



2016-17 SEASON

NEW VICTORY[®] SCHOOL TOOL RESOURCE GUIDES

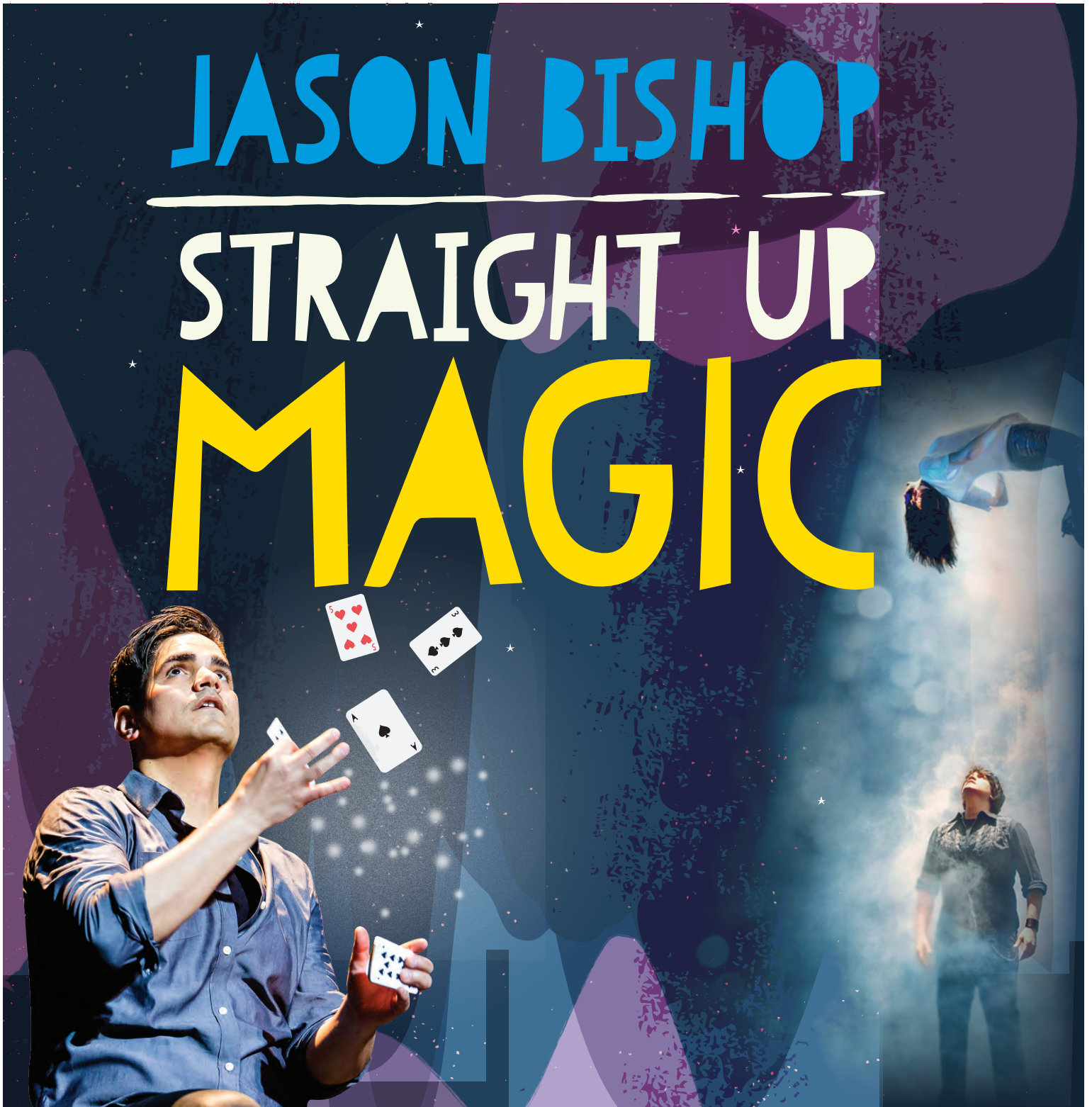
THE NEW VICTORY[®] THEATER

A project of The New 42nd Street, a nonprofit organization

JASON BISHOP

STRAIGHT UP

MAGIC





THE NEW VICTORY THEATER

The New Victory Theater is New York City's first full-time performing arts theater for kids, their families and classmates. Since it opened in 1995, The New Victory has quickly become an integral part of the cultural landscape in New York City, presenting a full season of adventurous, multidisciplinary works from around the globe and close to home. The New Vic seeks out sophisticated, thought-provoking, professional productions that are as artistically rich as they are entertaining.

