



Second Stage study guide

November-December 2016



by Lee Cataluna, Alvin Chan, Moses Goods,
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The Cast

Alvin Chan
Sean-Joseph Choo
Maile Holck
Junior Tesoro
Christina Uyeno

The Artistic Staff

Director
Set & Prop Design
Costume Design
Lighting & Projection Design
Stage Manager
Study Guide by

Mark Lutwak
Jennifer Eccles
Iris Kim
Chesley Cannon
Nathaniel Niemi
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 *A Plantation Celebration* on Fri., November 25 at 7:00 pm or Sat, November 26 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/wp-content/uploads/2016/08/A-Plantation-Celebration-STANDARDS.pdf>

BEFORE THE SHOW Activities	Page	STANDARD CONNECTION
Share information in the <i>Introduction</i>	3	
Try <i>Home: An Opening Activity</i> theme activity	3	Common Core (CC) Reading; CC Writing; HCPS World Languages
Explore plantation life with <i>Pre- or Post-Show Reading</i>	4	CC Reading; HCPS World Languages/Social Studies
Have a <i>Pre-Show Discussion</i>	4	CC Speaking/Listening
Conduct an <i>Interview with History</i> using the FOR STUDENTS: Interview page	4&8	CC Reading, Writing, Speaking/Listening; HCPS Social Studies

---Take your trip to the HTY production of A Plantation Celebration---

AFTER THE SHOW Activities	Page	STANDARD CONNECTION
Get dramatic with <i>Plantation Life: Creative Exploration</i>	5	HCPS Fine Arts, World Languages, Social Studies
Do a little writing with <i>Prompts, Poems and Stories</i> and FOR STUDENTS: My Story	6&7	CC Writing, Speaking/Listening
Read or research more with <i>Resources</i>	2	CC Reading

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.

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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

Welcome to Honolulu Theatre for Youth's 62nd Season. This is an important year for Plantations in Hawaii. With the closing of the last sugar plantation we reach a moment when the present becomes history. If our young people are going to understand the history and culture of Hawaii they will need stories and images from those times to carry the history forward. It is just at this moment that we reached out to a fantastic group of local writers to reflect on this moment and our collective history. As always, using this guide to enhance the experience before and after the performance will connect the play to the meaningful learning that goes on in your classroom. We are honored to continue our work with you and hope you and your students enjoy the production.

HOME: An Opening Activity

In our 2016-17 season, HTY desires to investigate and celebrate the idea of 'Home.' What is a 'Home?' Where and when do each of us truly feel at 'Home?' What are the stories that define your true 'Home?' Start your HTY journey before traveling to the theatre with the following activity:

I AM FROM poem: a poem that celebrates the uniqueness of a whole class

Materials: A single sheet of paper with the line 'I am from _____' repeated many times.

Procedure: Write topic headings on the board that refer to those aspects that make each of us unique (birth place; ethnicity; favorite foods, games, subjects, nature, etc.; family names; something a parent always says; a family tradition or any related topics). Ask students for ideas to include on the board under each topic. Alternatively, have students write one answer for each on small slips of paper. Read aloud the your blank 'I am from' poem, filling in the blanks with randomly chosen ideas from the board or slips of paper. For a template for this activity, please see:

www2.scholastic.com/content/collateral_resources/pdf/t/Target_I_am_from%20poem.pdf

RESOURCES

BOOKS (local library)

Yuma and her friends by Elaine Masters

Plantation Child and other Stories by Eve Begley Kiehm

The North Shore of Oahu by Joseph Kennedy

Hamakua hero: a true plantation story by P. Y. Iwasaki and Berido

Raising cane: the world of plantation Hawaii by Ronald Takaki

A Day at the Hawaii Plantation Museum by Cynthia Inouye
Our Nostalgic Heritage by Akinori Imai

WEBSITES

<http://plantationlifehawaii.blogspot.com/?m=1>

<http://www.oralhistory.hawaii.edu/>

<https://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/japanese2.html>

For Teachers

Play-related Activities

PRE- OR POST-SHOW READING

To either prepare for seeing the HTY production of A PLANTATION CELEBRATION or to follow up your theatre visit, read one of the following stories to get a sense of what life was like for children during plantation days.

