

NEW VICTORY

THEATER

NEW VICTORY® SCHOOL TOOL®

RESOURCE GUIDE

SNAP



2018-19 SEASON

THE NEW VICTORY® THEATER

New York's Theater for Kids and Families

A PROJECT OF THE NEW 42ND STREET

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.

The 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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646.223.3090



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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SNAP

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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: 1; 2; 3; 4; 5; 6; 7

Writing: 2; 3; 4; 6; 7; 9; 10

Speaking and Listening: 1; 2; 3; 4; 5; 6

Language: 1; 2; 3

NEW YORK STATE STANDARDS

Arts: Creating, Performing, Responding, Connecting

English Language Arts: 1; 2; 3; 4

Social Studies: 1; 2; 5

BLUEPRINT FOR THE ARTS

Theater: Theater Making, Developing Theater Literacy, Making Connections

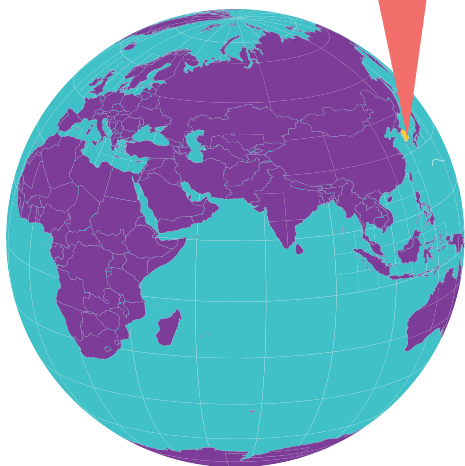
Summary

Poof! Presto! Snap! Playing with space, time and the otherworldly, this eclectic ensemble of South Korean illusionists will boggle your mind with their impressive powers of magic and illusion. Mixing dexterous sleight of hand, Chaplin-esque vaudevillian comedy and ingenious visual effects, SNAP conjures a marvelous, magical cabaret perfect for the whole family.



Where in the world is
GRUEJARM PRODUCTION from?

BUSAN, SOUTH KOREA



DID YOU KNOW:

The illusions in SNAP speak for themselves! While many magicians must perfect the art of patter, a speech used while performing, the magicians of SNAP sought inspiration from Charlie Chaplin (early 1900's film star), among others, for both his slapstick-style comedy and silent storytelling.

Did you know that when Chaplin first came to America he thought he was here to inherit money? Instead, it was to meet with producers who eventually launched his film career.

Charlie Chaplin once went to a Charlie Chaplin lookalike competition and came in third place.



ILLUSION + CLOWNING × FANTASY =



A closer look:

Glorious, Rare, Unique, Exciting, Joyful Arts, Rapt Mystery is what GRUEJARM Production stands for both figuratively and literally. The name also translates from Korean to describe the state in between reality and a dream! The terrifically talented company, which formed in 2010, brings together Korea's most illustrious illusionists to produce unbelievable productions and make some seriously funny magic.

GRUEJARM Production is dedicated to presenting a fun and exciting program that also artistically inspires its audiences through a cultural context that is new and imaginative. In 2016, SNAP was the winner of "Best Production," the highest honor of the Asian Arts Award at the Edinburgh Festival Fringe.

There are multiple World Champions of the Fédération Internationale des Sociétés Magiques, a consultant for The Illusionists World Tour and even a Professor of Magic Performance who all came together to make this show. SNAP combines performance and fantasy to create a realistic atmosphere. While it may feel like a dream, the inventive ideas of GRUEJARM utilize light and dark to reflect the surreal world.

MAGIC

There are many different types of magic, but SNAP 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. SNAP is dramatic in nature—with lots of clowning—and uses a combination of several 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 can spot which theatrical elements are at play in this production!

ILLUSION

Illusion is, by definition, a thing that is, or 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. For example, it is when a magician performs feats of skill that demonstrate the seemingly mysterious and leaves the audience with no idea how a trick or illusion was achieved.

WHAT DO YOUR STUDENTS ALREADY KNOW?

Prior to exploring SNAP with your students, find out how much they already know about **MAGIC** and **THEATER**. In addition, allow them to explore the theme: **ILLUSION**.

Have you ever seen a magician or illusionist perform live or on television? 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 in this production?

In what ways are magic and illusion theatrical?