The international productions on NEW VICTORY stages inform and inspire the work of the award-winning NEW VICTORY Education Program through a dynamic combination of school and public programs. Our school programs serve over 40,000 Pre-K through 12th grade students and teachers each season at almost no cost to the kids or their schools. Many of our partners are NYC-area Title I schools, with a high percentage of students who would be unable to experience live theater if it weren't for The New Victory. The enthusiastic young people who greet you on your way into the theater are part of the New Vic Usher Corps, a 3-year program that provides 27,000 hours of paid employment for 75-80 high school and college-age youth each season. Families who attend the New Vic together combine their theater-going with NEW VICTORY Family Workshops, as well as free in-theater engagement activities. Together, these nationally-recognized programs exemplify the organization's long-standing commitment to the intrinsic value of cultural participation in the lives of young people and families.

NEW VICTORY® SCHOOL TOOL® Resource Guides

Available to Education Partners for every show in our season, NEW VICTORY SCHOOL TOOL Resource Guides provide educators with comprehensive materials that explore the artistry and key themes of each production. Filled with practical, ready-to-implement activities that allow any teacher to incorporate The New Victory into their classroom, the NEW VICTORY SCHOOL TOOL Resource Guides are designed to enrich the performance experience before, during and after the students' trip to the theater.

NEW VICTORY Education Partnership

The NEW VICTORY Education Department is committed to building impactful and long-lasting relationships with schools and after-school programs. We believe that creating strong and meaningful partnerships between schools and arts organizations allows school communities to deeply enrich their arts programs and infuse creativity across the curriculum. By annually enrolling in the unique and award-winning NEW VICTORY Education Partnership Program, schools take advantage of \$2 tickets to NEW VICTORY school-time and after-school performances, free classroom workshops led by highly skilled teaching artists, in-depth resources and professional development that allow teachers to incorporate the arts into their classrooms.

Making Connections to Learning Standards

NEW VICTORY SCHOOL TOOL Resource Guides align with the Common Core State Standards, New York State Learning Standards and New York City Blueprint for Teaching and Learning in the Arts. We believe that these standards support both the high quality instruction and deep engagement that The New Victory Theater strives to achieve in its arts education practice.

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CONTACT INFORMATION

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NEW VICTORY® SCHOOL TOOL® Resource Guides are made possible by a generous gift in memory of Fr. John R. Scarangelo, OFM whose lifelong passion for the theater was a powerful influence on all who were fortunate to know and love him.





JASON BISHOP

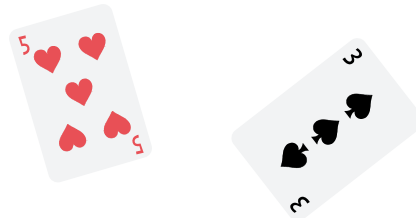
STRAIGHT UP MAGIC

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INSIDE

A behind-the-curtain look at the artists, the company and the art form of this production.

COMMON CORE STANDARDS

Reading: 4

Writing: 2; 3; 6; 7

Speaking and Listening: 1; 2; 4; 6

Language: 1; 2; 3

NEW YORK STATE STANDARDS

Arts: 4

Career Development and Occupational Studies: 1

English Language Arts: 1; 4

Social Studies: 1; 2

BLUEPRINT FOR THE ARTS

Theater: Developing Theater Literacy,
Making Connections,
Exploring Careers and Lifelong Learning

Visual Art: Art Making, Making Connections

Summary

He walks through walls and makes objects disappear. No, this isn't make believe, but it is unbelievable! In STRAIGHT UP MAGIC, Jason Bishop infuses old school tricks with new school stagecraft in a virtuosic performance. Without fuss or frills, he moves from stunning sleight of hand to dazzling illusions with an easy humor and exceptional talent—and a little help from his tiny tail-wagging terrier, Gizmo! When he levitates a woman a dozen feet in the air and soars up to retrieve her, any skepticism will, as they say, vanish in the blink of an eye.



JASON BISHOP STRAIGHT UP MAGIC



INSIDE

SLEIGHT OF HAND + ILLUSION
÷ LEVITATION × CONJURING =

JASON BISHOP: STRAIGHT UP MAGIC

Where in the world is JASON BISHOP: STRAIGHT UP MAGIC from?

FLEETWOOD, PENNSYLVANIA



Fleetwood, Pennsylvania, is a small hometown community of approximately 4000 residents and is located in Berks County, Pennsylvania.

Do you think Jason Bishop could make the town of Fleetwood disappear? Hmm...

It would take 2,353,260 playing cards placed end-to-end to stretch the 130 miles from Fleetwood to New York City!

