



# Teacher Resource Guide and Lesson Plan Activities

Tickets: [thalian.org](http://thalian.org)

910-251-1788

or

CAC box office 910-341-7860

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.



Disney's *The Little Mermaid*,  
in concert

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## Disney's *The Little Mermaid*

Music by

Alan Menken

Book by

Doug Wright & Glenn Slater

Lyrics by

Howard Ashman

Based on the Hans Christian Andersen story and the Disney film that was produced by Howard Ashman & John Musker and written & directed by John Musker & Ron Clements.  
Originally Produced by Disney Theatrical Productions.

**January 20 - 29, 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)

## About This Teaching Resource

This Teaching Resource is designed to help build new partnerships that employ theatre and the arts to address some of today's relevant issues, such as overcoming obstacles, confronting prejudice and protecting our oceans - just to name a few.

## About The Musical

Based on one of Hans Christian Andersen's most beloved stories and the classic animated film, *Disney's The Little Mermaid* is a hauntingly beautiful love story for the ages. With music by eight-time Academy Award winner, Alan Menken, lyrics by Howard Ashman and Glenn Slater and a compelling book by Doug Wright, this fishy fable will capture your heart with its irresistible songs, including "Under the Sea," "Kiss the Girl" and "Part of Your World." Ariel, King Triton's youngest daughter, wishes to pursue the human Prince Eric in the world above, bargaining with the evil sea witch, Ursula, to trade her tail for legs. But the bargain is not what it seems, and Ariel needs the help of her colorful friends, Flounder the fish, Scuttle the seagull and Sebastian the crab to restore order under the sea.

## About Thalian Association Community Theatre

Thalian Association Community Theatre (TACT) was founded in 1788 to provide arts education & bring the excitement of the performing arts to Wilmington, North Carolina. (TACT) produces five major productions annually on the Main Stage at historic Thalian Hall and four smaller productions at the Red Barn Studio. 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 36 years ago our Youth Theatre program 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, voice, playwriting, story telling & theatrical makeup) that are aligned with the National Standards for Arts Education. Through generous support from Cape Fear Rotary, Landfall Foundation, Mary Duke Biddle Foundation and Wilmington East Rotary, an affiliate of the North Carolina Community Foundation, we provide nine ongoing Community Outreach Scholarship Classes for the Community Boys & Girls Club, Brigade Boys & Girls Club and the new Girls Academy of Wilmington. 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.

## Free Tickets for Teachers!

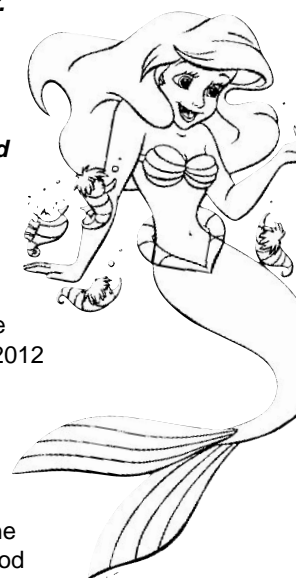
Teachers are welcome to attend our [Thursday January 19th preview performance](#), at 7:30 pm. Additional tickets may be purchased for \$6.00 per person. Reservations are required. Contact: [reservations@thalian.org](mailto:reservations@thalian.org)

# From Page to Stage



**Alan Menken's** music and lyrics have become an integral part of the fabric of our lives since his first works were produced nearly 40 years ago. His stage musicals include *God Bless You Mr. Rosewater*, *Atina: Evil Queen of the Galaxy*, *Real Life Funnies*, *Little Shop of Horrors*, *Kicks*, *The Dream on Royal Street*, *Beauty and The Beast*, *A Christmas Carol*, *Weird Romance*, *King David*, *The Little Mermaid*, *Sister Act*, *Leap of Faith*, *Newsies*, *Aladdin*, *The Hunchback of Notre Dame* and *The Apprenticeship of Duddy Kravitz*. Song and score credits for film musicals include *The Little Mermaid*, *Beauty and The Beast*, *Newsies*, *Aladdin*, *Pocahontas*, *The Hunchback of Notre Dame*, *Hercules*, *The Shaggy Dog*, *Home on the Range*, *Enchanted*, *Tangled* and *Mirror*.

