

# Second Stage study guide

August–Sept 2015



Adapted by Alvin Chan  
from the story by Lewis Carroll

## The Cast

Alvin Chan  
Maile Holck  
Junior Tesoro  
Christina Uyeno

## Musician

Patrick Oiye

## The Artistic Staff

Director	Eric Johnson
Set/Prop/Puppet Design	Tom Lee
Costume/Prop/Puppet Design	Lacy Rohlf
Lighting/Projection Design	Chesley Cannon
Sound Design	Barett Hoover
Additional Music	Max Louie
Study Guide by	Daniel A. Kelin, II

**WE WELCOME YOU TO HONOLULU THEATRE FOR YOUTH!**

The year-round work of HTY is supported in part by a grant from the State Foundation on Culture and the Arts with funds from the Hawaii State Legislature. This support, with a grant from the National Endowment for the Arts and gifts from private foundations, the corporate community and individuals, enables HTY to offer plays to schools at nominal cost.

# Introduction

## **TEACHER PREVIEW**

HTY invites you & a guest FREE to *Anime Alice* on Fri., August 14 at 7:30pm or Sat, August 15 at 4:30 pm at Tenney Theatre. Please call ahead for reservations.

## **USING THIS GUIDE**

For a more complete list of Standards Connections, please visit the HTY website:  
<http://www.htyweb.org/sites/default/files/Anime%20Alice%20STANDARDS.pdf>

<b>BEFORE THE SHOW Activities</b>	<b>Page</b>	<b>STANDARD CONNECTION</b>
Share information in the <i>Introduction</i>	3	
Try the <i>Resilience</i> theme activity	3	Common Core (CC) Reading; HCPS World Languages
Talk about <i>Anime &amp; Alice: What do your students know?</i>	4	CC Speaking/Listening: HCPS Health
Read <i>Alice's Adventures are 150 Years Old!</i>	4	CC Reading
Discuss <i>Talking Points: Before Visiting the Show</i>	4	CC Speaking/Listening: HCPS Health, World Languages

---Take your trip to the HTY production of Anime Alice---

<b>AFTER THE SHOW Activities</b>	<b>Page</b>	<b>STANDARD CONNECTION</b>
Create a <i>Found Poem</i> with <i>FOR STUDENTS: Found Poem</i>	5&6	CC Writing; HCPS World Languages
Design a <i>Character Card</i> with <i>FOR STUDENTS: Character Cards</i>	5&7	HCPSIII Fine Arts: Visual Arts
Explore <i>Transported</i> with <i>FOR STUDENTS: Transported!</i>	5&8	CC Reading; HCPSIII Fine Arts: Visual Arts
Read or research more with <i>Resources</i>	2	

## **CONTACT US. TELL US WHAT YOU THINK.**

**Feedback Forms:** Please return an evaluation form after seeing the performance. We often contact teachers for further information, so include your name, school address and email address.

**HTY Online:** Visit our website for last minute changes or special offers, [www.htyweb.org](http://www.htyweb.org).

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Becky Dunning, *Managing Director*  
 Eric Johnson, *Artistic Director*  
 Daniel A. Kelin, II, *Director of Drama Education*  
 Stu Hirayama, *School Reservations Manager*

# For Teachers

## INTRODUCTION from Artistic Director, Eric Johnson

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Welcome to Honolulu Theatre for Youth's 61<sup>st</sup> season! We are delighted to have you join us in celebrating the 150<sup>th</sup> anniversary of one of the most beloved and enduring children's books. We hope that attending this production will become a vibrant and educational part of your students learning and that this study guide offers a variety of activities that will be useful to your classroom both prior and after the performance. Please let us know if there are ways in which we can continue to make the HTY experience an even more useful one for your classroom. We very much look forward to seeing you in Wonderland!

### RESILIENCE: An Opening Activity

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For 2015-16, HTY presents plays about strong characters who are models of **resilience**. These characters demonstrate how strength, patience, perseverance and bravery help overcome obstacles. Start your HTY field trip by exploring these key vocabulary.

