

Theater

Grades 6-12





6-8 Musical Theatre

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 4/14/20 to 4/17/20

Directions: View the video and follow the directions provided there.

Target Standard(s): Art.D.1.8.3, Art.D.1.8.7

Materials Needed: Hat (optional)

	Watch	Do	Extend
Day 1	Cardio Dance to <i>The Greatest Showman</i>	Memorize and reproduce dance movement.	Perform and/or teach the dance.

Daily Fluency Practice

Musical Theatre Fluencies:

- Understand and demonstrate a range of dynamic movement qualities.
- Demonstrate understanding and identify the concepts of kinesthetic awareness, concentration, and focus in performing movement skills.

Resources:

<http://www.bbbpress.com/teaching-drama-online/>

<https://www.youtube.com/user/AmericanTheatreWing/videos>

Lesson 1

Objective	Students will be able to accurately demonstrate memorization and reproduction of movement sequences and vocal selection.
Video Link	http://www.bbbpress.com/2020/03/remote-drama-activity-dance-tutorial-greatest-showman/
Guided Practice	Face Time a friend and practice the movement together or for each other
Closing	Present your musical number with a fellow arts student and discuss the easy aspect as well as the challenges you experienced in learning the number.
Extend	Perform the sequence for family members. Teach family members the dance segment.



5-8 Theatre

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 4/20/20 to 4/24/20

- Directions:** Students will choose a character from a suggested genre (play, fairy tale, nursery rhyme, or other literary source) with which they are familiar and complete the Character Analysis Worksheet
- Target Standard(s):** ART.T.I.5.1, ART.T.I.5.2, ART.T.II.5.1, ART.T.II.5.2, ART.T.II.5.3, ART.T.III.5.1, ART.T.II.6.2, ART.T.III.6.3, ART.T.II.HS.2, ART.T.III.HS.1, ART.T.III.HS.2, ART.T.III.HS.4, ART.T.III.HS.7
- Project Topic:** Building/Creating a Character
- Materials Needed:** Fairytales, Nursery Rhymes, other literary source.

	Watch	Do	Extend
Day 1		Using one of the links provided, select a play script, fairy tale, or nursery rhyme. Read the literature of your choice. Select a character whom you will portray.	With select family and/or friends, do a reading of the selection in which everyone is assigned the role of a character.

Daily Fluency Practice

Theatre Fluencies:

- Create and demonstrate vocal expression to support the playing of a character.
- Improvise real and non-real characters.
- Appraise artistic choices regarding character, environment, and situation that support the creation of a classroom dramatization.
- Understand characters' thought processes during dramatic scenes.
- Individually and in ensemble, create and sustain characters that communicate with audiences.
- Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genre and media.
- Compare and demonstrate various classical and contemporary acting techniques and methods.

Resources:

<https://www.simplyscripts.com/plays.html> (Scripts)

<http://homepages.uni-paderborn.de/odenbach/wwwmath/pigs/pig2.html> (Three Little Pigs)

<http://www.eastoftheweb.com/short-stories/UBooks/Rum.shtml> (Rumpelstiltskin)

Lesson 1

Objective	Student will be able to identify the elements associated with building/creating a character from a literary source.
Video Link	https://www.simplyscripts.com/plays.html
Guided Practice	<ul style="list-style-type: none"> • Face Time a friend and practice the movement together or for each other.
Closing	Work with a classmate to choose the <i>piece</i> from which you will select and choose a character to portray.
Extend	<ul style="list-style-type: none"> • Assign parts (characters) to family members and/or friends to <i>act out</i> the play.
Intervention	<ul style="list-style-type: none"> •

Lesson 1**Applications and Resources for Print****Character Analysis Worksheet**

Title of Literary Work:
Character's Name:
Part 1 - "What do I know for certain about the character based on his or her original story?"
Describe the character's personality.
How does the character relate to others?
Describe the character's likes/dislikes, strengths/weaknesses, joys/fears.
Part 2 - "What can I deduce about the character, based on what I know in Part 1?"
Describe ways in which the character might grow, change and/or adapt when challenged.
How does the character feel about relationships/friendships?

Describe ways in which the character is likely to express his or her point of view.

Part 3 - "How do I think the character will react/respond to new challenges/situations?"