Individual songs for film include *Rocky V* - "The Measure of a Man", *Home Alone 2: Lost in New York* - "My Christmas Tree", *Life With Mikey* - "Cold Enough to Snow", *Noel* - "Winter Light" and *Captain America: First Avenger* - "Star Spangled Man". Television credits include writing songs for Sesame Street, the ABC mini-series *Lincoln*, a musical episode of *The Neighbors* and the ABC series *Galavant*. His chart topping songs have included "Beauty and the Beast", "A Whole New World", "Colors of the Wind" and "Go the Distance". Winner of the 2012 Tony and Drama Desk awards for his score for *Newsies*, he has won more Academy Awards than any other living individual, including eight Oscars with 4 for Best Score and 4 for Best Song; 11 Grammy Awards (including Song of the Year for "A Whole New World"); 7 Golden Globes; London's Evening Standard Award; the Olivier Award; the Outer Critics Circle Award and the Drama Desk Award. Other notable achievements include induction into the Songwriters Hall of Fame, Billboard's number one single ("A Whole New World") and number one album (*Pocahontas*). In 2001 he received the distinction of being named a Disney Legend. Awarded two doctorates in Fine Arts from New York University and the North Carolina School of the Arts. In 2010 he received a star on the Hollywood Walk of Fame.



**Howard Ashman** (Lyrics) Best known as a pivotal creative mind behind the renaissance of Disney animation and his work on *The Little Mermaid*, *Aladdin* and *Beauty and The Beast* (which is dedicated to, "Our friend, Howard Ashman, who gave a Mermaid her voice and a Beast his soul...") Ashman's first love was theater. Ashman was a founder of off Broadway's renowned WPA Theater, where he conceived, wrote and directed *God Bless You, Mr. Rosewater*, as well as the classic musical, *Little Shop of Horrors* (both music by Alan Menken). In 1986, he wrote and directed the Broadway musical *Smile* (music by Marvin Hamlisch). Lamented as a lost treasure of the 1980's theater scene, *Smile* remains popular on High School and College campuses throughout the country. Howard Ashman died in 1991 at the age of 40.

**Glenn Slater** (Lyrics) co-created Disney's 2010 worldwide smash *Tangled* (2011 Grammy Winner, 2010 Oscar and Golden Globe nominee), as well as the Broadway and international hit musicals *Sister Act* (2011 Tony nominee - Best Score) and *The Little Mermaid* (2008 Tony nominee - Best Score, Grammy nominee - Best Cast Album), and, most recently *School of Rock* (2015). With longtime collaborator Alan Menken, he is Executive Producer and Lyricist for the ABC-TV musical comedy series *Galavant*, and has also written songs for the Disney animated film *Home On The Range* (2004) and the Broadway musical *Leap of Faith* (Tony nominee - Best Musical, 2012). In the West End, Glenn provided both book and lyrics for Andrew Lloyd Webber's *Love Never Dies* (2010 Olivier nominee - Best Musical), the sequel to *Phantom of the Opera*. Other work includes an Emmy-nominated song for the ABC-TV comedy *The Neighbors* (2013), and the stage revue *New Yorkers* at The Manhattan Theatre Club (Lucille Lortel, Drama Desk, Outer Critics Circle nominations). Glenn is the recipient of the prestigious Kleban Award for Lyrics, the ASCAP/Richard Rogers New Horizons Award, and the Jonathan Larson Award. He is an alumnus of the BMI Musical Theatre Workshop, and a member of both ASCAP and the Dramatists' Guild.



**Doug Wright**, (Book) attended and graduated from Highland Park High School, in a suburb of Dallas, Texas, where he excelled in the theater department and was President of the Thespian Club in 1981. He earned his bachelor's degree from Yale University in 1985 and earned his Master of Fine Arts from New York University. He is a member of the Dramatists Guild and serves on the boards of Yaddo and New York Theatre Workshop. He is a recipient of the William L. Bradley Fellowship at Yale University, the Charles MacArthur Fellowship at the Eugene O'Neill Theater Center, an HBO Fellowship in playwriting and the Alfred Hodder Fellowship at Princeton University. Doug's work includes: *Interrogating the Nude* (1988), *Quills* (1995), *Unwrap Your Candy* (2001), *I Am My Own Wife* (2003), *Grey Gardens* (book) (2006), *The Little Mermaid* (book) (2007), *The Pavilion* (2009). He has been awarded: the GLAAD Media Award, an Outer Critics Circle Award, a Drama League Award and a Lucille Lortel Award for *I Am My Own Wife*. His screen adaptation of *Quills* was named Best Picture by the National Board of Review and nominated for three Academy Awards. Doug was cited by the American Academy of Arts and Letters and awarded the Tolerance Prize from the Kulturforum Europa. Currently, he serves on the board of the New York Theatre Workshop and serves as Secretary on the Dramatists Guild Council.

