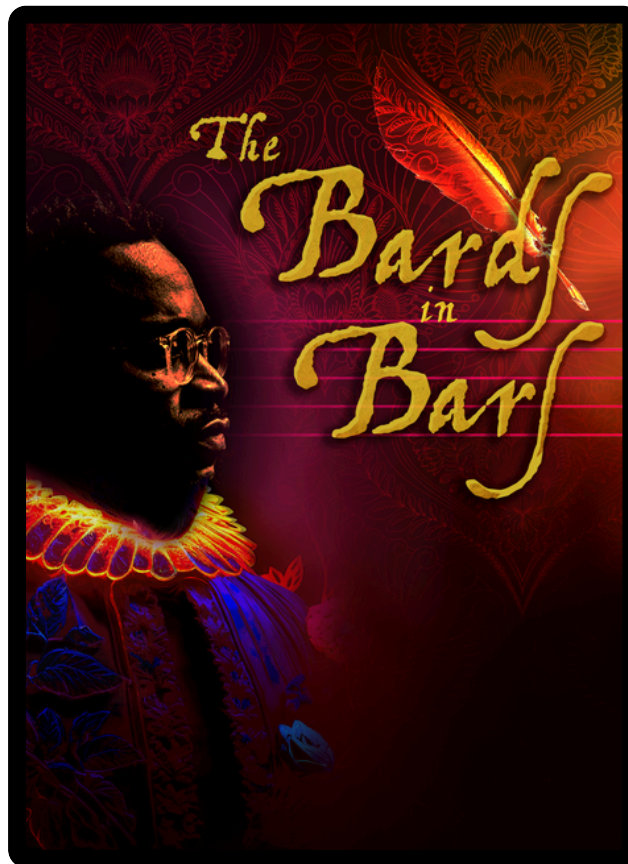


CURRICULUM CONNECTIONS

The Bard in Bars



Support for SEAS has been provided by the Frederick A. DeLuca Foundation and the following Funds at the Community Foundation of Broward:

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What's included in Curriculum Connections:

Letter to Teachers...	page 2
Theater Etiquette...	page 3
From Page to Stage...	page 4
About Bard in Bars...	page 5
Pre and Post Show Worksheets and Activities...	pages 6-15
Student to Family Cooperative Activity Ideas...	page 16
Crossword Puzzle Answer Key.....	page 17
Florida Standards Alignments...	page 18
Student Theater Review...	page 19

Know Before you Go:

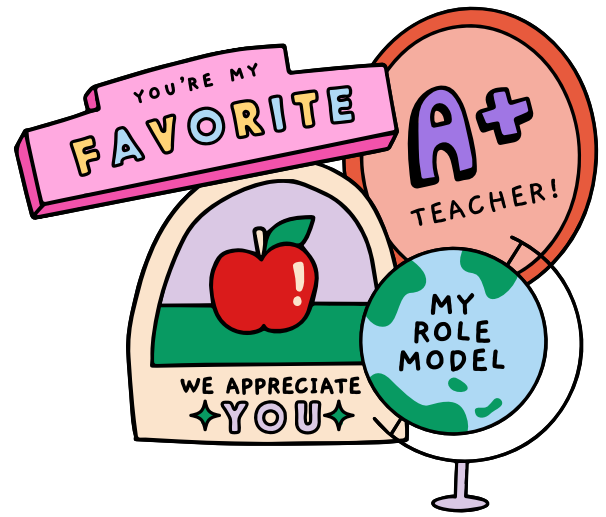
- Arrive at the theater 15 to 20 minutes before show time. Allow extra time for Broward County traffic. We are unable to start a show late.
- Please stay on the bus until greeted by a SEAS usher. At that time, please give the usher your BUS document and the usher will escort you to the theater.
- Remember to watch our Know Before You Go Video:

<https://tinyurl.com/SecondaryWelcomeSEAS>



Dear Teacher,

We appreciate you!



This guide can help in your classroom, whether before or after coming to see a play or musical it can be used to highlight important concepts. The curriculum connections introduced by the Broward Center for the Performing Arts are always aligned to the Florida Standards with the idea that they introduce another tool to effectively implement engaging methods to bring the page to the stage.

Curriculum Connections improve comprehension, help students organize information, and assist students' metacognition by enabling students to check for understanding. It is designed to be used before or after coming to the theater unless otherwise stated and may contain activities for certain grade levels (this will be clearly labeled).

