

CURRICULUM CONNECTIONS

Traditions of Chinese Acrobats



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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:

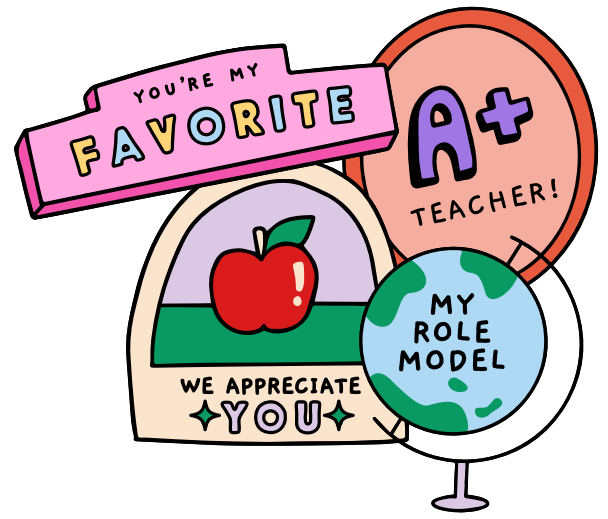
<https://tinyurl.com/ElementarySeasWelcome>





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**





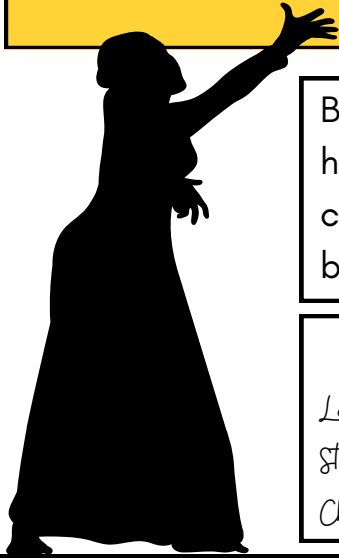
Theater etiquette

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.

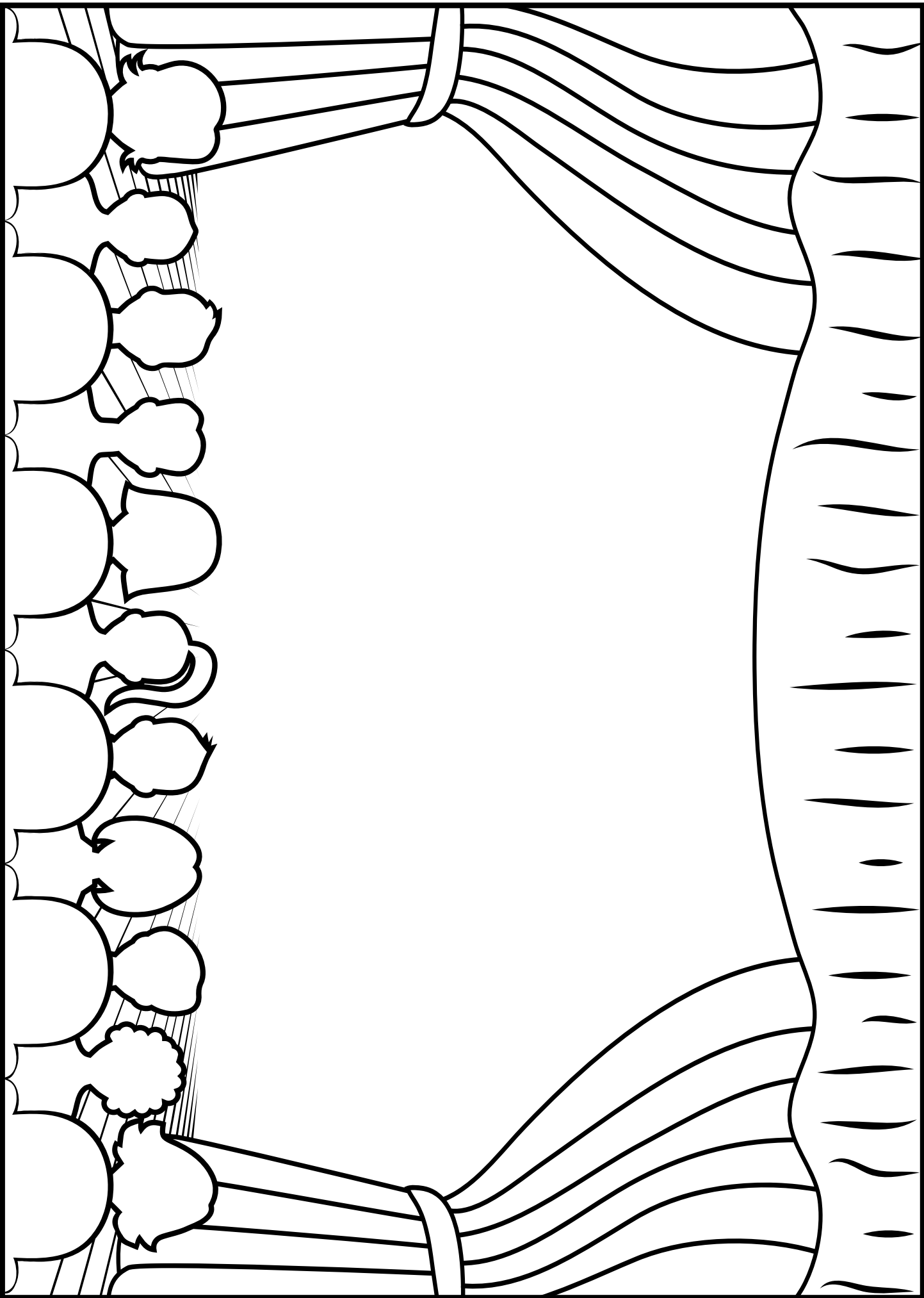
Characters: the individuals portrayed by actors in a play or musical.

