

NEW VICTORY® SCHOOL TOOL®

2017-18 SEASON

RESOURCE GUIDE

JASON BISHOP

Believe
in
Magic



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THE NEW VICTORY® THEATER

NewVictory.org/SchoolTool

THE NEW VICTORY THEATER

The New Victory Theater brings kids to the arts and the arts to kids. Created in 1995 on iconic 42nd Street, this nonprofit theater has become a standard-bearer of quality performing arts for young audiences in the U.S. Reflecting and serving the diverse city it calls home, The New Victory is committed to arts access for all students, teachers, kids, families and communities of New York to experience and engage with the exemplary international programming of theater, dance, circus, puppetry and opera on its stages. A leader in arts education, youth employment and audience engagement, The New Victory Theater has been honored by the President's Committee on the Arts and the Humanities with the 2014 National Arts and Humanities Youth Program Award, by Americans for the Arts with a national Arts Education Award, and by the Drama Desk for "providing enchanting, sophisticated children's theater that appeals to the child in all of us, and for nurturing a love of theater in young people."

The international productions on NEW VICTORY stages inform and inspire the work of the award-winning NEW VICTORY Education Program through a dynamic combination of school and public programs. Our school programs serve over 40,000 Pre-K through 12th grade students and teachers each season at almost no cost to the kids or their schools. Many of our partners are NYC-area Title I schools, with a high percentage of students who would be unable to experience live theater if it weren't for The New Victory. This nationally-recognized program exemplifies the organization's long-standing commitment to the intrinsic value of cultural participation in the lives of New York City kids.

The NEW VICTORY Education Department is committed to building impactful and long-lasting relationships with schools and after-school programs. We believe that creating strong and meaningful partnerships between schools and arts organizations allows school communities to deeply enrich their arts programs and infuse creativity across the curriculum. By annually enrolling in the unique and award-winning NEW VICTORY Education Partnership Program, schools take advantage of \$2 tickets to NEW VICTORY school-time and after-school performances, free classroom workshops led by highly skilled teaching artists, in-depth resources and professional development that allow teachers to incorporate the arts into their classrooms.

NEW VICTORY® SCHOOL TOOL® Resource Guides

Available to Education Partners for every show in our season, NEW VICTORY SCHOOL TOOL Resource Guides provide educators with comprehensive materials that explore the artistry and key themes of each production. Filled with practical, ready-to-implement activities that allow any teacher to incorporate The New Victory into their classroom, the NEW VICTORY SCHOOL TOOL Resource Guides are designed to enrich the performance experience before, during and after the students' trip to the theater.

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Making Connections to Learning Standards

NEW VICTORY SCHOOL TOOL Resource Guides align with the Common Core State Standards, New York State Learning Standards and New York City Blueprint for Teaching and Learning in the Arts. We believe that these standards support both the high quality instruction and deep engagement that The New Victory Theater strives to achieve in its arts education practice.

NEW 42ND STREET® Youth Corps

Available for high school and college-age youth, the NEW 42ND STREET Youth Corps offers paid employment, job training, academic support and mentorship through jobs in the arts. At The New Victory you are greeted by the NEW VICTORY Usher Corps, a rigorous three-year program for New Yorkers ages 16-22, and at The Duke on 42nd Street you are greeted by the NEW 42ND STREET College Corps, a program offered to current CUNY students pursuing graduation. Participants of these programs are paid for their time as front of house staff and for participating in professional development workshops. In our administrative offices, the NEW 42ND STREET Apprentice Corps employs college and graduate students who want hands-on experience in the daily operations of a nonprofit performing arts organization. They are joined by members of the NEW 42ND STREET Fellows Corps, which provides career-launching employment and networking opportunities for former NEW VICTORY Ushers who are actively pursuing non-performing theater careers. Together, these four programs of the NEW 42ND STREET Youth Corps expose students to invaluable life skills and the power of live performance.

CONTACT INFORMATION

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NEW VICTORY® SCHOOL TOOL® Resource Guides are made possible by a generous gift in memory of Fr. John R. Scarangelo, OFM whose lifelong passion for the theater was a powerful influence on all who were fortunate to know and love him.



