



ORLANDO  
SHAKESPEARE  
THEATER  
IN PARTNERSHIP WITH UCF

# Curriculum Guide 2014 - 2015



Adapted for the Stage by

David Wood

Based on the book by

Ronald Dahl

## Sunshine State Standards

- LAFS.K12.SL.1
- LAFS.K12.R.1
- LAFS.K12.R.3
- LAFS.K12.L.2
- LAFS.K12.L.3
- LAFS.K12.L.1

- SS.K123.G.1
- SS.K.G.3
- SS.K.G.2

## Common Core Standards

- TH.K123.C.3
- TH. K123.H.3
- TH. K123.O.3
- TH.K123.S.1
- TH.K123.F.1

# James and the Giant Peach

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# James and the Giant Peach

## An Introduction

Educators:

First, let me 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.

With that in mind, we've redesigned our curriculum guides to be more "user friendly." We've offered you activities that you may do in one class period with minimal additional materials. These exercises will aid you in preparing your students to see a production, as well as applying what you've experienced when you return to school. We've included Sunshine and Common Core Standards to assure you that those curriculum needs are being met.

It is our hope that by streamlining our guides they will invite you to dip in to grab historical background on an author or playwright, a concise plot summary and colorful character descriptions, discussion questions to explore in class or as writing assignments and interactive activities to bring the magic of live performance back to your classroom. And, of course, how to prepare your students to enjoy live theater.

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.

Bravo!

Anne Hering  
Director of Education



# James and the Giant Peach

## 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.



Costume Designer-  
Denise Warner

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.

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.

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.

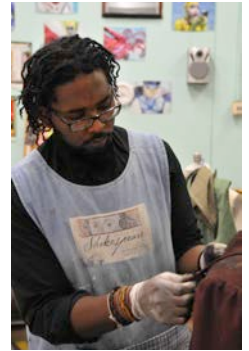
**The Theater** is where it all takes place. Orlando Shakespeare Theater In Partnership with UCF is the only professional, classical theater company in Central Florida, reaching students and audiences in the surrounding eight counties.

#### Mission/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.



Sound Designer Bruce Bowes  
Photo: Rob Jones



Costume Apprentice-  
Sheldon Desmond  
Lamar Roberson  
Photo: Rob Jones



Stage Manager-Stacey  
Renee Norwood  
Photo: Rob Jones



## James and the Giant Peach

### Enjoying Live Theater

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!

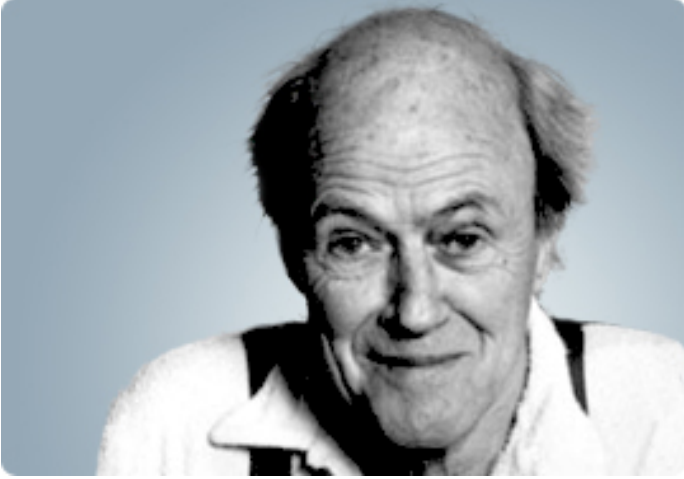
There are certain Conventions of the Theatrical Event, such as when the lights go down, you know that the show is about to start, and that the audience isn't encouraged to come and go during a performance. Here are some other tips to help you and your classmates be top notch audience members:

- 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.



## James and the Giant Peach

### About the Play



Roald Dahl was one of the greatest story-tellers of all time. He was born in Llanduff, South Wales, of Norwegian parents, in 1916, and educated in English boarding-schools. Then, in search of adventure, the young Dahl took a job with Shell Oil in Africa. When World War II broke out he joined the RAF as a fighter pilot, receiving terrible injuries and almost dying in a plane crash in 1942.

