



Review the Play

When writing a review of a performance, there is a lot to consider. You might not comment on every part of the show but the following outline can help you develop ideas for a review.

The Performance

Which parts grabbed your attention most? Why?

Which did you think was the funniest? Why?

The Story

Which of the play's characters are like people you know or have met?

What part of the play really showed what it's like to live in Hawaii?

What was an important message the play wanted you to think about?

The Acting

What did you like about each of the actors?

How did the actors seem to change themselves to be the characters of the play?



HEROES AND HEROINES: creative writing portraits

Heroes and heroines both real and imagined excite us, inspire us and encourage us to consider ways we can each do something great with our own lives. The royal children in the HTY play *The Royal School* demonstrated strong dedication to Hawaii and its people.

Guide students to celebrate their own hero or heroine with the following activity.

MATERIALS

- Watercolor paper
- Pencil
- Black Sharpie marker
- Crayons
- Watercolor paint

DIRECTIONS

1. Students select a hero of their choice, preferably someone from their own life or from history.
2. Students draw with pencil a VERY simple profile head with simple neck and shoulders.
3. Students draw several lines to split up the face for the writing.
4. Students trace all lines with a marker.
5. Students fill in all the sections in pencil with words that define their hero: activities, descriptions, personality. The words need to creatively FILL each section.
6. Students trace all words with crayon or marker.
7. Students fill the many backgrounds of the writing with watercolor paint.





Writing

The Royal School story offers many themes students can write about. Below is a list of possible prompts. To begin, engage students in a conversation about The Royal School. What did they notice about themes below? How did those themes affect the royal children's lives and choices? Ask the students then to consider what choices they would make, if they were to live life like the royal children.

TRANSFORMATION:

Think of a time or special experience that changed you or made you feel different about yourself. Write about what happened Where did it happen? Who was there with you? How were you feeling that day? How did you feel as the experience happened? How did it make you feel different or change you?

DESTINY:

If you could live with and learn from one person, who would that person be? What would you want to learn from that person? Why do you think it would be important to learn that? What values do you believe that person might offer you? How do you believe you would change as a result of that experience?

FRIENDSHIP:

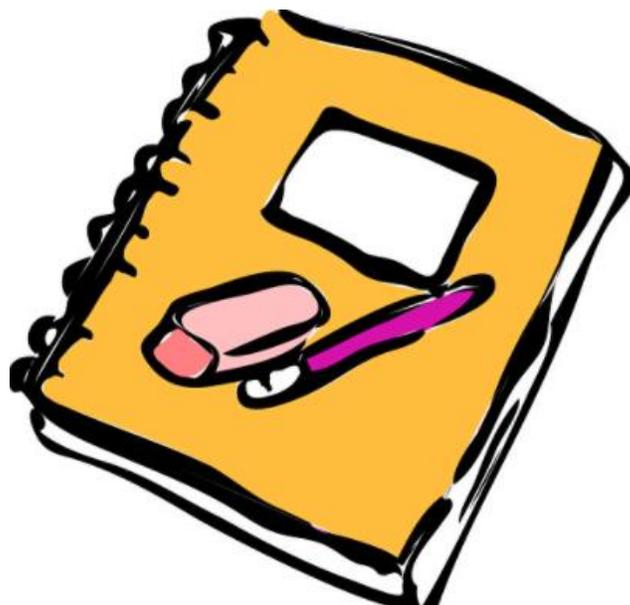
Ask students about friends. What do friends do together? What do friends like to share? Think about your own experiences. What was one of your favorite times with a friend?

Prompt #1: What does it mean to be a good friend?

Prompt #2: Tell a **story** about a favorite memory you shared with a friend.

Prompt #3: What is the nicest thing a friend has ever done for you? How did it make you feel?

Prompt #4: Have you ever made friends with someone you didn't get along with? How did it happen?





Speaking and Writing: Interviewing History

Have students conduct interviews with characters of the play, by having students act like one of the characters and be interviewed by a partner.

Step 1: Decide characters

Ask each student to decide which character of the play they would like to be for the interview. Guide students to write down everything they remember about their character from the play, or even do a short search online to find out additional information.

