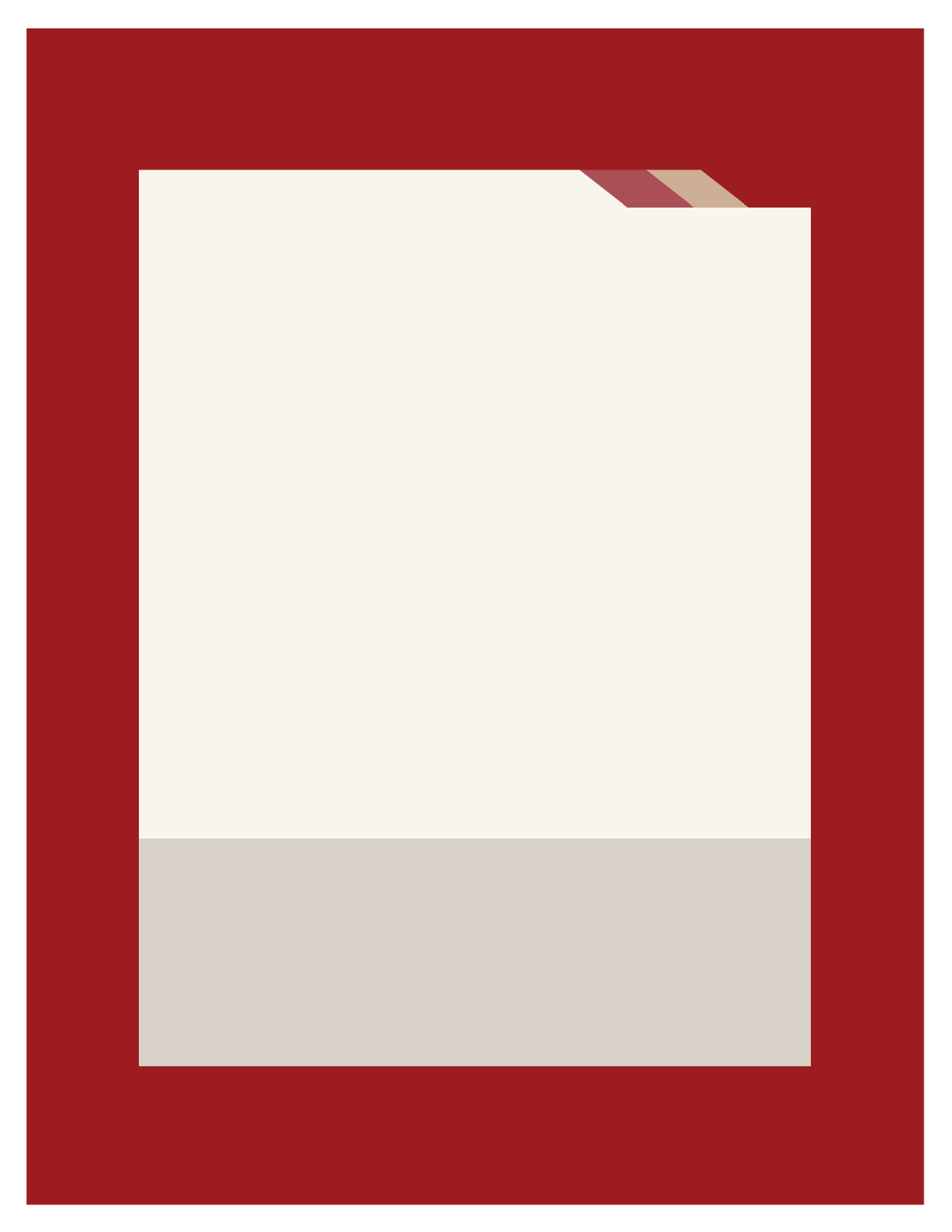
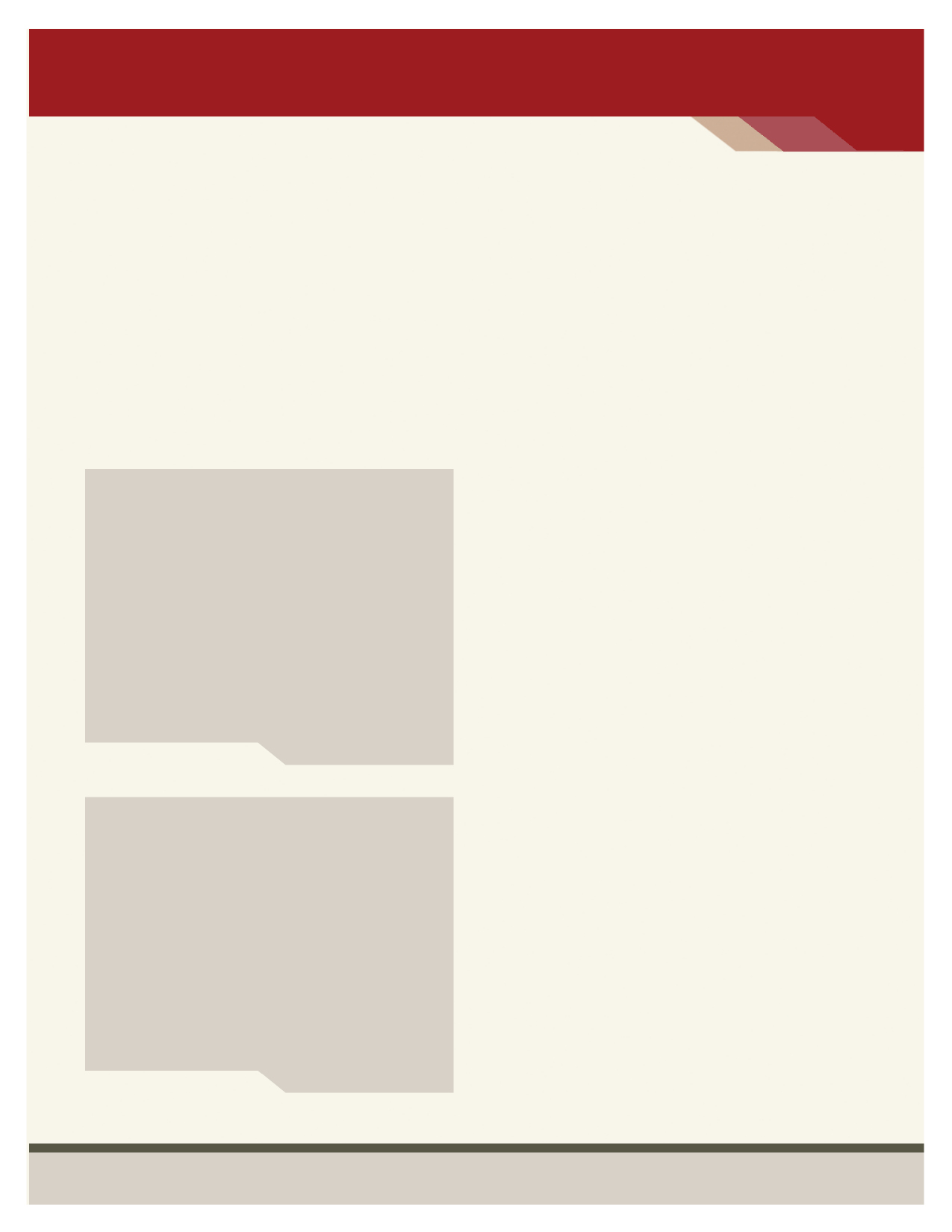
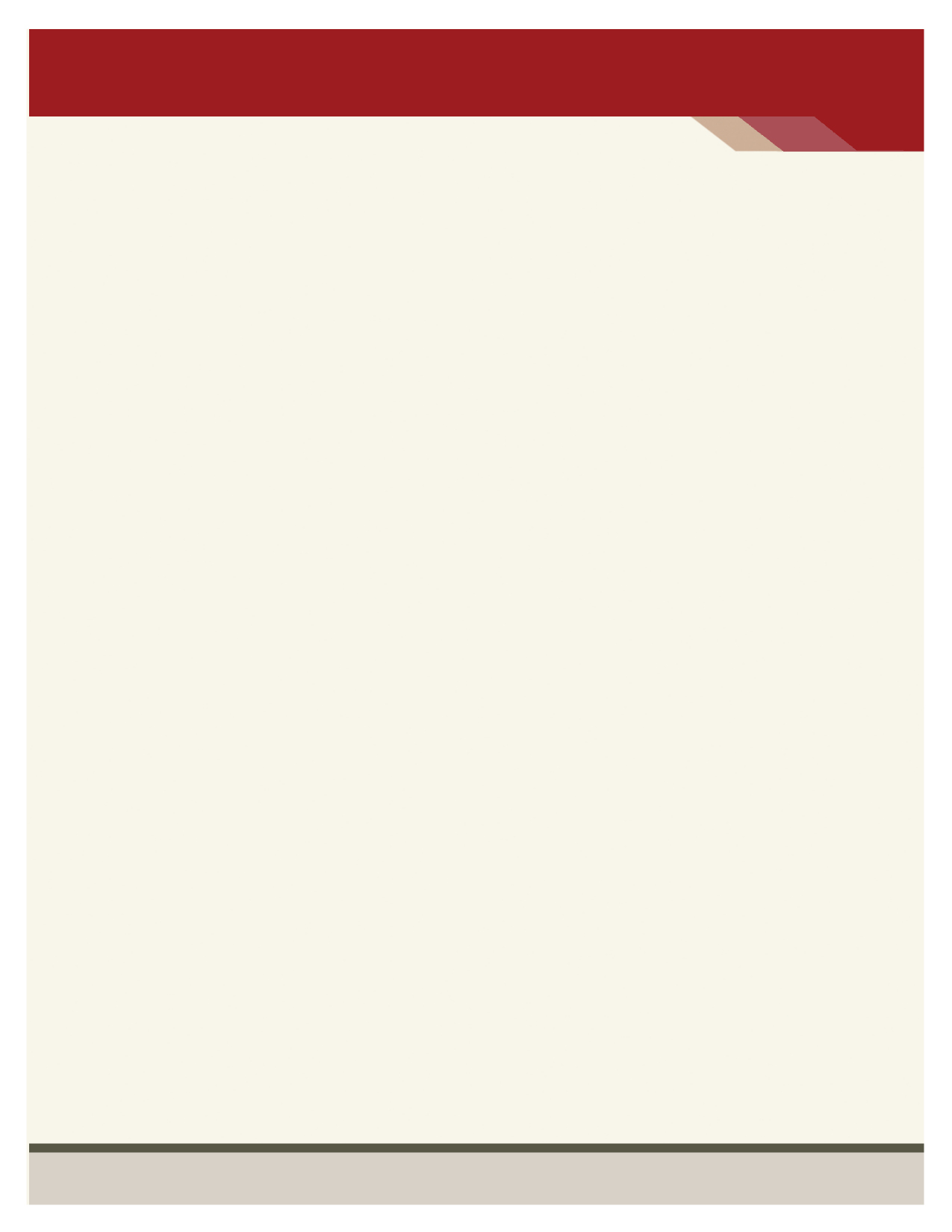
