



The Cricket On The Hearth

-Study Guide-

Use this Study Guide to enhance the educational experience of this show

About A.C.T. For Youth

A.C.T. For Youth is an acclaimed professional touring theatre company based in Orlando, FL. Each year, the Atlantic Coast Theatre performs hundreds of shows for students across the U.S.A. ACT For Youth's high-quality educational programming is recognized nationally by theatres, schools, art councils, libraries, and festivals- not to mention the thousands of children & families who see A.C.T. shows each year!



Atlantic Coast Theatre For Youth has been awarded placement on:

- ~Florida Artist Performances On Tour Program~
- ~Hillsborough County Artist Roster~
- ~SC Arts Commission Roster Of Approved Artists~
- ~The Arts Council of Fayetteville, NC Arts Roster~
- ~Raleigh/Wake County, NC United Arts Roster~

www.atlantic-coast-theatre.com

ABOUT THE AUTHOR

The play you are seeing is an adaptation written by Don Gruel from The Atlantic Coast Theatre (A.C.T.) For Youth, but the original story that the play is adapted from was written by a man named Charles Dickens.

CHARLES DICKENS

Charles Dickens was born on February 7, 1812 in England. Throughout his life, Charles was very close to his older sister Fan. Charles' father, John Dickens, was a clerk, and a big spender. He could not pay off the money he borrowed. In 1824, John Dickens was sent to 'debtor's prison'. Charles was only 12 years old. He was forced to leave school and work at a boot-blackening factory to help support his family. At the factory, he worked under terrible conditions and would later write, "how could I have been so easily cast away at such an age". Luckily, after three years, Charles returned to school- but he would never forget his horrible experiences at the factory.

Because of his childhood poverty and his extreme dislike of the gap between people who had money and those who did not, he became one of the greatest writers in history. His stories were written to encourage people to change the way society treats the poor and to inspire people to give to charity, love one another, and never be afraid to change the world.

Perhaps one of his most famous and cherished books is A Christmas Carol. In 1843, Charles was in desperate need of money and needed cash fast! He suddenly got an idea to write a story about a man named Scrooge who was greedy and needed redemption. It only took him two months to write his masterpiece! This popular book has been in constant circulation ever since its first publication!

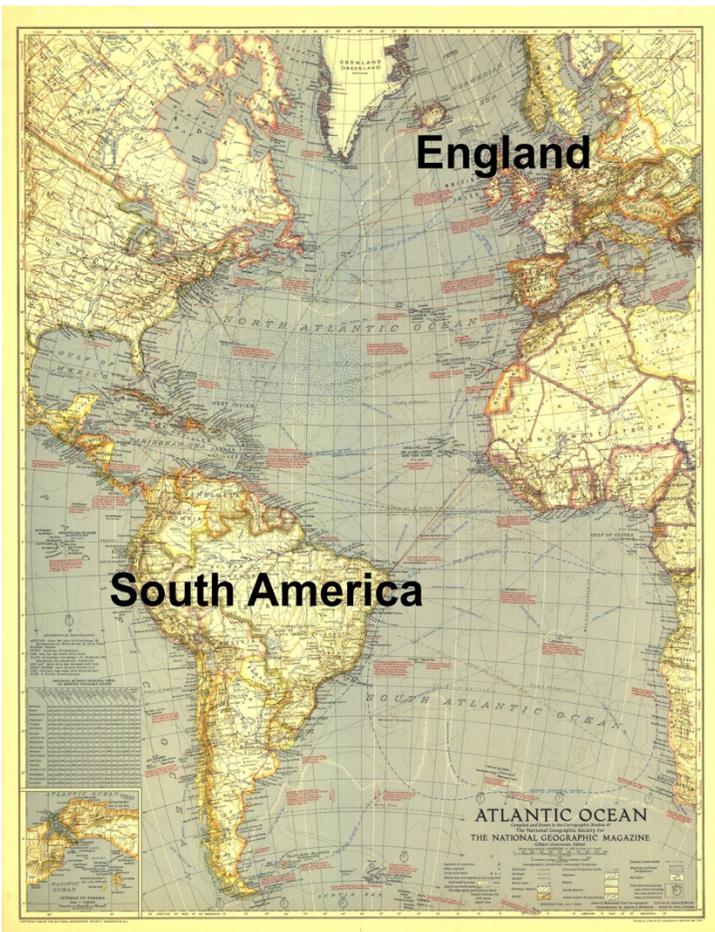
Charles Dickens wrote another holiday story a few years later, in 1845. This book, called THE CRICKET ON THE HEARTH, tells the story of working people in England such as letter carriers, toymakers, and a special character who seeks his fortune in the "Golden South Americas."

