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Beauty and the Beast

By Dave Pierini

Teacher's Guide

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A Note on Sources: "Beauty and the Beast" is a classic fairy tale first published in 1740 by the French author Gabrielle-Suzanne Barbot Villeneuve. Villeneuve rendered the story into a long novel with multiple subplots. Jeanne-Marie La Prince de Beaumont published her own, shortened version of Villeneuve's telling in 1756. This is the version from which most other modern adaptations, including Dave Pierini's, originate.

BEFORE THE PLAY

SYNOPSIS

When the handsome, hot-tempered Prince Tristan and his servant Pascal cross a mysterious old Crone, she curses Tristan to live forever as a hideous Beast and Pascal as a dog unless the Beast marries within a year. The following December, Pascal prevents the Beast from devouring an ungrateful house guest by insisting that he allow one of his daughters to spend the holidays with the Beast in exchange for his life. When the man's younger daughter Belle learns of this, she immediately comes to the mansion on her father's behalf. Belle and the Beast form a powerful bond that not even her sister's outrageous jealousy can sever, and she marries the Beast—lifting the curse.

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 portrays.

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

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

WARDROBE (COSTUMES): The clothes and other things that actors wear to show who they are.

PROPS: The things that actors use (such as a book or a 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*”.

THEMES: Character Counts, Trust, Bravery, Forgiveness, Classical Literature

DISCUSSION QUESTIONS

LISTENING & SPEAKING 1.0 Strategies: Comprehension
K:1.2 3:1.3 4:1.1 5:1.2

LISTENING & SPEAKING 1.0 Strategies: Organization and Delivery of Oral Communication

1:1.4 2:1.6 5:1.5

VISUAL & PERFORMING ARTS

1.0 Artistic Perception

1. What is the difference between a live play and a movie?
2. Introduce the terms listed in the Theatre Terms list provided. Can you give examples of these terms from plays or movies you've seen?
3. What does it mean to adapt a story into a movie or play? Compare and contrast the adaptations of *Beauty and the Beast* that you have read or seen.
4. Have you ever had a family member who needed help? What did you do? How did you help this person?
5. Think of someone you consider “beautiful” and list his or her most important characteristics. What makes this person beautiful?

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:

LISTENING & SPEAKING 1.0 Strategies: Comprehension

K:1.2 3:1.3 4:1.1 5:1.2

LISTENING & SPEAKING 1.0 Strategies: Organization and Delivery of Oral Communication

1:1.4 2:1.6 5:1.5

VISUAL & PERFORMING ARTS

1.0 Artistic Perception

4.0 Aesthetic Valuing

5.0 Connections, Relationships, Applications

1. Who were the main characters? How do you know?
2. Refer back to the Theatre 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 to understand the stories that the actors told? Why or why not?
 - b. How did the music or sound effects used during the show help you to understand the stories being told?
3. Compare and contrast Dave Pierini's adaptation of *Beauty and the Beast* to the others you discussed before the show or other adaptations you have seen.
 - a. What did he add to the story? What did he leave out?
 - b. How do Dave's additions, omissions, or changes to the story affect the story as a whole? How do they change the moral of the story and its themes?
4. Describe how you think Belle, the Beast, Magette, or the Crone would define "beautiful." Do their definitions change throughout the play? How so?
5. How does the Beast change throughout the story? Why does he change?

CLASSROOM ACTIVITIES

Comprehension Check

LISTENING & SPEAKING 1.0 Strategies: Comprehension

K:1.2 3:1.3 4:1.1 5:1.2

LISTENING & SPEAKING 1.0 Strategies: Organization and Delivery of Oral Communication

1:1.4 2:1.6 5:1.5

VISUAL & PERFORMING ARTS

1.0 Artistic Perception

Check your students' understanding of the events presented during the play:

1. Why does the Crone turn Tristan into a beast and Pascal into a dog?
2. What would have happened to Tristan and Pascal if Tristan hadn't married Belle?
3. Why does the Father end up in the Beast's castle? Under what conditions is he allowed to leave?
4. Why does Belle go to the Beast's castle?
5. Why are roses so special to the Beast?
6. What hobby do the Beast and Belle share?
7. Why does Magette want to marry the Beast? Why doesn't the Beast marry her?
8. How does the curse get broken?

