

Roseneath Theatre



artwork by Claudia Dávila

The Money Tree

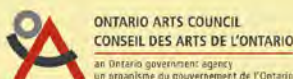
By Robert Watson

STUDY GUIDE

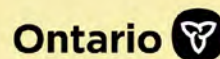
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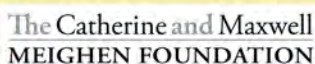


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BEFORE THE PERFORMANCE

The theatre is a place where many people gather together to enjoy live performance. It is important to remember that theatre is an active experience. The actors want the audience to be responsive to what is happening on stage by laughing, clapping and truly enjoying the experience of live theatre. However, because live theatre is interactive and the performers can be distracted by disruptions from the audience there are a few things to consider when watching any live performance. Students and teachers should be reminded of these simple ground rules before any performance at your school.

Cell Phones: Anything that beeps, buzzes or chimes needs to be turned off completely. The light your phone creates when texting is often just as distracting so that is why you should turn your phone off, rather than just muting it.

Photos/Videos: While it is true that flash photography is distracting, it is also important to know that it is not legal to record or photograph a professional production in any way due to design/copyright regulations. Please do not take photos or videos of the performance at your school.

Food and Drink: Please do not bring any food to the performance. It can be distracting in terms of both sound and smell for the actors and your fellow audience members.

Talking: It is never okay to talk during a show. It is appropriate to laugh when things are funny, gasp when things are shocking and, most definitely, to show your appreciation to the performers by applauding when the play has finished. The sounds we make naturally when we are really listening to a story are great. The sounds we make when we stop listening should be saved for after the show.

More Info for Teachers

Students and teachers should remain seated during the performance.

Washroom trips should be discussed as a group and planned prior to the performance. Tell students the length of the performance so they can anticipate when they will be able to get to a washroom after the show.

No one should be allowed to leave the auditorium during the performance unless it is absolutely necessary.

When, and if it is really necessary, leaving the performance space should be done as quietly and politely as possible. Exit doors which are often very noisy should be opened and shut carefully so as not to disturb others.

Students need to be supervised during the performance.

Please seat teachers in a position where they can respond quickly to disturbances that might arise. Please quietly remove disruptive students that continue to act up, call out or disturb others during a performance.

Enhance your experience.

Ask students to prepare one question to ask the actors after the show during the Q&A. Brainstorm with them about possible topics to get the most out of the experience!

ABOUT ROSENEATH THEATRE

Established in 1983, Roseneath Theatre is one of the country's leading producers of award winning theatre for children and their families. Our plays address issues that resonate with today's youth, encouraging them to reflect on themselves and their place within the community. Our commitment to excellence has earned us many accolades, including 54 Dora nominations and a total of 14 Awards. Roseneath was also a recent finalist for the Ontario Premier's Award for Excellence in the Arts. Roseneath gives up to 300 performances per year to approximately 100,000 young people, making us the largest professional touring theatre in Ontario. We are equally committed to both quality and accessibility. We are the only company to have visited every school district in the province.



THE CAST



ELIZA MARTIN
Katie/Mom/Traveller



CASSANDRA GUTHRIE
Shasta



DANIEL STASEFF
Simon/Dad

THE CREATIVE TEAM



ROBERT WATSON
Playwright



ANDREW LAMB
Director



JOANNE RUMSTEIN-ELLIS
Stage Manager



LINDSAY C. WALKER
Set & Costume Designer



RICK SACKS
Sound Designer

ABOUT THE PLAY

Synopsis

It's lunch recess at school. Simon is excited about the break because it gives him a chance to use his imagination and practice his magical spells. Just as he begins he notices Shasta and Katie eating their lunch nearby. Shasta then mesmerizes Simon and Katie with tales of the barbeque, trampoline, pony-rides and magician that her parents are getting for her birthday party the next week. Katie and Simon get very excited.

When Shasta gets home from school her Mom explains that her Dad has lost his job, and that they will have to cancel the expensive things that were planned for her party, including the magician. Simon offers to do the magic show himself, but Shasta is too devastated to accept the offer. Simon then tries to get Shasta to have fun by using her imagination instead of depending on material possessions to have a good time. They go imaginary horseback riding, escape an erupting volcano and then bump into a mysterious traveller - but is this traveller real or imaginary?

Having knowledge of Shasta's financial problems, the traveller offers up a magical solution: a magic seed which promises to grow a tree that has money for leaves. The traveller warns them of two rules that they must abide by. They must only take money for things they actually need and they must not reveal the existence of the money tree to anyone else. Shasta and Simon plant the seed and it grows dollar bills like leaves from its branches.

Unfortunately both Simon and Shasta are unable to keep to the rules set out by the traveller and they discover the tree has become barren. This makes Shasta and Simon wonder if they just imagined the entire thing. A few days later Shasta learns from her Mom that her Dad has found some work and that things are going to be alright. Shasta then asks her mom if it would be alright for Simon to be the magician at her birthday party and her mom agrees that this is an excellent idea.

In the final scene Katie is picking on Simon and it's Shasta who stands up for Simon saying that being a good friend is much more valuable than a pony ride, or a new phone, or even having all the money that doesn't grow on trees. Shasta tells Katie that she is still invited to her party and Katie apologizes to Simon for all the mean things she said to him. The play concludes with one final magic spell from Simon.

