

Engage. Educate. Entertain.

THE JUNGLE BOOK

Curriculum aligned to the Florida Standards



WEDNESDAY, APRIL 10, 2019

11:00 A.M.

THE MAHAFFEY THEATER AT
THE DUKE ENERGY CENTER FOR THE ARTS

Kim Dennison

CURRICULUM RESEARCH & DESIGN

HOW TO REACH US

Class Acts, Mahaffey Theater

400 1st Street South

St. Petersburg, FL 33701-4346

Attn: Class Acts/Perkins Elementary School

Pony Route #3

Phone: (727)892-5800

Fax: (727)892-5770

An electronic version of this guide can be found at
stpeteclassacts.com.

DIRECTIONS TO THE MAHAFFEY THEATER

Take I-275 (south from Tampa, north from
Bradenton/Sarasota) to exit 22 (I-175).

Follow Route I-175 (it will become
5th Avenue South) to 1st Street South.

The Mahaffey Theater will be in front of you.
*1st Street South and 2nd Street South are
two-way streets.*

Follow the directions given by the
parking attendants.

Duke Energy Center
For The Arts

Bill Edwards
FOUNDATION FOR THE ARTS

The Mahaffey Theater®

Thank you for supporting Arts Education and Class Acts!



NIelsen
foundation



This project is sponsored in part by the Department of State, Division of Cultural Affairs, the Florida Council of Arts and Culture, and the National Endowment for the Arts. (Section 286.25, Florida Statutes)

Class Acts

Bill Edwards Foundation for the Arts, Inc. is committed to supporting and presenting all genres of the Performing Arts at The Mahaffey Theater and throughout the St. Petersburg, Florida area; funding arts education for school children and providing its member patrons with unequalled services, entertainment, and cultural experiences.

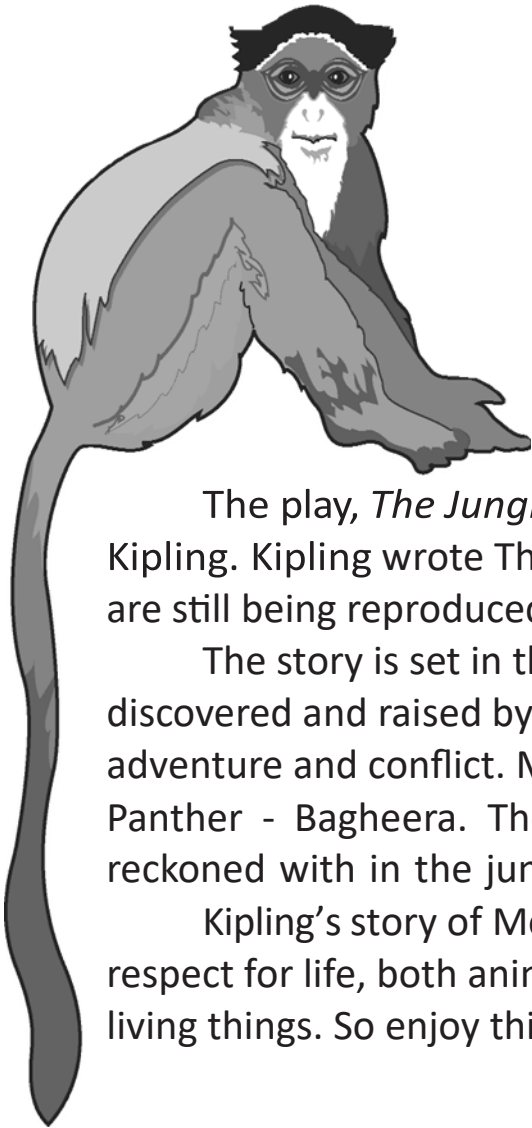
ABOUT THE SHOW

The Jungle Book

By Scott Wichman

Music by Julie Flucher

Based on the classic tale by Rudyard Kipling



The play, *The Jungle Book* is based on the classic tales by Rudyard Kipling. Kipling wrote The Jungle Books over 100 years ago, but his classic tales are still being reproduced on the stage and in the cinema.

The story is set in the jungles of southern India, where a baby is discovered and raised by a pack of wolves. Mowgli, the boy, has a life full of adventure and conflict. Mowgli's best friends are a bear - Baloo, and a Black Panther - Bagheera. The notorious Shere Khan, a tiger, is a force to be reckoned with in the jungle.

Kipling's story of Mowgli's childhood adventures in the jungle reinforce respect for life, both animal and human, and the idea of the harmony of all living things. So enjoy this fantastic journey filled with mystery and danger!

The *Classroom Connections Study Guide* was used as a resource for this guide.

Text used with permission from Theatre IV-Richmond, VA.



Virginia Repertory Theatre

114 West Broad St.

Richmond, VA 23220

va-rep.org

BEFORE THE SHOW

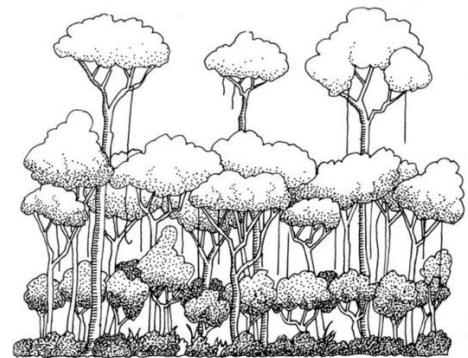
Getting to Know You

Introduce students to the characters and the setting of *The Jungle Book*. Students may have some prior knowledge of *The Jungle Book* so allow them to use that prior knowledge in these engagements.

