

Fantasy Theatre Factory

Presents



Cinderella... A Fractured Fairy Tale

Teacher Guidelines

All Fantasy Theatre Factory Teacher Guidelines incorporate and support Florida Sunshine State Standards.

The original Cinderella was written by the Brothers Grimm and is nothing like the “Disney Version” that we all know today. Since its origin there have been hundreds of scripts, plays and stories written about poor Cinderella. Fantasy Theatre Factory has created our own unique version in the style of British Pantomime. These Teacher Guidelines provide related information and classroom activities corresponding to before and after the play.



The Art Of British Pantomime

“Cinderella Salmonella and Rubella, A Fractured Fairytale” is performed in the theatrical style known as a British Pantomime or Panto. In the United States, pantomime usually alludes to a silent performer on a blank stage, but Fantasy Theatre imports this traditional favorite all the way from the **United Kingdom**. Centuries ago performances were mime, but modern Pantos are very popular and incorporate all different types of acting skills-the louder the better!

Primarily based upon a **fairy tale** or **nursery rhyme**, British Pantos are an excellent introduction to the theatre because they include **comedy**, **drama**, **music** - all the magic of the theatre. Pantos are “an opportunity to hiss and boo at the villains, scream at the top of your voice (and be encouraged to do so!) and you even get to sing along!”

What else signifies a British Pantomime?

- *Outrageous Female characters (Dames) played by Male actors in big bright costumes.
- *A princess or damsel who is saved by and then marries the leading male.
- *A scene where someone is misbehaving behind someone else,
(causing plenty of audience shouts of “behind you!”)
- *A slapstick fuss where someone gets covered in something nasty.
- *A scene with two characters who argue back and forth.
 (“Oh no it isn’t” and “Oh yes it is!”)

Teacher guidelines available at www.ftfshows.com



The Principal Characters

Segments from the Review Insights From A Cinderella Story By Jonathan Young

Cinderella

The widower's daughter is working like a servant in her own house. The chores run her ragged; washing, ironing, scrubbing, dusting and cooking. This sounds like the real life we all know well. The mundane tasks never end. Keeping a hopeful spirit in the face of all the chores is a considerable challenge. There are always step-sisters within ~ inner critics ready to find fault with everything we do. We then imagine that others think badly of us. Dealing with the mean step-sister voices within is a struggle for most people.

The Stepsisters

The Stepsisters have every intention of winning the Prince's favor. The step-sisters represent our vain and self-important qualities. The part of the personality that believes in control tends to value comparisons, power, status, and competition. That kind of consciousness wants the Prince for material advantages and for making others envious. We all have to watch out for our ability to indulge crass motivations that can ultimately be self-defeating.

The Fairy Godmother

As always, Cinderella has her helpers. At times of crisis sometimes we feel very alone. It is important to realize that we have allies that are available to us. We have friends, teachers, family, the memory of all of these. In the stories it's often someone who magically appears to provide help at a time of great anxiety. In our lives, it can be the surprising awareness of a perspective or strength we did not know we had.



Before The Play



Class Discussion

1. *What do the terms “Play” and “Live Theatre” mean?*
(Florida Standards Connections: LAFS.2.L.3.4, LAFS.3.L.3.4, LAFS.4.L.3.4, LAFS.5.L.3.4)*
2. *Are there different kinds or styles of theatre? How can we tell the difference?*
(Florida Standards Connections: TH.2.H.1.2, TH.3.C.3.1, TH.4.C.3.3, TH.5.C.3.1, TH.5.O.1.3)
3. *How is live theatre different from TV or the movies (Answers may vary)*
(Florida Standards Connections: TH.3.O.3.1, TH.4.O.3.1)
 - Live theatre cannot be stopped to re-shoot a scene or fix mistakes.
 - Live theatre involves the audience.
 - The actors on stage can hear the audience!
4. *What is an audience?*
(Florida Standards Connections: TH.2.S.1.1, TH.3.S.1.1, TH.4.S.1.1, TH.5.S.1.1)
 - What is the audiences’ job?
 - How should an audience behave?
5. *What is an Actor? Can you name any actors?*
(Florida Standards Connections: TH.2.C.2.2, TH.3.O.1.1, TH.4.C.3.1, TH.5.O.1.3)
 - An actor is someone who makes what is not real seem real.

