

CRANKED

by Michael P. Northey



Study Guide

green  thumb
theatre

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Company List	2
Table of Contents	3
Synopsis and Bio	4
Curriculum Connections	5
Background and Discussion	6-9
Discussion Questions	10
Resources for Students	11
Resources: Teachers	12
Classroom Activities	13-22
Worksheets	23-26
Crossword Answers	27

Note: Some of the exercises in this guide are not original creations of the author. The author of the guide is not attempting to claim the exercises as their own invention. They have been acquired and obtained from other learning materials. Where no credit is given, the original source is unknown.

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Synopsis:

Stan a.k.a. "Definition", once a young, rising freestyle MC, loses it all because of his meth habit. In the play, he confronts his demons as he preps for an upcoming competition without the 'fix' that has dominated his life. Memories of the highs and the rush of music all collide as he struggles to recapture what he once had. Using spoken word and hip-hop, CRANKED is a dramatic exploration of addiction and drug culture.

Note from the Playwright:

In 2005, Green Thumb Theatre commissioned me to write a one man show, using hip hop and spoken word, about crystal meth. I had many friends... people I grew up with and had known since I was a kid, that had found meth as late in life as their 30's! Hardworking, "normal" people, who had fallen victim to meth's addictive ingredients and deceptive gifts. They had their lives destroyed by meth. Some... literally. Meth took them. Too soon. Always too soon.

To write CRANKED I never had to look far to see the devastating effects of this horrible drug, and I quickly became aware of it's presence all around me. Everywhere!

On November of 2012, I received a distressing phone call that my cousin's wife had been murdered. As the story and details emerged, it was revealed that she had fallen at the hand of her own daughter, a long time, struggling meth addict.

*Five years after CRANKED premiered in BC highschools and **still** this awful drug is destroying all in it's path. It **still** affects us. It **still** affects me. As foreign as it can seem, it is never far removed from any one of us. Clearly the victims are not always just the user, but their families, friends, & those who surround them or come in contact with them. How many crimes? How many murders? How many children have lost their parents to meth's allure?*

One hopes that education and knowledge are the key to saving people from a shattering fate such as meth addiction. I hope that through CRANKED people do get an idea of meth's effects and how dangerous it can be. I hope that they are entertained, but at the same time... horrified, because meth steals the soul. Not just of the user, but like a dark plague it takes those who simply come too close, shattering lives forever.

It's hard to see a brighter future through the darkness of addiction, but I believe we can beat this epidemic, and so like the beat of the drum and the pounding of bass the battle against meth's true evils continues, and we hope and pray that those who live in that dark cloud of addiction will someday find a release from it's hideous embrace.

- Michael P. Northey

THEMES:

Addiction / Family Relationships / Illegal Drugs / Social Responsibility/
Hip Hop Culture / Mental Health / Critical Thinking and Decision Making

After the Play....

The following exercises and activities are provided as suggestions and starting points for further exploration of the themes brought up in CRANKED. They have been designed keeping the BC Ministry of Education Curriculum Guidelines in mind and may be used in connection with other units that you are doing during the school year. Near the end of the guide there are a couple of pull-out worksheets, for your convenience, that investigate specific themes/aspects of the performance.

Curriculum Connections

Health 8/ Health 9/ Planning 10/Drama 8-12/ English Language Arts 8-12/
Civics 11/Communications 11-12/Law 12

Crystal Meth and Young People

Most methamphetamine users are between the ages of 15-40 and some studies show that the use of crystal meth is steadily increasing in the young adult population. As it is relatively cheap, easy to produce, and widely available, proactive steps must be taken now, not only to inform young people about the pitfalls of crystal meth addiction, but also to suggest other options for dealing with stressful situations. Experts suggest that crystal meth withdrawal symptoms are more severe and cases of relapse more frequent than for either cocaine or heroin. Education and prevention are, therefore, of an utmost importance in mitigating the effects of this drug on young people.

*The information on the next couple of pages is intended to help you to prepare for the discussions and activities that may take place in your classroom after the show. They will provide you with a basic background knowledge of the main topic of the play:
Crystal meth use and addiction.*

Facts About Crystal Meth

What is Crystal Meth?

Crystal meth is the common name for methamphetamine, a psychostimulant that is part of the amphetamine family of drugs. Meth can come in crystal form (thus the name), or in tablet or powdered form. Meth can be smoked, snorted, injected or taken orally.

A.K.A

On the street, crystal methamphetamine is also known as: meth, chalk, ice, crystal, glass, speed, crank, tina, tweak, amp, bangers, slammers, cinammon, red-neck cocaine (among others)

Effects:

Crystal meth users can experience increased wakefulness and physical activity, decreased appetite, a sense of well-being, and an intense but brief rush of pleasure. It also causes: irritability, insomnia, confusion, hallucinations, anxiety, paranoia, increased aggression, hypothermia, and convulsions.

Long-term Effects:

Use of methamphetamine can cause irreversible damage to the body and the brain.

Some of these effects are:

Psychotic Behaviour: Psychotic symptoms (including paranoia, hallucinations, violent episodes, etc) can persist for months or even years after someone has stopped using the drug.

