



# *SILENT NIGHT 1818*

## -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~
- ~United Arts of Raleigh/Wake County, NC Roster~

[www.atlantic-coast-theatre.com](http://www.atlantic-coast-theatre.com)

# ABOUT THE SONGWRITERS

The show you are seeing is based on the writing of the song “Stille Nacht” or “Silent Night”.

The song was written by Franz Gruber and Josef Mohr in the year 1818.



## The Composer- FRANZ GRUBER (1787-1863)

The melody of “Silent Night” was composed by Franz Gruber, the organ player and choirmaster at St Nikolaus Church. Franz’s father was a weaver who wanted his son to follow in the family business, but Franz loved music and he took secret music lessons without his father’s knowledge or approval. He continued his study of music and was hired to play the organ and lead choirs at many churches in Austria. While “Silent Night” is his most famous composition, Franz wrote over 100 pieces of music in his lifetime...from sacred music played in churches to new arrangements of dance music and operas.



## The Lyricist- Josef Mohr (1792-1848)

Josef Mohr was born in the city of Salzburg, Austria. He was very poor as a child, but he was able to go to Seminary School to become a priest. He was hired as an Assistant Priest at St Nikolaus Church, but he was only there from the years 1817-1819. Thankfully, it was the perfect time to be there to write “Silent Night” with his friend Franz Gruber. There is a good deal of evidence that Josef actually wrote the words to the poem in 1816...2 years before it was actually performed. The legend of the story is that it was written after Josef visited a mother and her newborn child. After Josef left the town of Orberndorf in 1819, he continued his work at churches in Austria. He had a particular focus on helping those in need...the elderly, the poor, and the sick. That is part of his lasting legacy along with the words to his beautiful song. “Stille Nacht”

## **Florida B.E.S.T. Standards Connections:**

**ELA.K.R.1.3, ELA.1.R.2.4, ELA.2.R.2.4, ELA.3.R.2.3, ELA.4.R.2.3, ELA.5.R.2.3**

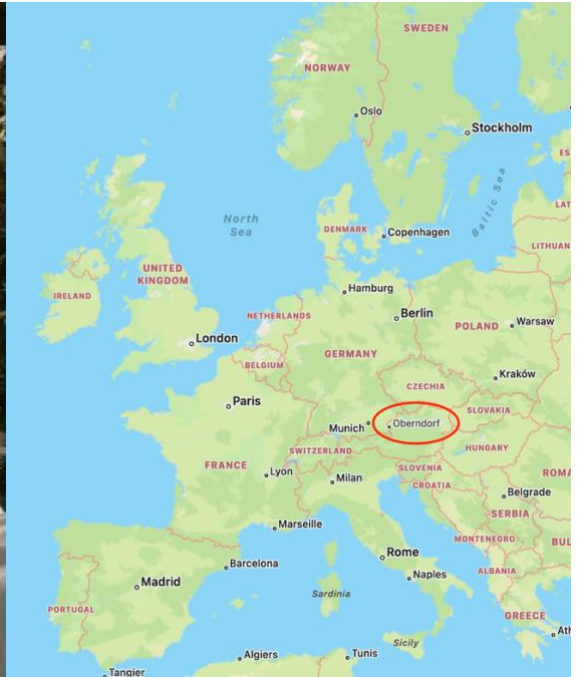


## The Singers- The Rainer Family Singers

The song “Silent Night” became famous in a time before the internet, television, radio, or even sound recordings like records, tapes, or CDs. The song’s popularity is largely credited to 2 different family bands from Austria who would travel and sing “Silent Night” in their concerts. The Strasser Family performed the song for The King Of Prussia in 1834, and The Rainer Family famously performed the song outside of Trinity Church in New York City in 1839.

The Rainer Family Singers are represented in the show you are going to see. Felix and Maria Rainer were the oldest siblings in the band who traveled the world singing “Silent Night”.

