. In a way, by not talking to them about these topics, we are not respecting and leaning into their sense of curiosity and truth I mentioned. On top of that, it is dominating public discourse and news coverage. It feels disingenuous not to engage young people in this in a thoughtful way.

Your question makes me think of two quotes from two of my favorite people:

**“We cannot have reconciliation without the truth.”**  
– Bryan Stevenson, Civil Rights Attorney

**“American history is longer, larger, more various, more beautiful, and more terrible than anything anyone has ever said about it.”**  
– James Baldwin, Writer and Civil Rights Activist

**How do you explore the complexity of United States history, and what values do you prioritize as you explore this within the classroom?**

Such a good question. Our educators put students first, creating classrooms rooted in compassion, respect and understanding. Our lessons are safe, sensitive and constructive. We rely on primary sources to tell the story of history and ask students to consider and discuss with each other essential questions about the choices people made in the past.

Good teaching is about asking questions, not offering dogma. We want students to grapple with hard concepts and come to their own conclusions about our future. We also believe in teaching for complexity. A mentor once told me: “There are no simple solutions to complex problems.” We create classrooms that provide space and don’t shy away from complexity.

**What is the pedagogical triangle? How does it ground you within your work?**

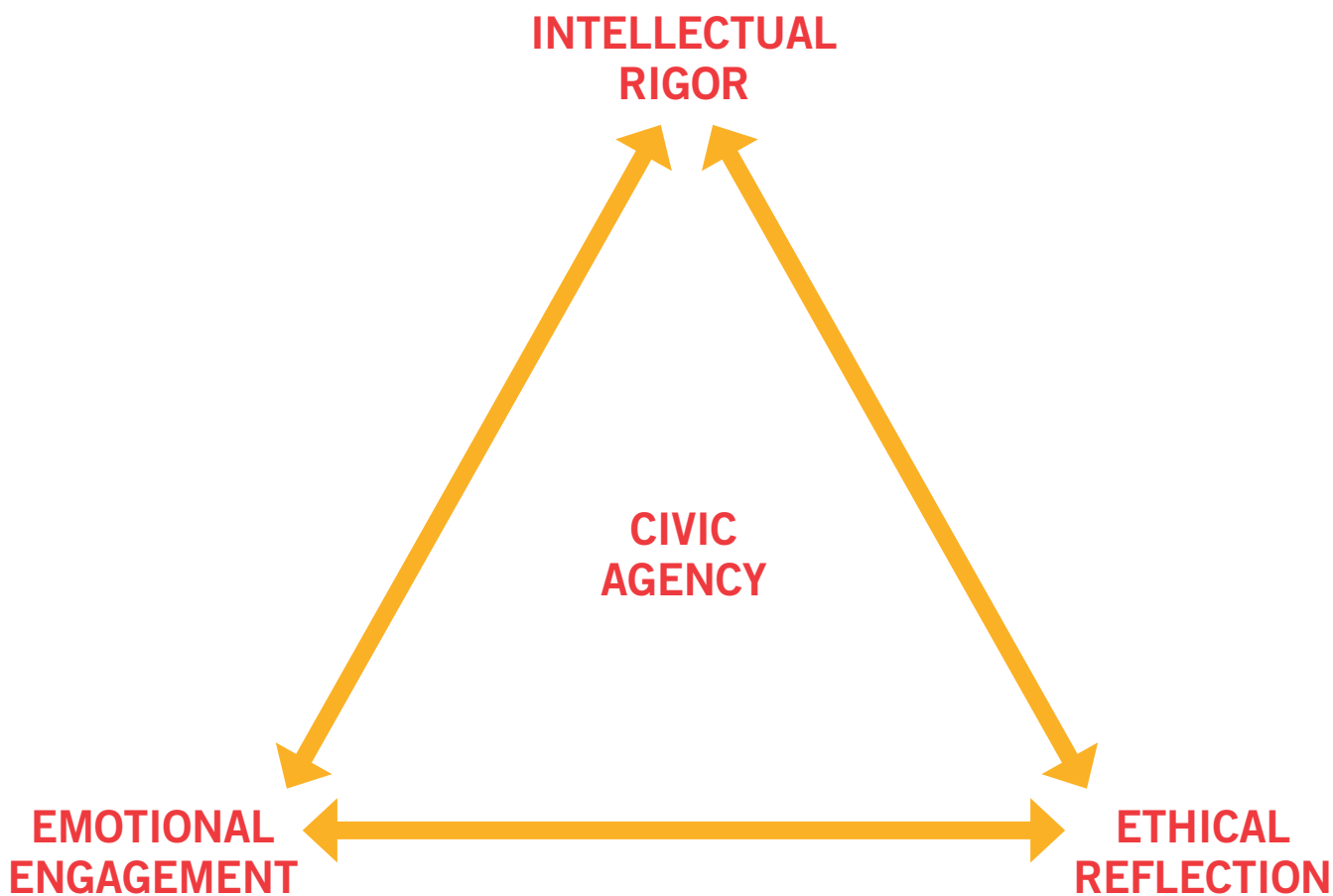
Facing History and Ourselves has a framework that guides our entire approach to teaching hard history, as well as current events, and we call it our pedagogical triangle. For ourselves, and for our students, we want to engage with any difficult topic through three entry points – our heart, our head, and our conscience.

For the heart, that is our emotional engagement: What feelings have been coming up for them as the news continues to unfold? For the head, this is where intellectual rigor is important: What information do they know, and what more do they want to find out? For conscience, this is where we need to lean into ethical

reflection: What questions are we grappling with? How are we navigating the moral complexity of this moment? The first thing we encourage teachers to do is start with themselves on these three points, so they are prepared to then lead students into the conversation.

Once teachers are ready to open the dialogue in their classroom, it is important to first create space for students to reflect independently before discussing with their peers. Then, we have several teaching strategies that support concrete ways of structuring the conversation, to slow down the discussion and allow students to process what they are thinking and feeling as they respond to one another.

As we study the history of our nation through this framework and with these strategies we always come back to the last part of our name – Ourselves. Our teachers ask students to reflect on their learning and thinking about how they want to show up and take responsibility to create a more humane and empathetic future. We call this civic agency. History for the sake of history is meaningless. We use history as a catalyst to help build a healthier and stronger democracy.