The Atlantic Coast Theatre production of THE CRICKET ON THE HEARTH is inspired by Dickens' original tale.

Florida Standards Connections:

LAFS.K.SL.1.2, LAFS.1.RI.1.1, LAFS.2.RI.1.1, LAFS.3.RI.1.1, LAFS.4.RI.1.2, LAFS.5.RI.1.2

Where in the world?



THE CRICKET ON THE HEARTH takes place in England in the year 1845.

One of the characters in the story has sailed away to the “Golden South Americas”

(Florida Standards Connections:
SS.K.G.1.2, SS.1.G.1.2, SS.2.G.1.1, SS.3.G.1.1,
SS.4.G.1.4, SS.5.G.1.2)

A Sea Voyage

Use a map or a globe to chart a voyage on a sailing ship from England to South America.

The journey could take as long as 3 months!

(Florida Standards Connections:
SS.K.G.1.2, SS.1.G.1.2, SS.2.G.1.1, SS.3.G.1.1, SS.4.G.1.4, SS.5.G.1.2)

“WRITE YOUR OWN PLAY” ADAPTATION ACTIVITY

PLAYWRITING TIPS

- Every good play has to start somewhere.
- Sometimes the idea for a play comes completely from the playwright’s imagination.
- Sometimes the idea is created from a book or a story.
- The writer uses the original book or story as an inspiration.

AN ADAPTATION IS...

~A New Play Based On A Book Or A Story~

- 1-Pick a story with characters that will make your play interesting. You can also create new characters.
Remember it is your adaptation!
- 2- Make a ‘Road Map’– outline the plan of how you want your play to be written. Don’t be afraid to change your mind. Sometimes creativity needs to take a detour!
- 3- Write your dialogue (what the characters say).
Try to write dialogue that is realistic and not too formal.
It will sound closer to how people really talk.

Florida Standards Connections:

LAFS.K.W.1.3 / LAFS.1.W.1.3 / LAFS.2.W.1.3 / LAFS.3.W.1.3 / LAFS.4.W.1.3 / LAFS.5.W.1.3

VOCABULARY

(Florida Standards Connections:
LAFS.K.L.3.4, LAFS.1.L.3.4, LAFS.2.L.3.4, LAFS.3.L.3.4, LAFS.4.L.3.4, LAFS.5.L.3.4)

Familiarize yourself with the terms below.
They will help with your understanding during the performance.

<u>WASSAILING-</u>	Singing holiday carols from door to door, in hopes of getting treats like “Wassail” a warm, apple drink.
<u>YULETIDE-</u>	The time of year when the holidays occur.
<u>CONTRADICT-</u>	To argue, or take the other side of a viewpoint.
<u>IMPLY-</u>	To suggest something without actually saying it.
<u>POPPYCOCK & BALDERDASH-</u>	An old time exclamation to say something is ridiculous.
<u>PREPOSTEROUS-</u>	Unbelievable.
<u>THEATRICAL-</u>	Normally a term describing something as being dramatic, but in this show, a “Theatrical” is a play put on by the characters.
<u>PROPRIETOR-</u>	The owner of a business.

Can you write a sentence using three of these words? Can you write a short story using all of the words?