Moses | Lot | Pauahi | Alexander | Lydia Liliuokalani

Step 2: Brainstorm Questions

Guide students to brainstorm possible questions they might ask the royal children. Tell students that the more specific your questions are, the better. And to never ask questions that can be answered with a simple yes or no. Encourage them to make their interviewee talk. And be sure to write down all possible questions!

Step 3: Prepare for the Interviews

Encourage students to:

- Be courteous, as if they are actually talking to a royal child of Hawaii.
- Take time to ask for explanations about answers they didn't understand.
- Listen carefully to the answers. Answer can lead to more questions.
- Don't read questions one right after another. Conduct the interview like a conversation.
- Ask about any object that interests you. You'll find some good stories.
- Avoid writing down every word said. Just take down ideas or answers that seem most interesting.
- After the interview, write down everything you remember as soon as possible.

Step 4: Partner up

Have students select partners. Each will interview the other.

Step 5: Conduct the interviews and take good notes on great answers!

Have students interview their partners for 4-5 minutes each.

Step 6: Review Notes

Guide students to circle or highlight answers that could be good to write about or share.





Pre-Show Activity: Words with Purpose

This activity is a word association activity designed to activate prior knowledge with important vocabulary and themes. Choose from the following:

English

ancestor | royal | brainwash | punishment | popular | friends

betrothal | balance | sovereignty | justice

Hawaiian

kahu - a parent, a teacher, a nanny and a best friend all rolled into one

Kapu – forbidden or restricted

Ali'i – royalty, kings and queens

Mana – cultural power

Directions

- With students seated in a circle, tell them that they will play with some words related to the HTY play they will see.
- Show the word on the board or printed on a piece of paper.
- Offer students a definition of the word you choose to use. (*See list above*)
- Guide students to say the word with you.
- Guide all students to stand. When you say the word, task students with freezing their body to show how the word might look. For example, if you say 'strong,' students might raise both their arms as if a weight-lifter.

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





Pre-Show Discussion Points

Below are some questions related to the themes and ideas of the play.

Family and Honor

- Why is family important?
- What do you believe is something that family should always do for each other?
- What's something special you've done for your family?
- Who in your family has accomplished something special? What did she/he do?
- In many places in the world people believe in 'family honor.' What does that mean to you?

Identity

- How do you define who you are?
- How does your ethnicity influence who you are and what you believe?
- Many of us can claim more than one ethnicity. If you claim more than one, how does each influence who you are?
- Why are your ethnicity or ethnicities important to you?
- How do you share your ethnicity with others?

Cultural Heritage

- Where is the place you call 'home'? Why is that place 'home' to you?
- What do you know about the history of your culture(s)?
- What do people in your family or from your 'home' value? Why is that important to them?
- What would you want other people to respect about your cultural heritage(s)?

Cultural Clash

- What is 'cultural clash'? Why might people of different cultures come into conflict with each other?
- Why do you believe that some people disrespect those of a different culture?
- How might people avoid such clashes?
- How might you help people better understand your own culture(s)?

Tolerance

- What is 'tolerance'? Why do you believe tolerance is important in our world today?
- In the news we hear of groups that disagree with each other turning to violence and riots? Why do you think they believe fighting helps solve their disagreement?
- How might you suggest groups that disagree solve their differences?

Friendship

- Who has a friend? What do you like to play with your friend?
- Why is it good to play with a friend?
- How do you make your friend feel happy? What makes your friend feel sad?

Conflicts: Independence vs. Obedience

- How would you describe yourself: someone who likes to do things your way, or someone that easily follows other people's advice or orders?
- When should you be allowed to make your own decisions?
- Who should you be obedient to, and follow their directions or advice?



Post-Performance Discussion

Characters

Which character were you most interested in? What did that character do that you enjoyed watching?

Which character changed the most in the story? What changed about the character? Describe the character's personality at the beginning of the story. Describe the difference at the end.

Which character made you upset? Why? What did that character do that was upsetting?

Which character surprised you? How did that character surprise you?