Strokes/ Cardiovascular Problems: The increased heart rate and blood pressure damage blood vessels in the brain causing strokes, heart failure, and death

Permanent Brain Damage: Over time, meth damages the brain's ability to produce dopamine, causing symptoms similar to Parkinson's disease or depression. There is also research that suggests meth damages the areas of the brain that control learning, memory and movement (NIDA).

Chronic Skin and Dental Problems.

"Did you know that if you take a hard rock of crystal meth and put it on a raw steak overnight, that in the morning the steak will have liquefied? I smoke meth. I shoot meth. I snort meth. I even eat meth. I eat it like candy. So you can imagine my insides."

- Stan, CRANKED, page 15

What Makes Crystal Meth so Dangerous?

Crystal meth has longer lasting and more toxic effects to the nervous system than other closely related drugs. It is highly addictive, cheaper than other drugs, and initially requires only a small amount to produce a long, intense high. According to the RCMP, when smoked, inhaled or injected, crystal meth is considered to be one of the most powerful psychostimulants available on the illicit drug market. Users become physically and psychologically dependant on it rapidly and crystal meth addiction is one of the hardest dependencies to treat.



Signs that someone might be using meth:

- Loss of appetite and weight loss
- Aggression
- Dilated pupils
- Rapid speech
- Compulsive actions
- Anxiety
- Psychotic symptoms (hallucinations and delusions)
- Headaches
- Over-confidence
- Insomnia
- Burn marks on fingers or mouth
- Changes in dress, friends and slang
- Presence of drug paraphernalia: light bulbs, glass straws (so-called "lollies" or "popeye")

Fact:

Did you know that, worldwide, The World Health Organization (WHO) estimates that over 34,000,000 people use crystal meth daily, more than crack cocaine and heroin users combined?

(source: Drug Prevention Network of Canada)

Drug Abuse and Addiction:

All drugs—alcohol, nicotine, marijuana, prescription drugs, over-the-counter drugs like cough medicine, and inhalants like those in spray cans—will negatively affect your brain and body. Most drugs, like amphetamines, trick your brain into releasing dopamine. Dopamine is a chemical that transmits signals between nerve cells in the brain and is often associated with pleasure. People don't want that good feeling to end, so they take more drugs, more frequently, and that's how an addiction can begin. The truth is that addiction will not make you feel any real pleasure—it causes physical and emotional pain and it is a difficult cycle to break.

"Your body tingles. Every cell. Every nerve ending. Alive. Problem is you never go there again. Your first time can never be relived. It's what a junkie lives... It's what you live for. To someday feel that again. To see God again. You suck and you snort and you eat and you shoot and you never ever go there again. You need more and you feel less."

- Stan, CRANKED, page 18

Drug Use and Abuse: Quick Facts*

Here's a list of a few other commonly abused drugs, what they do to you, and how you can tell if someone might be using them:

Cocaine/Crack (*aka: coke, blow, flake, nose candy, rock, snow, lady, big c*)

What: a brain stimulant that will make you feel energetic and possibly euphoric

How: snorted, dissolved in water and then injected, or heated and smoked (crack)

Results: a quick high and then irritability, anger, and depression

Long-term effects: paranoia, visual and auditory hallucinations, nose ulcers, malnourishment, heart attack, stroke, gangrene of the bowel

Ecstasy (*aka: x, mdma, e, adam, empathy, hug, love drug, and many others*)

What: a mood-altering drug and brain stimulant that creates feelings of contentment, heightens the senses, and seems to increase alertness

How: taken orally, usually as a pill or capsule that is sometimes manufactured to look like candy

Results: feelings of confidence, acceptance, and a sense of closeness to others

Long-term effects: involuntary teeth clenching, severe sweating, chills, nausea, seizures, rashes/ acne

Inhalants (*aka: poppers, whippets, laughing gas, rush, snappers*)

What: fast-acting chemical fumes from spray paints, glues, whipped cream dispensers, cleaning fluids, nail polish remover, and other household products that produce immediate mind-altering effects

How: sniffed or "huffed" from spray cans or open containers

Results: a short but intense rush with slurred speech, lack of coordination, euphoria, and dizziness

Long-term effects: loss of the sense of smell, nausea, nosebleeds, brain damage, heart failure, muscle wasting, and liver, lung, and kidney problems

On the pages 11 and 12, you will find further resources for both yourself and your students about crystal meth and drug addiction.

*adapted from CRANKED Study Guide (Krannert Center 2009)

It can be very valuable to lead a discussion or debrief after the performance. Here are some questions to get the ball rolling:

- How do the production elements contribute to the story of the play? (the music, the set, the costumes, etc.)
- Did the play leave you with any questions? If so, what were they?
- Could you relate to Stan? Why or why not?
- Why do you think Stan chose to use crystal meth?
- What do you think Stan could have done to alter his path along the way?
- Do you think what happened in the play is realistic? Expand on your response.
- Are there parts of the story that you would change? If so, how and why?
- What do you think about hip hop as a story telling method? What are the benefits and the draw backs?
- Do you see drugs as being an important issue at your school? Why or why not?
- What would you do if a friend or family member was using meth or another drug?
- Did you learn anything new about crystal meth or addiction from CRANKED?

