

Thalian Association Community Theatre announces

Teacher Resource Guides and Lesson Plan Activities for all Youth Theatre Productions. Printable resources are available on our website thalian.org. Click on Youth Theatre using the pull-down button, click on Teacher Resources.

RESOURCES AVAILABLE ONLINE SOON FOR 2018-2019 SEASON!

THALIAN ASSOCIATION
Community Theatre
Tickets: thalian.org
910-521-1788
or
CAC box office 910-341-7880

Teacher Resource Guide and Lesson Plan Activities

Featuring general information about our production along with some creative activities to help your make connections to your classroom curriculum before and after the show. The production and accompanying activities address North Carolina Essential Standards in Theatre Arts, Social Studies, and English Language Arts.

Junie B. Jones, the Musical
Book and Lyrics by MARCY HOFFER
Music by JOHN KOLCHER

Adapted from the JUNIE B. JONES Series of books by Barbara Park

March 2 - 11, 2018
7:30 PM Friday - Saturday and 2:00 PM Sunday

Performances at Theatre 100 - Community Arts Center
100 South Side Street (Corner of Grand)

Resource Summary:

- Page 2: About the Musical & Playwrights & Author; Vocabulary Enrichment; Classroom Discussion
- Page 3: Writing Prompts, Game-Book, Memory Game
- Page 4: Fill in the Blanks
- Page 5: Music with Junie B.
- Page 6: Historical Literacy; Dignity, Tolerance
- Page 7: Dear Community
- Page 8: Post Performance Discussion Resources

FEATURING:

GENERAL INFORMATION ABOUT OUR PRODUCTION ALONG WITH SOME CREATIVE ACTIVITIES TO HELP YOU MAKE CONNECTIONS TO YOUR CLASSROOM CURRICULUM & COMMUNITY SERVICE, BEFORE AND AFTER THE SHOW.

Theatre Arts in the classroom

As part of Thalian Association Community Theatre's dedication to the enrichment of arts education for our community's youth, these resources are intended to provide helpful information for teachers and students to use before and after attending our performances.

Educators are encouraged to use our resource suggestions as springboards to lead your students into meaningful learning, extending the dramatic experience of the plays.

Writing Prompts

Choose a character from the play that went through a change between the beginning and end of the story.

- In the first box, list traits the character displays at the beginning of the play.
- In the last box, list traits the character displays towards the end of the play. Differences may be in how the character acts, how they react to others, or an unexpected change.
- Now go back to the middle, arrow box. What caused the character to change?
- List people, events, decisions, and anything else you can think of that may have impacted this character.

Characteristics of who we see meet the character | Factors that influence a change in personality | Characteristics of "changed character"

Compare and Contrast

Pick two characters from *The Best Christmas Pageant Ever* in a complete and contrast. What do they have in common? What makes them different?

Seek & Find

In *The Best Christmas Pageant Ever*, the Heershaus seems to be the meanest folks in town. But are they really so bad? Holidays are the perfect time to think about the good in people. The good in ALL people.

- Religion
- Imagery
- Letter
- Circle
- Other
- Circle

Now, think up a compliment for each of your classmates & someone in our community. As a special gift, share the good things you thought of with each person!

Common Core Standards for English Language Arts and Literacy in Grades 1-6
North Carolina Essential Standards in Social Studies 2.1 & 2.2

ESSENTIAL STANDARDS

THE PRODUCTION & ACCOMPANYING ACTIVITIES ADDRESS NORTH CAROLINA ESSENTIAL STANDARDS IN THEATRE ARTS, A.1, 3.A.1.2, SOCIAL STUDIES, 2.C&G.2, 2.C&G. 2.2

Writing or drawing contests for students are included in most resource guides with prizes of: being published on our website; free tickets to a show; one academy class free for 3 months; one free theatre workshop for your entire classroom!

Thalian Association Community Theatre
Making Arts Accessible to our Community!

CTIVITY
Lesson on Journal Writing (Grades K-6)

When Junie B. writes in her first grade journal, she expresses thoughts and feelings about what is going on in her life. Journal writing can be an effective way to get students re-energized and excited about writing. With this lesson, students read and write their own journals as a way to freely explore their inner thoughts and create a source of ideas for writing. For younger pre-readers, drawing or simple words can be used for the students to express themselves in their journals. More advanced writing prompts can be used for more advanced students. Remind students that it isn't just about what they write that is important but that they try their best. There is no right or wrong way of keeping a journal. Just keep writing.

will need the following:
sheets of white paper, folded in half for writing pages
piece of construction paper, folded in half for a cover
scissors
1 puncher
on raffia

the folded sheets of white paper in the folded pieces of construction paper. Punch two holes in the fold, one at top and bottom. Thread and tie a piece of ribbon or raffia through the holes to bind your journal. Decorate the cover with markers.

When students are ready, explain how each entry must be addressed, and signed. Have students keep their journals for at least a week. Encourage them to be creative by drawing pictures, and song lyrics if they wish. To journal ideas for their first entries, present the following prompts and give them 5-10 minutes to write. At the end of the weekend, one thing I did for fun was...
I was really frustrated and mad when...
I had a lot of thoughts inside my head today...
I read and read journals after one week, making personal and interesting comments on their thoughts and ideas. Volunteers to read aloud from their journals and have give the writer feedback on style and/or content. This can be continued on a longer time...

Dear Diary

MY NAME IS JUNIE B. JO. I'VE GOT STRINGS FOR BEATS. EXCEPT I DON'T LIKE BEATS. I JUST LIKE B AND THAT'S!