Describe the problem-solving skills the character might use.

How adaptable/flexible is the character and what might be his or her limits?

Describe ways in which the character would show dedication/commitment to his or her beliefs.

THE THREE LITTLE PIGS

Once upon a time there was a mother pig who had three little pigs.

The three little pigs grew so big that their mother said to them, "You are too big to live here any longer. You must go and build houses for yourselves. But take care that the wolf does not catch you."

The three little pigs set off. "We will take care that the wolf does not catch us," they said.

Soon they met a man who was carrying some straw. "Please will you give me some straw?" asked the first little pig. "I want to build a house for myself."

"Yes," said the man and he gave the first little pig some straw.

Then the first little pig built himself a house of straw. He was very pleased with his house. He said, "Now the wolf won't catch me and eat me."

"I shall build a stronger house than yours," said the second little pig.

"I shall build a stronger house than yours, too," said the third little pig.

The second little pig and the third little pig went on along the road. Soon they met a man who was carrying some sticks.

"Please will you give me some sticks?" asked the second little pig. "I want to build a house for myself."

"Yes," said the man and he gave the second little pig some sticks.

Then the second little pig built himself a house of sticks. It was stronger than the house of straw.

The second little pig was very pleased with his house. He said, "Now the wolf won't catch me and eat me."

"I shall build a stronger house than yours," said the third little pig.

The third little pig walked on, along the road, by himself. Soon he met a man carrying some bricks.

"Please will you give me some bricks?" asked the third little pig. "I want to build a house for myself."

"Yes," said the man and he gave the third little pig some bricks.

Then the third little pig built himself a house of bricks.

It took him a long time to build it, for it was a very strong house.

The third little pig was very pleased with his house. He said, "Now the wolf won't catch me and eat me."

The next day the wolf came along the road. He came to the house of straw which the first little pig had built.

When the first little pig saw the wolf coming, he ran inside his house and shut the door.

The wolf knocked on the door and said, "Little pig, little pig, let me come in."

"No, no," said the little pig. "By the hair of my chinny chin chin, I will not let you come in."

"Then I'll huff and I'll puff and I'll blow your house in," said the wolf.

So he huffed and he puffed and he huffed and he puffed. The house of straw fell down and the wolf ate up the first little pig.

The next day the wolf walked further along the road. He came to the house of sticks which the second little pig had built.

When the second little pig saw the wolf coming, he ran inside his house and shut the door.

The wolf knocked on the door and said, "Little pig, little pig, let me come in."

"No, no," said the little pig. "By the hair of my chinny chin chin, I will not let you come in."

"Then I'll huff and I'll puff and I'll blow your house in," said the wolf.

So he huffed and he puffed and he huffed and he puffed. The house of sticks fell down and the wolf ate up the second little pig.

The next day the wolf walked further along the road. He came to the house of bricks which the third little pig had built.

When the third little pig saw the wolf coming, he ran inside his house and shut the door.

The wolf knocked on the door and said, "Little pig, little pig, let me come in."

"No, no," said the little pig. "By the hair of my chinny chin chin, I will not let you come in."

"Then I'll huff and I'll puff and I'll blow your house in," said the wolf.

So he huffed and he puffed and he huffed and he puffed. But the house of bricks did not fall down.

The wolf was very angry, but he pretended not to be. He thought, "This is a clever little pig. If I want to catch him I must pretend to be his friend."

So the wolf said, "Little pig, if you will be ready at six o'clock in the morning, I will take you to Farmer Smith's field. We shall find some nice turnips for dinner."

"Very well," said the little pig. But the third little pig was a clever little pig. He knew that the wolf just wanted to eat him.

So the next morning the third little pig set off for Farmer Smith's field at five o'clock. He filled his basket with turnips. Then he hurried home before it was six o'clock.

At six o'clock the wolf knocked on the little pig's door. "Are you ready, little pig?" he said.

"Oh! I have been to Farmer Smith's field," said the little pig. "I filled my basket with turnips and they are now cooking for my dinner."

The wolf was very angry, but he pretended not to be.

Then the wolf said, "If you will be ready at five o'clock in the morning, I will take you to Farmer Brown's apple tree. We will pick some red apples."

"Very well," said the little pig.

