

# *Drawing Lessons* Educator Guide

# DRAWING LESSONS

드로잉 레슨

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## 2024-2025 Season

children's  
theatre  
company

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# Behind the Scenes

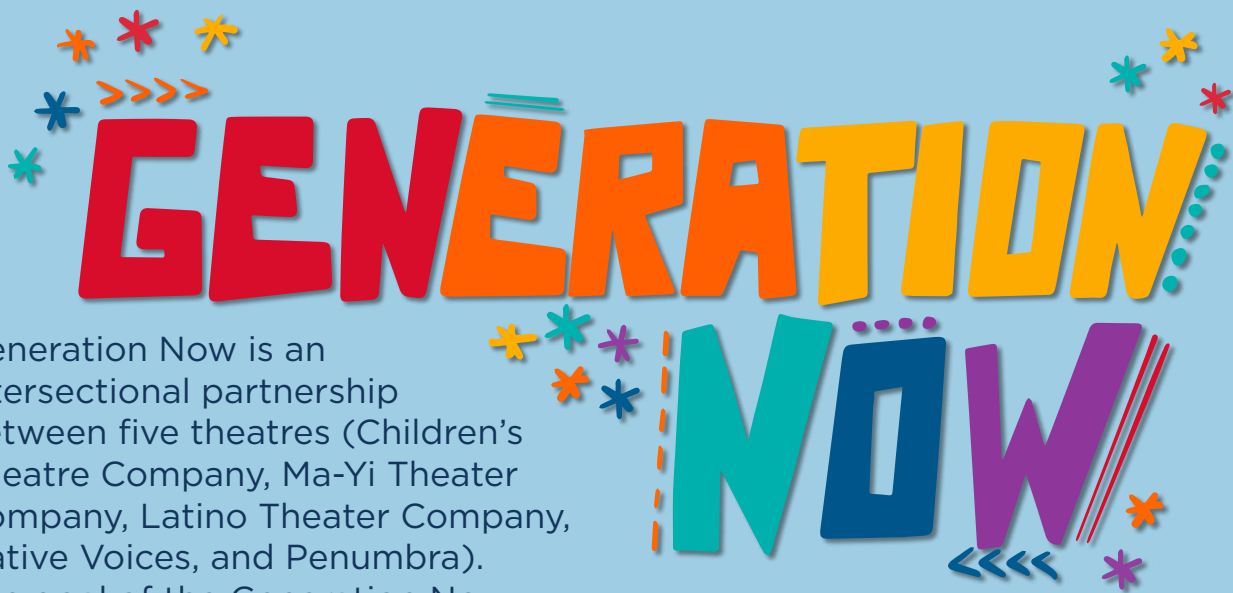


Learn more about  
the artists, history,  
and themes of  
this production.

## What is this show about?

Experience the energy of a graphic novelist’s imagination at work! Dynamic, jump-off-the-page animation shows Kate’s *manhwa* storyboards coming together, even as she deals with school, friends, and how her Korean heritage fits into her American lifestyle. Will her contentious friendship with Paul help or hinder her progress? Will either of them ever find their true artistic voice? Get drawn into this innovative story that magically takes place both on stage and on screen!

## Generation Now Theatre Partnership



Generation Now is an intersectional partnership between five theatres (Children’s Theatre Company, Ma-Yi Theater Company, Latino Theater Company, Native Voices, and Penumbra).

The goal of the Generation Now partnership is to develop new work for multigenerational audiences by BIPOC artists. The Generation Now theatres believe that if we are to have an extraordinary theatre culture in this country, we must start young, and it must be **intergenerational, inclusive, inspiring, transformative, and lifelong**. *Drawing Lessons* is the first new work to come out of this partnership and was co-commissioned by Children’s Theatre Company and Ma-Yi Theater Company.



## Ma-Yi Theater Company

Ma-Yi Theater Company is an award-winning professional theatre based in New York City. Their mission is to produce and develop new works that shape local and national conversations about what it means to be Asian American today.



## COMIC REFERENCES IN *DRAWING LESSONS*

**Manhwa** is the general Korean term for comics and print cartoons. Outside of Korea, *manhwa* refers to South Korean comics. The artwork features very detailed clothing and intricate backgrounds.



### Elfquest



A comic book fantasy series created by Wendy and Richard Pini about a community of elves and other fictional species who struggle to survive and coexist on an Earth-like planet.

The first issue of *Elfquest* from 1978

### The Yellow Kid

The Yellow Kid was a comic strip character from *Hogan's Alley*, a comic strip from the 1890s created by Richard F. Outcault. *Hogan's Alley* was one of the first Sunday comic strips in an American newspaper. The Yellow Kid was a bald, barefoot boy who wore an oversized yellow nightgown. His speech was often written across his shirt.