Curriculum Connections: Financial Literacy, Social Studies, Language

Character Education Connections: Responsibility, Empathy, Integrity

Themes: Friendship, Classism, Equity, Identity, Bullying

DIRECTOR'S NOTE



ANDREW LAMB
Director

With the economic struggles facing families over the last few years, more and more parents have been experiencing layoffs in greater numbers than we have seen before. Although this may be considered more of an adult problem, children are very much aware of and share in this struggle along with their families.

The Money Tree examines the notion of value in our society from a child's perspective – whether this is friendship, family or material things that we acquire. This play asks the audience to consider if having supportive friends and family is ultimately more important to our individual happiness than getting the latest toys or gadgets. Through imagination this piece also shows how the power of our creative minds should never be overlooked.

Young people are more resilient and creative than we often give them credit for and their lives and problems are just as complex and difficult to them as the challenges we face as adults. We hope this production sparks meaningful conversations with young people around money and value as well as being an entertaining story that ignites your students' imaginations.

A handwritten signature in blue ink that reads "Andrew Lamb". The signature is fluid and cursive, written on a white background.

INTRODUCTION TO THE STUDY GUIDE

With this guide, we hope teachers will help their students to consider more deeply the central themes and questions explored in this play.

The pre and postshow activities and questions encourage students to reflect on issues of equity, friendship and classism. Students will have the opportunity to explore what has value in their lives and distinguish needs from wants as well as explore financial literacy, numeracy and the dramatic arts.

STUDY GUIDE CURRICULUM EXPECTATIONS

Through participation in the activities and inquiries presented in this Study Guide as well as from watching the play, students will:

- Examine skills in problem solving, inquiry, decision-making, critical thinking, and critical literacy related to financial issues.
- Understand and respond to personal finances and the finances of their families.
- Comprehend local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices as consumers.
- Through learning to recognize overt and implied messages in advertising and other media texts, students can develop the critical thinking skills that they need as consumers.
- Identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience
- Demonstrate an understanding of proportional reasoning by investigating whole-number unit rates
- Engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities
- Describe a variety of exchanges that occur among the communities and regions of Ontario
- Use a variety of resources and tools to determine the influence of physical factors on the economies and cultures of Ontario and the other provinces and territories

GLOSSARY

Classism	prejudice against or in favor of people belonging to a particular social class.
Commercial Bank	a bank that accepts deposits that can be withdrawn without notice and creates credit through loans mainly to businesses
Consequences	importance that comes from the power to produce an effect
Downsizing	to reduce in size, make (a company or organization) smaller by eliminating staff positions
Earnings	something earned; especially : money received as wages or gained as profit
Empathy	being aware of and sharing another person's feelings, experiences, and emotions
Equity	fairness or justice in dealings between persons
Financial Literacy	having the knowledge and skills needed to make responsible economic and financial decisions with competence and confidence
Greed	selfish desire for food, money, or possessions over and above one's needs
Imagination	the ability to imagine things that aren't real: the ability to form a picture in your mind of something that you have not seen or experienced
Investment	the outlay of money for income or profit. a sum of money invested or a property purchased
Insurance	the business of insuring persons or property b : a contract by which someone guarantees for a fee to pay someone else for the value of property if it is lost or damaged (as through theft or fire) or to pay usually a specified amount for injury or death c : the amount for which something is insured 2 : a means of guaranteeing protection
Job/Work	a position at which one regularly works for pay
Materialistic	a tendency to attach too much importance to physical comfort and well-being

GLOSSARY continued

Money	something (as coins or bills) generally accepted as a way of measuring value, as a way to trade value, and as a way to pay for goods and services
Mortgage	a transfer of rights to a piece of property (as a house) usually in return for a loan and that is canceled when the loan is paid
Need	something a person must have because it is required in order to live or succeed or be happy
Pension	a sum paid regularly to a person especially following retirement or to surviving dependents
Poverty	the state of being poor : lack of money or possessions
Purchase/Buy	to acquire the possession of, or the right to, by paying or promising to pay an equivalent, especially in money
Salary	money paid at regular times for work or services
Saving	to put aside for future use <save a little for later> b : to put aside money <saved up for a new bike>
Self-Control	control over your feelings or actions
Society	the community life thought of as a system within which the individual lives. a system or group of living things that depend on each other and usually form a social unit
Trade	an exchange of goods and services
Unemployment	the state of being out of work
Value	a fair return in goods, services, or money for something exchanged. the amount of money something is worth
Want	a desire or wish for something

INQUIRY

Questions are an effective tool in education. They can stimulate the capacity for students to engage in critical thinking and inspire further inquiry. We have provided key questions related to themes extracted from **The Money Tree** which can be addressed before and after students watch the show. Some learning strategies when utilizing these questions could include:

- Posing them as a discussion in large or small groups
- Writing them on chart paper in different parts of the room, and having students rotate to each question, recording their ideas using words, pictures, and examples (similar to a graffiti board)
- Having students write or draw a response in a journal
- Using a mind map or other graphic organizers to explore and represent a variety of perspectives surrounding the particular topic (see **Appendix A**-mind map template)
- Having students engage in a structured debate where differing opinions are presented and explored
- Using a think-pair-share strategy to allow students to respond in pairs and then highlight the key points with the larger group
- Respond artistically to the question (through drawing, for example), then explain the meaning of the creation in writing and/or an oral presentation

PRE-SHOW QUESTIONS

FRIENDSHIP

How do you define friendship?

What qualities make a good friend?

How can you be a good friend?

Have you ever had a friend who was having trouble? How were you there to support them?

VALUE

What makes something valuable?