Using the above biographies as a guide, write your very own personal biography. Tell us about yourself, your accomplishments, what makes you different from others.



**N.C. Common Core Standards for English Language Arts and Literacy 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.

# Vocabulary Enrichment

Find definitions for the **highlighted** words below in the character descriptions & throughout the resource.

**Ariel** : A mermaid and King Triton's youngest daughter. She is **obsessed** with everything about the human world, and dreams of becoming a part of life above the water. Hardheaded, **naive**, and emotional, but also kind hearted.

**Prince Eric**: A handsome, adventurous, human **monarch**.

**Grimsby**: Prince Eric's British **guardian**.

**Flounder**: A **rambunctious** but cautious fish fearful of the dangers that lurk in and above the water. Ariel's BFF.

**Scuttle**: A **disheveled** seagull & expert in human **artifacts**. Loudmouthed, **optimistic**, and a bit **ignorant**.

**King Triton**: King of the Sea and Ariel's father. Beneath his imposing presence and commanding nature lurks a **harried** single father who will do anything to protect his daughters. The death of his wife has also given him an **irrational** fear of humans.

**Sebastian**: A crab and **advisor** to King Triton. A **musical virtuoso** who is constantly distraught from keeping after Ariel. Despite his **paranoia**, he can't bring himself to stand in Ariel's way.

**Ursula**: The **banished** Sea Witch and sister of King Triton. Supposedly **rejected** at childhood, she will use whatever method necessary to steal the kingdom and claim it as her own. **Malevolent**, calculating & **deceptive**.

**Jetsam & Flotsam**: Ursula's slippery spies. The two oily, spineless electric eels are **sinister** & cruel. They are Ursula's **lackeys** & will say anything you want to hear.

**Chef Louis**: The Royal Chef, a **culinary** perfectionist with an **affinity** for seafood.

*“Up where they walk, up where they run, up where they play all day in the sun.... Wanderin’ free...wish I could be...Part of that World”*

**Have you ever felt like a Fish Out Of Water?** In the musical **The Little Mermaid**, Ariel, the mermaid princess, wants to break out of her everyday **existence** and explore new worlds. For a mermaid, she wants the impossible: to feel the sunshine on her face and dry land beneath her feet. Like the popular Disney animated film version based on the classic tale by Hans Christian Andersen, **The Little Mermaid** portrays the powerful desire for young people to be in charge of their own **destiny** — but still with the support and **guidance** from others who care.

Although **The Little Mermaid**, takes place in a magical undersea world, the story is grounded in real-life feelings and desires. **The Little Mermaid**, is a story about yearning: that feeling you get deep inside when you want something that's just out of reach. In **The Little Mermaid**, Ariel breaks away from her **community** and her family to follow her dreams. Everyone in her life – from her family to her friends – expects her to **conform** to a certain behavior. However, Ariel has to follow her heart. Prince Eric has a similar problem: he is expected to “settle down” and accept the **responsibilities** of the throne, but all he wants is a life of adventure at sea. Both Ariel and Prince Eric are **outsiders**, “fish out of water,” because their dreams go against their what is believed to be “normal” in their **societies**.

Whether learning new things or meeting new people, students have many opportunities to challenge themselves every day. By watching Ariel **fearlessly** follow her dreams, young people may be inspired to pursue their own.

**Have students write about something they desire deep inside that seems just out of reach. Make sure they explain in detail their emotions & the obstacles that they feel are standing in the way of reaching their desires.**



North Carolina Essential Standards, Information and Technology Standards 2.TT. 1.1: Use a variety of technology tools to gather data and information. N.C. Common Core Standards for English Language Arts and Literacy L.1.4a: Use sentence-level context as a clue to the meaning of a word or phrase.