Next morning, the little pig set off at four o'clock. He found the apple tree. He was up in the tree, picking apples, when the wolf came along.

The little pig was very frightened, but he pretended not to be. He said, "These are fine apples, Mr. Wolf. I'll throw you one."

He threw down an apple, but it rolled away down the road. The wolf ran after it.

Then the little pig jumped down from the tree. He ran all the way home and shut his door quickly.

The wolf was very angry, but he still pretended not to be.

He went to the little pig's house and knocked on the door. "Little pig," he said, "if you will be ready at four o'clock this afternoon, I will take you to the fair. We will have some fun on the swings and roundabouts."

"Very well," said the little pig.

At two o'clock the little pig set off for the fair. He had great fun, riding on the swings and roundabouts.

Then he bought himself a butter churn. It looked like a big barrel.

As little pig was going home he saw the wolf coming up the hill. Little pig was very frightened, so he jumped inside his butter churn.

The butter churn began to roll over and over, down the hill. It rolled faster and faster. It knocked the wolf down.

The wolf did not know what had knocked him down. He was so frightened that he ran away as quickly as he could.

Little pig jumped out of his butter churn and carried it home.

The next day the wolf came and knocked on the little pig's door.

He said, "Little pig, I did not go to the fair yesterday. A great, big thing came rolling down the hill and knocked me over."

"Ha-ha!" said the little pig. "That was me, inside my butter churn!"

When the wolf heard this he was very, very, very angry indeed.

He said, "Little pig, I am going to eat you up. I am going to climb down your chimney to get you."

The little pig was very frightened, but he said nothing. He put a big pot of water on the fire, to boil.

The wolf climbed on the roof. Then he began to come down the chimney.

The little pig took off the lid from the pot. Into the pot fell the wolf, with a big splash. And that was the end of the wolf.

The third little pig was too clever for him.

- The End -

The Brothers Grimm's

Rumpelstiltskin

Once there was a miller who was poor, but who had a beautiful daughter. Now it happened that he had to go and speak to the king, and in order to make himself appear important he said to him, "I have a daughter who can spin straw into gold."

The king said to the miller, "That is an art which pleases me well, if your daughter is as clever as you say, bring her to-morrow to my palace, and I will put her to the test."

And when the girl was brought to him he took her into a room which was quite full of straw, gave her a spinning-wheel and a reel, and said, "Now set to work, and if by to-morrow morning early you have not spun this straw into gold during the night, you must die."

Thereupon he himself locked up the room, and left her in it alone. So there sat the poor miller's daughter, and for the life of her could not tell what to do, she had no idea how straw could be spun into gold, and she grew more and more frightened, until at last she began to weep.

But all at once the door opened, and in came a little man, and said, "Good evening, mistress miller, why are you crying so?"

"Alas," answered the girl, "I have to spin straw into gold, and I do not know how to do it."

"What will you give me," said the manikin, "if I do it for you?"

"My necklace," said the girl.

The little man took the necklace, seated himself in front of the wheel, and whirr, whirr, whirr, three turns, and the reel was full, then he put another on, and whirr, whirr, whirr, three times

round, and the second was full too. And so it went on until the morning, when all the straw was spun, and all the reels were full of gold.

By daybreak the king was already there, and when he saw the gold he was astonished and delighted, but his heart became only more greedy. He had the miller's daughter taken into another room full of straw, which was much larger, and commanded her to spin that also in one night if she valued her life. The girl knew not how to help herself, and was crying, when the door opened again, and the little man appeared, and said, "What will you give me if I spin that straw into gold for you?"

"The ring on my finger," answered the girl.

The little man took the ring, again began to turn the wheel, and by morning had spun all the straw into glittering gold.

The king rejoiced beyond measure at the sight, but still he had not gold enough, and he had the miller's daughter taken into a still larger room full of straw, and said, "You must spin this, too, in the course of this night, but if you succeed, you shall be my wife."

Even if she be a miller's daughter, thought he, I could not find a richer wife in the whole world.

When the girl was alone the manikin came again for the third time, and said, "What will you give me if I spin the straw for you this time also?"

"I have nothing left that I could give," answered the girl.

"Then promise me, if you should become queen, to give me your first child."

