

JUNK

Written by **Ayad Akhtar** | Directed by **Mark Clements**
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TEACHER'S GUIDE

Written by **Lindsey Hoel-Neds**, *Content Writer*

Edited by **Jenny Toutant**, *Education Director*
Auburn Matson, *Education Administrator*

SUGGESTED TEACHING & CLASSROOM ACTIVITIES

1. The Stock Market
2. Stereotyping
3. Scene Writing

This Teacher's Guide is designed to be used in the classroom along with The Rep's PlayGuide for *Junk*. These are some suggested activities for your classroom. The PlayGuide is available online at <https://www.milwaukeeep.com/Tickets-Events/201819-Season/Junk/Junk-PlayGuide/>

DISCUSSION QUESTIONS

1. How does division by class/economic status impact our society? What are your thoughts and assumptions about people in different socioeconomic classes than you?
2. How much regulation do you think the government should have over businesses, personal behaviors, etc.? Why? What levels of control do you think the government has over those things right now?
3. Do you think there is a limit to how much wealth one person should have? Why or why not?
4. What would you be willing to do to accumulate wealth or change your financial circumstances?
5. What stereotypes have you encountered based on your race, religion, gender, etc.? Are those stereotypes true or false for you? How does being judged based on stereotypes impact you?



Photo from New York production of Junk at the Lincoln Center. Photo Credit: I Charles Erickson.

1980s IN AMERICA

Have students do some research about the 1980s in America. Divide students into groups and have them look at the following areas: economics, social issues, popular culture, political milestones, and foreign relations. Each group should make a timeline that highlights major events/moments within each of these areas. Encourage students to be creative with their timelines and think about adding some 1980s flair and visuals! Have groups display their timelines to share with the class.

INTERVIEWING FOR CONNECTIONS

The character of Judy is a journalist, writing a book about the financial world. Have students practice interviewing someone. A great way to give the students some historical context is to have them interview a family or community member about their experiences in the 1980s. Help students formulate questions as a class, and then have students record and transcribe their interviews for homework. Interviews can be compiled either in video or print form as a reflection of the time period from different perspectives.

EXPLORING THE STOCK MARKET

Spend some time with students exploring how the stock market works. (There are some great lesson plans and resources here: <http://www.nea.org/tools/lessons/63662.htm>). After students have a basic understanding of the process, create a mock stock market in your class. Give each student a certain amount of startup "capital" with which they can "buy" stocks.

This is a great activity to work on at the beginning or end of class for several weeks. Each day, have students check their stocks and how they're doing, allowing them to "sell" or "buy" throughout the project. At the end of the project, have students figure out what their final assets are and whichever students have the highest yields can win a prize.

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CREATING THE SCENE

Junk is based on historical events and people, but is a more universal work of fiction. Have students think about a historical event or person that they would like to use as the basis for a play. Either alone or with a partner, students should write an outline for the plot of their play, noting the historical facts/people and how they have changed them. After creating the outline, students should write one scene from their play and work with a group to present a reading of the scene to the class.

STEREOTYPES: WHERE DO THEY COME FROM?

As a class, make a list of stereotypes that students know of. Discuss the stereotypes and the context in which they have been exposed to them. Make sure to set ground rules before beginning this discussion to ensure that the room is a safe space for all students.

Have students break into groups or partners and investigate one of the stereotypes that the class has discussed. They should report back about the history of the stereotype, origins of the idea, how it may have evolved over time (see the PlayGuide for an example). After they share, each group will lead a discussion about what they discovered.

If you utilize any of the activities above, please share them with us at The Rep! We would love to see your students' work. Email Auburn at amatson@milwaukeeep.com with any work samples you would love for us to see.



MILWAUKEE REP EDUCATION DEPARTMENT

The Education Department offers backstage tours, pre- and post-show workshops and classroom residencies.

Contact Us:

Milwaukee Repertory Theater
Education Department
108 E. Wells Street
Milwaukee, WI 53202

For questions or to schedule a workshop, please contact:

Auburn Matson, *Education Administrator*
414-290-5393 • amatson@milwaukeeep.com
www.MilwaukeeRep.com | 414-224-9490

Standards

CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.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 grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.MATH.CONTENT.HSS.MD.B.5 (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

NCAS Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.

SEL Standard 2A.3: Explain how a lack of understanding of social and cultural differences can contribute to intolerance.

SEL Standards 2B.1: Analyze your perception of cultural variation in light of experiences you have had with members of various cultural groups.

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