



# Summer Institute for Educators 2023

## *A Bridge Across the Fault Lines: Curiosity, Creativity & Courage*

### **ENDURING UNDERSTANDINGS**

- The arts can express and mirror a full range of human experience through the use of expressive language, music, drama, and visual symbolism.
- The arts can teach us to remain courageous and resilient in the face of conflict and disagreement.
- The arts can both reflect and challenge how we understand events and unlock deeper understanding through adaptation and exploration.
- The arts and humanities are deeply interdisciplinary and can provide teachers with numerous access points to their subject matter.
- Studying arts and humanities can help students to understand the world around them and how individuals operate within communities.

### **GUIDING/ESSENTIAL QUESTIONS**

- What does it mean to have compassion for people with whom we disagree or who hold challenging opinions?
- How do we engage authentically with people or communities who may not share our values, beliefs or culture?
- How does an individual's point of view affect the way they understand or deal with a conflict?
- Does everything depend on perspective, or are there some universal ideas on right and wrong?
- How can the process of devising theatrical work help us to understand complex contemporary or historical conflicts?
- How can tapping into theatrical elements of the stage help students create meaning through multiple modalities?

## Tectonic Theater Project - What is Moment Work?

Moment Work™ is the groundbreaking process of devising new work developed by Moisés Kaufman and Tectonic Theater Project to create works such as *The Laramie Project*, *Gross Indecency: The Three Trials of Oscar Wilde*, and *33 Variations*, among others. Moment Work explores the theatrical potential of all the elements of the stage in order to create strong theatrical and dramatic narratives from the ground up. Moment Work gives us the freedom to create individual, self-contained theatrical units (Moments) and to sequence these units together into theatrical phrases that eventually become a play.

Devising Theater means creating new work for the stage in a collaborative laboratory setting. Moment Work begins with the premise that powerful storytelling employs much more than words. Through a rigorous and thoughtful process, these moments are sequenced and layered to build narratives which lead to the creation of original and innovative new plays.

Through exploring and analyzing the power of each element of the stage, students of Moment Work will discover their magic and how to craft thought-provoking narratives in a uniquely theatrical way.

### Curriculum Connections

Theater is inherently and deeply multi-disciplinary, involving music, language, movement/dance, and visual arts. Taken together, these provide multiple points of connection and interaction with classroom curriculum.

Curriculum maps that draw connections between Moment Work, the institute and Ohio Learning Standards in ELA, Social Studies, Fine Arts and Social Emotional Learning are available here:

[https://drive.google.com/drive/folders/IX\\_CO0A4pG4koIvNFH-AkM2QvwhAAaXxC?usp=sharing](https://drive.google.com/drive/folders/IX_CO0A4pG4koIvNFH-AkM2QvwhAAaXxC?usp=sharing)

### Daily Learning Goals & Outcomes

#### MONDAY – July 10

##### 1. What is Moment Work?

Participants will understand that Tectonic Theatre Project uses non-fiction sources and its own devised theater technique of Moment Work to create its social justice plays. Participants will understand how Moment Work explores the structure of a theatrical experience by analyzing and utilizing the elements of the stage.

Participants can identify the elements of the stage and can create a “moment” using the construct of “I begin... I end.”

##### 2. Introduction to *The Laramie Project* and Creating Theater for Social Change

Participants will understand how *The Laramie Project* was created using Moment Work and verbatim text from interviews.

Participants can explain how Moment Work is used to “write performance” and its power for creating theatrical experiences from non-fiction/social justice source materials.

Participants will create moments to theatrically represent real environments from a nonfiction source.

## **TUESDAY – July 11**

### **3. Adapting Theater from Nonfiction Sources**

Participants will understand how theater can be adapted from nonfiction sources such as interviews, court transcripts, news articles, etc. Participants can identify the formal strength of a source material to understand how stories are adapted from one medium to another.

Participants will create moments generated from nonfiction text to highlight the theatrical potential.

### **4. Moment Work in the Classroom: Introduction to Classroom Integration**

Participants understand the power of Moment Work as a tool to teach core curriculum. They will break down the elements of Moment Work in an arts integration lesson plan and identify how its components can be used to pinpoint discrete activities and learning goals.

## **WEDNESDAY – July 12**

### **5. Making Theater from Interviews**

Participants will understand how interviewing techniques are key to getting stories in lieu of opinions. They will understand how the right questions generate theatrical text that can be used on stage and to explore complex social issues with nuance.