Who knows whether that will ever happen, thought the miller's daughter, and, not knowing how else to help herself in this strait, she promised the manikin what he wanted, and for that he once more spun the straw into gold.

And when the king came in the morning, and found all as he had wished, he took her in marriage, and the pretty miller's daughter became a queen.

A year after, she brought a beautiful child into the world, and she never gave a thought to the manikin. But suddenly he came into her room, and said, "Now give me what you promised."

The queen was horror-struck, and offered the manikin all the riches of the kingdom if he would leave her the child. But the manikin said, "No, something alive is dearer to me than all the treasures in the world."

Then the queen began to lament and cry, so that the manikin pitied her.

"I will give you three days, time," said he, "if by that time you find out my name, then shall you keep your child."

So the queen thought the whole night of all the names that she had ever heard, and she sent a messenger over the country to inquire, far and wide, for any other names that there might be. When the manikin came the next day, she began with Caspar, Melchior, Balthazar, and said all the names she knew, one after another, but to every one the little man said, "That is not my name."

On the second day she had inquiries made in the neighborhood as to the names of the people there, and she repeated to the manikin the most uncommon and curious. Perhaps your name is Shortribs, or Sheepshanks, or Laceleg, but he always answered, "That is not my name."

On the third day the messenger came back again, and said, "I have not been able to find a single new name, but as I came to a high mountain at the end of the forest, where the fox and the hare bid each other good night, there I saw a little house, and before the house a fire was burning, and round about the fire quite a ridiculous little man was jumping, he hopped upon one leg, and shouted -

To-day I bake, to-morrow brew,
the next I'll have the young queen's child.

Ha, glad am I that no one knew
that Rumpelstiltskin I am styled."

You may imagine how glad the queen was when she heard the name. And when soon afterwards the little man came in, and asked, "Now, mistress queen, what is my name?"

At first she said, "Is your name Conrad?"

"No."

"Is your name Harry?"

"No."

"Perhaps your name is Rumpelstiltskin?"

"The devil has told you that! The devil has told you that," cried the little man, and in his anger he plunged his right foot so deep into the earth that his whole leg went in, and then in rage he pulled at his left leg so hard with both hands that he tore himself in two.



6-8 Theatre (Humanities)

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 4/27/20 to 05/01/20

- Description:** Create an artistic self-concept visual representation of yourself.
- Target Standard(s):** SL.9-10.2; SL.11-12.2; SL.9-10.3; SL.11-12.3; SL.9-10.4; SL.11-12.4; SL.9-10.5; SL.11-12.5; SL.9-10.6; SL.11-12.6; W.9-10.2; W.11-12.2
- Project Topic:** Self-Concept (an understanding you have of yourself that's based on your personal experiences, your thoughts, how you think about, evaluate or perceive yourself in general or in various situations.)
- Materials Needed:** Computer, internet, access to Power Point or Google Slides with voice recording capability, assignment information sheet, reflection sheet, self-concept example.

	Watch	Do	Extend
Day 1	Watch the YouTube video explaining Self-Concept.	Self-reflect by answering the questions on the self-reflection sheet. Review Self-Concept Example and information sheet.	
Day 2		Create your Self-Concept visual aid add audio to each slide explaining each slide. (Adding music is optional.)	Compare and contrast family traditions and customs with friends.

Daily Fluency Practice

Essentials of Communication Fluencies:

- Apply active listening skills.
- Demonstrate understanding and identify the concepts of effective communication.
- Demonstrate the ability to project voice, apply facial and body gestures, and eye contact.

Resources: https://youtu.be/LlLugF0qQ_o - What is Self-Concept?

Lesson 1

Objective	<ul style="list-style-type: none">• Students will be able to complete a self-analysis order to understand where idea/ideal of self-concept comes from.• Students will create a visual aid reflecting their self-concept.
Video Link	
Guided Practice	<ul style="list-style-type: none">• Communicate with family members in order to learn more about family history, traditions, and customs.
Closing	<ul style="list-style-type: none">• Create Self-Concept visual aid.
Extend	
Intervention	<ul style="list-style-type: none">• Student may request individual conference with teacher as a resource to support differentiation for students when needed.

