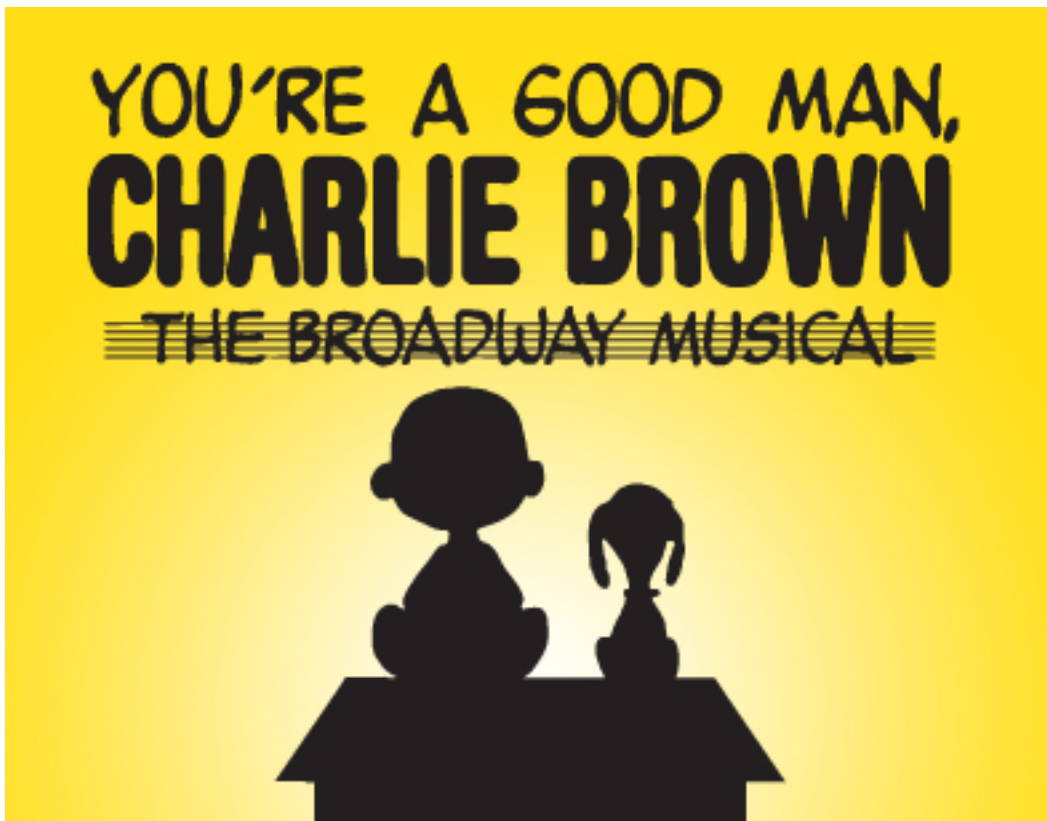


STUDY GUIDE



Plot Summary

The play is a series of vignettes based on the famous Peanuts© comic strip. Through the vignettes, we come to know the personalities of all of the characters in the play – all of their quirks, foibles, and strengths. The main focus is on Charlie Brown, a little boy full of self-doubt, fear, and hope. With the help of his friends he learns to accept his own shortcomings and the humanity in others.

Before you go

1. Ask students if they have ever seen the Peanuts© comic strip or the TV specials (You're a Good Man, Charlie Brown, The Great Pumpkin, A Charlie Brown Christmas,...) – if so, what do they remember about it? Explain that this performance is a theatrical adaptation that takes the best parts of the comic strip/TV specials, puts them onstage using costumes, scenery, lighting, music and dance to make it an amazing live play.
2. Review critical vocabulary with the students.
3. Encourage students to pay close attention to the costumes, lighting, props, scenery, and sound (particularly the musical numbers) to see how those elements support the production.
4. Remind them that appropriate audience etiquette (listen carefully, no talking, applaud at the end, laughing if something is funny is okay but not too loudly so you don't miss any dialogue).

Florida Curriculum Standards – Grade 5

LAFS.5.RL.1.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	TH.5.C.1.1	Devise an original performance piece based on an age-appropriate theme or social issue relevant to the school climate and explore different solutions and endings.
LAFS.5.RL.1.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	TH.5.C.3.1	Discuss alternate performance possibilities of the same character in the same play.
LAFS.5.SL.2.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	VA.5.C.3.3	Critique works of art to understand the content and make connections with other content areas.
LAFS.5.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	VA.5.F.1.2	Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices.
		DA.5.O.2.1	Make one or more revisions to a given dance phrase and explain how the meaning or feeling was altered.
		MU.5.F.2.2	Explain why live performances are important to the career of the artist and the success of performance venues.

Florida Curriculum Standards – Grade 8

LAFS.8.RL.1.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	TH.68.C.1.1	Devise an original work based on a community issue that explores various solutions to a problem.
LAFS.8.RL.1.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	TH.68.C.3.1	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.
LAFS.8.SL.2.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	TH.68.C.3.2	Compare a film version of a story to its original play form.
LAFS.8.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	VA.68.F.2.2	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.
	b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	DA.68.O.2.1	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
		MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.

Academic Vocabulary	Arts Vocabulary – Questions to consider
Alliteration	<p>Adaptation – Compare this production to the TV specials on which it is based. What surprised you – pleased you – disappointed you and why?</p> <p>Characterization – What clues can you find in the script/story that inform the actors’ choices in the development of their character? How do the various characters demonstrate their motivations (e.g. costumes, gestures, comments, body language...)</p> <p>Critique – Write a review of the performance - include specific examples of successful elements and areas that could use an upgrade. Think about music, lighting, scenery, costumes, props as well as the actors’ performances.</p> <p>Production Design – The production team includes the director, designers (lighting, sound, scenery, costumes, props), musical director, stage management, and technical director. Choose one of those roles and imagine that you are responsible for the show. What different choices would you make?</p>
ChoralSpeaking / Dramatization	
Climax	
Dénouement	
Medium / Media	
Resonance	
Vignette	

After the Show

Choose 3 Characters – Identify important character traits that embody each personality (e.g. cleverness, perseverance, bravery, sacrifice, and strength, ...) How are the experiences of these characters like your own in real life? Can any of this provide a blueprint for your own actions? Write an encouraging note to yourself about a character trait that you want to have – ‘remember what Charlie Brown learned about ...’

Create Your Own Comic Strip (Storyboard) – fill in the cells below with sketches and ideas for dialogue – you can write the dialogue in the bottom row or create thought bubbles for each character

Create Your Own Version – Imagine a different ending - Create a song (and add choreography) that brings that new story to life.