



Hans Brinker and The Quick-Silver Rocket Skates

STUDY GUIDE

Use this Study Guide to enhance the educational experience of this show!

ABOUT

A.C.T. For Youth

A.C.T For Youth is an acclaimed professional touring theatre company based in Orlando, Florida.

Each year, the Atlantic Coast Theatre performs hundreds of shows for thousands of students across the United States.

ACT For Youth's high-quality educational programming is recognized nationally by theatres, schools, art councils, libraries, and festivals- not to mention the thousands of children & families who see A.C.T. shows each year!



The theatre has been awarded placement on:

- ~Florida State Touring Roster~
- ~Hillsborough County Artist Roster~
- ~SC Arts Commission Roster Of Approved Artists~
- ~Raleigh/Wake County, NC United Arts Roster~



Visit Our Website!

www.atlantic-coast-theatre.com

Atlantic Coast Theatre's musical play
"Hans Brinker & The Quick-Silver Rocket Skates"
is a modern adaptation of a very old book:

Hans Brinker, Or The Silver Skates

The book was written by an American author,
Mary Mapes Dodge, in the year 1865.

The book was about a young man named Hans who
lives in Holland. Hans wants to race in an ice
skating competition in order to help pay for an
expensive operation for his father.



Updating An Old Story

Don Gruel, the playwright for A.C.T. For Youth, creatively adapted the
old story into a exciting musical!

There are similarities and differences between the musical and the original book.

The BOOK is set in Holland in the 1860's	The PLAY is set in Holland during the year 2062
In the BOOK, Hans wishes to compete in an ice skating race	In the PLAY, Hans builds his own Rocket Skates to beat the clock in a speed skating competition
In the BOOK, his father is sick	In the PLAY, his mother is sick

Create your own MODERN adaptation!

~Find an old story you like~

~How can you change the story to make it modern?~

~What do you want to be the same?~

~What do you want to be different?~

HOLLAND



This is a map of Europe.
Can you find the **NETHERLANDS** on the map?

Do you know any information about the other countries near the

People who live in The Netherlands call themselves DUTCH

What's In A Name?

The Netherlands is a country that we often refer to as “HOLLAND”

But...

Holland is actually only a small portion of the Netherlands.
Holland is divided into two provinces called North Holland and South Holland.

And...

There are 10 other provinces that make up the Netherlands.

So...

If somebody says “Holland” and another says “The Netherlands”...
YOU KNOW THEY ARE TALKING ABOUT THE SAME PLACE.

Flood Control In The Netherlands

People who live in the Netherlands live with the dangers of floods.

About 2/3 of the country is exposed to flooding.

Special walls, dams, and floodgates have been built to keep the residents of the Netherlands safe and secure from flooding.

Much of the land that people live on in the Netherlands would be covered by water if the walls were not there—— OR if the wall broke...

-A NEAT FACT-

Many of the Windmills in the Netherlands were built to help pump water.



Hans Brinker's Solution

A wall protecting the city from flooding is a very important part of the book and play.

**How does Hans solve the problem in the play?
Research how the wall was fixed in the book.**

Other interesting things to research

The house where Anne Frank wrote her diary is in the Netherlands.
The Netherlands were occupied during World War II
The house is now a museum.

www.annefrank.org

We often think of tulip flowers when we think of Holland...but they were brought to the Netherlands in the 1600's from Asia!

The height of tulip-buying popularity during that time is called **TULIP MANIA**

Solving Problems with S.T.E.A.M.

S.T.E.A.M.

- SCIENCE
- TECHNOLOGY
- ENGINEERING
- ARTS
- MATHEMATICS

Here in the 21st Century, we often think of scientific solutions to solve problems. Scientists are constantly developing medicines to help us when we are ill. Technological advances have given us things like computers which often make important calculations and process huge amounts of information. Engineering and Mathematics are used to make sure that measurements are correct in buildings, homes, roads, and bridges.

