

CURRICULUM CONNECTIONS

Shanghai Acrobats



Major support for the Student Enrichment Through the Arts program has been provided by



Frederick A. DeLuca
FOUNDATION

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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 are excited to present this Curriculum Connection (Study Guide) as a valuable resource to support your teaching journey. This guide has been carefully designed to offer engaging and meaningful activities for use in your classroom before and after seeing a S.E.A.S. performance at The Broward Center's Amaturo Theater, The Parker, or Miniaci at NSU. Each section is structured to make it easier for you to integrate cross-curricular connections, providing a seamless experience for students to deepen their understanding while exploring the creative process.

The activities and lessons in this guide have been intentionally crafted to complement Florida's B.E.S.T. standards. By utilizing these resources, you will be able to foster a dynamic and creative learning environment while ensuring students meet key academic goals. We encourage you to adapt the materials to best fit your classroom's needs and objectives, empowering students to think critically and creatively across all disciplines.

We want to take a moment to express our sincere appreciation for the passion and dedication you bring to your classrooms every day. Your commitment to infusing art-full moments into education not only enriches your students' learning experiences but also ignites their curiosity and creativity. Thank you for inspiring the next generation of thinkers, creators, and innovators. We are truly grateful for the impact you have on your students' lives. Consider joining the Teacher's Lounge (QR code below) to be notified of special events and discounts just for Teachers.



Don't forget to distribute your S.E.A.S. stickers when you return to school (after the trip) and share the magic that is Student Enrichment Through the Arts!



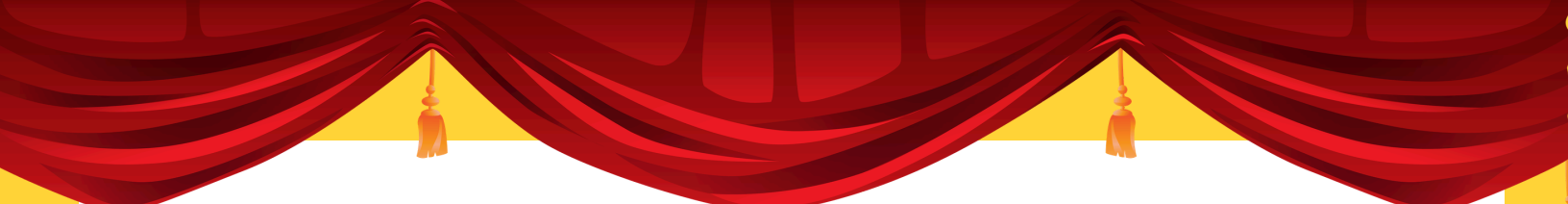


Theater Etiquette

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.



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**

THE SHANGHAI ACROBATS OVERVIEW

In China, being selected to become an acrobat is an honor, and brings with it a great deal of prestige and the possibility of international travel. Parents encourage their children to audition for acrobatic schools; however, this is also a great sacrifice for parents and students. If selected, the acrobatic school they attend will often be far away from family, friends, and the lives with which the students are familiar. Once selected to attend a special acrobatic school, students take their general education classes in the morning hours. In the afternoon, they will practice gymnastics, juggling, martial arts, and the dynamics of balance, speed, and timing to perfect their craft – the students do this every day, six days a week!

The ambition of most families is to provide their children with a higher education or, if this is not possible, to secure them a good job. The Chinese government still runs most schools, universities, and technical schools. School begins for children at age 6 when they start Kindergarten. After five years of Chinese language, arithmetic, physical education, music, art, natural science, and political doctrine, Chinese students enter ordinary middle schools. Here, students take classes in politics, Chinese language, mathematics, physics, chemistry, biology, foreign languages, history, geography, basic agriculture, physical education, music, and art. Students attend ordinary middle school for six years. Most Chinese students do not return to their studies after middle school and work instead in a factory, on a farm, in the military, or in other forms of government service.

Most acrobats begin their life in art at around age 6, but most are not selected to become part of a professional performing troupe until they are around 16 years of age, which is the age of emancipation in China, whereas here in the West a young person becomes an adult at 18 years old. There are some acrobats who excel at their studies, and are selected to become professional performers when they are as young as 13 or 14 years of age. Imagine being chosen for a professional troupe and traveling the world at such a young age! While on tour, the acrobat will see many corners of the globe and will meet new and different people. **THE SHANGHAI ACROBATS** are truly representatives of their country and art, and they take great pride in being selected to perform for audiences like you!



THE SHANGHAI ACROBATS

MANDARIN

The main language spoken in Shanghai is Mandarin Chinese (Putonghua), which is the official language of China and is taught in schools.

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.