Vocabulary

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

ACTIVITY 1: WORLD OF WORDS

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

LISTENING & SPEAKING: 1.0 Strategies: Organization and Delivery of Oral Communication

3:1.7

- | | | |
|---------------|--------------|---------------|
| 1. solitude | 6. cower | 11. admirable |
| 2. tremendous | 7. petty | 12. charm |
| 3. companion | 8. fortune | 13. luxury |
| 4. hideous | 9. insult | 14. eligible |
| 5. condemn | 10. carriage | 15. bachelor |

1. Use a DICTIONARY to do the following:
 - a. Define the words and identify their parts of speech
 - b. Divide each word into syllables and identify its roots, prefixes, and suffixes. Can you add any prefixes or suffixes to make different words?
 - c. Do any of these words have multiple meanings? Describe the different meanings.
2. See if you can use any three of these words in a sentence.
3. The following words and phrases were taken from the French language and are often used in English. Define each of them, pronounce it correctly, and use it in a sentence.

madame mademoiselle parfait belle

READING 1.0: Vocabulary and Concept Development

2:1.10

3:1.7-8

4:1.3-4,6

5:1.4

6:1.2-3

CLASSROOM ACTIVITIES

ACTIVITY 2: WHAT WOULD YOU DO?

WRITING: 2.0 Applications

1:2.1 2:2.1 3:2.1 4:2.1 5:2.1

LISTENING AND SPEAKING: 2.0 Applications

K:2.3 1:2.1-2 2:2.2 3:2.1 4:2.1 5:2.1

Use one of the following prompts as the basis for a written story and/or an oral presentation:

- A. Have you ever made a sacrifice for someone like Belle did for her father?
- B. Have you ever felt jealous of someone like Magette? What did you do?
- C. Have you ever lost your temper like Tristan? What did you do?

Present to the class.

LISTENING AND SPEAKING

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

LISTENING AND SPEAKING: 1.0 Strategies:

Organization and Delivery of Oral Communication

LISTENING AND SPEAKING: 1.0 Strategies:

Comprehension

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

WRITING

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

WRITING: 1.0 Strategies: Organization and Focus, Penmanship

WRITING: 1.0 Strategies: Evaluation and Revision

2:1.4 3:1.4 4:1.10 5:1.6 6:1.6

Be sure to revise and edit what you write.

ACTIVITY 3: RAVE REVIEWS!

WRITING: 2.0 Applications

4:2.2 5:2.2 6:2.4

Reviews give insightful and critical opinions on plays that help people decide if they want to go see the play or not. Write a review that gives your honest opinion of B Street's production of *Beauty and the Beast* and tell why people should or should not go see it. Be sure to:

- 1. include a short summary of the play.
- 2. mention actors who performed well (or badly) and any outstanding design features (scenery, costumes, lighting, sound).

ACTIVITY 4: IT'S YOUR TURN

LISTENING AND SPEAKING: 2.0 Applications

3:2.2

LITERARY RESPONSE AND ANALYSIS

2:3.2

VISUAL AND PERFORMING ARTS

2.0 Creative Expression

Write your own adaptation of *Beauty and the Beast*, or another classic children's story of your choosing, as a play. See if you can put your own spin on the story by telling it from a different character's perspective, setting it in a different time or place, or changing the ending.

Present your play to the class. Why did you choose to retell the story the way you did?