What are some things in your life that you value?

What is money?

Why does money exist?

How important is money in our society?

Have you ever wanted something that your parents/guardians didn't buy for you?

Did you find ways to get it? How?

NEEDS VS. WANTS

What is the difference between something you need and something you want?

Can you give examples of both needs and wants?

Can your needs and wants ever be the same?

What are some ways that people get the things they need or want in life?

COMMERCIALISM

What influences us to want or buy something?

How do advertisers get you interested in their products?

POST-SHOW QUESTIONS

FRIENDSHIP

How was Simon a good friend to Shasta?
How was Katie not such a good friend to Shasta?
What could she have done differently?

VALUE

What are other types of value in life, other than money?
What things did Shasta, Simon, and Katie find valuable in their own lives?
What are other examples of important things in our lives that money can't buy?
Where did the idea of money come from?
How has your idea of money changed after seeing the play?
How has the play influenced you to spend your money in the future?

NEEDS VS. WANTS

Why do we have rules?
What were the consequences that the characters in the play faced when they did not follow the rules regarding the money tree?
What are some potential consequences to breaking rules in your own life? Can you give a specific example?



PRE/POST SHOW ACTIVITIES

Learning Activities that Encourage Imagination

Activity # 1 : The Lava Game (Grades K-6)

Supplies: 5-12 mats and/or large pieces of paper

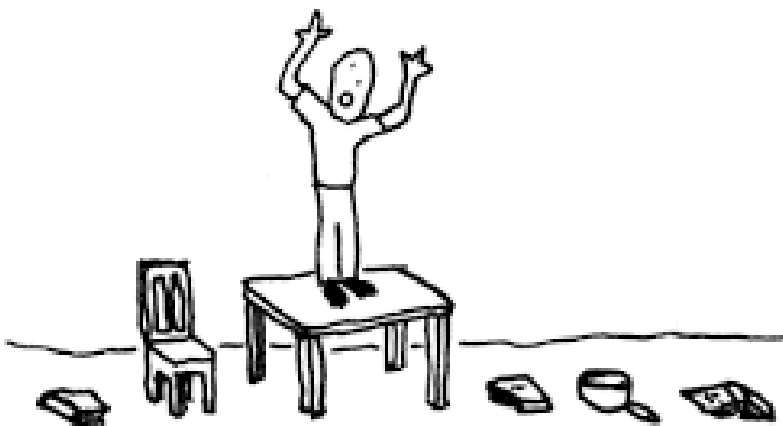
Purpose: The objective of this game is to get the entire class (or smaller groups, depending on the size of the class) from one side of the room to the other. In this activity, the floor is made out of lava, so no one can touch it at any time! Therefore, the group must work together and support each other in order to experience success.

The rules are as follows:

- No part of a person's body or clothing may touch the lava ground at any time. If this happens, the entire group must go back to the start.
- Everyone must have at least one foot on a mat at all times (i.e. no one can be lifted or carried by anyone else)
- The group is provided with a certain number of mats (depending on the level of challenge you would like to provide) to be used when crossing the lava (mats or pieces of paper could work – anything that the students can pick up and move from one spot to the next)
- The group must work as a team to ensure that they complete the task together

A debrief should follow the completion of the activity, discussing how the group worked together. Potential debrief questions could include:

- What was challenging about this activity? Why?
- What would you have done differently, if anything?
- How did you work together as a team to complete the task?
- What specific things did people do to support others?



Modification: depending on student age and ability, this activity could be set-up as an obstacle course with multiple mats and objects set-up across the space. Students must individually cross the 'lava' without touching the ground, by climbing under, over and through various obstacles.

Help! The floor is made of lava!!!

PRE/POST SHOW ACTIVITIES

Learning Activities that Encourage Imagination

Activity #2: This is a What? (Grades 2-6)

Curriculum Connections: Drama, Literacy, Physical Activity

Supplies: An assortment of objects

Purpose: To tap into the playful imaginations of students, providing them with the opportunity to see everyday objects from new perspectives

*Note: Prior to conducting this activity with younger students, consider starting by reading the book, **Not A Stick** by Antoinette Portis. This book introduces the idea of an everyday object being used in imaginative and innovative ways which will help inspire the activity to follow.*

- Students sit or stand in a circle. An object (such as a pencil) is passed around the circle by the leader, who starts by showing it to the first person while saying, “This is a banana.” (Or anything else the leader chooses to say, as long as it is not “a pencil!”)
- The person replies in a startled manner, “A what?” “A banana,” repeats the leader. The first person takes the pencil (or other object), and replies “Oh a banana.”
- First person turns to the second person, and shows them the pencil, changing the object again by chanting “this is a duck” (Or anything else, as long as it is not a pencil or a banana).
- The object should change to something new each time it is passed, and if possible, students should mime an action using the object in a new way each time.

Extension: As a large group, place multiple, random objects into the center of the circle of students. For instance, these might include a bowl, chair, pencil, water bottle, fly swatter and a book (anything you can find in your classroom will work!). When a student is inspired, they go into the middle of the circle and use one of the objects in any way, as long as it is not in a way that the object is actually used for in real life. The remaining students in the circle should try to guess what the object is being used as. For example, a bowl might be used as a steering wheel, a chair as a rocket ship, a water bottle as a telescope, etc.

This is a
banana!

A
what?!



A
banana!

Oh,
a baseball
glove!