The ARTS can help with our problem solving skills too, by helping us think creatively. Artists of all kinds (painters, musicians, sculptors, musicians, writers, actors, etc.) use their imaginations to create new things. They can help us to see problems and solutions from different view points.

See if you can use S.T.E.A.M. Skills to brainstorm solutions for some of these problems. Be creative!

- Your bicycle chain keeps breaking.
- Your book-bag is too heavy.
- You have to walk your dog, and you have to do your homework.
- You have to pick up all the sticks and pine-cones in your yard, but you don't want to bend over every time.

Inventors Wanted!

Hans calls himself a TINKER— A “tinker” is another name for someone who builds, fixes, creates, and invents things!

Hans builds his own Rocket Skates and invents Chew Glue!

What would you like to invent one day?

Draw your idea for the invention

Invention Name _____

Describe The Invention _____

Speed Skating!



THROUGHOUT HISTORY, THE DUTCH WOULD SKATE ON THE FROZEN CANALS TO TRAVEL FROM ONE PLACE TO ANOTHER DURING THE WINTER.

THE FIRST KNOWN SPEED SKATING COMPETITION WAS HELD IN THE NETHERLANDS IN THE YEAR 1676.

SPEED SKATING HAS BEEN PART OF THE WINTER OLYMPIC GAMES SINCE 1921

TWO BROTHERS (WHO PLAYED ICE HOCKEY) WERE THE FIRST TO INVENT ROLLERBLADE SKATES

Watch some video online of speed skaters. It is very exciting to watch!



Olympic Medalist
APOLO ONO

If you invented a pair of Quick-Silver Rocket Skates, what kinds of materials would you use? How could you make them **FAST** and **SAFE** for the skater?



Hans tries to “beat the clock” by skating as fast as he can on his Quick-Silver Rocket Skates, but sometimes his confidence needs boosting.

Did you have a time in your life where your confidence in yourself was low? How did you improve your confidence? What helped you succeed?

PRE-SHOW ACTIVITIES

- You will be seeing a live theatre production. Discuss the difference between watching a live performance and TV or Movies. What “THEATRE MANNERS” are required when watching a play?
- Hans Brinker & The Quick-Silver Rocket Skates is set in Holland (The Netherlands). Find The Netherlands on a map of Europe.
- The play will be set in the FUTURE– in the year 2062. What kinds of things do you think might be different in the future? What do you think will be the same?

POST-SHOW ACTIVITIES

- Research how sports have changed in the last 50 years. What technological improvements have been made in popular sports?
- Imagine how sports will change 50 years from now. Write a paragraph or draw a picture showing what a popular sport may look like in the year 2062.
- HANS BRINKER & THE QUICK-SILVER ROCKET SKATES is a musical. The characters in a musical sing to describe what they are thinking and feeling. Write a song describing how you felt at a difficult time in your life. (The words of a song are called LYRICS)
- Mary Mapes Dodge wrote the original Hans Brinker, Or The Silver Skates in the year 1865. She set the book in Holland, and much of the story is about sightseeing in the country. AN INTERESTING FACT, however, is that Mary Mapes Dodge never visited Holland before writing the book. She based her entire story on research she had done from other books and paintings about Holland. Write a story about a place in the world you have never visited–but make sure you have done your research!

All About The Actors

Noel Holland & Don Gruel

You will be seeing professional actors!

That means they act for their jobs!

An interesting fact about the actors:

They started acting when they were YOUR age!



Noel Holland



Don Gruel

NOEL HOLLAND— I cannot remember a time when I was not singing. As a child, I would sing to anyone who would listen— if nobody was there to hear, I would sing to myself! I started acting and dancing because I loved performing on stage. My sister and I would put on plays for our parents in the living room! When I was in middle school and high school, I decided that I wanted to be a performer. After I graduated college with a degree in music, I became a professional actor- working for theatres all over the country. Now, I have my dream job— owning a theatre. I am so proud to be a part of the Atlantic Coast Theatre For Youth. It gives me all kinds of opportunities to sing, act, write songs, and use my imagination. I so enjoy creating shows that children love because I loved theatre and music so much when I was a child!