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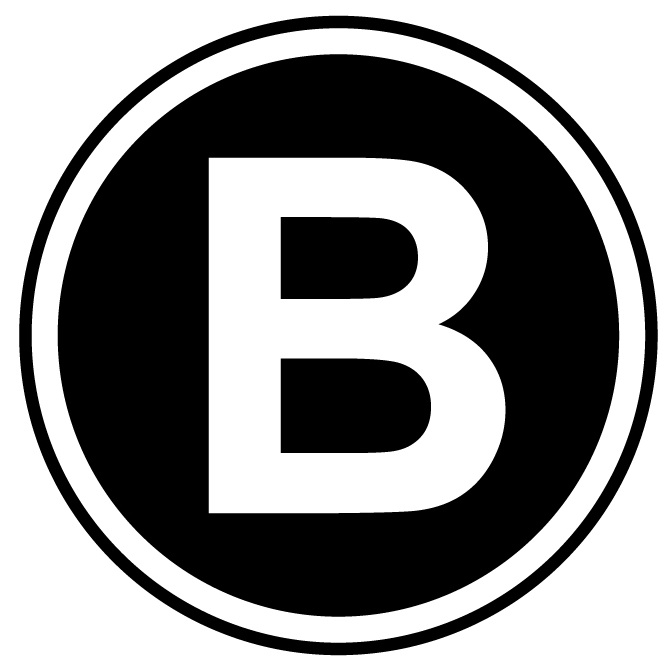
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**Study Guide**

