



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.



Beauty and the Beast

Book by: Alan Menken, Tim Rice, Howard Ashman

Music by: Alan Menken

Lyrics by: Tim Rice, Howard Ashman

Music Theatre International

November 10-19, 2017

7:30 PM Friday - Saturday and 3:00 PM Sunday

Hannah Block Historic USO / Community Arts Center
Second Street Stage 120 South 2nd Street (Corner of Orange)



Tickets: thalian.org

910-251-1788

or

CAC box office 910-341-7860

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About this Teaching Resource

This Teaching Resource is designed to help build new partnerships that employ theatre and the arts. By using the guide, students will see how *Beauty and the Beast*, offers them the opportunity to develop their understanding of identities and diversity (Citizenship), support their reading, writing, speaking and listening skills (English), explore issues related to personal identities (Personal Well Being) and develop their creative skills (Performing Arts). Learning about how *Beauty and the Beast*, was created will make viewing the show a richer experience for young people.

About the Musical

Based on the smash hit 1991 Disney movie and dating back to a late 18th-century classic French fairy tale, *Beauty and the Beast* tells the story of Belle, a beautiful and intelligent young woman who feels out of place in her provincial French village. When her father is imprisoned in a mysterious castle, Belle's attempt to rescue him leads to her capture by the Beast, a grisly and fearsome monster, who was long ago trapped in his gruesome form by an enchantress. The only way for the Beast to become human once again is if he learns to love and be loved in return. There is a time limit, too: once a magical rose loses all of its petals, all hope will be lost and he will stay a Beast forever. The Beast's enchanted household--populated by such beloved characters as Mrs. Potts, Lumiere, Cogsworth, and Chip--watch anxiously as Belle and the Beast grow to understand and befriend one another. Their feelings grow ever deeper as the clock ticks and petals continue to fall off the enchanted rose--will they confess their love for one another before it is too late?

About Thalian Association Community Theatre

Thalian Association Community Theatre was founded in 1788, to provide arts education & bring the excitement of the performing arts to Wilmington, North Carolina & produces five major productions annually on the Main Stage at historic Thalian Hall. In fact, Thalian Hall was proudly named for our organization in 1858. Our mission is to present quality live theatre that illuminates the human experience for the citizens of Wilmington, New Hanover County and beyond. We teach life skills through theatre education and provide an outlet for artists and technicians to develop and exercise their crafts. Established over 38 years ago Thalian Association Youth Theatre is an extension of Thalian Association Community Theatre non-profit organization & is dedicated to the enrichment of arts education for our community's youth. We offer Academy classes in Drama, Song & Dance, Improvisation & Musical Theatre Technique, aligned with the National Standards for Arts Education. Thanks to generous support from the Landfall Foundation and Wilmington East Rotary we provide arts enhancement classes for the Community Boys & Girls Club, the Brigade Boys & Girls Club and the Girls Leadership Academy of Wilmington. Special school performances for A. H. Snipes Academy of Arts & Design are made possible by a grant from Corning Incorporated Foundation. We want to turn out great theatre artists as well as great doctors, lawyers, teachers and bankers. Thalian Youth Theatre is about developing collaborative & thoughtful members of our community.

Synopsis

A Prince, living in a **glorious** castle, is disturbed one winter's night by an old beggar woman. She comes and offers him a single rose in return for **shelter** from the **bitter** cold. He is **repulsed** by her **appearance** and turns the old woman away. The old woman's ugliness melts away to reveal a beautiful **enchantress**. Though the Prince is **apologetic** when he sees her beauty, the **enchantress** turns the cruel, unfeeling Prince into a **hideous** Beast. His stubborn pride compels him to remain in his **bewitched** castle with Lumière, the love-struck **candelabra**; Cogsworth, the **pompous** clock; the kindly Mrs. Potts; and an **inquisitive** teacup named Chip. To break the spell, the Beast must learn to love another and **earn** her love in return before the last petal falls from the Enchanted Rose. If not, he will be **doomed** to remain a Beast for all time.