(FLORIDA STANDARDS CONNECTIONS:
LAFS.K.W.1.2, LAFS.1.W.3.8, LAFS.2.W.3.8, LAFS.3.W.1.2, LAFS.4.W.1.2, LAFS.5.W.1.2)

In the show, the characters sing about Wassailing.

A Recipe for Wassail

1 Gallon of Apple Cider
2 Teaspoons Whole Cloves
4 Cinnamon Sticks
1/2 Cup of Sugar

~Mix all ingredients and let simmer on top of the stove. Serve warm. Make sure when you drink it, you take out the cloves and cinnamon sticks!

(Another easy way is to buy a package of mulling spices from the store to mix with the cider)

(Florida Standards Connections:
LAFS.K.L.3.4, LAFS.1.L.3.4, LAFS.2.L.3.4, LAFS.3.L.3.4, LAFS.4.L.3.4, LAFS.5.L.3.4)

Before The Show Activities

- **WATCHING A PLAY**-You will be seeing a live theatre production. What are the differences between a play and a movie or television? How is it different to view each type? What kinds of theatre manners should be used when watching a play?

(Florida Standards Connections: TH.K.S.1.1, TH.1.O.3.1, TH.1.S.1.1, TH.2.C.2.2, TH.2.S.1.1, TH.3.O.3.1, TH.3.S.1.1, TH.4.S.1.1, TH.5.H.3.2, TH.5.S.1.1)

- **READ OTHER WORKS BY THE SAME AUTHOR**- Research other stories written by the same author. Read and discuss with the class so you are familiar with the kinds of stories the author told. Discuss the tone and style used.

(Florida Standards Connections: LAFS.K.SL.1.1, LAFS.K.SL.1.2, LAFS.1.SL.1.1, LAFS.1.SL.1.2, LAFS.2.SL.1.1, LAFS.2.SL.1.2, LAFS.3.SL.1.1, LAFS.3.SL.1.2, LAFS.4.SL.1.1, LAFS.4.SL.1.2, LAFS.5.SL.1.1, LAFS.5.SL.1.2)

- **SOUNDS OF THE SEASON**- What kinds of songs do you sing at special times? Make a list of your favorite holiday songs. Write about your favorite. Why do you like it?

(Florida Standards Connections: LAFS.K.W.1.3, LAFS.1.W.1.3, LAFS.2.W.1.3, LAFS.3.W.1.3, LAFS.4.W.1.3, LAFS.5.W.1.3)

- **RESOLVING A CONFLICT**- There are conflicts, or problems, in the play. Sometimes the characters argue. Write about a time you argued with a friend or family member. How did you resolve, or fix, the problem?

(Florida Standards Connections: LAFS.K.W.1.3, LAFS.1.W.1.3, LAFS.2.W.1.3, LAFS.3.W.1.3, LAFS.4.W.1.3, LAFS.5.W.1.3)