Elements To Watch For:

(Florida Standards Connections: TH.2.O.3.1, TH.3.S.1.3, TH.4.S.1.3, TH.5.S.1.3)

The style of the play.

How many actors are in the play? How many characters? How does this version of Cinderella differ from others?

Qualities of the characters and how they change from beginning to end.

How are characters different from each other?

Activity: “Tell The Story”

(Florida Standards Connections: LAFS.2.SL.2.4, LAFS.3.SL.2.4, LAFS.4.SL.2.4, LAFS.5.SL.2.4)

- *Most students are familiar with the tale of Cinderella and can clearly recall the story details.*
 1. Have students stand and deliver a narrative describing all of the story’s characters and details.
 2. Next, encourage the rest of the class to corroborate this version of Cinderella by communicating their individual memories of the story. As each student tells their version, create a list of the overlapping details common.
 3. Remind students that they are about to watch a new adaptation of Cinderella. Encourage the students to look for their list of common traits in the upcoming performance.

*For a complete listing of the Florida Standards Connections, please see pages 10-12 of this study guide.

Teacher guidelines available at www.ftfshows.com

Activity: “The Changing Play”

(Florida Standards Connections: TH.1.S.1.1, TH.2.S.1.1, TH.3.S.1.1, TH.4.S.1.1, TH.5.S.1.1)

- Have the class sit as though they were a grown up audience watching a play.
- Have them change their reactions as the imaginary play changes from comedy, drama, Horror, Musical etc.
- Ask the class to pretend to be a bad audience that is distracting and impolite. Then ask them to behave correctly.
- Discuss the difference and create a plan together for appropriate theatre behavior.



After The Play



Identifying with Characters

(Florida Standards Connections: LAFS.2.SL.1.1, LAFS.3.SL.1.1, LAFS.4.SL.1.1, LAFS.5.SL.1.1)

1. Cinderella is a story about the rewards of being noble and hopeful in the face of adversity. Cinderella sings and dances with her imaginary friends to turn her chores into a game. Many real life situations require us to use our imaginations as well.
 - Encourage students to describe a tedious task or job they must perform.
 - Students then develop and communicate their own imaginative methods for making these activities enjoyable.

2. The Fairy Godmother appears when Cinderella is in need, just as real life family members help each other. However, Cinderella had only the *memory* of her real mother.
 - Students can relate to Cinderella by identifying individuals who support them in times of need.
 - Students can then identify those ways in which the *memory* of friends and family is supportive.

(*Example: How do your parents guide you when they are at work and you are at school?!*)



Plot and Character Arc

(Florida Standards Connections: LAFS.2.RL.1.3, LAFS.2.RL.2.5, LAFS.3.RL.1.3, LAFS.4.RL.1.3, LAFS.5.RL.1.2)

In every story, no matter how silly, principle characters go through a monumental change that can be illustrated with a **Character Arc**. Character Arcs occur in plays, movies, and television as well as printed fiction. Main characters are classified as having the greatest arc which symbolizes the most significant change from beginning to end. By drawing a character arc, students see how a writer develops a story's character and plot. Creating a character arc is simple:

Step 1.) Describe the character in the BEGINNING of the play.

This is the start point of your arc.

(How does Cinderella look, feel and act? What are her surroundings?)

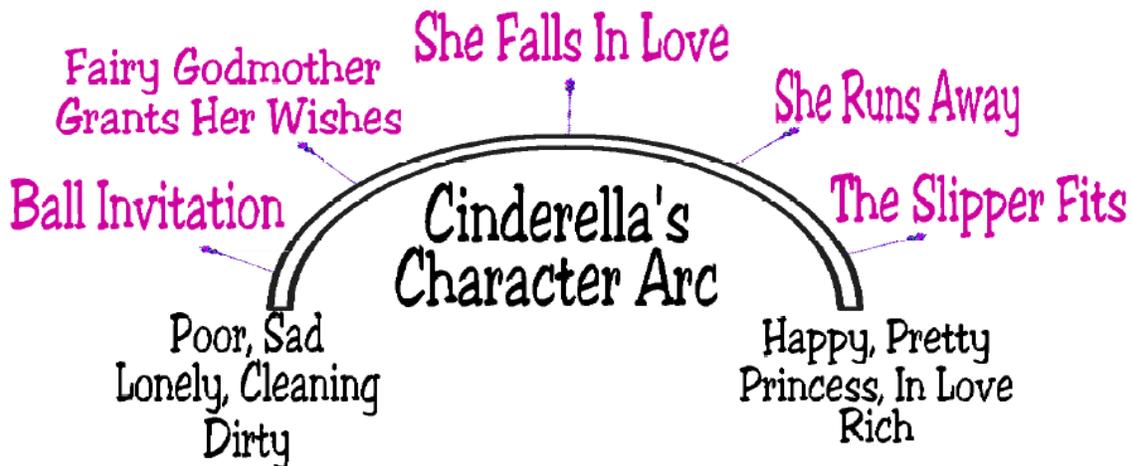
Step 2.) Identify the internal incidents in the MIDDLE that shape the arc.