**HISTORY EXTRAVAGANZA**

**II**

The B Street Theatre

School Tour

2727 B St.

Sacramento, CA 95816

[www.bstreettheatre.org](http://www.bstreettheatre.org)

Contact: Latrice Madkins

(916) 442-5635

Lmadkins@bstreettheatre.org

**TABLE OF CONTENTS**

BEFORE, DURING, AND AFTER THE PLAY

Before the Play………………………………………………………………….3

Credits, Synopsis, Themes, Theatrical Terms

Pre-Show Discussion Questions

During and After the Play…………………………………………………….4

Audience Behavior

Post-Show Discussion Questions

**CLASSROOM ACTIVITIES**

Vocabulary…………..…………………………………………….……………..5

A Vocabulary Extravaganza!

Ready, Set. Spell!

Writing, Speaking and Listening……………………………………………….6

Dish on Your Dish

Becoming Champions

Tell Your Story

## History & Science………………………………………………………………..7

It All Started in Ancient Greece…

Allies in the Cause of Liberty

## Anti-Bullying and Character Counts…………………………………………..8

Anti-Bullying Thematic Questions for *History Extravaganza II*

## Character Counts Thematic Questions for *History Extravaganza II*

**RESOURCES & ADDENDA**

### Further Reading and Learning, Index…………………………………………9

### A Vocabulary Extravaganza Word Search…………………………………..10

**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. Artistic Perception

1. As a class, define the term “history.” How do we know what happened in our community, our country, or our world before we were born?
2. Introduce the terms listed in the Theatrical Terms list provided. Can you give examples of these terms from plays or movies you’ve seen?
3. What is the difference between an original play and a play that is based on historical events? Give examples of both.
4. When someone bases a play (or movie or book) on historical events, they sometimes change the historical events they write about. Why do authors do this? What are some good and bad reasons to make these changes?
5. Why did the American colonists decide to revolt against Great Britain and form their own country? Make a list of what you know as a class.

FEATURING

Homeo and Neanderlet inspired by Nazaret Navarrete, Nairie Lor, and Emily Vue (Taylor Street Elementary School)

The Mixed Up Revolution by Luis Castro and Ace Vang

SYNOPSIS: See history come alive thanks to students just like yours in this whirl-wind adventure! Ever wonder who created the first cave painting? Won the first Olympic Gold? Tossed the original Caesar salad? Helped the rag-tag American colonists beat the best army in the world? *History Extravaganza II* has the answers! (sort of)

**THEMES:** *History, Inquiry-Based Learning, VAPA, Literacy, Language Arts*

**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**: 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.

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

3

**BEFORE THE PLAY**

4

**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 in the play?
2. What did you think of the scenery, costumes, and props? Did they help you understand the stories that were told? Why or why not?
3. How did the music and sound effects used during the show help you understand the stories being told?
4. Which was your favorite character or story from the play and why? Which was your least favorite and why?
5. What themes or ideas did the playwrights develop throughout the play?
6. Think about the way historical events were presented in each story from the play and answer the following questions:
   1. What historical people, facts, and events inspired each piece?
   2. When an author changes historical events in his or her plays, s/he is said to be “taking liberties” with historical facts. What liberties did the playwrights of *History Extravaganza II* take with the historical subjects of their plays?
   3. Choose one specific story from the play and describe why you think the playwrights took certain liberties with their subjects? Did they make the story funnier? More dramatic? Do the actual events or people make more sense?
7. How did General von Steuben help the American colonists beat the British? Why do you think his efforts and tactics were presented the way they were?