Noel & her little sister, Meredith, putting on a play for family.



Don as the Easter Bunny in his 3rd Grade School Play

DON GRUEL— I grew up in Beaufort, South Carolina. When I was little, I would make up plays using my “Star Wars” Action Figures as the actors. I started doing school plays when I was in Kindergarten, but my first play outside of school I was in the musical OKLAHOMA when I was 10 years old. I really liked the feeling of being able to pretend to become other people in other places. I kept doing plays throughout Middle School & High School and decided to study Theatre in college. I graduated from the University Of South Carolina in 1993 and have worked in professional theatre ever since. I have always loved using my imagination. As an actor, I get to be creative every single day.

You can try acting too!

Get involved in a play at school or in your community!

Write A Letter

To The Actors Activity

A.C.T. For Youth loves to receive letters from our audience!



You will write letters all of your life!

You will write letters in school, to correspond with friends and family, and for your job one day!

It is very important to know how to write a good letter.

Your teachers may want you to write your letter in a proper letter-writing style or format.

Here is an example of one style!

YOU CAN SEND US

**~A DRAWING~
~WHAT YOU
LEARNED~
~YOUR FAVORITE
PART~**

**Your Opinions Count!
They Help Us When**

A.C.T. For Youth
8297 Champions Gate Blvd. #188
Champions Gate, FL 33896

Dear Audience:

The Atlantic Coast Theatre For Youth would like to thank all of you for showing us such fantastic audience manners during the show! Everyone was so respectful during the performance. You laughed when things were funny, but you were also able to quiet back down so that everyone could hear. I don't think that we heard anyone talking while the actors were on stage. That was great! You made our job so much fun.

Thanks so much! You were wonderful!

Sincerely,

Don Gruet & Noel Holland

Send your letters to:

Atlantic Coast Theatre For Youth
8297 Champions Gate Blvd. #188
Champions Gate, FL 33896

NATIONAL EDUCATION STANDARDS

&

NEXT GENERATION FLORIDA SUNSHINE STATE STANDARDS

The following standards can be supported by:

- Watching the production
- Participating in the activities listed in the study guide
- Classroom discussion after the show

National Standards: Kindergarten – 4th Grade

NA-T.K-4.6

COMPARING AND CONNECTING ART FORMS BY DESCRIBING THEATRE, DRAMATIC MEDIA, AND OTHER ART FORMS

Students describe visual, aural, oral, and kinetic elements in theatre, dramatic media, dance, music, and visual arts
Students compare how ideas and emotions are expressed in theatre, dramatic media, dance, music, and visual arts
Students select movement, music, or visual elements to enhance the mood of a classroom dramatization

-T.K-4.7

ANALYZING AND EXPLAINING PERSONAL PREFERENCES AND CONSTRUCTING MEANINGS FROM CLASSROOM DRAMATIZATIONS AND FROM THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA PRODUCTIONS

Students identify and describe the visual, aural, oral, and kinetic elements of classroom dramatizations and dramatic performances
Students explain how the wants and needs of characters are similar to and different from their own
Students articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances

-T.K-4.8

UNDERSTANDING CONTEXT BY RECOGNIZING THE ROLE OF THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA IN DAILY LIFE

Students identify and compare similar characters and situations in stories and dramas from and about various cultures, illustrate with classroom dramatizations, and discuss how theatre reflects life
Students identify and compare the various settings and reasons for creating dramas and attending theatre, film, television, and electronic media productions

-M.K-4.9

UNDERSTANDING MUSIC IN RELATION TO HISTORY AND CULTURE

Students demonstrate audience behavior appropriate for the context and style of music performed

National Standards: 5th Grade

-T.5-8.6

COMPARING AND CONNECTING ART FORMS BY DESCRIBING THEATRE, DRAMATIC MEDIA, AND OTHER ART FORMS

Students describe characteristics and compare the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts
Students incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and scripted scenes
Students express and compare personal reactions to several art forms
Students describe and compare the functions and interaction of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music, and visual arts