PRE/POST SHOW ACTIVITIES

Learning Activities that Encourage Financial Literacy

Activity #3 - Growing Your Own Money Tree (Grades K-6)

Curriculum connections: Financial literacy, Language, Math

Purpose: To understand the difference between wants and needs, while employing effective decision making and money sense.

Supplies: Play money, an outline of a tree, tape

- Prior to students coming into the classroom, hang on the wall or draw on the board a money tree (see **Appendix B1 and B2** for sample trees and money template). Be sure to display play money with various denominations.
- State to the class: "As you can see, something unusual occurred in our classroom during the play." Draw attention to the money tree. Involve the class in counting the money.
- Explore mathematical operations including addition, subtraction, multiplication and division using the money. (ie: If we have ten five-dollar bills, how much do we have in total? If we wanted to divide this money evenly among the class, how much would each person get?)
- Explain that in today's class, the students are going to act as stewards of this money and decide where and how it will be used. Students are invited to respond to the question, "What would you do if money grew on trees?"
- Explain that the only rules that apply are the same as those in the play. Rule number one: We cannot tell anyone about the existence of this money tree, and Rule Number Two: we can only use the money from this tree for the things we actually need, and not for things which we only desire.
- Have students write one to three paragraphs about what they would spend the money on, and why?

Activity #4 - What Can Money Teach Us? (Grades 3-6)

Curriculum Connections: Math, Social Studies, Visual Art

Supplies: Visual samples of Canadian bills and coins (printed images or using online sources)

Purpose: To analyze and research the historical significance of elements on Canadian money

- Provide sample/images of Canadian money, including bills and coins (students could also use the computer to view these). Have students explore the special features of the money, including the pictures, symbols, colours, words and phrases.
- Students should consider the following questions: What elements of the Canadian bills and coins stand out? Why are they significant? How does the money reflect the history of Canada? As a class, summarize all their findings on the board.
- Have students choose one or more elements of the money and conduct some further research about its significance to Canada. For instance, a student might choose to research the beaver found on the nickel, or poppies found on the 20 dollar bill.
- Students should record their research by writing two paragraphs: one to describe what the element is, and one to describe why it is significant to Canada.

Extension: Students could design their own currency and create a new set of coins and bills, providing an explanation for their choices and designs.

PRE/POST SHOW ACTIVITIES

Learning Activities that Encourage Financial Literacy

Activity #5: Comic Strips (Grades 4-6)

Curriculum connections: Visual Art, Language

Supplies: markers, pencil crayons, computers/comic strip handout

Purpose: To artistically represent an ethically challenging situation.

- Lead the class through a discussion surrounding the question, “What would you do if you found \$100 on the ground?” also ask - Would you use the money to buy something you want or need? Would you buy something for someone else? How could you make the most impact with your money? Could you use it to help others?
- Create a comic strip narrative that describes a particular character facing this same ethical decision. (**Appendix C** for comic template)
- Consider having students complete this activity using technology through the program Bitstrips (<http://www.bitstripsforschools.com>)



Activity #6 - Analyzing Media Advertisements (Grades 4-6)

Curriculum connections: Visual Art, Media Literacy, Literacy, Drama

Supplies: Magazines, newspapers, posters and flyers; scissors, markers or coloured pencils, paper

Purpose: To analyze media advertisements, considering marketing and sales strategies used to engage potential buyers.

- Using a variety of print media, such as magazines, newspapers, posters, flyers, etc., have students look for advertisements that stand out to them.
- Instruct them to choose one advertisement, and to answer the following questions: Where did I find this advertisement? What is the purpose? Who is this advertisement intended for? What elements in the advertisement make it effective? What would you change about this advertisement and why? (see **Appendix D** for worksheet template)
- Compare reflections and advertisements with a partner

Extension: Have students work in pairs or small groups to create their very own new and unique product. Have them consider what the product is called, what it could be used for, and who might purchase this product. Following this, have students create a print advertisement, and/or a short commercial skit to advertise their product. Share these with the class and debrief the strategies that were used to entice and educate their audience.

PRE/POST SHOW ACTIVITIES

Learning Activities that Encourage Identity, Social Studies and Language

Activity #7: What a Friend Looks Like (Grades K-4)

Curriculum Connections: Character Education, Visual Art, Language Arts

Supplies: Markers or crayons, large roll of paper or template handout

Purpose: To explore the qualities of a good friend

- Building off of a conversation about the qualities of a good friend, have students get into pairs.
- Instruct students to trace their partner onto a piece of chart paper (or, use the body template in **Appendix E** as a worksheet)
- Have each student decorate and respond to the following questions in accordance to the appropriate part of the body:

Head:	What does a good friend say or think?
Heart:	How does a good friend make you feel?
Hands:	What does a good friend do to help you?

- Depending on age and ability of students, the answers to the questions could be drawn, listed as words only, or written in full sentences
- Hang-up the completed friends around the room to refer to in the future

Extension: Engage in role plays or short skit creations that showcase a situation where someone was not a good friend. After the scene is presented, discuss what could have been done differently. Have the groups rehearse and present the scene again, incorporating the feedback from the class.

A good friend says...

A good friend makes me feel...

A good friend helps me by...



PRE/POST SHOW ACTIVITIES

Learning Activities that Encourage Identity, Social Studies and Language

Activity #8: Opinion Spectrum (Grades 3-6)

Curriculum Connections: Character Education

Supplies: 4 signs (AGREE, SOMEWHAT AGREE, SOMEWHAT DISAGREE, DISAGREE), tape

Purpose: To identify individual perspectives and opinions on sensitive topics

Some Key themes explored in the show include friendship, classism, equity, identity and bullying. This activity allows for students to do some individual and group reflection on statements related to these themes.

