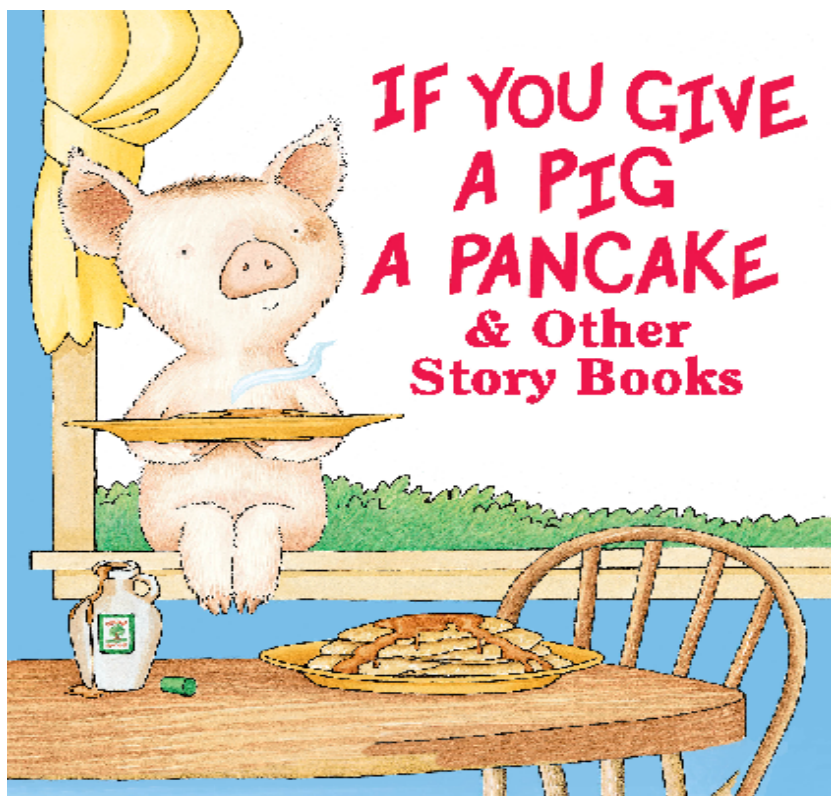


Study Guide



Theatreworks USA Presents



March 15-19, 2010

Directed by Kevin Del Aguila

This Study Guide Includes Activities Recommended for Grades K-3



**THE PEACE CENTER
FOR THE PERFORMING ARTS**

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THE PEACE CENTER
FOR THE PERFORMING ARTS

Dear Teacher,

Welcome to another exciting season at The Peace Center for the Performing Arts! Thank you for your interest in and support of the Peace Outreach Program performance series!

Every show being presented is curriculum based and designed to be educational as well as entertaining. The purpose of this study guide is to help your students learn as much as possible from the show. Included you will find background information on the show, resources and supporting materials, pre/post performance activities, and lesson plans designed to meet South Carolina Curriculum Standards.

If you have any questions or need additional assistance in preparing your students for this performance, please don't hesitate to contact us at (864) 467-3007. Thank you very much for your support of education and the arts.

We look forward to seeing you at the theatre!



Academic Standards

The following South Carolina academic standards are addressed in this study guide. Specific indicators are listed with corresponding lessons.

Language Arts/Writing: Grade K: The student will begin to read and comprehend a variety of literary texts in print and nonprint formats. The student will begin to write for a variety of purposes and audiences. Grades 1-3: The student will read and comprehend a variety of literary texts in print and nonprint formats. The student will write for a variety of purposes and audiences.

Music: Grades K-3: The student will evaluate music and music performances.

Theatre: Grades K-3: The student will participate in script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history. The student will act by developing basic acting skills to portray characters who interact in improvised and scripted scenes. The student will analyze, evaluate, and construct meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions.

Visual Art: Grades K-3: The student will understand and apply media, techniques and processes. The student will make connections between visual arts and other disciplines.

For more information on upcoming performances, please visit:
http://www.peacecenter.org/education_outreach/show_listing.php

If you have any further questions, please contact Marjorie Buckner at mbuckner@peacecenter.org

About this Performance

Theatreworks USA's musical revue *If You Give a Pig a Pancake & Other Story Books* is based on seven favorite children's books. The performance consists of vignettes created by a variety of talented writers and performed by a cast of six actors. The stories represent various issues, themes, and ideas relevant to a broad and diverse audience of children. This performance is 60 minutes long.



