



The B Street Theatre
Main Office:
2711 B St.
Sacramento, CA 95816
www.bstreettheatre.org

Contact: Latrice Madkins
(916) 442-5635
Lmadkins@bstreettheatre.org

Study Guide

FANTASY FESTIVAL 31

SPONSORED BY

The Kelly Foundation
Our Little Light Foundation



TABLE OF CONTENTS

BEFORE, DURING, AND AFTER THE PLAY

Before the Play.....	3
Winners, Themes, Theatrical Terms List	3
Pre-Show Discussion Questions	
During and After the Play	4
Audience Behavior, Post-Show Discussion Questions	

CLASSROOM ACTIVITIES

Playwriting Process Step 1: Get Inspired!	5-6
Narrative Elements	
3 Bags	
Playwriting Process Step 2: Ready, Set, Write!	6-7
Time to Write!	
Playwriting Process Step 3: Taking a Closer Look.....	7-8
Make a Change	
Playwriting Process Step 4: Perform!.....	8
Showtime!	
Extension Activity and Anti-Bullying	9
Join the Debate	
Thematic Discussion Questions for <i>Fantasy Festival 31</i>	

RESOURCES & ADDENDUMS

Fantasy Festival Playwriting Contest Guidelines.....	10
Fantasy Festival Entry Form	11

INDEX

READING

Literature: Key ideas and Details: 5
Literature: Craft and Structure: 5, 6-7

LANGUAGE

Conventions of Standard English: 7-8
Knowledge of Language: 7-8

WRITING

Text Types and Purposes: 6-7
Production and Distribution of Writing: 6-7, 7-8

SPEAKING & LISTENING

Comprehension & Collaboration: 3, 4, 5, 6, 8, 9
Presentation of Knowledge & Ideas: 3, 4, 5, 8, 9

HISTORY AND SOCIAL SCIENCE

People Who Make a Difference: 9

VISUAL AND PERFORMING ARTS

1.0 Artistic Perception: 3, 4, 5, 6, 8
2.0 Creative Expression: 6-7, 7-8
3.0 Historical & Cultural Context: 3
4.0 Aesthetic Valuing: 4
5.0 Connections, Relationships, Applications: 4, 5, 9

BEFORE THE PLAY

FANTASY FESTIVAL 31 WINNERS:

A Sticky Situation by Maeve Klement, Jackson Elementary

Dreams Come True by Rose Khaleel, Fatemeh Ahmadi, and Robina Fnu; Encina Prep

Fun Destruction by Nicholas Thorp-Barbier, Sutterville Elementary

Money Matters by Theresa Zhu, Sutterville Elementary

The Girl Who Needed Food by Betzayra Garcia-Madriral; Riverbend School, Yuba City

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. Many of these plays dealt with the difficulties of running a business. If you ran a business, what would you sell? What service would you provide? Who would your customers be?

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

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

Anti-Bullying Thematic Questions for *Fantasy Festival 31*

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. Describe the characteristics of a bully. Does one mean or thoughtless act make someone a bully? A pattern of mean and thoughtless behavior?
4. Why is it important to forgive those who hurt or upset us?

Character Counts Thematic Questions for *Fantasy Festival 31*

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?

Creativity and Open-Mindedness:

1. What does it mean to be open-minded? Which characters in the plays you saw were open-minded? Which ones were not?
2. Which characters solved their problems creatively? What did they do and why was their creative solution so effective?
3. What does it mean to think "outside of the box?" How can thinking "outside of the box" help you to...
 - a. tell better stories?
 - b. solve conflicts with friends or family?
 - c. better understand and remember what you learn in class?
4. Why didn't Sarah let Johnny help her make candy at first? What can we do to help us approach new or scary situations with a more open mind?
5. Do you have to be artistic or talented to be creative? Name some different ways people work creatively in everyday life.

Optimism and Determination

1. Which characters in the plays had an optimistic or "can-do" attitude? Which characters did not?
2. How did the optimistic characters react when faced with challenges?
3. What does it mean to be determined or persistent? What goals have you achieved by being determined?

ATTENTION 3rd-8th GRADE TEACHERS:

The B Street Theatre is looking for

YOUNG PLAYWRIGHTS

11

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 32!

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 until January 31 every year. That same year, the B Street School Tour performs the winning plays for over 110 schools and organizations from March to June.

To book Fantasy Festival 32
please call: (916) 442-5635

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 2018 at the B Street Theatre.



B Street Theatre School Tour
2711 B Street
Sacramento, CA 95816
www.bstreettheatre.org



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.