Lesson 1 Resources and Applications

SELF CONCEPT MAP PROJECT

Your assignment is to create an artistic self-concept representation of who you are. Your visual aid will consist of images, titles, and/or quotes only. You will compose a written text that explains the significance of each slide. The written text must be memorized because words are not to be included in the visual aid.

What is Self-Concept?

Self-concept is an understanding you have of yourself that's based on your personal experiences, your thoughts, and how you tend to label yourself in various situations.

Self-knowledge helps you to understand why you do the things you do, how your beliefs and behaviors affect themselves and others for better and worse.

Directions

Create a visual aid displaying your self-concept map. You can use either Power Point or Google Slides. You will explain the following information about yourself on each slide. Use the voice recording feature on Power Point or Google Slides to record your information. You are allowed to have 1 to 2 slides per category. The categories are:

- Gender
- Race and Family
- Socio Economic
- Verbal Communication – how do you communicate?
- Language
- City

- Talents and Interests
- Social Values and Beliefs
- Influential People
- Difficulties and Hardships
- Strengths and Resources
- Personality

SELF REFLECTION SHEET

Directions: Read and provide an explanation to the questions.


1. What is your favorite food and why? Who introduced you to this food?
2. What holidays do you celebrate and why? How long have you celebrated these holidays?
3. Do you share the same religious beliefs as your family? If not, whose decision was this and is your family ok with this decision?
4. What matters the most in your life and why?
5. What traditions do you value and why?
6. What do you value and why?
7. What makes you emotional and why?

Self-Concept FINAL Reflection

Directions: Answer the following questions in clear and complete sentences.


1. Did this project cause you to see yourself from a different perspective? Explain.
2. Did this project cause you to see anything else from a different perspective? Explain.
3. How do you feel when talking about yourself? (Is it difficult? Easy? Uncomfortable?) Explain.
4. What is it about your culture that makes you "you"?
5. Is there anything about yourself that you would like to adjust or change? (personality, characteristic, how you handle certain things, attitude, emotions, nothing, etc.) Explain. If there is something you would like to change, how will you make that adjustment or change?
6. What was the easiest part of the project? What was the most difficult?
- 7.

SELF-CONCEPT VISUAL AID EXAMPLE



YOUR NAME HERE

1-2 Gender
3-4 Race and Family
5-6 Socio Economic, Religion, language, and City
7 Occupation


SELF CONCEPT MAP


"Ain't I a Woman?"


"That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man - when I could get it - and bear the lash as well! And ain't I a woman?" Excerpt

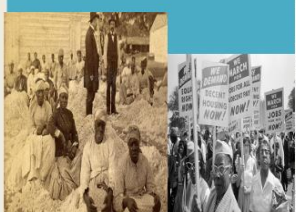
I am Tatanisha Lewis and I am an African American woman. I live in the city of Detroit with my family. My family consists of my mother, my sister, my son, and myself. My father passed away fourteen years ago. I am a teacher for Detroit Public Schools. I love God, my family, my students, and my city.

CARING FOR MYSELF IS NOT SELF-INDULGENCE, IT IS SELF-PRESERVATION AND THAT IS AN ACT OF POLITICAL WARFARE.




AUDRE LORDE





YES, ALL LIVES MATTER
BUT WE'RE FOCUSED ON THE BLACK ONES RIGHT NOW, OK?
— BECAUSE IT IS VERY APPARENT THAT OUR JUDICIAL SYSTEM DOESN'T KNOW THAT.
PLUS, IF YOU CAN'T SEE WHY WE'RE EXCLAIMING #BLACKLIVESMATTER YOU ARE PART OF THE PROBLEM.

BLACK LIVES MATTER.



RIP ALISON STERLING—RIP PHILANDO CASTLE



I, along with my mother and my sister have raised my son to respect himself, and to respect women. We have taught him to value his life and education. My son attended Detroit Public Schools, graduated from Cass Technical High School, and is currently a senior at Michigan State University studying Journalism. Our family is very proud of him.



WORKING A SECOND JOB TO MAKE ENDS MEET



noun: lower class; plural noun: lower classes
1. the social group that has the lowest status; the working class.

adjective: lower-class; adjective: lower class
1. relating to or characteristic of the lower class."a lower-class area".