**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.

**DURING AND AFTER THE PLAY**

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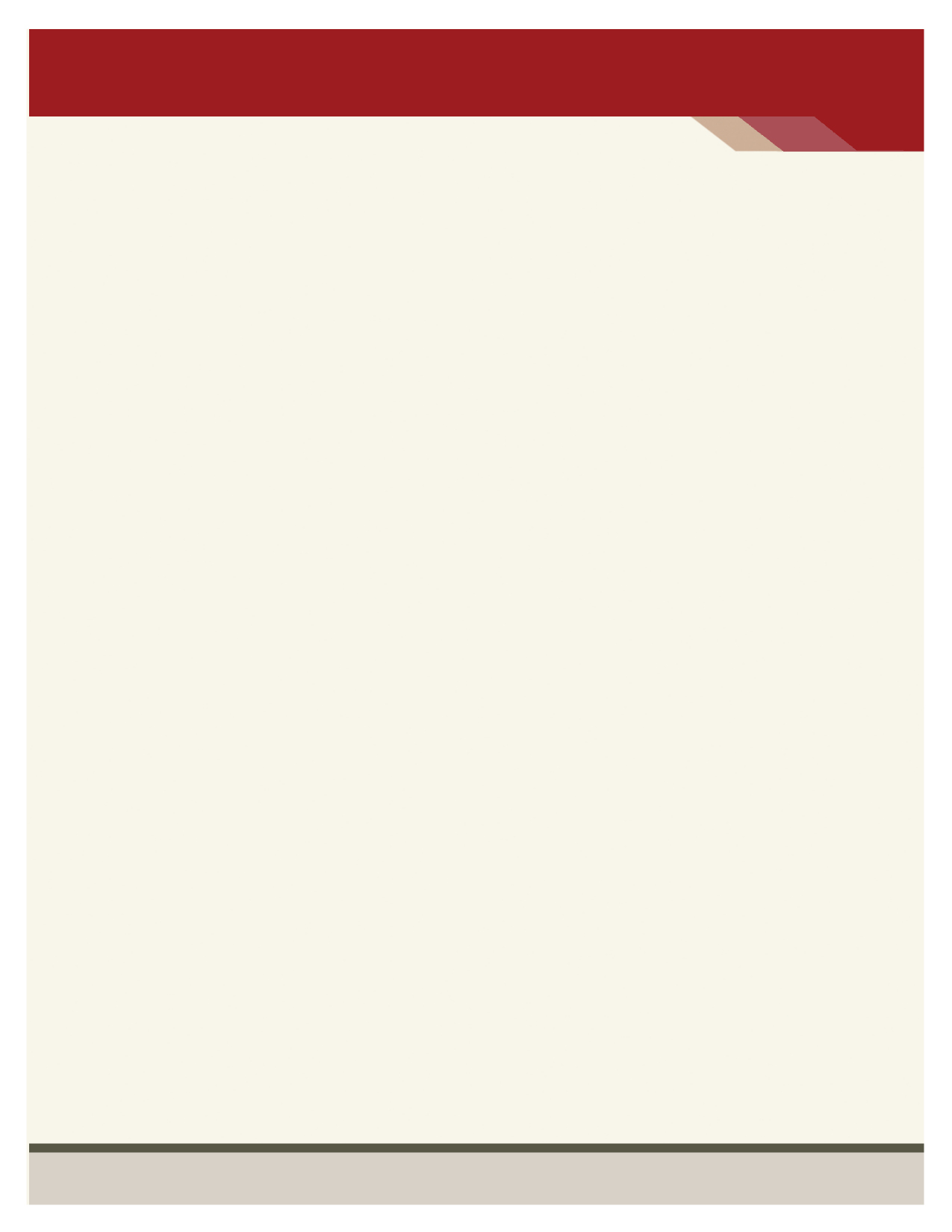
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**2008**

**june**



**VOCABULARY**

LANGUAGE: Vocabulary Acquisition and Use

2.4,6 3.4 4.4 5.4

READING (Foundational Skills): Phonics and Word Recognition

1.3 2.3 2.3 3.3 4.3 5.3

VISUAL & PERFORMING ARTS

1. Connections, Relationships, Applications

Activity 1: A Vocabulary Extravaganza!

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

|  |  |  |
| --- | --- | --- |
| 1. innovation 2. chronicle 3. history 4. civilization 5. empire | 1. dictator 2. soothsayer 3. migrate 4. warrior 5. rival | 1. population 2. forbid 3. interior 4. subjugate 5. revolution |

Use a DICTIONARY to do the following:

* 1. Define the words and identify their parts of speech
  2. Divide each word into syllables and identify roots, prefixes, suffixes, and language of origin. Can you add or subtract any prefixes or suffixes to make different words?
  3. Do any of these words have multiple meanings? Describe the different meanings
  4. Choose 5 words and use them in sentences
  5. Can you use any of these words in writing or speaking about topics you are studying in History?

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.

