



**ORLANDO  
SHAKESPEARE  
THEATER**  
IN PARTNERSHIP WITH UCF

# Study Guide 2015-2016



by Brandon Roberts

Based on the traditional fairy tale by Gabrielle-Suzanne Barbot de Villeneuve

## Florida Standards

### Language Arts

LAFS.K12.SL.1.3 - Point of View  
LAFS.K12.R.1.2 - Central Idea  
LAFS.K12.R.3.7 - Integrating Content  
LAFS.K12.L.2.3 - Language in Context  
LAFS.K12.L.3.5 - Word Relationships  
LAFS.K12.L.1.1 - Grammar Conventions

### Theater Arts

TH.K.C.3.2 - Share Reactions  
TH.1.H.3.1 - Plays vs. Stories  
TH.2.O.3.1 - Elements and Vocabulary  
TH.3.S.1.1 - Audience Etiquette  
TH.4.F.1.1 - Create a Character  
TH.5.C.2.3 - Artistic Choices

# Beauty and the Beast

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# Beauty and the Beast

## An Introduction

Educators:

Thank you for taking the time out of your very busy schedule to bring the joy of theatre arts to your classroom. We at Orlando Shakes are well aware of the demands on your time and it is our goal to offer you supplemental information to compliment your curriculum with ease and expediency.

What's New? Lots! First, let me take a moment to introduce our new Children's Series Coordinator, Brandon Yagel. Brandon comes to us with a Masters in Theatre for Young Audiences from the University of Central Florida. We are excited to have him be a part of our team and look forward to growing with his input and passion! If you come to see a Student Matinee or Children's Series performance, please introduce yourself!

Second, we are adding Talkback Discussion Questions to our Signature Series Study Guides to help structure the Q&A portion of our Student Matinee Field Trips. We will review the questions in the curtain speech, but we strongly encourage you to present them to your students before your visit. Our hope is that by focusing on certain key themes and questions that the play presents, your students will be even more engaged while watching and during the discussion after the performance.

Additionally, please take a moment to explore our website at [www.orlandoshakes.org](http://www.orlandoshakes.org). We've added 10-15 minute "on your feet " activities that you can do in your classroom to supplement your curriculum. We've also posted edited of Shakespeare scripts that range from 60 – 120 minutes long that are perfect for school productions. As always, we've included Sunshine and Common Core Standards to assure you that those curriculum needs are being met.

We look forward to hosting you at the Lowndes Shakespeare Theater. Additionally, should you wish to bring our Actor/Educators into your classroom, we will work around your schedule. Feel free to contact us at Orlando Shakes should you have any questions or suggestions on how we can better serve you. We are always learning from you.

Thank you for your tremendous work in nurturing our audiences of tomorrow.

Anne Hering  
Director of Education



# Beauty and the Beast

## Enjoying Live Theater: Theater is a Team Sport

The **Playwright** writes the script. Sometimes it is from an original idea and sometimes it is adapted from a book or story. The Playwright decides what the characters say, and gives the Designers guidelines on how the play should look.

The **Director** creates the vision for the production and works closely with the actors, costume, set and lighting designers to make sure everyone tells the same story.

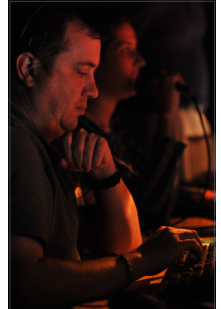


Stage Manager -  
Stacey Renee  
Norwood  
Photo: Rob Jones

The **Actors** use their bodies and voices to bring the author's words and the director's ideas to life on the stage.

The **Designers** imagine and create the lights, scenery, props, costumes and sound that will compliment and complete the director's vision.

The **Stage Manager** assists the director during rehearsals by recording their instructions and making sure the actors and designers understand these ideas. The Stage Manager then runs the show during each performance by calling cues for lights and sound, as well as entrances and exits.



Sound Designer -  
Britt Sanducky  
Photo: Rob Jones

The **Shop** and **Stage Crew** builds the set, props and costumes according to the designer's plans. The Stage Crew sets the stage with props and furniture, assists the actors with costume changes and operates sound, lighting and stage machinery during each performance.