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Believe -in- Magic

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WHAT GUIDES NEW VICTORY EDUCATION: **OUR GUIDING PILLARS!**

*Want to know what guides the work we do in New Victory Education? We'll tell you!
The Guiding Pillars on this page are the foundation of how we strive to cultivate
collaboration and creativity for everyone!*

PLAY

How is the work sparking imagination,
encouraging joy in learning
and evoking laughter?

DISCOVERY

What methods are we employing and questions
are we asking to encourage opportunities for
meaning-making, deepening understanding, inquiry,
curiosity, risk-taking and learning about oneself,
ones' peers, and the world around us?

COMMUNITY

How are we encouraging ensemble and
collaboration within the communities
we work with?

ART FORM

How are we honoring and exploring
the technique of the art forms
presented on our stage?

CREATE

How can we activate art-making and creativity
to explore the art form in each production?

ARTS FOR ALL

How is the work accessible
to and inclusive of everyone?

INSIDE

A behind-the-curtain look at the artists, the company and the art form of this production

COMMON CORE STANDARDS

Reading: 4

Writing: 2; 3; 6; 7

Speaking and Listening: 1; 2; 4; 6

Language: 1; 2; 3

NEW YORK STATE STANDARDS

Arts: 4

Career Development and Occupational Studies: 1

English Language Arts: 1; 4

Social Studies: 1; 2

BLUEPRINT FOR THE ARTS

Theater: Developing Theater Literacy
Making Connections
Exploring Careers and
Lifelong Learning

Visual Art: Art Making

Summary

Oh, the weather outside is frightful, but this show is so delightful! Back by popular demand, Jason Bishop returns with even more tricks (and wry one-liners) up his sleeve. With new acts designed especially for The New Victory—including a dumbfounding disappearance onstage and an amazing appearance in the audience—BELIEVE IN MAGIC will convert the most cynical of skeptics in this mind-blowing marvel. And when Jason magically makes it snow, you'll be thinking, *what a show, what a show, what a show!*



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Where in the world is
**JASON BISHOP: BELIEVE
IN MAGIC** from?

**FLEETWOOD,
PENNSYLVANIA**



ALAKAZAM!

FUN FACTS

Fleetwood, Pennsylvania is a small community of approximately 4,000 residents located in Berks County, Pennsylvania.

Jason can bounce playing cards 50 ft off of the stage floor!

Speaking of cards, it would take 2,353,260 playing cards placed end-to-end to stretch the 130 miles from Fleetwood to New York City!

Kim, Jason's assistant, has won over 100 awards for baton twirling, including a first place trophy at America's Youth on Parade—also known as the "World Series of Baton Twirling."

Legend has it that Harry Houdini, master illusionist and escapist, once made an elephant vanish from the Hippodrome Theater, which shared a roof top garden with The New Victory Theater.

SLEIGHT OF HAND + ILLUSION
x MYSTERY =

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A Closer look:

Jason Bishop, the creator of the first (and now second!) magic show to perform at The New Victory Theater, is from Fleetwood, Pennsylvania. His on-stage collaborators include his assistant, Kim Hess and Gizmo (or Dog #97), his canine companion. This traveling trio has toured to each of the lower 48 states and to 30 countries on six continents. Jason Bishop performs an average of 150 shows each year.

At just seven years old, Jason Bishop began learning how to be a magician by studying magic and illusion books at his local library. Jason cleverly combines traditional magic with modern technology and prides himself on his versatility with both rare illusions and the fundamentals of magic.



ABRACADABRA!

HOCUS FOCUS!



MAGIC

There are many different types of magic, but JASON BISHOP: BELIEVE IN MAGIC is primarily based in stage magic—large-scale magic that is performed on a stage in front of a large audience. Stage magic can be anything from making a tiger suddenly appear inside an empty cage, to levitating a table or sawing a member of the audience in half. Most of the magic shown on television is considered stage magic, although technically it is television magic (an outgrowth of radio magic).

THEATER

There are many different forms of theater arts including drama, musical performance and dance. JASON BISHOP: BELIEVE IN MAGIC is dramatic in nature and uses a combination of several theatrical elements to create a dynamic, dramatic, captivating show. Speaking of drama, the six essential elements of drama are plot, character, theme, language, sound and spectacle. As you're watching the show, see if you and your students can spot which theatrical elements are at play in this production!