Participants will create tentpole questions to elicit stories from their fellow participants that can be used in the creation of their pieces.

### **6. Moment Work: Application of Learning**

Participants are prepared to revise and refine their draft lesson through peer-led feedback sessions.

## **THURSDAY – July 13**

### **7. The Enduring Power and Legacy of The Laramie Project**

Participants will understand the specific history of *The Laramie Project* and the changing impact of its story on audiences through time. They will understand how the early exploration of moments is crafted into final plays using *Throughlines* and an *Organizing Principle*.

Participants will demonstrate their new skills by presenting their creation groups' sequences of moments based on nonfiction source text.

### **8. Time for Reflection**

Participants will reflect on how creating their own original devised adaptation has revealed opportunities for using the arts to help students explore and understand complex social and political issues in our divided society.

# Preparing for the Institute

## Pre-Institute Readings

Participants are asked to read three brief introductory essays that establish a preliminary understanding of the work of Tectonic Theater Project and some of the animating themes of the Summer Institute. We anticipate a time commitment of approximately one hour.

1. [Moment Work - Introduction by Moisés Kaufman \(pp. 3–6\)](#)
2. [New York Times Opinion | The Key to Success in College Is So Simple, It's Almost Never Mentioned](#)
3. [How The Laramie Project Changed Theatre and the World](#)

## Participant-Provided Materials

Every participant is required to bring on Day One:

- **One or two interesting light sources** such as head or bike lights; flashlights; car emergency lights; small, interesting table lamps; holiday strand lights; laser party lights; battery operated tea lights—whatever is on hand.
- **A costume/article of clothing**
- **A prop/object**
- **An item that makes sound** (ex., books of matches that rattle, windup toys, sticks to hit together, etc.)

For costume/prop think: interesting colors, shapes, malleability. Umbrellas, floaty scarves, toys, and tools are some possibilities.

*Specific requests from the artists:* motorcycle helmets; period-appropriate clothing; farming/gardening implements or gloves; green, blue or white fabric; items reminiscent of Brazil and the rainforest; samba instruments. Our source material includes time periods from the 1970s through 2005.

**NOTE: The items you bring will be available for use by all participants in the Institute; therefore, participants should not bring anything that is fragile or has any significant monetary or emotional value. While the Tectonic Teaching Artist will ask everyone to respect the items, we would hate for an accident to happen!**

# SUMMER INSTITUTE 2023

## DAILY AGENDA

<b>DAY 1 - Monday, July 10</b>	<b>Location</b>
<p><b>8:30-9:00 (30 min.)</b>  <b>Arrival / Registration / Breakfast</b></p>	126 N. Main St. Loft Lobby, 3 <sup>rd</sup> Floor
<p><b>9:00-9:30 (30 min.)</b>  <b>Conference Welcome: Setting the Stage</b>            Muse Machine Secondary Schools Program Director Emily Gray will introduce our conference’s players and establish the aims of our time together. Muse Executive Director Ruth Reveal will offer her perspective on our work. Teaching artists Barbara Pitts McAdams and Brandon Anderson will introduce Tectonic Theater Project.</p>	Studio A, 2 <sup>nd</sup> Floor
<p><b>9:30-10:30 (1 hr.)</b>  <b>Intro To Moment Work</b>  <b>Facilitator: Brandon Anderson</b>            Brandon will introduce the fundamentals of Moment Work, Tectonic’s devising method, through active exploration and discussion. Participants will create their first moments using the construct of “I Begin... I End” and generate an Elements of the Stage list that will become an anchor of our theatrical exploration.</p>	Studio A, 2 <sup>nd</sup> Floor
<p><b>10:30-12:00 (1 hr. 30 min.)</b>  <b>TEAM PROCESS: Moment Work Level I: Architecture, Prop, &amp; Costume Moments</b>            Participants will use the fundamental construct of “I Begin... I End” to explore Moment Work Level I concepts. Participants will create architecture, prop, and costume moments, exploring the theatrical potential of these three elements of the stage. Concepts of narrative flexibility/theatrical potential, primary/secondary elements, discursive power, structural/interpretive analysis, and scoring moments will be introduced. <i>Please use the restroom on the way to your breakout room.</i></p>	Barb – Studio A Brandon – Studio B Jimmy – 4th Floor Studio jeremy – Muse Conference Room
<p><b>12:00-12:15 (15 min.)</b>  <b>Morning Reflection</b>  <b>Moderator: Brandon Anderson</b>            Participants will share their process with a partner from a different creation group and discuss ideas of how to use Moment Work in their own classroom. The full group will brainstorm and chart classroom connections.</p>	Studio A, 2 <sup>nd</sup> Floor