Curriculum Connections will always contain a reminder of theater etiquette as well as a social emotional learning activity, and a Student-Family Cooperative Activity. The activities may be re-printed for individual use, used on smart boards as class activities, or in groups. It is suggested to discuss the play or musical as a class before your field trip.

Remember to follow us on Facebook and Instagram @Broward Center Education and use the QR code (below) for our Teacher's Lounge to receive insight about discounted tickets and information for you and your students!

*nothing
but
gratitude!*

MUCH
appreciated





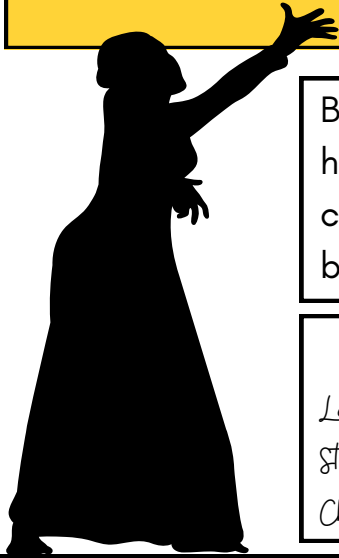
Theater etiquette

There is so much that goes into creating a show for the stage. Behind the scenes, there are people who control the lights and the sound, the sets and the props. There are directors, writers, producers, musicians, and choreographers. So many people work together to create the performance you and everyone in the audience watches.

It is helpful to remind students of appropriate audience etiquette by explaining and discussing WHY these rules of behavior are important:

- Restroom visits are best made prior to the performance.
- Listen carefully to the ushers and your teachers. This gets everyone to your seats quickly and ensures a pleasant experience.
- Turn watches and cell phones to silent.
- Walk single file, hold hand rails as you use the steps for your safety.
- Listen carefully to each performer. They are working hard to entertain and inform with lots of clues about the story.
- Refrain from TALKING. This allows everyone to enjoy the show without distraction. Sometimes we think that if we whisper it is okay. But, if everyone in the audience whispers, it becomes disruptive.
- Laugh if something is funny, but not too loudly, you don't want to miss any dialogue.
- Photography and recording are not permitted.
- Pay attention to the lighting, scenery, costumes and music. All of these elements help provide more details to tell the story in an interesting way.
- Applaud (clap) and laugh at the right moments. This shows the performers that you respect and appreciate their work.

From Page to Stage



Books make wonderful theater! When adapting a book however, changes must be made to the plot, setting and/or characters to accommodate the length of the play or to help bring the show to life on stage!

Here are some famous adaptations you may know:

Legally Blonde/Les Miserables/The Wonderful Wizard of Oz/Mary Poppins/How the Grinch Stole Christmas/The Color Purple/A Christmas Carol/The Secret Garden/Charlie and the Chocolate Factory/Cinderella/Alice in Wonderland/Beauty and the Beast/Romeo and Juliet

Vocabulary to share with students:

Adaptation: Something that has changed so that it can be presented in another form.

Playwright: A person who writes plays.

Lyricist: A person who writes the words of a song.

Composer: A person who writes music.

Author: A person who writes something such as a book or an article.