ILLUSION

An illusion is a thing that is likely to be wrongly perceived or interpreted by the senses. Illusions are innately deceptive and have the power to make an audience believe that the impossible is possible. It is, for example, when a magician performs feats of skill that demonstrate the seemingly mysterious and leave the audience with no idea how a trick or illusion was achieved.

WHAT DO YOUR STUDENTS KNOW NOW?

Prior to exploring JASON BISHOP: BELIEVE IN MAGIC with your students, find out how much they already know about **MAGIC**. In addition, allow them to explore the theme: **ILLUSION**.

Have you ever seen a magician or illusionist perform live or on television/film? If so, how did you feel when you witnessed feats of magic?

What questions do you ask yourself when you see a magic trick or illusion?

What type(s) of magic tricks or illusions are you hoping to see performed by Jason Bishop in this production?

Jason Bishop started teaching himself how to perform magic tricks when he was seven years old. What self-taught skills have you learned?

If you could perform one magic trick or illusion, what would it be?



MAGIC'S LASTING SPELL (HISTORY, SOCIAL STUDIES)

Embark on a creative writing unit that allows students to explore the history of performed magic and the life of Harry Houdini. Over the course of a few days, instruct your students to research and write about the history of magic and Houdini's evolution from card manipulator to master escapist. In pairs, have students exchange their findings with a partner. Instruct students to read their partner's finding and draw what they imagine or visualize as they read about the storied history of Houdini and magic! Then, in pairs or groups, have students share their findings and describe what they've drawn based on those findings. To support this unit use the **Creativity Page: Draw Your Dream Magic Act!** in the **Before** section.

THE MAGIC OF SCIENCE (SCIENCE)

Use the experience of seeing JASON BISHOP: BELIEVE IN MAGIC to inspire a unit on how magic and illusion relate to science. Divide students into pairs or small groups and instruct them to perform the following two magic tricks:* one that focuses on **centripetal force** and another that demonstrates **inertia**. Once they have completed both tricks successfully, have volunteers demonstrate their magic tricks to the rest of the class. Afterward, lead a discussion with your students about inertia and centripetal force and ask the students how the laws of physics were at play in each trick.

WHAT MAKES A MAGICIAN? (CAREERS, LIFELONG LEARNING)

Let JASON BISHOP: BELIEVE IN MAGIC inspire a unit on what entrepreneurship is. Completely self-taught, Jason began learning how to be a magician by studying magic and illusion books at his local library; he did this when he was just seven years old! Now, years later, he has traveled to 48 mainland states and 6 continents to bring magic to audiences of all ages. Ask your students to brainstorm the trajectory of their life as a magician or a magician's assistant. Ask them questions like: *How would you begin to learn magic? What kind of magic tricks would you like to learn? Is there such a thing as a school for magic and, if so, where is it and what would studying there be like? What does your magic act look like (is it large-scale or close-up)? Where in the world would you travel to bring magic to other audiences?* To support this unit, use the **Handout: Do You Believe In Magic?** in the **Inside** section, to support this unit or the **Creativity Page: Draw Your Dream Magic Act!** in the **Before** section.

*TEACHER'S NOTES:

The hyperlink for the centripetal force trick, on the Sources page, will direct you to a video that clearly demonstrates how the trick works.

The hyperlink for the inertia trick, on the Sources page, will direct you to a webpage that clearly lays out the steps so that each pair or small group can do the trick successfully.



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DO YOU BELIEVE IN MAGIC?

HANDOUT

A MAGICIAN NEVER REVEALS HIS SECRETS

Magic, in its many forms, is all about creating the illusion that the impossible is possible. In **JASON BISHOP: BELIEVE IN MAGIC**, Jason focuses on three main types of magic: close-up magic, cabaret magic and stage magic (also known as illusion).



WOW!

CABARET or STAND-UP MAGIC

Cabaret or stand-up magic is performed for a larger audience. The magician is on a stage, or in some way set apart from the audience, and performs larger-scale tricks. The props used range from ropes to silk handkerchiefs to bottles or even birds.

STAGE MAGIC

This type of magic is performed on a big stage for a large audience. While cabaret magic consists primarily of tricks, stage magic consists mostly of illusions. These illusions are performed by a magician with an assistant, with large animals or with the help of a member of the audience. Stage magic is distinguishable by its large-scale props and production values.