# Where In The World...Orberndorf, Austria



The song “Stille Nacht” or “Silent Night” was performed for the first time at St. Nikolaus Church in Orberndorf, Austria on December 24, 1818.

Orberndorf is a small village just outside the larger city of Salzburg, in Austria. The church is very small, and not at all one of the large cathedrals that Europe is often known for. It was built to serve a small community, but it has become famous because of its connection to the song “Silent Night”.

Orberndorf, Austria is shown on the map above. The traveling Rainer Family Singers would have gone throughout Europe carrying themselves and their instruments mostly by horse & carriage. When they came to America in 1839, they would have crossed the Atlantic Ocean on a sailing steamship. Today we can fly to Austria in a few hours, or take a large cruise ship from America to Europe in only 7 days, but in 1839 it would have taken the Rainers around 30 days...a whole month...to make the journey.

Use a globe to chart the path the Rainers may have taken. They may have sailed from a port in the German city of Hamburg, which can be found on the map as well.

**(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, a story, or even a song.

## **AN ADAPTATION IS... ~A New Play Based On A Book Or A Story~**

- The writer uses the original book or story as an inspiration.

-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 B.E.S.T. Standards Connections:  
ELA.K.C.1.2, ELA.1.C.1.2, ELA.2.C.1.2, ELA.3.C.1.2, ELA.4.C.1.2, ELA.5.C.1.2)

# VOCABULARY WORDS

(Florida B.E.S.T. Standards Connections:  
ELA.K.V.1.2, ELA.1.V.1.2, ELA.2.V.1.2, ELA.3.V.1.3, ELA.4.V.1.3, ELA.5.V.1.3)

**Here are some words or phrases that you may not know.  
Become familiar with them to enjoy the show even more!**

## German Words

In the show, most of the spoken words are in English- but some are in the German language.  
The characters are from Austria- and in Austria, German is the official language.

Here are a few German words that you can learn!

- Frau (pronounced "fraow")- A woman, Mrs.
- Herr (pronounced "hair")- A man, Mr.
- Und (pronounced "unt")- And
- Ja (pronounced "yahh")- Yes
- Das Ist Gut (pronounced "das ist goot")- That is good
- Schnitzel (pronounced "schnitsell")- A thin piece of breaded and fried meat
- Strudel (pronounced "shtroodel")- Delicious German baked dessert of pastry rolled around a fruit filling
- Stille Nacht (pronounced "schtilleh nahkt")- Silent Night
- Kirche (pronounced "kerkhe")- Church
- Bürgermeister (pronounced "behrger-meyester")- Mayor
- Stollen (pronounced "schtollen")- A holiday yeast bread with candied fruit in it
- Schuhplattler (pronounced "shoehooplattler")- A Bavarian dance where the dancers clap, stomp, and slap their legs, knees, and soles of their shoes
- Auf Wiedersehen (pronounced "auff veederzehen")- Goodbye
- Wunderbar (pronounced "voonderbar")- Wonderful
- Danke Schön (pronounced "dahnkeh shuhn")- Thank you very much

**Can you write a sentence using three of these words in German, and then in English?  
Can you write a short story using all of the words in both languages?**

(FLORIDA B.E.S.T. STANDARDS CONNECTIONS:  
ELA.K.V.1.1, ELA.1.V.1.1, ELA.2.V.1.1, ELA.3.V.1.1, ELA.4.V.1.1, ELA.5.V.1.1)

# 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)

- **ABOUT THE SONGWRITERS** - As a class, read over the “About The Songwriters” page in this study guide. Josef Mohr wrote poetry that was set to music and became a song. Discuss your favorite poems. Try writing a poem yourself!