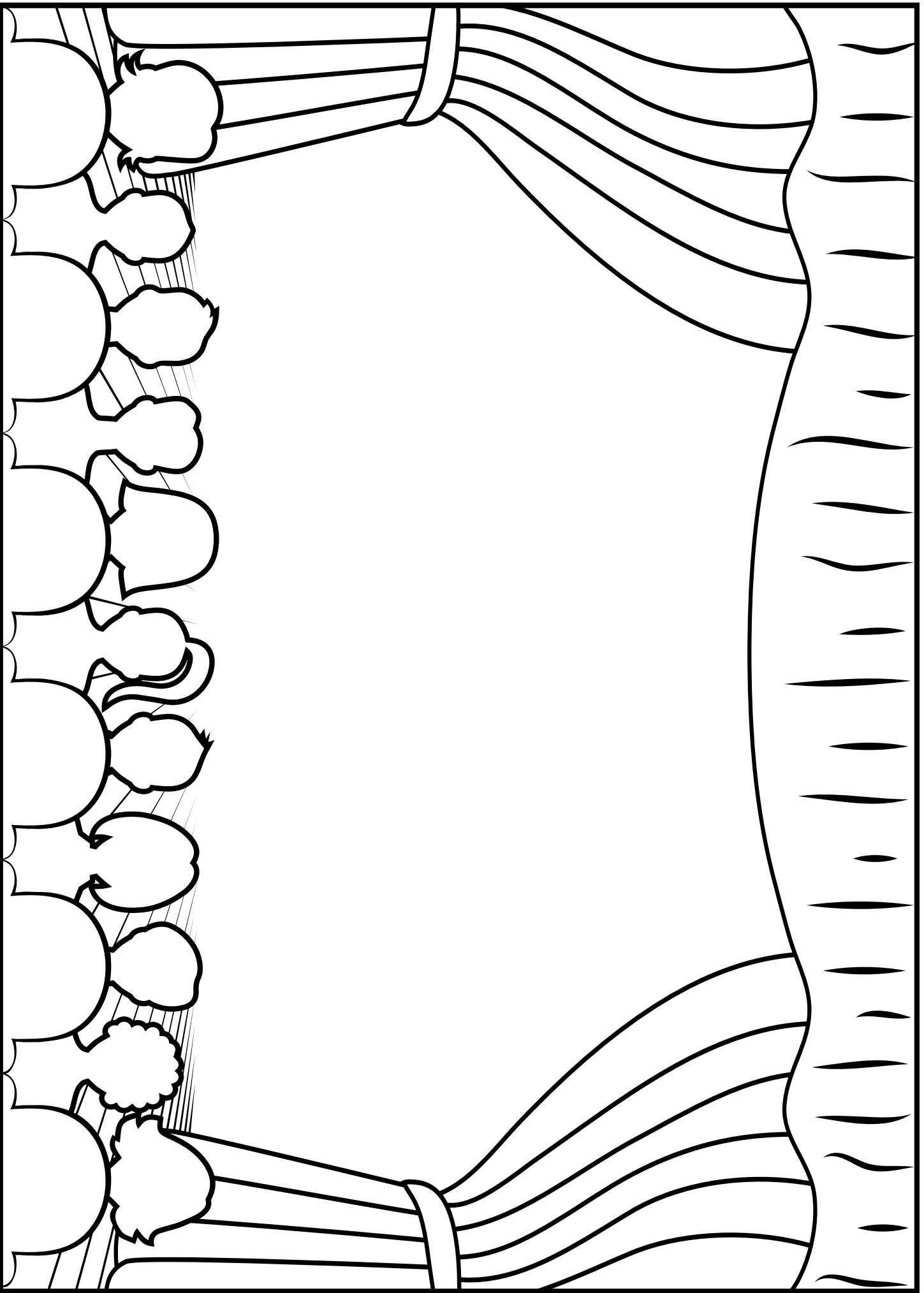
Characters: the individuals portrayed by actors in a play or musical.

Director: A key creative figure in theater responsible for overseeing the artistic aspects of a production.

Pre-Show creative questions:

Ask your students, "If you could adapt any book for the stage, which book would you choose and why?" Invite them to draw a picture of the story they would adapt on stage. Define "costumes", "set" and "props" ask students to draw what the set would look like on stage as well as the characters' costumes. (Use the next page to spark creativity)

Choose a book or story to adapt to a play or musical.
Draw a picture of the set and props and/or actors in costume here.



THE BARD IN BARS SYNOPSIS;

THE BARD IN BARS IS A THEATRICAL EXPERIENCE THAT BLENDS HIP HOP WITH A BEVY OF SHAKESPEAREAN CLASSICS.

DARIUS V. DAUGHTRY

POET, SOCIAL CRITIC AND EDUCATOR WORKING TO BRING ART TO ALL COMMUNITIES;

MY FORMATIVE YEARS INCLUDED A HEAVY DOSE OF HIP HOP AND SOME SHAKESPEARE SPRINKLED ALL AROUND. BOTH BECAME INTEGRAL PARTS OF MY LIFE.

WHEN I BECAME A MIDDLE AND HIGH SCHOOL EDUCATOR, I BROUGHT BOTH OF THEM WITH ME INTO THE CLASSROOM. OF COURSE, THE SHAKESPEARE WASN'T AS IMMEDIATELY ACCEPTED AS THE RAP MUSIC, BUT MANY OF MY STUDENTS GOT INTO WHAT WAS HAPPENING IN THE SONNETS AND IAMBIC PENTAMETER.