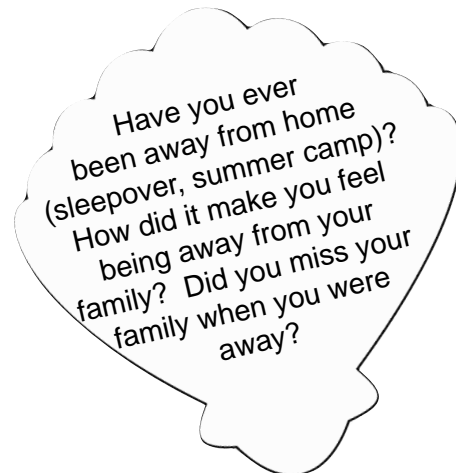
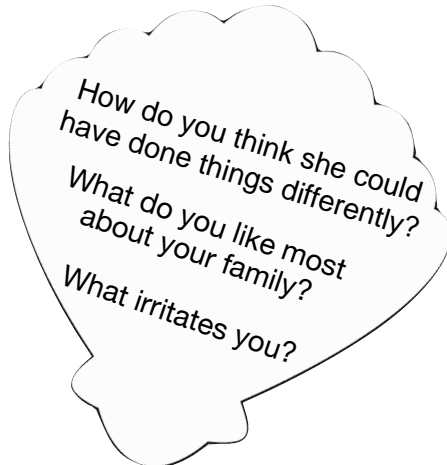
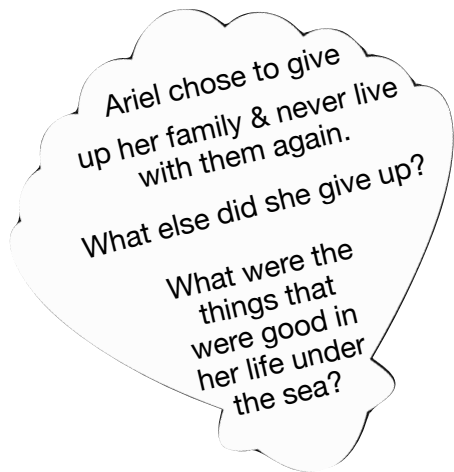


# Classroom Activities

## Overcoming Obstacles:

Overcoming obstacles can be difficult. We love to see *characters* struggle against problems — not knowing whether they will succeed or not. By watching individuals battle against powerful obstacles and then overcome them, we gain courage to overcome difficulties in our own lives. Ask your students questions from the clamshell cards below. What obstacle have they overcome that are similar to Ariel's?

*“As long as you live under my reef, you’ll obey my rules!”* – Triton



*“I’ve got, gizmos & gadgets a-plenty. I’ve got, whozits & whatzits galore.”*

## Why do you think she wanted more??

Ariel collects nick knacks while going on explorations with her friend, Flounder. She keeps all of her finds in a secret cave that no one knows about except the two of them. She keeps things cluttered all over the shelves of the cave, but there is still a specific spot for each item. She keeps all this stuff even though it is not needed for her underwater life. She hides it all because she knows people would not understand her **obsession** for these items.

Have students research **Disposophobia & Obsessive Compulsive Disorder**. Afterwards, as a class split into teams & **debate** if Ariel suffered from them.

## Confronting Prejudice

We see examples of **prejudice** and **stereotyping** in the opening scene of **The Little Mermaid**, as Prince Eric and the sailors sing of King Triton and his **mer-people** without ever having met them. In **The Little Mermaid**, the mer-folk and the humans feel prejudice towards each other. If you break the word “prejudice” down to its parts, you get “pre-judging” or judging before you have all the facts. Prejudice creates stereotypes, which are **simplified** and **distorted** views of a group. The only way to fight prejudice & stereotypes is through greater **empathy**, or **identifying** with the feelings & **situation** of another person. At the end of **The Little Mermaid**, the humans and mer-folk come together for a common goal: celebrating the **bond** created by Ariel and Prince Eric.

- Split your class into pairs. Each pair has three minutes to find out as much as they can about each other. Afterwards students introduce their partners to the rest of the group.
- What do you have in common? What are your differences?
- How can empathy with another's view point help to bridge the gap between people? How can **ignoring** another's viewpoint lead to create prejudice?
- Look at newspaper or Internet articles about how **cultural misunderstandings** can create prejudice. Discuss a time when someone they know has ever been the **victim** of prejudice. Ask if they ever felt prejudice towards someone else? How did they overcome it?