After The Show Activities

- **COMPARE & CONTRAST**- Read a different version of the play you watched. Discuss as a class how the different versions were the same and how they were different.
(Florida Standards Connections: LAFS.K.RL.3.9, LAFS.1.RL.3.9, LAFS.2.RL.3.9, LAFS.3.RL.3.9, LAFS.4.RL.2.6, LAFS.5.RL.3.9)
- **WRITE A STORY**- What happens next in the story? It is up to you. Write a short story about what happens to the characters after the play ends.
(Florida Standards Connections: LAFS.K.W.1.3, LAFS.1.W.1.3, LAFS.2.W.1.3, LAFS.3.W.1.3, LAFS.4.W.1.3, LAFS.5.W.1.3)
- **ACT OUT A CHARACTER**- Charles Dickens loved performing in “Amateur Theatricals” or plays that he and his friends would put on. Choose a favorite character from the play you saw and act it out. Use your own imagination to choose how to play the part. You can even choose characters who are mentioned and never shown on stage.
(Florida Standards Connections: TH.K.S.2.1, TH.1.S.3.1, TH.2.S.3.1, TH.3.S.3.1, , TH.4.S.3.1, TH.5.S.3.1)
- **BE A SCENIC DESIGNER**- The scenery for the show you watched was designed specifically to help tell the story on stage. The Atlantic Coast Theatre is a touring theatre company, so at the end of the show, everything must be packed up and taken to the next performance location. Choose one of your favorite stories and design the scenery. Think about how it will go together for travel, and how easy or difficult it will be to pack up.
(Florida Standards Connections: VA.K.S.1.2, VA.1.S.1.3, VA.2.S.3.1, VA.3.S.3.1, VA.4.S.3.1, VA.5.S.3.1)
- **YOUR REVIEW**- Discuss your thoughts on the show. What were your favorite parts? What elements of the performance helped to tell the story.
(Florida Standards Connections: TH.K.C.2.1. / TH.K.C.3.1 / TH.1.C.2.2 / TH.1.C.3.1 / TH.2.C.1.1 / TH.2.C.1.2 / TH.2.C.3.1 / TH.3.C.1.2 / TH.3.C.3.1 / TH.4.C.3.1 / TH.4.C.3.3 / TH.5.C.2.3 / TH.5.C.3.1 / TH.68.C.1.3 TH.68.C.2.4)

A VICTORIAN HOLIDAY

The “Victorian Era” lasted from 1839-1901. It was the time period in history when Victoria was the Queen of England. During her time in the palace, many changes occurred. One of those changes was in Holiday Traditions!

Here are just a few!

CHRISTMAS TREES

The Queen’s husband was originally from Germany. So in 1841, a Tree was decorated in the palace for the first time. Decorating a Christmas Tree ,or a “Tannenbaum” was a German Tradition. It suddenly became very popular in England and in America to have a tree!

WASSAILING

Singing Carols door to door became a holiday tradition. This ancient English tradition was revived as people could spread holiday merriment by singing songs and being welcomed inside peoples’ homes to drink from the Wassailing Bowl.

CHRISTMAS CARDS

Christmas Cards weren’t often sent before the Victorian Era. Once those messages of cheer were first delivered they instantly became popular, and the trend has stuck ever since!

PLUM PUDDING

In England the word ‘pudding’ means dessert. One of the famous holiday desserts from this era was a plum or raisin flavored round pudding. It sort of looks like a bowling ball with a piece of holly stuck at the top!

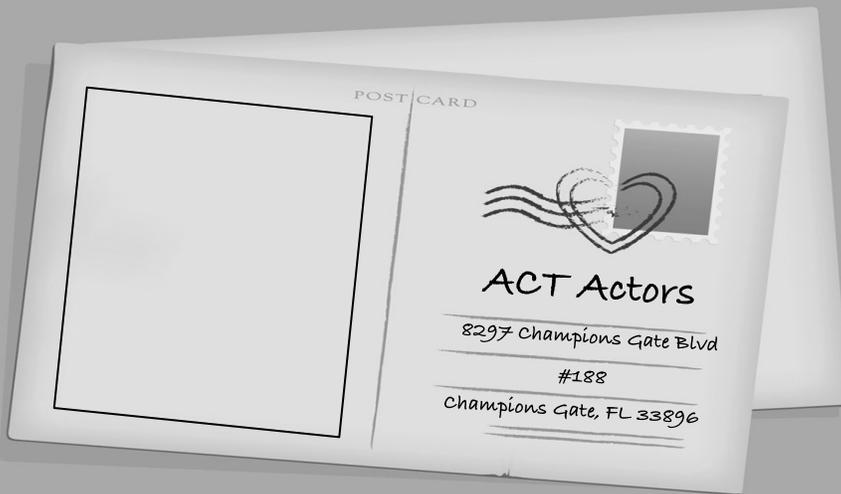
Florida Standards Connections:

LAFS.K.SL.1.2, LAFS.1.RI.1.1, LAFS.2.RI.1.1, LAFS.3.RI.1.1, LAFS.4.RI.1.2, LAFS.5.RI.1.2

A.C.T. For Youth loves to receive letters from our audience!