Richard F. Outcault—The Yellow Kid



### Charles M. Schulz and *Peanuts*

A Minneapolis native, Charles M. Schulz was the creator of the comic strip *Peanuts* which featured Charlie Brown and his dog Snoopy. He is one of the most influential cartoonists in history and influenced many other artists and cartoonists. He drew over 17,000 strips of *Peanuts*.

*Peanuts* by Charles M. Schulz

## THE 90s

*Drawing Lessons* takes place in Minneapolis in the mid-1990s. Without cell phones, Wi-Fi, or social media, the characters' 6<sup>th</sup> grade experience may seem quite different from your students'. Have fun giving your class a crash course in the 90s and talk about the following 90s references that they'll hear or see in the show:



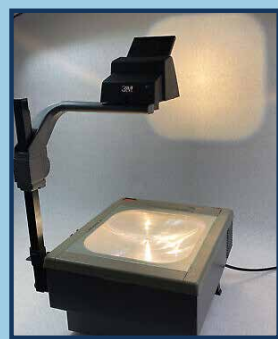
A Walkman



A landline phone



Dial-up internet



A projector with a transparency sheet

# Before You Go



**Use these activities  
in your classroom to  
prepare your students  
for their field trip  
to CTC.**

# Alliterative Self Celebration

**Grades:** Grades 4 and up    **Time Required:** 10-20 minutes    **Supplies:** None

**Set up:** This activity works best in a large open space such as the front of a classroom, gymnasium, or playground but can be modified to work around desks.

Throughout *Drawing Lessons*, the protagonist Kate is finding her voice and discovering how she views herself. In this activity, students will choose positive ways to describe themselves that the rest of the class will affirm and celebrate.

**Alliteration** is when two or more words begin with the same sound.

## Instructions:

1. Begin by having a discussion with your class about what alliteration means and brainstorm some examples.
2. Give the students a minute or two to think of an alliterative adjective that begins with the same sound as their first name. This adjective should be a positive word that describes them. For example, “Creative Carly,” “Brave Ben,” or “Generous Georgia.”
3. Next, form a standing circle. In turn, each student steps forward and says their name preceded by the alliterative adjective they chose. This should be accompanied by a physical gesture suited to that adjective. For example, a student might say, “Dramatic David” and lunge forward with their hands up high in a dramatic flourish.
4. The class repeats the adjective, name, and gesture in the same style and tone as the originator.
5. Continue around the circle until everyone has a turn.

## Reflection Questions:

- Did you learn anything new about any of your classmates?
- Did you find you have anything in common with your classmates?

## Variations and Adjustments:

Repeat the activity with alliterative activities that the students enjoy rather than adjectives. For example, “Soccer Sarah” or “Cooking Kevin.”



# Wham! Onomatopoeias!

**Grades:** Grades 4 and up    **Time Required:** 20-50 minutes    **Supplies:** Pen and paper

**Set-up:** This activity can be done with students seated at their desks.

Comic books are notorious for using **onomatopoeias** to communicate sounds to the reader. In this activity, students will practice using **onomatopoeias** in their own writing.

**Onomatopoeia** is a type of word that phonetically imitates the sound it describes.

## Instructions:

1. Begin by having a discussion with your class about what onomatopoeias are. Brainstorm examples together and write them on the board.
2. In pairs or small groups, have your students write stories that include a minimum of five onomatopoeia words. They should be given 10-15 minutes of time to work. If they get stuck, invite them to pick from the brainstormed list on the board.
3. Once they've finished their story, have them practice reading their story out loud. Challenge them to come up with a physical movement to accompany each onomatopoeia. These movements should reflect the nature of the sound the word imitates. For example, if the students used 'shh,' perhaps they would choose a small quiet movement. A word like 'slam' may be accompanied by a large, fast movement.
4. After students have had a chance to practice telling their story in their pairs or small groups, have them share out for the class.

## Variations and Adjustments:

As an extension activity, have each student draw a comic of their story individually. When they are finished, they can leave their comic on their desk. Have everyone take a gallery walk around the room to look at and read their classmates' comics.



# Comic Creation

**Grades:** Grades 4 and up **Time Required:** 20-60 minutes

**Supplies:** Drawing supplies and copies of the template from the following page.

**Set-up:** Start the activity in an open space like the front of a classroom and finish with students at their desks.

Comic strips, graphic novels, and Korean *manhwa* take center stage in *Drawing Lessons*. In this activity, students will practice distilling stories down to three main plot points. Students will create a physical interpretation of these plot points with tableaus and then a visual one with a comic strip.

**Tableau** is a French word that means “a frozen picture.” Tableaus can be used in the classroom to explore characters, settings, and major plot events in a story.