**Common Core Standards for English Language Arts and Literacy RL.9.** Compare and contrast the adventures and experiences of characters in stories. **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. **North Carolina Essential Standards, Information and Technology Standards 2.TT.1.1:** Use a variety of technology tools to gather data & information.

# Myths & Mermaids Around The World

There have been many different beliefs about mermaids around the world. In Ireland, some people used to think that on St Patrick's Day old women were turned into mermaids and thrown into the sea. Another idea was that if humans and mermaids had children together, their children would find it hard to sleep at night and were haunted by the sound of the sea.

It was widely believed that if you looked at a mermaid you would have bad luck. If however you managed to get something that belonged to a mermaid then you would share their magic powers.

These are some of the names that have been given to mermaids throughout the centuries from stories and films in different parts of the world. Using the map below, pair each mermaid with her homeland. How long would it take you to travel to each of the Mermaid's homelands?

**HOLLYWOOD**  
*Ariel*

**SCOTTLAND**  
*Selkie*

**ENGLAND**  
*Miranda*

**RUSSIA**  
*Rusalka*

**HOLLAND**  
*Mensje*

**GERMANY**  
*Nixe*

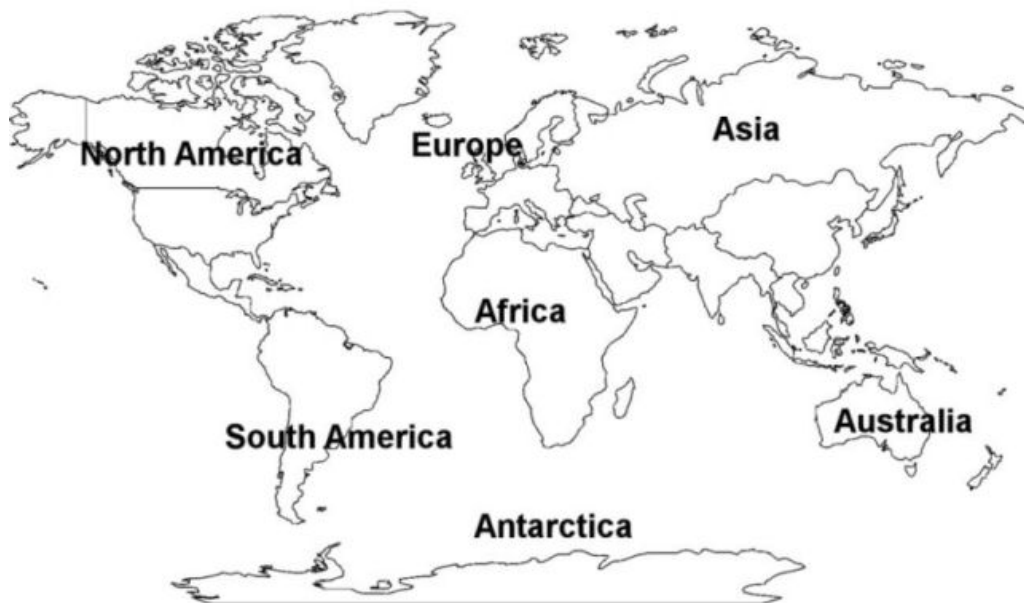
**FRANCE**  
*Udine and Melusine*

**GREECE**  
*Artemis*

**JAVA**  
*Loro Kidul*

**LAPLAND**  
*Akkriva*

**THE CARIBBEAN**  
*Mama Alo*



There have always been tales of Mermaids. Long ago Mermaids were known as Morgans, people thought they were dangerous & lived in castles under the sea. Hans Christian Andersen, was one of the first writers to change this image of mermaids when he wrote the book, *'The Little Mermaid'*.

**Research Hans Christian Andersen** - find out where he lived, when he was born etc. When you have finished with your research, figure out which of the following fairy stories was written by Hans Christian Andersen and underline them. How are they similar? How are they different? Put a check next to the stories you have read.

The Emperor's New Clothes

The Snow Queen

The Red Shoes

The Princess And The Pea

Cinderella

Sleeping Beauty

Snow White And The Seven Dwarves

The Ugly Duckling

Thumbelina

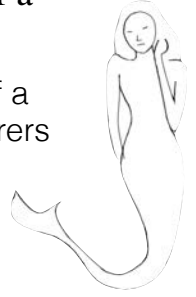
**Walt Disney was a great fan of Hans Christian Andersen's work.** How many of the fairy tales in the list have been made into films? Why do you think fairy tales are so suitable for animated films?