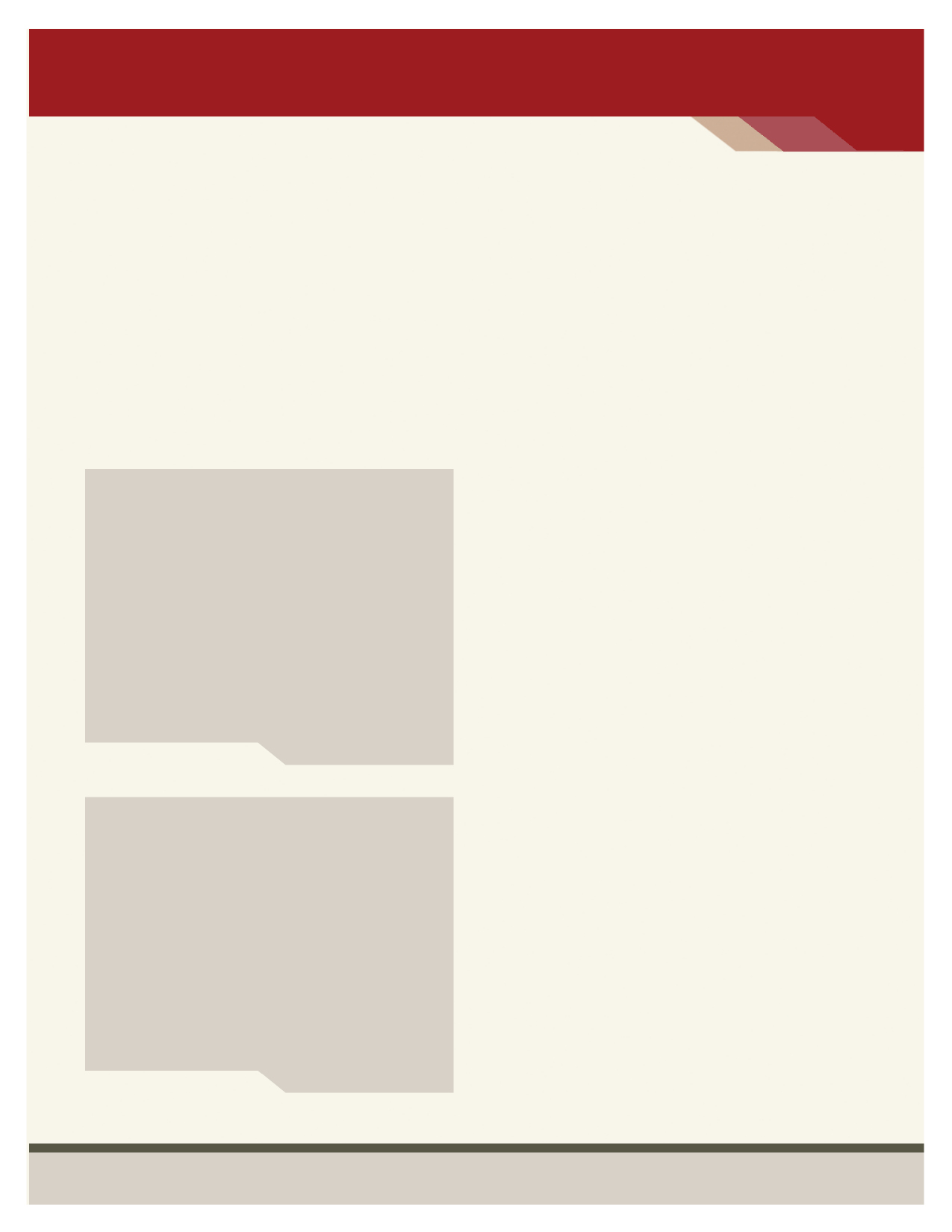
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| it  hat  native  vat  zit  extra  eat | tag  tart  yet  van  ran  his  tan | get  ate  that  rain  stain  try  trot | night  not  rye  gain  train  tie  right | at  eight  vein  vane  ten  horn  torn |

Have your students compare their lists:

1. How many words in common do you have?
2. How many rhyming words do you have?
3. How many homophones do you have?
4. How many verbs? How many nouns?

**CLASSROOM ACTIVITIES**

5



Activity 4:

Becoming Champions

WRITING: Text Types and Purposes

1.3 2.3 3.3 4.3 5.3

WRITING Research to Build and Present Knowledge

1.7,8 2.7,8 3.7 4.7 5.7

HISTORY AND SOCIAL SCIENCE

People Who Make a Difference

VISUAL & PERFORMING ARTS

2.0 Creative Expression

Explore the lives of Olympic athletes by finding out what personal life experiences shaped them and what obstacles they faced in their paths to the Olympics. Have your students create and perform skits, monologues, songs, spoken word poems, or other creative pieces in groups or on their own that show what they found.

Use the following questions to help you in your research:

* Where were they from? What’s it like to grow up in that country?
* How did they get started in their sport? Who inspired them? Who supported them?
* When, where, and how did they train?
* How did they handle defeat, injuries, and disappointment?
* What did they do after their Olympic careers were over?

After all pieces are presented, ask your students if they took any liberties in their presentations and why.

Activity 5: Tell Your Story

WRITING: Text Types and Purposes

1.3 2.3 3.3 4.3 5.3

Write or tell a story using one of the following prompts. Share it with the class.

1. Homeo wants to be an interior decorator, but his father wants him to be a warrior. Describe a time when others pressured you to do something you didn’t want to do. What did you do?
2. The Governor did not listen when the Rebels told him how they felt about Britain’s taxes. Describe a time when someone refused to listen to you. What did you do to make yourself heard?

Activity 3: Dish on Your Dish

WRITING: Text Types and Purposes

1.2 2.2 3.3 4.2 5.2

If Caesar could see how successful his Caesar Salad has become, what would he say? Have each student choose a dish that they would like to have named after them. Have them describe their dish answering the following questions:

* How did the dish get its name?
* What is in it?
* How do you make it?
* When and where is it eaten?

Share with the class!

