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## Study Guide

# FANTASY FESTIVAL 30

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# BEFORE THE PLAY

## FANTASY FESTIVAL 30 WINNERS:

***Cow-Venture!*** by Carson Moore and Branden Cotter-Esquivel of Cathryn Gates Elementary

***The Dawn of the Ninjas*** by Christian Rodriguez of Navigator Elementary

***The Competition That Decided It All*** by Tyler Larson and Nathan Garbolino of Cathryn Gates Elementary

***The Great Revenge of Hildon and Veronica*** by KanTanell Jones and Laighlah Jon-7es of Encina Preparatory High School

***The Power of Words*** by Abby Wriston of Rocklin Elementary

**THEMES:** Literacy, Language Arts, VAPA, Creative Writing and Narratives

## THEATRE TERMS:

VISUAL & PERFORMING ARTS

3.0 Historical & Cultural Context

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

**PLAYWRIGHT:** The person who writes a play using characters and dialogue to tell a story

**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

**PROTAGONIST:** The main character of the story

**ANTAGONIST:** The person, group, or force preventing the protagonist from getting what they want

**DIRECTOR:** The person who coaches the actors and tells them when and where to move

**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

**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. What is the difference between a movie and a play?
2. If you wrote a play, what would you write about?
3. In a play, how do you know who the main characters are?
4. How do you know what place or time the play takes place in?
5. What can playwrights do to make characters interesting, relatable, and sympathetic?
6. Based on the Theatrical Terms list, what is the difference between an actor and a character? What is the difference between the protagonist and antagonist?

# DURING AND AFTER THE PLAY

## DURING THE PLAY

### AUDIENCE BEHAVIOR

While watching a live theatre performance, it is important to sit attentively 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.

## AFTER THE PLAY

### 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. Refer back to the Theatrical Terms list on page 3. What examples of these terms did you find during 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 you know when an actor went from playing one character to another? How did you know when the action moved from one place to another?
  - c. How did the music and sound effects used during the show help you understand the stories being told?
2. Which was your favorite character or story from the play and why? Which was your least favorite and why?
3. In each story, who was the protagonist and who was the antagonist? What did the playwrights do to show you who their protagonists and antagonists were? What did the actors do? What did the director do?
4. What themes or ideas did the playwrights develop throughout their plays?
5. The Meriam-Webster Dictionary defines satire as "humor that shows the weaknesses or bad qualities of a person, government, society, etc." Which one of the stories told would you consider a satire and why?

# CLASSROOM ACTIVITIES

## NOW IT'S YOUR TURN!

Help your students write their own plays just like the ones they saw performed in Fantasy Festival 30!

### Playwriting Process Step 1: Get Inspired!

First, learn how to structure a story and build a character.

#### ACTIVITY 1: Narrative Elements

READING (Literature): Key Ideas and Details

READING (Literature): Craft and Structure

SPEAKING & LISTENING: Comprehension & Collaboration

SPEAKING & LISTENING: Presentation of Knowledge & Ideas

VISUAL AND PERFORMING ARTS: Theatre

1.0 Artistic Perception

5.0 Connections, Relationships, Applications

Discuss the following narrative elements with your students using a story your students have recently read in class or the fairy tale of *Rumpelstiltskin* (see below) as an example:

#### 1. CHARACTERS (who)

-PROTAGONIST: the miller's daughter

-ANTAGONIST: Rumpelstiltskin

#### 2. SETTING (when and where)

-Once upon a time

-The king's castle

#### 3. CONFLICT (obstacles)

-The miller boasts to the king that his daughter can spin gold from straw

-the king threatens to kill the miller's daughter if she does not turn a room full of straw into gold

-Rumpelstiltskin helps her for three nights in exchange for her necklace, her ring, and her first child

-The miller's daughter marries the king and their first child is born

-Rumpelstiltskin will take the child unless the queen can guess his name

-The queen spies on Rumpelstiltskin and hears him say his name

#### 5. CLIMAX (everything leads to this moment)

-The queen "guesses" Rumpelstiltskin's name

#### 6. RESOLUTION (the problem is solved)

-Rumpelstiltskin is never heard from again

Stories and Plays should have a Beginning, Middle, and End. The Narrative Elements can be found in the following sections:

Beginning: Characters  
Setting

Middle: Conflict

End: Climax  
Resolution

Now, have students get into small groups, and choose one of the five Fantasy Festival plays to discuss. Have them work together to complete the chart to the right and share it with the class.

