



The B Street Theatre
School Tour
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Teacher's Guide

HISTORY EXTRAVAGANZA 3

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BEFORE THE PLAY

FEATURING

The Adventures of Juan Cabrillo by Nova Roden, Catheryn Gates Elementary School

Medieval Madness by Jalen Joyce and Jeremiah Vakarau, Taylor Street School

The Quest by Maris Leong, Catheryn Gates Elementary School

Hades and Persephone: by Brian Sanderson and Sarya Tanikella, Taylor Street School

THEMES: History; Geography, Myths & Folktales, Character Counts, Anti-Bullying

THEATRE TERMS

VISUAL & PERFORMING ARTS

3.0 Historical & Cultural Context

Make sure you know the following terms so you can use them later.

SCRIPT: The written play that tells actors what to say and what to do.

ACTORS: The people who say the words and do the actions on stage.

CHARACTER: The person or thing that an actor pretends to be or portrays.

DIRECTOR: The person who tells the actors how to say the words and how to do the actions.

SCENERY or the SET: The backdrops, furniture, and other pieces that show the audience where the play is happening.

COSTUMES or WARDROBE: The clothes and other things an actor wears to show who they are.

PROPS: The things that actors use (such as a book or broom) during the play.

SOUND: The sound effects (like a doorbell or thunder) that help to tell the story.

LIGHTING: The lights that help the audience to see the actors and scenery on the stage.

THEATER: The place where a play is performed. It is from the Greek word *THEATRON*, which means “*watching place*”.

DISCUSSION QUESTIONS

SPEAKING & LISTENING: Comprehension & Collaboration

K.1 1.1 2.1 3.1 4.1 5.2

SPEAKING & LISTENING: Presentation of Knowledge & Ideas

K.4,6 1.4,6 2.6 3.6 4.6 5.6

VISUAL & PERFORMING ARTS

1.0 Artistic Perception

1. When you go to the library, you see that there are books put into a FICTION section and books put into a NONFICTION section. What is the difference between FICTION and NONFICTION?
2. You will meet some of the following people during the play. As a class, compile what you know about one or more of them without doing any research: Juan Cabrillo, Hernan Cortez, Hatshepsut, King Arthur, King Alfred, the Kumeyaay People, Hades, Persephone
3. Introduce the terms listed in the Theatrical Terms list provided. Can you give examples of these terms from plays or movies you've seen?
4. What are the differences between myths, legends, and true stories? How are they similar? Can true stories become legends? Can legends be proven true?
5. What is a leader? How can a person become a leader? What makes a person a good or bad leader? What does it take to be accepted as a leader by others? (You may want to record these answers for later discussion.)

DURING AND AFTER THE PLAY

DURING THE PLAY

AUDIENCE BEHAVIOR

While watching a live theatre performance, it is important to sit quietly and listen. It does not mean that you need to be silent. Be sure to laugh at the funny parts (or cry at the sad parts), and certainly applaud at the end! Actors love it when an audience is involved with the show by actively watching and listening.

DISCUSSION QUESTIONS:

SPEAKING & LISTENING: Comprehension & Collaboration

K.2 1.2 2.2 3.2,3

SPEAKING & LISTENING: Presentation of Knowledge & Ideas

K.4,6 1.4,6 2.6 3.6 4.6 5.6

VISUAL & PERFORMING ARTS

1.0 Artistic Perception

4.0 Aesthetic Valuing

5.0 Connections, Relationships, Applications

1. Which was your favorite character or story from the play and why? Which was your least favorite and why?
2. Refer back to the Theatrical Terms list on page 3. What examples of these terms did you find in the play?
 - a. What did you think of the scenery, costumes, and props? Did they help you understand the stories that were told? Why or why not?
 - b. How did the music and sound effects used during the show help you understand the stories being told?
 - c. What else did you learn about theatre from seeing the play?
- 2 What themes or ideas did the playwrights develop throughout the play?
- 3 Choose one or more of the stories you saw during the play and answer the following questions:
 - a. How much of this story did you already know? What was new to you?
 - b. How were the events and characters presented? How did this differ from the way you imagined or understood the events and characters to be?
 - c. If you were to research the people and events from this story to figure out what was fact and what was fiction, where would you start?
- 4 Which characters were presented as leaders? Which characters wanted to be leaders and how did they try to become leaders?

CLASSROOM ACTIVITIES

VOCABULARY

LANGUAGE: Vocabulary Acquisition and Use

2.4,6 3.4 4.4 5.4

READING (Foundational Skills): Phonics and Word Recognition

2.3 3.3 4.3 5.3

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

Activity 1: Vocabulary Extravaganza!

The following words can be used in discussion of the play and in other activities.