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" and ask them 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.




TRADITIONS OF CHINESE ACROBATS

Li Liu was born in the city of Shenyang which is located in Liaoning Province in The Northeast of China. When she was six years old she began her acrobatic training, and the following year she was chosen to attend The Chinese National Circus School in the capitol city of Beijing. While in Beijing she trained for eight hours a day until the age of 16. During the evening she was required to study math, science, the reading and writing of Chinese characters, and other academic subjects.

In 1984 her artistic cycling act won a gold medal at the prestigious Festival Mondial du Cirque de Demain in Paris, France. She often teamed with her sister Liu Ying to create duo acts that were conceived of and coached by her father Liu Gui Ting. In 1995 their duo hand balancing act was selected to perform at The Wu Qiao International Circus Festival where they were awarded "The Golden Lion" prize. For many years Ms. Liu traveled extensively throughout Europe, Africa and Asia with The Liaoning Acrobatic Arts Troupe. She performed with Zirkus Knie in Switzerland, Circus Krone in Germany and with countless other touring shows in Italy, Holland, France, South Africa, Singapore, Japan and Indonesia.

She came to the United States in 2000 with Ringling Brothers Barnum & Bailey Circus and toured all over the US for two years. Li has been living in the US and working as a freelance performer since 2002. She is a regular on the NBA & WNBA half-time circuits and is also is a featured performer on Princess Cruise Lines. Li began performing in schools in 2005, at first collaborating with other circus artists, and eventually developing her own solo show.

Students will learn the historical significance of traditional lion and dragon dances and are encouraged to think about what it might have been like to grow up in a different time and place.



TRADITIONS OF CHINESE ACROBATS HISTORY/VOCABULARY

DEFINE THE WORDS THAT ARE UNDERLINED (ON YOUR OWN PAPER)

The history of Chinese acrobatics is often said to date back at least two thousand years. Ancient texts document considerable activity during the Han Dynasty (221 BC - 220 AD). Many of the props that were used by acrobats centuries ago were common everyday items such as chairs, tables, bowls, jars or urns, and plates. These same objects are still in use today along with more modern inventions such as the bicycle.