CHARACTERS (who)  
SETTING (when & where)  
CONFLICT (obstacles)  
CLIMAX (high point)  
RESOLUTION (problem solved)

# CLASSROOM ACTIVITIES

## Activity 2: 3 Bags

WRITING: Production and Distribution of Writing

3.4-5 4.4-5 5.4-5 6.4-5

WRITING: Text Types and Purposes

3.3 4.3 5.3 6.3

SPEAKING & LISTENING: Comprehension & Collaboration

VISUAL AND PERFORMING ARTS: Theatre:

1.0 Artistic Perception

Find three brown lunch bags and label them Characters, Settings, and Problems.

Pass out several slips of paper to each student. Have them write suggestions for each category and put them in the appropriate bags:

**Characters** can be people, animals, animate objects, etc. and can include adjectives

*Ex. teacher, toaster, lazy dog*

**Settings** can be times, places or time periods

*Ex. Summer, morning, Los Angeles, the 60s*

**Problems** should be stated in a short sentence or phrase

*Ex. Can't find car keys, all toys on Earth stolen, dog eats homework*

After the bags have been filled, ask each student to choose one slip from each bag and outline a short story that incorporates each element. They will have to use their imagination to fit them all together. Have students share their stories with the class.

## Playwriting Process Step 2: Ready, Set, Write!

Now your students can start formulating their ideas and write them into a play!

## ACTIVITY 4: Time to Write\

READING: Craft and Structure

WRITING: Production and Distribution of Writing

3.4-5 4.4-5 5.4-5 6.4-5

WRITING: Text Types and Purposes

3.3 4.3 5.3 6.3

VISUAL AND PERFORMING ARTS: Theatre

2.0 Creative Expression

Discuss the differences in form and function between poetry, prose, and drama (or, a play).

**Poetry** (broken lines, rhyming words, rhythm)

Jack and Jill  
Went up the hill,  
To fetch a pail of water.

Jack fell down  
And broke his crown,  
And Jill came tumbling after.

**Prose** (indented paragraphs, complete sentences)

Once upon a time there was a boy named Jack and a girl named Jill. Together they took a pail and began to walk up a hill. At the top of the hill was a well. They went to gather some water.

On their way back down the hill, Jack tripped over a stone, and bruised his head. In her effort to help him up, Jill stumbled and spilled the water.

# CLASSROOM ACTIVITIES

## Drama/Play (character name, dialogue, directions)

The following is one of the most common script formats:

- Write the character name at the left, followed by a colon. **JACK:**
- Then write the dialogue (words they are speaking). JACK: **Boy, am I thirsty**
- Add stage directions (description of what characters do or how they say their lines) inside parentheses. When an actor reads a script, they *never* say aloud what is inside the parentheses. JACK: Boy, am I thirsty! (***licks his lips***)

### EXAMPLE:

(*Jack and Jill enter*)

JACK: Boy, am I thirsty! (*licks his lips*)

JILL: Me too. (*picks up a pail*) Let's walk to the top of the hill and get a pail of water from the well.

JACK: (*smiles*) Great idea!

(*They walk up the hill and dip the bucket into the well*)

JILL: Let's go home now and enjoy this cool, fresh water.

Now it's your turn! Have your students take their story and character ideas and write/type them out in the play format above. Encourage your students to write *everything* down before they forget it. Don't let them cross anything out or begin to make judgments about what they have written. They can decide afterwards what is good or bad. Tell them not to worry about spelling or punctuation just yet.

