

TEACHER'S GUIDE

MAYBE HAPPY ENDING

THE TONY-WINNING
BEST MUSICAL



WELCOME TEACHERS!

By bringing *Maybe Happy Ending* to your students, you are about to embark on a journey of discovery. You will find an ease of connection to literary devices and narrative storytelling, but perhaps even more, you will discover how deeply this story may resonate with your students. No matter where your students, and the adults around them are in their lives, there will be a way to connect. Take the time to use the story and the characters as the launching point, but then delve deeper into personal social-emotional themes. Use the power of the arts to allow empathy and connection to build within your classroom and larger community.

Within the Discovery Guide, you will find many questions to guide conversations, lesson ideas and writing prompts which can be integrated into the work you already have in motion, and developed into full lessons. These next few pages will provide additional fully developed lesson plans to go even deeper with some of the themes and conversations suggested in the Discovery Guide.

Especially take note of the ideas and creative process found within the beginning of the guide, which holds conversations with the creative team. Go through those "Give it a Try" boxes. Combine those ideas perhaps with a common novel or text you are studying, and watch thinking happen in new ways.

Take these ideas and adapt them best for your classroom - make them come alive for your students, and for yourself as a teacher, seeing your students in a new light.

The key is - allow your students to be in control. No two pieces will be identical - in format or in thought. Allow student thinking and creativity to shine through.

Let yourself see the world through their eyes - find the moments of fireflies.



[illegible]

CCSS Anchor Standards

R3: Analyze how and why ideas develop and interact

CR.1: Generate and conceptualize artistic ideas and work.

Objective:

PART ONE

- ## PART TWO

- ## PART THREE

- ## PART FOUR

- ## PART FIVE - CLOSURE

- ## ASSESSMENT

- ## RUBRIC

4

3

2

1

The piece may not be complete, shows minimal effort or reflection. The piece may be very literal or based on another story rather than personal experience.



LESSON: TIMELINE OF FRIENDSHIP

Use with Discovery Guide page 14

CCSS Anchor Standards

W4: Produce writing in which the development and organization are appropriate to task.

R2: Determine central ideas or themes and analyze their development.

Core Arts Standards

RE.8: Interpret intent and meaning in artistic work.

CN.11: Relate artistic ideas with societal context to deepen understanding.

Objective:

Students will consider and analyze how a real friendship in their life began, identify moments that supported its growth, and speak to what they have gained from the risk of connection, through a personal narrative.

RUBRIC

4

Student writes a narrative tracing a specific moment of origin and clearly shows how risk and vulnerability deepened connection.

3

Student writes a narrative identifying a friendship's beginning and at least one moment of connection. The thoughts about risk and impact could be more developed.

2

Student writes a narrative that remains surface-level, without clear moments of beginning or risks taken,

1

Student narrative is incomplete. It may be hypothetical, and does not address all points (origin, risks, connections).

PART ONE

- Ask students to identify a friendship they have that matters greatly to them. Did it start with a small moment or a memorable, big moment? Give them 5 minutes to think and reflect, asking them to draw or write in a notebook - when they think about that friend, what comes to mind?
- Was this friendship easy to develop, or difficult?
- In general, is developing a friendship easy for them?

PART TWO

- Develop the linear timeline of this friendship they have identified even more. On a piece of paper, mark the beginning of the friendship and the event that happened, whether big or small. What was the moment that started it all?
- Ask students to continue developing this timeline of friendship - what are the standout moments that you look back on.
- After the literal moments are developed, ask the students to go a little deeper. Where on the timeline do they place a few different moments where one person took a risk and let the other one in even more. (i.e showing up to help when they could have skipped it, asking for help, sharing something true or secret, etc). Ask them to also record these moment s- perhaps in a different color or way.
- Were there moments when each person stepped out of their comfort zone? Ask students to write a bit more about those moments.

PART THREE

- Using the timeline, students will write a narrative about this friendship, focusing on the moments that strengthened and developed the friendship. Ask them to think about the risks that were taken, and what was gained as a result. It may help to have students to create this as a T-chart before writing.