Closer look at:

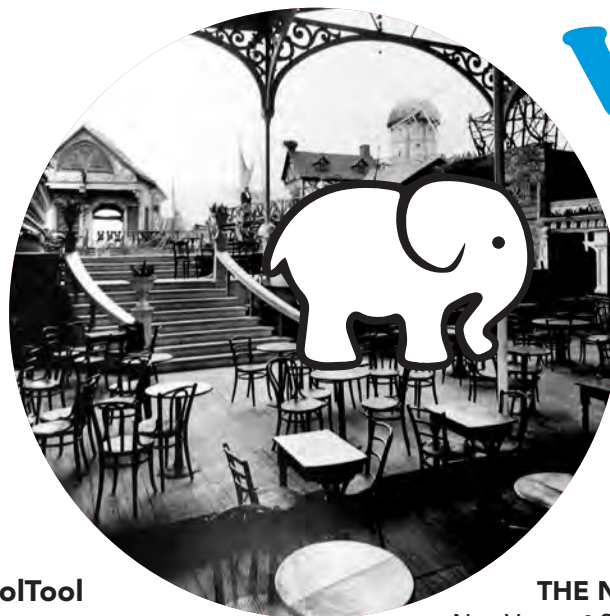
JASON BISHOP: STRAIGHT UP MAGIC

Jason Bishop is from Fleetwood, Pennsylvania, and his collaborators include his assistant Kim Hess and Gizmo, his canine companion. This traveling trio has toured to each of the lower 48 states, and to 30 countries on six continents. Jason Bishop performs an average of 150 shows each year.

At just seven years old, Jason Bishop began learning how to be a magician by studying magic and illusion books at his local library. Jason cleverly combines traditional magic with modern technology and prides himself on his versatility with both rare illusions and the fundamentals of magic.

DID YOU KNOW?

Legend has it that Harry Houdini, master illusionist and escapist, once made an elephant vanish from the Hippodrome Theater, which shared a roof garden with The New Victory Theater.



Whoa!

JASON BISHOP STRAIGHT UP MAGIC





INSIDE / THE ART FORM

MAGIC

There are many different types of magic, but **JASON BISHOP: STRAIGHT UP MAGIC** is primarily rooted in stage magic—large-scale magic that is performed on stage in front of an audience. Stage magic can be anything from making a tiger suddenly appear inside an empty cage, to levitating a table or sawing a member of the audience in half. Most of the magic seen on television is considered stage magic, although technically it is television magic (an outgrowth of radio magic).

THEATER

There are many different forms of theater arts including drama, musical performance and dance. **JASON BISHOP: STRAIGHT UP MAGIC** is dramatic in nature and uses a combination of several elements to create a dynamic, dramatic, captivating show. Speaking of drama, the six essential elements of drama are plot, character, theme, language, sound and spectacle. As you're watching the show, see if you can spot which theatrical elements are at play in this production!

ILLUSION

An illusion is, by definition, a thing that is—or is likely to be—wrongly perceived or interpreted by the senses. Illusions are innately deceptive and have the power to make an audience believe the impossible. An example of this is when a magician performs feats of skill that demonstrate the seemingly mysterious and leave the audience questioning how a trick or illusion was achieved.

WHAT DO YOUR STUDENTS KNOW NOW?

Prior to exploring **JASON BISHOP: STRAIGHT UP MAGIC** with your students, find out how much they already know about **MAGIC**. In addition, allow them to explore the theme: **ILLUSION**.

Have you ever seen a magician or illusionist perform live or on television/film? If so, how did you feel when you witnessed feats of magic?

What questions do you ask yourself when you see a magic trick or illusion?

What type(s) of magic tricks or illusions are you hoping to see performed by Jason Bishop in this production?

Jason Bishop started teaching himself how to perform magic tricks when he was 7 years old. What self-taught skills have you learned?

If you could perform one magic trick or illusion, what would it be?

JASON BISHOP
STRAIGHT UP
MAGIC





INSIDE / UNIT PLAN BRAINSTORM

THE WIZARDING WORLD OF SCIENCE (SCIENCE)

Use the experience of seeing JASON BISHOP: STRAIGHT UP MAGIC to inspire a unit on magic and illusion and how they relate to science. Divide the students into pairs or small groups and instruct them to perform two different magic tricks:* one that focuses on **centripetal force** and another that demonstrates **inertia**. Once they have completed both tricks successfully, have volunteers demonstrate their magic tricks for the rest of the class. Afterwards, lead a discussion with your students about inertia and centripetal force and ask the students how the laws of physics were at play in each trick.