Which words would you use to describe which characters?

Stubborn = _____

Rude = _____

Scared = _____

Confused = _____

Strong = _____

Intelligent = _____

Story

What did you like best about the story? Which part of the story would you like to see again?

What was each of the characters trying to achieve? What was each fighting against?

What surprised you in the story? What upset you?

This play shows how the children of Hawaii's kings and queens acted when they went to the famous school called 'The Royal School.' What did the characters feel about school? Why did they feel that way? How were the children in the play the same or different from you?

Some of the royal children liked their teachers. Some did not. Why did the royal children like or dislike their teachers?

Responsibility – the royal children talk a lot about their responsibility to the culture and people of Hawaii. How might a King or Queen be responsible for their culture? How should they treat the people of their kingdom? Why do you think that?

What made the royal children's life difficult? What made their life easy?



Characters of the Play

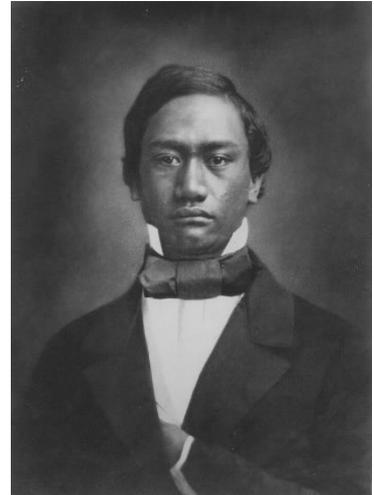
As you discuss and review the HTY play, you might like having pictures of the historical characters.



Prince Lot



Bernice Pauahi



Alexander



Lydia Liliuokalani

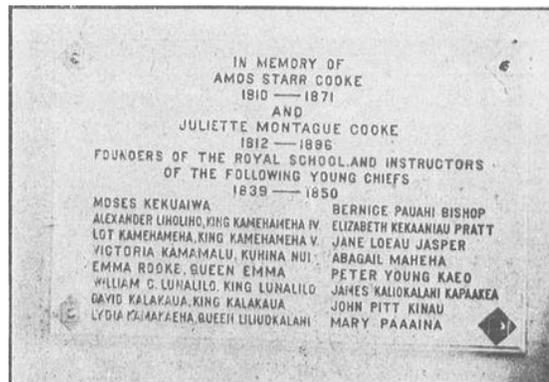
Moses Kekūāiwa



Emma Rooke



Mrs. Cooke



Memorial Plaque at Kawaiahao Church



Mr. Cooke



Who are the Heroes of Today?

All cultures and societies have produced heroes, including folk, military, religious, political, and artistic heroes. We know about these heroes from the many books, stories, myths and songs written about them and movies we see about them. They inspire us, instill pride in us, and sometimes make us cry and other times make us cheer. Most of all, they model what we desire to achieve in our own lives.

Discuss with students the controversy about young people and heroes. Is it true that kids these days have no heroes or that the "heroes" they do have are not good role models? Do young people today have heroes? Who are they? What makes them heroes to young people? Why would people say that some modern heroes are not good role models? Who are some famous people that have both good and bad sides to them? Are there any historical figures that students recognize as heroes? What makes them heroes?

Host a 'Greatest Hero' Trial

- Have students gather in groups by common hero.
- Challenge each group to come up with a variety of reasons why their hero should be considered the greatest.
- Have one group at a time present their reasons and arguments.
- After each has presented, groups can offer rebuttals; further reasons their hero outshines the others.
- Either the teacher or a volunteer student group serves as the jury to decide which group gave the strongest argument for their hero to be considered the greatest.





Think about Theatre

You saw the HTY show *The Royal School*. Maybe you've seen other HTY plays, too. Now, what have you discovered about theater?

What do actors do with their bodies and voices to help tell a story?

How do the technical elements help tell a story? (Lights, Costumes, Props, Setting)

How do costumes help the actors play their characters?

How does the design of the set help the audience better know the story?

What is the role of an audience when watching a play?

How is your role as audience different when you are viewing movies, television, or live theatre?

How does a play help us understand our world better?