(Florida Standards Connections:

LAFS.K.W.1.1, LAFS.1.W.1.1, LAFS.2.W.1.1, LAFS.3.W.1.1, LAFS.4.W.1.1, LAFS.5.W.1.1)



You will write letters all of your life!
You will write letters in school, to correspond with friends and family, and for your job one day!
It is very important to know how to write a good letter.

Your teachers may want you to write your letter in a proper letter-writing style or format. Here is an example of one style!

YOU CAN SEND US

~A DRAWING~
~WHAT YOU LEARNED~
~YOUR FAVORITE PART~

**Your Opinions Count!
They Help Us When
We Write
New Shows!**

A.C.T. For Youth
8297 Champions Gate Blvd. #188
Champions Gate, FL 33896

Dear Audience:

The Atlantic Coast Theatre For Youth would like to thank all of you for showing us such fantastic audience manners during the show! Everyone was so respectful during the performance. You laughed when things were funny, but you were also able to quiet back down so that everyone could hear. I don't think that we heard anyone talking while the actors were on stage. That was great! You made our job so much fun.

Thanks so much! You were wonderful!

Sincerely,

Don Gruel & Noel Holland

Send your letters to:

Atlantic Coast Theatre For Youth
8297 Champions Gate Blvd. #188
Champions Gate, FL 33896



All About The Actors

Noel Holland & Don Gruel

You will be seeing professional actors!
That means they act for their jobs!
An interesting fact about the actors:
They started acting when they were YOUR age!



NOEL HOLLAND– I cannot remember a time when I was not singing. As a child, I would sing to anyone who would listen– if nobody was there to hear, I would sing to myself! I started acting and dancing because I loved performing on stage. My sister and I would put on plays for our parents in the living room! When I was in middle school and high school, I decided that I wanted to be a performer. After I graduated college with a degree in music, I became a professional actor- working for theatres all over the country. Now, I have my dream job– owning a theatre. I am so proud to be a part of the Atlantic Coast Theatre For Youth. It gives me all kinds of opportunities to sing, act, write songs, and use my imagination. I so enjoy creating shows that children love because I loved theatre and music so much when I was a child!



Noel & her little sister, Meredith, putting on a play for family.



Don as the Easter Bunny in his 3rd Grade School Play

DON GRUEL– I grew up in Beaufort, South Carolina. When I was little, I would make up plays using my “Star Wars” Action Figures as the actors. I started doing school plays when I was in Kindergarten, but my first play outside of school I was in the musical OKLAHOMA when I was 10 years old. I really liked the feeling of being able to pretend to become other people in other places. I kept doing plays throughout Middle School & High School and decided to study Theatre in college. I graduated from the University Of South Carolina in 1993 and have worked in professional theatre ever since. I have always loved using my imagination. As an actor, I get to be creative every single day.

You can try acting too!
Get involved in a play at school or in your community!

FL STANDARDS CONNECTIONS:

LAFS.K.L.3.4 / LAFS.1.L.3.4 / LAFS.2.L.3.4 / LAFS.3.L.3.4 / LAFS.4.L.3.4 / LAFS.5.L.3.4

- LAFS.K.L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- LAFS.1.L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- LAFS.2.L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- LAFS.3.L.3.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- LAFS.4.L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- LAFS.5.L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

ACTIVITIES:

- Vocabulary words, Page 5
- Recipe For Wassail, Page 5
- After The Show Activity, Putting On A Play, Page 10

LAFS.K.SL.1.2, LAFS.1.RI.1.1, LAFS.2.RI.1.1, LAFS.3.RI.1.1, LAFS.4.RI.1.2, LAFS.5.RI.1.2

- LAFS.K.SL.1.2:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- LAFS.1.RI.1.1:** Ask and answer questions about key details in a text.
- LAFS.2.RI.1.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- LAFS.3.RI.1.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- LAFS.4.RI.1.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- LAFS.5.RI.1.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