THE BARD IN BARS

TEACHER RESOURCE PAGE;

The Bard in Bard will have influences from the following Shakespeare titles:

Macbeth, Othello, Titus Andronicus, A Midsummer Night's Dream, Twelfth Night, Hamlet, Romeo & Juliet and Sonnet 18.

Reviewing each of these plays before coming to see The Bard In Bars will better prepare students for this experience!

Additionally, the show uses interpretations of Hip Hop songs by Kendrick Lamar, Snoop Dogg, Outkast and more.

HIP HOP AS AN ART FORM;

Rap as Vocal Expression: At its core, hip hop includes rap, which is a form of vocal delivery that incorporates rhythmic and rhyming speech. Rappers often use complex wordplay, storytelling, and lyrical prowess to convey messages ranging from personal experiences to social commentary.

Beatboxing and DJing: Beyond rap, hip hop embraces beatboxing (vocal percussion) and DJing (turntablism), which are crucial elements of its musical foundation. DJs manipulate records and create beats, while beatboxers use their vocal cords to mimic drum machines and other instruments.

Social and Political Commentary: Hip hop has a strong tradition of addressing social and political issues, providing a platform for marginalized voices and challenging mainstream narratives. Artists often use their music and lyrics to critique systemic injustices, advocate for change, and highlight community struggles.

RHYTHM AND POETRY ARE AT THE FOUNDATION OF BOTH HIP HOP
AND THE WORKS OF SHAKESPEARE.

Ideas to extend the learning beyond Show Day:

Themes present in the plays: Family, Mental Health/Trauma, Love and Relationships, Ambition/Career, Revenge. Have students work in groups to find popular songs that have similar themes. Share with the class.

Have students write an original poem or rap in the voice of a character or scenario from a work of art (novel, short story, film).

THE BARD IN BARS

REVIEW LITERARY DEVICES:

In both Shakespeare AND Hip Hop, you will find Literary Devices being utilized! A literary device is a technique that writers and artists use to express their ideas, convey meaning, and enhance their storytelling. These devices help to create deeper layers of meaning, evoke emotions, and provide readers/listeners with a richer and more engaging experience. Look for meanings and define the following literary devices:

Rhyme

Rhythm

Alliteration

Metaphor

Simile

Anaphora

Imagery

Meter

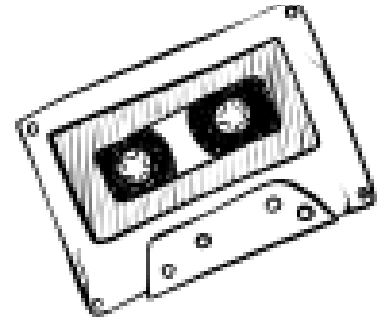
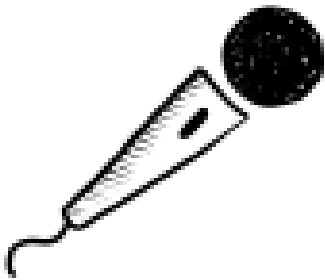
Iambic Pentameter

Soliloquy

THE BARD IN BARS LET'S RAP:

Watch this video and then try it on your own:

<https://www.kennedy-center.org/video/education/music-popular/tap-how-to-rap-with-fyutch/>



YOUR TURN

_____ is my name

_____ is my favorite game

I am _____ years old

_____ years until I'm grown

Making rhymes on _____

And _____

THE BARD IN BARS

Shakespearean Insults

Directions: Combine one word or phrase from each of the columns below and add "Thou" to the beginning. Make certain thou knowest the meaning of thy strong words, and thou shalt have the perfect insult to fling at the wretched fools of the opposing family. Hint: Check a Shakespearean Dictionary Website for the definitions. Let thyself go. Mix and match to find that perfect barb from the bard!

