



Investigating the Legend Library

Grades 7-12 Drama: This lesson serves as an introduction to Canada's Theatre Museum Legend Library. In this lesson, students will explore an interview that is of interest to them and communicate their knowledge using a method of their choice.

Learning Goals

By the end of this lesson, students will

- analyze the experiences and perspectives of a Canadian theatre artist and communicate why their contributions are important
- Work collaboratively

Guiding Questions

- How can we share the story of a theatre artist in a way that helps others understand their impact and contributions?

Readiness

Prior to this lesson, students should have some familiarity with the various roles in theatre (e.g., actor, director, lighting designer etc.) and be comfortable working in small groups.

Terminology

- Canadian Theatre

Materials

- Computer/Tablet access
- **PDF #1 Museum Exhibit Rubric**

Minds On

Teacher Notes

You may wish to preview the interviews and select one or more interviews that are appropriate for the grade level and class you are teaching.

Small Group > Legend Library

Divide students into groups of 3-4 and invite each group to select an interview to watch from the [Legend Library Collection](#).

As the students watch the interview, ask them to individually listen for and record:

- one memorable quote
- one challenge the artist discusses
- one piece of advice
- one surprising idea

Small Group > Discussion

Give students several minutes to discuss the video they watched and jot down key ideas.

Key Questions for Discussion

What stood out?

What values does this artist have?

What makes theatre important to them?

Did anything change how you think about theatre?

Differentiation

You could also pre-select one video for the whole class to watch and then allow students to work in small groups to discuss.

Action!

Small Group > Museum Curation

Tell students:

Museums tell stories by choosing what to include. Today, you'll become museum curators and create a mini exhibit that helps others understand the theatre artist you learned about.

Explain to students that they will work with their group to create a one-page museum exhibit (on chart paper or digitally) about their chosen theatre artist.

Their exhibit should include:

- Exhibit Title – Create an engaging title that captures the artist's contribution.
- Biography Snapshot – A brief summary of who the artist is and their role in Canadian theatre.
- Three Big Ideas – Identify three key messages or themes from the interview.
- A Memorable Quote – Include a quote (or paraphrase) from the interview that best represents the artist's perspective.
- Symbol or Image – Draw or select a symbol that represents the artist's work and explain why it was chosen.
- Why This Artist Matters – Explain why this person's work is significant to Canadian theatre or to future artists.

Go over **PDF #1 Museum Exhibit Rubric** to ensure students understand how they are being assessed. Give students class time to prepare their museum exhibit. Circulate and provide feedback as necessary.

Whole Class > Thought Tracking Circle (Extension)

As a class, identify one important idea the theatre artist(s) discussed (for example: taking risks, finding your voice, collaboration, overcoming challenges, or why theatre matters).



Invite students to stand in a circle. Explain that they will briefly speak as if they are the artist thinking out loud.

It may be helpful to provide sentence starters, such as:

- “When I first started, I...”
- “The hardest part was...”
- “I learned that...”
- “Theatre matters because...”
- “I wish young people knew that...”

Go around the circle and have students take turns stepping slightly into the circle and speaking one sentence only. They may paraphrase ideas from the interview or combine them with their own reflections.

Optional: Go around the circle a second time. This time students respond to the previous speaker using a connector such as:

- “Yes, and...”
- “I also discovered...”
- “That reminds me that...”
- “Another important lesson is...”

The result is a collaborative “chorus” of ideas inspired by the interview(s).

Assessment for learning

Circulate during work time and check in with students, giving them ongoing feedback as needed.

Consolidation

Whole Class > Gallery Walk

Display the exhibits around the room. Invite students to circulate silently, reading each exhibit and leaving one comment or question on a sticky note for each group, such as:

- One thing I learned...
- One question I still have...
- One connection I made...

Assessment of learning

See **PDF #1 Museum Exhibit Rubric** as a tool for evaluating museum exhibits.

Museum Exhibit Rubric

I can...	Level 1	Level 2	Level 3	Level 4
Create an engaging exhibit title that connects to the artist's work.	My title has a limited connection to the artist.	My title shows some connection to the artist.	My title clearly represents the artist's work or contribution.	My title is creative and strongly captures the artist's impact.
Share important information about the artist and their role in Canadian theatre.	I included limited information about the artist.	I included some relevant information about the artist.	I clearly explain who the artist is and their contribution.	I provide detailed information that shows a strong understanding of the artist's journey.
Identify three big ideas from the interview.	My ideas are unclear or not connected to the interview.	I identified some ideas from the interview.	I identified three important ideas from the artist's story.	I identified three thoughtful ideas that show deeper understanding.
Choose a meaningful quote or idea that represents the artist's perspective.	My quote/idea has limited connection to the artist.	My quote/idea connects to the artist with some explanation.	My quote/idea clearly represents the artist's message.	My quote/idea strongly captures the artist's beliefs and impact.
Select a symbol or image that represents the artist's work and explain why.	My symbol/image has little explanation.	My symbol/image has a basic connection to the artist.	My symbol/image clearly connects to the artist's work or ideas.	My symbol/image is thoughtful and shows a strong understanding of the artist.
Explain why this artist matters to Canadian theatre or future artists.	I provide a limited explanation of the artist's importance.	I explain some reasons why the artist is important.	I clearly explain the artist's significance.	I provide a thoughtful explanation of the artist's lasting impact.