ACTIVITIES:

- About The Author, Page 2
- A Victorian Holiday, Page 8

LAFS.K.RL.3.9 / LAFS.1.RL.3.9 / LAFS.2.RL.3.9/ LAFS.3.RL.3.9 / LAFS.4.RL.2.6 / LAFS.5.RL.3.9

- LAFS.K.RL.3.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- LAFS.1.RL.3.9** Compare and contrast the adventures and experiences of characters in stories.
- LAFS.2.RL.3.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- LAFS.3.RL.3.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- LAFS.4.RL.2.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- LAFS.5.RL.3.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

ACTIVITIES:

-After The Show Activities, Compare & Contrast, Page 7

LAFS.K.SL.1.1, LAFS.K.SL.1.2, LAFS.1.SL.1.1, LAFS.1.SL.1.2, LAFS.2.SL.1.1, LAFS.2.SL.1.2, LAFS.3.SL.1.1, LAFS.3.SL.1.2, LAFS.4.SL.1.1, LAFS.4.SL.1.2, LAFS.5.SL.1.1, LAFS.5.SL.1.2

- LAFS.K.SL.1.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- LAFS.K.SL.1.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- LAFS.1.SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- LAFS.1.SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- LAFS.2.SL.1.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- LAFS.2.SL.1.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- LAFS.3.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- LAFS.3.SL.1.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- LAFS.4.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- LAFS.4.SL.1.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- LAFS.5.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- LAFS.5.SL.1.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ACTIVITIES:

-Before The Show Activities, Read Other Works By The Same Author, Page 6

LAFS.K.W.1.1, LAFS.1.W.1.1, LAFS.2.W.1.1, LAFS.3.W.1.1, LAFS.4.W.1.1, LAFS.5.W.1.1

-LAFS.K.W.1.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

-LAFS.1.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

-LAFS.2.W.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

-LAFS.3.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

-LAFS.4.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

-LAFS.5.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

ACTIVITIES:

-Write a letter to the actors, Page 9

LAFS.K.W.1.2, LAFS.1.W.3.8, LAFS.2.W.3.8, LAFS.3.W.1.2, LAFS.4.W.1.2, LAFS.5.W.1.2

-LAFS.K.W.1.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

-LAFS.1.W.3.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

-LAFS.2.W.3.8: Recall information from experiences or gather information from provided sources to answer a question.

-LAFS.3.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

-LAFS.4.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

-LAFS.5.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ACTIVITIES:

-Using vocabulary words in writing, Page 5

LAFS.K.W.1.3, LAFS.1.W.1.3, LAFS.2.W.1.3, LAFS.3.W.1.3, LAFS.4.W.1.3, LAFS.5.W.1.3)

- LAFS.K.W.1.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- LAFS.1.W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- LAFS.2.W.1.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- LAFS.3.W.1.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- LAFS.4.W.1.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- LAFS.5.W.1.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ACTIVITIES:

- Write Your Own Play, Page 4
- Before The Show Activities, Sounds Of The Season, Page 6
- Before The Show Activities, Resolving A Conflict, Page 6
- After The Show Activities, Write A Story, Page 7
- After The Show Activities, Write A Story, Page 7

SS.K.G.1.2 / SS.1.G.1.2 / SS.2.G.1.1 / SS.3.G.1.1 / SS.4.G.1.4 / SS.5.G.1.2

- SS.K.G.1.2:** Explain that maps and globes help to locate different places and that globes are a model of the Earth.
- SS.1.G.1.2:** Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.
- SS.2.G.1.1** Use different types of maps (political, physical, and thematic) to identify map elements.
- SS.3.G.1.1:** Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.
- SS.4.G.1.4:** Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).
- SS.5.G.1.2:** Use latitude and longitude to locate places.