CLOSE-UP MAGIC

This is interactive magic that is meant to be performed for a small audience. It's performed directly in front of audience members and often involves audience participation. The props that are used in close-up magic are small items that are easy to carry, like coins or house keys.

POOF!

MAGIC FACTS

Even though The New Victory Theater seats 499 people, *Jason Bishop: Believe In Magic* uses visual technology that allows close-up magic to be seen by the entire audience!

When close-up magic is performed at a table, it is called table magic. When a magician wanders from group to group, this is called strolling magic or mix-and-mingle magic.

When a magician repeatedly combines sleight of hand with playing cards, it is known as card manipulation.



BEFORE

Ready-to-implement classroom activities that explore the themes and artistry of the show

COMMON CORE STANDARDS

Speaking and Listening: 1; 2; 6

Language: 1; 3; 5

NEW YORK STATE STANDARDS

Arts: 1; 2

English Language Arts: 1; 4

BLUEPRINT FOR THE ARTS

Theater: Theater Making
Developing Theater Literacy
Making Connections

Visual Art: Art Making



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MAKE MINE MAGIC

JASON BISHOP: BELIEVE IN MAGIC employs different types of magic and creates astounding illusions. Now it's time to see what you can do! *Let's see what magic you can conjure up!*

1. To prepare students, engage the group in a quick discussion about the difference between magicians and the fantasy world of wizardry. The focus here is magic as it pertains to magicians.
2. Gather your students in a circle and ask them if anyone knows a magic trick. Ask them to demonstrate it for the class.
3. Ask your students to consider this question: *How does a magician make magic?* Encourage them to imagine themselves as a magician and physicalize that in a gesture using their entire body.
4. Then, going around the circle, ask each magician to say a magic word and add a gesture to accompany the word.
5. Next up, divide the room into three groups. Ask your students to keep their magician personas in mind. Each group must work together to come up with a name for their coterie of magicians.
6. Once they've done this, ask them to choose a magic word and a magical movement that represents their word.
7. Ask each group to share the name of their coterie, their word and movement with the rest of the class. The other groups should echo the words and movements shared.
8. After all groups have shared, return to a circle, ensuring that magic groups remain together.
9. To create a secret magicians' code as a class, go around the circle once more and have each group share their magic word and movement swiftly around the circle. Find more ways for the whole class to express their secret magicians' code!

REFLECTION QUESTIONS:

What surprised you about your classmates' ability to do magic?

How did it feel to create your own magicians' group?

What do you think is Jason Bishop's magicians' code?



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Be a part of your kid's field trip to see JASON BISHOP: BELIEVE IN MAGIC!

WATCH

Check out the video trailer and a message from the company!

www.NewVictory.org/JasonBishop

While you're there, do the suggested Family Activities to learn more about the show.



ASK



After your kid visits the New Vic, talk with them about their theater-going experience! Use the prompts below to engage in a conversation with them about what they saw and how the show made them feel!

BEFORE the show:

What is the difference between “magic” and “illusion”? Let’s figure it out together!

What are you most excited about for your trip to The New Victory Theater?

AFTER the show:

What was your favorite part of the show?

Did anything about the show surprise you?

What different elements of theater did you see incorporated into the show?

Do you know more about the difference between “magic” and “illusion” than you did before seeing the show?

VISIT

The New Victory is New York City’s only performing arts theater exclusively devoted to kids, their families and classmates, bringing exhilarating stories, innovative art forms and unparalleled performers from around the world to its historic stage in Times Square. For a full list of shows in the New Vic 2017-18 season, visit www.NewVictory.org.

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SPECTACULAR!

CREATIVITY PAGE

S P E C T A C U L A R I

In JASON BISHOP: BELIEVE IN MAGIC, the performers use different types of magic and illusion to “WOW” the audience. *If you were a magician, what would the different parts of your magic act be? Would you pull a rabbit out of your hat? Would you make the audience disappear and reappear?*

Think about everything that goes into creating and performing a magic and illusion spectacular, like the lighting, costumes—oh, and don’t forget the magic tricks! Draw your spectacular magic act in the space below:



EN ROUTE

Trip logistics and a brief student activity to be completed shortly before seeing the show

Provide this section to all teachers and chaperones attending the show!