- | | | |
|-------------|----------------|----------------|
| 1. Journey | 7. Treasury | 13. Elusive |
| 2. Rescind | 8. Authority | 14. Mission |
| 3. Outrage | 9. Revenge | 15. Missionary |
| 4. Disgrace | 10. Advisor | 16. Glory |
| 5. Banish | 11. Expedition | 17. Treason |
| 6. Mutiny | 12. Scour | 18. Garrison |

Use a DICTIONARY to do the following:

- Define each word and identify its part(s) of speech
- Divide each word into syllables and identify its root and language of origin plus any prefixes or suffixes. Can you add any prefixes or suffixes to make different words?
- Do any of these words have multiple meanings or usages? How do you know which meaning the author or speaker intends?
- Choose five of these words and see if you can use each in a sentence

Activity 2: Ready, Set, Spell!

Use the words H I S T O R Y E X T R A V A G A N Z A to spell as many words as you can.

Example: You can spell RAG, TAN, and TEA

Here are some words you can spell using only those 19 letters.

- | | | | | |
|--------|------|-------|-------|-------|
| it | tag | get | night | at |
| hat | tart | ate | not | eight |
| native | yet | that | rye | vein |
| vat | van | rain | gain | vane |
| zit | ran | stain | train | ten |
| extra | his | try | tie | horn |
| eat | tan | trot | right | torn |

Have your students compare their lists:

- How many words in common do you have?
- How many rhyming words do you have?
- How many homophones do you have?
- How many verbs? How many nouns?

CLASSROOM ACTIVITIES

Activity 3: Share Your Journey

WRITING: Text Types and Purposes

1.3 2.3 3.3 4.3 5.3

In the play, Juan Cabrillo and Hernan Cortez go on journeys to explore the Americas. They meet new people, eat new foods, and see new plants and animals.

Describe in writing a time when you went on a journey to a place you had not been before. Where did you go? How did you get there? What was new to you and what was the same as where you had been? Who did you meet and what were they like? What foods did you eat? Share your experience with the class.

SPEAKING AND LISTENING

SPEAKING & LISTENING: Comprehension and Collaboration

SPEAKING & LISTENING: Presentation of Knowledge and Ideas

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

Listen carefully to your classmates' presentations and ask them questions.

WRITING

WRITING: Production and Distribution of Writing

1.5 2.4,5 3.4,5 4.4,5 5.4,5

WRITING: Range of Writing

LANGUAGE: Conventions of Standard English

LANGUAGE: Knowledge of Language

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

Be sure to revise and edit what you write.

Activity 4: Telling Tales

WRITING: Text Types and Purposes

2.3 3.3 4.3 5.3 6.3

WRITING Research to Build and Present Knowledge

2.7,8 3.7 4.7 5.7 6.7

VISUAL & PERFORMING ARTS

2.0 Creative Expression

HISTORY AND SOCIAL SCIENCE: People Who Make a Difference; Continuity and Change, California: A Changing State, Making a New Nation; Ancient Civilizations

The story of Hades and Persephone is a myth from ancient Greece that explains why we have seasons. Throughout history, different cultures have passed down myths from generation to generation. Myths teach important lessons and values and help explain things about the world that are hard to understand.

Divide the class into groups and have each group read a myth from a culture you are studying and analyze it together using the following questions:

- Who does the myth depict and why?
- What question is the myth trying to answer?
- What values or morals does it teach?

Have each group create a myth of its own to share with the class as a play or short story. As a prompt, you may want to have each group start with a question that no one knows the answer to.

Activity 5: Making History

WRITING: Text Types and Purposes

3.3 4.3 5.3 6.3 7.3

WRITING Research to Build and Present Knowledge

3.7 4.7 5.7 6.7 7.7

HISTORY AND SOCIAL SCIENCE Continuity and Change, California: A Changing State, Making a New Nation; Ancient Civilizations, Medieval and Early Modern Times

As far back as ancient Greece, History was a type of literature just like Poetry and Drama. Like a drama, a history can focus on the actions of one person so much that the actions of others are left out.

As a class or in groups, choose an event from the history of a culture you are studying and look at how multiple history books describe this event. Which people appear most important? Who is left out? What facts are not known? Do the books differ in how they describe the event? How so? See if you can write a history of the event from a different perspective.

CLASSROOM ACTIVITIES

HISTORY & SOCIAL SCIENCE

HISTORY AND SOCIAL SCIENCE

People Who Make a Difference; Continuity and Change, California: A Changing State, Making a New Nation; Ancient Civilizations

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

Activity 6: On the Map

As Juan Cabrillo, Hernan Cortez, and other explorers made their expeditions into lands new to them, they made maps to show others what they had found. They marked coast lines, villages, and natural features while giving them Spanish names that still survive today. Colonizers and missionaries who came after them used these maps to settle the land for Spain.