Writing Prompts

Imagine that you are one of the other characters in the play (Mom, Dad, Pamela, ASSAULT, the drug counselor, Stan's teacher Mrs. Chan, etc) and re-tell one moment of the story (the divorce, the stolen necklace, the rap battle, the overdose, rehab, the classroom report, etc) from their perspective. What does this person see when they look at Stan? How do they feel? What do they want to say to him?

Stan says that being addicted to drugs is like being a zombie who craves flesh. Make a list of all the words that come to your mind when you hear the word zombie. Write a scene for a movie about crystal meth, using all of the words on your list at least once.

Stan compares himself to a zombie. Pick something to compare yourself to (an animal, a plant, an inanimate object, etc) and write a monologue that explains why you are so much like this thing.

Make a list of what you like or value the most about your life. Choose one of the items and write about how it might be change or be affected if you were struggling with an addiction.

Write about a time that you were frustrated and wished there was some way to escape. What did you do to get out of this situation?

Here are some resources you may want to explore to learn more about the effects of crystal meth addiction, how to get addiction help for yourself or others, and how to help yourself find solutions when you feel overwhelmed:

www.methproject.org

The Meth Project, an American anti-meth site, offers questions and answers about meth use and its effects. Includes interactive images such as an “Operation” style breakdown of the harm meth does to the different parts of the human body.

www.drugsnot4me.ca

The Canadian National Drug Prevention Strategy’s website for youth includes facts, risks, resources, videos and more.

www.deal.org

A website with comprehensive information about drugs (and other topics) including fact sheets and various helpful links.

www.methkills.org

A tumblr site connected to the original meth-kills website, which was created by a former meth addict to provide information about the drug that consumed his life. An interesting perspective to explore.

www.na.org

This website directs addicts and family members to narcotics anonymous meetings and literature.

www.kidshelpphone.ca/en/

Kids Help Phone is a 24 hour help line for young people who need someone to talk to. The website provides further resources for common teen issues.

**Need to talk to someone confidential and anonymous?
Kids Help Phone 1-800-668-6868**

Other useful numbers:

British Columbia Drug and Alcohol Information and Referral Hotline

Lower Mainland: 604-660-9382 Toll-Free anywhere in BC: 1-800-663-1441

**The Dark Crystal**

A documentary about crystal meth that aired on the CBC’s Fifth Estate in 2005. It is available online at: www.cbc.ca/fifth/darkcrystal/canada.html

Here are some resources to help you gather more information about crystal meth, drugs, addictions and other related topics.

www.rcmp-grc.gc.ca/qc/pub/meth/meth-eng.htm

The RCMP's website includes publications about a variety of subjects including this article on crystal meth. It is thorough and informative, including a section on crystal meth and the law. From here you can link to the RCMP's drug awareness program and other helpful resources.

www.nationalantidrugstrategy.gc.ca

The official site of the Canadian Government's anti drug strategy includes extensive resources and tips for parents as well as links to the companion website directed at youth. You can also find government publications and reports about topics within prevention, treatment and enforcement strategies.

www.drugabuse.gov

NIDA (National Institute on Drug Abuse) was developed by the US National Institute for Health to conduct research and disseminate information about drugs and addiction. The website is extremely comprehensive with useful sections for Parents and Teachers (including free curriculum resources) as well as Students and Youth (with fact sheets, research reports, videos and other links). This is a reliable resource to suggest to your students for research purposes.

www.drugscope.org.uk

A site from the UK that includes an online encyclopedia of drug information (Look under the drop down menu labeled: Drug Information). You will also find links to "D-World" a site about drugs aimed at younger audiences. It may be helpful to check this out and ask your students to think about how anti-drug messages are constructed for different age groups, etc.

www.camh.ca

The Centre for Addiction and Mental Health is a Canadian public hospital dedicated to research and treatment of addiction and mental illness. The website provides a wealth of information about drugs and addiction as well as resources for treatment and getting help.

Books:

Overcoming Crystal Meth Addiction: An Essential Guide by Dr. Stephen Lee

Iced: The Crystal Meth Epidemic by Jerry Langton

Leaving Dirty Jersey: A Crystal Meth Memoir by James Salant

“The main difference between old Zombie movies and the new ones is the speed at which the Zombies move. See in old Zombie movies the Zombies kinda stumbled forward. They called them the walking dead. Even though it wasn’t really a walk. More of a shuffle. But in the new Zombie movies they run. Not just run. They haul ass. So they’re not really the walking dead either. More like the running dead. Me? Myself, I gotta go with the new movies. Of course they’re gonna run man! They crave flesh! And when you crave flesh. When you need that flesh so bad it hurts. When the flesh is the only thing you think about. When it is the sole thing in this universe that you can focus on and you want it as bad as your next breath of air? Oh yeah, you will run. The running dead. And you are dead. You just don’t know it yet.”

- Stan, CRANKED, page 2

Using Stan’s Zombie metaphor from CRANKED as a starting point, come up with a public service campaign encouraging young people to stay away from crystal meth.

