

Curriculum Guide 2013



Sunshine State Standards

Language Arts

LA.7-12.2.1.4
LA.7-12.2.3.1
LA.7-12.5.2.1
LA.7-12.5.2.2
LA.7-12.5.2.4
LA.7-12.5.2.5

Theater Arts

TH.D.1.4
TH.S.1.5
TH.S.1.7
TH.S.3.2
TH.S.3.3

Common Core Standards

RL. 9-10.5
RL. 9-10.3
SL 9-10.1
SL. 8.4

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A letter from the Director of Education

"All the world's a stage," William Shakespeare tells us, "and all the men and women merely players." I invite you and your class to join us on the world of **our** stage, where we not only rehearse and perform, but research, learn, teach, compare, contrast, analyze, critique, experiment, solve problems, and work as a team to expand our horizons.



We're "Shakin' It Up" at Orlando Shakes with Lesson Plans designed to assist teachers with curriculum needs while sharing what is unique and magical about the Theater Arts. We've designed our Curriculum Guides with Common Core Standards in mind. You'll find a first section which will help you prepare your students for the theatrical experience, a second section suggesting what to watch and listen for during the performance, and lastly, discussion questions and lesson plans to use when you are back in your classroom to help your students connect what they've learned to their lives and your diverse and demanding curriculum.

I believe that as an Educator it is imperative that I continue learning as I teach and teaching as I learn. It is my sincere hope that you will find our Curriculum Guides helpful to you and eye opening for your students. 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 the tremendous work you do each and every day in nurturing our audiences of tomorrow.

Curtain Up!!

Anne Hering
Director of Education

About the Authors

Ludwig and Wilhelm Grimm

Jacob Ludwig Carl Grimm was born in January 4, 1785, in Hanau, Germany. Just over a year later, on February 24, 1786, his little brother Wilhelm Carl Grimm was born. Their father was a lawyer, and they had six more brothers and one sister.



In 1802, Jacob went to university to study law at the University of Marburg. As always, his little brother followed him, and entered law school in 1803. During their university years they began to collect folk and fairy tales. Folklore is stories that have been passed down from parents to children, by word of mouth, but at that time many had not been published in books. The Grimms were especially interested in stories that included Germany and German culture.

Jacob and Wilhelm published their first book of fairy tales – “Children’s and Household Tales” - in 1812. There were 86 folktales. Readers were so happy to see the stories they had been told as children all collected together that the book was a success. In the next volume of “Grimm’s Fairy Tales”, the brothers added 70 more stories. It went on growing like this for six more editions. Finally, the book contained over 200 stories! It is probably the best-known work of German literature. Even if you don’t know the Brothers Grimm, you definitely know a Grimm fairy tale.

The Brothers Grimm were both professors and scholars. They became known throughout Europe as experts on anything to do with folktales, language, and anything German. They were so into books that they both became librarians as well! During their lifetimes they published many more very important books, including “German Mythology”, “Old German Tales”, “The History of the German Language”, and even the German Dictionary.

Grimm fairy tales include stories of kings, magic, and talking animals. Even though the stories are sometimes scary, they often teach us a lesson about moral values, and right and wrong.

To read interactive stories and learn more about the Brothers Grimm visit:

<http://www.grimmfairytales.com>

About the Playwright Brandon Roberts

Brandon Roberts has been working as an actor with the Orlando Shakespeare Theater since 2005. *Sleeping Beauty* is the second script Brandon has composed for Shakes' summer series. Last summer, his adaptation of *Cinderella* 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.



Pre-Performance Cast of Characters you will Meet

The King
The Queen
Wise Woman Wartsuch
Sleeping Beauty (Rose)
Prince Lester

Pre-performance Play Synopsis

Once upon a time, a King and Queen, who prayed for a daughter every day, were finally granted one. In his joy, the King ordered a great feast and invited 12 of the kingdoms 13 Wise Women. At the celebration, after eleven Wise Women bestowed their blessings on the child, the thirteenth Wise Woman, Wartsuch, arrived, enraged at not being invited to the party.