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



SNAP

THE NEW VICTORY® THEATER

NEW VICTORY® SCHOOL TOOL® Resource Guides

NEW VICTORY
THEATER

HANDOUT: ACT LIST



The Tricksters

Shadow Studio

The Door

The Florist

Mystery of the Red Silk

Haunted Atelier

The Oddball at The Crossroads

Dancing with Umbrellas

Magical Book

Secret of the Atelier

Magical Light

The Alchemist

Box of Paradox

The Wonder of The Dreamer



MAGIA HISTORIAE MUNDI (ENGLISH LANGUAGE ARTS, HISTORY)

Magic has a rich history that dates back to the very earliest days of human history and is found in every culture. SNAP features Korean illusionists showcasing modern magic with inspirations from around the world. Have your students research the history of magic whether it be magic, from their culture or an era in history that interests them. To help track the research progress, share findings over the course of the project and create a living list of styles and uses for magic around the world and throughout history. Ask questions like: *How did this form of magic come to be? How is this form of magic culturally significant? How was this form of magic used? When was this form of magic most prevalent? Is this form of magic still seen today?* Then, create a class magic fair by making presentations about different forms of magic. Rehearse and present the studied magic tricks that can be done safely with materials found in the classroom and have a class discussion of takeaways from the research project. To support this unit, use the Activity: *Adventures in Space and Time* in the **Before** Section.

THE WIZARDING WORLD OF SCIENCE (SCIENCE)

Use the experience of seeing SNAP to inspire a unit on magic and illusion and how they relate to science. Divide the students into pairs or small groups and instruct them to perform two different 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 for the rest of the class. Afterwards, lead a discussion with your students about inertia and centripetal force and then ask the students how the laws of physics were at play in each trick. To support this unit, use the Creativity Page: *The Magic Within* in the **After** section.

BECOMING A MAGICIAN (ENGLISH LANGUAGE ARTS, CAREERS AND LIFELONG LEARNING)

Let SNAP inspire a unit on what entrepreneurship is. The illusionists in SNAP all have unique characters and styles. SNAP's tricksters have come all the way from South Korea 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 about magic? What kind of magic tricks would you like to learn? Is there any such thing as a school for magic and if so where is it and what would studying be like? What does your magic act look like (is it large-scale or smaller)? Where in the world would you travel to bring magic to other audiences?* Once students have established magician identities and tricks, ask them to form ensembles to rehearse. Conclude this unit by having ensembles perform magic shows for the class. To support this unit, use Creativity Page: *Warlock Wardrobe* in the **Before** section, or the Creativity Page: *The Magic Within* in the **After** section.

*See the Sources page for a helpful Teacher Tip to guide you through these magic tricks!

BEFORE

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

COMMON CORE STANDARDS

Writing: 3; 4

Speaking and Listening: 1; 2; 6

Language: 1; 2; 3

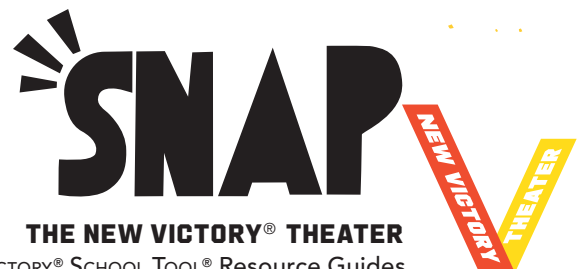
NEW YORK STATE STANDARDS

Arts: Creating, Performing, Responding,
Connecting

English Language Arts: 1; 2; 3; 4

BLUEPRINT FOR THE ARTS

Theater: Theater Making; Developing
Theater Literacy; Making
Connections



ADVENTURES IN SPACE AND TIME

Take your class on a journey through dimensions between reality and dreams! Discover new worlds and explore soundscapes with your students to spark new fascinations before your students see SNAP!

