



The Three Little Circus Pigs Study Guide

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

All About A.C.T. For Youth

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

Each year, the Atlantic Coast Theatre performs hundreds of shows for students across the U.S.A.

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!



A.C.T. FOR YOUTH 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~

www.atlantic-coast-theatre.com

A STRUCTURALLY SOUND FAIRY TALE



STRUCTURAL ENGINEER

Do you have dreams of designing strong buildings one day? You could become a Structural Engineer when you grow up!

One thing a Structural Engineer does is makes sure buildings are strong and safe!

Many people know the famous fairy tale “The Three Little Pigs”.

Each pig chooses to build a house made of different materials. One pig makes a house out of straw. Another pig builds his house out of sticks.

The third pig wisely builds his house out of bricks.

When the Big Bad Wolf comes to each of the pig’s houses, the wolf “huffs and puffs” trying to blow each house down.

The wolf is able to destroy both the straw and stick houses!

When the wolf tries to blow down the house made out of bricks, he cannot do it because the house is **STRUCTURALLY SOUND!**

“Structurally Sound” just means that the building is strong. Because the pig built a strong house, that means he is safe.

Although our show is different from the original fairy tale, THE THREE LITTLE CIRCUS PIGS uses many elements from the classic story. What was the same? What was different?

~CIRCUS HISTORY~

(Florida Standards Connections: LAFS.K.RI.1.2, LAFS.1.RI.1.1, LAFS.2.RI.1.3, LAFS.3.RI.1.3, LAFS.4.RI.1.3, LAFS.5.RI.1.3)

For a complete listing of the Florida Standards Connections, please see pages 9-10 of this study guide.



Vintage Circus Posters

PT Barnum (1810-1891)

PT Barnum was a showman who founded the Barnum & Bailey Circus. He created spectacular touring shows of “amazing” things he thought audiences would like to see. His shows would travel all around the country and the world. His shows were very famous. In 1919 the Ringling Brothers Circus combined with the Barnum & Bailey Circus.

Three Ring Circus

As circus shows became bigger, more exciting, and more extravagant, Barnum decided that the audience needed MORE to look at during the show.

Instead of just having one stage area, he designed three rings for the acts to perform. Performers in the Center Ring were often the most special.

In the show, THE THREE LITTLE CIRCUS PIGS, the Cracklin Brothers Boarnum & Pig-feats Circus is a traveling circus show. The star pig performers

live in train cars- their homes on wheels!

The train travels from town to town, the crew sets up and runs the show, the performers perform shows for the ticket buying audience, the entire circus finishes the run, everyone involved packs up the show, AND then they all head to the next town to do it all over again!

Strongboar, in the show, says that working in “Show Business” is a lot of hard work...
but you get to make people happy.

As actors for the Atlantic Coast Theatre (ACT) For Youth, we have a similar kind of life. We travel from town to town doing performances for audiences. This show is very special to us, because it gives children and families a glimpse into the life of touring performers.

THE FAMILY OF SHOW BUSINESS

When you put on a show of any kind, you become very close to the performers and the crew. In our show, the lion tamer pig, Porker Gable Will-Hams, says that they become like your family. You work very hard creating something special with a wide variety of people. You spend a great deal of time working on cooperating as a team.

CIRCUS VOCABULARY

(Florida Standards Connections: LAFS.K.L.3.4, LAFS.1.L.3.4, LAFS.2.L.3.4, LAFS.3.L.3.4, LAFS.4.L.3.4, LAFS.5.L.3.4)

Big Top- The biggest tent found in a traveling circus where the main show takes place

Backstage- The behind-the-scenes area where the performers get ready

Center Ring- A ring shaped area of the circus where many exciting acts are performed for the audience to watch

Ringmaster- The performer who introduces all of the acts in the circus

Barker- The person whose job it is to try to get people to buy a ticket to see the circus

Tightrope Walker- The dangerous art of walking on a high thin rope or wire sometimes seen in circus performances

Trapeze- An act in many circus performances where acrobats fly through the air while swinging on horizontal bars

Acrobat- A skilled circus performer who can do amazing gymnastic performances

Gag- A funny scene or a funny part of a show

Schtick- A funny little part of a gag...also called a “bit”

Before The Show Activities

1. You will be seeing a live theatre production. What are the differences between a play and a movie or television? How is it different to view each type? What kinds of theatre manners should be used when watching a play?