# KEY TERMS & EVENTS

**Anticipation** – a feeling of anxiety about something going to happen soon

**Bias** – a preconceived feeling in favor of or against one thing, person, or group compared with another, usually considered unfair

**Bystander** – a person who is present but not engaging in a situation or event; a chance observer who takes no action

**Considerate** – careful not to cause inconvenience or hurt to someone

**Ensemble** – a group of musicians, actors or dancers who are viewed as a whole rather than individually when performing together

**Free** – not under the control of another and able to act as one wishes

**Gaggle** – a disorderly group of people

**Inequity** – the lack of fairness or favoritism and bias

**Jubilee** – a special anniversary of an event or a religious song of African Americans usually referring to a time of future happiness

**Liberation** – the act of releasing someone from imprisonment, slavery or oppression

**Produce** – the process of planning and funding a theatrical performance

**Reaction** – a response in the form of an action or feeling to a situation or event

**Social Justice** – fair and equitable economic, political and social rights and opportunities

**Soldier** – a member of the military given the job of protecting their country

**Subversive** – seeking or intended to destabilize an established system or institution

**Uncomfortable** – causing or feeling unease or awkwardness

**Upstander** – person who speaks or acts in support of an individual or cause, particularly someone who intervenes on behalf of a person being attacked or bullied



# KEY TOPICS

## Juneteenth

In 1863, The Emancipation Proclamation was issued by President Abraham Lincoln during the Civil War, declaring that more than 3 million enslaved Blacks living in the Confederate states were to be freed. The legality of slavery was at the heart of the war between the Northern and Southern states, and it took two additional years before the enslaved of Galveston, Texas would learn of their freedom.

On June 19, 1865, the Union Army, under the leadership of General Gordon Granger, arrived at Galveston to share the news that all enslaved people were free. Many enslaved people were aware of the Emancipation Proclamation and that it meant slaves were to be free, but it was not until June 19 that it was enforced by the Union Army. The blending of “June” and “nineteenth” became known as “Juneteenth” and that very day began a tradition of celebrations, sharing of food, parades and community gatherings.

However, not all states in the nation freed enslaved people, even after June 19. The Border States, who had not seceded from the Union and were also not a part of the Confederacy, still maintained slavery. Slavery was officially ended throughout the entire nation by the end of the Civil War and the passage of the 13th Amendment in addition to the Emancipation Proclamation. The 14th and 15th Amendments are notable Reconstruction Amendments for Blacks as they provided citizenship, due process, equal protection, and the opportunity to vote and hold office.

In June of 2021, Juneteenth became the newest Federal Holiday since the declaration of Martin Luther King Jr. Day in 1983. It is recognized as a day of remembrance for the end of slavery in America. Long celebrated by Black Americans, Juneteenth is now fairly recognized as a day of celebration and remembrance on a national level.

## Implicit Bias

Implicit bias is an unconscious opinion without fairness. Recognizing that these biases exist is the first step to understanding the topic. Regardless of whether implicit associations are positive or negative, everyone is susceptible to making these judgements. Implicit bias towards others can be seen through stereotyping, making assumptions or having automatic preference. Perception, a mental impression or interpretation, can often be filtered by personal bias to cloud the full and true picture. Biased assumptions are shaped from experiences and upbringing.

For more information on this topic, please watch the interview with expert Kristin Henning in the primer video and read Henning’s book, cited on the Resources page.

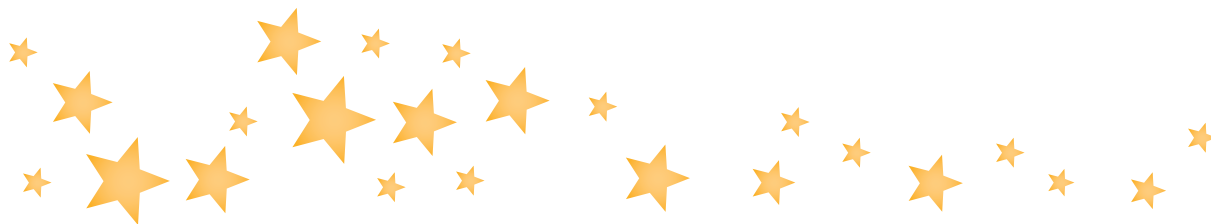
## Theater and Democracy

Did you know that theater and democracy were developed around the same time in history? Democracy is a form of government in which the whole population or elected representatives control the decisions made and actions taken. The United States of American is a Democracy. The ancient Greeks are cited as creating the first democracy in the 5th century B.C.E. The Greeks created theater a bit earlier, around 6th century B.C.E, as both a means of entertainment and civic engagement. They used theater as a tool to discuss current political and philosophical issues to keep their populations informed and engaged.

**The Greek Chorus** – Acting and moving as one, the role of the Greek Chorus was to reflect back to its citizens questions around morality, ethics and justice.

**Direct Democracy** – The ancient Greeks had Direct Democracy, meaning that every citizen had a direct vote on the issues at hand.

**Representative Democracy** – The United States has a Representative Democracy, where we elect officials to act on behalf of our interests.





## ■ PRE-SHOW ACTIVITIES

# Classroom Connections Pre-Show Video Workshop (Grades: 5-12)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

**English/Language Arts:** SL.5.1, W.5.4, SL.6.1, W.6.4, SL.7.1, W.7.4, SL.8.1, W.8.4, SL.9-10.1, W.9-10.4, SL.11-12.1, W.11-12.4

**Fine Arts: Drama:** 8.6CO, HSAD.3CO

**Social & Emotional Learning:** C2.4.b, C2.3.c, C2.3.d, C2.4.d, C3.3.d, D1.1.d



Playhouse Square teaching artists design workshops to actively explore and connect with the art forms and themes students will see during the performance. Join Ananias and Molly as they facilitate an activity to discover what social justice issues resonate with the students and as they lead a dynamic creative free-writing session. Additionally, students will hear from the playwright of the three short plays, who will share the inspiration behind the stories

**Guest stars:** Idris Goodwin – *Social Justice Shorts* playwright

**Run time:** 9:38

### MAP THE HEART ACTIVITY

1. On the board or on a piece of paper draw a large heart. Draw a line down the middle of the heart so that it has two sides. On the right side of the heart, write the word “Passion” and on the left side of the heart write the word “Heartbreak.”
2. Take a few minutes as a class to discuss what you are passionate about. As the class shares their passion, list what is being said on the right side of the heart.
3. Move to the left side of the heart. On this side we will consider what in our community breaks our heart. What are the issues that your students care about? Write their answers on the left side.
4. After you have filled the right and left side of the heart, discuss how you might work to improve the things that break your heart and list those things around the outside of the heart.
5. Take some time to discuss as a class how your passion might address your heartbreak.