1. Tell your students to prepare for an interdimensional journey where they will discover new realities. The laws of our world may no longer apply and strange phenomenon may be witnessed.
2. Acting as scribe, have your students generate a list of oddities and intriguing events that may be common in the worlds you will soon see.
3. Ask students to join you as you travel through the interdimensional gate! **Hint:** *To help get students in the mindset of a different dimension, have them line up and invite them to pass through a hula hoop or sheet. As a class, navigate through the interdimensional space as if in the introduction from a popular black and white television program! Create a soundscape (sounds effects made with the body or different objects in the room that help to create environment and mood) as the class journeys through the mysterious realm. What sounds do you hear in the spacial void? Here comes a doldrum of time! What does it sound like as we trudge through it?*
4. Let your class know that in the other realms, light is not guaranteed. Decide which points are dark and bright and dim the lights accordingly. Use a flashlight to help you navigate through the unknown!
5. Have the students take note of some things they might pass by to fully visualize their journey.
 - a. *Do you see any strange creatures or places? What do they look like? How do they move?*
 - b. *How is it different from home out here? How many other worlds do you see? What are the worlds' names? (Make them up!)*
 - c. *See if you can identify anything in the sky! What does it look like? Where did it come from and where is it going?*
6. You see a portal in the distance! As a class, venture through the portal and begin to explore the new realm. *Is anyone in the realm or are you the first to see this terrain? What is it called? If it is inhabited what are the names of the inhabitants?* Now, allow students to explore. Guide the journey:
 - a. *You have just arrived in a new unknown world. What does it sound like when your feet touch the surface? Can you walk normally? Is walking like jumping or swimming here?*
 - b. *Can you hear music or sound in this realm? What does it sound like?*
 - c. *Move your hands through the space around you. Does it make a sound? What does it sound like? How is the air different than the air on our Earth?*
7. Now give students their ultimate challenge, discovering a way back home. Using magic or science hypothesize escape tactics to bring all the new information about the multiverse back to your classroom.

REFLECTION QUESTIONS:

.....
What were some of your favorite moments from today's activity?

What was it like to explore different sounds?

What was it like to create a realm of your very own?



Be a part of your kid's field trip to SNAP!

WATCH

Check out the video trailer for SNAP.

NewVictory.org

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 do you think magic is?

How do you think the performers discovered their talent for illusion?

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

AFTER the show:

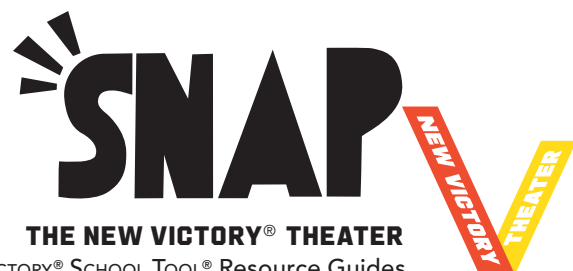
What was your favorite part of the show?

How would you describe theatrical magic?

Did anything about the show surprise you?

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 2018-19 season, including shows to attend with your family, visit NewVictory.org.



WARLOCK WARDROBE

Think about a TV series or film you've watched recently, or a game you've played that featured magicians and think about the costumes those mysterious people wore. Then, consider the costumes worn by the performers in SNAP, pictured below. Now, ask yourself: If I were a magician or illusionist, what would I look like? What kind of costumes would I wear? What would my signature trick or spell be?

Now, design your magical costume! Once you've put the finishing touches on that, take time to fill out your biography, including your stage name, your signature trick and more!