HISTORY OF PERFORMED MAGIC (SOCIAL STUDIES, ELA)

Embark on a creative writing unit that allows students to explore the history of performed magic and the life of Harry Houdini. Over the course of a few days, instruct your students to research the history of magic and Houdini's evolution from card manipulator to master escape artist. In pairs, have your students exchange writings and draw what they imagine or visualize when they read about Houdini's storied past. In pairs or groups, students should share their findings and describe what they've drawn based on those findings. Use the Creativity Page: *Draw Your Dream Magic Act!* in the **Before** section, to support this unit.

BECOMING A MAGICIAN (EXPLORING CAREERS AND LIFELONG LEARNING)

Let JASON BISHOP: STRAIGHT UP MAGIC inspire a unit on entrepreneurship. Completely self-taught, Jason began learning how to be a magician by studying magic and illusion books at his local library; he did this when he was just seven years old. Now, years later, he can say that he has traveled to 48 mainland states and 6 continents to bring magic to audiences of all ages. Ask your students to brainstorm the trajectory of their life as a magician or a magician's assistant. Ask them questions like: *How would you begin to learn about magic? What kind of magic tricks would you like to learn? Is there such a thing as a school for magic? If so, where is it and what would studying there be like? What does your magic act look like (is it large-scale or smaller)? Where in the world would you travel to bring magic to audiences?* To support this unit, use the Handout: *Do You Believe In Magic?* in the **Inside** section.

*TEACHER'S NOTES

The hyperlink for the centripetal force trick will direct you to a video that clearly shows how the trick works.

The hyperlink for the inertia trick will direct you to a webpage that clearly lays out the steps so that each pair or small group can do the trick successfully.

JASON BISHOP
STRAIGHT UP
MAGIC



HANDOUT

DO YOU BELIEVE IN

JASON BISHOP
STRAIGHT UP
MAGIC

MAGIC?

A MAGICIAN NEVER REVEALS HIS SECRETS

Magic, in its many forms, is all about creating the illusion that the impossible is possible, leaving the audience with no idea how a trick or illusion was achieved. In **JASON BISHOP: STRAIGHT UP MAGIC**, Jason focuses on three main types of magic: close-up magic, cabaret magic and stage magic (also known as Illusion).



CABARET or STAND-UP MAGIC

Cabaret or stand-up magic is performed for a larger audience. The magician is on a stage, or in some way set apart from the audience, and performs larger-scale tricks. The props used range from ropes, silk handkerchiefs, bottles or even birds.



STAGE MAGIC

This type of magic is performed on a big stage for a large audience. While cabaret magic consists primarily of tricks, stage magic consists mostly of illusions. These illusions are performed by a magician with an assistant, with large animals or on a member of the audience. Stage magic is distinguishable by its large-scale props and production values.



CLOSE-UP MAGIC

This is interactive magic that is meant to be performed for a small audience. It's performed directly in front of audience members and often involves audience participation. The props that are used in close-up magic are small items that are easy to carry, like coins or house keys.

POOF!

MAGIC FACTS

Even though The New Victory Theater seats 499 people, Jason Bishop uses visual technology that allows close-up magic to be seen by the entire audience!

When close-up magic is performed at a table, it is called table magic. When a magician wanders from group to group, this is called strolling magic or mix-and-mingle magic.

Sleight of hand with playing cards is known as card manipulation.





This section is part of a full New Victory® School Tool® Resource Guide. For the complete guide, including information about the New Victory Education Department, check out: NewVictory.org/SchoolTool

BEFORE

Ready-to-implement classroom activities that explore the themes and artistry of the show.

COMMON CORE STANDARDS

Speaking and Listening: 1; 2; 6
Language: 1; 3; 5

NEW YORK STATE STANDARDS

Arts: 1; 2
English Language Arts: 1; 4

BLUEPRINT FOR THE ARTS

Theater: Theater Making, Developing Theater Literacy, Making Connections

Visual Art: Art Making, Making Connections



JASON BISHOP STRAIGHT UP MAGIC





AFTER / ACTIVITY

WHAT MAGIC IS THIS ?