## Instructions:

1. Split the class up into small groups and secretly assign each group a familiar fairy tale.
2. Explain what a tableau is and that each group will be creating three tableaus to communicate three main plot points of their assigned fairy tale. Their tableaus should be clear enough for the rest of the class to guess which fairy tale they are presenting.
3. After giving groups time to work, have each group share out their three tableaus. Have the rest of the class guess which fairy tale each group presents.
4. Now that they have identified the three main plot points, have students fill out the 3-panel comic strip template on the following page with each plot point filling one square of the strip.
5. After students finish their 3-panel fairy tale comic, challenge them to create a 5-panel version that would include two additional plot points.

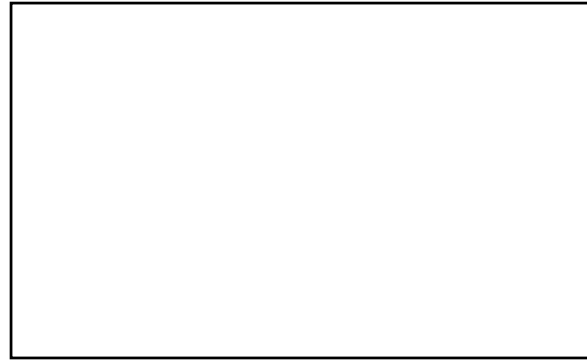
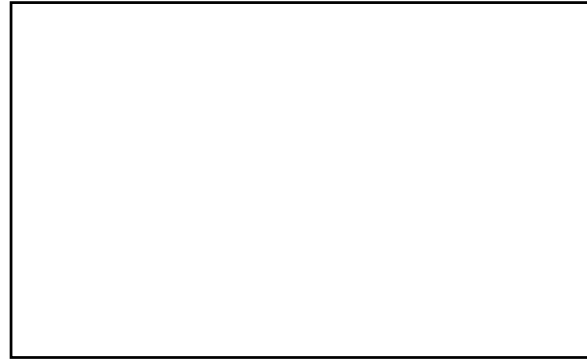
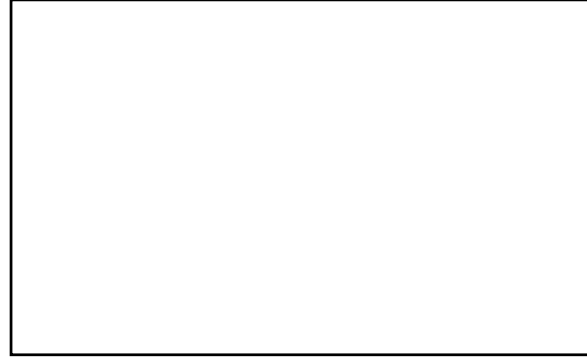
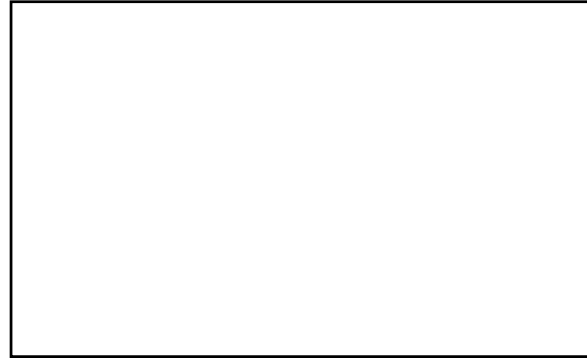
## Reflection Questions:

- Did you enjoy physicalizing the story or drawing the story better?
- Was it easy or challenging to distill a full story into three plot points?
- What was more challenging, distilling the story down to three plot points or choosing two plot points to add back in?



Before You Go

# Comic Strip Template



# 3 Things

In the day or so before your field trip, share the following prompts with your students. You can read them aloud to your class or give each student a copy. When you return from the performance, review the list again. What do they remember noticing or thinking about during the performance?

## During the performance:

### Look for...

1. A map that gets filled in throughout the show.
2. A traditional Hmong dress.
3. Lighting and stage effects that transform characters into Kate's drawings of them.

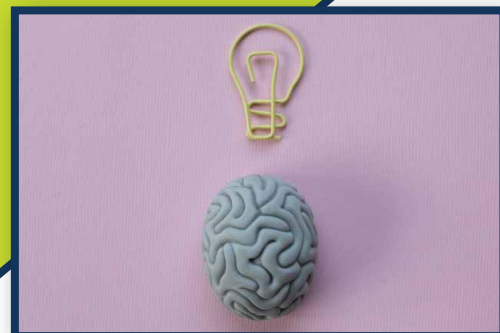


### Listen for...

1. Characters speaking Korean.
2. Comic book references that are familiar to you.
3. Twin Cities places you recognize.

### Think about...

1. What was a moment when someone was a good friend to Kate?
2. Paul is a mentor to Kate and an important part of her life. Who is an important adult in your life?
3. Kate best expresses herself through drawing. How do you like to express yourself?