(Florida B.E.S.T. Standards Connections: ELA.K.R.1.1, ELA.K.R.1.3, ELA.1.R.1.1, ELA.1.R.1.2, ELA.2.R.1.1, ELA.2.R.1.2, ELA.3.R.1.1, ELA.3.R.1.2, ELA.4.R.1.1, ELA.4.R.1.2, ELA.5.R.1.1, ELA.5.R.1.2)

- **POEMS TO MUSIC**- In the play, you will hear some of Josef Mohr’s famous words in the Poem “Stille Nacht” or “Silent Night”. Poetry is an excellent way for you to think about writing lyrics for songs. Read a poem (or write your own) and make up your own melody for the poem. You have just created a SONG!

(Florida B.E.S.T. Standards Connections: ELA.K.C.1.2, ELA.1.C.1.2, ELA.2.C.1.2, ELA.3.C.1.2, ELA.4.C.1.2, ELA.5.C.1.2)

# After The Show Activities

- **COMPARE & CONTRAST**- Silent Night is one of the world's most famous Holiday Carols. Think of other versions you have heard of the famous song. How was the version in the play you saw different? How was it the same? Talk about other Holiday Songs that you like. Compare and Contrast those songs to Silent Night.

(Florida B.E.S.T. Standards Connections: ELA.K.R.3.3, ELA.1.R.3.3, ELA.2.R.3.3, ELA.3.R.3.3, ELA.4.R.3.3, ELA.5.R.3.3)

- **WRITE A STORY**- What happens next in the story? It is up to you. Choose one of the characters from the show. Write a short story about what happens to the characters after the play ends.

(Florida B.E.S.T. Standards Connections: ELA.K.C.1.2, ELA.1.C.1.2, ELA.2.C.1.2, ELA.3.C.1.2, ELA.4.C.1.2, ELA.5.C.1.2)

- **ACT OUT A CHARACTER**- Choose a favorite character from the play 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. Choose how the character sounds and moves?

(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)

## **Be a SCENIC ARTIST Activity**

A SCENIC ARTIST, sometimes known as a SET DESIGNER, creates visual art for theatre performances.

### **Multiple Places In One Set**

Often, a scenic artist has the challenge of designing the scenery for a play that happens in many different places. Sometimes the scenery can be moved, but sometimes a “UNIT SET”, or scenery that stays in place for the entire show is used. Pick a story that you like that happens in multiple locations. Design a non-moving “UNIT SET” for the stage version of the story you chose.

(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)



# ACT For Youth loves to receive letters from our audience!



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!**

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*

Get your letters to your teacher or the school office so they can mail them to ACT For Youth (or the sponsor of the show).