JASON BISHOP: STRAIGHT UP MAGIC employs different types of magic to create astounding illusions. Now it's time to see what you can do! *What magic can you conjure up?*

1. To prepare, engage the group in a quick discussion about the difference between magicians and the fantasy of wizardry. The focus here is on magic as it pertains to magicians who perform on stage.
2. Gather your students in a circle and ask them if anyone knows a magic trick. Ask them to demonstrate it for the class.
3. Ask your students to consider this question: *How does a magician make magic?* Encourage them to imagine themselves as a magician and physicalize that in a frozen statue using their entire body.
4. Then, going around the circle, ask each "magician" to say a magic word and add a gesture to accompany the word.
5. Next up, divide the room into three groups, asking your students to keep their magician personas in mind. Each group must work together to come up with a name for their magician's club.
6. Once they've done this, ask them to choose one magic word and one magical movement that embodies that word together.
7. Ask each group to share the name of their club, as well as their word and movement with the rest of the class, the other groups should echo the words and movements.
8. After all the groups have shared, return to a circle, ensuring that the magic groups remain together.
9. To create a secret magician code as a class, go around the circle once more and have each group share their magic word and movement swiftly around the circle. Find more ways for the whole class to express their secret magician code!

REFLECTION QUESTIONS

What surprised you about your classmates' ability to do magic?

How did it feel to create your own magicians' group?

What do you think Jason Bishop's magician code is?

JASON BISHOP
STRAIGHT UP
MAGIC





BEFORE / RESOURCE FOR FAMILIES

Be a part of your kid's field trip! www.NewVictory.org/SchoolTool



watch



Check out the video trailer and a message from the company!

WWW.NEWVICTORY.ORG

While you're there, do the suggested Family Activities to learn more about the show.

ask



Ask your kid BEFORE the show:

What is the difference between "magic" and "illusion"? Let's figure it out together!

What are you most excited about for your trip to The New Victory Theater?

Ask your kid AFTER the show:

What was your favorite part of the show?

What was the most surprising thing about the show?

What different elements of theater did you see the show incorporate?

visit



The New Victory is New York City's only performing arts theater exclusively devoted to kids, their families and classmates, bringing exhilarating stories, innovative art forms and unparalleled performers from around the world to its historic stage in Times Square. For a full list of shows in the New Vic 2016-17 season, visit NewVictory.org.

JASON BISHOP STRAIGHT UP MAGIC

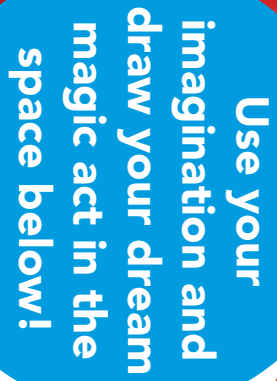
NewVictory.org/SchoolTool

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THE NEW VICTORY® THEATER
NEW VICTORY® SCHOOL TOOL® Resource Guides



CREATIVITY PAGE



Use your
imagination and
draw your dream
magic act in the
space below!

DRAW YOUR DREAM MAGIC ACT!

In JASON BISHOP: STRAIGHT UP MAGIC, the performer and his assistant use different types of magic and illusion to WOW the audience.

Think about everything that goes into creating and performing a magic show, like the lighting, costumes—oh, and don't forget the magic tricks! If you were a magician, what would the different parts of your magic act be? Would you pull a rabbit out of your hat? Would you make the audience disappear and reappear?





This section is part of a full NEW VICTORY® SCHOOL TOOL® Resource Guide. For the complete guide, including information about the NEW VICTORY Education Department, check out: NewVictory.org/SchoolTool

EN ROUTE

Trip logistics and a brief student activity to be completed shortly before seeing the show.

Provide this section to all teachers and chaperones attending the show!

COMMON CORE STANDARDS

Reading: 1; 4; 7
Language: 1; 3

NEW YORK STATE STANDARDS

Arts: 1; 2

BLUEPRINT FOR THE ARTS

Theater: Developing Theater Literacy,
Making Connections

Heads up!

JASON BISHOP: STRAIGHT UP MAGIC is a production that employs magic tricks and illusion. Prepare your students to listen and watch closely to enjoy the spectacle!



JASON BISHOP STRAIGHT UP MAGIC





WHAT KIND OF MAGICIAN ARE YOU?

In **JASON BISHOP: STRAIGHT UP MAGIC**, Jason performs various feats of mysterious magic and intriguing illusion!

Imagine yourself as a magician. What kind of magic would you do?
Take this quiz to find out! (circle your answer!) Use the legend below to find out your mystical fate!

1. If you could make something disappear into thin air, what would it be?

- A. An animal
- B. Your school
- C. Your home

2. If you could walk through a solid object, such as a wall or floor, how would you do it?

- A. Float through it slowly without any special effects
- B. Create a fiery distraction and suddenly reappear on the other side of it
- C. Use a smoky haze effect

3. In your dream magic act, what role would you play?

- A. The magician
- B. The magician's assistant
- C. An animal sidekick

4. What type of magic would you like to perform?

- A. Close-up magic
- B. Cabaret magic
- C. Stage magic

5. Which of the following would your magic act include?

- A. Levitation
- B. Pulling a rabbit out of a hat
- C. Audience participation

6. What would your magician costume be?

- A. A suit and cape
- B. Jeans and a t-shirt
- C. A tuxedo and top hat

7. If you possessed magical powers what would you do to show the world your talents?

- A. Build a school for magicians
- B. Give everyone on earth a superhuman ability
- C. Make objects or people levitate

NOW, ADD UP YOUR POINTS AND SEE WHAT KIND OF MAGICIAN YOU ARE!