ACTIVITY 5: DEAR BELLE

WRITING: 2.0 Applications

2:2.2 3:2.3 5:2.4 6:2.5

LISTENING AND SPEAKING: 2.0 Applications

3:2.1 5:2.1 6:2.4

Write Belle a letter! You can use some of the following prompts or one of your own:

- A. Persuade Belle to go or not to go and live with the Beast in place of her father.
- B. Describe one of your favorite books and explain why you like it.

Share with the class. Were you persuasive enough to convince the audience to agree with your opinion? Why or why not?

CLASSROOM ACTIVITIES

HISTORY

HISTORY AND SOCIAL SCIENCE

A Child's Place in Time and Space 1.4

Continuity and Change 3.2

California: a Changing State 4.2

United States History and Geography: Making a New Nation 5.1,4

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

ACTIVITY 6: WOMEN OF LETTERS

Belle loves to read! When her father was rich, he made sure to educate her so that she could enjoy reading and writing. A mutual love of reading is also one of the first things that helps bring Beauty and the Beast together in the play.

Authors Jeanne-Marie La Prince de Beaumont and Gabrielle-Suzanne Barbot Villeneuve (see note on page 2) are also examples of women who were well educated for their time. They used their education to bring traditional folktales to a wider audience of children through literary adaptation and publication.

Think about a society you have been studying or your own cultural heritage. Create a poster or display that answers the following questions:

1. How much is women's education valued?
2. What, where, how, and by whom are they taught?
3. Provide some examples of how educated women helped to better their society.

ACTIVITY 7: THE BIG DAY

In cultures all over the world, weddings stand for a major rite of passage in a woman's social, religious, and personal life. A wedding is also a major social event within a family and a community, celebrated with specific traditions, customs, and observances.

Think about a society you have been studying or your own cultural heritage. Create a collage or other display that helps to answer some of the following questions:

1. When can a woman marry? Is there an ideal age?
2. Whom can a woman marry and how much say does she have in the choice of her spouse?
3. Does her family pay a dowry or cover the costs of the wedding? What preparations must the groom make?
4. How is the wedding celebrated? Identify both religious and non-religious elements.
5. What wedding customs and traditions are specific to this society or culture?

CLASSROOM ACTIVITIES

SPELLING

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

ACTIVITY 8: WORD MAGIC

READING: Phonemic Awareness

K:1.9-11,13 1:1.4-6 2:1.5

Say the following words from the play aloud:

rose

dog

Belle

Beast

Crone

book

1. Count the number of sounds in each word
2. Identify the initial, medial, and/or final parts of each word.
3. Identify long and short vowel sounds.
4. How many rhyming words can you find for each?
5. Do any of these words have a plural form?

ANTI-BULLYING

HISTORY AND SOCIAL SCIENCE

People Who Make a Difference 2.3.2

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

Thematic Questions for *Beauty and the Beast*

1. Which characters in the story are bullies? Which characters get bullied?
2. What do the characters do to bully each other? Why are these types of behavior unacceptable?
3. According to the play, why did some characters mistreat others? How do you think the characters who bullied others felt about themselves?
4. How did the characters who were bullied react? What did they do to stop others from mistreating them? How else could they have reacted?
5. As seen in the play, people can change; they can learn from their mistakes, find a different outlook on life, and put difficult or traumatic events behind them to move forward.
 - a. Which characters in the play changed and how did they change?
 - b. Did this change affect the way they treated other people? How so?
6. How does your personality, mood, or stress level affect the way you treat people around you? What can you do to make sure that you do not mistreat others even when you are angry, sad, frustrated, or stressed?
7. What are some constructive ways to deal with negative feelings? What are some unconstructive ways?

See if you can answer question 4 by drawing a storyboard. Draw one storyboard showing how a character actually reacted to being bullied, and another to show how he or she could have reacted.

Share with the class.

