

School Matinees for Grades 6-12 in Apr 2014

All performances at 11:00am, only \$12 for students!

By **Edward Sakamoto**
Directed by **Ron Nakahara**



School Matinees **April 8 or 9; and 23, 24, or 25 at 11:00am**

*Hawaii, 1913: Lonely and bored with catching fish, Nishi sends for a picture bride from his native Japan, but sneaks a photo of his handsome friend Aoki in his place. The bride arrives and falls in love — with the wrong man — setting off a **Shakespearean-style comedy-of-errors that explores the history of Japanese immigration against the colorful backdrop of Hawaiian legend and pidgin.***

School Matinees include a **study guide (sample attached)** developed in accordance with the NYC Arts Learning blueprints that will help students think critically about the themes explored during the show, and a post-show talk-back with the artists!

At the Clurman Theatre at Theatre Row, 410 W 42nd Street, btw 9th and 10th Avenue

Call Abby Felder at 212-868-4030 or email info@panasianrep.org to reserve tickets, or for more information!

Praise for PART School Matinees: "**Awesome...Our students really enjoyed it...**
Keep up the good work!" -Ms. White, Principal MS226

**School Matinee
Tickets \$12**

Includes:

- 1 free chaperone per 10 students
- Study Guide – designed to help students meet NYC Arts Learning Blue Prints
- Post-show discussion or workshop with cast

**** All School Matinees subject to availability, min. of 50 students required (max 99 w/ chaperons)**

SUN	MON	TUE	WED	THUR	FRI	SAT
Apr 2014		4/8 School Matinee 11:00am 7:30	4/9 School Matinee 11:00am 7:30	4/10 7:30	4/11 7:30	4/12 7:30
		4/13 2:30	4/14	4/15 7:30	4/16 7:30	4/17 7:30
4/20 2:30	4/21	4/22 7:30	4/23 School Matinee 11:00am 7:30	4/24 School Matinee 11:00am 7:30	4/25 School Matinee 11:00am 7:30	4/26 7:30
4/27 2:30	4/28	4/29	4/30	visit www.panasianrep.org for more information and will be posted soon on the DOE website: http://schools.nyc.gov/offices/teachlearn/arts/cultop.html		

STUDY GUIDE EXCERPTS FROM FISHING FOR WIVES (2013)

History of Japanese Migration:

In 1885 the Japanese and Hawaiian governments concluded the Immigration Convention. Over the next decade approximately 29,000 Japanese traveled to Hawaii to work under a three year contract on the sugar plantations. These immigrants were *dekasegi* laborers, not settlers, who were planning to return home with money. It was not until 1893 that the Colonization Society was organized, calling for the overseas development of Japanese colonies (*continued...*).

Elements of drama:

Drama is a display of life, emotions, tension and relationships. It sketches different personalities and represents a wide variety of emotions through different characters. Generally speaking there are six elements in drama: theme, plot, characters, dialogue, music and visual elements. You should keep these in mind when reviewing and critiquing the play (*continued...*).

A Discussion with Your Students about Heritage:

Heritage refers to something that has been inherited from the past to present generations. Typically passed down through stories, an individual's heritage not only provides them with knowledge of their roots, but also a sense of community and a foundation for their future. At its heart, FISHING FOR WIVES is a foundation story, relating the roots of the Japanese population and culture in Hawaii during a specific era. The playwright tells the audience a story about the Japanese men and women who created a fishermen's dynasty in Hawaii and would be remembered as the pioneers of their time.

It is important to teach people to respect and take interest in the many diverse roots and foundation stories that exist within our community. Here is one way you can invite your students to share a piece of their heritage with each other in the classroom:

Pictures: this show and tell exercise is a safe way for your students to share their families past and experiences. (*continued...*)

Essay / Discussion Questions:

1. What is a theme? Name one theme the playwright explores in the play. How is this theme expressed and why do you think it is important?
2. Which character do you most relate to and why?
3. What are some of the trials and tribulations that the brides face throughout the play? How is each bride similar to and different from the others? What do they represent?
4. Put yourself in the place of Nishi, Aoki, or one of the brides. If you were asked to leave your home to begin a new life, would you? How would feel and if yes, why would you do so? Write a short story about your experience.
5. Does FISHING FOR WIVES remind you of any stories you have heard from or about your grandparents or their parents? How so? Research into your own family's history and discover any watershed moments or events that were occurring during or had a large effect on their lives.