-T.5-8.7

ANALYZING AND EXPLAINING PERSONAL PREFERENCES AND CONSTRUCTING MEANINGS FROM CLASSROOM DRAMATIZATIONS AND FROM THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA PRODUCTIONS

Students describe and analyze the effect for publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances

-T.5-8.8

UNDERSTANDING CONTEXT BY RECOGNIZING THE ROLE OF THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA IN DAILY LIFE

Students describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects a culture

-M.5-8.7

EVALUATING MUSIC AND MUSIC PERFORMANCES

Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing

FLORIDA SUNSHINE STATE STANDARDS- THEATRE

KINDERGARTEN

- TH.K.C.2.1 Respond to a performance and share personal preferences about parts of the performance.
- TH.K.C.3.1 Recognize that individuals may like different things about a selected story or play.
- TH.K.C.3.2 Share reactions to a live theatre performance.
- TH.K.S.1.1 Demonstrate appropriate audience behavior at a live performance.
- TH.K.S.1.2 Describe play-acting, pretending, and real life.
- TH.K.S.1.3 Describe personal preferences related to a performance.
- TH.K.S.2.1 Pretend to be a character from a given story.
- TH.K.O.1.1 Share opinions about a story with classmates.
- TH.K.O.2.1 Draw a picture of a favorite scene from a play.
- TH.K.H.3.1 Describe feelings related to watching a play.

GRADE 1

- TH.1.C.1.2 Draw a picture from a favorite story and share with the class why the scene was important to the story.
- TH.1.C.2.2 Identify elements of an effective performance.
- TH.1.S.1.1 Exhibit appropriate audience etiquette and response.
- TH.1.S.1.2 Demonstrate the differences between play-acting, pretending, and real life.
- TH.1.S.1.3 Explain personal preferences related to a performance.
- TH.1.O.2.1 Describe in words or by drawing a picture, the most exciting part in the story line of a play.
- TH.1.H.3.1 Identify similarities between plays and stories.

GRADE 2

- TH.2.C.1.1 Describe a character in a story and tell why the character is important to the story.
- TH.2.C.1.2 Respond to a play by drawing and/or writing about a favorite aspect of it.
- TH.2.C.2.2 Describe how an actor in a play, musical, or film creates a character.
- TH.2.C.3.1 Identify important characteristics to discuss when sharing opinions about theatre.
- TH.2.S.1.1 Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.
- TH.2.S.1.2 Compare, explain, and exhibit the differences between play-acting, pretending, and real life.
- TH.2.S.1.3 Explain, using specific examples, why some individuals may or may not like a particular performance.
- TH.2.O.1.1 Compare the differences between reading a story and seeing it as a play.
- TH.2.O.1.2 Explain the difference between the stage, backstage, and audience areas.
- TH.2.O.2.1 Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
- TH.2.O.2.1 Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
- TH.2.F.2.1 Identify the jobs people can have in a theater.

GRADE 3

- TH.3.C.1.2 Watch a play and describe how the elements of light, costumes, props, & sound influence the mood of the production
- TH.3.C.2.2 Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
- TH.3.C.3.1 Discuss the techniques that help create an effective theatre work.
- TH.3.S.1.1 Demonstrate effective audience etiquette and constructive criticism for a live performance.
- TH.3.S.1.2 Compare a theatrical performance with real life and discuss how theatre makes pretense seem like real life.
- TH.3.S.1.3 Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.
- TH.3.S.3.3 Describe elements of dramatic performance that produce an emotional response in oneself or an audience.
- TH.3.S.3.4 Describe the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions.
- TH.3.O.1.1 Describe how an actor creates a character.
- TH.3.O.1.2 Discuss why costumes and makeup are used in a play.
- TH.3.O.2.1 Describe what happened in a play, using age-appropriate theatre terminology.
- TH.3.F.2.1 Identify non-theatre professions that require the same skills as are used in theatre.