Creative Team of The Merry Wives of Windsor  
Photo: Rob Jones

The **Front of House Staff** welcomes you to the theater, takes your tickets, helps you find your seat and answers any question you may have on the day of performance.



Costume Designer -  
Denise Warner  
Photo: Rob Jones

The **Theater** is where it all takes place. Orlando Shakespeare Theater In Partnership with UCF is the only professional, classical theater company in Central Florida, reaching students and audiences in the surrounding eight counties.

### Our Mission and Vision

With Shakespeare as our standard and inspiration, the Orlando Shakespeare Theater In Partnership with UCF produces bold professional theater, develops new plays, and provides innovative educational experiences that enrich our community. Our vision is to create theater of extraordinary quality that encourages the actor/audience relationship, embraces the passionate use of language, and ignites the imagination.



# Beauty and the Beast

## Enjoying Live Theater: The Actor/Audience Relationship



The Audience is the reason Live Theater exists. At Orlando Shakes, we cherish the Actor/Audience relationship, the unique give and take that exists during a performance which makes the audience an ACTIVE participant in the event. The actors see the audience just as the audience sees the actors, and every, laugh, snuffle, chuckle and gasp the audience makes effects the way the actor plays his next moment. We want you to be engaged, and to live the story with us!

There are certain Conventions of the Theatrical Event, such as when the lights go down, you know that the show is about to start, and that the audience isn't encouraged to come and go during a performance. Here are some other tips to help you and your classmates be top notch audience members:

- Please make sure to turn off your cell phones. And NO TEXTING!
- Please stay in your seat.
- Try to use the restroom before you take your seat and stay in your seat unless there is an emergency.
- Please do not eat or drink in the theater.

# Beauty and the Beast

## About the Play: The Authors



### Gabrielle-Suzanne Barbot de Villeneuve

was born on 28 November 1685 in Paris, France and belonged for a powerful Protestant family from La Rochelle, France. Many of her family members were very famous government officials, explorers, and writers.

When Gabrielle-Suzanne was 21 years old, she married Jean-Baptiste Gaalon de Villeneuve, a member of an rich, aristocratic family from Poitouu.

Jean-Baptiste was not a nice husband, and he spent almost all of her family wealth within the first six months of their marriage. The couple did have a daughter, but it was so long ago that no records indicate if the baby survived.

In 1711, her husband died and Gabrielle-Suzanne became a widow at the age of 26. Left without a husband, Gabrielle-Suzanne lost all of her money and property and was forced to seek a means of employment to support herself. Eventually she moved to Paris where she met Prosper Jolyot de Cr billon, or Cr billon

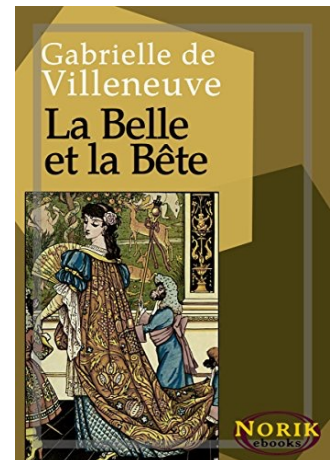
p re, the most famous playwright of tragedies of the period. Gabrielle-Suzanne assisted Cr billon p re with his job as the royal literary censure, and she soon

became knowledgeable about the literary tastes of the Parisian reading public.

Gabrielle-Suzanne published fairytales and novels. She is particularly noted for her original story of *La Belle et la B te*, which is the oldest known variant of the fairy tale "Beauty and the Beast" found in her *La jeune am ricaine, et les contes marins* (*The Young American and the Tales of the Sea*).

The Beast is "b te" in both senses of the French word: a beast and lacking intelligence (i.e. stupid). Gabrielle-Suzanne died in Paris on December 29, 1755. After her death, Villeneuve's tale was abridged, rewritten, and published by Jeanne-Marie Leprince de Beaumont in 1756 in her *Magasin des enfants*

(*The Shop of Children*) to teach young English girls a moral lesson. In her widely popular publication, she gave no credit to Villeneuve as the author of *La Belle et la B te* and thus Leprince de Beaumont is often referred to as the author of this famous fairytale.