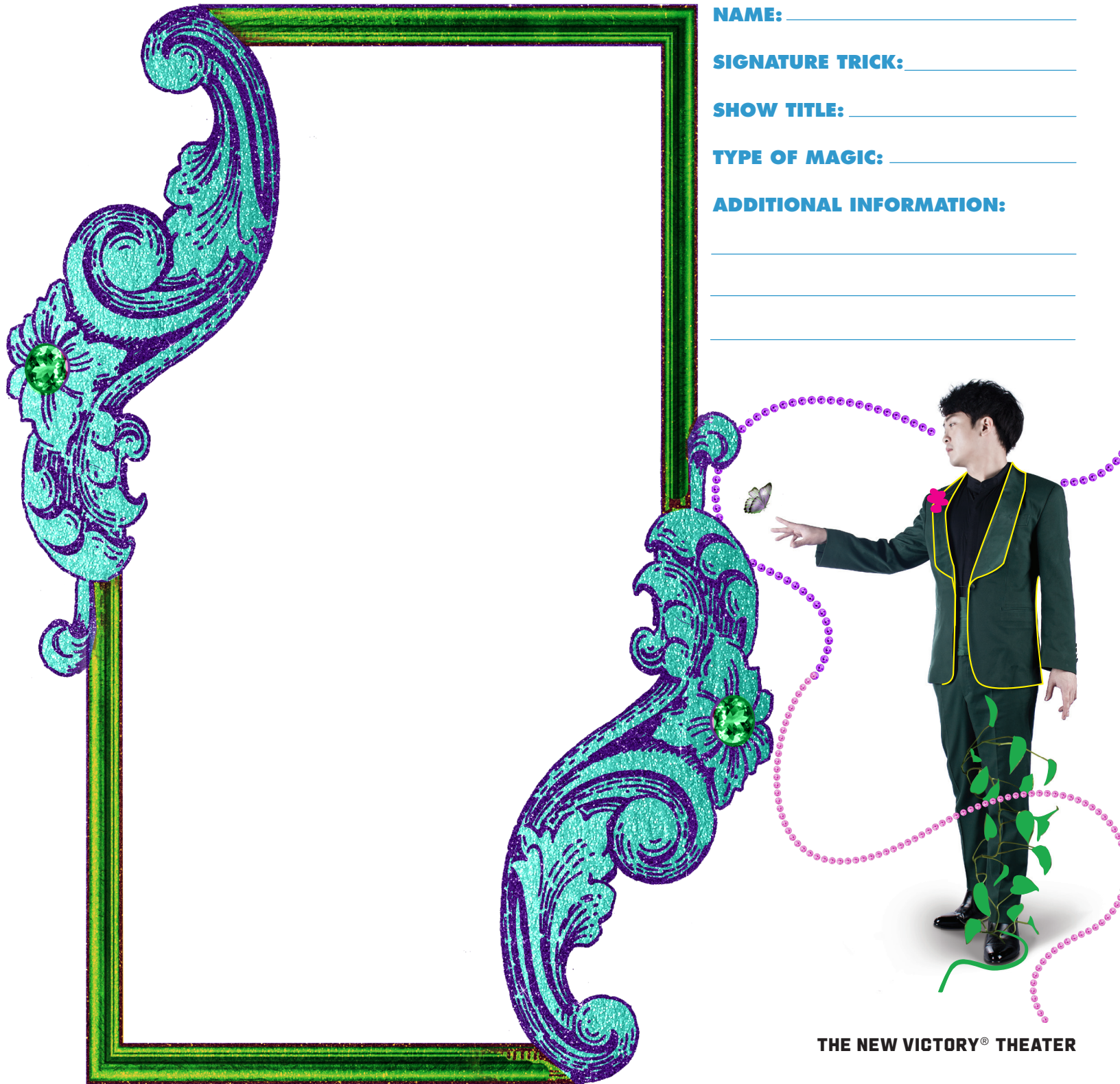
NAME: _____

SIGNATURE TRICK: _____

SHOW TITLE: _____

TYPE OF MAGIC: _____

ADDITIONAL INFORMATION:



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

NEW YORK STATE STANDARDS
Arts: Creating, Responding

BLUEPRINT FOR THE ARTS
Visual Arts: Art Making;
Making Connections

Heads up!

SNAP uses magic and illusion to create an entertaining performance that blends fantasy and reality. Be aware that the performers interact with audience members directly. Please be mindful that this sharp stagecraft also includes the use of open flame. Encourage your students to let their imagination take them deeper into the fantasy world that these tricksters create before their very eyes!



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

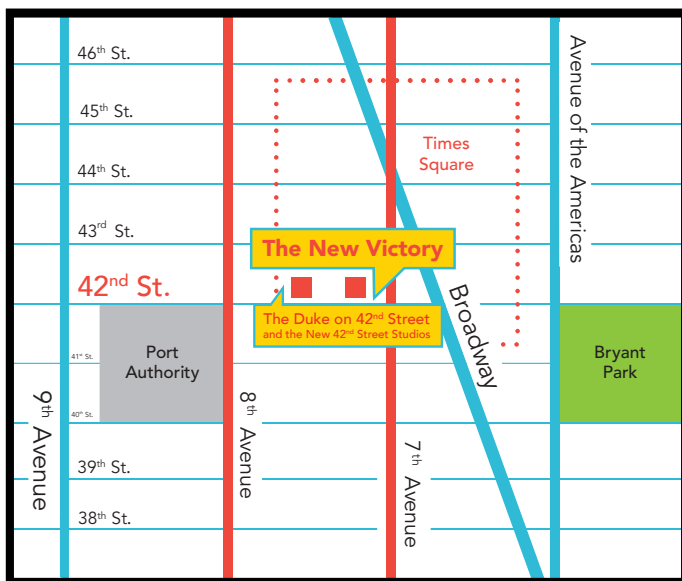
If you are traveling by bus, please also share this important information with the bus driver.