- The following words will be printed on separate pages: AGREE; SOMEWHAT AGREE; SOMEWHAT DISAGREE; DISAGREE. Each word is to be hung on the wall in a spectrum, or in each corner of the room.
- Explain that this activity requires a safe space where there is no judgment, and where people can express how they honestly feel. Students should be true to their own opinion because there are no wrong answers.
- Explain to students that you will read a statement aloud. Following each statement, they are to individually and quietly stand in the spot of the room that corresponds to their individual opinion to the statement (i.e. if a student agrees with the statement, they should stand next to the word “agree”)
- Once students have decided where to stand, comment on what you noticed either about the process or the end result. Ask one person from each group to give a brief explanation about why they chose that point on the spectrum. Likely, not everyone will agree with each statement. Thus, this provides a great opportunity to have a conversation about the diversity of opinion, experience and perspective for each person. Feel free to comment about where the characters in the play might stand as well.
- Repeat this for each statement. Following this, debrief the activity and discuss why you did it. What did you notice? What surprised you? What does this tell us about our class? You could also have students write an individual reflection about what they observed and learned from the experience.
- The following are statements that could be appropriate (modify them to suit the needs of your class):
 - o Katie is a good friend to Shasta
 - o Simon is a good friend to Shasta
 - o Shasta should be worried about her father losing his job
 - o Simon spends too much time using his imagination
 - o Shasta should be honest about why her birthday party plans changed
 - o Money can bring you happiness
 - o It is important to have a job that you love
 - o School is an investment in my future
 - o If we all had everything we wanted in the world, everyone would be happy

DRAMA AND THEATRE ARTS

Education in the arts is essential to students' intellectual, social, physical, and emotional growth and well-being. Experiences in the arts – in dance, drama, music, and visual arts – play a valuable role in helping students to achieve their potential as learners and to participate fully in their community and in society as a whole. The arts provide a natural vehicle through which students can explore and express themselves and through which they can discover and interpret the world around them.

-(The Ontario Curriculum Grades 1-8: The Arts)

By participating as audience members and engaging in conversations about live theatre before and after the show, students are meeting the following overall curriculum expectations in the arts (grades 1-6):

- **Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences**
- **Demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts**

Inquiry Questions Related to Theatre Arts

- What are some features of a play? How is a play different from a movie?
- What part of the play did you enjoy the most? Why?
- What would you change about the play? Why?
- How is an audience expected to behave at a play? Why?
- What events or characters in the play reminded you of other stories you know?
- How does the play remind you of your own life?
- What is an actor? Based on what you saw, what qualities make an effective actor?
- What other roles are needed to produce a play, aside from the actors?
- What role does a director, stage manager, designer (set, costume or lights), or writer play?
- What is a script? How is it different from a story book?

The following activities build on the skills required to actively listen, understand and analyze a play. These activities fall under the dramatic arts curriculum, meeting the overall expectation:

- **Apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories**

PRE/POST SHOW ACTIVITIES

Learning Activities that Explore Dramatic Arts

Activity #9: What Happens Next? (Pre-Show, Grades K-6)

Skills: Writing, imagination, character development, cooperation

Supplies: Copy/copies of the script excerpt (Appendix F)

Purpose: After reading the beginning of a scene from the play, students will imagine possibilities for what might happen next.

- Prior to watching the show, provide an excerpt from the script. (See **Appendix F**) Read it aloud to the class or in small groups, having students take turns reading different roles (if appropriate), similar to a teaching strategy called Reader's Theatre.
- After students' have read or heard the given scene, have a conversation as a class, addressing some of the following questions: How did it feel to read from the perspective of one character over another? What does this scene tell us about these characters? What questions do you still have about these characters?
- Then, in their groups, students can discuss and plan what could potentially happen next in the plotline of the scene. Have them imagine or write the rest of the scene as a group, and present their finished products by reading or sharing the scene aloud to the class.
- After watching Roseneath Theatre's production of **The Money Tree**, have a conversation about what actually happened in this scene.

Activity #10: Environmental Pictures (Post Show, Grades 2-6)

Skills: Character, plot, movement, improvisation, creativity, physical control

Purpose: To review the storyline of the play, exploring key scenes from multiple perspectives

- After watching The Money Tree, review the main storyline of the play as a class. Summarize the beginning, middle, and end of the story. Discuss the conflicts that were presented throughout the story, highlighting the importance of conflict in an engaging story.
- Following this, the class will re-create the environments of key scenes from the play. After the scene is decided, students are invited one by one to enter a defined stage area with an idea of something/someone they would like to represent. For instance, they might choose to represent a character from the play, or other people who are connected with the characters, animals, objects, trees or other parts of the environment. Anything that could be found in the environment will work!
- A Tableau is a frozen picture that is created using the bodies of one or more people. It tells a story through posture, facial expression, and the relationship shown between people.
- Once they have an idea, they should run into the space, and state "I am a ...(insert choice here)". Then, they should choose a tableau for their role, facing the audience. They should hold this position until everyone has chosen something different and added to the tableau.
- Once the tableau is created, the teacher can tap the shoulder of students, inviting them to make a sound, say a word, or sentence from their chosen perspective. Potential scenes to explore include: Magic seed scene with the Traveller, the scene where the money grows on the tree or an imagined scene such as Shasta's birthday party or a scene between the characters in the future.