(Florida Standards Connections: TH.K.S.1.1, TH.1.O.3.1, TH.1.S.1.1, TH.2.C.2.2, TH.2.S.1.1, TH.3.O.3.1, TH.3.S.1.1, TH.4.S.1.1, TH.5.H.3.2, TH.5.S.1.1)

2. Learn the original fairy tale of THE THREE LITTLE PIGS. Read different books and/or watch other versions of the three pigs story. This show, THE THREE LITTLE CIRCUS PIGS, is adapted from that original fairy tale. Predict what you think the show will be like since it has a circus theme!

(Florida Standards Connections: LAFS.K.RL.3.9, LAFS.1.RL.3.9, LAFS.2.RL.3.9, LAFS.3.RL.3.9, LAFS.4.RL.2.6, LAFS.5.RL.3.9)

After The Show Activities

(Florida Standards Connections: LAFS.K.SL.1.1, LAFS.K.SL.1.2, LAFS.1.SL.1.1, LAFS.1.SL.1.2, LAFS.2.SL.1.1, LAFS.2.SL.1.2, LAFS.3.SL.1.1, LAFS.3.SL.1.2, LAFS.4.SL.1.1, LAFS.4.SL.1.2, LAFS.5.SL.1.1, LAFS.5.SL.1.2)

- In our show, THE THREE LITTLE CIRCUS PIGS, the Wolf character is clearly one of the heroes of the story. She disagrees with being called “The Big Bad Wolf” and considers it an unfair label. Have you ever had a time where you were misunderstood and someone labeled you? Discuss how this made you feel. Discuss as a class how we all can look beyond labels to see the real personalities of the people around us.
- The Wolf does not realize that her allergic sneezing could be a talent that she could capitalize on. What are things in your life that you consider to be shortcomings? Do you think you could change the way you view those things? How can you change your viewpoint to make your negatives to become positives?
- Which character was your favorite in the show? Why?
- Create your own circus. Show off your talents and invite other students to come see your circus.

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

(Florida Standards Connections: LAFS.K.W.1.1, 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)



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
We Write
New Shows!**

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 Gruel & Noel Holland

Send your letters to:

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



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– 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!

The Three Little Circus Pigs

Florida Standards Connections

Circus History, pg. 3

LAFS.K.RI.1.2 With prompting and support, identify the main topic and retell key details of a text.

LAFS.1.RI.1.1 Ask and answer questions about key details in a text.

LAFS.2.RI.1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

LAFS.3.RI.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

LAFS.4.RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

LAFS.5.RI.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Circus Vocabulary, pg. 5

LAFS.K.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

LAFS.1.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

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.

Before the Show Activities #1

TH.K.S.1.1 Demonstrate appropriate audience behavior at a live performance.

TH.1.O.3.1 Compare a play to an animated movie that tells the same story.

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

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

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

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

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.H.3.2 Compare theatre to other modes of communication.

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

Before the Show Activities #2, pg. 6

LAFS.K.RL.3.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

LAFS.1.RL.3.9 Compare and contrast the adventures and experiences of characters in stories.

LAFS.2.RL.3.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

LAFS.3.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

LAFS.4.RL.2.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

LAFS.5.RL.3.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

After the Show Activities, pg. 6

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

LAFS.K.SL.1.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

LAFS.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

LAFS.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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.4.SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Letters from our Audience, pg. 7

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.