# Before You Go—At Home



**Print this section and send it home with permission slips. This section supports family engagement and provides tools to help families reflect with students about their theatre experience.**

# Resources for Families

*Extend your child's theatre experience at home!*

## Questions to ask your child BEFORE they see the show:

- What do you know about drawing, comic books, or graphic novels?
- What do you know about the 90s? How would your life be different if you were a kid in the 90s?
- The protagonist Kate recently moved to a new city and is starting at a new school. What advice would you give to someone going to a new school for the first time?

## Questions to ask your child AFTER they see the show:

- Kate does not like to speak in public and experiences an anxiety attack during a presentation at school. What could the other characters in that scene have done differently to better support Kate?
- Do you think Kate's teacher, Miss Evans, will treat future students differently after her year with Kate? Why or why not?
- What was your favorite part of the play?

Check out CTC's *Drawing Lessons Audience Guide* for more information, discussion questions, and activities for the whole family.

[childrenstheatre.org/drawing](http://childrenstheatre.org/drawing)





# Neighborhood Map

Throughout *Drawing Lessons*, we see a hand-drawn map of the protagonist's neighborhood get fleshed out and added to. On the map, Kate has drawn places that are important to her such as her house, school, her dad's music studio, and an art shop.

With your student, draw a map of your neighborhood and the places that are important to your family. Or, draw your maps separately and then compare. Did you include the same places on your respective maps or different ones?



Example Map

# Heading to CTC



**Provide this resource to all teachers, staff, and chaperones attending the field trip. This section contains field trip procedures, accessibility information, and CTC's approach to theatre etiquette.**



# Trip Guide

## CTC Theatre Etiquette

At CTC, we encourage audiences to engage with the live theatre experience and react freely. It's ok to laugh if something is funny, exclaim if something is surprising, gasp if something is scary, and maybe even dance along in your seats if the music inspires you. We value the real-time, honest reactions of our student audiences.

We do, however, thank you for your partnership in making sure that any reactions from your students are kind and respectful towards the actors onstage and towards all of the people who worked so hard to make the show possible. If there is a group seated near you that is being disrespectful, please don't hesitate to notify an usher.

## Arrival

Check-in begins 1 hour prior to the performance. Buses can unload in the circle driveway on 3<sup>rd</sup> Ave S between 24<sup>th</sup> St. and 25<sup>th</sup> St. An usher will greet you at your bus and will need to know the name of your school and how many buses you are traveling with. If all of your buses have arrived, we will ask you to unload and make one line. We will lead you inside to the MacMillan Family Lobby.

Groups are seated in the order of arrival, and your entire group must be present before you can check in. Seating begins 30 minutes prior to the start of the performance.

CTC does not print or issue individual tickets or stickers for student matinee performances. Instead, as you line up in the lobby, one of our ushers will count your group to ensure that you are not over your allotted number of seats. It is helpful if you can provide the usher with a final count for your group, but not required.

## Seating

Seating in the theatre begins 30 minutes prior to the performance. An usher will lead your group into the theatre in one line. We recommend spacing chaperones throughout the line to aid in guiding the students. To ensure that everyone gets a seat, please take whichever seat the usher is asking you to, including chaperones. Once your whole group has been assigned a seat, you are more than welcome to rearrange students and chaperones as you need to and utilize the restroom facilities.

## Lunch

Lunch space must be reserved in advance. If your group has reserved space in our lobby to eat lunch after the show, please bring the lunches inside with you when you arrive. We will store them in the lobby during the show. We recommend consolidating lunches into paper or reusable shopping bags. Large coolers and bins can be heavy and unwieldy, and individual lunches can easily be lost or forgotten on the bus.

After the show, those with reserved lunch space will have a designated area of the lobby to utilize. The lunch space allows for picnic-style eating on the floor. You may be sharing the lobby with other schools or may be directed to our other theatre's lobby if we have multiple groups staying for lunch. Custodial services are provided by CTC.



# Accessibility



## Mobility Accessibility

The MacMillan Family Lobby and Cargill Stage are fully accessible on the ground level. CTC's accessible seating area is located in the front row of the theatre. Please email [schools@childrenstheatre.org](mailto:schools@childrenstheatre.org) in advance to request accessible seating, if needed. The rest of the seating can be accessed by going up a set of stairs. The restrooms in the MacMillan Family Lobby are fully accessible.