About the Books

The following books are featured in this show:

- **DIARY OF A WORM:** It's great to be a worm, but a wormy life also has its difficulties (like wiggling across a playground as human kids jump rope). Follow a worm's adventures as he writes about them all in his diary.
~Adapted by Robert Lopez & Kristen Anderson-Lopez, based on the book by Doreen Cronin and Harry Bliss
- **FLUFFY THE CLASSROOM GUINEA PIG:** When Fluffy enters a Best Pets Contest, a pesky flea threatens to derail the entire competition.
~Adapted by Steven Lutvak & Robert L. Freedman, based on the book *Fluffy's Silly Summer* by Kate McMullan
- **HORACE & MORRIS BUT MOSTLY DOLORES:** Three mice promise to be best friends forever. But when Horace and Morris join the Mega-Mice club (for boys only!), and Dolores becomes a Cheese Puff (for girls only!), what will happen to their friendship?
~Adapted by Benj Pasek & Justin Paul, based on the book by James Howe, Illustrated by Amy Walrod
- **HOW I BECAME A PIRATE:** Young Jeremy Jacob would love to sail away and be a pirate: no vegetables, no manners, no bedtime, and no rules at all! But he soon discovers that there's really no place like home.
~Adapted by Laurence O'Keefe & Nell Benjamin, based on the book by Melinda Long, illustrations by David Shannon
- **IF YOU GIVE A PIG A PANCAKE:** A bossy little pig's demands frazzle a little girl in this hilarious lesson about cause-and-effect.
~Adapted by Anthony King & Scott Brown, based on the book by Laura Numeroff, illustrations by Felicia Bond
- **LILLY'S BIG DAY:** Lilly's teacher is getting married, and she just knows she'll be a great flower girl, despite the fact that Mr. Slinger has already asked his niece to be the flower girl. When she suffers a bout of stage fright, it's up to Lilly to save the day!
~Adapted by Kevin Del Aguila & Brad Alexander, based on the book by Kevin Henkes
- **THE PAPER BAG PRINCESS:** When a ferocious dragon smashes Princess Elizabeth's castle, burns all her fancy clothes, and kidnaps her beloved prince, she dons a paper bag and comes to the rescue.
~Adapted by David Kirshenbaum, based on the book by Robert Munsch

Before the Performance

The Peace Center strongly encourages participation and preparation for our performances. We ask that you share with students guidelines for proper theatre behavior, as well as introductory information on this performance. Teachers can further enhance students' experiences through pre- and post-performance discussions and activities. Some ideas are included in this study guide.

Activity One: Introduce the Books

- Familiarize your students with books included in this performance.
 - The performance your students will see is based directly from books included in the list on p. 4 of this study guide. Read the books aloud to your students, or encourage them to read the books independently.

Activity Two: What is a musical?

- Tell your students that this performance of *If You Give a Pig a Pancake & Other Story Books* is a musical. Explain that a **musical** is a performance that combines music, songs, dialogue, and dance to tell a story. Ask your students if they have ever seen a musical. Do they have a favorite musical? If so, which one, and why?



During the Performance

Providing students with specific things to look for in advance will help them organize their thinking during the performance as well as recall what they have seen during post-performance discussion and activities. Before attending the performance, read the list below to your students. Ask them to pay attention to these things because you will be talking about them after the show.

Things to Look For

- As they are viewing the performance, ask your students to look for similarities and differences between the show and the books read in class.
- Explain to students that many actors in this performance will “double,” which means they will play more than one character. Tell them to **watch** to see which actors double as more than one character. What do they change about themselves so that you know which character they are playing?
- Review with your students that a **musical** is a performance that combines music, songs, dialogue, and dance to tell a story. Ask them to **listen** for the music and songs included in the performance. Does the music help tell the stories?



After the Performance

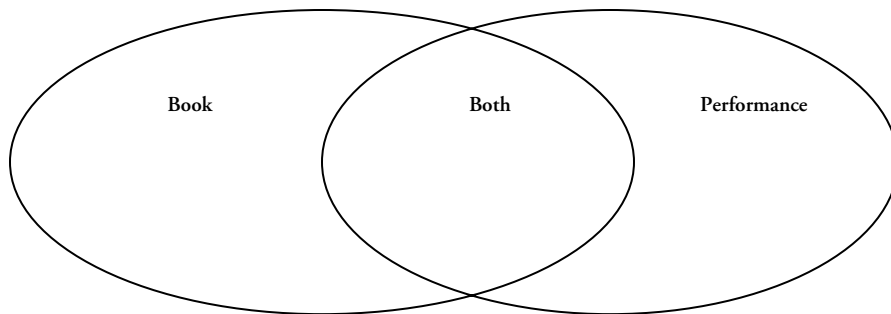
Students who visit The Peace Center leave with an elevated level of excitement and enthusiasm, and it is often after the show that the real learning begins. You and your class have had a shared experience, and it is in the reflection of this that you will learn the different kinds of responses the show elicited. Sharing these responses enhances students' learning and helps them broaden their perceptions and hone their evaluative skills, affirming or challenging what they think.