### Additional Terms .....



**Play** – a theatre piece that consists of character dialogue and action or the action and choices a character makes



**Playwright** – a person whose job is to write plays, creating the story, characters, dialogue and stage directions

# Create Your Own Crossword (Grades: 5-12)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

**English/Language Arts:** L.5.4, L.6.4, L.6.6, L.7.4, L.7.6, L.8.4, L.8.6, L.9-10.4, L.9-10.6, L.11-12.4, L.11-12.6

With your students, review the vocabulary words listed in Key Terms & Events. Using the worksheet on the next page, have students create their own crossword puzzle to practice with the words and definitions associated with *Social Justice Shorts*. Students should each get two copies of the worksheet – the first to figure out their crossword pattern and the second to recreate their crossword to have someone else solve.

**Extension for Further Learning:** Have the students look up and create their own definitions of the selected terms to add to the crossword they created.











# Collaborative Classroom Poster (Grades: 5-12)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

**English/Language Arts:** W.5.4, W.6.4, W.7.4, W.8.4, W.9-10.4, W.11-12.4

**Fine Arts:** Visual Arts: 5.1CR, 5.2CR, 6.2CR, 7.2CR, 7.2PE, 8.2CR, 8.2PE

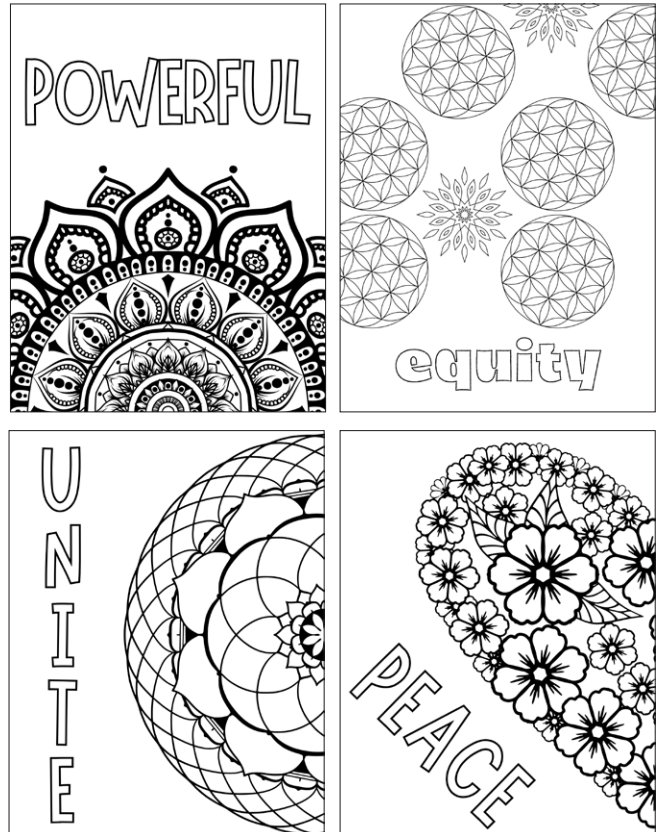
**Social & Emotional Learning:** A3.2.b, C2.3.b, D1.1.b, D2.1.b, D3.1.b, E1.1.b, E3.1.b, A3.2.c, C2.4.c, D1.1.c, D2.1.c, D3.1.c, E1.1.c, E3.1.c, C2.4.d, D1.1.d, D2.1.d, D3.1.d, E1.1.d, E3.1.d

Theater and democracy both rely on collaboration and happen in the public, present moment. Read the information on theater in democracy on page 12 of this guide.

Students will each add their own flair to a mandala coloring sheet and assemble them all into a large class art piece. “Mandala,” from ancient Indo-Aryan, means “circle” and represents interconnectedness in Hindu and Buddhist art.

Print enough of the mandala sheets (see link in Resources) for each student, keeping the full image/s hidden. Distribute the sheets, having the students color in the design how they see fit. Encourage students to paint, cut or even collage using various art materials as they design their piece, while also having them reflect on the significance of the word on their sheet and its meaning in the context of collaboration.

Once everyone has finished creating their individual pieces, guide the class in arranging them into one large poster, taping them together how they so choose. Remember, there is no “right” way to create this! Supervise the students’ collaborative process and assist when needed so this part runs as smoothly as possible. Display the class’s completed poster art for everyone to see.



## JOURNAL PROMPTS:

Use this moment to discuss the role of collaboration in art and democracy. Have students write a reflection in their journal or on a sheet of paper, answering questions such as:

- How did you feel working on your part alone?
- What word was on your sheet and how did you interpret it?
- How did you feel when the pieces fit together as one large poster?
- Did the final piece change how you saw your own piece?
- What was the most challenging part of this project for you?
- How did you contribute to the group's decision on how to assemble the artwork?
- What did you learn about teamwork through this project?
- If you could do this project again, what would you do differently?

# Celebrating Myself (Grades: 5-12)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

**English/Language Arts:** SL.5.1, W.5.4, SL.6.1, W.6.2, W.6.4, SL.7.1, W.7.2, W.7.4, SL.8.1, W.8.2, W.8.4, SL.9-10.1, W.9-10.4, SL.11-12.1, W.11-12.4

**Fine Arts:** Drama: 6.6CR, 7.6CR, 8.6CR, HSP.6CO Visual Arts: 5.1PE, 6.6CR, 7.6CR, 8.6CR, HSP.6CO

**Social & Emotional Learning:** A2.1.b, A2.1.c

The first step in participating in civil discourse is to reflect on one's own values and identity. Students will participate in a mapping activity and theatre game to get to know themselves and their classmates better, celebrating their unique and collective identities.

## Part 1

Begin by using the Celebrating Myself worksheet on the next page. Students should individually fill in each bubble on the map with words to describe themselves. These descriptions can include visible traits like hobbies or appearance, as well as less obvious ones like personal values or goals.

Next, have your students choose one descriptor from their completed bubble maps. Instruct students to create an acrostic on the backside of the sheet or in their journal, using their selected word. They should write the word vertically on the page. For each letter in the word, they will then write a new word or sentence that delves deeper into that aspect of their identity. For example, if you are an ice cream connoisseur, you could use the letters in "ice cream" to share what you love about this dessert, your favorite flavors or a memorable experience involving that delicious treat.

Students may identify with characteristics or experiences that others may not understand. Some may find it important to identify themselves by describing what they are not: assertive, not bossy; confident, not arrogant, etc. Give 5 minutes to allow students to share their bubble map and acrostic with a partner.

## Part 2

With self-identity in mind, lead the class in a theatre game on the topic of collective identity called "The Wind Blows West."