An Accessible/All-Gender/Family Restroom is located next to the elevator on the 2<sup>nd</sup> level in the Target Lobby. An adult-sized changing table is available upon request.

## Sensory Sensitivities

The performance is live streamed in the lobby for anyone needing to take a break during the performance. Please feel free to come and go from the lobby as you need to throughout the show. Please let an usher know if someone in your group would benefit from a fidget, ear plugs, noise canceling headphones, or coloring/activity sheets during your visit.

## Assistive Listening Devices

Please let an usher know if you would like to use an assistive listening device. These devices come equipped with an over-the-ear earpiece. This earpiece can be unplugged, and other devices, such as cochlear implants, can be plugged into the receiver using the 1/8" jack. If you will be plugging in your own device, please bring the appropriate cord as CTC does not have these on hand.

## Sign Interpretation and Audio Description

A sign interpreted and/or audio described student matinee performance is scheduled for each production at CTC. We suggest booking your field trip for these scheduled performances if you need either of these services. Please contact [schools@childrenstheatre.org](mailto:schools@childrenstheatre.org) if you are unable to reserve your field trip for the scheduled performance(s) and need to request this service for a different date. CTC requires at least 3 weeks' notice to schedule ASL interpretation or Audio Description.

## Prayer/Private Nursing Space

During your visit, please ask a member of our staff to use our private space for nursing, pumping, prayer, or other needs.





# Drawing Lessons Content Advisories



**Language: 1 out of 5 stars** ★☆☆☆☆

Kate says, “It totally one hundred and ten percent sucks!!” One of the students calls Kate a bozo clown. Kate’s family uses some Korean words.

**Themes and Situations: 2 out of 5 stars** ★★☆☆☆

Kate’s mom died when she was 7, and her dad finds it difficult to talk about her. Kate and her dad get in an argument about Kate not speaking at school. Miss Evans says that Kate needs to learn to be an American even though she was born here and is American (her family is from Korea).

**Violence and Scariness: 0 out of 5 stars** ☆☆☆☆☆

**Sensory Advisories: 1 out of 5 stars** ★☆☆☆☆

Sound and lights are used to convey Kate’s emotions and anxiety. The sound effects may be loud or jarring. Lights may flicker. Miss Evans transforms into Kate’s monster drawing and wields giant cardboard garden shears. The lights may flash, and her voice will be heightened.

**Potentially Anxious Moments: 2 out of 5 stars** ★★☆☆☆

Kate experiences anxiety about speaking in class and in front of crowds. Her teacher draws attention to her reluctance to speak and assumes that she is not paying attention in class. One of her classmates calls her a clown when she is experiencing anxiety over public speaking.

Please contact [schools@childrenstheatre.org](mailto:schools@childrenstheatre.org) with any questions.



# Trip Guide

This tool is called a **social story** and tells students what to expect at the theatre. Hand it out to anyone who may benefit from knowing procedures in advance.



**Bus**—I will ride on the **bus** from my school to the theatre.

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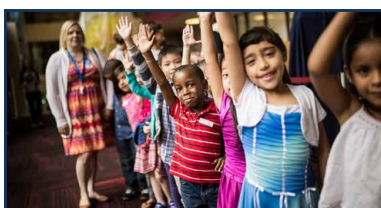
**Lobby**—I will enter the **lobby** and be greeted by the theatre staff and ushers. I can say hello to them. There may be a lot of other students from different schools in the lobby at the same time. I will stay with my teachers.

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**Bathroom**—If I need to go to the **bathroom**, I will let my teacher know, and they can take me. I can go to the bathroom any time I need to during the show.

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**Enter the Theatre**—When it's time to **enter the theatre**, there may be a line at the door. I will wait in line for my turn to go through the door.

---



**My Seat**—An usher will show me to my **seat**. During the show I will sit in my seat next to my classmates.

---



**During the Show**—If the show is funny, I can **laugh**. If something surprises me, I can **gasp**. At the end of the show, I can **clap** to tell the actors I enjoyed the performance.

---



**After the Show**—I will wait **patiently** for my teacher to lead me out of the theatre.

---



**Leave the Building**—I will leave the building with my classmates and get **back on the bus** to my school. There may be a lot of other students from different schools leaving at the same time. I will stay with my teachers.

# After the Show



The discussion prompts and activities in this section are an extension of the theatre-going experience and allow students to reflect on the experience of seeing a live show and further engage with the art forms and themes of the performance.

# Springboard

Use this page to recall observations, reflect, and think critically about the show you just saw!