PART FOUR

- When students have finished their draft, play the song "How Not To Be Alone" from *Maybe Happy Ending*. Discuss with students in detail what the students take from this. It happens at a point in their connection which has moved past the purposeful beginning (of borrowing chargers) into something with more meaning. Is friendship a skill as the song suggests that needs to be practiced?
- Allow students to go back to continue revising their narrative, taking insight from the song.

PART FIVE

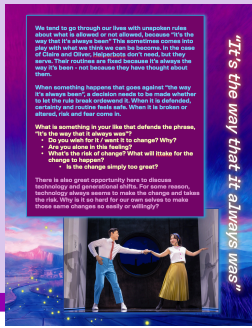
- After writing the narrative, ask students to write one sentence at the very top of the narrative, before it begins, which names something they have gained from the friendship that they likely would not have today if they had not been open to the connection, or to staying isolated and alone.

PART SIX - CLOSURE

- After allowing students some time to share at least their sentences with each other, engage in a discussion that goes back to the question, What do we gain when we let people in, that we may never get if we stay safe alone? What stops people from letting someone in and friendships forming? Is the risk worth it? What does the risk get you? Is there a difference between letting someone in and being round people?

ASSESSMENT

- Was the student able to identify moments in a friendship that allowed it to strengthen?
- Was the student able to articulate something they gained from connecting to someone else that wold not otherwise have been attained?



LESSON: CHANGE THE WAY THAT IT'S ALWAYS BEEN

Use with Discovery Guide page 15

CCSS Anchor Standards

W5: Develop and strengthen as needed by revising, editing rewriting or trying a new approach.

SL1: Participate in conversations and collaborations, building on other's ideas, expressing their own clearly.

Core Arts Standards

PR.6: Convey meaning through presentation of artistic work.

CN.11: Relate artistic ideas with societal context to deepen understanding.

Objective:

Students will identify the unspoken personal rules they have in their lives that are "the way that it's always been" and question it, weighing the risk of change.

RUBRIC

4

Student has 4 or more unspoken rules and their edits very clearly show meaningful attempts to revise them, with both versions of the rule visible.

3

Student has 3-4 unspoken rules and includes edits, but they may be vague or unspecific.

2

Student has 2-3 rules with are vague or generic. The edits do not clearly show the original and revision together. One may be completely erased or scribbled out.

1

Student has 1 rule, or the page is incomplete. They may skip the revision step completely.

PART ONE

- Discuss the idea that there are unspoken rules we all have about what we are allowed to become. This may be societal or familial or cultural. Ask students what "rules" they can think of in their lives that no one actually decided, but is just there. (Much like Claire and Oliver are expected to serve humans, but to have no needs of their own).

PART TWO

- Ask students to do a quick write around the following questions:
 - What is something about which you are told, "it's the way that it's always been"?
 - Do you wish this thing would change? Why or why not?
 - Do others wish it would change too, or just you?
 - What would it take for the change to happen? Is there a risk with it?
 - Is the change just not realistic now? What would need to happen for it to be a possibility?
- After quick writing their own thoughts, circle students up in small groups to discuss.
- Make a master list of these "rules" as it may help some students in the rest of the lesson for reference.

PART THREE

- Students will create a one-page "User Guide" or "Operating Instructions". This can be for themselves, for students, for humans, politics, society - whatever fits best with the rules they have thought of. Have them represent 3-4 "rules" on the page - they can design these however they like. Ask them to consider font, color, layout, etc.
- The rules they choose should be rules they see alternatives for. For at least half of the rules they have chosen (it's okay to agree with some!) they should draw a line through it. Be sure they don't scribble - you should be able to still see the original and that it is "under revision". They should also create the revised rule. Again, paying attention to layout, color, word choice, etc.
- They should have a least one personal rule.
- Give a few examples, based on emotions, achievement, independence, so that students see the kind of rules you are targeting. EXAMPLE:
 - Original rule: *Always say "I'm fine" when you are asked how you are, even if you are not fine.*
 - Revision: *"Always say "I'm fine" when you are asked how you are, even if you are not fine. Only say "I'm fine" when it's actually true. Otherwise say, "Not really" and see what may happen.*

PART FOUR

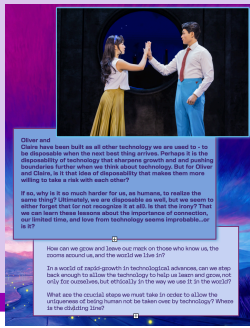
- Display the Operating Instructions, and ask students to go on a gallery walk, to observe the rule revisions, Send them with sticky notes, and allow them to write quick reactions to the rule revisions, to build more of a sense of community around these ideas of change. Will they be the ones to spark it?