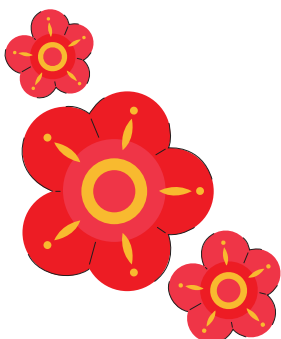
Following are some of the more common Chinese words and phrases, which are written in pinyin. If you have a classmate or a friend who speaks Chinese, ask him or her to help you out with the pronunciation. Pay special attention to the tones!

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



THE SHANGHAI 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?

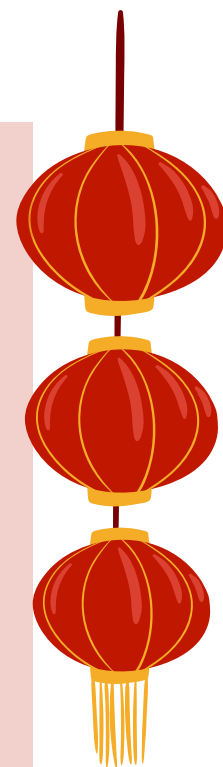
What was the color of their clothes?

What did they do during the celebration?

SHANGHAI 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
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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

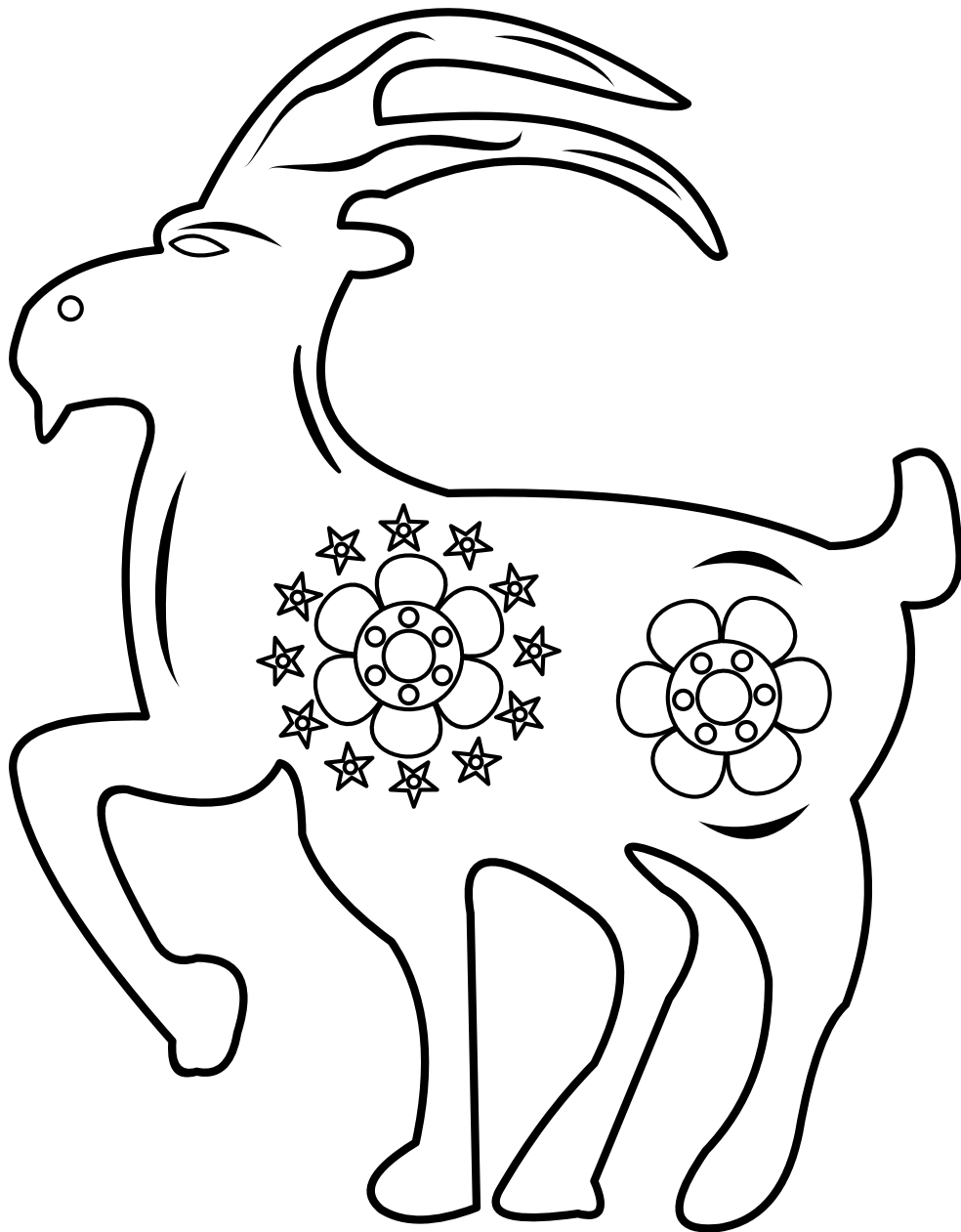
CHOPSTICKS
DRAGON
LION DANCE
DRUMS



SHANGHAI 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. 2027 is the **Year of the GOAT!** (未, WÈI)

Have a go at coloring in your own goat!