Find a map of a place you know or a place you would like to go and look at how it is marked:

- How do you know where the land is and where the water is?
- How do you know where homes, businesses, roads, and green spaces are? Are you looking at a map of a city, small town, or rural area?
- What specific places are marked? Museums? Theatres? Stadiums? Stores? Parks? Bus or train stops?
- Why do you think these places are marked and not others?
- What kind of names do they have?

Use what you have learned to draw a map of a real or imaginary place. Show it to the class.

Activity 7: Her Majesty

Like Hatshepsut in Egypt, many nations and civilizations throughout history have had female rulers. Many cultures also have female goddesses who wield great supernatural power. Choose a ruler from the list below, or another that you know of, and answer the questions that follow.

Catherine the Great
Empress Wu Zetian
Rani Rudrama Devi
Nanyehi or Nancy Ward

Isabelle I of Spain
Empress Theodora
Empress Suiko
Eleanor of Aquitaine

Athena
Elizabeth I
Nefertari
Eurydice

- How did she become the ruler of her people? How did she leave or lose power?
- What did she do during her reign? What impact did she have on her people?
- What qualities made her a successful ruler? What qualities made her unsuccessful?
- How is she remembered or depicted in history books and why?

CLASSROOM ACTIVITIES

ANTI-BULLYING AND CHARACTER COUNTS

SPEAKING & LISTENING: Comprehension & Collaboration

K.2 1.2 2.2 3.2,3

SPEAKING & LISTENING: Presentation of Knowledge & Ideas

K.4,6 1.4,6 2.6 3.6 4.6 5.6

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

7

Anti-Bullying Thematic Questions for *History Extravaganza 3*

1. Which characters in the story are bullies? Which characters get bullied?
2. What did the characters do to bully each other? Why are these types of behavior unacceptable?
3. In what ways do people exercise power and influence over us? How do they gain this power?
Make a list as a class. Come up with examples for each item on your list or the suggestions below.
 - a. Through their position of authority?
 - b. Through our respect, trust, love, or admiration of them?
 - c. Through rational or logical persuasion? Reference to morals or principles?
 - d. Manipulation or intimidation? Force?
4. Which items from your list made in question 3 do you think bullies use?
5. How can refusing to listen to another person's concerns or opinions be a form of bullying? What happens to a friendship when one friend must always have his/her own way?

Character Counts Thematic Questions for *History Extravaganza 3*

Leadership:

1. Which characters in the play were good leaders? Which characters were bad leaders and how could they have been better leaders?
2. Name some leaders you have studied in history. What did they do and why did people follow and support them?
3. What qualities do you think good leaders have? (Refer to your answers to Pre-Show Question 5 if you like.) Did you see these qualities exhibited by any of the characters? What can you do to develop these qualities?
4. Why didn't Senenmut and Thutmose III want Hatshepsut to be Pharaoh? What factors should and should not be used to decide if a person should be a leader?
5. If you do not like the way a leader leads, what can you do?
6. What should you do if you do not agree with what a leader is trying to achieve?

Cooperation and Communication:

1. What does it mean to cooperate with someone? When was the last time you cooperated with someone to get something done? What did you do?
2. When during the play did characters cooperate and what happened because of this? What happened when characters refused to cooperate?
3. To communicate means to share or exchange information or ideas with someone through spoken or written words, gestures, or actions. In order to communicate well, you have to be able to both make your own ideas understandable and listen to others' ideas. Which characters in the play communicated well and how did they do so?
4. What would have happened if...
 - a. Junipero had learned the Kameyaay language while the Kameyaay people learned his?
 - b. Thutmose III had told Hatshepsut that he did not think she should be Pharaoh?
 - c. King Arthur had asked King Alfred for food for his people instead of taking it by force?

RESOURCES & ADDENDA

FURTHER READING & LEARNING

Electronic Resources

The Kumeyaay of Southern California
<http://www.kumeyaay.info/kumeyaay/>

Women in World History Curriculum
<http://www.womeninworldhistory.com/index.html>

In Search of Myths and Heroes: King Arthur
http://www.pbs.org/mythsandheroes/myths_four_arthur.html

California Missions Resource Center
<http://www.missionscalifornia.com/>

Online Activities

Myths Writing Workshop with Jane Yolen: A Writing with Writers Activity
<https://www.scholastic.com/teachers/activities/teaching-content/myths-writing-workshop-jane-yolen-writing-writers-activity/>

Hispanic History in the Americas
<https://www.scholastic.com/teachers/activities/teaching-content/hispanic-history-americas/>

Oral History: A Writing Workshop
<https://www.scholastic.com/teachers/activities/teaching-content/oral-history-writing-workshop/>

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LANGUAGE

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Production and Distribution of Writing: 6
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SPEAKING & LISTENING

Comprehension & Collaboration: 3, 4, 6, 8
Presentation of Knowledge & Ideas: 3, 4, 6, 8

HISTORY AND SOCIAL SCIENCE

People Who Make a Difference: 6, 7
Continuity and Change: 6, 7
Making a New Nation: 6, 7
Ancient Civilizations: 6, 7
Medieval and Early Modern Times: 6, 7

VISUAL AND PERFORMING ARTS

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Vocabulary Extravaganza!