Characters

There are a variety of characters in The Jungle Book. Here we will focus on Mowgli (the boy), Baloo (the bear), Bagheera (the black panther), Shere Khan (the tiger), and the wolves.

- Students may work individually or in partners for this engagement.
- Students will choose one of the above characters.
- Students will sketch or draw the character, either based on prior knowledge or as a prediction, and then describe the character using grade level appropriate character attributes/traits.
- Students will predict how the character will be represented in the play. Those students that have prior knowledge of *The Jungle Book* can answer the following question: Will the character be the same or different in the play based on what you know already? Why do you think so?
- Save these predictions for after the show to compare and contrast students' thinking.



Setting

The setting of The Jungle Book is in India.

- Use [Google Earth](https://www.google.com/earth/) to explore India and the rain forests in this area of the world.
- Ask students how they think the stage will be set for the play after learning about India. Students can use drawing or writing to describe what the set will look like.
- Save these predictions for after the show to compare and contrast students' thinking.

Read Aloud

Read aloud one or more of *The Jungle Book* stories to students. There are many resources on the internet. One is below:

Planet Publish:

http://www.planetpublish.com/wp-content/uploads/2011/11/The_Jungle_Book_T.pdf

BEFORE THE SHOW

Theater etiquette is an important part of attending a live stage production. So that all patrons have an enjoyable experience at the theater, please share these guidelines with your students prior to attending the performance. Remind students to be respectful of the performers and other audience members by engaging in responsible behavior.

- You agree to be on time. Theater is great! It's live! It happens in the moment. You can't rewind it. You are an important part of the show and you need to be there from the very beginning. The actors are there, so you need to be there, too. Arriving 20 minutes before show time is the standard rule.
- You agree to use the restroom before the show starts to avoid getting up and disrupting the performance while it's happening. Once a class is seated, you may visit the restroom in small groups prior to show time. Young students must be escorted.
- You agree not to talk or whisper during the show. If you whisper to your friends during the show, you disrupt those around you, and quite possibly the actors. And, you might miss something!
- You agree to participate. This includes laughing at appropriate times, clapping in appreciation for the things and actors you like, and doing other things when invited by the actors to do so. It also means paying attention to what's going on by listening and watching closely.
- You agree to turn off all cell phones and other gadgets that may make noise during the show.
- You agree not to take pictures or use recording devices of any kind during the show. The material performed on stage is copyrighted material, and therefore protected under copyright law from reproduction of any kind without written permission. In addition, the Mahaffey Theater is a union house, and union rules prohibit the use of photography and recording devices without prior consent.
- Finally, you agree to give the actors a full curtain call . A curtain call is the actors' final bow at the end of the performance. It's your opportunity to show your appreciation for what they've shared with you. Please wait until all the actors have taken their final bow before exiting the theater. The ushers will assist you in finding the best route out of theater!

AFTER THE SHOW

Reacting to the Play

Characters

Have a discussion about the characters in the play. This can be done whole group, small group, or in partners. You can also incorporate writing and drawing for students to express their thinking.

- Revisit the predictions you made about the characters before the play. How did your thinking change after seeing the play?
- Which character was your favorite? Why?
- Compare and contrast your favorite character with a partner. How were they similar and different?
- Which character faced the greatest challenge? How did the character overcome the challenge?

Themes & Lessons

Use discussion, writing, or drawing to have students think about the lessons and themes of *The Jungle Book*. What do these lessons teach us about life?

Setting

Have a discussion about the setting in the play. This can be done whole group, small group, or in partners. You can also incorporate writing or drawing for students to express their thinking.

- Revisit the predictions you made about the setting. How did your thinking change after the play?
- How did the set designers bring the jungle to life on stage? What would you have done differently?
- How did the setting affect the characters?
- Design a new set for *The Jungle Book* and describe it in detail through writing or drawing.

Narrative Writing

- Have students write an original narrative piece about an adventure they have been on.
- Write about what might happen next for Mowgli after the end of the play.



FLORIDA STANDARDS

LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.

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

LAFS.K.W.1.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

TH.K.O.2.1 Draw a picture of a favorite scene from a play.

LAFS.1.RL.1.3 Describe characters, settings, and major events in a story, using key details.

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

LAFS.1.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

TH.1.O.2.1 Describe in words or by drawing a picture, the most exciting part in the story line of a play.

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

LAFS.2.W.1.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

TH.2.C.1.1 Describe a character in a story and tell why the character is important to the story.

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.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.3.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (c) Use temporal words and phrases to signal event order. (d) Provide a sense of closure.

TH.3.S.3.4 Describe the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions.

LAFS.4.RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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.4.RL.3.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

LAFS.4.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (b) Use dialogue and description to develop experiences and events or show the responses of characters to situations. (c) Use a variety of transitional words and phrases to manage the sequence of events. (d) Use concrete words and phrases and sensory details to convey experiences and events precisely. (e) Provide a conclusion that follows from the narrated experiences or events.

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

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.

LAFS.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

LAFS.5.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (d) Use concrete words and phrases and sensory details to convey experiences and events precisely. (e) Provide a conclusion that follows from the narrated experiences or events.

TH.5.F.1.2 Create a new ending for a familiar story.

For more information on the Florida Standards, visit cpalms.org.