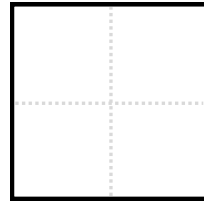
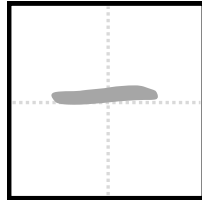
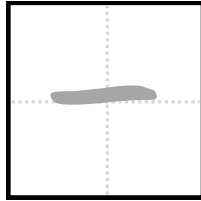
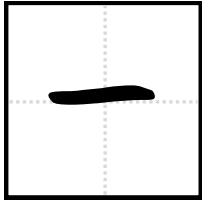


THE SHANGHAI ACROBATS

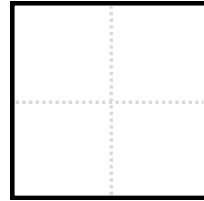
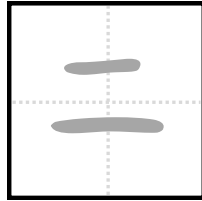
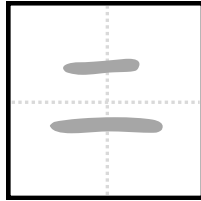
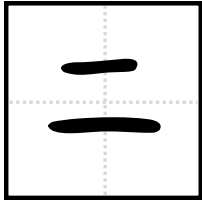
Chinese Number Practice

Trace the numbers 1-5

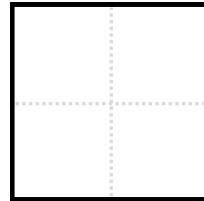
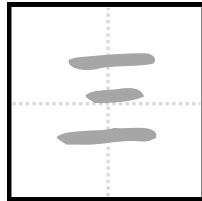
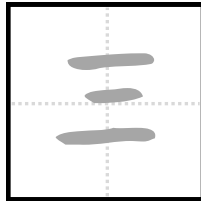
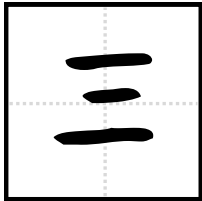
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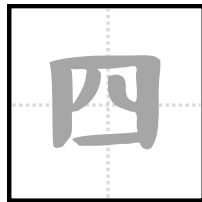
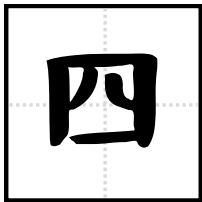
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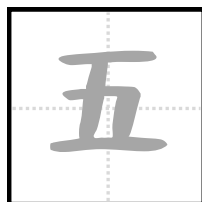
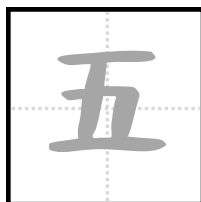
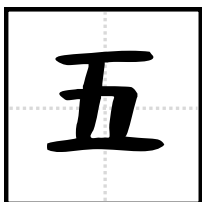
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THE SHANGHAI ACROBATS

Chinese Number Practice

continued

Trace the numbers 6-10

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THE SHANGHAI ACROBATS

LEADERSHIP

legacy: SEL

The Peking Acrobats are leaders from their communities. 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):

Post Show Cooperative Learning Opportunities

(Group Work Ideas for Teachers)



1. Group Reflection Circle

Sit together and share your favorite moments, characters, or songs from the performance. Encourage everyone to explain why they liked those parts.

This builds listening skills and helps everyone appreciate different perspectives.

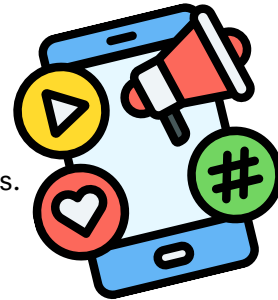


2. Create a Mini Review Together

Work as a team to write a short review of the show.

Assign roles: one person writes, another edits, others brainstorm key points.

You can post it on social media or keep it in a class journal.



3. Reenact a Scene

Pick a favorite scene and act it out as a group.

Add your own twist—maybe change the setting or improvise new dialogue.

This sparks creativity and teamwork.



4. Design a Poster or Program

Collaborate to create a poster or program for the performance you saw.

Include drawings, quotes, and fun facts.

This is great for artistic expression and memory keeping.



5. Plan a "Behind the Scenes" Discussion

Research how the performance was made (costumes, music, choreography).

Assign each group member a topic to present.

This turns curiosity into a cooperative learning activity.



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.

Standards Alignment: Shanghai 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.

CURRICULUM CONNECTIONS

DONORS

We thank the Broward Performing Arts Foundation and the following funding partners for their support of educational programming at the Broward Center this season.

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