CLASSROOM ACTIVITIES

CHARACTER COUNTS

HISTORY AND SOCIAL SCIENCE

A Child's Place in Time and Space 1.1

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

Thematic Questions for *Beauty and the Beast*

Trust:

1. What characters from the play would you trust?
2. What characters from the play would you not trust? Why?
3. What would have happened if...
 - a. ...the Beast hadn't trusted Pascal enough to follow his plan?
 - b. ...Pascal and the Beast hadn't believed that their curse would be broken if the Beast married within one year?
4. Have you ever had someone refuse to believe you when you made a promise? What can you do to make sure that people trust what you say you will do?
5. What is a vow? Who makes vows and why? What happens when you break a vow?

Inner vs Outer Beauty:

1. What does it mean to be beautiful? How do you decide whether someone or something is beautiful?
2. List as many phrases or euphemisms as you can, suggesting that someone/thing is or is not beautiful:
 - a. Are any of these phrases particularly kind or mean-spirited?
 - b. When have you used these phrases and why did you use them?
 - c. What does this tell you about the way you judge others?
3. In what ways does Belle find the Beast beautiful, good, and worthy of her love?
4. What can you do to find beauty in the world around you without judging according to physical appearance?

Selflessness:

1. What does it mean to be selfless or to act selflessly? What does it mean to be selfish?
2. Which characters acted selflessly and which characters acted selfishly? What did they do that was selfless or selfish?
3. What sacrifices did the selfless characters make and why?
4. Think of a time when you have acted selflessly or made a sacrifice for someone. How did this make you feel? What did you gain and what did you give up? Why?

Courage and Bravery:

1. Which characters acted bravely and why?
2. Which characters did not act bravely and why?
3. What would have happened if...
 - a. ...Belle hadn't run away to the Beast's castle?
 - b. ...her father hadn't traveled to Marseille (a city in southern France) to claim his cargo, despite his bad health?
4. Where in your life can find examples of people having courage and acting bravely? How do their actions affect you?

CLASSROOM ACTIVITIES

MATH

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

ACTIVITY 9: FUN WITH FOOD

MATHEMATICS: 4.NF 5.NF

Help Pascal make dinner by solving the following math problems.

1. Pascal bakes a chocolate cake and cuts it into 8 pieces. If Belle eats $\frac{1}{4}$ of the cake and the Beast eats $\frac{2}{4}$, how much is left for Pascal? How many pieces did each eat?
2. Pascal buys a bottle of milk. If he uses $\frac{2}{6}$ of the bottle to make soup, and $\frac{1}{6}$ of the bottle is consumed during dinner, how much milk is left?
3. Pascal is trying to make strawberry shortcake for dessert according to the recipe shown, which yields 6 shortcakes. Rewrite the recipe so that it yields 12, 18, and 24 shortcakes. If Pascal prepares enough shortcake for 2 people according to the recipe, how many teaspoons of baking powder will he use? How many cups of flour?
4. Pascal buys 2 cups of butter to cook New Year's Eve Dinner. He needs $\frac{1}{2}$ cup butter to make stuffing, $\frac{1}{4}$ cup for pumpkin pie, $\frac{1}{8}$ cup for mashed potatoes, and $\frac{1}{3}$ cup to eat with the rolls he baked. How much butter will Pascal have left over?
5. Pascal wants to make whipped cream for the shortcake. His recipe calls for $1\frac{1}{2}$ cups of heavy cream, but he only wants to use half as much. If he cuts the recipe in half, how much heavy cream will he use instead?

ACTIVITY 10: GIVE AND TAKE

MATHEMATICS

1.OA 2.OA

Solve the following math problems, referring to the Theatre Terms list on page 3, if needed:

1. B Street needs to paint the set for *Beauty and the Beast*. The painter has 3 cans of yellow paint, 4 cans of red paint, and 2 cans of green paint. How many cans of paint does the painter have?
2. The Beast has 25 books in his library. If he loans Belle 8 books on Monday and 7 books on Tuesday, how many books does he have left?
3. Magette wants her father to buy her lots of presents in Marseille. If he buys her 12 dresses, 16 pairs of shoes, and 11 necklaces, how many presents does he buy for her?