Plantation Child and other Stories by Eve Begley Kiehm

Yuma and her friends by Elaine Masters

PRE-SHOW DISCUSSION

A PLANTATION CELEBRATION covers many topics related to plantation living. Before attending the HTY production, have a discussion with your students about the following topics.

Memories: Special experiences are important to each of us.

- What's one of the most exciting experience you remember having?
- What is one of the scariest?

Family: We each have many experiences with our own families, both enjoyable and challenging.

- What's something you enjoy doing with your family?
- What's a special holiday that your family enjoys spending together?

Food: We all like or hate many kinds of food and remember special events because of the food.

- What's your favorite food? When and where do you usually eat it?
- What's a special event that you enjoy that features special foods?

Objects: Each of us owns objects that mean a lot to us; presents, things we made or found.

- What's a special object you own? What makes it so special?

INTERVIEW WITH HISTORY

Talk about conducting interviews. Explain how an interview is just a conversation with active listening. Guide students through the following steps and write interview questions, using the template in this guide, *FOR STUDENTS: Interview*.

Prepare: Choose someone to interview – A relative, friend, neighbor, veteran, retired teacher or principal, member of a senior citizens group, a person in your community. Pick someone whose story you'd like to discover. Maybe it's your own mother!

Plan: Write questions. For starters, first use questions about your interview subject's own personal memories. These will relax your subject and help you gather information about your subject's personal experiences.

Interview: Meet with your subject. Be on time. Bring along your questions. Record the interview (computer, smartphone, tablet), but be sure your subject agrees to it. If your subject tells a different story than your question, let him/her finish and then ask your next question.

Follow-Up: Be sure to send a thank-you letter to your interview subject.

For Teachers

Post-Show Activities

PLANTATION LIFE: CREATIVE EXPLORATION

Living on a plantation was a very different life than we live today, as you saw in the HTY production of A PLANTATION CELEBRATION. Ask your students, “What were some differences between life back then and your own life today?”

To help your students get a feel for some aspects of plantation life, try the following dramatic activities. After each activity, ask students how it felt to ‘live’ in that way.

Home: Sharing

“In many instances, six men or two families had to share a small 8x12 foot room. ‘Ten of us shared a small house and in such a cramped space we were constantly brushing against each other,’ a Filipino worker said. ‘Endless arguments arose as to whose turn it was to prepare supper, wash dishes, or buy the food.’”

- Have students create groups of 5-6 people.
- Mark off a space or spaces of 8x12 feet.
- Guide the groups to image all the activities they do at home.
- Put a group into the small space. Guide them to do all the activities they can without touching their partners. Encourage them to eat, sleep, play, cook, clean, do homework, and etc.

Leisure: Movies

“We would go to the theater. It usually showed silent movies in black and white. A benshi would speak all of the characters parts while the movie played, speaking like men, women and children with low, high and child-like voices.”

- With students in small groups, have each select a well-known story (Cinderella, The Three Bears).
- Have the groups identify one storyteller with the rest being the actors.
- Have the groups practice, with the storyteller doing all of the voices and speaking while the actors perform the action.
- Share.

Work: Sugar Cane

“The workday was long, the labor exhausting, and, both on the job and off, the workers’ lives were strictly controlled by the plantation owners.”

Guide small groups to imagine and create the actions for harvesting sugar cane. Each student performs a different action, passing the ‘sugar cane’ along from person to person. Encourage students to make the actions almost machine-like. How does it feel to repeat it over and over?

1-Saw the cane. 2-Strip the leaves from the cane. 3-Carry the cane to the trucks. 4-Cut the cane into small chunks. 5-Stack the cane on the trucks. 6-Dispose of the leaves by spreading them over the ground in order to fertilize more cane.