GOSPEL

"I declare unto you the Gospel... that Christ died for our sins according to the Scriptures; and that He was buried, and that He rose again the third day according to the Scriptures"
1 Corinthians 15:3, 34

DETROIT -VS- EVERYBODY®

English



I FACILITATE THINKING.

I ENGAGE MINDS.

I LISTEN TO QUESTIONS.


I ENCOURAGE RISK.

I SUPPORT STRUGGLE.

I CULTIVATE DREAMS.

I LEARN EVERYDAY.

I TEACH.



inspired



9-12 Theatre (Humanities)

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 05/04/20 to 05/08/20

- Description:** Create an artistic self-concept visual representation of yourself.
- Target Standard(s):** SL.9-10.2; SL.11-12.2; SL.9-10.3; SL.11-12.3; SL.9-10.4; SL.11-12.4; SL.9-10.5; SL.11-12.5; SL.9-10.6; SL.11-12.6; W.9-10.2; W.11-12.2
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	Watch	Do	Extend
Day 1	Watch the YouTube video explaining Self-Concept.	Self-reflect by answering the questions on the self-reflection sheet. Review Self-Concept Example and information sheet.	
Day 2		Create your Self-Concept visual aid add audio to each slide explaining each slide. (Adding music is optional.)	Compare and contrast family traditions and customs with friends.

Daily Fluency Practice

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Video Link	
Guided Practice	<ul style="list-style-type: none">• Communicate with family members in order to learn more about family history, traditions, and customs.
Closing	<ul style="list-style-type: none">• Create Self-Concept visual aid.
Extend	
Intervention	<ul style="list-style-type: none">• Student may request individual conference with teacher as a resource to support differentiation for students when needed.

Lesson 1 Resources and Applications SELF CONCEPT MAP PROJECT

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- Strengths and Resources
- Personality

SELF REFLECTION SHEET

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6. What was the easiest part of the project? What was the most difficult?

SELF-CONCEPT VISUAL AID EXAMPLE

YOUR NAME HERE

1-2 Gender
3-4 Race and Family
5-6 Socio Economic, Religion, language, and City
7 Occupation

SELF CONCEPT MAP

"Ain't I a Woman?"

"That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man - when I could get it - and bear the lash as well! And ain't I a woman?" Excerpt

I am Tatanisha Lewis and I am an African American woman. I live in the city of Detroit with my family. My family consists of my mother, my sister, my son, and myself. My father passed away fourteen years ago. I am a teacher for Detroit Public Schools. I love God, my family, my students, and my city.

CARING FOR MYSELF IS NOT SELF-INDULGENCE, IT IS SELF-PRESERVATION AND THAT IS AN ACT OF POLITICAL WARFARE.

AUDRE LORDE

YES, ALL LIVES MATTER
BUT WE'RE FOCUSED ON THE BLACK ONES RIGHT NOW, OK?

BECAUSE IT IS VERY APPARENT THAT OUR JUDICIAL SYSTEM DOESN'T KNOW THAT.

PLUS, IF YOU CAN'T SEE WHY WE'RE EXCLAIMING #BLACKLIVESMATTER YOU ARE PART OF THE PROBLEM.

BLACK LIVES MATTER.

RIP ALISON STERLING—RIP PHILANDO CASTLE



I, along with my mother and my sister have raised my son to respect himself, and to respect women. We have taught him to value his life and education. My son attended Detroit Public Schools, graduated from Cass Technical High School, and is currently a senior at Michigan State University studying Journalism. Our family is very proud of him.

WORKING A SECOND JOB TO MAKE ENDS MEET

noun: lower class; plural noun: lower classes
1. the social group that has the lowest status; the working class.

adjective: lower-class; adjective: lower class
1. relating to or characteristic of the lower class."a lower-class area".

GOSPEL

"I declare unto you the Gospel . . . that Christ died for our sins according to the Scriptures; and that He was buried, and that He rose again the third day according to the Scriptures"

1 Corinthians 15:3, 34

DETROIT -VS- EVERYBODY®

English

MOTOWN MUSEUM

I FACILITATE THINKING.
I ENGAGE MINDS.
I LISTEN TO QUESTIONS.
I ENCOURAGE RISK.
I SUPPORT STRUGGLE.
I CULTIVATE DREAMS.
I LEARN EVERYDAY.

I TEACH.