**Common Core Standards for English Language Arts and Literacy RL.9.** Compare and contrast the adventures and experiences of characters in stories. **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. **North Carolina Essential Standards, Information and Technology Standards 2.TT.1.1:** Use a variety of technology tools to gather data & information. **Social Studies 1.G.1:** Use geographic representations, terms and technologies to process information from a spatial perspective.

“One of our company, looking overboard, saw a mermaid...her body as big as one of us; her skin very white and black hair hanging down behind...they saw her tail, like the tail of a porpoise...” (from The New York Times, November 4, 1888, quoted from Henry Hudson)

Throughout history, sailors have spoken of mysterious creatures – with the head & torso of a human and the tail of a fish –who live in beautiful cities beneath the waves. Famous explorers like Christopher Columbus & Henry Hudson wrote about them in their ship logs.



## Make Your Own Mermaid Myth!

Write out your plan on the Mermaid Worksheet

### CHARACTERS

*(Who is going to be in your story?)*

### SETTING

*(Where is it going to happen?)*

BEGINNING *(How is it going to start?)*

MIDDLE *(What is going to happen in your story?)*

END *(How is it going to end?)*



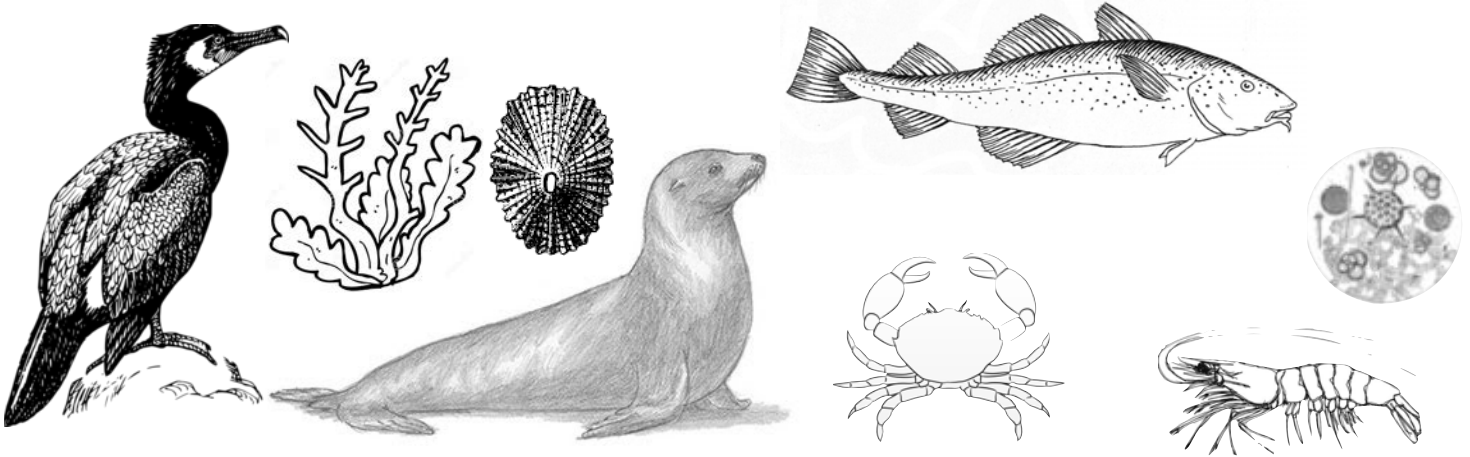
**North Carolina Essential Standards in Visual Art: 2.V.2.3:** Create art from real & imaginary sources of inspiration. **3.V.1.2.** Understand that artists use their art to express personal ideas. **4.V.1.2.** Apply personal choices while creating art.

# Under the Sea

Just as humanity is made up of diverse cultures and races, the sea holds thousands of creatures of every shape and size. Every living thing needs to eat to stay alive. This is the same for things that live in the sea. \_\_\_?\_\_\_ eat algae, \_\_\_?\_\_\_ eat limpets & \_\_\_?\_\_\_ eat crabs. This is called a food chain.