## About the Playwright Brandon Roberts



Brandon Roberts has been working as an actor with the Orlando Shakespeare Theater since 2005. *Beauty & The Beast* is the fifth script Brandon has composed for Shakes' summer series. Last summer, his adaptation of *The Frog and the Princess* was wildly popular among both young and old. Brandon has also helped to write four all original shows for PB&J Theatre Factory, for which he is also Artistic Director, as well as seasonal scripts for Odd-o-Ts' Entertainment, who handles much of the entertainment for Sea World Orlando.

# Beauty and the Beast

## About the Play: The Characters

The Beast

Belle

Blanche, Belle's older sister

Papa, Belle and Blanche's father

Marcel, the Beast's Butler

Ms. Granville, the Beast's Maid



# Beauty and the Beast

## About the Play: Summary

Once upon a time, there lived a beautiful girl named Belle. She lived with her greedy and selfish sister, Blanche, and their zany, joyous father, Papa. Living a poor and modest life, Papa constantly invented new gadgets to sell at the market. Now, he's finally made the contraption that will help make his family a fortune; a baguette slicer.

Belle and Papa travel into town to sell his invention, but get lost in a terrible storm and find themselves on the steps of a mysterious castle. They find the door open, and no sooner do they wonder where the fireplace could be when a fire magically appears. Ms. Granville welcomes them to the magical castle but soon the Beast enters in a rage and demands a prisoner stay with him.

Belle offers to stay and let Papa return home to look after Blanche. She finds her stay in the castle very lonely and Papa has no idea how to help rescue Belle.

Will Belle forever be a prisoner of the angry Beast?

Will Beast have a change of heart and let Belle return home?



# Beauty and the Beast

## Activities: Building a Story

### Activity Goal(s):

- Foster vocabulary growth
- Practice prediction skills
- Practice speaking to groups
- Develop creative writing skills
- Facilitate collaboration

### Objectives:

Through this activity the student will:

- Demonstrate a basic understanding of internal story grammar.
- Illustrate the beginning, middle, and end of a story.
- Collaborate with classmates to create a resolution to the problem posed within the given story.

### Required Materials:

- *Beauty and the Beast* story/storybook
- Chart Paper
- Crayons

### Anticipatory Set (Lead-In):

The class may be broken into small groups or arranged in a small circle on the floor around the storyteller. Explain to the class that today we are going to learn how to build a story.

### Step-By-Step Procedures:

- Read the story *Beauty and the Beast*, stopping to clearly show any pictures or illustrations to the students.
- Stop reading about 3/4 of the way through the story.
- Distribute crayons and the sequencing worksheet provided.
- Ask the students to illustrate the events that occurred in the beginning and middle of the story. (These drawings should be placed in the first and second square on the sheet of paper.)
- In the last square students should draw how they imagine the story will conclude.
- Have students volunteer to share their conclusions with the rest of the class.
- Teacher proceeds to finish reading the book so that students can see how the author finished.

### Assessments:

The student:

- Demonstrated a basic understanding of internal story grammar.
- Used a Story Map to identify and diagram the characters, settings, problems, and solutions within a story.
- Accurately retold the events in the beginning, middle, and end of a given story.

# Beauty and the Beast

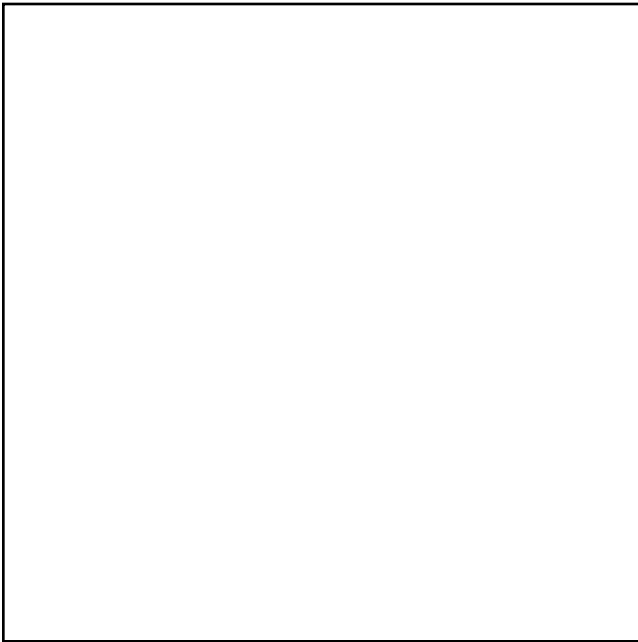
## Activities: Building a Story (Cont.)