Part One: As a class, come up with some examples of public service campaigns. This can be done as a brainstorm or students can be asked to find an example of a public service ad or campaign and tell the class about it. Split the class into small groups and read the above excerpt from CRANKED. Invite your students to come up with their own anti-crystal meth campaign using the zombie metaphor from the play.

Part Two: What is the message of your campaign? Come up with a clear and simple message, considering who your audience is, why you are trying to deliver this message to them and what you want them to remember about your campaign.

Part Three: Find a creative way to deliver your message to its audience. Will it be posters? A tv commercial? A website? A video game? A radio ad? A movie trailer? Make sure you think about which medium best suits your message and your intended audience. Look for images from movies, art, and other sources to inspire your zombies.

Part Four: After each group presents their ad campaign have a classroom discussion about the experience of creating the projects. Debrief about what kinds of public service campaigns are effective and why? What is the difference between positive messages and negative messages? What are some of the challenges of getting a message out to youth?

Helpful Hint: If you are short on classroom time, have the students present their campaign “pitch” instead of the fully realized project. The “pitch” should include the Who, What, and Why of the campaign as well as a detailed plan for How it would be executed in the next stage. Students can collect images and words that inspire them or that might help to indicate the mood/aesthetic of their ad.

**Variation:**

If the zombie metaphor doesn't resonate, feel free to start from scratch and come up with a campaign that has its own set of imagery.

Use CRANKED as a base for discussing metaphors, similes and other poetic devices. Host a poetry slam in your class where students can perform their own spoken word pieces that showcase their understanding of metaphor and simile.

Part One:

Introduce the topic of metaphors and similes to the class. Ask your students to define these poetic/literary devices and, as a class, come up with some examples of each.

Metaphor:

a metaphor is a type of figurative language where the writer compares two essentially unlike things; a metaphor is a direct comparison.

Simile:

*a simile is a type of figurative language where the writer compares two essentially unlike things using "like", "as" or "than".
A simile is an indirect comparison"*

Part Two:

(optional) Distribute Worksheet # 2 (pages 24-25) to your students which gives them a chance to practice finding metaphor and similes as they occur in CRANKED—and also asks them to come up with a couple of their own examples. Take some time to debrief the results of their metaphor and simile hunt at the end of the worksheet. How many examples can you find, as a class, hidden in the excerpts of CRANKED.

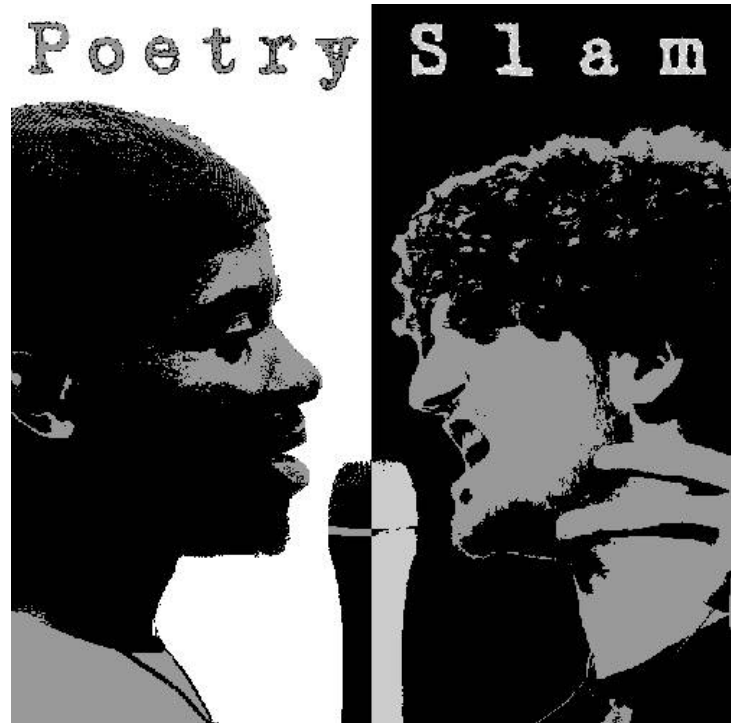
Part Three:

Invite each of your students to write a poem (or a rap) about themselves that uses metaphor and simile to describe different aspects of their personality, their interests, and their lives.