ACTIVITIES:

- Where In The World, Page 3
- A Sea Voyage, Page 3

TH.K.C.2.1 / TH.K.C.3.1 / TH.1.C.2.2 / TH.1.C.3.1 / TH.2.C.1.1 / TH.2.C.1.2 / TH.2.C.3.1 / TH.3.C.1.2 / TH.3.C.3.1 / TH.4.C.3.1 / TH.4.C.3.3 / TH.5.C.2.3 / TH.5.C.3.1 / TH.68.C.1.3 TH.68.C.2.4)

- TH.K.C.2.1.** Respond to a performance and share personal preferences about parts of the performance
- TH.K.C.3.1** Recognize that individuals may like different things about a selected story or play
- TH.1.C.2.2** Identify elements of an effective performance
- TH.1.C.3.1** Share opinions about selected plays
- TH.2.C.1.1** Describe a character in a story and tell why the character is important to the story
- TH.2.C.1.2** Respond to a play by drawing and/or writing about a favorite aspect of it
- TH.2.C.3.1** Identify important characteristics to discuss when sharing opinions about theatre
- TH.3.C.1.2** Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production
- TH.3.C.3.1** Discuss the techniques that help create an effective theatre work
- TH.4.C.3.1** Identify the characteristics of an effective acting performance
- TH.4.C.3.3** Define the elements of a selected scene that create an effective presentation of an event or person
- TH.5.C.2.3** Defend an artistic choice for a theatrical work
- TH.5.C.3.1** Discuss alternate performance possibilities of the same character in the same play
- TH.68.C.1.3** Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards
- TH.68.C.2.4** Defend personal responses to a theatre production

ACTIVITIES:

-After The Show Activities, Your Review, Page 7

TH.K.S.1.1 / TH.1.O.3.1 / TH.1.S.1.1 / TH.2.C.2.2 / TH.2.S.1.1 / TH.3.O.3.1 / TH.3.S.1.1 / TH.4.S.1.1 / TH.5.H.3.2 / TH.5.S.1.1

- TH.K.S.1.1** Demonstrate appropriate audience behavior at a live performance.
- TH.1.O.3.1** Compare a play to an animated movie that tells the same story.
- TH.1.S.1.1** Exhibit appropriate audience etiquette and response.
- TH.2.C.2.2** Describe how an actor in a play, musical, or film creates a character.
- TH.2.S.1.1** Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.
- TH.3.O.3.1** Compare the characteristics of theatre to television and movies.
- TH.3.S.1.1** Demonstrate effective audience etiquette and constructive criticism for a live performance.
- TH.4.S.1.1** Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
- TH.5.H.3.2** Compare theatre to other modes of communication.
- TH.5.S.1.1** Describe the difference in responsibilities between being an audience member at live or recorded performances.

ACTIVITIES:

-Before The Show Activity, Theatre Manners, Page 6

TH.K.S.2.1, TH.1.S.3.1, TH.2.S.3.1, TH.3.S.3.1, , TH.4.S.3.1, TH.5.S.3.1

- TH.K.S.2.1** Pretend to be a character from a given story.
- TH.1.S.3.1** Use simple acting techniques to portray a person, place, action, or thing.
- TH.2.S.3.1** Create imagined characters, relationships, and environments using basic acting skills.
- TH.3.S.3.1** Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story.
- TH.4.S.3.1** Create and sustain imagined characters and relationships, using basic acting skills, to re-tell a well-known fairy tale, fable, or story.
- TH.5.S.3.1** Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations.

ACTIVITIES:

-After The Show Activities, Act Out A Character, Page 7

VA.K.S.1.2, VA.1.S.1.3, VA.2.S.3.1, VA.3.S.3.1, VA.4.S.3.1, VA.5.S.3.1

- VA.K.S.1.2** Produce artwork influenced by personal decisions and ideas.
- VA.1.S.1.3** Create works of art to tell a personal story.
- VA.2.S.3.1** Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.
- VA.3.S.3.1** Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.
- VA.4.S.3.1** Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.
- VA.5.S.3.1** Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.

ACTIVITIES:

-After The Show Activities, Be A Set Designer, Page 7