All acrobats in the Chinese system of training must first become proficient in the basics of tumbling, hand balancing and dance. Together these three disciplines are called “ji ben gong” which loosely translated means “work coming from nothing.” A more accurate English rendition of the phrase would be “foundation.” It’s only after mastering the basics or foundation that students are permitted to specialize and create their own acts.

Despite the popularity of acrobatics in China, historically the performances themselves rarely took place in theaters because the art form was looked down on by the feudal or ruling class. In 1949, acrobatics was given new life. As many as 120 acrobatic schools were set up throughout the country and students were selected at a very young age to attend what were considered prestigious training facilities.

Tragically, acrobats, intellectuals, and many other talented people were persecuted during the excesses of “The Cultural Revolution,” the worst of which lasted from 1966 until 1969. Schools, universities and monasteries were shuttered and many acrobats were sent to the country to plant rice, work in factories or perform other physical labor that was meant to “clean their minds.”

During this period training still continued but at a much lower level and in secret. In the 1970s acrobatics in China began a rebirth and the 1980s brought a true revolution in the level of training and performance. The Chinese government began to wake up to the fact that there was a lot of money to be made from exporting goods and services. Large troupes of acrobats were sent abroad to perform in Japan, Singapore, Western Europe, The United States, Canada.

Today competition for spots in the best acrobatic schools is still considerable, but more and more talented people are pursuing university degrees or going into fields that require less vigorous physical training.

TRADITIONS OF CHINESE ACROBATS MANDARIN

Mandarin is characterized by its four tones. Depending on what tone a word is given, its meaning can vary quite dramatically. Tonal languages are generally thought of by westerners as being extremely difficult to learn. While this may be true, there are some easier aspects of spoken Chinese. For example, words do not change endings in the plural, there are no tenses and there are no verb conjugations!

“Tomorrow, I will go to the store to buy some things” would be translated as “Mingtian wo qu shangdian mai dongxi” or “Tomorrow, I go store buy thing.” Such foreign-sounding syntax takes some getting used to, but once the patterns are learned, they can be applied to communicate countless ideas.

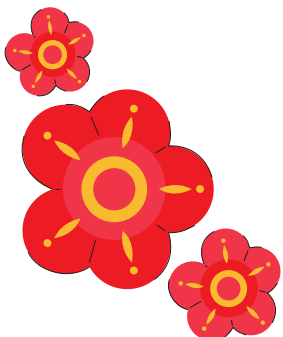
Following are some of the more common Chinese words and phrases, which are written in pinyin. If you have a classmate or a friend who speaks Chinese, ask him or her to help you out with the pronunciation. Pay special attention to the tones!

NUMBERS

One- Yi
Two - Er
Three - San
Four - Si
Five - Wu
Six - Liu
Seven - Qi
Eight - Ba
Nine - Jiu
Ten - Shi

SOME COMMON PHRASES

How are you? - Ni hao ma?
Good morning- Zaoshang hao (Morning good)
Good night - Wan an (Night peaceful)
Where are you going? - Ni dao nar qu?
What’s your name? - Ni jiao shenme mingzi?
Please help me - Qing ni bang wo de mang
Please come in! - Qing jin! (Please near!)
See you later - Zai jian
Thank you - Xiexie ni
You are welcome - Bu keji



TRADITIONS OF CHINESE ACROBATS IT'S CHINESE NEW YEAR

We saw a lot of decorations in the mall. There were banners and red lanterns everywhere. We bought some firecrackers on the way home. Mom bought the ingredients for her pork dumplings and noodles.



Mom said I need to wear red clothes because that is the color symbol of this celebration. I was so excited to see the firecrackers later. After dinner, I got so lucky that they gave me red envelopes with money inside. At midnight, dad set off the firecrackers; it was loud but beautiful. The following day, we went to town and watched the dragon parade. I met my relatives, and we saw lanterns floating into the sky. I enjoyed it so much!