PRE/POST SHOW ACTIVITIES

Learning Activities that Explore Dramatic Arts

Activity #11: Character Collage (Post Show) Grades 3-6

Dramatic Skills: character, creative planning and design, imagination, improvisation

Supplies: Poster board/paper, pencil crayons or markers, magazines, newspapers, scissors, glue

*Purpose: After watching **The Money Tree**, students will create a character inspired collage based on their understanding of the 'world' and personality of one of the characters from the show.*

- Show students the renderings (designs) created by costume designer Lindsay C. Walker for **The Money Tree**. (see **Appendix G**) These sketches were created after much research was done regarding the most appropriate clothing choices for each character. Often costume designers go through a process similar to creating a character collage where they collect images of things that inspire their creative choices.
- Instruct students to pick a character from the play that they would like to explore a little more. It could be someone who they particularly liked or felt connected to, or someone who they feel they could learn more about. Suggested characters for this activity include: Simon, Shasta and Katie.
- Using a variety of images, quotes, written work, and anything else that can represent their chosen character, students will best represent the character's personality, including: interests, hobbies, strengths, fears, and aspirations. Students can organize their materials in a visually appealing way on a poster board.
- Following this, students can pair up and engage in an interview through role play activity where each student 'takes on' the role of their chosen character. Their partner will interview them to learn more about their personality, and students should remain in character and answer as they would from the character's perspective.
- Students can use their character collages to remind and inspire them while they engage in role play and consider how their chosen character would most appropriately respond.

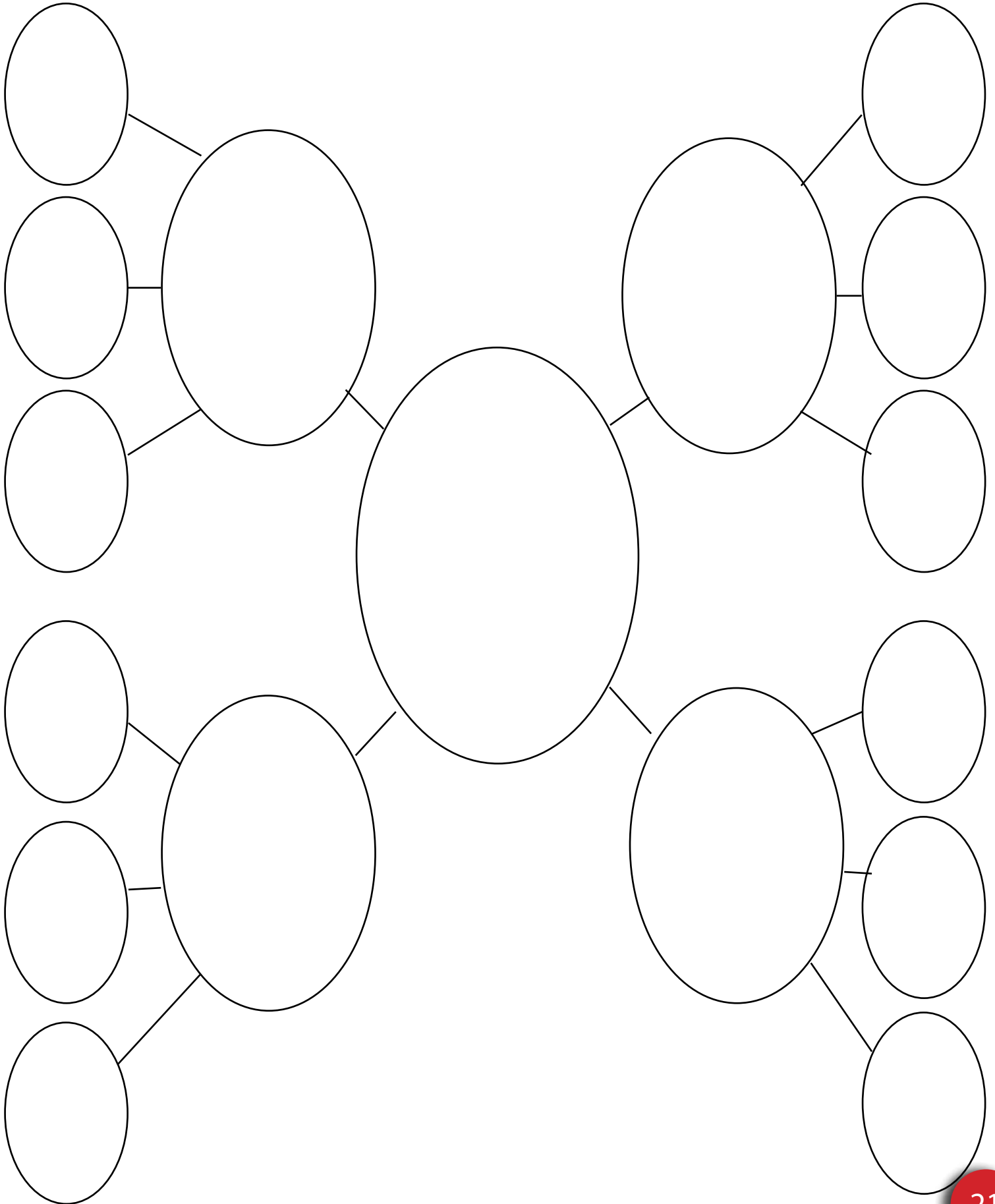


Lindsay C. Walker - Set and Costume Designer

Extension: Students could design their own costume for their chosen character, and include an explanation about the creative choices they made.