#### WORDS OF RESILIENCE

This activity is a word association activity designed to activate prior knowledge with important vocabulary and themes. Choose from the following: **Resilience, endurance, patience, courage, bravery, nerve, determination, tenacity, perseverance.**

#### Directions

With students seated in a circle, tell them that they will activate prior knowledge around a variety of words related to the play they will be seeing at HTY.

Offer students a general definition of the word you will use. (*See list above*)

Tell students, "We're going to think about what we know about the theme of '**SELECTED WORD**' before seeing the HTY play."

Go around the circle, one student at a time, guiding each student to say one word that relates to the chosen theme. For example, with 'courage' someone might say 'strength' or 'power.'

Repeat the activity, as desired, with a new word related to the play.

### RESOURCES

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#### RELATED READING/BOOKS

##### Anime/Manga Drawing

*Drawing Manga: Animals, Chibis, and Other Adorable Creatures* by JC Amberlyn

##### Related, lower elementary

*The Adventures of Beekle: The Unimaginary Friend* by Dan Santat

*Louise, the Adventures of a Chicken* by Kate DiCamillo

##### Related, upper elementary

*Ophelia and the Marvelous Boy* by Karen Foxlee  
*Zahrah the Windseeker* by Nnedi Okorafor-Mbachu

#### WEBSITES

<http://www.ruthannzaroff.com/wonderland/>  
*ALICE IN WONDERLAND interactive activities*

# For Teachers

## Before seeing the Show

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### ANIME & ALICE: What do your students know?

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Before embarking on your field trip to HTY, briefly discuss a couple of the important elements of the play you will see. As the title suggests, this is a new adaptation of the *Alice's Adventures in Wonderland* story performed in an 'anime' style. What do your students know about *Anime* and *Alice*?

#### ALICE'S ADVENTURES IN WONDERLAND

What do you know about the 'Alice in Wonderland' story?

Who are some of the major characters? Where does this story take place?

What is the problem in the story that the main character faces?

What do you most like about the story?

What do you think the story is trying to teach you?

#### ANIME

How might you describe what 'anime' is? Where does it come from?

What makes anime special? What might you see when watching something drawn in an anime style?

*Definition:* A style of animation developed in Japan, characterized by stylized colorful art, with themes and styles similar to manga—or graphic—comics.

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### ALICE'S ADVENTURES are 150 years old!

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Alice turns 150 years old this year. Special events will be happening worldwide and new books will be published that look back over the Wonderland story. A great place for you and your students to start is to read Lewis Carroll's *The Nursery Alice* which is a simpler version of the book for young readers. You can find it online at: <http://ufdc.ufl.edu/UF00076726/00001/1j>

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### THINKING POINTS: Before visiting the show

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**Identity.** Alice doesn't seem very interested in things, especially leaving her home to go live someplace new. Then, unexpectedly, she stumbles into Wonderland. Through a series of strange experiences, she begins to learn more about what's important to her and who she really is.

Who are you and how do you know? What makes you different from other people?

**Puzzles.** Alice expects that adventures will make sense, but she is frustrated trying to figure out Wonderland. The riddles presented to Alice have no purpose or answer.

What's something that was very hard for you to figure out? How did you make sense of it?

**Curiosity.** Alice is as curious about Wonderland as all of the Wonderland characters are curious about her. But Alice thinks Wonderland is 'curiouser and curiouser,' meaning stranger and stranger.

When's a time you experienced something really strange to you? What happened?

**Growing up.** When Alice falls into Wonderland, she is a little girl. When she returns home, she seems more grown up, after experiencing such new worlds.

What's something that happened to you that you think helped you grow up a little?

# For Teachers

## Play-related Activities

### FOUND POEM: Create a poem from Lewis Carroll's words

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Distribute copies of the *FOR STUDENTS: Found Poem page (p.6)*. Guide students to create a 'found poem' from the words of Lewis Carroll, a poem created with words and phrases from an existing story. Students will create a five-line found poem using words and sentences from **Alice's Adventures in Wonderland**.