Word Search

Find these words in the word search.

- | | | |
|-------------|----------------|----------------|
| 1. Journey | 7. Treasury | 13. Elusive |
| 2. Rescind | 8. Authority | 14. Mission |
| 3. Outrage | 9. Revenge | 15. Missionary |
| 4. Disgrace | 10. Advisor | 16. Glory |
| 5. Banish | 11. Expedition | 17. Treason |
| 6. Mutiny | 12. Scour | 18. Garrison |

M Q R N N M U T I N Y A R N A
Z I Q E O O H S D X L U H O D
D H S C V S I N C D H T E S V
P R X S I E I S N O X H Q A I
P X P N I C N R S C U O T E S
L L A R S O T G R I F R Y R O
B B J E L B N D E A M I E T R
B A R U I L I A L Y G T N B E
S F Y R U S A E R T K Y R W P
U F B L G H Y K B Y T V U G H
O U T R A G E C U G Q O O L D
I C A K E V I S U L E I J O X
E C T E X P E D I T I O N R O
E R B C Y K E U B X M T N Y O
T R Z R A C I X O A F T Y P Q

SCHOOL MATINEES

You come to us!

"My kids absolutely loved it, as did the adults!"

- 8th Grade Teacher, Arcade Fundamental Middle School



THE GARDEN OF RIKKI TIKKI TAVI

September 29 - November 4, 2016

In this wild comic adaptation of Rudyard Kipling's famous book, the loveable mongoose Rikki Tikki Tavi squares off against Nag, the fearsome cobra. Ages 6 and up.

ROBIN HOOD

November 17 - December 23, 2016

This action packed adventure brings to life the story of Robin Hood and his merry men as they steal from the rich to give to the poor. Featuring sword play, chivalry and lots of laughs! Ages 6 and up.

GOING WEST: THE STORY OF THE TRANSCONTINENTAL RAILROAD

February 23 - March 31, 2017

This original work celebrates the men and women who made history by joining our vast nation together - from sea to shining sea! Ages 10 and up.

JUNIE B JONES IS NOT A CROOK

April 20 - May 26, 2017

B Street Family Series beloved favorite Junie B. Jones is back with an all new adventure. Join us for this delightful adaptation of Barbara Park's endearing book. Ages 5 and up.

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WORKSHOPS & RESIDENCIES

We come to you!

"We've enjoyed the B Street Playwriting experience tremendously!"

- 6th Grade Teacher, Encina Preparatory High School

Introduction to Playwriting

Single interactive 90-Minute Playwriting Workshop designed to inspire and empower students to write their own plays.

Playwriting Towards Production

Three interactive 90-Minute Playwriting Workshops designed to lead students from inspired ideas to completed drafts of original plays.

After-School Workshops & Residencies

Our Teaching Artists will tailor your after-school program to suit your organization's needs. Participants:

- Learn theatre games and exercises!
- Develop communication and performance skills!
- Perform plays either from their own writing or from B Street's own catalog of scripts!



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SCHOOL TOUR

We come to you!

"Our students laughed and were completely engaged the moment we were seated."

- 2nd Grade Teacher, St. James School



FANTASY AMERICANAI!

October 24 - November 23, 2016

A celebration of American Folk Tales & Legends! From the Little Big Horn, to the Top of Old Smoky, to the Legend of Blackbeard! The Pirate - these tried and true tales are guaranteed to keep you engaged and in stitches!

FANTASY AMERICANAI - WITH A TWIST!

November 28 - December 23, 2016

The B Street School Tour performers add our traditional holiday twist to these classic tales!

HISTORY EXTRAVAGANZA 3

January 16 - March 10, 2017

From Ancient Greece to the California Gold Rush, from Medieval Europe to the Making of a New Nation, and onto the Industrial Revolution! Enjoy this veritable buffet of select plays written by students of ALL grade levels based on topics tied directly to curriculum.

FANTASY FESTIVAL 31

March 27 - June 2, 2017

Now in our 31st year! The winning plays of our annual playwriting contest for kids. Behold the extraordinary results of putting a professional theatre's staff at the service of young writers' talents.

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