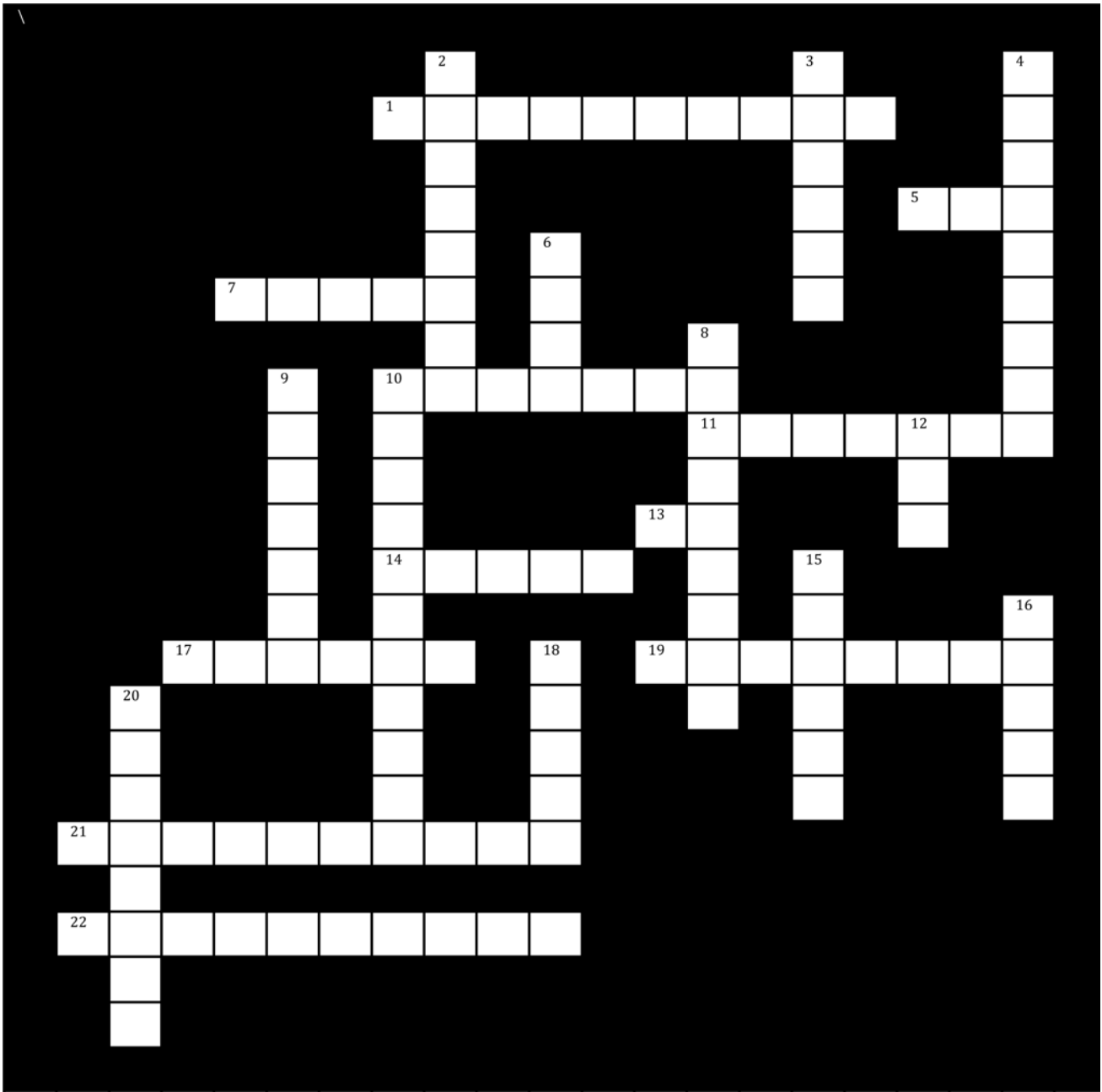
Part Four:

Host a poetry slam in your classroom where each student has the chance to perform their poem/rap for the class.

A poetry slam is a competition where poets read or recite their original work to be judged by a panel of audience members. For the purposes of your class, choose whether a competition is the best format or whether you will host an "anti-slam" (which gives each poet an equal amount of time to perform and rejects the competitive style of the slam). The judges in a poetry slam are selected audience members who hold up cards to mark the poem out of ten. Traditionally, the poets with the highest scores move on to another round of competition.



For more information about poetry slams visit:
www.vancouverpoetryhouse.com or www.spokenwordcanada.com
For inspiration check out award-winning BC spoken word artists: Barbara Adler,
Shane Koyczan and Brendan McLeod



Across	Down
<p>1. Stan's stage name, or the meaning of a word (10)</p> <p>5. A "cold" street name for crystal meth (3)</p> <p>7. In the play, Stan compares his need for drugs to a zombie craving this (5)</p> <p>10. The name of Michael P. Northey's play about crystal meth (7)</p> <p>11. When a marriage ends (7)</p> <p>13. A short form for a hip hop artist who spits rhymes (2)</p> <p>14. Instruments used to complete a job. In the play Stan's dad sells them. (5)</p> <p>17. Stan and "Assault" have one of these, a face-off between two rappers. (6)</p> <p>19. When Stan hallucinates about seeing his sister, he ends up here. A place where sick people go. (8)</p> <p>21. The name of the company who produced CRANKED. Also a name used for someone who is good at growing things. (10)</p> <p>22. Stan says that when he reaches this point he "picks up a shovel and keeps on digging". It is a moment when things can't get worse. (10)</p>	<p>2. Often used in poetry, it is a comparison that helps to illustrate a point, (hint: this form does NOT use the words "like" or "as") (8)</p> <p>3. In CRANKED, Stan compares being an addict to being one of these (6)</p> <p>4. Rap that is not scripted in advance. (9)</p> <p>6. The name of the main character in the play.</p> <p>8. A habit that you are unable to control is called an _____. (9)</p> <p>9. The name of the hip hop artist Stan competed against in the rap battle. It is also the word for a violent act. (7)</p> <p>10. The drug that Stan is addicted to, it is also known as crank.</p> <p>12. Spoken, rhyming lyrics performed over a beat. (3)</p> <p>15. A cultural movement that started in New York City and includes MC's, DJ's, Graffiti Artists and Break Dancers. (6)</p> <p>16. When someone stops using drugs they are this. The opposite of dirty. (5)</p> <p>18. A place where addicts go to recover from their addictions. (5)</p> <p>20. When someone takes more drugs than their body is able to handle. It sometimes results in death. (8)</p>