LEGEND:

A's = 6 points each

B's = 4 points each

C's = 2 points each

1-4 POINTS:

You're an amateur magician, like an apprentice! You're well on your way to becoming a master magician. Keep working on it!

15-23 POINTS:

You're a magician and well on your way to becoming a master illusionist. Practice, Practice, Practice!

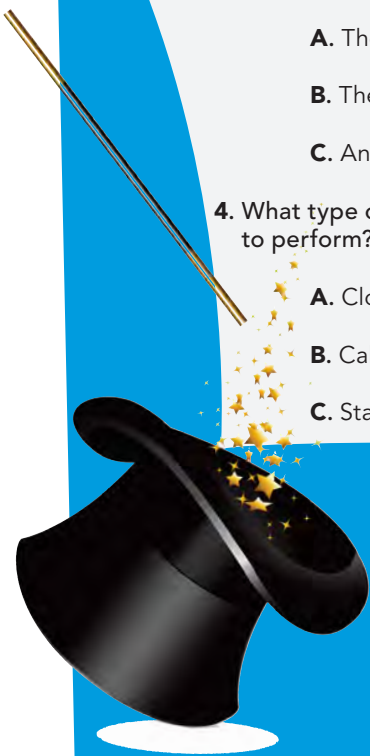
24-32 POINTS:

You're a master magician! You've perfected the art of sleight of hand, but you've still got some work to do in the levitation department!

33-42 POINTS:

You're a master illusionist and have joined the ranks with such famous illusionists as Harry Houdini and Criss Angel!

Congratulations!



TRIP GUIDE

Provide this resource to the School Trip Leader and all teachers/chaperones attending the performance.

Before you leave school

We advise you to LEAVE ALL BAGS AND LUNCHES at school, if possible. If not, bags will be collected by NEW VICTORY staff and stored during the performance.

Plan to arrive at the NEW VICTORY venue at least 30–45 minutes before curtain time. The building opens one hour prior to curtain (i.e. 10am for an 11am performance). If you realize that your group is running late, please contact the theater DIRECTLY at **646.223.3020**. If you will be arriving by bus, please ensure that your driver drops your group off on the **north side** of 42nd Street between 7th and 8th Avenues.

Arrival

When you reach 42nd Street, a member of the New Victory Front of House staff wearing a green vest will check in with the school trip leader.

If you arrive by bus, they will direct your bus to a location on the street where it is safest to unload the students.

It is important to wait until our staff checks in the School Trip Leader and Bus Driver before unloading the students.

They will record the bus number and give the School Trip Leader and the Bus Driver correlating tags.

Please remember to have the School Trip Leader and the Bus Driver exchange cell numbers.

The Front of House staff will give a time for the bus to return to pick up your school group.

The question of lunch

NEW VICTORY venues are not equipped to host lunch/snacks. In the early autumn and spring months, nearby Bryant Park (42nd Street at 6th Avenue) offers a pleasant place for lunching, and there are also public restroom facilities.

Seating

In order to make your experience at the theater as efficient and safe as possible, you will not be issued tickets. Your group will be assigned seats in advance by the Education Department. Your seating assignment will not be available prior to the performance. If you have any questions, please contact the Education Department at: Education_Tickets@NewVictory.org.

Accessibility

Wheelchair accessibility: Wheelchair seating must be requested in advance, at the time of the ticket request, and is subject to availability. Assisted listening devices are available for patrons who have hearing impairments.



TRIP GUIDE

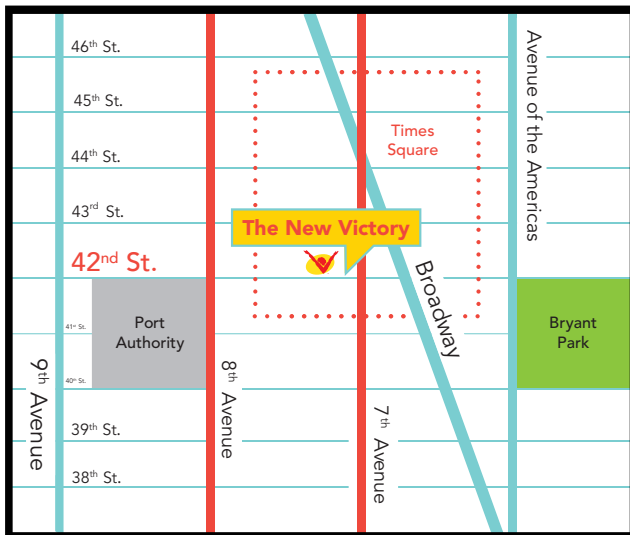
If you are traveling by bus, please also share this important information with the bus driver.

