

Alliance Theatre

Institute

Covenant Pre-Show Lesson Plan & Resources

Essential Question	It is okay to give up what you need for what you want.
GSE – Theater	<p>TAHSFT.CR.1.a Recognize and/or employ realistic and conventional speech patterns within dialogue or dramatic verse.</p> <p>TAHSMT.PR.1.c Use the skills and tools of a director to develop a presentation of formal and informal musical theatre performances.</p>
GSE – English Language Arts	<p>TAHSTL.CN.1.b Identify and summarize contributions made to the development of theatre literature by different cultures and traditions.</p> <p>9.T.T.4.b Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose.</p>
Student Objective	Students will utilize drama strategies (song writing, ensemble building, performance) to explore the themes of the play, <i>Covenant</i> .
Space Set Up	Open space to move and work in small groups
Materials	<ul style="list-style-type: none"> • Music – Crossroads Blues by Robert Johnson • Graphic Organizer – Modern Day Blues • Writing Utensils • Alliance Theatre Covenant Study Guide (if desired)
Agenda	<p>Introductions, Welcome – 5 minutes</p> <ul style="list-style-type: none"> • Directions: Introduce <i>Covenant</i> by York Walker (Option to utilize the Study Guide located on the Alliance Theatre website as a resource) and prepare students to engage in an interactive pre-show lesson before seeing the production. <p>Pre-Show Discussion – 20 minutes A Deal with the Devil</p> <ul style="list-style-type: none"> • In small groups, discuss non-religious examples of the phrase “make a deal with the devil.” <p>Step #1: What do you want?</p> <ul style="list-style-type: none"> • In each group, make a (ranked) list of the top 5 list most desirable things in the world • Whole group: Each group shares their #1 item - now we have a consensus <p>Step #2: What do you have that is of value?</p> <ul style="list-style-type: none"> • In each group, students discuss their top 5 things of value • Encourage students to think literally (health, money, possessions) and figuratively (loving relationships, a soul, knowledge) <p>Step #3: What would you trade in (give up) to get something you want?</p> <ul style="list-style-type: none"> • If you think you would make a trade, stand up (let them self-select)

	<ul style="list-style-type: none"> • Talk about it at your table <ul style="list-style-type: none"> ○ “I would trade [this] to get [this] because [why].” ○ OR “I would not trade anything because [why].” <p>Interactive Activity – 25 minutes</p> <p>Modern Day Blues</p> <ul style="list-style-type: none"> • Introduce the Blues musician, Robert Johnson. • Discuss the myth surrounding Robert Johnson (that he sold his soul to the devil to achieve his great musical prowess) • Listen to <i>Crossroads Blues</i> • Blues Song - Lyrics Writing <ul style="list-style-type: none"> ○ In their small groups, students will fill in the Modern Day Blues Graphic Organizer to create their own blues song. ○ Use ideas from the discussion to fill in your song! ○ Encourage students to rehearse their performance. • Hear a few <ul style="list-style-type: none"> ○ If students are nervous about presenting their songs, encourage the full class to sing the “Everybody” sections of the graphic organizer to cultivate a supportive room. <p>6. Closure - 5 minutes -</p> <ul style="list-style-type: none"> • Students engage with the essential question: It is okay to give up what you need for what you want. • Students stand if they agree and sit if they disagree.
Assessment	Formative: Student participation and engagement in the Pre-Show Discussion, Interactive Activity, Sharing, and Reflection

Graphic Organizer – Modern Day Blues

Note: [🎸 🎵] Indicates the [blues riff](#)

Everybody

[🎸 🎵] I went to the crossroad

[🎸 🎵] fell down on my knees

[🎸 🎵] I went to the crossroad

[🎸 🎵] fell down on my knees

Verse: What do you want?

[🎸 🎵] And then I asked

[🎸 🎵] “how do I get

[🎸 🎵] _____, please?”

(name the #1 thing you want)

[🎸 🎵] Looked in _____

(a place)

[🎸 🎵] Asked (my) _____

(most trusted friend)

[🎸 🎵] Ooh-ee, I want

[🎸 🎵] that _____!

(repeat the #1 thing you want)

Everybody

[🎸 🎵] What would I trade

[🎸 🎵] to lose these blues?

[🎸 🎵] And if I trade

[🎸 🎵] will I win or lose?