COMMON CORE STANDARDS

Reading: 1, 4, 7

Language: 1, 3

NEW YORK STATE STANDARDS

Arts: 1; 2

BLUEPRINT FOR THE ARTS

Theater: Developing Theater Literacy
Making Connections

Heads up!

JASON BISHOP: BELIEVE IN MAGIC is a production that employs magic tricks and illusion. Prepare your students to listen and watch closely to enjoy the spectacle!



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PROFILE OF A MAGICIAN



In JASON BISHOP: STRAIGHT UP MAGIC, Jason performs various feats of mysterious magic and intriguing illusion!

Imagine yourself as a magician. What kind of magic would you do?

Take this quiz to find out! (circle your answer!) Use the legend below to find out your mystical fate!

1. If you could make something disappear into thin air, what would it be?

- A.** An animal
- B.** Your school
- C.** Your home

2. If you could walk through a solid object, such as a wall or floor, how would you do it?

- A.** Float through it slowly without any special effects
- B.** Create a fiery distraction and suddenly reappear on the other side
- C.** Use a smoky haze effect

3. In your dream magic act, what role do you play?

- A.** The magician
- B.** The magician's assistant
- C.** An animal sidekick

4. What type of magic would you like to perform?

- A.** Close-up magic
- B.** Cabaret magic
- C.** Stage magic

5. Which of the following would your magic act include?

- A.** Levitation
- B.** Pulling a rabbit out of a hat
- C.** Audience participation

6. What would your magician costume be?

- A.** A suit and cape
- B.** Jeans and a t-shirt
- C.** A tuxedo and top hat

7. If you possessed magical powers what would you do to show the world your talents?

- A.** Build a school for magicians
- B.** Give everyone on earth a superhuman ability
- C.** Make objects or people levitate

**NOW, ADD UP YOUR POINTS
AND SEE WHAT KIND
OF MAGICIAN YOU ARE!**

LEGEND:

A's = 6 points each

B's = 4 points each

C's = 2 points each

1-14 POINTS:

You're an amateur magician, like an apprentice! You're well on your way to becoming a master magician. Keep working on it!

15-23 POINTS:

You're a magician and well on your way to becoming a master illusionist. Practice, Practice, Practice!

24-32 POINTS:

You're a master magician! You've perfected the art of sleight of hand, but you've still got some work to do in the levitation department!

33-42 POINTS:

You're a master illusionist and have joined the ranks with such famous illusionists as Harry Houdini and Criss Angel! **Congratulations!**

TRIP GUIDE

Provide this resource to the School Trip Leader and all teachers/chaperones attending the performance.

Before you leave school

We advise you to LEAVE ALL BAGS AND LUNCHES at school, if possible. If not, bags will be collected by NEW VICTORY staff and stored during the performance.

Plan to arrive at the NEW VICTORY venue at least 30–45 minutes before curtain time. The building opens one hour prior to curtain (i.e. 10am for an 11am performance). If you realize that your group is running late, please contact the theater DIRECTLY at **646.223.3020**. If you will be arriving by bus, please ensure that your driver drops your group off on the **north side** of 42nd Street between 7th and 8th Avenues.

Arrival

When you reach 42nd Street, a member of the New Victory Front of House staff wearing a green vest will check in with the school trip leader.

If you arrive by bus, they will direct your bus to a location on the street where it is safest to unload the students.

It is important to wait until our staff checks in the School Trip Leader and Bus Driver before unloading the students.

They will record the bus number and give the School Trip Leader and the Bus Driver correlating tags.

Please remember to have the School Trip Leader and the Bus Driver exchange cell numbers.

The Front of House staff will give a time for the bus to return to pick up your school group.

The question of lunch

NEW VICTORY venues are not equipped to host lunch/snacks. In the early autumn and spring months, nearby Bryant Park (42nd Street at 6th Avenue) offers a pleasant place for lunching, and there are also public restroom facilities.

Seating

In order to make your experience at the theater as efficient and safe as possible, you will not be issued tickets. Your group will be assigned seats in advance by the Education Department. Your seating assignment will not be available prior to the performance. If you have any questions, please contact the Education Department at: Education_Tickets@NewVictory.org.