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

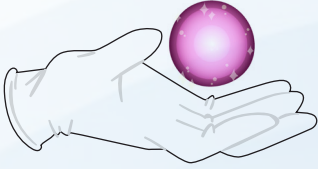
Exit at 42nd Street/6th Avenue. Walk west on 42nd Street until you come to 7th Avenue. The venues are on the north side of the street at 7th Avenue, next to the subway station.

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



WHAT KIND OF AN ILLUSIONIST ARE YOU?

In SNAP, Tricksters, Dreamers, Alchemists and Oddballs perform various feats of mysterious magic and intriguing illusion! Imagine yourself as a practitioner of magic.



What kind of magic would you practice? Take this quiz to find out!



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 of it
 - c. Using a smoky haze effect
3. In your dream magic act, what role would 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. Sleight of hand magic
 - b. Illusionist magic
 - c. Scientific 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. A dazzling floor length gown
 - 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. Spread the power and grant everyone the use of magic
 - c. Be mischievous and levitate objects and people around you

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 ODDBALL MAGICIAN, like a freespirit! You do things in your own quirky way and like to have fun with your magic!

15-23 POINTS = YOU'RE AN ALCHEMIST. You're a tactical thoughtful magician. You are focused on your art and very meticulous with your craft.

24-32 POINTS = YOU'RE A DREAMER! You push the limits of magic, break the rules and soar to new heights!

33-42 POINTS = YOU'RE A TRICKSTER! Mischievous and fun, you have mastered magic so thoroughly, it's a casual tool for you now to use as you please.



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; 3; 4; 5

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

Language: 3

NEW YORK STATE STANDARDS

Arts: Creating; Performing; Responding;
Connecting

English Language Arts: 1; 3

BLUEPRINT FOR THE ARTS

Theater: Theater Making; Developing
Theater Literacy; Making
Connections



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. 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. Then, lead students in a discussion:

Engage in a conversation with your students to help them process their thoughts and feelings about the show. On a large piece of chart paper, draw the outline of a large floating door and use the prompts below to guide students through an active reflection. On the outside of the outline, have students write or draw their favorite moments from the show. On the inside of the outline, have students write or draw their own feelings about the show and what the imagery evoked. Then, lead students in a discussion:

Was there a story? What was it about?

Who were the characters?

What were your favorite parts of the show?

What feats of illusion did you witness on stage?

What did you think about how the performers created their spectacular magic?

What different production elements (music, lighting, costumes, etc.) did you notice in the show?

How did the show 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...)

A MAGICAL DEBATE

Post the four pieces of paper in the four corners of the classroom. Inform your students that you'll be conducting a debate rehearsal for the 2019 Magic Summit.

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

1. Make the following statements out loud:
 - a. *The illusionists in SNAP achieved a hologram illusion by using actual magical powers.*
 - b. *The illusionists in SNAP created and manipulated a floating ball of fog.*
 - c. *An illusionist in SNAP actually battled a spectre from within their painting.*

Note: Feel free to add your own set of questions!
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 their secrets," and then lead your class in a discussion about whether or not the "not knowing" how magic is done is important or not, and why!

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 SNAP do to your view of magic?

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

Deep in all of us, there is magic. And now is your chance to showcase that magic! Imagine yourself as a magician and, in the spaces below, design your very own signature trick. You can even use the **Creativity Page: Warlock Wardrobe** in the **Before** section as inspiration! When you've layed out your trick, step by step, give it a title and a brief description. Then, show it to a friend and wow them with your mysterious ways!



Sources

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http://www.education.com/activity/article/Marble_physics_magic_first/

Photos: Taewon Kim

TEACHER TIP:

This hyperlink will guide you through the centripetal force magic trick:

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

This hyperlink will guide you through the inertia trick so that each pair or small group can do the trick successfully: https://www.education.com/activity/article/Marble_physics_magic_first/