Directions to

THE NEW VICTORY THEATER OR THE DUKE ON 42ND STREET/
209 West 42nd Street NEW 42ND STREET STUDIOS
229 West 42nd Street

BY SCHOOL BUS

It is safest to drop off and pick up your school group on **the north side of the street** in front of the venue. Turn onto 42nd Street from 7th Avenue so students can unload in front of the theater space.



During the show

42nd Street is extremely congested and has a high volume of traffic. According to the New York City Department of Transportation, vehicles are not allowed to sit idle or park on the street without special permission. Once your bus is empty, it is important that the bus driver find parking at a nearby location—see possible parking locations below.

If a driver chooses to park on 42nd Street, they do so at their own risk of being ticketed by the police. The New Victory Theater is not responsible for bus drivers who receive parking tickets.

Possible parking locations

8th Avenue (both sides) between 38th and 39th Streets
11th Avenue (both sides) between 39th and 40th Streets

Pick up

Taking Midtown traffic into consideration, bus drivers should leave their waiting location approximately 10 minutes prior to the return time given by the Front of House staff. Front of House staff will also help find a spot on 42nd Street to safely load your student group after the show has ended.

BY MTA, SUBWAY OR BUS

1/2/3, N/R/Q/7

Exit the station at 42nd Street/7th Avenue. When you come out of the turnstile, take the stairs to your right. All NEW VICTORY venues are directly to the west of the subway station.

A/C/E to Port Authority

Exit at 42nd Street/8th Avenue. Walk to 42nd Street, turn east, and continue walking until you arrive at NEW VICTORY venues.

B/D/F/M

Exit at 42nd Street/6th Avenue. Walk west on 42nd Street until you come to 7th Avenue. The venues are on the north side of the street at 7th Avenue, next to the subway station.

The M10, M16, M27, M42, M104 buses all stop within one block of the venues.





AFTER

Ready-to-implement classroom activities that offer the opportunity to reflect on and extend the experience of attending the performance.

COMMON CORE STANDARDS

Reading: 1

Writing: 2; 4

Speaking and Listening: 1; 2; 3; 4; 6

Language: 1; 3

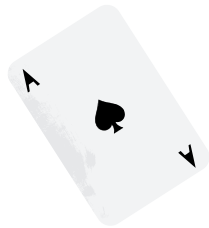
NEW YORK STATE STANDARDS

Arts: 1; 2; 3

English Language Arts: 1; 3

BLUEPRINT FOR THE ARTS

Theater: Theater Making, Developing Theater Literacy, Making Connections



JASON BISHOP STRAIGHT UP MAGIC





AFTER / PERFORMANCE REFLECTION

Following your trip to the New Victory, you may find that your students want to discuss the performance and their own opinions. Reflecting on the show and voicing an aesthetic response is an important part of the theater-going experience. Allowing your students the opportunity to articulate their own thoughts and hear the ideas of their classmates will increase the impact of the theater experience.

Engage in a conversation with your students regarding their thoughts and feelings about the show. Use the following questions as prompts:

Do you believe in magic? Explain your answer.

What were your favorite magic tricks?

How do you think Jason was able to levitate?

Did you find yourself trying to figure out the tricks or did you allow yourself to just enjoy the experience?

How does not knowing how the magic tricks and illusions were done make you feel?

TEACHER TIP

Engaging in dialogue, asking questions and recalling observations are skills that we believe should be fostered and encouraged. When leading a performance reflection discussion, try the following model of critical response:

Describe (I saw...)

Analyze (I wonder...)

Interpret (I think/feel...)

Evaluate (I believe...)