Accessibility

Wheelchair accessibility: Wheelchair seating must be requested in advance, at the time of the ticket request, and is subject to availability. Assisted listening devices are available for patrons who have hearing impairments.



TRIP GUIDE

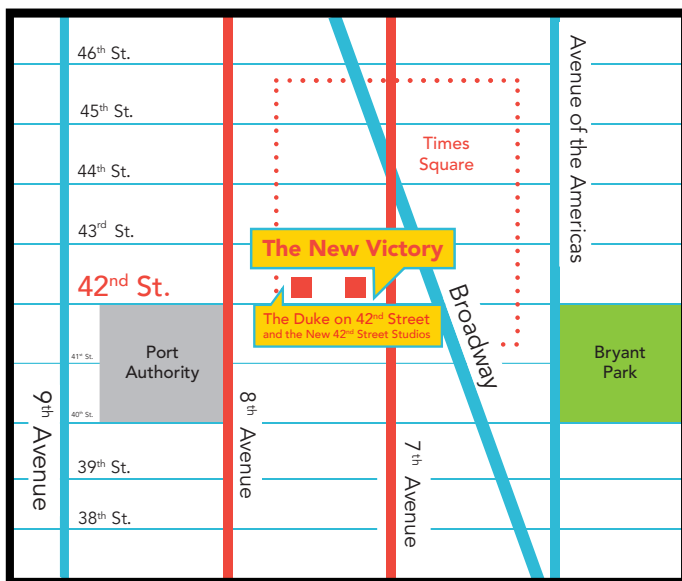
If you are traveling by bus, please also share this important information with the bus driver.

Directions to

THE NEW VICTORY THEATER OR THE DUKE ON 42ND STREET/
NEW 42ND STREET STUDIOS
209 West 42nd Street
229 West 42nd Street

BY SCHOOL BUS

It is safest to drop off and pick up your school group on **the north side of the street** in front of the venue. Turn onto 42nd Street from 7th Avenue so students can unload in front of the theater.



During the show

42nd Street is extremely congested and has a high volume of traffic. According to the New York City Department of Transportation, vehicles are not allowed to sit idle or park on the street without special permission. Once your bus is empty, it is important that the bus driver find parking at a nearby location—see possible parking locations below.

If a driver chooses to park on 42nd Street, they do so at their own risk of being ticketed by the police. The New Victory Theater is not responsible for bus drivers who receive parking tickets.

Possible parking locations

8th Avenue (both sides) between 38th and 39th Streets
11th Avenue (both sides) between 39th and 40th Streets

Pick up

Taking Midtown traffic into consideration, bus drivers should leave their waiting location approximately 10 minutes prior to the return time given by the Front of House staff. Front of House staff will also help find a spot on 42nd Street to safely load your student group after the show has ended.

BY MTA, SUBWAY OR BUS

1/2/3, N/R/Q/W/7

Exit the station at 42nd Street/7th Avenue. When you come out of the turnstile, take the stairs to your right. All NEW VICTORY venues are directly to the west of the subway station.

A/C/E to Port Authority

Exit at 42nd Street/8th Avenue. Walk to 42nd Street, turn east, and continue walking until you arrive at NEW VICTORY venues.

B/D/F/M

Exit at 42nd Street/6th Avenue. Walk west on 42nd Street until you come to 7th Avenue. The venues are on the north side of the street at 7th Avenue, next to the subway station.

The M10, M16, M27, M42, M104 buses all stop within one block of the venues.



AFTER

Ready-to-implement classroom activities that offer the opportunity to reflect on and extend the experience of attending the performance

COMMON CORE STANDARDS

Reading: 1

Writing: 2; 4

Speaking and Listening: 1; 2; 3; 4; 6

Language: 1; 3

NEW YORK STATE STANDARDS

Arts: 1; 2; 3

English Language Arts: 1; 3

BLUEPRINT FOR THE ARTS

Theater: Theater Making

Developing Theater Literacy

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AFTER / PERFORMANCE REFLECTION

Following your trip to the New Victory, you may find that your students want to discuss the performance and their own opinions about it. Reflecting on the show and voicing an aesthetic response is an important part of the theater-going experience. Allowing your students the opportunity to articulate their own thoughts and hear the ideas of their classmates will increase the impact of the theater experience.