These are the big and small events that change the character.

(Hint: The top of the arc marks the biggest change of the story and is usually when the character finds love.)

Step 3.) Describe the character at the END.

This is the end point of your arc.



Advanced Student Character Arcs

Ask students to create character arcs for their favorite books and movies. This activity is fun, surprising and very enlightening!

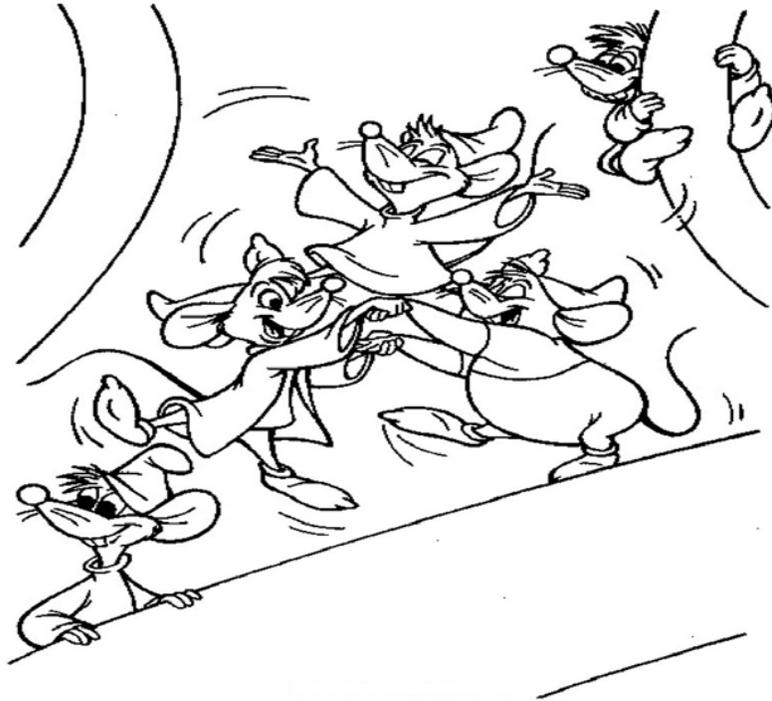
Theatre Vocabulary

(Florida Standards Connections: LAFS.2.L.3.5, TH.2.O.3.1, LAFS.3.L.3.5, LAFS.4.L.3.5, LAFS.5.L.3.5)

Play	<i>A story written for the stage and the performance of that story.</i>
Set	<i>Where the play is performed.</i>
Actors	<i>The people who perform the play.</i>
Script	<i>The written story that is performed by the actors.</i>
Cast	<i>A collective term for the actors who perform the play.</i>
Rehearsal	<i>Practice of the play.</i>
Prop	<i>Any object an actor holds in their hand.</i>
Performance	<i>Acting out the script for an audience.</i>
Audience	<i>People who listen and watch the play.</i>
Stage	<i>Where the play is performed.</i>
Off Stage	<i>Any area that is not in view of the audience.</i>
On Stage	<i>Any area that is in view of the audience.</i>
Upstage	<i>On Stage direction indicating moving away from the audience.</i>
Downstage	<i>Moving towards the audience.</i>
Stage Right/Left	<i>The actor's right or left as they face the audience.</i>
Performance	<i>Acting out the play for the audience.</i>
Applause	<i>Audience clapping that says "thank you for a job well done."</i>
Bow	<i>Bending at the waist, an actor's thank you for applause.</i>
Fairy Tale	<i>A fictitious fanciful story.</i>
British Pantomime	<i>A style of performance using music, dance and comedy.</i>
Pantos	<i>A British pantomime play.</i>
Transformation	<i>To change markedly in form or appearance.</i>
Salmonella	<i>Disease causing bacteria.</i>
Rubella	<i>German measles.</i>

