



BROWARD
CENTER
— for the —
PERFORMING ARTS



STUDY GUIDE

HIGH SCHOOL

GROUNDHOG DAY THE MUSICAL



slow burn
THEATRE CO.

Study Guides are produced in partnership with Broward County Public Schools.

Performance Summary

Groundhog Day-The Musical revels in one man's journey of self-discovery, day after day. Inspired by the hilarious film starring Bill Murray, **Groundhog Day** is a stage adaptation where actors use music to help tell the story.

The Story

Karma can be a funny thing. How would you spend your time if forced to repeat the same day over and over again? When seasoned big-city weatherman Phil Connors, gets stuck in small-town America, laughter is in the forecast. Frustrated to be reporting on the annual Groundhog Day Ceremony in small town Punxsutawney, PA, he disdainfully covers the rodent's negative forecast, and awakens the next day only to discover it's February 2 once more, ultimately finding himself doomed to repeat the same day over and over and over again. Always ready with a one-liner or clever quip about the all-too cheery people of Punxsutawney, little does he realize this extraordinary day is about to show Phil that maybe the joke may really be on him.

Theatre Etiquette

(Before the Show)

It is often helpful to remind students of appropriate audience etiquette by explaining and discussing **why** these rules of behavior are important.

Audience members should:

- listen carefully to the ushers, your teachers – this gets everyone to their seats quickly and ensures a pleasant experience
- walk single-file and hold hand-rails as you use steps – this also keeps everyone safe
- listen carefully to the performers – they are working hard to entertain and inform you with lots of clues about the story
- refrain from talking – this allows everyone to enjoy the performance without being distracted
- laugh if something is funny, but not too loudly – you don't want to miss any dialogue
- 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 at the end – this shows the performers that you respect and appreciate their work

Teacher Instructions (After the Show) – *Choose from the activities listed on the following pages to extend student learning.*

Storyboard - Repeating a Day in Your Life Name: _____

A storyboard is graphic representation drawn in sequence, or order, of the major events in a play or movie. Create a storyboard of the major events in a day in your life that should be repeated (Like Groundhog Day). (LAFS.910.SL.2.5) (TH.912.S.1.5)

1.	2.	3.
4.	5.	6.
7.	8.	9.

Write a Monologue through a Journal Entry

Imagine that you are one of the supporting characters in the production. Write a monologue that reflects your experiences with Phil Connors over 3 different days.

(LAFS.910.W.1.3) (TH.912.S.1.5)

Write a Review

In the space below identify your favorite part of the performance and explain what was most effective. You should also include recommendations for areas to improve. In addition to the performers and their work, consider the production elements (lighting, scenery, props, music, ...)

Name: _____
(LAFS.910.RH.2.5) (MU.912.C.2.2) (MU.912.C.3.1) (TH.912.C.1.8)

Standards Alignment: The activities in this study 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 alternative means for students to demonstrate what they know.

Florida Theater Standards	
Grades 9-12	
Critical Thinking and Reflection	
TH.912.C.1.8	Apply the components of aesthetics and criticism to a theatrical performance or design
Skills, Techniques, and Processes	
TH.912.S.1.5	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.

Florida Music Standards	
Grades 9-12	
Critical Thinking and Reflection	
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

Language Arts Florida Standards	
Grades 9-10	
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	
LAFS.910.RH.2.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LAFS.910.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
LAFS.910.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Vocabulary

- **Adaptation** – alter a text to make it appropriate for the stage
- **Characterization** – use body, voice, and movement to create a representation of a person or animal
- **Choreography** – movements that are combined into a dance
- **Karma** - destiny or fate, following as effect from cause
- **Monologue** – a speech by a single actor (as opposed to a dialogue which is a conversation with another person) that usually reveals the actor's inner thoughts or provides hidden details to the audience
- **Production Elements** – costumes, lighting, props, scenery, and sound that contribute to a production
- **Review** – writing that gives the audience a sense of what to expect at the performance – may include positive and negative feedback

Cover Sheet

Please collect student work samples and attach it to this cover sheet. Pony all work samples to:

KCW – 3rd floor.

Attention: Lauri Foster

School Name: _____

SEAS Show: Groundhog Day-The Musical

Grade: _____