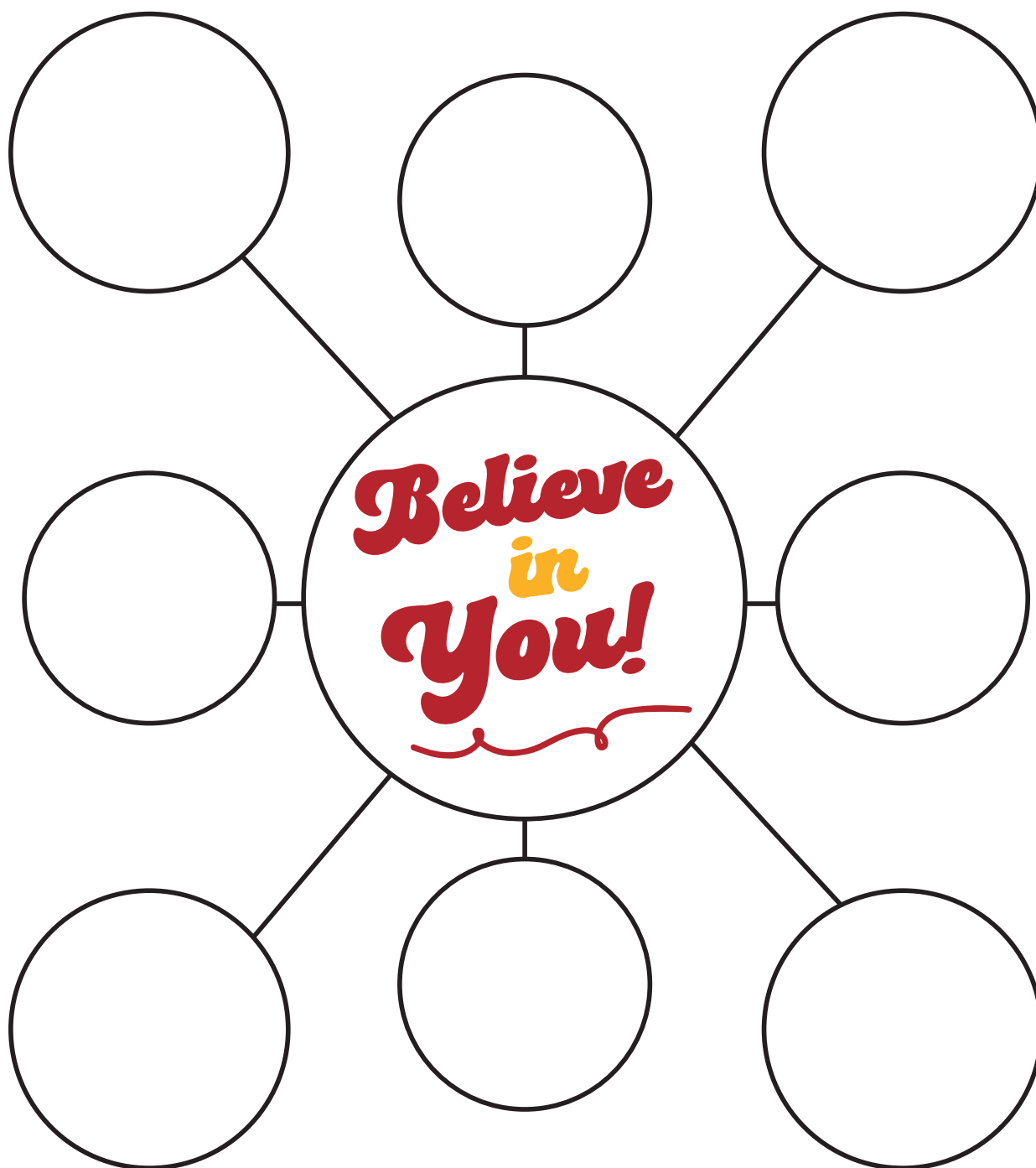
1. Have students sit or stand in a circle, arm's length apart from each other. Select one student to be in the middle of the circle.
2. The student in the middle will start the game by saying "The west wind blows for..." and finishing the sentence with something about themselves.  
Example: The student's favorite color is blue so they would say "The west wind blows for everyone who likes the color blue."
3. If any students in agree or find common ground, they must get up and find a new spot in the circle.  
Example: Anyone else who likes blue will find a new spot in the circle.
4. The person who was in the middle should also find a new spot, joining the circle. The student seated to the right of the previous person will be next to go to the middle and say their "The west wind blows for..." statement.
5. Repeat until the entire class has gone.



# Celebrating Myself Worksheet (Grades: 5-12)

Name: \_\_\_\_\_

**Directions:** Fill out the bubble map with words that describe yourself, including both visible traits and hidden qualities. Choose one descriptor and write it vertically on the back to create an acrostic that reveals more about that aspect of your identity.



## ■ PRE-SHOW ACTIVITIES

# Classroom Connections Post-Show Video Workshop (Grades: 5-12)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

**English/Language Arts:** SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1

**Fine Arts:** Drama: 6.2CO, 7.2CO, 8.2CO, HSP.2CO, HSAC.2CO, HSAD.2CO

**Social & Emotional Learning:** A1.3.c, B1.1.c, C1.2.c, C1.3.c, C2.1.c, C3.1.c, C3.2.c, E3.3.c, A1.3.d, A1.4.d, C1.2.d, C1.3.d, C2.1.d, C2.2.d, C2.3.d, C2.4.d, C3.1.d, C3.2.d, C3.3d, D1.1.d, D3.1.d, E3.3.d

**Social Studies:** 7.Gov.16, AG.CP.3



Playhouse Square teaching artists Ananias and Molly host a workshop for students to view after the performance videos. They interview the playwright of the pieces, share connections between theater and democracy, present a classroom ensemble building activity and interview Kristin Henning. The post-show Video link and password are listed in the Resources.

**Run time:** 36:40

### Guest Stars:

**Kristin Henning** – topic expert, lawyer, professor and author

**Idris Goodwin** – *Social Justice Shorts* playwright

### Ensemble Building Activity:

Demonstrated in the Primer Video and meant as a post-show exercise for students to connect with each other and build momentum, please follow the instructions below to complete this activity:

1. Clear enough space to make a circle with the class. To adapt for a larger group, break into two or more circles.
2. Make eye contact with others in the circle. Eye contact is crucial to solidifying who is being passed to and helps students remember the details that will be shared such as names and colors.
3. Each person in the circle should step forward, say their name and point to the person they are passing to.
4. Whoever receives the pass turns to another person and passes their own name to them. Tips: Have the students pass to someone across the circle rather than someone directly next to them. Make sure that everyone has a turn. Try to maintain a consistent beat when speaking and passing. The added challenge of keeping a beat raises the stakes of the game.
5. Go around the circle a few times.
6. Choose someone to call out the switch in directions starting with saying your own name, then the name of the person you are passing to, your chosen color and lastly the chosen color of the person you are passing to. The calling person would shout YOUR NAME, THEIR NAME, YOUR COLOR or THEIR COLOR to switch the directions between rounds.
7. Don't forget to have fun!