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AFTER / PERFORMANCE REFLECTION

MY CRITIC'S

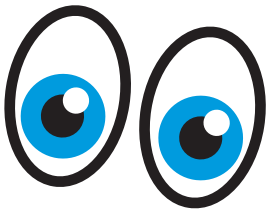


IF I WAS WRITING A NEWSPAPER ARTICLE ABOUT THIS SHOW, THE HEADLINE WOULD READ:

A QUESTION I HAVE ABOUT THIS SHOW IS



WHILE WATCHING THE SHOW, THE STRONGEST REACTION I HAD WAS



THE PART OF THE SHOW THAT GRABBED MY ATTENTION THE MOST WAS

ONE THING I SAW ON THE STAGE DURING THIS SHOW THAT I'VE NEVER SEEN BEFORE WAS

THE SHOW MADE ME THINK ABOUT

BEFORE SEEING THIS SHOW, I DIDN'T KNOW THAT



AFTER SEEING THE SHOW, MY FRIENDS AND I TALKED ABOUT



#WOW

OVERALL, THE SHOW MADE ME FEEL



IF I WAS THE DIRECTOR, ONE CHANGE I WOULD MAKE TO THE SHOW WOULD BE



AFTER / ACTIVITY

MAGIC SHOW DEBATE: HOW'D HE DO IT?

I KNOW!

I KNOW,
TOO!

Materials: Four large pieces of paper with these words written on them: Strongly Agree, Somewhat Agree, Strongly Disagree, Somewhat Disagree

Post the four pieces of paper in the four corners of the classroom. Write the phrase, "HOW'D HE DO IT?" on the board and inform your students that you'll be conducting a debate of sorts to discuss just how Jason Bishop achieved his magic tricks and feats of illusion.

1. Ask questions* in statement form, such as:

- Jason Bishop achieved levitation through actual magical powers
- Jason Bishop stores a real fish in his iPhone to achieve the fish-in-a-glass trick
- Gizmo, Jason's dog, actually disappeared during the show.

*Feel free to develop your own set of questions!

- For each statement, have students move to the corner that best matches their position (Strongly Agree, Somewhat Agree, Strongly Disagree, Somewhat Disagree).
- Each group will have two minutes to discuss and solidify their reasons why they chose that opinion.
- Each group should select a spokesperson to express the group's position, while the other groups listen closely. He/she has 20 seconds to express the group's thoughts clearly and persuade their classmates that their stance is right.
- Have each group present their position in turn. Allow students to move to the appropriate corners if they have changed their minds. If anyone moves to a new position, ask what made them change their mind.
- Culminate in a group discussion about magic tricks and illusion. Explain the old adage "a magician never reveals his secrets," and then lead your class in a discussion about whether the "not knowing" how magic is done is important or not, and why.

REFLECTION QUESTIONS

What were some of your favorite discussion points from today's debate?

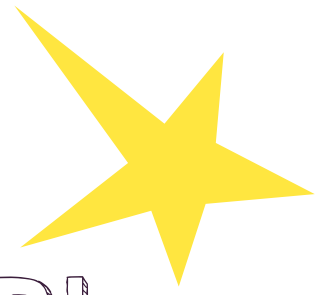
What was it like to think about how the magic was done?

What does analyzing the magic tricks from JASON BISHOP: STRAIGHT UP MAGIC do to your view of magic?

How does it feel to "not know" how a magic trick or illusion was done?

JASON BISHOP
STRAIGHT UP
MAGIC





MAKE THIS PAPER DISAPPEAR!

CAN YOU MAKE A PIECE OF PAPER DISAPPEAR?

WELL, NOW'S THE TIME TO TRY!

Conduct an online search for ways to make paper disappear.
Once you've mastered your magic trick,
demonstrate it for the class!



Magician's Note

*It is said that this small piece of paper holds great power.
The ancient magicians of old endowed this tiny
fragment of papyrus with the power of invisibility.
Once that power is unleashed, prophecy has foretold
that the one who possesses this paper will retain power
and knowledge beyond their wildest dreams.
Will you be the one to tap into this magic? Try.
Try to make this page disappear!*





Sources

<https://magiciansrabbit.wordpress.com/2016/02/09/card-manipulation/>

<http://www.gingermagic.com/styles-of-magic/>

<http://yteevents.com/magicians/history-magic/>

<http://www.all-about-magicians.com/history-of-magicians.html>

<http://www.philjaymagic.com/history-of-magic.htm>

<http://we-love-magic.co.uk/different-types-of-magic/>

http://www.education.com/activity/article/Marble_physics_magic_first/

<http://novaonline.nvcc.edu/eli/spd130et/sixp-2.htm>

The hyperlink for the centripetal force trick will direct you to a video that clearly shows how the trick works. Here is another link for a different take on the same trick!

<https://www.youtube.com/channel/UCeQEKFH31vvD-InkTGSvCrA>

The hyperlink for the inertia trick will direct you to a webpage that clearly lays out the steps so that each pair or small group can do the trick successfully.

<https://www.youtube.com/watch?v=6haxdfnJcX8>

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