## Playwriting Process Step 3: Taking a Closer Look

Now that your students have written a draft of their play, they should read it over or trade papers to see if their ideas made it onto the page. Are the Protagonist, Antagonist, Conflict events, Climax, and Resolution clear? Do their characters come across the way they imagined? Is the setting clear? If they answered 'no' to any of these questions, they will want to revise their plays.

## ACTIVITY 5: Make a Change

WRITING: Production and Distribution of Writing

3.4-5 4.4-5 5.4-5 6.4-5

LANGUAGE: Conventions of Standard English; Knowledge of Language

VISUAL AND PERFORMING ARTS: Theatre

2.0 Creative Expression

In revision, students can do any of the following:

**Add:** In listening to their play, students may realize that there is something they forgot to say or do. Students may add dialogue and action to make their play better.

**Delete:** There might be something in their play that doesn't make sense or interrupts the flow of the story. Students may delete anything that is not important.

**Rewrite:** A character's line may sound "wrong" or may not fit the speech of the character. Students may rewrite dialogue or action to make things more clear.

**Reorder:** The order of a story is important to understanding. Students may want to move events around or change the order of what is said or done.



# CLASSROOM ACTIVITIES

Have each student look over his/her play again and correct any errors in grammar, usage, spelling, capitalization, and punctuation. Give the following examples:

Spelling: Misspelled words can cause confusion.

Write “ghoti” on the board and ask students what it says. Tell them that it spells the word **FISH!**

gh =	the “f” sound	in the word <i>rough</i>
o =	the short “i” sound	in the word <i>women</i>
ti =	the “sh” sound	in the word <i>nation</i>

Capitalization: Show the students how mistakes in Capitalization can make things difficult to read:

mISTakeS iN cAPItaliZTIon cAn mAke thINGs dIfFicUlt tO ReAD

Punctuation: Show how a simple comma can completely change meaning.

Don’t stop!                      (means to *keep* doing something)

Don’t, stop!                      (means to *quit* doing something)

## Playwriting Process Step 4: Perform!

Now it’s time to “raise the curtain” and let your students see their work acted out!

### ACTIVITY 6: Showtime!

SPEAKING & LISTENING: Comprehension and Collaboration

SPEAKING & LISTENING: Presentation of Knowledge and Ideas

VISUAL AND PERFORMING ARTS: Theatre

1.0 Artistic Perception

2.0 Creative Expression

Choose a few of the student’s plays to present to the class and have their classmates volunteer to be in each performance group (enough kids to play each of the parts in the script). Encourage each playwright to make revisions as needed while rehearsing if they feel their dialogue does not sound “real,” or the events of their play do not make sense when acted out.

Give students some time to rehearse before performing each play. Simple set pieces and costumes can be made or brought from home. Clear a space at the front of the room for the “stage” area.

Acting 101:

Remind the students of where the audience will be as they rehearse and that they need to face and speak in that direction (unless otherwise noted in the script). Also remind the students of the following 3 elements of speaking:

Volume: Speak loud enough so people in the back can hear you.

Enunciation: Speak clearly enough so people can understand you.

Expression: Speak with enough expression so people can identify the character’s emotions.



# CLASSROOM ACTIVITIES

## EXTENSION ACTIVITY: JOIN THE DEBATE

SPEAKING & LISTENING: Comprehension and Collaboration

SPEAKING & LISTENING: Presentation of Knowledge and Ideas

In *Cow-Venture*, Carson Moore and Branden Cotter-Esquivel satirize, or criticize through humor, major figures in the current race for President and their stances on certain issues. Use the following activity to help your students better understand the issues dealt with in the play.