From its birthplace in the boroughs of New York City, hip-hop has become a worldwide phenomenon that has dramatically shaped North American culture. Not since rock and roll, has a movement cut across racial, ethnic, gender, class, language, and regional barriers to speak to and represent a generation. From block parties to mix-tapes, dj's and mc's, street dance and graffiti art, hip-hop is about telling the stories of a community through art and self-expression.

Create a classroom museum that recognizes hip hop as a cultural movement and puts it in historical and social context with other cultural movements.

Part One: Introduce your students to the concept of hip hop as a cultural movement: In small groups or individually, ask your students to research the origins of hip-hop. Using sources such as websites and videos, have them discover and record some basic background information. Then, as a class, brainstorm and discuss what makes hip-hop a “movement” and what the messages and cultural significance of this movement might be. What does it have in common with other cultural movements throughout history?

Part Two: In groups of two or three, students should choose a topic related to hip-hop and produce an “exhibit” for the hip-hop museum. Their project can be about a particular individual, a style, an event, a song, a piece of street art: anything that they think is significant to the history of hip-hop. Their exhibit should include an artifact and a brief description of why it is included in the museum of hip-hop.

Some questions to consider when selecting artifacts. Write these on the board for reference

- What is its significance to the movement?
- Does it mark a turning point or a starting point?
- Does it reflect a main theme in the movement?
- Does it reflect wider culture or history beyond hip-hop?
- Does it help define the movement?
- How is it unique?

Remember that your museum should cover examples of dj'ing, mc'ing, graffiti and dance (the four pillars of the movement).

Part Three: Set all the exhibits up in your classroom or another space where people can move around and look at them. As a class, discuss the different ways the exhibits could be organized (chronologically, thematically, etc) and how they might be best arranged to tell the story of the hip-hop movement. As you tour around the museum have each group elect one “tour guide” to describe the choices they made in creating their exhibit. As a class debrief about other artifacts/stories that could have been included in the museum. What does it mean that they were left out?

Extension:

Hip-hop was originally associated with protest and social change and, at its heart, it revolves around freedom of expression. How does hip-hop today reflect those values? Encourage your class to think critically about violence, sexism, materialism, and other issues that might be raised in a discussion about some modern genres of hip-hop. Are there ways that their museum could try to deal with some of these issues?



*adapted from CRANKED Study Guide (Krannert Center 2009)

As one of the pillars of hip hop culture, graffiti art has become a significant mode of self expression and an effective way to illustrate a message. In this activity, your students will use graffiti art to express some of the feelings or messages evoked by the play **CRANKED**.

Part One: Give students a chance to explore some examples of graffiti art. (If you don't have any images at your ready disposal, start with Art Crimes (www.graffiti.org), a website that has collected thousands of works of graffiti from around the world.) As a class, talk about what makes graffiti a unique art form and what kinds of messages were conveyed in some of the pieces that they saw.

Part Two: The messages in graffiti are often counter-culture and can make powerful comments about how the artist sees the world. Using the images that they have seen, (and their new understanding of how graffiti shares messages and ideas) as inspiration, invite your students to create their own graffiti art poster that explores the culture of addiction they witnessed in **CRANKED**. What does Stan's addiction look like to them? What images or thoughts does the play evoke when it comes to the effects and consequences of crystal meth? How could they use graffiti art to deliver an anti-drug message to the wider public?

Part Three: Graffiti art is public. Hang the posters around the school or the community. Extension: Host a graffiti/street art show in your classroom. Have each student choose a street artist to profile and celebrate. A sample of each artist's work and a brief bio can hang alongside the students' work. Invite other classes, parents, or guests to a special "opening" of the exhibit.

Extension:

Encourage your students to explore other issues that are important to them through graffiti art. Can they find specific pieces of street art that inspires their own messages of protest or social commentary? How would they choose to present this issue?

In small groups, discover what Canadian laws say about drugs and prepare a classroom debate about a specific issue related to this topic.

Part One: Split the students into small groups and assign/let each group select a drug to research. (some options are: Crystal Meth, Cocaine, Heroin, Marijuana, Alcohol, Tobacco, and a variety of pharmaceutical drugs). Using the handout provided on page 26, or developing a set of your own questions, have the students research some key topics on their drug.

Part Two: Share the results of part one as a class and lead a debrief. Make a table on the board or a big piece of chart paper and compare how the law treats each of the drugs studied. What are the different penalties and how are they enforced? Do you think these penalties are too harsh? Not harsh enough? Do you think these penalties deter people from using drugs? Why do you think different drugs have different classifications under Canadian law?