Belle is a beautiful and **intelligent** young woman who lives with her father, Maurice, in a small village. When the Beast **imprisons** her father, Belle offers herself to the Beast in return for her father's **release**. The Beast accepts Belle's offer to **exchange** places. Later in the story, the Beast falls in love with Belle, but is afraid to tell her. He offers instead his Magic Mirror and her **freedom** to **rejoin** her father in the village. Belle **unknowingly** betrays the Beast to Gaston, who leads a **frenzied** mob to destroy the Beast. At the Castle, the **Enchanted** Objects repel the mob, but Gaston **manages** to stab the Beast in the back. Gaston is thrown to his death.

The Beast, dying from his **wounds**, tells the **weeping** Belle that he is happy that he got to see her one last time. Belle tells him that she loves him. The last petal on the Enchanted Rose falls. A magical **transformation** changes the Beast into the Prince once again. The **spell** has been broken! All the servants are also now human again, and everyone lives happily ever after.

Pre-show Activity - "Life Lessons"

Beauty and the Beast is a story that explores many different situations where the characters must learn life lessons, just like we do everyday. Before seeing Thalian Association Community Theatre's production, discuss with your class the idea of "life lessons." How do you define a life lesson? What sort of life lessons have they already experienced? Use the themes present in *Beauty and the Beast* to spark the conversations. As a class, create a list of life lessons to keep on hand for future reference.

Performance Activities

Ask students to quietly think about the life lessons the characters encounter during the play. At the performance, remember that the actors want to hear laughter when they do or say something funny, but please no talking or whispering during the performance. Actors love to hear applause! Show your appreciation by clapping at the end of the play.

Post-show Activities

After seeing our production of *Beauty and the Beast*, pull out your list of Life Lessons. Draw out a time line that chronicles the important life lessons the characters learned during the play. Once you have created the timeline, discuss each life lesson the specifically what the character learned. What life lessons are on the list that you created before seeing the play? What life lessons can you add to your list, after seeing the play?

Vocabulary Enrichment

Research & Write the definitions for the **highlighted** words above.

Characters

Belle	Mrs. Potts	Chop Potts	Featherduster
Beast	Sultan	Le Fou	Chef Bouche
Gaston	The Wardrobe	the Triplets	The Book Seller
Maurice	Monsieur D'Arque	Philippe	The Enchantress
Lumiere	Coat Rack	Palanquin	Cogsworth



N.C. Common Core Standards for English Language Arts and Literacy R.L.1.2: Retell stories, including key details, & demonstrate understanding of their central message and lesson. SL.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Common Core Standards for English Language Arts and Literacy RL.9.Compare and contrast the adventures and experiences of characters in stories. N.C. Common Core Standards for English Language Arts and Literacy SL.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. L1.4a: Use sentence-level context as a clue to the meaning of a word or phrase.

Research

Who was Walt Disney? Why is his work so important? Students can research and present what they learn about this American icon through informative/explanatory writing, narratives, presentations, skits and projects. Their work should include information from multiple print and digital resources, assess the credibility and accuracy of each source and integrate technology, including the Internet. To get you started, here are a few web sites: Just disney.com, , Biography.com-Walt Disney, World Changers-Walt Disney, Walt Disney: Ruler of the Magic Kingdom-TIME Kidzworld.com-Walt Disney Biography

Building a Background

Disney's Beauty and the Beast

Have student's view the film version of *Disney's Beauty and the Beast*. The film runs about 84 minutes.

Discussion Questions

1. Which character was your favorite? Least favorite? Explain.
2. Why did the old woman turn the prince into a Beast? What was she trying to teach him?
3. Which character do you consider to be the villain? The hero/heroine? Explain.
4. If you could be any one of the characters in the film, which would you choose? Why?
5. Why do the townsfolk think Belle is odd? If you were one of them, would you be Belle's friend? Why or why not?
6. Why does Belle choose to be the Beast's prisoner?
7. How do you think the Beast felt when he scared Belle away?