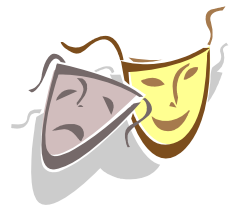
Activity One: Discussion of the Performance

- Lead a discussion with students about the performance. Ask the following questions:
 - 1) What was your favorite part of the musical, and why?
 - 2) Did you notice if any of the actors doubled as other characters? What did they change about themselves to let you know which character they were playing?
 - 3) Did you like the music and songs that you heard in the performance? Do you think the songs helped to tell the story? Why or why not?

Activity Two: Compare/Contrast

- Lead a discussion with your students to compare and contrast the stories included in *If You Give a Pig a Pancake & Other Stories* with the books they were based on.
- For each book you read in class, create a Venn diagram with your students to compare/contrast it with the corresponding story in the performance.





Language Arts, Visual Arts, and Drama Lesson: Acting Out Scenes!

Time: 2 class periods

Materials: Sticky notes, chart paper, crayons/markers, books included in *If You Give a Pig a Pancake & Other Stories*

Curriculum Standards: English Language Arts: Grades K-3: The student will create responses to literary texts through a variety of methods (K-1.8; 1-1.8; 2-1.7). Grade K: The student will use symbols to create written pieces to entertain others (K-5.4). Grades 1-3: The student will create written pieces to entertain others (1-5.4; 2-5.4; 3-5.4).

Visual Art: Grade K: The student will begin to identify connections between the visual arts and content areas across the curriculum. Grade 1: The student will identify connections between the visual arts and content areas across the curriculum. Grades 2-3: The student will identify connections among the visual arts, other art disciplines, and content areas across the curriculum.

Theatre: Grades K-2: The student will create scenes and scenarios by improvising and participating in theatre games. Grade 3: The student will create characters, environments, dialogue, and action through improvisation and writing, both individually and in groups. Grades K-3: The student will perform in group (ensemble) dramatizations.

Lesson Objectives: Students will work in groups to illustrate a backdrop for a scene from their favorite story included in *If You Give a Pig a Pancake & Other Stories*, create their own script for the scene, and act out the scene in front of the class.

Procedure:

- 1) Draw seven columns on the board. Write the titles of the stories included in the performance in the columns (one title per column; see p. 4 for a list).
- 2) Hand out one sticky note to each student. Ask students to choose their favorite story from the performance. Have students come up to the board one at a time, and place their sticky note in the column corresponding to their favorite story.
- 3) Have students get into groups according to which story they chose. Have them choose their favorite scene from the performance.
- 4) Tell students that they are going to act out their favorite scene in front of the class! First, they need to create a backdrop (background) to put up behind them during their performance. The backdrop should give the audience hints about their story. Before they begin drawing, have students discuss what they remember seeing on stage during their chosen scene. For further assistance, students may also look through pictures in the books included in the performance for ideas.
- 5) Hand out large sheets of chart paper to students. Have them work in groups to draw a backdrop.
- 6) When students have completed their backdrops, have them begin working on developing their scene. The scene does not have to be identical to the one they saw in the performance. Students can use their own creativity to act out the scene in their own way.

*This part of the lesson can be modified, depending on grade level. Teachers can help younger students write 1-2 speaking lines for their scene. Older students can work independently in groups to write lines for their scene.

- 7) Move around the room and assist students in writing/developing their scenes. When they are finished, they are ready to perform!



Study Guide Survey

Our goal is to provide you with study guides that will help your students learn as much as possible from each Peace Outreach Program performance. Your feedback is important to us, as it will help us create study guides that will be the most beneficial to you and your students. Please fill out the following survey to the best of your ability. You may refuse to answer any question. Thank you for your time and help.

1) Grade level(s) you currently teach:

_____K _____1st _____2nd 3rd _____

2) Your gender: _____ Male _____ Female

3) What related arts courses do you teach (check all that apply)?

_____Band _____Choir _____Dance _____Drama _____Orchestra _____Visual Arts

4) What did you like about this study guide?

5) Was there anything that you disliked about this study guide?

6) What did you find most useful about this study guide?

7) Was there any information that you expected to be included, but didn't see?

8) Do you have any suggestions for improving the quality of this study guide?

**Please mail surveys to:
The Peace Center
Department of Community Engagement and Learning
101 West Broad Street, Greenville, SC 29601**