<p><b>12:15-1:15 (1 hr.)</b>  <b>Lunch Break</b></p>	<p>Loft Lobby, 3<sup>rd</sup> Floor</p>
<p><b>1:15-2:15 (1 hr.)</b>  <b>Intro to <i>The Laramie Project</i> &amp; Creating Theater for Social Change</b>  <b>Facilitator: Barbara Pitts McAdams</b>  Through discussion of <i>The Laramie Project</i>, Barbara will explain how Moment Work was created to explore nonfiction material. Participants will discover how elements can be used to re-create real environments and be layered to create powerful theatrical experiences. Participants will be introduced to the concept of theater for social change.</p>	<p>Studio A, 2<sup>nd</sup> Floor</p>
<p><b>2:15-3:45 (1 hr. 30 min.)</b>  <b>TEAM PROCESS: Moment Work Level I: Light &amp; Sound Moments and Layering of Elements</b>  Participants will continue their exploration of Moment Work Level I. They will create light and sound moments while continuing to layer in elements of the stage. Concepts of scoring moments, discursive lines, theatrical vs. dramatic tension, and dynamic change will be introduced. <i>Please use the restroom on the way to your breakout room.</i></p>	<p>Barb – Studio A  Brandon – Studio B  Jimmy – 4th Floor Studio  jeremy – Muse  Conference Room</p>
<p><b>3:45-4:00 (15 min.)</b>  <b>Afternoon Reflection/Housekeeping</b>  <b>Moderator: Barbara Pitts McAdams</b>  Participants will share their process with a partner from a different creation group and discuss ideas of how Moment Work might be used in their classrooms. The full group will brainstorm and chart classroom connections.</p> <p><b>Reminder: Please fill out your Day I Check-in Survey!</b></p>	<p>Studio A, 2<sup>nd</sup> Floor</p>

## DAY 2 - Tuesday, July 11

<p><b>8:30-9:00 (30 min.)</b>  <b>Arrival / Registration / Continental Breakfast</b></p>	<p>Loft Lobby, 3<sup>rd</sup> Floor</p>
<p><b>9:00-9:15 (15 min.)</b>  <b>Welcome/Warm Up</b>  <b>Facilitator: Brandon Anderson</b>  Welcome to Day 2! After a warmup, we will do a quick check-in to share any new reflections we had about yesterday's work and set up the day.</p>	<p>Studio A, 2<sup>nd</sup> Floor</p>
<p><b>9:15-10:30 (1 hr. 15 min.)</b>  <b>Adapting Theater from Nonfiction Sources</b>  <b>Facilitator: Jimmy Maize</b>  Using examples from <i>The Laramie Project</i>, <i>SpongeBob: The Musical</i> and other theatrical adaptations, Jimmy will explore how nonfiction sources are adapted for the stage and how stories are adapted from one storytelling medium to another. Participants will then get nonfiction text and create moments that share their understanding of this text in a theatrical way, using the elements of the stage introduced on Day One.</p>	<p>Studio A, 2<sup>nd</sup> Floor</p>
<p><b>10:30-12:00 (1 hr. 30 min.)</b>  <b>TEAM PROCESS: Moment Work Level 2: Text, Layering, Sequencing</b>  Participants will move into Moment Work Level 2 where text is re-introduced. Participants will create moments from short text prompts and explore layering and sequencing to construct exciting and surprising theatrical narratives. <i>Please use the restroom on the way to your breakout room.</i></p>	<p>Barb – Studio A  Brandon – Studio B  Jimmy – 4th Floor Studio  jeremy – Muse Conference Room</p>
<p><b>12:00-12:30 (15 min.)</b>  <b>Group Shares/Morning Reflection</b>  <b>Moderator: Jimmy Maize</b>  Participants will share selected moments from their creation groups with the full group. They will see how the same material can create vastly different interpretations based on the elements used and the way they are layered and sequenced. Participants will share their process with a partner from a different creation group and discuss ideas of how to use Moment Work Level 2 concepts in their own classroom. The full group will brainstorm and chart classroom connections. Participants will be given the full text of the obituary that becomes the source material for their creations.</p>	<p>Studio A, 2<sup>nd</sup> Floor</p>