The part of the show that grabbed my attention the most was

The show made me think about

Before seeing this show, I didn't know that

A question I have about the show is

If I were the director, one thing I would change is

One thing I saw during this show that I've never seen before was

After seeing the show, my friends and I talked about

Overall, the show made me feel

While watching the show, I had the strongest reaction to



# Paul's Drawing Lesson

**Grades:** Grades 5 and up    **Time Required:** 20-30 minutes

**Supplies:** Drawing materials and the template on the next page, if desired

**Set-up:** This activity can be done with students seated at their desks

Have your students try out the inanimate object drawing lesson that Paul gives to Kate in the play.

## Instructions:



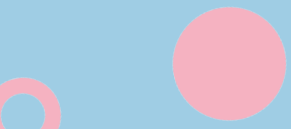
1. If using, hand out the template from the next page. Otherwise, instruct your students to divide the page into four. In a corner of each quadrant, they should write 10 minutes, 5 minutes, 2 minutes, and 20 seconds.
2. Have them look around the classroom and pick an inanimate object. As Paul says in the play, tell them to:  
“Forget the fullness of the thing that you are looking at. Don't think of what you are seeing as a chair or a cup or a pencil. Just really see each individual line. One at a time. And then after you've drawn your line, check to be sure. Are you just seeing the line?”
3. Set a timer for ten minutes for them to work on drawing their object. Repeat with a five minute timer, then two minute, and finally 20 seconds.
4. Have the class take a gallery walk around the room to see each other's work.



## Variations and Adjustments:

What did you find challenging about this activity?

Were you able to just see the individual lines of the object?





# Paul's Drawing Lesson Template



Draw an inanimate object from observation. Set a timer for the amount of time listed in each quadrant, starting with ten minutes and progressing down to 20 seconds. Focus on drawing each individual line of your object.

**10 minutes**

**5 minutes**

**2 minutes**

**20 seconds**



# I Am—Character and Self-Portraits through Poetry

**Grades:** Grades 6 and up **Time Required:** 20-60 minutes

**Supplies:** Writing materials and the “I Am” template on the following page, if desired

**Set-up:** This activity can be done with students seated at their desks



Kate and the other characters in *Drawing Lessons* discover new things about themselves and their identities. This activity allows students to create a deeper, more empathetic understanding of multiple characters’ motivations in *Drawing Lessons*.

After exploring characters from *Drawing Lessons*, students will use the same tools to explore their own identities.

## Instructions:

1. As a class, discuss what you remember about different characters from *Drawing Lessons* (Kate, Kate’s dad, Miss Evans, Paul, Omar, etc.). Assign or have each student pick one character to focus on for this activity.
2. Hand out the “I Am” template from the following page or have the prompts pre-written on the board.
3. Give the students time to fill out the template from the perspective of the character that they chose. Tell them that they are putting themselves inside the character’s head.
4. Once the students have completed their writing, group them together by character to share out in small groups. Have them discuss similarities and differences between their “I Am” poems.
5. Have one or two students from each character group share out in front of the full class.
6. Facilitate a discussion with the class.
  - Did this activity change your opinion of the character?
  - Which prompt was the most difficult to fill in?
7. Repeat the activity with the students filling out the “I Am” template about themselves to create an original self-portrait poem.

## Reflection Questions:

Did you find you had anything in common with the *Drawing Lessons* characters?  
What was more challenging, filling out the poem for yourself or for one of the characters in the play?

# “I Am” Template

An “I Am” poem is a way to further understand a character in a story. First fill out the template for a character from *Drawing Lessons*. Then, fill out for yourself!

## Character’s Response

## Your Response

I am... \_\_\_\_\_

\_\_\_\_\_

(your name)

I am... \_\_\_\_\_

\_\_\_\_\_

(two special traits or physical characteristics)

I wonder... \_\_\_\_\_

\_\_\_\_\_

(something to be curious about)

I pretend... \_\_\_\_\_

\_\_\_\_\_

(something to imagine)

I want... \_\_\_\_\_

\_\_\_\_\_

(an actual desire)

I am... \_\_\_\_\_

\_\_\_\_\_

(first line of the poem repeated)

I worry... \_\_\_\_\_

\_\_\_\_\_

(something that is bothersome)

I cry... \_\_\_\_\_

\_\_\_\_\_

(something that is very sad)

I am... \_\_\_\_\_

\_\_\_\_\_

(first line of the poem repeated)

I say... \_\_\_\_\_

\_\_\_\_\_

(something to believe in)

I try... \_\_\_\_\_

\_\_\_\_\_

(something to make an effort about)

I hope... \_\_\_\_\_

\_\_\_\_\_

(something to hope for)

I am... \_\_\_\_\_

\_\_\_\_\_

(the first line of the poem repeated)

**Grades:** Grades 6 and up **Time Required:** 30-55 minutes **Supplies:** Writing materials

**Set-up:** This activity can be done with students seated at their desks and then presenting in front of the class, if desired.