# Freedom, Three Ways (Grades: 5-12)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

**English/Language Arts:** SL.5.1, SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1

**Fine Arts:** Dance: 5.1RE, 5.3CR, 6.1RE, 7.1RE, HSP.1RE

Music: 5.1CO, 6.1CO, 7.1CO, 7.4CO, ENAC.1CO, ENI.2RE, ENN.2RE, HSP.1CO, HSP.4CO

**Social & Emotional Learning:** E3.1.b, A1.3.c, A1.4.c, C1.3.c, E1.1.c, A1.2.d, A1.3.d, A1.4.d, C1.2.d, C1.3.d, D1.1.d, D2.1.d

**Social Studies:** 8.HIS.1, 8.GEO.19, AG.CP.3, AG.RP.15, AH.HT.3

In *ACT FREE*, characters grapple with the meaning of newfound freedom, which may prompt students to reflect on their own freedoms and what they mean. In this activity, students will engage with various artistic interpretations of freedom and discuss their insights.

To start the discussion, share with the students that artists can all interpret the same topic in different ways. Viewing the world through an artistic lens opens the doors for self-expression, meaningful conversations, authentic relationships and changemaking.

Next, present the students the three works listed below on the topic of freedom, each from a different period and artistic medium. Links for each of these works are noted in the Resources.

.....  
**POETRY** “Freedom” by Langston Hughes  
.....

**DANCE** “Wade in the Water” from Revelations by Alvin Ailey Dance Company  
.....

**MUSIC** “Glory” by John Stephens (John Legend), Common (Lonnie Lynn) and Che Smith  
.....

**Content Warning:** References to Death of Christ (0:58), protests in Ferguson, Missouri (1:06) and gun violence (1:16).  
.....

Divide the students into small groups. Have each group discuss the following questions for each piece of art:

- Who created the piece?
- What genre of art does it represent?
- What do you think the piece is trying to say about freedom?
- What tools or techniques do the artists use to

express the message about freedom? Consider literary devices, historical references, musical styles, imagery, movement, props etc.

- How did the piece make you feel?
- How did the piece connect to the *Social Justice Shorts* plays?

Reconvene as a class and have each group share their insights. Encourage students to make connections between the three pieces and discuss how freedom is portrayed across different mediums and time periods. Ask students to raise their hands and answer questions like:

- How do you define freedom?
- How do these pieces affect your view of freedom in your life or community?
- Which artistic medium would you choose to express freedom? Why?
- Did this activity remind you of other works that explore freedom? How are they similar or different?
- Has the message of freedom changed over time? Why?



# Devising Shorts (Grades: 5-12)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

**English/Language Arts:** SL.5.1, SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1

**Fine Arts:** Drama: 5.2CR, 5.1PE, 5.6CO, 6.1PE, 6.2CO, 7.1PE, 7.2CO, 8.1PE, 8.2CO, HSP.1CO, HSP.6CO, HSP.7CO, HSP.1.PE, HSP.6CR

**Social & Emotional Learning:** B1.2.b, A1.4.c, B1.1.c, A1.2.d, A1.3.d, A1.4.d, B1.2.d

**Social Studies:** 5.GEO.9, 6.GOV.9, 7.HIS.1, 7.GOV.16, 8.GEO.19, 8.GOV.20, 8.GOV.21, 8.GOV.24

Students will create and perform their own five-minute plays or “shorts” inspired by articles that describe various situations of civic mindedness.

Typically, a play starts with a script written by the playwright, followed by teamwork from actors, directors and designers to bring the text to life. This process was used for *Social Justice Shorts*.

In contrast, **devised theater** begins *without* a script. This form of theater is created organically through the collaboration of many ideas from the team. Devised theater can start with anything and is sometimes improvised. Many artists use words/phrases, paintings or even real-life events as inspiration. In this activity, the inspiration will come from pre-determined topics and at least one online article.

After viewing *Social Justice Shorts* in its entirety, discuss the following tenets:

- 1) Importance of civic participation
- 2) Cultural celebration and activism
- 3) Media bias awareness



Divide the class into small groups of about 3-5 students and assign each group one of the topics listed above. Each group will find and read at least one online article related to their assigned topic (see Resources for example articles). Encourage the groups to be creative in developing their scenes, focusing on telling a story related to their topic. Since devised theater is often improvised, this activity should be completed within one or two class periods. Emphasize that the goal is to brainstorm and present ideas rather than to achieve perfection. The short scene should be five-minutes in length and each student should play an active role. When practicing, guide the groups with constructive feedback using prompts like “What I liked best was... Next time, I wonder if...”

Have each group perform their “short” for the class. After each performance, ask the rest of the class to identify:

- Who are the characters in this scene?
- When and where does the scene take place?
- What is happening in this scene?
- How does the action in this scene relate to the chosen issue?

Once all the groups have performed, lead a discussion on the conflicts presented in each group’s “short.” Pose questions such as “How can you advocate for yourself in a situation like this?” or “How can you get more involved to ensure freedom and justice for all?”

# Don't Stand By, Stand Up! (Grades: 5-12)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

**English/Language Arts:** SL.5.1, W.5.3, SL.6.1, W.6.3, SL.7.1, W.7.3, SL.8.1, W.8.3, SL.9-10.1, W.9-10.3, SL.11-12.1, W.11-12.3

**Social & Emotional Learning:** C1.3.b, D3.1.b, D3.3.b, C1.3.c, C2.3.c, D3.3.c, C1.3.d

Students will learn what it means to be an “upstander” in their community and participate in a creative writing exercise.

Inspired by the **bystander effect** in which individuals are less likely to offer help to a victim in presence of other people, an “upstander” is a person supports an individual or cause, particularly someone who intervenes on behalf of a person being attacked or bullied. Being an upstander also means standing up for yourself and your identity.

Through self-reflection, challenge students to think about times when they were upstanders and reflect on times when they could have been upstanders but instead were just bystanders.

Consider the qualities of a good upstander and use these ideas to create a model upstander character.

## Discuss as a Class:

- What does the character think and/or believe in?
- What does the character observe in the world around them? Think about sight and sound.
- What does the character say?
- What does the character feel?
- What does the character do?
- What happens in their world? What do they want to happen?
- What actions do they take to make their world a better place?