It was following this “monumental bash on the head” and a meeting with C. S. Forester (author of the famous Captain Horatio Hornblower stories) that Roald Dahl's writing career began,

with articles for magazines such as *The New Yorker*. He wrote successful novellas and short stories for adults, such as *Tales of the Unexpected*, before concentrating on his marvelous children's stories. The first of these, *James and the Giant Peach*, in 1960, was followed by *Charlie and the Chocolate Factory*, and an unbroken string of hugely successful, best-selling titles.

Roald Dahl worked from a tiny hut in the pale orchard of the Georgian house in Great Missenden, Buckinghamshire which he shared with his wife, Liddy. He was always brimming with new ideas and his many books continue to bring enormous enjoyment to millions of children and their parents throughout the world. Roald Dahl died on November 23, 1990.

## James and the Giant Peach

### About the Play

#### “The Playwright David Wood”



Since 1967, playwright **David Wood** has written approximately 60 plays for children. He says it is still a real joy and a real challenge and it never gets easier! His plays are usually written for professional adult actors to perform in theatres for audiences of children, both original plays and adaptations of popular books, like Roald Dahl's *James and the Giant Peach*. “My aims haven't changed: I still want to use the magic of theatre—the lighting, the sound, the scenery, the costumes, the music, the movement—to provide a unique event. I want to trigger your imagination, to make you laugh (and sometimes cry) while involving you in a really good story.” He invites you to visit his website — [www.davidwood.org.uk](http://www.davidwood.org.uk).

## James and the Giant Peach

### About the Play

#### “The Characters”

James

Old-Green-Grasshopper

Miss Spider

Centipede

Ladybird

Earthworm

TV Reporter

Tour Guide



## James and the Giant Peach

### About the Play

#### “Summary”

A rhinoceros ate the parents of James Henry Trotter. That was bad enough. Then James was sent to live with his awful aunts. But all is not lost! A giant peach magically appears in the backyard, and James finds a secret way inside. He makes his escape with some of the greatest pals a kid can have—six very funny but fractious bugs, who must learn how to get along as they cross the Atlantic to their new home in Central Park.

# James and the Giant Peach

## Activities

### “Building a Story”

#### General Goal(s):

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

#### Objectives:

The student:

- Demonstrates a basic understanding of internal story grammar.
- Illustrates the beginning, middle, and end in a story.
- Collaborates with classmates to create a resolution to the problem posed within the given story.

#### Required Materials:

- *A Flat Stanley* Adventure
- 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 a *Flat Stanley* book, 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:

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



# James and the Giant Peach

## Activities

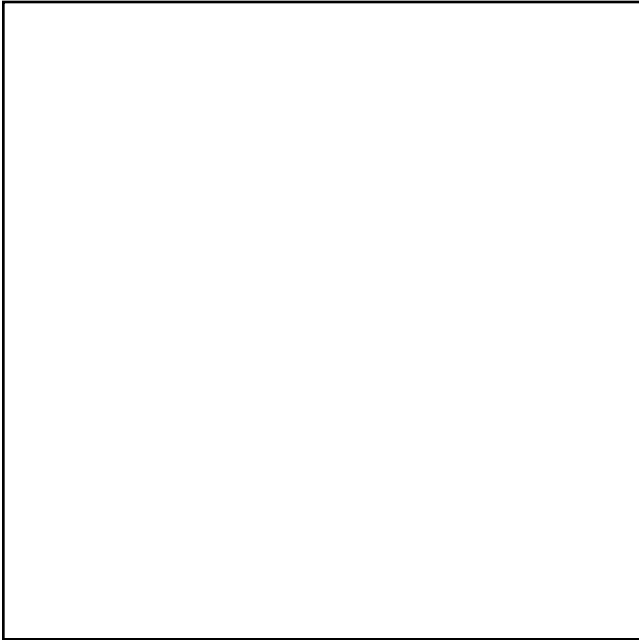
### “Building a Story”