**CLASSROOM ACTIVITIES**

**SPEAKING AND LISTENING**

SPEAKING & LISTENING: Comprehension and Collaboration

SPEAKING & LISTENING: Presentation of Knowledge and Ideas

VISUAL & PERFORMING ARTS

1. 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

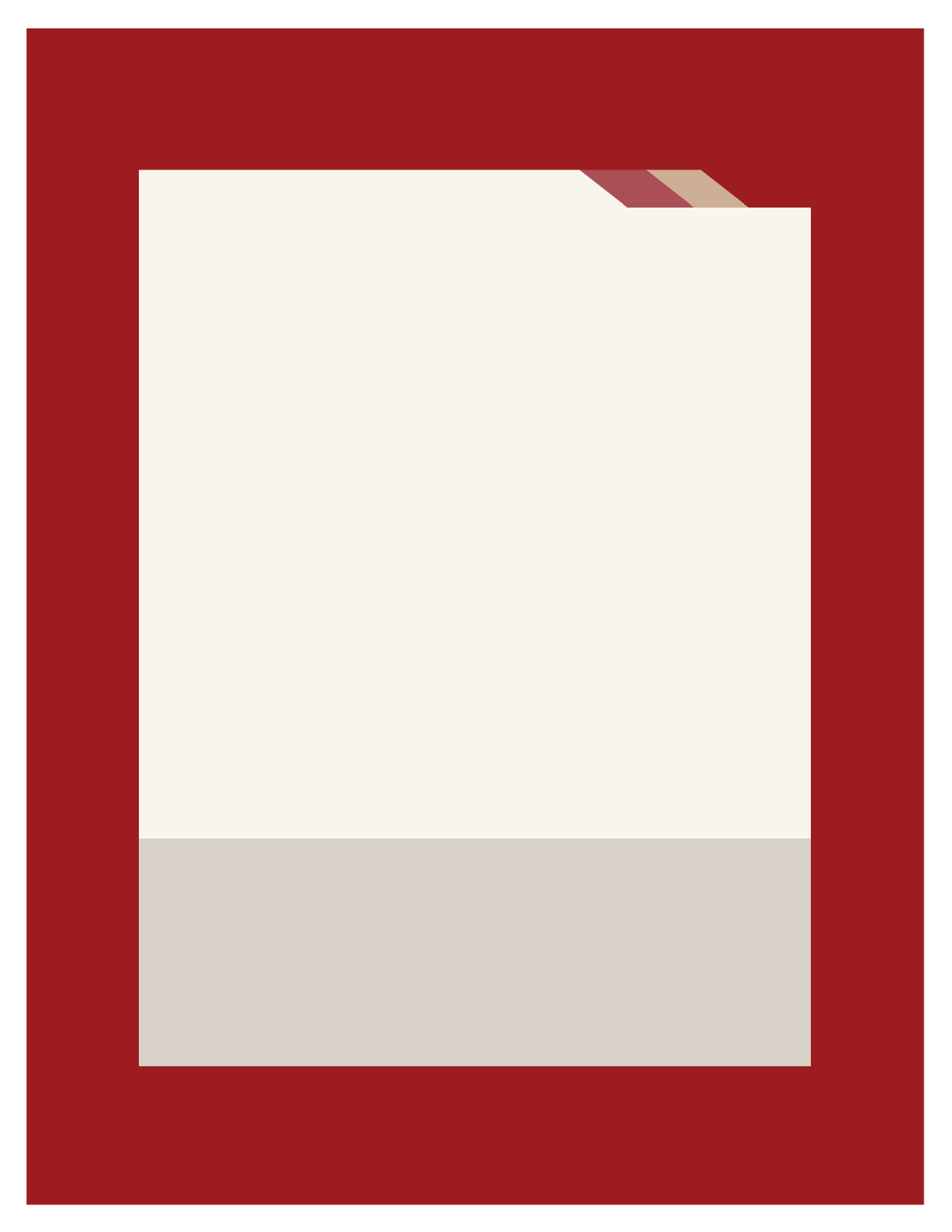
LANGUAGE: Knowledge of Language

VISUAL & PERFORMING ARTS

1. Connections, Relationships, Applications

Be sure to revise and edit what you write.

6



**CLASSROOM ACTIVITIES**

**HISTORY & SCIENCE**

HISTORY AND SOCIAL SCIENCE: Making A New Nation, Ancient Civilizations

SPEAKING & LISTENING: Presentation of Knowledge and Ideas

VISUAL & PERFORMING ARTS

1.0 Artistic Perception

5.0 Connections, Relationships, Applications

Activity 6: It All Started in Ancient Greece…

SCIENCE: Life Science, Earth Science, Physical Science

How much of what you are studying in science today is built upon discoveries made and theories devised in ancient Greece and Rome?

1. Divide your students into groups and have them research the ancient Greek and Roman roots of the concepts you are studying in Science focusing on individual discoveries and efforts. Have them use the following questions to guide their research:

* Who made the discovery or advanced the theory first?
* How did they make the discovery or form their theory?
* Did they have helpers? Rivals?

1. Have each group present their research to the class as a story. Afterwards, ask each group whether there is only one basic story that could be told, or are there multiple, conflicting stories? How do you know which story is true?

Activity 7: Allies in the Cause of Liberty

WRITING: Text Types and Purposes

1.3 2.3 3.3 4.3 5.3

What would the Revolutionary War have been like without the help America received from its allies and friends like General von Steuben? Have your students research the help given by the individuals and groups listed below, or others you know of, during the American Revolution.