Throughout the play, Kate does not speak at school, and experiences an anxiety attack during her public speaking presentation in class. This activity challenges students to view this scene from the perspective of different characters and to identify what those characters could have done differently to better support Kate.

## Scene Summary

Kate and Omar are giving a presentation in front of the class. Kate has drawn comics to represent her topic rather than prepare a spoken presentation. The other students in the class are being rambunctious and rowdy. Miss Evans is incensed both with the class's behavior and with Kate's approach to the presentation. Amidst the class making fun of her and Miss Evans directing her to give a spoken presentation, Kate experiences an anxiety attack and runs out of the classroom.

## Instructions:

1. As a class, discuss what you remember from the presentation scene. See the brief summary above for a reminder.
2. Have the students rewrite the scene in their own words and challenge them to change the actions of one of Kate's classmates watching the presentation. They should write what that student could have done differently to better support Kate.
3. Have a couple of students share out their new versions. Facilitate a discussion with the group about their ideas and how they may have changed the outcome of the scene.
4. Repeat the activity and have the students change Miss Evans's actions. What could Miss Evans have done differently to elicit a better outcome?
5. If time, have your students act out their new scenes.

## Reflection Questions:

Which version of the scene do you think is the most realistic?

Have you ever experienced stress like Kate was feeling? What would have been helpful for you in that moment? How could classmates support you? How could your teacher support you?

## Variations and Adjustments:

This can be done as a solo activity or in pairs or small groups.

# Self-Portrait

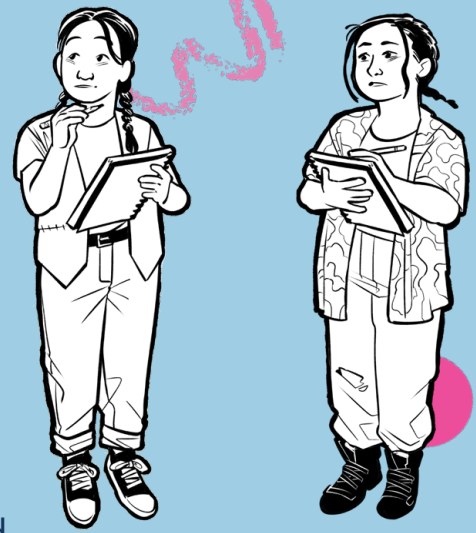
**Grades:** Grades 5 and up

**Time Required:** 20-45 minutes

**Supplies:** Paper, coloring supplies, and copies of the template on the next page, if desired

**Set-up:** This activity can be completed with students seated at their desks.

In *Drawing Lessons*, Kate draws a self-portrait as part of her acceptance speech at the comic convention. She talks about both internal and external traits that make her who she is. In this activity, students will explore their own external and internal traits that make them each unique.