Part Three: Prepare a debate on a topic related to Canadian drug policy. For example: Drugs should be decriminalized YAY or NAY. The debate can be informal or take the form of a classroom court roleplay complete with a judge, a jury, a defense team, a prosecution team, expert witnesses, etc. Have the students come up with arguments for the two opposing sides and defend their positions with facts and examples. This can be a project that lasts over several classes giving each side a chance to do research and prepare their case, or it can be a way to open up an issue for discussion as part of a debrief/reflection. If you choose to do a court scene role play first be sure to outline the process the court will follow and agree on the terms as a class, including how much time will be allotted to each stage.

- Eg.1. Opening argument Prosecution (3 min)
2. Opening argument Defense (3 min)
3. Evidence: Prosecution (5 min)
4. Evidence: Defense (5 min)
5. Expert Witness: Prosecution (5 min)
6. Cross examination: Defense (5 min)
7. Expert Witness: Defense (5 min)
8. Cross examination: Prosecution (5 min)
9. Closing arguments: Prosecution (2 min)
10. Closing arguments: Defense (2 min)
11. Jury discussion and decision (10 min)
12. Judge's final words. (2 min)

For further reference to prepare you for this activity check out the
Canadian Foundation for Drug Policy:
<http://www.cfdp.ca/sen1841.htm>

Choose the best answer:

Crystal meth is:

- a A depressant- A drug that affects your central nervous system, slowing down your brain activity
- b A stimulant- A drug that affects your central nervous system, increasing your brain activity to make you energetic and excited.
- c An analgesic- A pain killing drug.

Which of the following is found in meth?

- a A decongestant
- b Drain cleaner
- c Brake fluid
- d None of the above
- e All of the above

Sign(s) that someone may be using crystal meth:

- a Loss of appetite, irritability, insomnia, and tremors.
- b Drowsiness, slow-breathing and rapid weight gain
- c Talkativeness, panic, compulsive repetitive behaviour.
- d a and b
- e a and c

“Meth Mouth” refers to:

- a A dry, itchy mouth from smoking meth.
- b Meth that can be taken in pill form.
- c Teeth that rapidly decay and fall out.

An overdose of meth can cause:

- a brain damage
- b paranoia and psychosis
- c death
- d a and b
- e all of the above

Name three reasons that someone might choose to do meth:

- 1.
- 2.
- 3.

Name three reasons that would keep you from choosing to do meth:

- 1.
- 2.
- 3.

Name two places that you could get help for yourself or a friend that is addicted to meth:

- 1.
- 2.

Two page worksheet, photocopy double-sided

Name: _____

What is a Metaphor?

Provide two of your own examples of metaphors:

- 1.
- 2.

What is a Simile?

Provide two of your own examples of similes:

- 1.
- 2.

Read the following excerpts from CRANKED by Michael P. Northey and underline examples of SIMILE in red and examples of METAPHOR in blue.

But what does he do that most don't see? He uses all those tools on me. With the wrenches he twists and turns my insides like nuts made of intestinal material. That's what happens when he smacks the back of my head when I'm eating my morning cereal. "Close your mouth when you chew! Were you born in a barn?" Sure was! My Dad's a freakin pig and he raised me on his farm. So why doesn't someone tell me, how I explain to my Pop. That I don't even feel like living if he takes away Hip Hop. So he takes that screwdriver and he sticks it in my eye. He tries to adjust my wiring and what's gone wrong inside. And he turns and turns and turns til he's deep inside my brain. So now if I leave Hip Hop? I'm leaving it insane. In my brain. In my head. Rather be dead than be some sucker. That's why all the girls say "I'm one sexy muther shhhhhh".

-Stan, CRANKED (p. 9)

Read the following excerpts from CRANKED by Michael P. Northey and underline examples of SIMILE in red and examples of METAPHOR in blue.

Welcome to the world where the Zombies roam free. Where the dead are alive and inside of me. Now your whole world is just a thick white smoke. Now your whole world is just a freakin joke. Now all that you crave is that beautiful flesh. And that beautiful flesh has caused you one big mess. So with arms outstretched you Search through this wasteland. A glass pipe is tucked in your waistband. Welcome to hell where the fires be blazin. You're gonna pay for that hell you been razin. Here come the dead rumbling like Thunder. You won't escape from this grip that you're under.

-Stan, CRANKED (p 2/3)

*A junkie. That word cuts through me like cold glass. It hurts. It hurts a lot. And I hate this bastard for using that word to describe me. A Junkie? Me?
I started smoking weed and drinking just before I turned fourteen. But nothing really heavy. Weekends mostly. The odd lunch hour I'd get high.
With my Dad gone and my Mom working now I pretty much had free reign. Weed. Booze. None of that did a whole lot for me. I wanted to be numb. Like frozen. Like that feeling you get in your hands when you're making snow balls. Numb.*

-Stan, CRANKED Pg. 17

Extension:

Drawing inspiration from Stan's use of metaphor and simile to express himself in CRANKED, write your own poem or set of lyrics introducing yourself to an audience.

Come up with metaphors and similes that you think best describe you.

What drug are you studying? _____

What family of drugs does it belong to? _____

How many people in Canada use this drug? _____

What section(s) of the Canadian Criminal Code deal(s) with this drug?