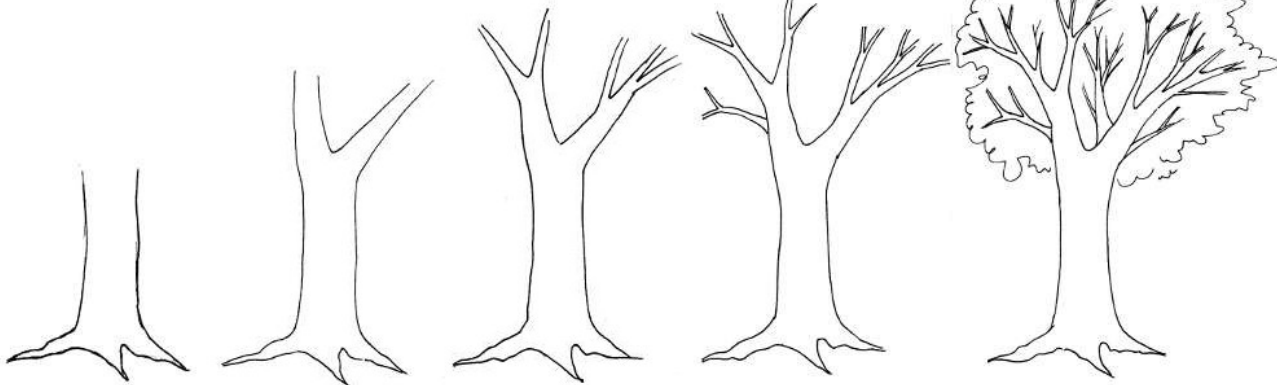
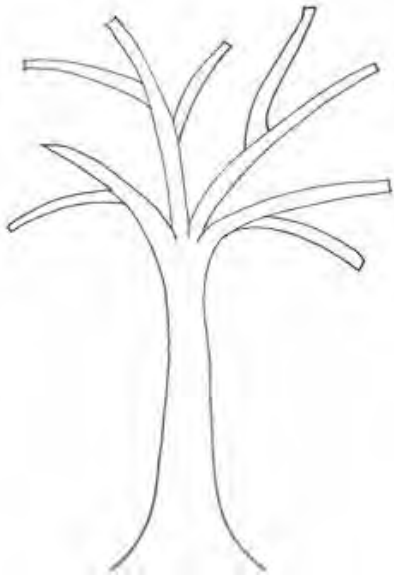
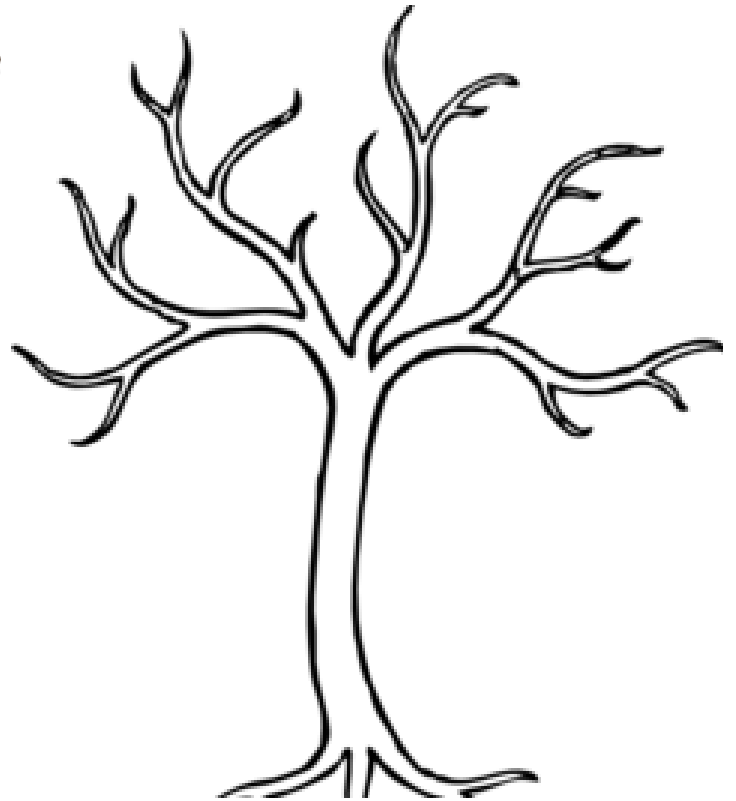
APPENDIX A

