

# The King Of The Jungle's **ROCKIN' SAFARI SPECIAL**

**-Study Guide-**



## 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!

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



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

# **“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.
  - 1-Pick a story with characters that will make your play interesting. You can also create new characters.

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

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

# **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)

- **WHERE IN THE WORLD...AFRICA** -The characters in the show come from The Savannas of Africa, below the Sahara Desert. Research where Lions and Cheetahs live. Find it on a map.

(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)

- **COMPARE & CONTRAST**- Find a library book on “Big Cats” like Lions and Cheetahs. After the show, discuss as a class how the animal characters portrayed in the show were similar or different from their real-life inspirations.

(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 )

- **YOUR FAVORITE MUSIC**- Music is very important to the play. As a class discuss each student’s favorite kind/kinds of music. Do you like songs that tell stories? What appeals to each student about their favorite musical style? Write about it.

(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

- **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 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,

- **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 & 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. You can use the Activity sheet on page 5, or use your own larger paper to design upon.

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

(Florida B.E.S.T. Standards Connections:

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)



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:**

### **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.**

### **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.**

### **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.**

### **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**

**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.

**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.

**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.



**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

**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.

**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

**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.