## Research Activity:

Find out what name goes with each creature shown. Cut out the creatures, color them in & stick them onto a large sheet of paper, and draw arrows to show who is eaten by who. Remember, all food chains start with a plant.



**LIMPET PLANKTON SHRIMP SEAWEED SEAL CRAB FISH CORMORANT**

The ocean contains rich and vital **ecosystems**. Entire communities literally live off the **bounty** of the sea & close to one **billion** people around the world depend of the ocean for **nutrition**. With a partner or in small groups, talk about what would happen to your food chain if the following things happened:

- The fish were **poisoned**?
- The seals were hunted and made **extinct**?
- There were too many shrimp?
- The seaweed was coated by oil from an **oil slick**?
- Too much fishing was going on and most of the **cod** disappeared?
- How would this change things?

## Action!

Pretend that you and your partner(s) are reporters for a newspaper or a television program. It's your job to tell everyone about the dangers of **pollution** in the sea and how it affects the food chains. Together, write a news bulletin (no more than 150 words) on the problems that face sea life. When you have written your bulletin, draw pictures to show the problems. You could present your final copy either as a newspaper article, or you could record it as a radio or television show. Remember though, it's your job to try and stop people from polluting our seas...Good luck!

## Word Builder

See how many words you can make using the letters from UNDER THE SEA.

11+ words would make Ariel proud!



**North Carolina Essential Standards 3.G.1.4:** Explain how the movement of goods, people & ideas impact the community. **NC Essential Standards Science K.P.1:** Understand the positions & motions of objects & organisms observed in the environment.



# Art & Classroom Activities



## Hand Print Flounder & Foot Print Mermaid or Merman!

Apply the paint using a soft brush or your finger tip. Ensure the paint is not too dry or too thick. Press the hand or foot firmly on the paper and apply pressure. Try to remove the hand swiftly to avoid smudging. If you use the correct consistency of paint, you should still notice little lines representing the texture of the hand. I often find that the first print does not always work well as the skin soaks up much of the moisture. If this is the case, simply 'take two'...or three...or four! :) \*Important: Use only non-toxic,

water based paints or inks. \*\*



**Hanging Jelly Fish!** Color an upside down paper bowl or shower cap and glue matching ribbons to their bellies; then add goggly eyes make them come alive.



**Octopus!** Inflate a colored balloon, glue on matching ribbons and goggly eyes & hang it from the ceiling of your classroom!

*"My heart's an open book.*

*You'd see it all at once, if only you would look"*



## Expressions

When Ariel gives her voice to Ursula as part of her **contract**, she has to communicate by body language alone. Eye contact is a particularly good way of letting other people know how you are feeling or what you are thinking.

Look carefully at the eyes in the drawings below. What message do you think is being **conveyed**? Draw suitable mouths to match the eyes on a piece of paper. Cut them out and place them on the faces. Change them round. Is a different feeling created?



## January 20th - *The Little Mermaid* Day!

Show your support for Thalian Association Community Theatre, on the opening day of the show and dress as your favorite *The Little Mermaid* character! Teachers can join in too! Decorate your classroom using seashells, starfish, student poems, artwork & some of the ideas above. The possibilities are endless!

## Under The Sea in my Classroom Contest!

Take a photograph of your classroom & students in their costumes and email them to us to enter: Under The Sea in my Classroom on *The Little Mermaid* Day! Complete details on page 10.



**North Carolina Essential Standards in Visual Art: 2.V.2.3:** Create art from real & imaginary sources of inspiration. **3.V.1.2.** Understand that artists use their art to express personal ideas. **4.V.1.2.** Apply personal choices while creating art. **5.V.3.3.:** Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology. **National Standards for Arts Education Visual Arts 3.V.1.2.** Understand that artists use their art to express personal ideas.



# How is a ship like a theatre?

Below find the definitions of sailing terms you'll hear during

*Disney's The Little Mermaid*, along with a glossary of theatre definitions:

## THEATRE TERMINOLOGY

**Backstage:** any part of the stage not in the acting area during a performance.

**Book/Libretto:** "text" of a musical.

**Cast:** the group of actors & performers working on a show.

**Deck:** another term for the stage area.

**Designers:** (scenic, lighting, sound, costume, makeup) artists who create the physical environment for a play or musical.

**Director:** works with collaborators to interpret and oversee a theatrical production. The director is "captain of the ship" in terms of a show's artistic vision.