Identify these moments in the musical:

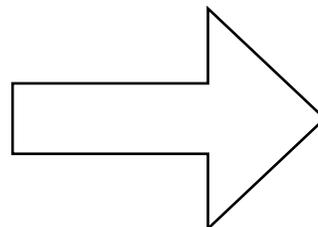
- An action that showed that the Prince was arrogant and cruel
- An action that showed the consequences of his act of cruelty
- What the Prince needed to do to alter his fate
- A song that expressed what the village thought about Belle

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

1. In the first box, list traits the character displays at the beginning of the play.
2. 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 treat others, or an emotional change.
3. Now go back to the middle, arrow box. What caused this character to change?
4. List people, events, decisions, and anything else you can think of that may have impacted this character.

Characteristics when we first meet the character

Factors that influence a change in personality



Characteristics of "changed character"

Gaston used the idea of difference to arouse the emotions of the villagers.

In 'The Mob Song' Gaston sings:

*It's a beast! He's got fangs
Razor-sharp ones
Massive paws, killer claws for the feast
Hear him roar! See him foam!
But we're not coming home till he's dead!
Good and dead! Kill the Beast!*

Later, the mob responds:

*We don't like what we don't understand
In fact, it scares us
And this monster is mysterious at least
Bring your guns, bring your knives
Save your children and your wives
We'll save our village and our lives
We'll kill the beast!*



Belle is considered different than the other people in the village.

In the song 'Belle', the villagers sing:

*Look, there she goes
The girl is strange, no question
Dazed and distracted, can't you tell?
Never part of any crowd
Cause her head s up on some cloud
No denying she's a funny girl, that Belle*

*Look, there she goes the girl is so peculiar
I wonder if she's feeling well
With a dreamy, far-off look
And her nose stuck in a book
What a puzzle to the rest of us in Belle*

*Now it s no wonder that her name means beauty
Her looks have got no parallel
But behind that fair facade I'm afraid she s rather
odd Very different from the rest of us
She's nothing like the rest of us
Yes, different from the rest of us is Belle.*

Discussion:

- Why do you think that everyone was willing to march to the castle and kill the Beast, although they had never met or spoken to him? What was it about the Beast that made everyone afraid of him? Why do you think Belle was unsuccessful at convincing the mob that the Beast was not threatening?
- What makes it difficult for an individual to take a stand against a crowd? When have you ever held an unpopular opinion and defended your right to maintain your beliefs? When have you actively sought to turn people's opinions around to share your point of view?
- Why do you think that everyone was willing to march to the castle and kill the Beast, although they had never met or spoken to him? What was it about the Beast that made everyone afraid of him? Why do you think Belle was unsuccessful at convincing the mob that the Beast was not threatening?
- Give examples of situations where individuals or groups of individuals have been feared, threatened or killed because of their apparent differences from the rest of society. Find examples where people have been compared to animals in order to instill fear in the rest of society. Give examples where this kind of thinking still occurs today.

Relationships

There are a number of relationships that are explored in the story *Disney's Beauty and the Beast*. The relationship between Belle and her father Maurice is explored very early in the play. This relationship is one that is very important to the story.

Another relationship that exists in the play is that between Belle and Gaston. It is a relationship that Gaston pursues despite the fact that he doesn't have much in common with Belle. When he recognizes her love of reading, he says that it is not right for a woman to read because she might get ideas.



In the song 'Me', Gaston reveals what he thinks a relationship between husband & wife should be:

*Will you be a wife?
Will you be some he-man's property Good news!
That he-man's me!
This equation
Girl plus man
Doesn't help just you
On occasion
Women can
Have their uses too
Mainly to extend the family tree Pumpkin, extend with me!
You'll be keeping house with pride Each day gratified
That you are part of this idyllic scene*

Writing Prompts:

- How does this make you feel?
- Has anyone made you feel this way in real life?
- How did you handle it? What did you do?

Beauty Is Only Skin Deep

In *Beauty and the Beast*, Belle discovers that the Beast is not a beast at all. Rather, he is a kind and caring soul and she eventually falls in love with him. Form groups of 3-4 people. Act out a scene showing people befriending and accepting someone whose looks or behaviors are different from the rest of the group.