Engage in a conversation with your students regarding their thoughts and feelings about the show. Use the following questions as prompts:

Do you believe in magic? Why? Why not?

What were your favorite magic tricks in the show?

Did you find yourself trying to figure out the tricks or did you allow yourself to just enjoy the experience? Why? Why not?

How does not knowing how the magic tricks and illusions were done make you feel?

TEACHER TIP

Engaging in dialogue, asking questions and recalling observations are skills that we believe should be fostered and encouraged. When leading a performance reflection discussion, try the following model of critical response:

Describe (*I saw...*)

Analyze (*I wonder...*)

Interpret (*I think/feel...*)

Evaluate (*I believe...*)



The Magician's Gazette

Headline: _____

[illegible]

[illegible]

I KNOW!

HOW'D HE DO THAT?

I KNOW, TOO!

Materials: 4 large pieces of paper with these words written on them:
Strongly Agree, Somewhat Agree, Strongly Disagree, Somewhat Disagree

Post the four pieces of paper in the four corners of the classroom. Write the phrase, "HOW'D HE DO THAT?" on the board and inform your students that you'll be conducting a debate of sorts to discuss how Jason Bishop achieved his magic tricks and feats of illusion.

1. Make the following statements out loud:
 - a. *Jason Bishop achieved a hologram illusion by using actual magical powers*
 - b. *Jason Bishop creates and manipulates a floating ball of fog*
 - c. *Jason's dog, Gizmo, actually disappeared during the show!*
2. For each statement, have students move to the corner that best matches their position (Strongly Agree, Somewhat Agree, Strongly Disagree, Somewhat Disagree).
3. Each group will have 2 minutes to discuss and solidify their reasoning for why they chose that corner.
4. Each group selects a spokesperson to express the group's position, while the other groups listen closely. He/she has 20 seconds to express the groups thoughts clearly and persuade their classmates that their stance is right.
5. Direct each group to present their position in turn. Allow students to move to a different corner if they have changed their minds. If anyone moves to a new position, ask what made them change their mind.
6. Culminate in a group discussion about magic tricks and illusion. Explain the old adage "a magician never reveals his secrets," and then lead your class in a discussion about whether "not knowing" how magic is done is important or not and why.

Teacher's Note: Add your own set of statements!

REFLECTION QUESTIONS:

What were some of your favorite discussion points from today's debate?

What was it like to think about how the magic was done?

What does analyzing the magic tricks from JASON BISHOP: BELIEVE IN MAGIC do to your view of magic?

How does it feel to "not know" how a magic trick or illusion was done?



**Believe
in
Magic**
JASON BISHOP

THE NEW VICTORY® THEATER
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Cast a spell on you

CREATIVITY PAGE

Can you make an object disappear into thin air? Try it! Conduct an online search for ways to make objects disappear. Once you've mastered your magic "trick," use the space below to write down your very own incantation. Then, demonstrate your trick for the class, using your magician skills!

The Book of Spells

Sources

<http://thejasonbishopshow.com/>
<https://www.magictricks.com/magic-glossary.html>
<https://www.thespruce.com/easy-diy-magic-tricks-2266287>
<https://magiciansrabbit.wordpress.com/2016/02/09/card-manipulation/>
<http://www.gingermagic.com/styles-of-magic/>
<http://yteevents.com/magicians/history-magic/>
<http://www.all-about-magicians.com/history-of-magicians.html>
<http://www.philjaymagic.com/history-of-magic.htm>
<http://we-love-magic.co.uk/different-types-of-magic/>
http://www.education.com/activity/article/Marble_physics_magic_first/
<https://www.youtube.com/channel/UCeQEKFH31vvD-InkTGSvCrA>
<https://www.youtube.com/watch?v=6haxdfnJcX8>
<http://novaonline.nvcc.edu/eli/spd130et/sixp-2.htm>

The hyperlink for the centripetal force trick will direct you to a video that clearly shows how the trick works.

<https://www.youtube.com/channel/UCeQEKFH31vvD-InkTGSvCrA>

The hyperlink for the inertia trick will direct you to a webpage that clearly lays out the steps so that each pair or small group can do the trick successfully.

<https://www.youtube.com/watch?v=6haxdfnJcX8>