Name: \_\_\_\_\_

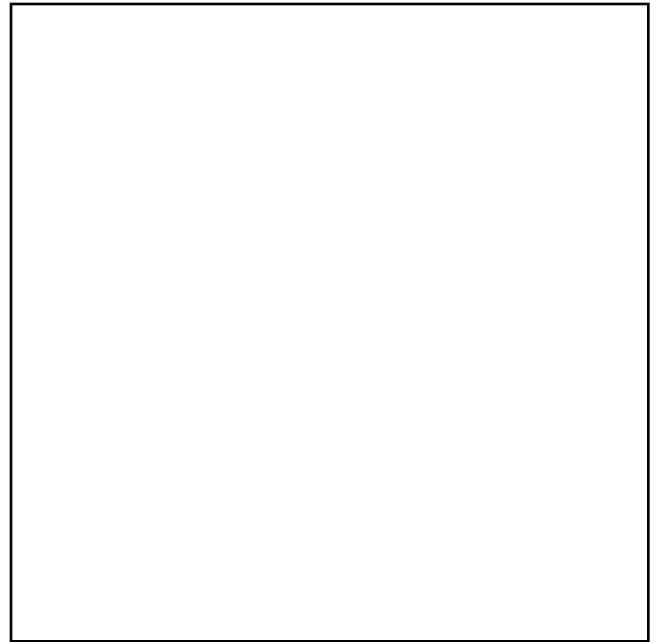
Date: \_\_\_\_\_

Title: \_\_\_\_\_

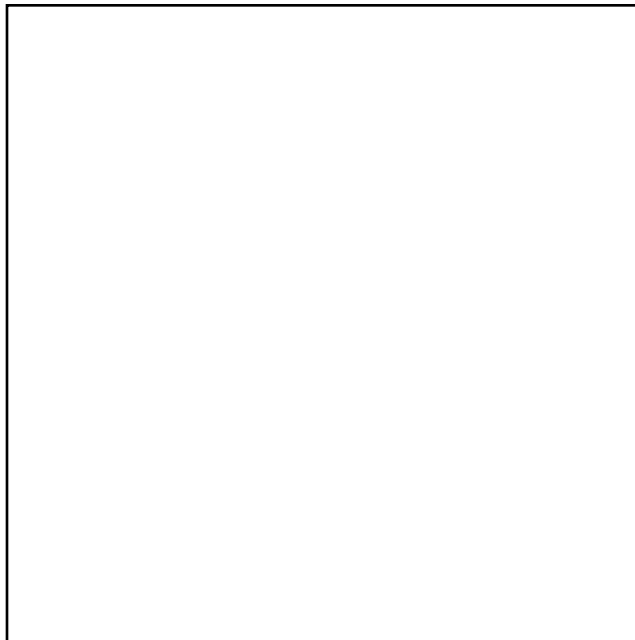
Event 1: Beginning



Event 1: Middle



Event 1: Ending



*Using this chart, work with your student to illustrate the events that occurred in the beginning, middle and the end of the Beauty and The Beast play.*

# Beauty and the Beast

## Activities: Discussion Questions

***Asking questions that lead children up the “thinking ladder”.***

Use the following pattern in asking questions:

1. Ask OPEN questions to encourage and engage children.
2. Ask FOCUSED questions to elicit and organize specific information
3. Ask CONNECTING questions to help children learn to see the relationships between events, characters, and ideas.
4. Ask broad questions to help children ANALYZE/learn to draw conclusions.
5. Accept, record, and read all responses on the board, chart, or overhead projector for all to see.

### **OPEN questions:**

- What did you notice at the play today....Anything at all... What did you see?
- What about the play was different from the book/story?
- What surprised you?
- What impressed you?
- What was your favorite part?