Answer the questions below.

What was the celebration in the story?

What did they see in the mall?

What did mom cook for dinner?

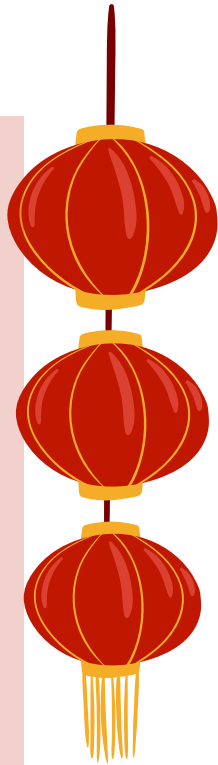
What was the color of their clothes?

What did they do during the celebration?

TRADITIONS OF CHINESE ACROBATS

CHINESE NEW YEAR

T	F	I	R	E	C	R	A	C	K	E	R
A	O	A	J	A	N	U	A	H	Y	T	O
N	R	E	T	N	A	L	N	I	E	O	N
G	T	T	I	T	C	O	I	N	E	N	F
E	U	Y	L	I	O	N	D	A	N	C	E
R	C	H	O	P	S	T	I	C	K	S	M
I	E	A	D	O	G	A	P	I	G	U	T
N	I	E	N	U	T	R	O	F	R	O	I
E	N	V	E	L	O	P	E	D	R	U	A
D	A	N	S	G	N	I	L	P	M	U	D



TANGERINE
LANTERN
PAGODA
CHINA

ENVELOPE
FIRECRACKER
DUMPLING
COINS

CHOPSTICKS
DRAGON
LION DANCE
DRUMS



TRADITIONS OF CHINESE ACROBATS LUNAR NEW YEAR

Lunar New Year is celebrated each year to mark a new calendar year. The date changes every year as it is determined by the lunar (moon) phases. 2024 is the Year of the Dragon!

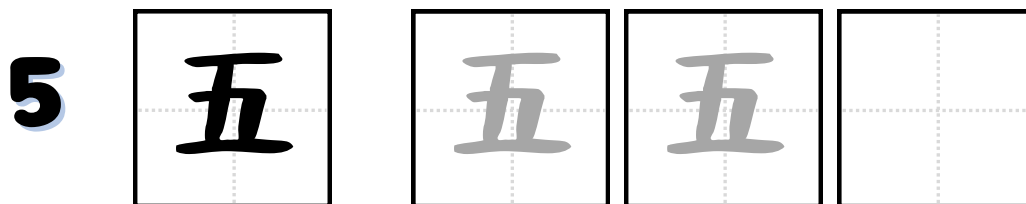
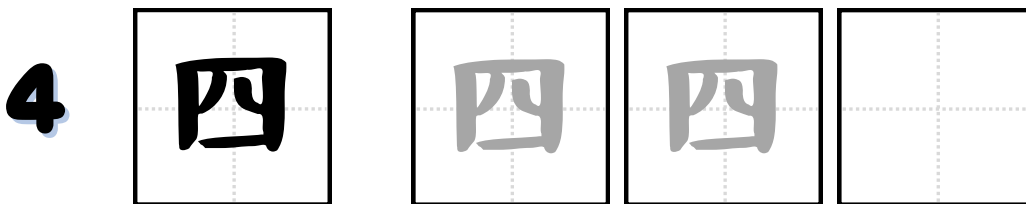
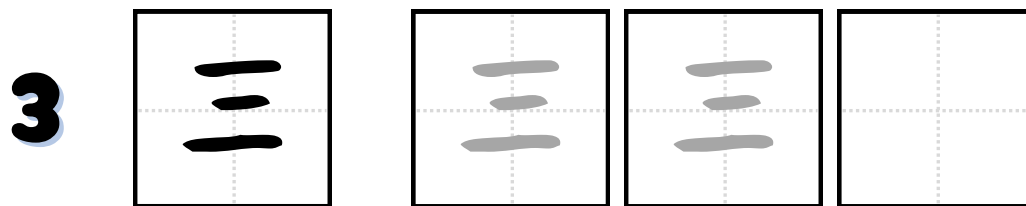
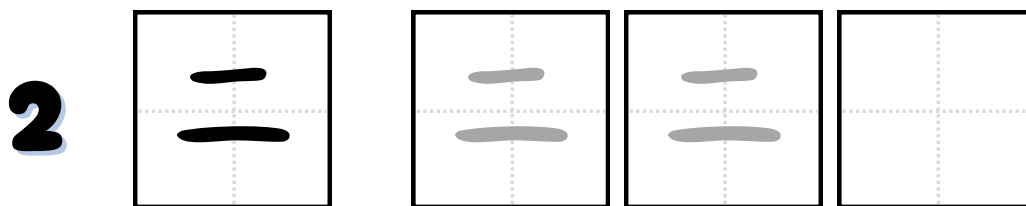
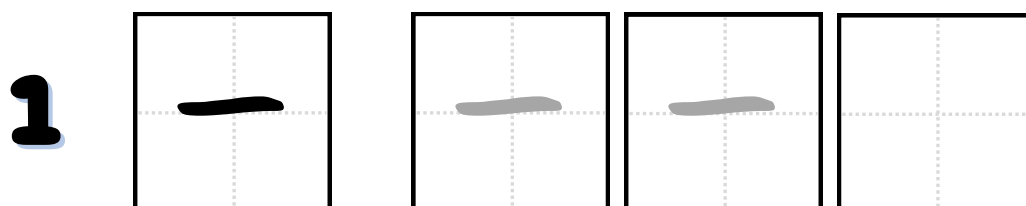
Have a go at coloring in your own dragon!