GRADE 4

- TH.4.C.3.1 Identify the characteristics of an effective acting performance.
- TH.4.C.3.3 Define the elements of a selected scene that create an effective presentation of an event or person.
- TH.4.S.1.1 Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
- TH.4.S.1.2 Discuss the concept of "willing suspension of disbelief" used in theatre to help create the illusion of real life in performances.
- TH.4.S.1.3 Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.
- TH.4.S.3.3 Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.
- TH.4.O.1.1 Describe what a designer and director do to support the actor in creating a performance.
- TH.4.O.3.1 Explain how theatre and its conventions are used to communicate ideas.
- TH.4.H.3.1 Describe how individuals learn about themselves and others through theatre experiences.
- TH.4.F.2.1 Identify the types of jobs related to putting on a theatre production and compare them with other arts-related and non-arts performances or events.
- TH.4.F.3.1 Identify the leadership qualities of directors, actors, and/or technicians.

GRADE 5

TH.5.C.3.1	Discuss alternate performance possibilities of the same character in the same play.
TH.5.C.3.3	Define the visual elements that must be conveyed dramatically to make a scene effective.
TH.5.S.1.1	Describe the difference in responsibilities between being an audience member at live or recorded performances.
TH.5.S.1.2	Weigh the use of "fourth wall" and "willing suspension of disbelief" in effectively creating the illusion of real life in specified theatre performances.
TH.5.S.1.3	Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.
TH.5.O.1.1	Explain an actor's choices in the creation of a character for a scene or play.
TH.5.O.1.2	Make a list of the types of props that might be found in a play.
TH.5.O.1.3	Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.
TH.5.O.3.1	Describe a variety of theatrical methods and/or conventions that a group of individuals can use to communicate with audiences.
TH.5.O.3.2	Explore how theatre can communicate universal truths across the boundaries of culture and language.
TH.5.H.3.1	Identify symbolism in a play that is found in other art forms.
TH.5.H.3.2	Compare theatre to other modes of communication.
TH.5.H.3.3	Demonstrate how the use of movement and sound enhance the telling of a story.
TH.5.F.2.1	Identify jobs in the community that are associated with or impacted by having a theater in the neighborhood.
TH.5.F.3.1	Examine and discuss the characteristics displayed by directors, actors, and technicians that can be applied to jobs outside the theatre classroom.

FLORIDA SUNSHINE STATE STANDARDS– MUSIC

GRADE K

MU.K.C.2.1	Identify similarities and/or differences in a performance.
MU.K.C.3.1	Share opinions about selected pieces of music.
MU.K.O.3.1	Respond to music to demonstrate how it makes one feel.

GRADE 1

MU.1.C.1.2	Respond to music from various sound sources to show awareness of differences in musical ideas.
MU.1.C.3.1	Share different thoughts or feelings people have about selected pieces of music.
MU.1.H.1.2	Explain the work of a composer.
MU.1.F.2.1	Describe how he or she likes to participate in music.

GRADE 2

MU.2.C.1.2	Respond to a piece of music and discuss individual interpretations.
MU.2.C.3.1	Discuss why musical characteristics are important when forming and discussing opinions about music.
MU.2.F.2.1	Describe how people participate in music.

GRADE 3

MU.3.C.1.1	Describe listening skills and how they support appreciation of musical works.
MU.3.C.1.2	Respond to a musical work in a variety of ways and compare individual interpretations.
MU.3.C.3.1	Identify musical characteristics and elements within a piece of music when discussing the value of the work.
MU.3.O.1.1	Identify, using correct music vocabulary, the elements in a musical work.
MU.3.O.1.2	Identify and describe the musical form of a familiar song.
MU.3.F.2.1	Identify musicians in the school, community, and media.
MU.3.F.2.2	Describe opportunities for personal music-making.

