

Young Audiences of Massachusetts

255 Elm Street, Suite 302, Somerville, MA 02144

(617) 629-YAMA (9262)

www.yamass.org

MASSACHUSETTS CURRICULUM FRAMEWORKS CONNECTIONS

Inter*Act Performances with Jan Turnquist:

Games, Pranks and Stories from the Childhood of Louisa May Alcott

<i>Arts-Theatre 1</i>	Acting...Students will develop acting skills to portray characters who interact in improvised and scripted scenes.
<i>Arts-Theatre 5</i>	Critical Response...Students will describe and analyze their own theatrical work and the work of others using appropriate theater vocabulary.
<i>Arts-Theatre 10</i>	Interdisciplinary Connections...Students will apply knowledge of the arts to the study of English language arts, foreign languages, health, history, and social science, mathematics, and science and technology/engineering, and scripted scenes.
<i>Language Arts 8</i>	Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.
<i>Language Arts 9</i>	Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.
<i>Language Arts 12</i>	...identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.

Inter*Act Performances with Jan Turnquist: *Games, Pranks, and Stories*

Grade levels: K-2

RESOURCES:

Orchard House/Alcott Home, P.O. Box 343, Concord, Massachusetts 01742, (978) 369-4118
www.louisamayalcott.org
http://www.cdli.ca/CITE/lang_trickster_tales.htm
<http://www.americanfolklore.net/tricksters.html>

VOCABULARY:

abolition - the legal prohibition and ending of slavery
parlor - room set aside for entertaining visitors
theatricals - dramatic performances
blood and thunder tales - tales of bloodshed and violence
pot boilers - an externally-heated enclosure in which water is heated to produce steam
typhoid pneumonia - inflammation of the lungs with a low fever
hoop skirt - a long full skirt belled out with a circular frame
spinster - a woman unmarried beyond the usual marrying age
utopia - an ideal place or system
pantaloons - a man's close-fitting garment for the hips and legs, worn esp. in the 19th century
temperance - moderation or self-restraint; total abstinence from alcoholic liquors

ABOUT THE PERFORMERS:

Jan Turnquist is the Executive Director of Louisa May Alcott's home, Orchard House, in Concord, MA. She has presented teacher workshops at numerous sites including the Wang Center in Boston and Old Sturbridge Village and has performed internationally at sites such as Old South Meeting House in Boston, the Martin Van Buren Historical Site in Kinderhook, NY, Winter Chataqua in Florida, and the American School in Mexico City and she has performed for first lady, Laura Bush. Jan has presented her work under the auspices of the U.S. Department of Labor, the Federal Women's Council, the National Park Service, and Continental Airlines and has performed at numerous libraries, schools, and universities. She currently portrays Miss Alcott in a public service announcement which runs nationally on the FOX Network. Jan has also appeared in several BBC productions including *Blue Peter*, Britain's longest running children's television show, *Book Worm*, and the BBC's Open University programs. Jan has also appeared on "This Old House" with Norm Abrams on PBS and on "Chronicle" with Mary Richardson on WCVB. For more information on Inter*Act Performances, please consult the web site: www.janturnquist.com/index.htm.

ABOUT YOUNG AUDIENCES:

Young Audiences of Massachusetts (YA) is the oldest, largest and most utilized arts-in-education organization in the state and one of the largest in a national network of 33 chapters. For over 45 years, YA has distinguished itself as the vital link between Massachusetts schoolchildren (K-12) and more than 95 of the region's most accomplished actors, dancers, singers, musicians, and storytellers. Its 36 ensembles offer 57 interactive arts programs that represent a range of cultures, historical periods and artistic disciplines. YA is unique in its flexibility to offer interactive performances, tailor-made residencies, workshops, teacher-training, curriculum planning and multi-year projects. All programs include educational materials and satisfy local, state and/or federal arts education standards.

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POST-ACTIVITY: IMAGINATION AND TRICKSTER GAME

LEARNING GOAL:

To spark imagination in order to create stories

TIME:

60 minutes

TEACHER TIPS:

See Resources for links for trickster stories that can be read aloud in class.

STEP 1:

Ask the students to close their eyes and imagine:

- How does a schoolroom look on the first day of school? On the last day of school?
- What does a meadow look like in springtime?
- What does a castle look like?
- How does a winter mountain look?
- How does a forest look at night?

After each question let several students talk about what they "saw."

STEP 2:

Discuss with the class trickster stories they have heard. Read one aloud if they are not familiar. Who is the trickster character? What do tricksters in different stories have in common? Can they think of any animals that would make good tricksters?

STEP 3:

Create a story in small groups, using one of the settings they have visualized and one of the trickster animals whose curiosity gets them into trouble. Make sure the plot has a resolution where the trickster finds a way out of trouble.

EXTENSIONS:

Ask the students to reflect on storytelling in their lives:

- Who tells you stories? Have you ever told a story?
- What are some of your favorite stories?
- What kinds of things might happen in a story?
- How is storytelling different than watching a movie or a play? (i.e., How many characters? Who is the audience? How is the environment established? Are the words fixed in a script? etc.)



PRE-ACTIVITY: LIFE IN THE 1800s VERSUS LIFE TODAY

LEARNING GOAL:

To reflect on the comparisons of life in the 1800s with life today

TIME:

60 minutes

STEP 1:

Discuss the 1800s. What was life like? How was it different from today?

STEP 2:

Write the following list on the board: food, homes, transportation, school, clothing, entertainment, medical care. Divide the class into groups. Assign each group one of the topics. Ask the group to create a chart that compares the differences between the 1800s and today.

STEP 3:

Have the groups present their comparison charts to the class and discuss their findings.

STEP 4:

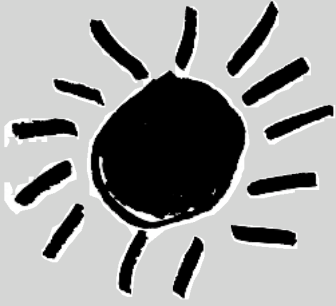
Ask students to draw pictures or write stories entitled, "If I Lived in the 1800s..." Have them write about what their daily activities might be like. Ask volunteers to share their stories and pictures with the rest of the class.

EXTENSIONS:

1) **Read** a few pages from *Little Women* aloud each day. Make sure students know that *Little Women* is an autobiographical novel. Keep a running list of elements from the story that surprise the students.

2) **Have** students think of relevant questions to ask Louisa May Alcott.





Young Audiences of Massachusetts

Educational Materials

Please forward to teachers

10.24.05

ABOUT THE PERFORMANCE:

Inter*Act Performances with Jan Turnquist:

Games, Pranks, and Stories from the Childhood of Louisa May Alcott

Grade levels: K-2

While learning about life a hundred years ago, children can step into the Victorian childhood of Louisa May Alcott and identify with a naughty little child who tried to be good.

LEARNING GOALS:

- 1) To reflect on the comparisons of life in the 1800s with life today.
- 2) To spark imagination in order to create stories.

PRE-ACTIVITY SUMMARY: *Life in the 1800s Versus Life Today*

Compare life in the 1800s to life today. Divide the class into groups and assign each group an aspect of living (i.e., food, home, transportation, school, entertainment, etc.). Have each group create a chart that illustrates the differences between one particular aspect of life in the 1800s and the present day. Have each group present their chart to the rest of the class.

POST-ACTIVITY SUMMARY: *Imagination and Trickster Game*

Explore imagination through associations with specific images. Create an animal trickster character and a story about how that animal's curiosity has gotten them in trouble.

CURRICULUM LINKS:

English Language Arts, Theater, Women's Studies, History and Social Science, American Studies