Using these qualities, have students write a one-page “help wanted” ad for an upstander. It may be helpful to look up examples of real job postings or help wanted ads so students can format their fictional ad accurately. The students’ work must include responsibilities and actions expected, qualities/skills required, job site (a specific place or a general environment where the upstander would be activity) and instructions on how the person could demonstrate their upstanding qualities.





# RESOURCES

## BOOKS



### Suggestions for Further Reading:

*Langston Hughes: American Poet* by Alice Walker

*Ailey Ascending: A Portrait in Motion* by Alvin Ailey  
American Dance Theater and Andrew Eccles

*Revelations: The Autobiography of Alvin Ailey* by Alvin Ailey with A. Peter Bailey



## WEB



### Classroom Connections Video Workshops

*Social Justice Shorts Primer Video*. Password: free1511  
<https://vimeo.com/1001766110>

*Social Justice Shorts Pre-Show Video*. Password: free1511  
<https://vimeo.com/997843096>

*Social Justice Shorts Post-Show Video*. Password: free1511  
<https://vimeo.com/999165719>

### “Collaborative Classroom Poster” Activity

“Mandala Coloring Sheets” *Playhouse Square*,  
<https://www.playhousesquare.org/assets/doc/Mandala-Sheets-e7d1b64936.pdf>

### “Freedom, Three Ways” Activity

“Alvin Ailey Dance Wade in the Water from Revelations,”  
*High Deph Productions* YouTube, [https://youtu.be/tW979KNVwIw?si=Cy\\_-WUZHw8ASzG4j](https://youtu.be/tW979KNVwIw?si=Cy_-WUZHw8ASzG4j)

“Glory Lyric Video from Selma,” *Paramount Pictures*  
YouTube, <https://youtu.be/HEFRPLMOnEA?si=zgZjtKQ9bK7tUR-u>

### “Devising Shorts” Activity

“Celebrating Black History Month Through Teen Activism” by Emily Townsend, January 27, 2023,  
<https://www.dogonews.com/2023/1/27/celebrating-black-history-month>

**Summary:** Three young Black women throughout history are recognized for their activism, showing how teens can make meaningful contributions during Black History Month and beyond.

“Getting Involved in the City Council” by Zain Abbas, October 22, 2020, <https://kpcnotebook.scholastic.com/post/getting-involved-city-council>

**Summary:** A student interviews a Lakewood city council member, highlighting ways for young people to engage in local government.

“Spy-Themed Video Game Tackles Misinformation” by Jessie Nguyen, March 25, 2024, <https://www.democracygroup.org/blog/spy-themed-video-game-tackles-misinformation>

**Summary:** Anahita Dalmia discusses her spy-themed video game, designed to teach youth how to combat misinformation and bias.

# CURRICULUM STANDARDS INDEX

## English/Language Arts

Standard	Description	Grade	Activity	Page
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	5	Create Your Own Crossword	14
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	5	Pre-Show Video Workshop Celebrating Myself Freedom, Three Ways Devising Shorts Don't Stand By, Stand Up!	13 18 21 22 23
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	5	Don't Stand By, Stand Up!	23
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	5	Pre-Show Video Workshop Collaborative Classroom Poster Celebrating Myself	13 17 18
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	6	Create Your Own Crossword	14
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6	Create Your Own Crossword	14
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	6	Pre-Show Video Workshop Celebrating Myself Post-Show Video Workshop Freedom, Three Ways Devising Shorts Don't Stand By, Stand Up!	13 18 20 21 22 23
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	6	Celebrating Myself	18
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	6	Don't Stand By, Stand Up!	23

W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	6	Pre-Show Video Workshop Collaborative Classroom Poster Celebrating Myself	13 17 18
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	7	Create Your Own Crossword	14
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	7	Create Your Own Crossword	14
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	7	Pre-Show Video Workshop Celebrating Myself Freedom, Three Ways Post-Show Video Workshop Devising Shorts Don't Stand By, Stand Up!	13 18 21 20 22 23
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	7	Celebrating Myself	18
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	7	Don't Stand By, Stand Up!	23
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	7	Pre-Show Video Workshop Collaborative Classroom Poster Celebrating Myself	13 17 18
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	8	Create Your Own Crossword	14
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	8	Create Your Own Crossword	14
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	8	Pre-Show Video Workshop Celebrating Myself Freedom, Three Ways Post-Show Video Workshop Devising Shorts Don't Stand By, Stand Up!	13 18 21 20 22 23



W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	8	Celebrating Myself	18
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and wellstructured event sequences.	8	Don't Stand By, Stand Up!	23
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	8	Pre-Show Video Workshop Collaborative Classroom Poster Celebrating Myself	13 17 18
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	9-10	Create Your Own Crossword	14
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important for comprehension or expression.	9-12	Create Your Own Crossword	14
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	9-10	Pre-Show Video Workshop Celebrating Myself Freedom, Three Ways Post-Show Video Workshop Devising Shorts Don't Stand By, Stand Up!	13 18 21 20 22 23
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	9-10	Don't Stand By, Stand Up!	23
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	9-10	Pre-Show Video Workshop Collaborative Classroom Poster Celebrating Myself	13 17 18
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	11-12	Pre-Show Video Workshop Celebrating Myself Freedom, Three Ways Post-Show Video Workshop Devising Shorts Don't Stand By, Stand Up!	13 18 21 20 22 23

L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.	11-12	Create Your Own Crossword	14
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important for comprehension or expression.	11-12	Create Your Own Crossword	14
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	11-12	Don't Stand By, Stand Up!	23
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	11-12	Pre-Show Video Workshop Collaborative Classroom Poster Celebrating Myself	13 17 18

## Fine Arts – Dance

Standard	Description	Grade	Activity	Page
5.1RE	Describe the relationship between production elements, music, and movement in creating meaning for dances performed or observed.	5	Freedom, Three Ways	21
5.3CR	Apply and combine the elements of dance to express ideas, feelings, moods, and personal narratives.	5	Freedom, Three Ways	21
6.1RE	Recognize and articulate the relationship between production elements, music, and movement in creating meaning for dances performed or observed.	6	Freedom, Three Ways	21
7.1RE	Recognize how thoughts and ideas influence dance and articulate the relationship between production elements, music, and movement in creating meaning for dances performed or observed.	7	Freedom, Three Ways	21
8.1RE	Describe, analyze, interpret, and assess the impact of production elements, music, and movement in selected dance works and challenge the opinions of others.	8	Freedom, Three Ways	21
HSP.1RE	Recognize and identify fundamental dance concepts in selected dance works.	9-12	Freedom, Three Ways	21