Column A

1. bawdy
2. brazen
3. churlish
4. distempered
5. fitful
6. gnarling
7. greasy
8. grizzled
9. haughty
10. hideous
11. jaded
12. knavish
13. lewd
14. peevisish
15. pernicious
16. prating
17. purpled
18. queasy
19. rank
20. reeky
21. roynish
22. saucy
23. sottish
24. unmuzzled
25. vacant
26. waggish
27. wanton
28. wenching
29. yeasty

Column B

- bunch-backed
- clay-brained
- dog-hearted
- empty-hearted
- evil-eyed
- eye-offending
- fat-kidneyed
- heavy-headed
- horn-mad
- ill-breeding
- ill-composed
- ill-nurtured
- iron-witted
- lean-witted
- lily-livered
- mad-bread
- motley-minded
- muddy-mettled
- onion-eyed
- pale-hearted
- paper-faced
- pinch-spotted
- raw-boned
- rug-headed
- rump-fed
- shag-eared
- shrill-gorged
- sour-faced
- white-livered

Column C

- canker-blossom
- clotpole
- crutch
- cutpurse
- dogfish
- egg-shell
- gull-catcher
- hedge-pig
- hempseed
- jack-a-nape
- malkin
- malignancy
- malt-worm
- manikin
- minimus
- miscreant
- moldwarp
- nut-hook
- pantaloon
- rabbit-sucker
- rampallion
- remnant
- rudesby
- ruffian
- scantling
- scullion
- snipe
- waterfly
- younger

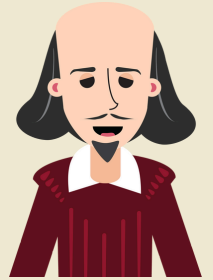


Insult: Thou _____

Definition: You _____

THE BARD IN BARS

Demonstrate your understanding Shakespeare's use of figurative language features by analyzing each of the following quotations. For each quote, identify the language features used (some may have more than one) and explain how these work to convey ideas. Write your answers into the table below. Keep an eye out for the following language features: simile, metaphor, personification, pun, oxymoron, symbolism, hyperbole, alliteration and allusion.



STUDYING SHAKESPEARE Language and Meaning

Quotation	Language feature	Explanation of effect and meaning conveyed
<p>"Will all great Neptune's ocean wash this blood / Clean from my hand?" - Macbeth</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>"Parting is such sweet sorrow, That I shall say good night till it be morrow." - Romeo and Juliet</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>"O, beware, my lord, of jealousy; it is the green-eyed monster, which doth mock the meat it feeds on." - Othello</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Notes:

THE BARD IN BARS

STUDYING SHAKESPEARE Language and Meaning (continued)

Quotation	Language feature	Explanation of effect and meaning conveyed
<p>"Love looks not with the eyes, but with the mind; / And therefore is wing'd Cupid painted blind" - A Midsummer Night's Dream</p>	<p>.....</p>	<p>.....</p>
<p>"Look like the innocent flower, but be the serpent under it." - Macbeth</p>	<p>.....</p>	<p>.....</p>
<p>"But, soft! What light through yonder window breaks? It is the east, and Juliette is the sun" - Romeo and Juliet</p>	<p>.....</p>	<p>.....</p>
<p>(Said by Mercutio as he is dying) "Ask for me tomorrow and you shall find me a grave man." - Romeo and Juliet</p>	<p>.....</p>	<p>.....</p>

Notes:

THE BARD IN BARS

Themes of Shakespeare's Tragedies Crossword

Identify the theme represented in the examples below by filling in the gaps in the puzzle.

2.

1.

8.

3.

4.

6.

9.

5.

7.

10.

EXAMPLES:

1. Capulets and Montagues
2. Lady Macbeth's manipulation
3. Duncan's death
4. Romeo killing Tybalt
5. The witches speaking to Macbeth
6. Romeo and Juliet
7. Ophelia's death
8. Juliet asking Romeo to give up his name
9. Hamlet's play
10. Hamlet seeing his father

THE BARD IN BARS

Iambic Pentameter

In Iambic Pentameter, each line consists of five pairs of syllables, where each pair is called an "iamb" (unstressed syllable followed by a stressed syllable).

Let's Try It:

Choose a Theme or Subject: Decide on what your poem will be about. It could be nature, love, personal experience, etc.

My Theme/Subject is: _____

Create a Rhyme Scheme (Optional): Decide if you want your poem to rhyme and establish a pattern if you do (e.g., ABAB, AABB, etc.).

Write Freely: Start writing lines that roughly follow the iambic pattern. It's okay if it's not perfect at first.

Revise and Refine: Once you have a draft, go back and revise. Pay attention to the rhythm—make sure each line has ten syllables with the right stress pattern (da-DUM, da-DUM, da-DUM, da-DUM, da-DUM).