PART FIVE - DISCUSS

- Ask students why it is so hard for humans to make changes within themselves, when we are revising the way technology works all the time.
- What makes us decide to defend something and the way it has always been, rather than risk the change?

ASSESSMENT

- Was the student able to identify personal, societal or cultural "rules" that seem to get passed down?
- Was the student able to identify alternatives and consider change as a risk, but also growth?



LESSON: HELPERBOT VERSION

Use with Discovery Guide page 17

CCSS Anchor Standards

W1: Write arguments to support claims in topics or texts using valid reasoning.

SL4: Present information and supporting evidence so listeners can follow the line of reasoning.

Core Arts Standards

CR.1: Generate and conceptualize artistic ideas and work.

PR.6 Convey meaning through the presentation of artistic work.

Objective:

Students will design an original Helperbot which has an unspoken rule it lives by. They will describe a moment the rule is tested, and then consider the responsible, ethical growth that technology needs.

RUBRIC

4

The bot design, rule and challenge moments are clearly developed. The student engages masterfully with the ethics questions, taking clear positions.

3

The bot design rule and challenge moments are complete. The student engages with the ethics questions, but their position is more a statement than thought based.

2

The bot design is there, but minimal. The ethics questions are generic in response.

1

The bot design is incomplete, with no connection to an unspoken rule or challenge. The ethics questions are not answered.

PART ONE

- Ask students to brainstorm a master list of what they wish they had a Helperbot to assist with. What would be simple rules your Helperbots would follow (like Oliver and Claire "Serve, but don't need"). These rules should be simple in the same way. What would you not want your Helperbots to be able to do?

PART TWO

- Give students a blank piece of paper. They will sketch their Helperbot, They should be considering what its primary job is, and how do they know when the job is being done well?
- On the top of the paper, write the unspoken operating rule. Around the drawing, jot down as many details as needed to give us a clear picture of the Helperbot.
- Give the new Helperbot a name that also implies the rule (as Helperbot does).

PART THREE

- Students will name one thing (such as an event, a person, a glitch in technology) that could challenge their Helperbot's rule.
 - Write a paragraph describing the moment the challenge happens.
 - Continue the writing with the following decision: Does the Helperbot defend its rule, or let it break and do something out of the norm? How will that decision (no matter which one) change the future path of the Helperbot? Does the Helperbot grow as a result of this choice? Does the student, as its owner grow?

PART FOUR - EXTENSION (through writing and/or discussion)

- Think about the purpose of your Helperbot. Is it actually helping us to learn and grow, or is it just making things easier. Is the way the Helperbot gets used in the world an ethical choice, or the easy way out?
- How could the Helperbot that has been designed truly help us grow as humans - or will humans and our capacity to grow and create be lost by these of Helperbots? What is the point at which technology becomes too much?

PART FIVE - DISCUSS

- As technology continues to grow at a rapid pace, at what point is enough enough? When does it become too much, and what happens when we step away from it?
- What do you currently see as the breaking point for having too much technology? Is there such a point?
- Connect with an older adult - ask them what they miss about the days prior to technology being such a massive point of our culture and society. Can they see what has improved, along with what has been lost?

PART SIX

- Display all of the Helperbot designs. Go on a gallery walk, See if students can identify each Helperbot's unspoken rule before learning it from the adjacent writing. What are we able to learn from these Helperbots?

ASSESSMENT

- Did the student design an original character with a clear purpose and an unspoken rule for its behavior?
- Did the student engage thoughtfully with the ethical questions at the root of this lesson?