COMMON CORE

THE PRODUCTION & ACCOMPANYING ACTIVITIES ADDRESS NORTH CAROLINA COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY, R.L.1.2, L.1.4A, SL.2, W. 5.3
COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY RL.9

Thalian Association Community Theatre

Teacher Resource Guides and Student Contests are now available for all Youth Theatre Productions.

Printable resources available on our website www.thalian.org

NHCS students & teachers invited to Preview Nights!!

For more information contact Susan Habas at shabas@thalian.org

2015-2016 SEASON

THALIAN ASSOCIATION COMMUNITY THEATRE

Teacher Resource Guide and Lesson Plan Activities

Featuring general information about our production along with some creative activities to help you make connections to your classroom curriculum before and after the show. The production and accompanying activities address North Carolina Essential Standards in Theatre Arts. Goal A.1: Analyze literary texts & performances. Look for this symbol for other curriculum connections.

WEST SIDE STORY

Book by: Arthur Laurents
Music by: Leonard Bernstein
Lyrics by: Stephen Sondheim
Based on Conception of: Jerome Robbins
Based on Shakespeare's Romeo and Juliet

October 9-18

Hannah Block, Historic USO Community Arts Center
100 South 2nd Street
7:00 PM
Friday and Saturday
3:00 PM
Sunday

Tickets: thalian.org
910-541-7860
or
CAC box office
910-251-1788

Free Tickets for Teachers!
Teachers are welcome to attend our 7:00 PM Thursday October 8th preview performance. Additional tickets may be purchased for \$8.00 per person. Reservations are required. Contact: Mary Smith: marysmith@thalian.org

Vocabulary

Discuss the following words from Music Man Junior, to understand language used in 1912. Some of these words describing containers, including barrel, also meant a unit of measurement for the item that is stored. Purchase a hogshead of wine, or a skin of butter.

Becoming a Cat!

How does makeup in the show help each actor create his or her own cat character? Describe both the makeup & costumes for various cat characters: how do they help identify each as independent personalities? How does the clothing worn by you, friend or relative, your teacher, a rock singer reflect and/or help define the wearer?

North Carolina Essential Standards Theater Arts AE.1.2: Understand how the use of costumes, props, and make enhance dramatic play.

Make a cat mask of your favorite cat using recycled materials (cardboard, paper, old socks, etc... get creative). Masks can be all sizes, (attach to hang on the wall, sit on a shelf or to wear as a costume). Leave two circles for eyeholes or use other material for the eyes, like marbles or buttons. Punch holes on the sides of the mask and string ribbon through to secure the mask onto your ears, if using as a costume or to use as a wall hanging device. Paint, color or use different shades of materials to create "Cat like" features.

Discussion Questions for Particular Scenes:

racism and juvenile delinquency are explored with unexpected subtlety

"Crupke" highlights how modern institutions dedicated to "social welfare" favors & allows us to consider how social identities are constructed and "Crupke" we see the language of social scientists "told through the words & gestures" as delinquent by the State.

ing (or re-watch that section of the movie) and have students list how the lives through the eyes of the various state institutions dedicated to their "care." about any experiences they might have had with the juvenile justice system of food by others and by society.

"Go, Officer Krupke, we're very smart; We never had the love that ev'ry child oughta get. We ain't no delinquents, We're misunderstood. Deep down inside us there's good!"

of Juvenile Justice and

In 2011, 13 states handled more than 1.2 million youth charged with offenses handled were by youth under the age of 18. Only 1 percent of all formally handled delinquency cases, court.

in the "Jet Song" (that Riff sings) ask students what they noticed in the scene & record their observations on the board or a flip chart. Ask what they noticed about the Jets, their graffiti and the territory they "own."

- What are the Jets and Sharks fighting over and why?
- What does it mean "once a Jet, always a Jet"?
- Why do they say they want to be in the gang?

stitutes a "gang," and then read and briefly discuss the following definition. The gang with three or more members, juvenile and/or adult, who associate on a allegiance for a common purpose and are involved in delinquent or criminal king, bullying, vandalism, physical violence).

through you might want to be in a gang?

only members or relatives in a gang?

you ever been recruited by a gang or know someone who has?

thing's Coming" where Tony tells Riff he wants out of the gang. Then show the to show the danger & consequences of joining a gang, to show how hard it is to get emphasize the need for prevention. Discuss these scenes using the following

try to do?
Riff? Why does he want to stay out of the gang?
response to Tony?
a toward life?
to go to the dance? Why does he go to the Rumble?
ny at the Rumble?

2018-2019 Season

Disney's Alice in Wonderland

September 7-16, 2018

Free Tickets for Teachers September 6th!

Godspell

November 9-18, 2018

Free Tickets for Teachers November 8th

Stuart Little

January 18-27, 2019

Free Tickets for Teachers January 17th

Into The Woods

March 1-10, 2019

Free Tickets for Teachers February 28th

Footloose the Musical

April 26 - May 5, 2019

Free Tickets for Teachers April 25th

All performances are on the Second Street Stage at the Hannah Block Historic USO/Community Arts Center

All performances are Friday - Saturday 7:30 pm with Sunday matinees at 3:00 pm

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Click on Youth Theatre then scroll to find Teaching Resources.

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North Carolina Essential Standards in Theatre Arts,

Goal A.1: Analyze literary texts and performances. 3.A.1.2: Evaluate formal or informal theatre productions in terms of the emotions or thoughts they evoke.

North Carolina Essential Standards in Social Studies 2.C & G.2 Understanding the roles and responsibilities of citizens. 2.C&G.2.2 Explain why it is important for citizens to participate in their community.

North Carolina Common Core Standards for English Language Arts and Literacy:

R.L.1.2: Retell stories, including key details, and demonstrate understanding of their central message and lesson. L.1.4a: Use sentence-level context as a clue to the meaning of a word or phrase.

SL.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.