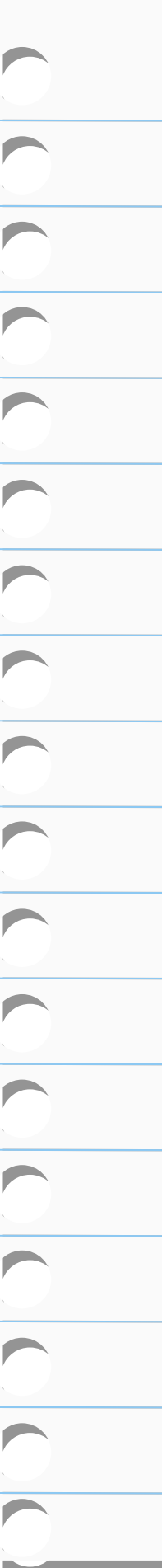
Read Aloud: Read your poem aloud to check the rhythm. Adjust any lines that feel off.

Finalize: Once satisfied, finalize your poem. Consider the meaning, imagery, and emotion you want to convey.

Here's a very basic example:

In fields of green where shadows softly play,
The gentle breeze whispers through the trees,
And in its dance, the leaves begin to sway,
As sunlight filters down in golden flees.

Iambic Pentameter: Here's My Poem



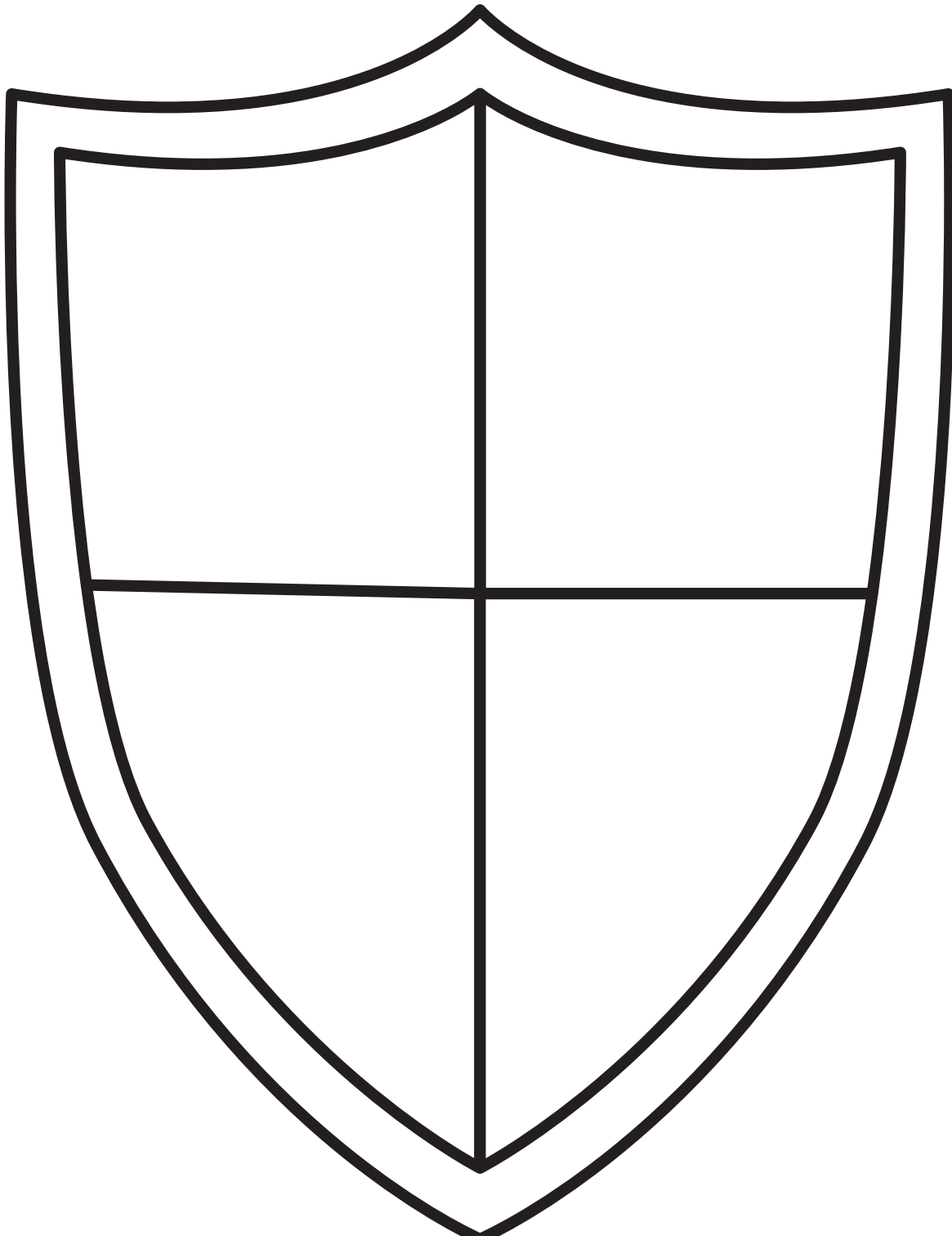
A series of 18 horizontal blue lines providing space for writing a poem in iambic pentameter.