<p><b>12:30-1:30 (1 hr.)</b>  <b>Lunch Break</b></p> <p><b>Muse staff will present at 12:45 on the Out-of-School Tickets program for the upcoming school year.</b></p>	<p>Loft Lobby, 3<sup>rd</sup> Floor</p>
<p><b>1:30-2:15 (45 min.)</b>  <b>Moment Work Demo Lesson/Unpacking</b>  <b>Facilitator: jeremy o'brian/Brandon Anderson</b></p> <p>Jeremy will demo a 20-minute Moment Work lesson that teachers will participate in. Together we will unpack the lesson as an example of arts integration.</p>	<p>Studio A, 2<sup>nd</sup> Floor</p>
<p><b>2:15-3:45 (1 hr. 30 min.)</b>  <b>Lesson Plan Creation Time</b></p> <p>Participants will write a lesson plan for their class using Moment Work skills to guide their planning. Teaching artists will be available to answer questions. Muse Curriculum Consultant Becky Davis will speak briefly on the opportunity to earn graduate credit for implementing a developed lesson.</p>	<p>Studio A, 2<sup>nd</sup> Floor</p>
<p><b>3:45-4:00 (15 min.)</b>  <b>Afternoon Reflection/ Housekeeping</b>  <b>Moderator: jeremy o'brian/Brandon Anderson</b></p> <p>Participants will reflect on their lesson planning time and share discoveries and questions.</p> <p><b>Reminder: Please fill out your Day 2 Check-in Survey!</b></p>	<p>Studio A, 2<sup>nd</sup> Floor</p>



## DAY 3 - Wednesday, July 12

<p><b>8:30-9:00 (30 min.)</b>  <b>Arrival / Registration / Continental Breakfast</b></p>	<p>Loft Lobby, 3<sup>rd</sup> Floor</p>
<p><b>9:00-9:15 (15 min.)</b>  <b>Welcome/Warm Up</b>  <b>Facilitator: Brandon Anderson</b>  Welcome to Day 3! After a warmup, we will do a quick check-in circle to share any reflections we had about yesterday's work and set up the day.</p>	<p>Studio A, 2<sup>nd</sup> Floor</p>
<p><b>9:15-10:45 (1 hr. 30 min.)</b>  <b>TEAM PROCESS: Obituary Exploration/Moment Creation</b>  Participants use all they have learned about Moment Work to begin creating moments using the text from an obituary as inspiration. Participants will start the process of generating diverse moments, exploring different parts of the nonfiction source. Layering and sequencing of moments may begin. <i>Please use the restroom on the way to your breakout room.</i></p>	<p>Barb – Studio A  Brandon – Studio B  Jimmy – 4th Floor Studio  jeremy – Muse  Conference Room</p>
<p><b>10:45-12:00 (1 hr. 15 min.)</b>  <b>Making Theater from Interviews</b>  <b>Facilitator: Brandon Anderson (Lesson by Amanda Gronich)</b>  Brandon will take participants through an active exploration of the art of interviewing and how to create questions that elicit stories, not opinions. Participants will see how the right question can generate text that is highly theatrical and engaging. The session will culminate with the creation of interview questions for their creation groups surrounding what they find engaging about the nonfiction source of the obituary.</p>	<p>Studio A, 2<sup>nd</sup> Floor</p>
<p><b>12:00-12:15 (15 min.)</b>  <b>Morning Reflection</b>  <b>Moderator: Brandon Anderson</b>  Participants will share their process with a partner from a different creation group and discuss ideas of how text moments, sequencing/layering and interviewing could be utilized in their own classroom. The full group will chart classroom connections.</p>	<p>Studio A, 2<sup>nd</sup> Floor</p>
<p><b>12:15-1:15 (1 hr.)</b>  <b>Lunch Break</b></p>	<p>Loft Lobby, 3<sup>rd</sup> Floor</p>