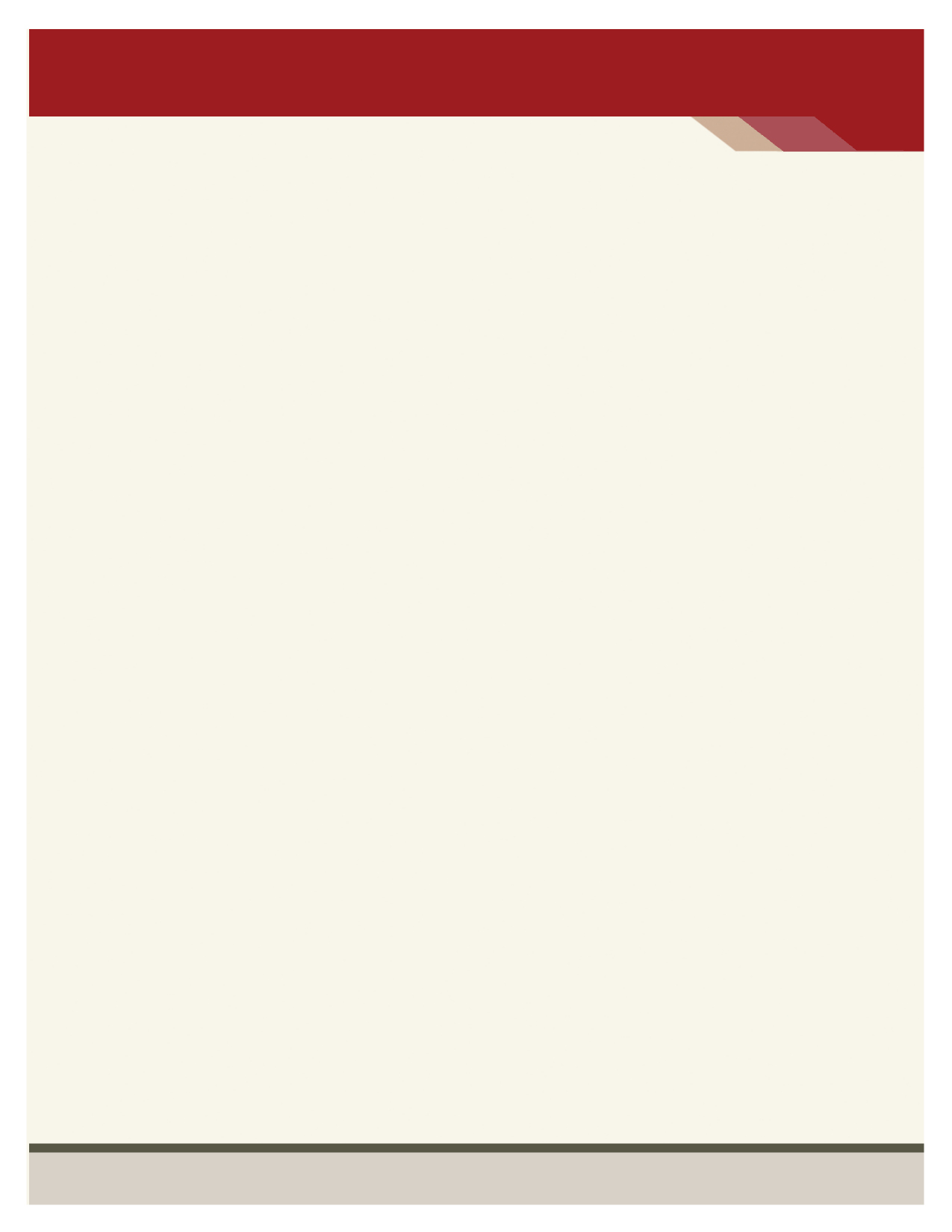
General von Steuben Marquis de Lafayette

Count Bernardo de Galvez Comte de Vergennes

The Oneida Nation near Fort Stanwix, NY

Then, have your students imagine how history would have been impacted if these individuals had not helped America during the war. Would the war have lasted longer? Would America have won? Would America have the same land and borders as it does today? Have your students write about their imagined scenarios and share with the class.

7



**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

1. Connections, Relationships, Applications

Anti-Bullying Thematic Questions for *History Extravaganza II*

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.
   1. Through their position of leadership or authority?
   2. Through our respect, trust, love, or admiration of them?
   3. Through rational or logical persuasion? Reference to morals or principles?
   4. Manipulation or Intimidation? Force?
4. Which items from your list made in question 3 do you think bullies use?
5. In the beginning, why aren’t Homeo and Neanderlet allowed to be friends? Why do you think this rivalry lasted so long? What can be done to prevent feuds like this from forming?

Character Counts Thematic Questions for *History Extravaganza II*

Sportsmanship and Fairness:

1. What is sportsmanship? Can you give examples of good and bad sportsmanship in your favorite sports or games?
2. Where in the play did you see good sportsmanship and bad sportsmanship? How did the other characters feel when someone cheated or showed bad sportsmanship?
3. If you lose a game, how should you act? How should you act when you win?
4. Describe how the rules of your favorite sport or game ensure fairness for all players. What happens when players don’t play by the rules?

Caring and Compassion:

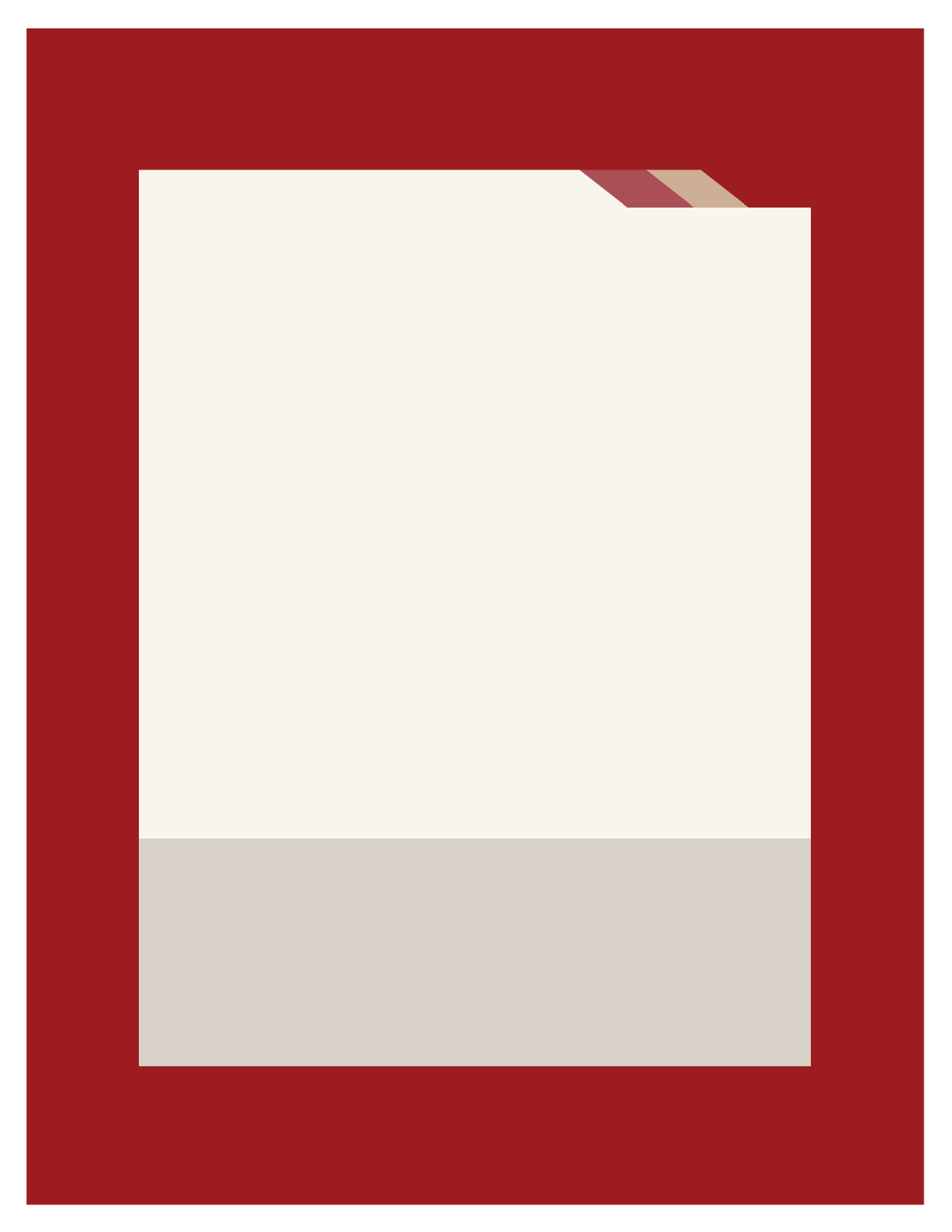
1. Which characters in the play showed compassion towards others? Which characters showed little to no compassion?
2. Lots of good things can come from showing compassion. What happened because…
   1. Neanderlet showed Homeo her paintings?
   2. Lucy helped heal King Sapien?
3. What might you miss or lose out on if you don’t show someone compassion?
4. When was the last time someone showed you compassion? What can you do to follow that person’s example?

Leadership:

1. Which characters in the play were good leaders? How so?
2. Which characters were bad leaders? How could they have been better leaders?
3. Name some leaders you have studied in history. What did they do and why did people follow and support them?
4. What qualities do you think good leaders have? What can you do to develop these qualities?

7

8



8

**RESOURCES & ADDENDA**

**FURTHER READING & LEARNING**

Electronic Resources

America’s Story

<http://www.americaslibrary.gov/jb/revolut/jb_revolut_francoam_1.html>

US Olympic Committee Online: US Olympian Biographies

<http://web.archive.org/web/20000816025041/www.usoc.org/olympians/meet/>

Lascaux: Cave Paintings of Southwestern France

<http://www.bradshawfoundation.com/lascaux/>

Ancient Origins

<http://www.ancient-origins.net/news-general/more-fifty-ancient-greek-inventions-brought-life-through-incredible-reconstructions>

Online Activities

Revolutionary War: A Dear America Activity

<http://www.scholastic.com/dearamerica/index.htm>

The Olympic Games: A Research Starters Activity

<http://www.scholastic.com/teachers/activity/olympic-games-research-starters-activity>

**INDEX**

|  |  |
| --- | --- |
| **READING**  Foundation Skills: Phonics and Word  Recognition: 5  **LANGUAGE**  Conventions of Standard English: 6  Knowledge of Language: 6  Vocabulary Acquisition and Use: 5  **WRITING**  Text Types and Purposes: 6, 7  Production and Distribution of Writing: 6  Research to Build and Present Knowledge: 6  **SPEAKING & LISTENING**  Comprehension & Collaboration: 3, 4, 6, 8  Presentation of Knowledge & Ideas: 3, 4, 6, 7, 8 | **SCIENCE**  Life Sciences: 7  Earth Science: 7  Physical Science: 7  **HISTORY AND SOCIAL SCIENCE**  People Who Make a Difference: 6  Making a New Nation: 7  Ancient Civilizations: 7  **VISUAL AND PERFORMING ARTS**   1. Artistic Perception: 3, 4, 7 2. Creative Expression: 6 3. Historical & Cultural Context: 3 4. Aesthetic Valuing: 4 5. Connections, Relationships,   Applications: 4, 5, 6, 7, 8 |
|  |  |

9

# A Vocabulary Extravaganza!

World Search

**Find these words in the word search.**

|  |  |  |
| --- | --- | --- |
| 1. innovation 2. chronicle 3. history 4. civilization 5. empire | 1. dictator 2. soothsayer 3. migrate 4. warrior 5. rival | 1. population 2. forbid 3. interior 4. subjugate 5. revolution |

Q H W K E B H O O I F O I E C

N L E X D I X J N Z N K N R I

A O S M S F S N L X H W T I V

B Z I T N C O V U F V N E P I

J C O T T V H F G N N O R M L

R R E Y A S H T O O S I I E I

Y O E T D L D O E E X T O G Z

U B I R V I U L W Y X U R R A

Y O Y R B O C P Y Q S L A Q T

N P X R R I O T O Y E O X J I

J Q O T N A P L A P C V J W O

O F K O Z T W X P T W E U Y N

E G R E T A R G I M O R P Y E

O H S U B J U G A T E R G U S

C R I V A L V V B Y L O J S B