By:

THE BARD IN BARS:SEL

CHARACTER STRENGTHS

Choose four of your character strengths and
write about them in the shield:



Student to Family Cooperative Activity Ideas:

- Discuss MOMIX Alice: Sit down with your family and have a conversation about the performance. Ask your child to share impressions, thoughts, and emotions. Discuss the elements that stood out, such as the performances, dance, or the storytelling.
- Create a home theater space: Dedicate a specific area in your home as a temporary theater space. It can be anywhere with a little bit of space to "put on a show". Create a cozy ambiance with lighting and comfortable seating.
- Family jam session: Write a song with your family. You can start a family band, or simply work on a song together as a team or unit. Share some of your favorite genres with your family (jazz/funk/hip-hop...and see who you have them in common with).
- Create a Playlist: Collaborate on creating a playlist featuring songs from the concert as well as favorites from everyone in the family. This can be a fun way to learn about music through the decades.
- Create tickets and programs: Design and print them at home or even hand made. Deliver the tickets to family members, and the programs can include information about the performance, cast, and crew. This adds a touch of authenticity and excitement.
- **Remember, the goal is to create memorable and immersive experiences. Adapt these ideas based on your family's preferences and the resources available to you.**

Additional Activity Ideas:

- Attend workshops or classes: Look for theater workshops or classes that interest you and your child. Participating in these educational opportunities can help your kids develop their skills, gain confidence, and connect with others who share their interest in the performing arts.
- Encourage your kids to create their own journals or scrapbooks to document their childhood memories. Take the opportunity to share your childhood stories as you help them with their own projects. You can even contribute by adding some of your own stories or mementos to their journals.
- What was your favorite song, band or genre growing up? Play a few songs for your child/children and let them play a few of their favorites for you!
- Volunteer or participate in theater activities: If your kids have developed a keen interest in theater, encourage them to get involved in local theater groups or school productions. Volunteer backstage, audition for roles, or assist with set design and costumes. This hands-on experience allows us to gain practical knowledge and further nurture a passion for the performing arts, and the whole family can volunteer with the show!

Themes of Shakespeare's Tragedies Crossword

ANSWER KEY!

Identify the theme represented in the examples below by filling in the gaps in the puzzle.

2.

1. 8.

3. 4.

6.

9.

5. 7.

10.

ANSWER KEY:

1. Conflict
2. Power
3. Murder
4. Revenge
5. Fate
6. Love
7. Tragedy
8. Identity
9. Politics
10. Madness

Standards Alignment: Bard in Bars

Standards Alignment: The activities in this guide are aligned with the standards listed below. When teachers incorporate the arts, they increase student engagement, offer multiple points for students to access the curriculum, and provide alternate means for students to demonstrate what they know.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.)	
Kindergarten through Grade 12/ English Language Arts	
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.
ELA.6. R.3.3	Compare and contrast how authors from different time periods address the same or related topics.
ELA.7. V.1.3	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, <u>appropriate to grade level</u> .
ELA.9. R.1.4	Analyze the characters, structures, and themes of epic poetry.
ELA.10. R.1.4	Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.
ELA.10. R.3.1	Analyze how figurative language creates mood in text(s).



My Theater Review

I saw: _____

Reviewed by: _____

This play/musical was about...

Here's a drawing of
my favorite character:

It made me feel:

I learned:

I gave this play/musical stars.



**We'd love to hear from you! If you'd like to submit this review,
please send to jenriquez@browardcenter.org**