In **Step 1**, students pick one of the story's themes and circle it. (*Themes on FOR STUDENTS page*)

In **Step 2**, students pick words and phrases from the lists to create their found poem connected to the theme they circled.

Encourage students to have fun and take risks! In a found poem, there are no wrong answers.

### CHARACTER CARD: Design a playing card

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The Queen and other members of her court are all playing cards. And then, near the end of the book, "*Alice said, 'You're nothing but a pack of cards!' At this the whole pack rose up into the air, and came flying down upon her: she gave a little scream, half of fright and half of anger, and tried to beat them off, and found herself lying on the bank, with her head in the lap of her sister, who was gently brushing away some dead leaves that had fluttered down from the trees upon her face.*"

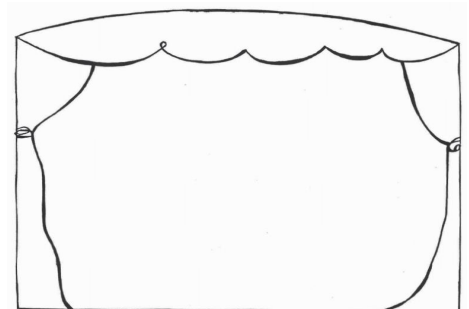
The playing cards all have unique, and quirky, personalities, but then become just cards again.

Using the *FOR STUDENTS: Character Cards*, guide students to create a card of their own self. What if each of them was a character in Wonderland? Who might they be? What would their card look like?

### TRANSPORTED: What might take you to a new world?

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Discuss with your students the idea of magical transportation found in many fiction stories: Alice disappears down a rabbit hole, the children in the Narnia stories walk through the clothes closet, Dorothy gets swept up in a tornado and in Norton Juster's *The Phantom Tollbooth*, Milo drives through that magical booth. Other stories feature ships being sucked under water, people flying through clouds to mystery islands and space travel even taking the passengers back to their own planet but in a new century. What are other stories that include magical portals of transportation?



Distribute copies of the *FOR STUDENTS: Transported! Page*. Guide students to design their own portal of transformation. Where do they find their portal? How does the portal work? What's on the other side of the portal? What might they say as they step through or get swept into the portal?

# For Students Found Poem

## FOUND POEM NONSENSE

A “found poem” is a poem created with words and phrases from an existing story. You’ll create a five-line found poem using words and sentences from the book *Alice’s Adventures in Wonderland*.

**Step 1:** Pick one of the themes from the stories and circle it.

**CURIOSITY**

**NONSENSE**

**IMAGINATION**

**ADVENTURE**

**Step 2:** Pick words and phrases from these lists to create your own found poem connected to the theme you circled. Under each line there is a direction about what to write. Have fun—in a found poem, there are no wrong answers.

Words		Sentences	
Rabbit-hole	Strange	I shall be late!	What size do you want to be?
Somewhere	Falling	Burning with curiosity	The Cat only grinned
Garden	Time	Down, down, down	So long as I get SOMEWHERE
Play	Croquet	Pretending to be two people	We’re all mad here
Splash!	Thump!	What nonsense	It’s always tea time
Size	Scurried	THAT’S the great puzzle!	Why not?

**Step 3:** Now that you’ve composed your found poem, read it aloud to a friend.

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POEM TITLE

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Write the theme word you have selected

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Write one phrase from the list

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Write three words from the list

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Write one phrase from the list