**Intermission:** the interval between acts that allows audience members to stretch their legs.

**Producer:** the driving force behind the show, assembles the artistic team, oversees all aspects beyond the stage.

**Rehearsal:** a time for the performers to learn their parts and their blocking.

**Rigging:** fixing lighting, sound and scenic devices to the theatre structure.

**Wings:** offstage areas right and left of the stage. This area is not seen by audience members in most theaters and is shielded by fabric or panels.

## SAILING TERMINOLOGY

**Anchor:** a heavy object, usually a shaped iron weight, lowered by cable or chain to the bottom of a body of water to keep a boat from drifting.

**Bow:** the front of the ship.

**Deck:** a platform extending horizontally from one side of a ship to the other.

**Fathom:** the unit of length used to measure the depth of water, equal to 6 feet or 1.8288 meters.

**Flotsam:** the floating wreckage of a ship.

**Jetsam:** cargo thrown overboard to lighten a ship in danger.

**Leeward:** the direction away from the wind.

**Port:** the left-hand side of a ship.

**Rigging:** the arrangement of masts, spars, and sails on a sailing vessel.

**Sail:** a large piece of fabric designed to be hoisted on a sail boat to catch the wind and propel the boat.

**Sea Shanty:** as *The Little Mermaid* begins, we hear the sailors sing a sea shanty. Sailors created these rhythmic songs to lighten their often tedious work.

**Starboard:** the right-hand side of a ship.

**Stern:** the rear end of a ship, opposite to the stem, or prow.

**Windward:** the direction toward the wind.

## Beyond the Stage

After seeing *The Little Mermaid*, create a review of the show. These can be in written form or they can be used as the basis for a group discussion. If you were going to tell a friend about the performance, explore the main story using these suggested points:

- Describe one of the actor's performances and discuss how that performance added to your enjoyment of the show.
- Describe the costumes. How did it help to tell the story? What did the costume tell the audience about the character?
- Describe the sets. How did it create the world of the story?
- What point did the director or playwright try to make? What main idea were they trying to convey to the audience? Were they successful? Explain?
- Describe the music. Was it memorable? How did the music add to the mood? What did the songs add to the characters?



**North Carolina Essential Standards in Theatre Arts 3.A.1.2:** Evaluate formal or informal theatre productions. **N.C. Common Core Standards for English Language Arts and Literacy L1.4a:** Use sentence-level context as a clue to the meaning of a word or phrase. **Essential Standards Theatre Arts A.CU.1** Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.

**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!**

### 2016 - 2017 Upcoming Shows:

#### **Really Rosie**

February 24 - March 5, 2017

Free Tickets for Teachers February 23rd

#### **A Chorus Line**

April 28 - May 7, 2017

Free Tickets for Teachers April 27th

Hannah Block Historic USO/Community Arts Center

120 South 2nd Street (Corner of Orange)

# Under The Sea in my Classroom!

## Classroom Contest!

Choose your favorite Under the Sea Arts & Crafts and get to work decorating your classroom, using recycled materials (cardboard, paper, old plastic toys, etc.) Draw, paint, sculpt, glue or cut and paste magazine pictures to create your super-cool, Under The Sea Classroom! Take a photograph of your classroom & students in their costumes and email them to us to enter the: Under The Sea in my Classroom Contest! **10 winners will be selected & displayed on our Facebook page starting Wednesday January 25th.** The entry with the most "likes" by noon **Friday January 27th** wins two free tickets to our special preview night of **Really Rosie, Thursday February 23rd** and **one free theater arts class for your entire classroom!** How FUN is THAT?

Email: [chandler.davis@thalian.org](mailto:chandler.davis@thalian.org)

Deadline for entry is **Tuesday January 24th, 2017**

All entries must include: Student's name, age, parent's names, name of school, grade and teacher's name.



**North Carolina Essential Standards in Visual Art: 2.V.2.3:** Create art from real & imaginary sources of inspiration. **3.V.1.2.** Understand that artists use their art to express personal ideas. **4.V.1.2.** Apply personal choices while creating art. **5.V.3.3.:** Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology. **North Carolina Essential Standards in Social Studies 2.C&G.2.2** Explain why it is important for citizens to participate in their community.

## About Our Artwork

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**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?



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## About Me:

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Teacher's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Contact #: \_\_\_\_\_ School Name: \_\_\_\_\_