## Fine Arts – Drama

Standard	Description	Grade	Activity	Page
5.1PE	Work cooperatively in different roles or jobs within a dramatic and theatrical experience.	5	Devising Shorts	22
5.2CR	Use sensory and memorization skills to create a character's movement and voice in comedic and dramatic situations, both scripted and improvised.	5	Devising Shorts	22
5.6CO	Use problem-solving and cooperative skills to dramatize a current event.	5	Devising Shorts	22
6.1PE	Create and perform improvisations and scripted scenes based on personal experience and imagination.	6	Devising Shorts	22
6.2CO	Explain how the actions and motivations of characters in a drama or theatre work impact perspective of a community or culture.	6	Post-Show Video Workshop Devising Shorts	20 22
6.6CR	Engage in ensemble-building activities to build character, emotion, mood, and tone.	6	Celebrating Myself	18
7.1PE	Construct a scripted or improvised scene that uses narrative structure.	7	Devising Shorts	22
7.2CO	Incorporate multiple perspectives and diverse community ideas in a dramatic or theatrical work.	7	Post-Show Video Workshop Devising Shorts	20 22
7.6CR	Engage in ensemble-building activities to develop character goals and tactics.	7	Celebrating Myself	18
8.1PE	Develop scripted or improvised characters using appropriate voice, posture, movement, or language to reveal a conflict and develop a resolution.	8	Devising Shorts	22
8.2CO	Examine a community issue through multiple perspectives in a dramatic or theatrical work.	8	Post-Show Video Workshop Devising Shorts	20 22
8.6CO	Use different theatrical forms to examine contemporary social, cultural, or global topics.	8	Pre-Show Video Workshop	13
8.6CR	Engage in complex ensemble-building activities to develop character goals and tactics.	8	Celebrating Myself	18
HSP.1CO	Describe how drama and theatre can affect social change, both globally and locally.	9-12	Devising Shorts	22
HSP.1.PE	Manipulate vocal qualities, posture, movement, and language to express variety in characters during improvisation and dramatic situations.	9-12	Devising Shorts	22
HSP.2CO	Investigate, compare, and contrast dramatic and theatrical works as products and reflections of the time period and culture in which they were created.	9-12	Post-Show Video Workshop	20
HSP.6CO	Explore how cultural and global belief systems affect creative choices in a dramatic or theatre work.	9-12	Celebrating Myself Devising Shorts	18 22



HSP.6CR	Collaborate with a small group to create a written scene and produce it for class.	9-12	Devising Shorts	22
HSP.7CO	Discuss the importance of drama and theatre in a community and provide examples.	9-12	Devising Shorts	22
HSAC.2CO	Examine and explain the impact of social, historical, and technological trends on key theatrical figures and work in various eras and cultures.	9-12	Post-Show Video Workshop	20
HSAD.2CO	Analyze relationships among cultural norms, artistic expression, ethics, and the choices made in dramatic and theatrical productions.	9-12	Post-Show Video Workshop	20
HSAD.3CO	Use drama and theatre heritage and art forms to communicate a philosophical, ethical, or social issue.	9-12	Pre-Show Video Workshop	13

## Fine Arts – Music

Standard	Description	Grade	Activity	Page
5.1CO	Describe the connection between emotion and music in selected musical works using musical elements.	5	Freedom, Three Ways	21
6.1CO	Describe the connection between emotion and music in selected musical works using musical elements.	6	Freedom, Three Ways	21
7.1CO	Analyze the meaning and expression of variety in live or recorded music performances.	7	Freedom, Three Ways	21
7.4CO	Explain how and why people use and respond to music.	7	Freedom, Three Ways	21
ENAC.1CO	Examine how music reflects the social and political events of history and the role of the musician in history and culture.	9-12	Freedom, Three Ways	21
ENI.2RE	Identify and explain the expressive intent, emotion, and meaning of musical works by citing evidence through appropriate terminology, context, or the setting of the text.	9-12	Freedom, Three Ways	21
ENN.2RE	Recognize the expressive intent, emotion, and meaning of musical works using appropriate terminology, context, or the setting of the text.	9-12	Freedom, Three Ways	21
HSP.1CO	Identify moods and meanings of selected music pieces and identify social events/situations where the music would be appropriate.	9-12	Freedom, Three Ways	21
HSP.4CO	Describe the purpose and value of music in various cultures and settings.	9-12	Freedom, Three Ways	21

## Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
5.1CR	Experiment with various ideas to address contemporary issues.	5	Collaborative Classroom Poster	17

5.2CR	Investigate ideas and inform artmaking through available resources.	5	Collaborative Classroom Poster	17
6.2CR	Brainstorm and experiment independently with ideas.	6	Collaborative Classroom Poster	17
7.2CR	Investigate organizational strategies to develop original ideas.	7	Collaborative Classroom Poster	17
7.2PE	Explore materials to design and create works of art.	7	Collaborative Classroom Poster	17
8.2CR	Brainstorm, refine, and select solutions for original works of art.	8	Collaborative Classroom Poster	17
8.2PE	Select materials and techniques to independently create works of art.	8	Collaborative Classroom Poster	17

## Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A2.1.b	Identify personal strengths based on interests and qualities.	3-5	Celebrating Myself	18
A3.2.b	Seek help and acknowledge constructive feedback from others that addresses challenges and builds on strengths.	3-5	Collaborative Classroom Poster	17
B1.2.b	Describe possible outcomes associated with verbal and nonverbal expression of emotions in different settings.	3-5	Devising Shorts	22
C1.3.b	Demonstrate empathetic reactions in response to others' feelings and emotions.	3-5	Don't Stand By, Stand Up!	23
C2.4.b	Identify areas of improvement for school or home and develop an action plan to address these areas.	3-5	Pre-Show Video Workshop	13
D1.1.b	Apply active listening and effective communication skills to increase cooperation and relationships.	3-5	Collaborative Classroom Poster	17
D2.1.b	Identify what creates a feeling of belonging in various relationships.	3-5	Collaborative Classroom Poster	17
D3.1.b	Identify and demonstrate personal behaviors to prevent conflict.	3-5	Collaborative Classroom Poster Don't Stand By, Stand Up!	17 23
D3.3.b	Generate ideas to reach a compromise and find resolution during conflict.	3-5	Don't Stand By, Stand Up!	23
E1.1.b	Generate possible solutions or responses to a problem or needed decision recognizing that there may be more than one perspective.	3-5	Collaborative Classroom Poster	17
E3.1.b	Demonstrate the ability to respect the rights of self and others.	3-5	Collaborative Classroom Poster Freedom, Three Ways	17 21