Strawberry Shortcake

Courtesy of Mary Nolan, Food Network

Strawberries:

1 $\frac{1}{2}$ lbs strawberries, stemmed and quartered
5 tbsp sugar

Shortcake:

2 cups all-purpose flour
2 tsp baking powder
 $\frac{1}{4}$ tsp baking soda
2 tbsp sugar
 $\frac{1}{4}$ tsp salt
1 $\frac{1}{4}$ cup heavy cream

Whipped Cream:

1 $\frac{1}{2}$ cups heavy cream
3 tbsp sugar
1 $\frac{1}{2}$ tsp vanilla extract
1 tsp freshly grated lemon zest

ACTIVITY 11: SHIPWRECK!

MATHEMATICS

3.OA:2

4.OA:2

Belle and Magette's father is a merchant who buys and sells goods and must transport his goods by ship. Divide the class into small groups of merchants and have each group make a list of the five items (include quantity and price) that they are carrying on their ships. This type of list is usually called a *manifest*.

Example:

Item	Quantity	Price
bags of salt	4	\$2.00
boxes of nails	5	\$4.50

Shipwreck! Have the groups trade manifests and see if they can calculate how much cargo is lost and how much that cargo was worth.

RESOURCES & ADDENDUMS

FURTHER READING & LEARNING

Electronic Resources

Beauty and the Beast by Jeanne-Marie Laprince de Beaumont (University of Pittsburgh) <http://pitt.edu/~dash/beauty.html>

Strawberry Shortcake Recipes: Food Network

<http://www.foodnetwork.com/recipe-collections/strawberry-shortcake/index.html>

Web Activities

Shmoop www.shmoop.com

Discovering Fairy Tales: A Myths, Folktales, and Fairy Tales Activity

<http://www.scholastic.com/teachers/activity/discovering-fairy-tales-myths-folktales-and-fairy-tales-activity>

Fractured Fairy Tales: A Writing with Writers Activity

<http://www.scholastic.com/teachers/activity/fractured-fairy-tales-and-fables-writing-writers-activity>

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A World of Words

Find these words in the word search.

ADMIRABLE
BACHELOR
CARRIAGE
CHARM
COMPANION
CONDEMN
COWER
ELIGIBLE
FORTUNE
HIDEOUS
INSULT
LUXURY
PETTY
SOLITUDE
TREMENDOUS

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

BOOK EARLY AND SAVE!

B Street Theatre 2013-2014



© Photo by Barry Wisdom

Student matinees you come to us.

Beauty and the Beast

An Original Adaptation

Embark on a magical adventure where love conquers all and beauty is truly in the eye of the beholder. Enjoy a fanciful family treat just in time for the Holidays!

NOVEMBER 15 – DECEMBER 29, 2013

The Conductor: Harriet Tubman and the Underground Railroad

by Jerry R. Montoya

Follow the incredible story of one woman's extraordinary courage and her riveting journey from slavery to freedom.

JANUARY 17 – FEBRUARY 23, 2014

Recommended for children ages 8+

The Adventures of Sherlock Holmes

by Jerry R. Montoya

Sir Arthur Conan Doyle's greatest mysteries spring to life as Dr. Sherlock Holmes cracks the world's most baffling cases and outsmarts the infamous Professor Moriarty!

MARCH 7 – APRIL 13, 2014

Alexander and the Terrible, Horrible, No Good Very Bad Day

Book and Lyrics by Judith Viorst

Music by Shelly Markham

Help poor Alexander conquer life's daily dramas in this exuberant, heart-warming musical tale of love and hard-learned lessons.

APRIL 25 – JUNE 1, 2014

Reserve Your Field Trip Today!

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Times can be altered to accommodate large groups.

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Fantasy Festival XXVIII

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