# 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:**

### **ELA.K12.EE.4.1, ELA.K12.EE.3.1**

**ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.**

**ELA.K12.EE.3.1: Make inferences to support comprehension.**

#### **ACTIVITIES:**

-Watching the performance and engaging in follow-up discussion

### **ELA.K.V.1.2, ELA.1.V.1.2, ELA.2.V.1.2, ELA.3.V.1.3, ELA.4.V.1.3, ELA.5.V.1.3**

**ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade-level content.**

**ELA.1.V.1.2: Identify and use frequently occurring base words and their common inflections in grade-level content.**

**ELA.2.V.1.2: Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.**

**ELA.3.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.**

**ELA.4.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.**

#### **ACTIVITIES:**

-Vocabulary

### **ELA.K.V.1.1, ELA.1.V.1.1, ELA.2.V.1.1, ELA.3.V.1.1, ELA.4.V.1.1, ELA.5.V.1.1**

**ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**

**ELA.1.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**

**ELA.2.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**

**ELA.3.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**

**ELA.4.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**

**ELA.5.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**

#### **ACTIVITIES:**

-Using vocabulary words in writing

**ELA.K.R.1.3, ELA.1.R.2.4, ELA.2.R.2.4, ELA.3.R.2.3, ELA.4.R.2.3, ELA.5.R.2.3**

**ELA.K.R.1.3: Explain the roles of author and illustrator of a story.**

**ELA.1.R.2.4: Identify an authors opinion(s) about the topic.**

**ELA.2.R.2.4: Explain an authors opinion(s) and supporting evidence.**

**ELA.3.R.2.3: Explain the development of an author's purpose in an informational text.**

**ELA.4.R.2.3: Explain an authors perspective toward a topic in an informational text.**

**ELA.5.R.2.3: Analyze an authors purpose and/or perspective in an informational text.**

**ACTIVITIES:**

-About The Songwriters

**ELA.K.R.3.3, ELA.1.R.3.3, ELA.2.R.3.3, ELA.3.R.3.3, ELA.4.R.3.3, ELA.5.R.3.3**

**ELA.K.R.3.3: Compare and contrast characters experiences in stories.**

**ELA.1.R.3.3: Compare and contrast two texts on the same topic.**

**ELA.2.R.3.3: Compare and contrast important details presented by two texts on the same topic or theme.**

**ELA.3.R.3.3: Compare and contrast how two authors present information on the same topic or theme.**

**ELA.4.R.3.3: Compare and contrast accounts of the same event using primary and/or secondary sources.**

**ELA.5.R.3.3: Compare and contrast primary and secondary sources related to the same topic.**

**ACTIVITIES:**

-After The Show Activities, Compare & Contrast

**ELA.K.R.1.1, ELA.K.R.1.3, ELA.1.R.1.1, ELA.1.R.1.2, ELA.2.R.1.1, ELA.2.R.1.2, ELA.3.R.1.1, ELA.3.R.1.2, ELA.4.R.1.1, ELA.4.R.1.2, ELA.5.R.1.1, ELA.5.R.1.2**

**ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.**

**ELA.K.R.1.3: Explain the roles of author and illustrator of a story.**

**ELA.1.R.1.1: Identify and describe the main story elements in a story.**

**ELA.1.R.1.2: Identify and explain the moral of a story.**

**ELA.2.R.1.1: Identify plot structure and describe main story elements in a literary text.**

**ELA.2.R.1.2: Identify and explain a theme of a literary text.**

**ELA.3.R.1.1: Explain how one or more characters develop throughout the plot in a literary text.**

**ELA.3.R.1.2: Explain a theme and how it develops, using details, in a literary text.**

**ELA.4.R.1.1: Explain how setting, events, conflict, and character development contribute to the plot in a literary text.**

**ELA.4.R.1.2: Explain a stated or implied theme and how it develops, using details, in a literary text.**

**ELA.5.R.1.1: Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.**

**ELA.5.R.1.2: Explain the development of stated or implied theme(s) throughout a literary text.**

**ACTIVITIES:**

-Before The Show Activities, About The Songwriters

**ELA.K.C.1.3, ELA.1.C.1.3, ELA.2.C.1.3, ELA.3.C.1.3, ELA.4.C.1.3, ELA.5.C.1.3**

**ELA.K.C.1.3: Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.**

**ELA.1.C.1.3: Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.**

**ELA.2.C.1.3: Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.**

**ELA.3.C.1.3: Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.**

**ELA.4.C.1.3: Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.**

**ELA.5.C.1.3: Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.**

**ACTIVITIES:**

-Write a letter to the actors

**ELA.K.C.1.2, ELA.1.C.1.2, ELA.2.C.1.2, ELA.3.C.1.2, ELA.4.C.1.2, ELA.5.C.1.2**

**ELA.K.C.1.2: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.**

**ELA.1.C.1.2: Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.**

**ELA.2.C.1.2: Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.**

**ELA.3.C.1.2: Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.**

**ELA.4.C.1.2: Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases.**

**ELA.5.C.1.2: Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.**

**ACTIVITIES:**

-Write Your Own Play

-Before The Show Activities, Poems To Music

-After The Show Activities, Write A Story



**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

**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

**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

**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

**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
- Be A Scenic Artist Activity Sheet

**FL Previous LAFS Standards**

**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

**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 Songwriters

**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

**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 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 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 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, Research The Songwriters

**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



**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

**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
- Before The Show Activities, Poems To Music
- After The Show Activities, Write A Story