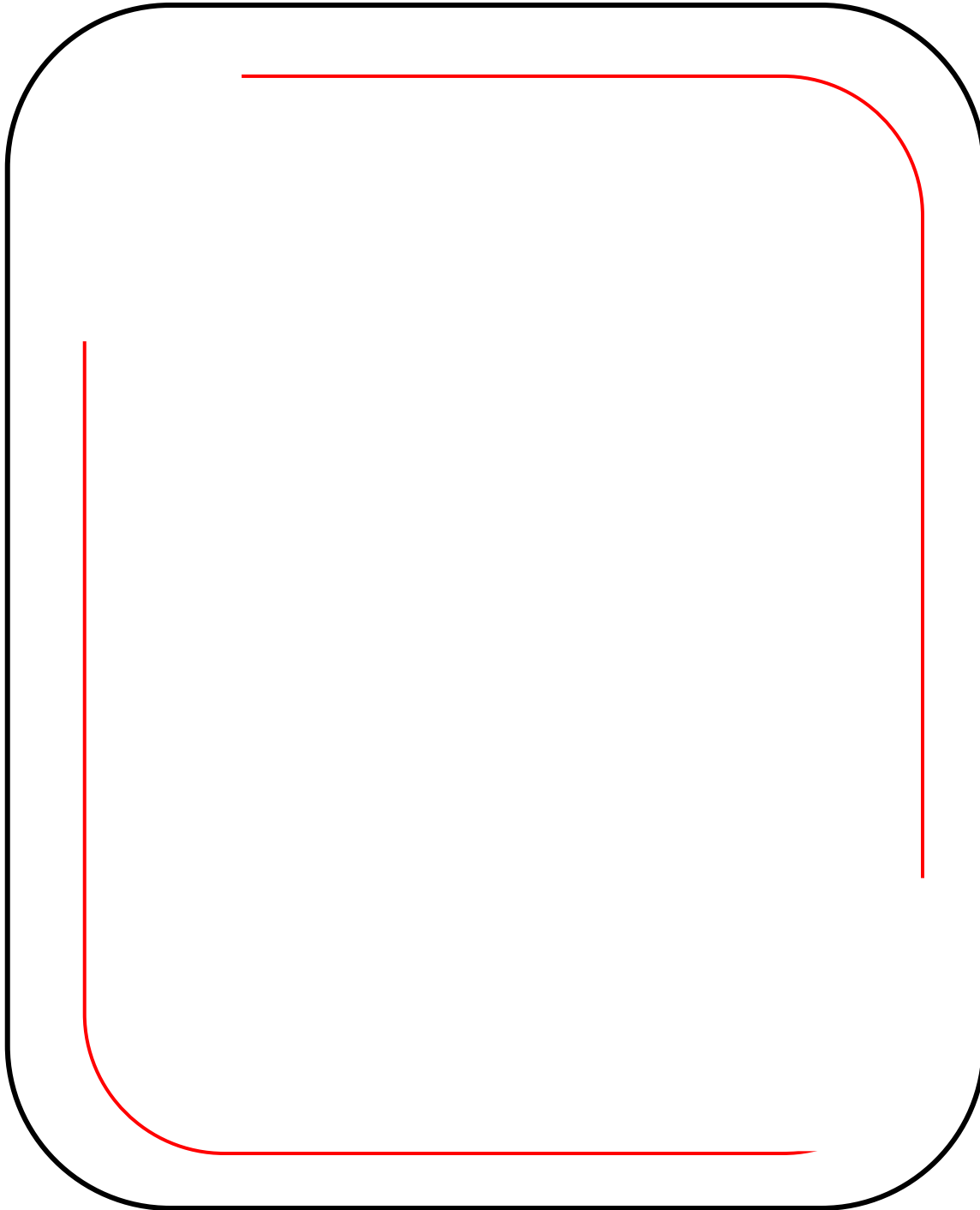
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Write one word from the list

# For Students

## Character Card

Maybe all of the characters in Wonderland were just a pack of playing cards. Even if that is true, each one was very unique. Design your own playing card character.



### Examples



# For Students

## Transported!

Alice fell through a rabbit hole. The children in **Narnia** walked through a closet. Dorothy got whisked away by a tornado in **Wizard of Oz**. If you were in a story, how might you get magically transported to a new place? Draw a picture showing how you get transported.