What status does this drug have under Canadian law?

What are the penalties associated with this drug?

Possession _____

Production _____

Distribution _____

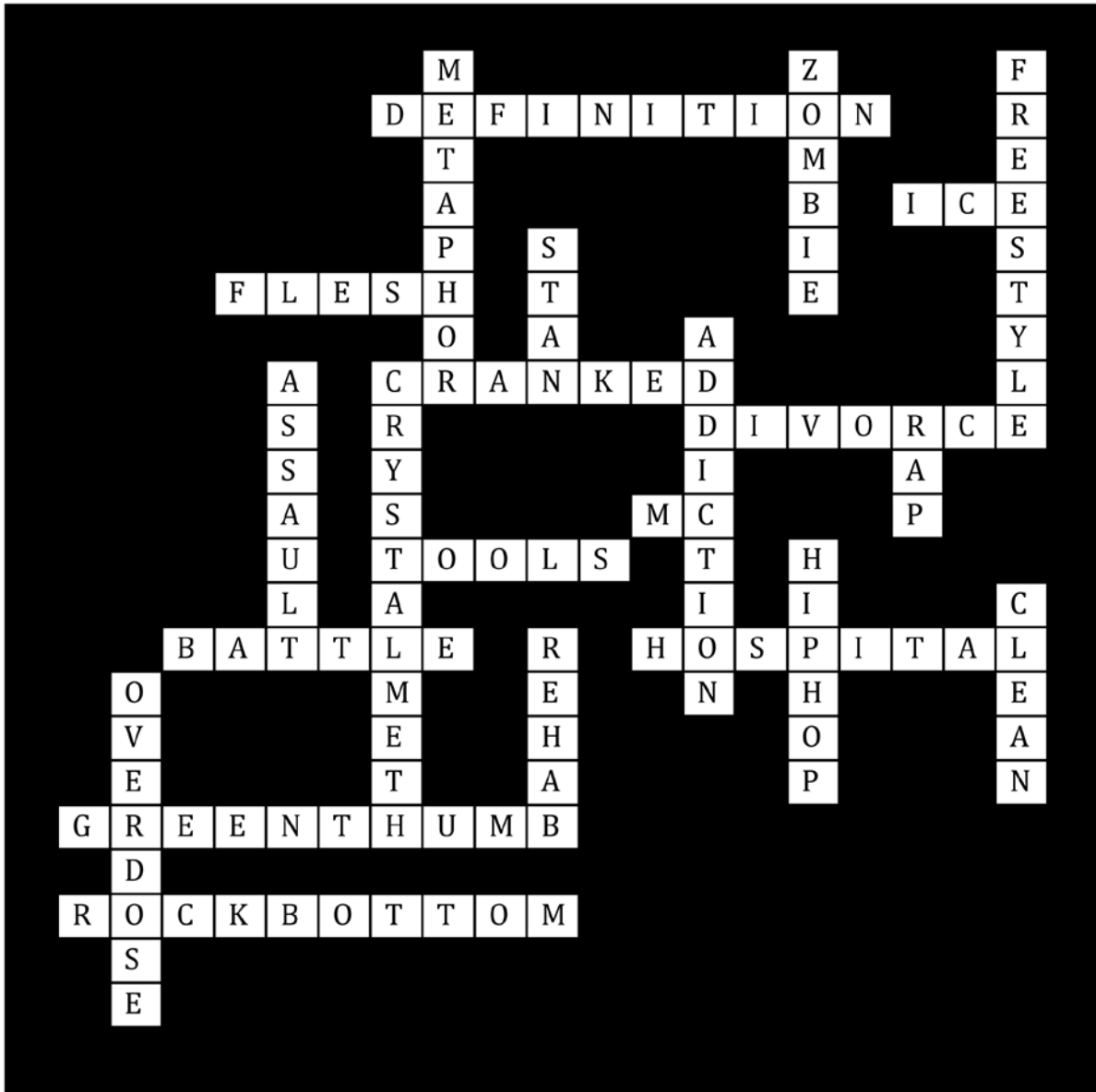
Give an example of a Canadian legal case dealing with the drug you are studying and describe what happened. Who were the two sides? What were the allegations? What level of court was it tried at? What was the judgment in the case?

List three interesting facts you discovered in your research:

1. _____

2. _____

3. _____



Across

1. DEFINITION
5. ICE
7. FLESH
10. CRANKED
11. DIVORCE
13. MC
14. TOOLS
17. BATTLE
19. HOSPITAL
21. GREENTHUMB
22. ROCKBOTTOM

Down

2. METAPHOR
3. ZOMBIE
4. FREESTYLE
6. STAN
8. ADDICTION
9. ASSAULT
10. CRYSTAL METH
12. RAP
15. HIPHOP
16. CLEAN
18. REHAB
20. OVERDOSE

Thank you for taking the time to use and review the **CRANKED** Study Guide as a resource to further enrich your students' experience watching the play



We want to hear from you and your students

Visit our website at **greenthumb.bc.ca** and tell us what you thought about the play, your experience and future play ideas- we welcome letters as well. You can also add our link to your classroom website to explore the site as an activity:

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