TRADITIONS OF CHINESE ACROBATS

Chinese Number Practice

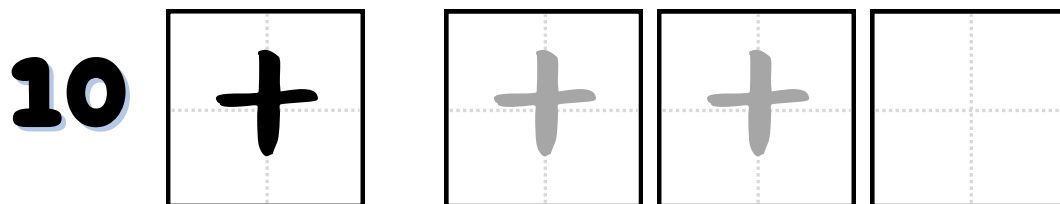
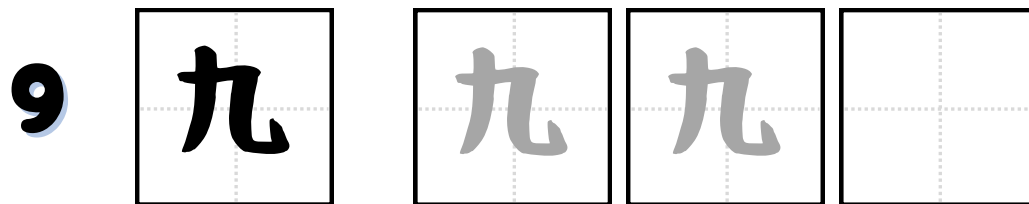
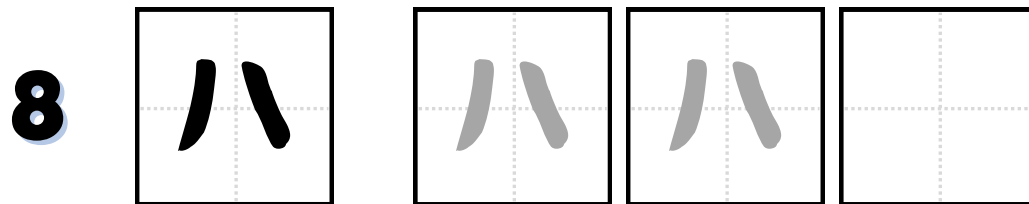
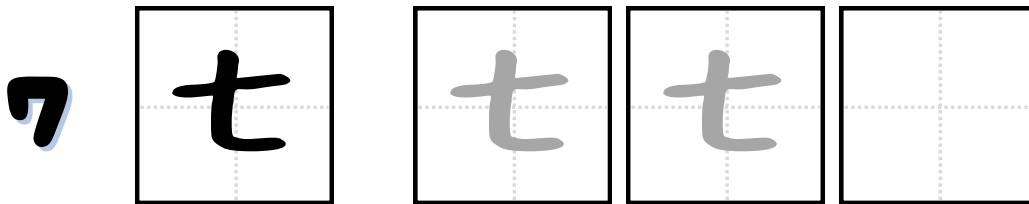
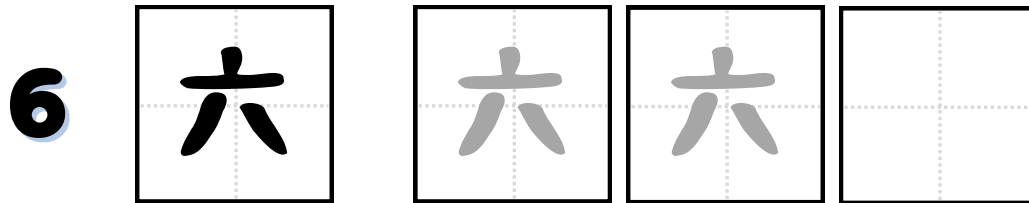
Trace the numbers 1-5