Wartsuch cursed the child with death at the age of fifteen through the pricking of fher inger on the spindle of a spinning wheel. The twelfth Wise Woman, who still needed to give a gift to the Princess, lessened the curse from the thirteenth and promised the Princess would not die, but sleep one hundred years. The cautious King then ordered all spinning wheels in the kingdom to be burned in order to protect his daughter.

Fifteen years later, the Princess was exploring the palace and found in a tower an old woman using a spindle to spin thread. Since she had never seen such a device, the Princess took the spindle and pricked her finger, as promised years prior. Around the castle, as the palace slept, grew hedges of thorns grew all the way up the castle walls, so that it was hidden.



One hundred years passed and a brave prince set out to find the princess. The prince broke through the hedges and thorns to find the princess. He kissed her and the spell was broken. The princess awoke and so too did the rest of the kingdom. The two were then married and lived happily ever after.

Pre-performance Building A Story

Grade level K-2

Standards Addressed:

The Student:

- Identifies the characters and setting in a story (LA.1.2.1.3)
- Retells the main events (e.g., beginning, middle, end) in a story. (LA.1.2.1.2)
- The student will locate specific information by using organizational features (e.g., directions, graphs, charts, signs, captions) in informational text: (LA.1.2.1.5)

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:

- "Sleeping Beauty" story book
- 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 book "Sleeping Beauty," stopping to clearly show the pictures 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 column on the sheet of paper.
- In the last column 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 the students can see how the author finished the book.

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.



Name: _____

Date: _____

Chain of Events

Title: _____

<u>Event 1: Beginning</u>	➔	
<u>Event 2: Middle</u>		
<u>Event 3: Ending</u>	➔	

Pre-performance

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.

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



Stage Manager Amy Nicole Davis
Photo: Rob Jones

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.



Box Office Manager Gina Yolango
Photo: Rob Jones



Sound Designer Bruce Bowes
Photo: Rob Jones



Costume Designers
Denise Warner and Mel Barger
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.

Pre-performance

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, like, 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.



Post Performance

Reflect, Connect, Expand

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.

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?
- What surprised you?
- What impressed you?

FOCUSED questions: (questions that probe childrens’ insights)

- What happened that made the Wise Woman Wartsuch so very angry?
- How did the King think he could protect the princess?
- Why was the princess so determined to have her dress mended?
- How did the Prince find the Princess?

ANALYZING/CONNECTING questions:

- Why do you think the Prince never gave up on his journey to find the Princess?
- How do you think the world would change if you were to fall asleep and then wake up 100 years from today? What new technology can you imagine might be invented?



Paper Bag Puppet Show

Using the “Chain of Events “ chart provided in the **Building A Story Lesson** on page 7, work with your child to illustrate the events that occurred in the beginning, middle and the end of the *Sleeping Beauty* play.

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>)

This is a fun cut and paste craft for making the cast of *Sleeping Beauty* as paper bag puppets.

Materials:

- A paper lunch bag
- Paint, crayons and or markers
- Construction paper for the crowns, arms and legs
- Yarn for hair
- Scissors
- Glue and/or tape
- Glitter

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

- Paint or color the HEAD of your paper bag.

- Color the characters costume on the body of the puppet or print the template pieces found at <http://www.dltk-teach.com/rhymes/princessandfrog/mprincessbag.htm>
- Using construction paper or the printed templates to cut out arms. Then glue the arms into the SIDE FLAP. Add glitter, buttons and gems to the puppets clothes and crown.
- Encourage your child to personalize the puppet and embellish with other accents.



For more fun craft ideas visit:

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

Friendly Letter Writing

Grade level K-2

Common Core Standards Addressed:

- CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- CCSS.ELA-Literacy.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

2. Take time to discuss each part of the letter.

Friendly Letter Writing

3. Demonstrate how to write a friendly letter on a large piece of poster board. List the five parts of a friendly letter on the board. Have your child identify and label each part of the letter on the board.
4. Show examples of other friendly letters from the websites listed above.
5. Create a letter to Arthur on the PBS kids website in order to reinforce the parts of a letter.
6. Have your child write their own friendly letter to a character from *Sleeping Beauty*.

1.Heading

Name_____

Address_____

City, State, Zip code_____

2. Salutation

Dear _____,

3.Body

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!