### **FOCUSED questions:** (questions that probe children’s insights)

- What was Papa worried about?
- How did he think they could solve this problem?
- What was Beast so afraid of?

### **ANALYZING/CONNECTING questions:**

- What did Beast learn about friendship?
- Why was Blanche so selfish?’
- What were the main differences between Belle and Blanche?
- How did Beast change from the beginning of the story to the end of the story?





# Beauty and the Beast

## Activities: Paper Bag Puppet Show

Create Paper Bag puppets (see instructions below) to represent the characters in the play. Use these puppets to act out the beginning, middle and end of the play.

Paper Bag Puppet (<http://www.dltk-teach.com>)

### MATERIALS:

- A paper lunch bag
- Paint, crayons, or markers
- Construction paper for arms and legs
- Yarn for hair and fur
- Scissors
- Glue and/or tape
- Any additional materials to foster creative puppet construction

### GETTING STARTED:

1. Begin with the bag closed and flat like a piece of paper.
2. The smooth side is the BACK of your puppet.
3. The side with floppy tab will be the puppets HEAD
4. Look at the rest of the front of the bag.  
(The 3/4 or so of the bag below the part with the floppy tab)  
This will be the BODY.
5. Look at the sides of the bag. There should be a SIDE FLAP of paper. Slip the arms through these flaps.



### PUTTING THE PUPPET TOGETHER:

1. Paint or color the HEAD of your paper bag.
2. Color the characters costume on the body of the puppet
3. Use construction paper to cut out arms. Then glue the arms into the SIDE FLAP. Add glitter, buttons and gems to the puppets clothes and crown.
4. Encourage your child to personalize the puppet and embellish with other accents.

### PUT ON A PUPPET SHOW:

1. Use the "Building a Story" Activity from Page 8 of this Study Guide to review the plot of the story
2. Have students recreate the Beginning, Middle, and Ending of the story
3. Encourage students to connect the Beginning, Middle, and Ending by making up/recreating scenes from the story to create one complete, cohesive storyline.

*For more fun craft ideas visit:*

- <http://www.dltk-kids.com>
- <http://www.kaboose.com/>
- <http://www.firstpalette.com/>

# Beauty and the Beast

## Activities: Friendly Letter Writing

### OBJECTIVES:

This lesson teaches children the five parts of a friendly letter. After visiting various websites to learn more about writing friendly letters, your child will be able to write a friendly letters utilizing the writing process.

*Through this activity the student will:*

- Use the writing process to develop friendly letters.
- Use the Internet to learn more about writing friendly letters.

### REQUIRED MATERIALS:

- Poster board or Paper
- Markers
- Examples of friendly letters
- Computer with internet access



### PROCEDURES/ACTIVITIES:

1. Visit the following websites:

<http://pbskids.org/arthur/games/letterwriter/letter.html>

<http://www.readingrockets.org/article/22319/>

[http://www.educationworld.com/a\\_lesson/lesson281.shtml](http://www.educationworld.com/a_lesson/lesson281.shtml)

2. Take time to discuss each part of the letter, using the table below:

Friendly Letter Check List	YES	NO
I used capital letters & punctuation correctly.		
My letter has a heading		
My letter has a greeting		
My letter has a body		
My letter has a closing		
My letter has a signature		
My letter is ready to be checked by the teacher.		

# Beauty and the Beast

## Activities: Friendly Letter Writing (Cont.)

### 1.Heading

Name\_\_\_\_\_

Address\_\_\_\_\_

City, State, Zip code\_\_\_\_\_

### 2. Greeting

Dear \_\_\_\_\_,

### 3.Body

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### 4.Closing

Sincerely,

### 5.Signature

Your Name\_\_\_\_\_



# Tell Us What You Think!

After watching the play, write Orlando Shakespeare Theater a “Friendly Letter” and tell us what you think! Tell what you liked or disliked about the story, the characters, costumes, or set. Make sure to use the 5 parts of the letter listed in the lesson and to support your thoughts with examples and reasons.

Mail to: Orlando Shakespeare Theater  
Education Department,  
812 E. Rollins Street, Orlando, FL 32803.

*Teacher and Parent comments are also  
Appreciated!*