A1.3.c	Utilize appropriate time and place to safely process emotions, independently, with a trusted adult or with peers.	6-8	Post-Show Video Workshop Freedom, Three Ways	20 21
A1.4.c	Explain how others' responses to current events can impact emotions.	6-8	Freedom, Three Ways Devising Shorts	21 22
A2.1.c	Describe how personal interests, qualities and strengths may help with decision making to accomplish personal goals.	6-8	Celebrating Myself	18
A3.2.c	Develop and implement a plan of action, based on support or constructive feedback, that addresses challenges and builds on strengths.	6-8	Collaborative Classroom Poster	17
B1.1.c	Describe the relationship between thoughts, emotions and behavior and apply strategies to regulate response.	6-8	Post-Show Video Workshop Devising Shorts	20 22
C1.2.c	Demonstrate respect across school, community, face-to-face and virtual settings, when viewpoints or perceptions differ.	6-8	Post-Show Video Workshop	20
C1.3.c	Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspective.	6-8	Post-Show Video Workshop Freedom, Three Ways Don't Stand By, Stand Up!	20 21 23
C2.1.c	Explain the importance of civic mindedness.	6-8	Post-Show Video Workshop	20
C2.3.c	Explore a school or community need and generate possible solutions.	6-8	Pre-Show Video Workshop Don't Stand By, Stand Up!	13 23
C3.1.c	Discuss how positive or negative stereotypes of an individual or group can be unconscious and may lead to discrimination and prejudice.	6-8	Post-Show Video Workshop	20
C3.2.c	Participate in cross-cultural activities and demonstrate respect for individuals from different social and cultural groups.	6-8	Post-Show Video Workshop	20
D1.1.c	Demonstrate the ability to actively listen and understand multiple perspectives.	6-8	Collaborative Classroom Poster	17
D2.1.c	Participate in a healthy network of personal and school relationships.	6-8	Collaborative Classroom Poster	17
D3.1.c	Recognize and acknowledge different perspectives of others to prevent conflict.	6-8	Collaborative Classroom Poster	17
D3.3.c	Exchange ideas and negotiate solutions to resolve conflicts, seeking support when needed.	6-8	Don't Stand By, Stand Up!	23
E1.1.c	Demonstrate critical thinking skills when solving problems or making decisions, recognizing there may be more than one perspective.	6-8	Collaborative Classroom Poster Freedom, Three Ways	17 21
E3.1.c	Apply honesty, respect and compassion to the decision-making process.	6-8	Collaborative Classroom Poster	17
E3.3.c	Research opportunities for participation in civic-minded activities that contribute to the larger community.	6-8	Post-Show Video Workshop	20



A1.2.d	Analyze ways emotions impact the social environment.	9-12	Freedom, Three Ways Devising Shorts	21 22
A1.3.d	Utilize appropriate time, place or support systems to reflect on personal emotions, independently, with a trusted adult or with peers.	9-12	Post-Show Video Workshop Freedom, Three Ways Devising Shorts	20 21 22
A1.4.d	Analyze why current events may trigger an emotional reaction and identify ways to regulate a response.	9-12	Post-Show Video Workshop Freedom, Three Ways Devising Shorts	20 21 22
B1.2.d	Evaluate how emotions expressed in different settings impact the outcome of a situation.	9-12	Devising Shorts	22
C1.2.d	Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ.	9-12	Post-Show Video Workshop Freedom, Three Ways	20 21
C1.3.d	Demonstrate empathy through compassion in self and encourage in others.	9-12	Post-Show Video Workshop Freedom, Three Ways Don't Stand By, Stand Up!	20 21 23
C2.1.d	Demonstrate an awareness of responsibilities as an involved citizen in a democratic society.	9-12	Post-Show Video Workshop	20
C2.2.d	Engage in civic duties and opportunities within the broader community.	9-12	Post-Show Video Workshop	20
C2.3.d	Implement a strategy to address a need in the broader community or world as change agents.	9-12	Pre-Show Video Workshop Post-Show Video Workshop	13 20
C2.4.d	Evaluate the impact of personal involvement in an activity to improve school, home, community and world.	9-12	Pre-Show Video Workshop Collaborative Classroom Poster Post-Show Video Workshop	13 17 20
C3.1.d	Examine and address explicit or implicit personal biases toward an individual or group.	9-12	Post-Show Video Workshop	20
C3.2.d	Participate in cross-cultural activities, identify unique contributions and perspectives of various groups, and how the experience may change personal perspective.	9-12	Post-Show Video Workshop	20
C3.3.d	Analyze how one can build community that respects all human dignity virtually and in-person.	9-12	Pre-Show Video Workshop Post-Show Video Workshop	13 20
D1.1.d	Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.	9-12	Pre-Show Video Workshop Collaborative Classroom Poster Post-Show Video Workshop Freedom, Three Ways	13 17 20 21

D2.1.d	Establish and actively participate in a healthy network of personal, school and community relationships.	9-12	Collaborative Classroom Poster Post-Show Video Workshop Freedom, Three Ways	17 20 21
D3.1.d	Demonstrate an ability to co-exist in civility in the face of differing perspectives to prevent conflict.	9-12	Collaborative Classroom Poster Post-Show Video Workshop	17 20
E1.1.d	Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives.	9-12	Collaborative Classroom Poster	17
E3.1.d	Demonstrate respect and integrity in all settings during the decision-making process.	9-12	Collaborative Classroom Poster	17
E3.3.d	Seek and engage in civic-minded activities that contribute to the larger community	9-12	Post-Show Video Workshop	20

## Social Studies

Standard	Description	Grade	Activity	Page
5.GEO.9	Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere and results in diversity.	5	Devising Shorts	22
6.GOV.9	Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.	6	Devising Shorts	22
7.GOV.16	Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.	7	Post-Show Video Workshop Devising Shorts	20 22
7.HIS.1	Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.	7	Devising Shorts	22
8.HIS.1	Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.	8	Freedom, Three Ways	21
8.GEO.19	Americans began to develop a unique national identity among diverse regional and cultural populations based on democratic ideals.	8	Freedom, Three Ways Devising Shorts	21 22
8.GOV.20	Active participation in social and civic groups can lead to the attainment of individual and public goals.	8	Devising Shorts	22

8.GOV.21	Informed citizens understand how media and communication technology influence public opinion.	8	Devising Shorts	22
8.GOV.24	Choices made by individuals, businesses and governments have both present and future consequences.	8	Devising Shorts	22
AG.CP.3	Issues can be analyzed through the critical use of credible sources.	9-12	Post-Show Video Workshop Freedom, Three Ways	20 21
AG.RP.15	Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.	9-12	Freedom, Three Ways	21
AH.HT.3	Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.	9-12	Freedom, Three Ways	21