About Fantasy Theatre Factory

Fantasy Theatre Factory is a professional *touring* theatre created in New York in 1977, by Ed Allen and Mimi Schultz, performing artists and teachers. We present theatre for **family audiences**. Our **14** touring shows appeal to pre-school, elementary, family, adult and senior audiences. Our shows cover themes of: Children's Literature, Reading, Ecology, Social Service, Black history, Dance, English, and Music. We perform in rural and inner city schools, theatre, parks, hospitals, community centers, practically everywhere. In this manner, Fantasy Theatre Factory presents more than 400 Florida programs reaching over 150,000 people each year. Our mission is to make more quality theatre programs available to more people.





Cinderella... A Fractured Fairy Tale

(Florida Standards Connections: LAFS.1.W.1.1, LAFS.2.W.1.1, LAFS.3.W.1.1, LAFS.4.W.1.1, LAFS.5.W.1.1)

We love fan mail! Let us know your favorite part and how much you enjoyed the show. You can even draw a picture. We cannot wait to hear from you!

Dear Fantasy Theatre Factory,

Your Friend,

School:

Show:

Teacher:

Date:

Cinderella: A Fractured Fairy Tale

Florida Standards Connections

Class Discussion #1, pg. 1

LAFS.2.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

LAFS.3.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

LAFS.4.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

LAFS.5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

Class Discussion #2, pg. 1

TH.2.H.1.2 Explain how to respond as an audience member in a different way, depending on the style of performance.

TH.3.C.3.1 Discuss the techniques that help create an effective theatre work.

TH.4.C.3.3 Define the elements of a selected scene that create an effective presentation of an event or person.

TH.5.C.3.1 Discuss alternate performance possibilities of the same character in the same 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.

Class Discussion #3, pg. 3

TH.3.O.3.1 Compare the characteristics of theatre to television and movies.

TH.4.O.3.1 Explain how theatre and its conventions are used to communicate ideas.

Class Discussion #4, pg. 3

TH.2.S.1.1 Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.

TH.3.S.1.1 Demonstrate effective audience etiquette and constructive criticism for a live performance.

TH.4.S.1.1 Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.

TH.5.S.1.1 Describe the difference in responsibilities between being an audience member at live or recorded performances.

Class Discussion #5, pg. 3

TH.2.C.2.2 Describe how an actor in a play, musical, or film creates a character.

TH.3.O.1.1 Describe how an actor creates a character.

TH.4.C.3.1 Identify the characteristics of an effective acting performance.

TH.5.O.1.3 Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.

Elements to Watch For, pg. 3

TH.2.O.3.1 Identify theatrical elements and vocabulary found in everyday life.

TH.3.S.1.3 Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.

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.5.S.1.3 Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.

Teacher guidelines available at www.ftfshows.com

Tell the Story, pg. 3

LAFS.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

LAFS.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

LAFS.4.SL.2.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

LAFS.5.SL.2.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

The Changing Play, pg. 4

TH.1.S.1.1 Exhibit appropriate audience etiquette and response.

TH.2.S.1.1 Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.

TH.3.S.1.1 Demonstrate effective audience etiquette and constructive criticism for a live performance.

TH.4.S.1.1 Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.

TH.5.S.1.1 Describe the difference in responsibilities between being an audience member at live or recorded performances.

Identifying With Characters, pg.4

LAFS.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

LAFS.3.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.5.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Character Arc, pg. 5

LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges.

LAFS.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

LAFS.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

LAFS.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Theatre Vocabulary, pg. 6

LAFS.2.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

TH.2.O.3.1 Identify theatrical elements and vocabulary found in everyday life.

LAFS.3.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

LAFS.4.L.3.5 Demonstrate understanding of word relationships, and nuances in word meanings.

LAFS.5.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Cinderella Fractured Fairy Tale Fan Mail, pg. 9

LAFS.K.W.1.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

LAFS.1.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

LAFS.2.W.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

LAFS.3.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

LAFS.4.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

LAFS.5.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.