<p><b>Allison Knight, Dayton Metro Library Youth Services Director, will have books from the institute reading list available for browsing.</b></p>	
<p><b>1:15-3:00 (1 hr. 45 min.)</b>  <b>TEAM PROCESS: CONTINUE CREATION</b>  Participants will each interview a partner from their creation group and capture one powerful line that they want to share with the group. Participants will continue creating, sequencing and layering moments to construct a sequence of moments exploring their nonfiction source material.</p>	<p>Barb – Studio A  Brandon – Studio B  Jimmy – 4th Floor Studio  jeremy – Muse Conference Room</p>
<p><b>3:00-4:15 (1 hr. 15 min.)</b>  <b>Lesson Activity Activation</b>  <b>Breakout Groups led by Barbara Pitts McAdams, Brandon Anderson, Jimmy Maize, jeremy o'brian</b>  Participants will each be given a chance to activate a Moment Work-inspired activity from their lesson plan and receive feedback. <i>Please use the restroom on the way to your breakout room.</i></p>	<p>Barb and Brandon:  Studio A, 2<sup>nd</sup> Floor</p> <p>Jimmy and jeremy:  Studio B, 2<sup>nd</sup> Floor</p>
<p><b>4:15-4:30 (15 min.)</b>  <b>Afternoon Reflection</b>  <b>Moderator: Barb and jeremy</b>  Participants will share their process with a partner from a different creation group and discuss ideas of how to use design in their own classroom. The full group will brainstorm and chart classroom connections and discuss their lesson plans.</p> <p><b>Reminder: Please fill out your Day 3 Check-in Survey!</b></p>	<p>Studio A, 2<sup>nd</sup> Floor</p>

## DAY 4 - Thursday, July 13

<p><b>8:30-9:00 (30 min.)</b>  <b>Arrival / Registration / Continental Breakfast</b></p>	<p>Studio A, 2<sup>nd</sup> Floor</p>
<p><b>9:00-9:15 (10 min.)</b>  <b>Warm Up/Opening Activity</b>  <b>Facilitator: Barbara Pitts McAdams</b>  Our final morning circle to reflect on the work done and warm up for the final day! Barbara will introduce our special guest Leigh Fondakowski, founding member and head writer of <i>The Laramie Project</i>.</p>	<p>Studio A, 2<sup>nd</sup> Floor</p>
<p><b>9:15-10:45 (1 hr.)</b>  <b>The Enduring Power and Legacy of <i>The Laramie Project</i></b>  <b>Presenter: Leigh Fondakowski</b>  Leigh—director of the Moment Work Institute and head writer on <i>The Laramie Project</i>, co-writer of <i>The Laramie Project: Ten Years Later</i>, and an Emmy-nominated co-screenwriter for the HBO adaptation of <i>The Laramie Project</i>—will share background on the creation of <i>The Laramie Project</i> and how Moment Work moves from initial exploration to finished plays. They will share the concepts of Organizing Principles and Throughlines in the creation of a piece and facilitate a short Q &amp; A.</p>	<p>Studio A, 2<sup>nd</sup> Floor</p>
<p><b>10:45-12:45 (2 hrs.)</b>  <b>TEAM PROCESS: Finalizing Our Creations</b>  Creation groups will use all the skills they have learned over the week as well as the concepts of an Organizing Principle and Throughlines to create a short sequence of moments to share. <i>Please use the restroom on the way to your breakout room.</i></p>	<p>Barb – Studio A  Brandon – Studio B  Jimmy – 4th Floor Studio  jeremy – Muse  Conference Room</p>
<p><b>12:45-1:45 (1 hr.)</b>  <b>Lunch Break</b></p>	<p>Loft Lobby, 3<sup>rd</sup> Floor</p>
<p><b>1:45-2:00 (15 min.)</b>  <b>Group Warm Up</b>  <b>Facilitator: Jimmy Maize and Brandon Anderson</b>  Jimmy will lead the group in a physical/vocal warm up followed by a focusing exercise by Brandon Anderson.</p>	<p>Studio A, 2<sup>nd</sup> Floor</p>

<p><b>2:00-3:00 (1 hr.)</b>  <b>Final Group Presentations and Reflections</b>  Each creation group will share their original creations based on the obituary. Participants will get a chance to respond and reflect on each other's creations.</p>	<p>Studio A, 2<sup>nd</sup> Floor</p>
<p><b>3:00-3:30 (30 min.)</b>  <b>Final Reflection</b>  In this final session we will circle back to our overarching thematic questions and discuss discoveries that we made during the week. Participants will brainstorm and chart ways to bring this work back to their classrooms and opportunities to help their students bridge fault lines with curiosity, creativity and courage.</p>	<p>Studio A, 2<sup>nd</sup> Floor</p>