TRADITIONS OF CHINESE ACROBATS

Chinese Number Practice continued

Trace the numbers 6-10



TRADITIONS OF CHINESE ACROBATS

LEADERSHIP legacy: SEL

Li Liu is a born leader! What is your definition of leadership:

Qualities of a good leader:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

A leader I admire and why:

My leadership legacy (how I want to be remembered):

Standards Alignment: Traditions of Chinese Acrobats

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.
Social Studies	
SS.K.A.2.3	Compare our nation's holidays with holidays of other cultures.
World Languages	
WL. K12.NH.8.1	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL. K12.AH.9.1	Use language skills and cultural understanding beyond immediate environment for personal growth.

K-5 Student to Family Cooperative Activity Ideas:

- 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.
- 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.
- Snack bar and concessions: Set up a snack bar or concessions stand with a variety of treats and refreshments. You can even create special themed snacks related to the performance you are watching.
- Interactive viewing experience: Encourage audience participation during the performance. For example, during a musical, you can sing along to the songs and clap during applause-worthy moments!
- Post-show discussions: After the performance, have a family discussion about the show. Share your thoughts, favorite moments, and discuss the themes or lessons portrayed. This can foster critical thinking and encourage creativity in your kids.
- **Remember, the goal is to create a memorable and immersive experience. Adapt these ideas based on your family's preferences and the resources available to you. The key is to have fun and enjoy the theater experience in your digs!**

Additional Activity Ideas:



- Memory jars: Create a memory jar with your children. Write down favorite childhood memories on small pieces of paper and put them in a jar. Each week or month, take turns pulling out a memory and sharing it. This can spark conversations and lead to further discussions about your childhood experiences, and theirs too!
- Bedtime stories: Instead of reading traditional bedtime stories, take turns sharing personal stories from your childhood. These could be tales of adventure, funny incidents, or heartwarming experiences. This can create a strong bond between you and your children as you share personal narratives.
- 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!
- Create traditions with your child/children!: Establish special rituals or traditions that you can share. It could be a weekly movie night, cooking together on weekends, going for a walk after dinner, or singing at the top of your lungs before bedtime.



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**