For Teachers

Writing Activities

PROMPTS, POEMS AND STORIES

PROMPTS

Guide students to use the following prompts in order to explore family memories. Write about:

- When you and your family had an exciting time together.
- When you and your family faced an emotional moment.
- An exciting moment, scary moment, embarrassing moment.

POEM

Guide students to write a poem based on a simple memory: What does your mother always tell you to remember? (If desired, it could be father, grandmother, auntie, sister, cousin, etc.) First, brainstorm with the class ideas of what mothers tell their children not to do. Second, have students create their own list. Encourage them not to edit ideas, but just have fun creating a list of anything and everything their mother might have said. Encourage your students to have fun with their ideas!

10 Things my Mother Told me Not to Do

Don't _____

Or Else _____

And _____

Example

Don't go swimming after eating
Or Else you'll vomit in the ocean
And kill all the fish

MY STORY

Talk with students about how A PLANTATION CELEBRATION is made up of people's stories. Let them know they probably have stories of their own that would be fun and interesting to share. Using the *FOR STUDENTS: My Story* page as a guide, have your students collect and share their own personal stories with each other.

HTY Study Guide • A Plantation Celebration • Nov-Dec 2016

For Students My Story

In A PLANTATION CELEBRATION, you saw the actors perform many stories about history. Which stories did you most enjoy? What made those stories so enjoyable?

FIRST: The HTY Actors


- How did the HTY actors use
 - Their voices, facial expressions and body actions?
 - Props, music, and sound effects?
- How did they make the stories fun to listen to? Scary? Funny? Angry?
- What did they do with music to help tell the stories?

SECOND: The stories

- Think about the PLANTATION stories-- which one did you like the most? Why did you like it? What did the actors do to make that story enjoyable?
- With a partner, talk about what happened in the story that you thought was cool. Tell your friend how the actors used their voices, faces and bodies to tell the story. What else did they do?

Find your own Story

First, create a "me-box." Find and decorate a shoebox or other small box. Second, collect three special objects from home, such as special photographs, clothes, shoes, ribbons, trophies or toys. Think of objects that show different parts of your life--when you were very young or something from your last birthday. Think about what each object tells about you--what you like and what's special about you. Place the objects in the box and bring it to school. Be ready to tell the stories about each object!



Prepare to tell your Story

With a partner, take turns telling about one item in your "me-box." You should have about two minutes to tell your partner everything about the special object.

- When did you get it? Why did you get it?
- Who gave it to you?
- What was special about that day?
- How did the person give it to you (a present? A reward? An award)?
- Why do you keep it? Where do you keep it?

Tell your Story

It's Tellers' Theatre time! You had time to practice, now it's time to let everyone know your story. Share your best or favorite little story with the whole class. Remember what you saw in A PLANTATION CELEBRATION to make stories fun to listen to. Try some of those ideas yourself. After your classmates tell, share what you liked about his/her story and the way he/she told it.

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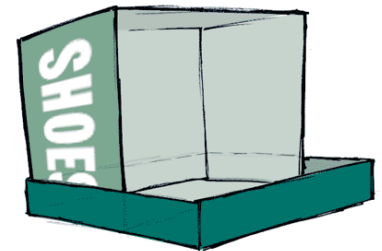
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For Students Interview

Write three **warm-up** questions about the person's place of birth, hometown, occupation, childhood, or favorite activities.

1. _____
2. _____
3. _____

Write at least six questions to help you get stories

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Prepare some follow-up questions. These questions should help you to get more detailed information from your interviews.

1. _____
2. _____
3. _____
4. _____

Sample questions to get you started...

- What are some of your childhood memories? What games did you play when you were a child?
- How are holidays traditionally celebrated in your family? What holidays are the most important?
- What was the happiest (funniest or saddest) memory?
- What was your biggest accomplishment?
- What actions would you change if you had a chance to re-live those years again?

Ask for details or explanations...

- How did the story begin or end? Why did this happen...? Why was this important?
- What happened next...? Can you describe the scene...? Who was there with you?