GRADE 4

MU.4.C.1.1	Develop effective listening strategies and describe how they can support appreciation of musical works.
MU.4.C.1.2	Describe, using correct music vocabulary, what is heard in a specific musical work.
MU.4.C.3.1	Describe characteristics that make various musical works appealing.
MU.4.O.1.1	Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.
MU.4.O.3.1	Identify how expressive elements and lyrics affect the mood or emotion of a song.
MU.4.H.3.1	Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

GRADE 5

MU.5.C.1.1	Discuss and apply listening strategies to support appreciation of musical works.
MU.5.C.2.1	Define criteria, using correct music vocabulary, to critique one's own and others' performance.
MU.5.C.3.1	Develop criteria to evaluate an exemplary musical work from a specific period or genre.
MU.5.O.1.1	Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.
MU.5.O.3.1	Examine and explain how expressive elements, when used in a selected musical work, affect personal response.
MU.5.H.2.2	Describe how technology has changed the way audiences experience music.
MU.5.H.3.1	Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.
MU.5.F.2.1	Describe jobs associated with various types of concert venues and performing arts centers.
MU.5.F.2.2	Explain why live performances are important to the career of the artist and the success of performance venues.

FLORIDA SUNSHINE STATE STANDARDS– LANGUAGE ARTS

- GRADE K**
LA.K.2.1.1 The student will identify familiar literary forms (e.g., fairy tales, tall tales, nursery rhymes, fables);
LA.K.2.1.2 The student will retell the main events (e.g., beginning, middle, end) of a story, and describe characters and setting;
- GRADE 1**
LA.1.2.1.1 The student will identify various literary forms (e.g., stories, poems, fables, legends, picture books);
LA.1.2.1.2 The student will retell the main events (e.g., beginning, middle, end) in a story;
LA.1.2.1.3 The student will identify the characters and settings in a story;
LA.1.2.1.5 The student will respond to various literary selections (e.g., nursery rhymes, fairy tales), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); and
LA.1.6.2.4 The student will identify authors, illustrators, or composers with their works.
- GRADE 2**
LA.2.2.1.1 The student will identify the basic characteristics of a variety of literary forms (e.g., fables, stories, fiction, poetry, folk tales, legends) and how they are alike and different;
LA.2.2.1.2 The student will identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction;
LA.2.2.1.3 The student will identify ways an author makes language choices in poetry that appeal to the senses, create imagery and suggest mood;
LA.2.2.1.4 The student will identify an authors theme, and use details from the text to explain how the author developed that theme;
LA.2.2.1.5 The student will respond to various literary selections (biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);
LA.2.2.1.7 The student will identify and explain an author's use of descriptive and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and
- GRADE 3**
LA.3.2.1.1 The student will understand the distinguishing features among the common forms of literature (e.g., poetry, prose, fiction, drama);
LA.3.2.1.2 The student will identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction;
LA.3.2.1.3 The student will identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);
LA.3.2.1.4 The student will identify an authors theme, and use details from the text to explain how the author developed that theme;
LA.3.2.1.5 The student will respond to, discuss, and reflect on various literary selections (e.g., poetry, prose, fiction, nonfiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);
LA.3.2.1.7 The student will identify and explain an authors use of descriptive, idiomatic, and figurative language (personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and
- GRADE 4**
LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, & media
LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction;
LA.4.2.1.3 The student will identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);
LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme;
LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);
LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects;
LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present;
- GRADE 5**
LA.5.2.1.1 The student will demonstrate knowledge of the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
LA.5.2.1.2 The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction;
LA.5.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme;
LA.5.2.1.5 The student will demonstrate an understanding of a literary selection, and depending on the selection, include evidence from the text, personal experience, and comparison to other text/media;
LA.5.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects;
LA.5.2.1.8 The student will explain changes in the vocabulary and language patterns of literary texts written across historical periods

Atlantic Coast Theatre (A.C.T.) For Youth Common Core Standards

The following **College and Career Readiness Anchor Standards** are reinforced by each A.C.T. For Youth Show by watching the production, participating in the activities listed in the study guide, & classroom discussion after the show.

The corresponding Common Core Standards for each grade level can be found at: <http://www.corestandards.org/the-standards>

- CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.