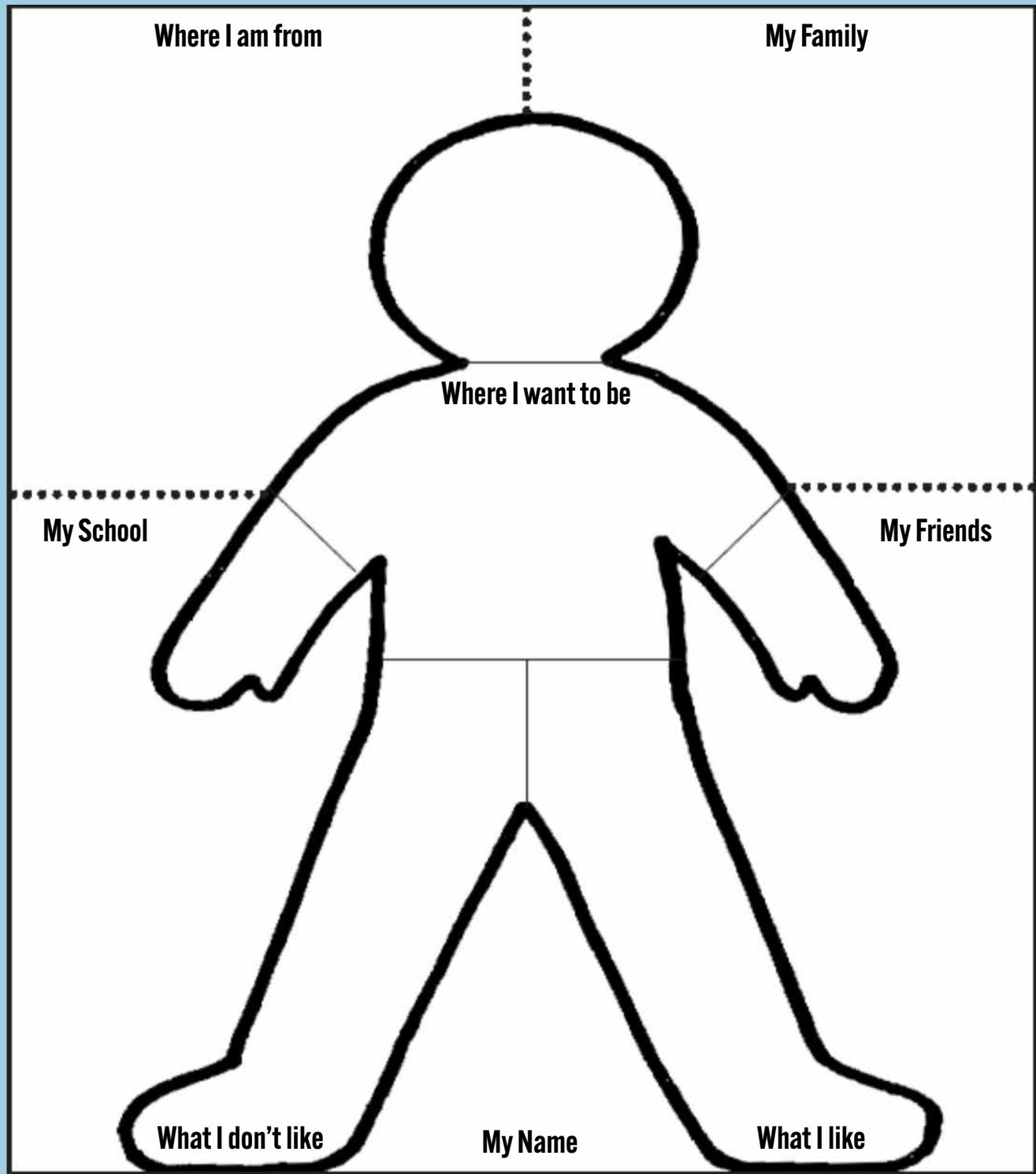


## Instructions:

1. Draw an outline of a body or head on the board or a large piece of paper. As a class, brainstorm both the internal and external traits that define Kate's character. Write external factors (where she's from, her family makeup, her school, etc.) around the outline and internal factors (her likes, dislikes, personality traits, etc.) inside the outline.
2. Next, hand out the template on the next page or blank sheets of paper. If using blank paper, have the students draw an outline of their body or their head.
3. Ask students to write or draw their own external factors around their outline and their internal traits on the inside. Encourage students to be creative and utilize pictures and colors, if desired.
4. Once the class has finished, display the portraits on the wall for students to take a gallery tour or have several students share out their work.

# Self-Portrait Template

What are some of the internal and external factors that make up who you are? Do you go to a big school or a small school? Are you afraid of spiders or heights? Do you prefer cookies or popcorn? All of these things contribute to who you are as a person. Draw on and around the person below to create a self-portrait that shows your internal and external traits.





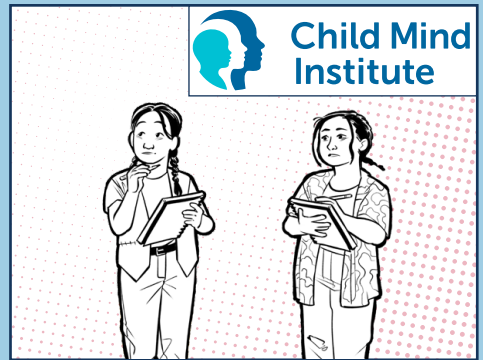
## Experiencing Anxiety in a Classroom Setting—Resources



[Anxiety in the Classroom presented by International OCD Foundation](#)



[How to Help a Child with Selective Mutism in the Classroom by Selected Mutism Association \(SMA\)](#)

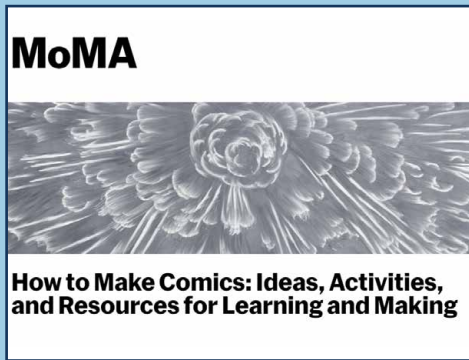


[Teacher's Guide to Selective Mutism from the Child Mind Institute](#)

## More on *Manhwa* and Comic Books



[The Differences Between Manga, Manhwa, and Manhua, Explained from Comic Book Resources](#)



[How to Make Comics: Ideas, Activities, and Resources for Learning and Making](#)



[Free Webcomics for Kids and Teens Compiled by the School Library Journal](#)

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