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

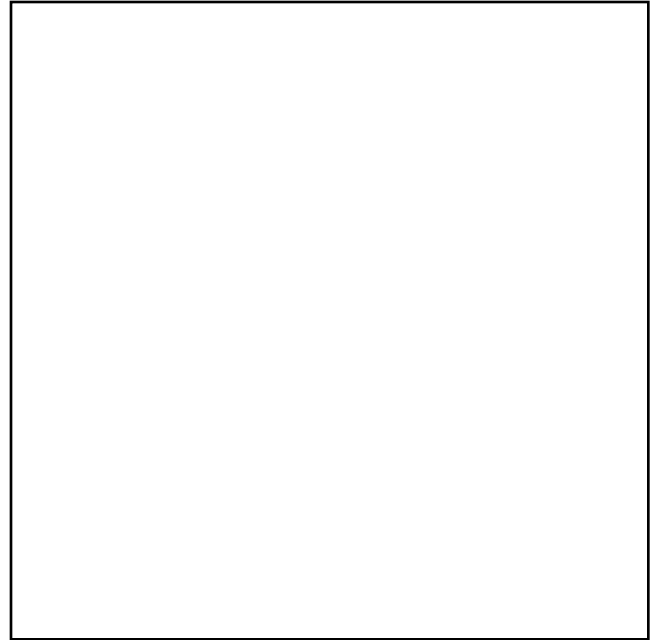
Date: \_\_\_\_\_

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

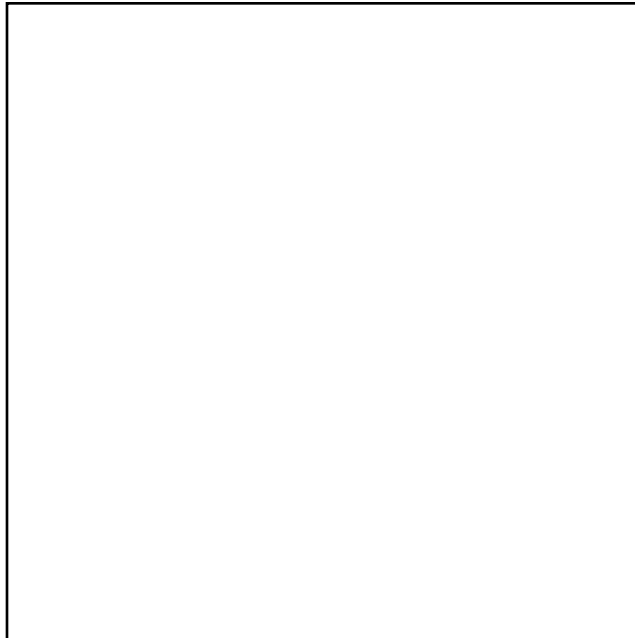
Event 1: Beginning



Event 1: Middle



Event 1: Ending



***Using this chart, work with your child to illustrate the events that occurred in the beginning, middle and the end of James and the Giant Peach.***

# James and the Giant Peach

## 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 GENERALIZE/ learn to draw conclusions.
5. Accept, record and read all responses on the board, chart or overhead for all to see.

#### OPEN question examples:

- 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?

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

- What happened to James’s parents? (\_\_\_\_\_.)
- Who did he have to live with? (\_\_\_\_\_)

#### ANALYZING/CONNECTING questions:

- What did James learn about friendship?
- What does “home” mean to James?



# James and the Giant Peach

## Activities

### “Adventure Activities”

#### Travel Tally

Ask kids to make a list of all of the places they would like to visit. Take a poll to find out the most popular destination!

#### Geography Bee

Hold a Geography Bee where you ask your students to name the capitols of different states and countries



# James and the Giant Peach

## 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.

#### *The student:*

- Uses the writing process to develop friendly letters.
- Uses 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.

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.		



# James and the Giant Peach

## Activities

### “Friendly Letter Writing”

#### 1.Heading

Name\_\_\_\_\_

Address\_\_\_\_\_

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

#### 2. Salutation

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!*