Organize your students into groups and have them research one of the opposing positions presented in each of the following prompts:

- A. Certain events over the last 15 years, including the terrorist attacks on the World Trade Center and the Pentagon on 9/11 as well as the more recent attacks in San Bernadino, CA; Paris, France; and Brussels, Belgium, have caused the government to screen Arab and Muslim immigrants more closely for the sake of national security. Some people believe that these measures violate personal privacy and liberty unnecessarily while others suggest that even greater measures should be taken to keep America safe.
- B. Though most political leaders will agree that illegal immigration through the American-Mexican border is a problem in need of a solution, they disagree on how to fix the problem. While some favor a pathway to citizenship for illegal immigrants and their American-born children, others wish to see deportations of illegal immigrants increased and stronger physical barriers built at the border.

Have each group present their research to the class using prepared statements and visual aids. Then, hold debates between two groups representing opposing views. Have students from the other groups submit questions for the debating groups to answer according to the presentations given. Each group may want to choose a spokesperson or alternating spokespeople to represent each group in the debate. Be sure to allow each group time to consider the questions posed, present alternating responses, and summarize their positions at the end of the debate. Ask the students who submit questions to describe their positions on the issues discussed before and after each debate. Did their positions change? Why or why not?

## ANTI-BULLYING

HISTORY AND SOCIAL SCIENCE

People Who Make a Difference 2.3.2

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

Thematic discussion questions for *Fantasy Festival 30*

- 1. In the plays you saw, who were the bullies? How did they bully others and why?
- 2. How did the ones being picked on resolve the problem? Can you do the same thing at school? Why/Why not?
- 3. In both *The Great Revenge of Hildon and Veronica* and *The Competition That Decided It All*, the characters who are bullied in the beginning exact some kind of retribution against those who tormented or took advantage of them in the beginning. When someone bullies or abuses you, how do you know how much retribution or pay-back is justified?
- 4. Describe the characteristics of a bully. Does one mean or thoughtless act make someone a bully? A pattern of mean and thoughtless behavior?
- 5. Why is it important to forgive those who hurt or upset us?

# ATTENTION 3<sup>rd</sup>-8<sup>th</sup> GRADE TEACHERS:

The B Street Theatre is looking for

## YOUNG PLAYWRIGHTS

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For our annual playwriting contest open to kids in  
Northern California!

Give your students the chance to have their plays performed by  
*The B Street School Tour*  
in

FanTaSy FeStiVal 31!

### Rules

- Students must be 7-14 years of age.
- Plays must be no longer than 10 pages.
- Plays may contain up to 8 characters.
- No more than 2 students may collaborate on a script.
- Send a photocopy of the play to *The B Street School Tour* with your student's name, telephone number, and name of school. Please note that scripts will not be returned.
- Plays are accepted year-round and winners will be chosen by February of each school year. Every year, the B Street School Tour performs the winning plays for over 110 schools and organizations from March to June.

To book Fantasy Festival 31  
please call: (916) 716-8286

Teachers can go to our website and  
download our playwriting curriculum guide.

### Winners Receive

- Oscar Statuette
- Certificate of Achievement
- Official Notification of Award
- Name announced at every performance.
- Recognition in local newspapers
- Awards will be presented at a public performance in Spring 2017 at the B Street Theatre.



B Street Theatre School Tour  
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# FanTaSy FeStival!

## PLAYWRITING COMPETITION COVER SHEET

Attached is my play for consideration in the B Street School Tour's Annual Playwriting Festival! I understand that I will be contacted at the end of February if my play is selected as one of the 5 winners. I understand that my play may be altered\* to fit the performing requirements and standards of the B Street Theatre.

Name: \_\_\_\_\_

Play Title: \_\_\_\_\_

Phone #: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

Mail your script to the following address:

B Street Theatre  
2711 B Street  
Sacramento, CA 95816

\* It is B Street's commitment to uphold the integrity of the writing submitted to us AND to uphold the standards of professional theatre. B Street Theatre's Writers and Directors may make adjustments to content or form of a submitted play as they look at the overall production values of each play as it fits together with the other plays in the program.