Reflection

Engage your students in a discussion about what they noticed and how they felt.

- Think about a character in *Beauty and the Beast*. What are his/her character traits? How are you like the character? How are you different?
- How did the music and sound effects help tell the story?
- What feelings did each character show (joy, sorrow, fear, amazement, surprise, etc.)?
- After seeing Disney's *Beauty and the Beast*, what questions do you have ("I wonder. . .")?

Discuss the phrase 'beauty is in the eye of the beholder'

- When she sees the man behind the monster, what does she see? Does that change during the course of the play?
- Belle is torn between her feelings for her father, Maurice, and for the Beast. How does she resolve the conflict?

Writing Prompts:

Disney's Beauty and the Beast explores the idea of what is beauty. It also explores the idea that love is learned. The most obvious message of the play is that beauty is but skin deep, and that one should look beneath the surface to search for the true meaning of beauty within.

- When Belle first sees the Beast, she is very much afraid. This fear eventually turns to love. Have you ever experienced an emotion change from one extreme to another? Is it possible to love something/someone and have the emotion develop into fear or loathing? How/when does the media manipulate our emotions in this way?
- What does Belle discover about herself as she learns to look below the surface of the Beasts ferocious appearance?

Can beautiful people be ugly?

Sometimes the most attractive person in the room can also be the meanest, 'ugliest' person. Someone may be pleasant to look at but nevertheless cruel and hurtful. Have you ever experienced this? Has a 'beautiful' person tried to made you or someone you know feel ugly? If yes, jot down the details of your experience. Consider if you would rather meet someone who is beautiful on the inside or on the outside. In a class discussion, without using anyone's real name, explain why.



Common Core Standards for English Language Arts and Literacy: W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. **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. **RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges & is shaped & refined by specific details; provide an objective summary of the text. **National Standards for Arts Education Visual Arts 3.V.1.2.** Understand that artists use their art to express personal ideas.

Theatre Corner

What is the job of the Producer?

The job of the producer is to concern yourself with just about every aspect of the show, both the creative elements, and, of course, all of the business & financial elements. When it comes to the artistic and creative elements, certainly you look to your director, your choreographer and your writers to take the lead in presenting the show in the best possible way from an artistic point of view. But your job is to keep that collaboration together and working smoothly. There's nobody else on the creative team whose responsibility it is to make sure that everyone else is working in tandem. All the creative forces in the show need to be working together, on time, in coordination with one another. And the person who needs to be on top of that is the producer.



North Carolina Essential Standards in Theatre Arts
3.A.1.2: Evaluate formal or informal theatre productions.

Youth Theatre Academy

Over 38 years ago Thalian Association Community Theatre established the Youth Theatre program dedicated to the enrichment of arts education for our community's youth.

We offer affordable classes in Drama, Song & Dance, Improvisation & Musical Theatre Technique that are aligned with the National Standards for Arts Education, N.C. Essential Standards in Theater Arts & N.C. Common Core.

Starting as young as three years old (in TACT Tots) all the way to high school seniors, we have something for everyone! Classes are offered downtown at the Hannah Block Historic USO/Community Arts Center Building & mid-town at the First Baptist Activity Center.

Thalian Association Youth Theatre Academy is the place to be if you want to learn "the ropes" from local professional artists currently working in their field.

If you are an aspiring performer or just want to build confidence & make new friends, check out thalian.org for more information on the the Youth Academy Fall Session, September - December and the Spring Session, February - April.

Learn what it is like to be part of a show. Join the Theatre Community!



Thalian Association Community Theatre offers 5 Youth productions annually with auditions open to performers ages seven through high school seniors. Would you like to be in a show?



Like us on Facebook to stay informed!

2017- 2018 Season Shows:

Hairspray

Sept. 15 - 24, 2017

Disney's Beauty and the Beast

Nov. 10 - 19, 2017

A Year with Frog and Toad

Jan. 19 - 28, 2018

Junie B. Jones the Musical

March 2 - 11, 2018

Disney's Tarzan

April 27 - May 6, 2018

Hannah Block Historic USO/Community Arts Center