Mind Map Template to accompany
Pre or Post Show Questions/Inquiry



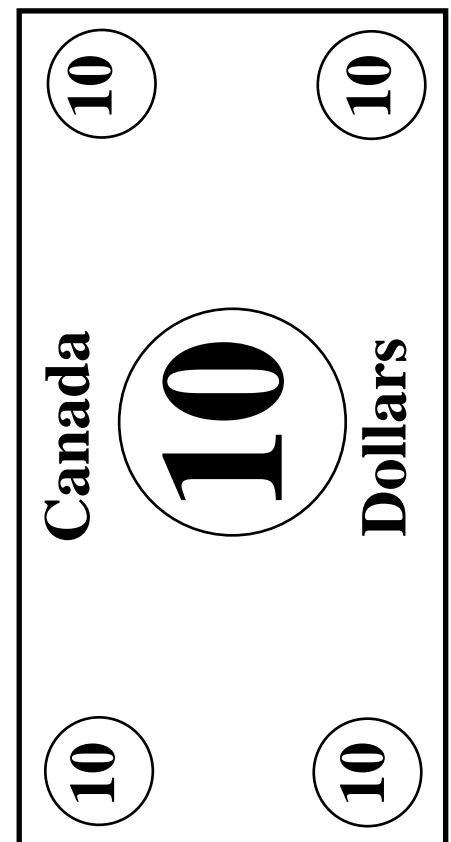
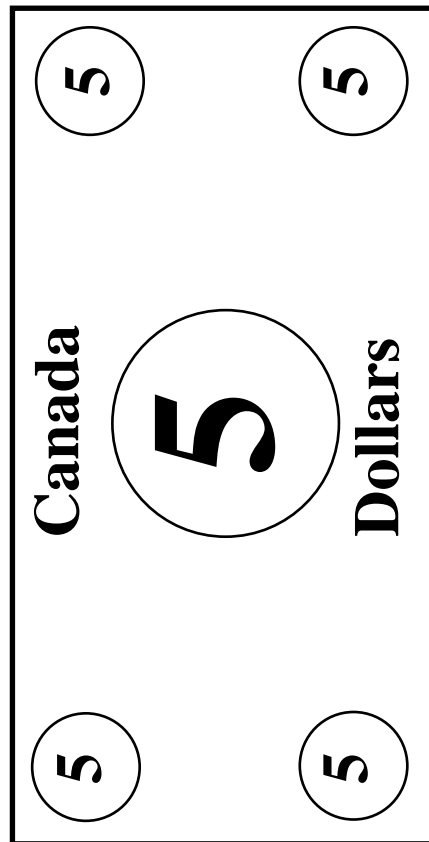
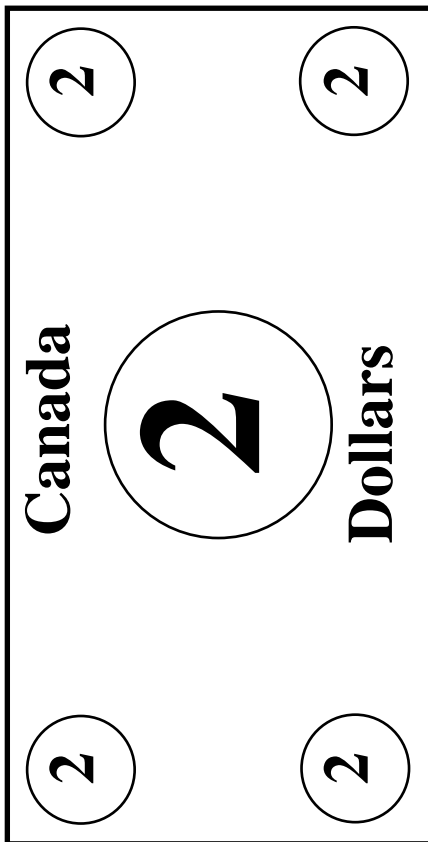
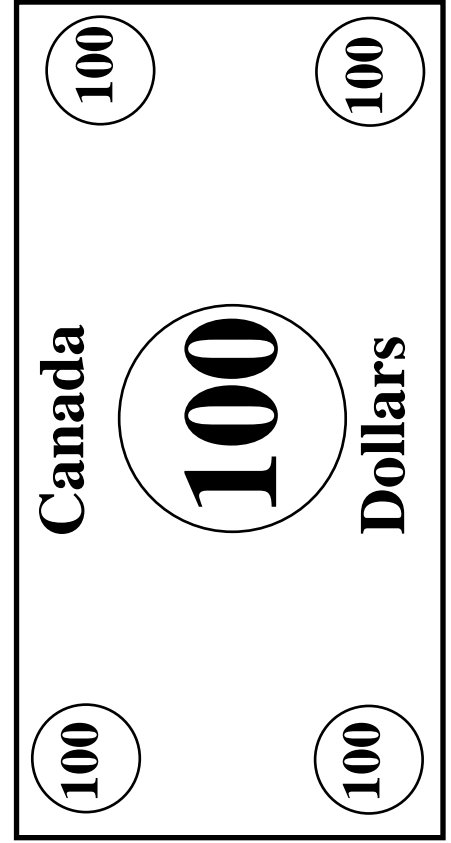
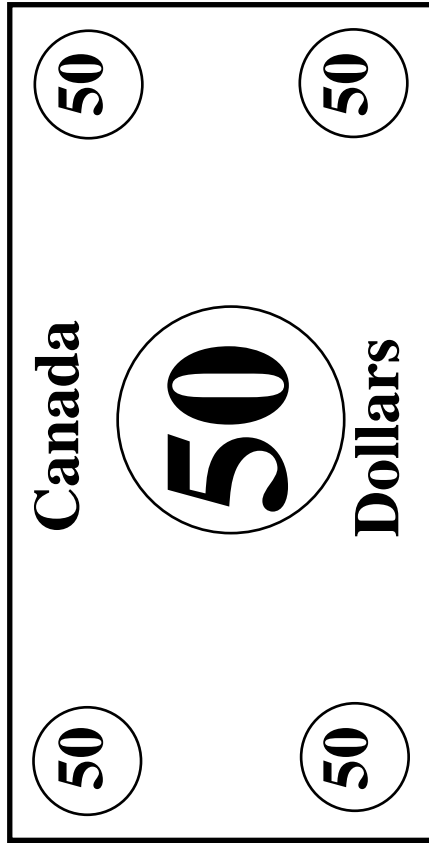
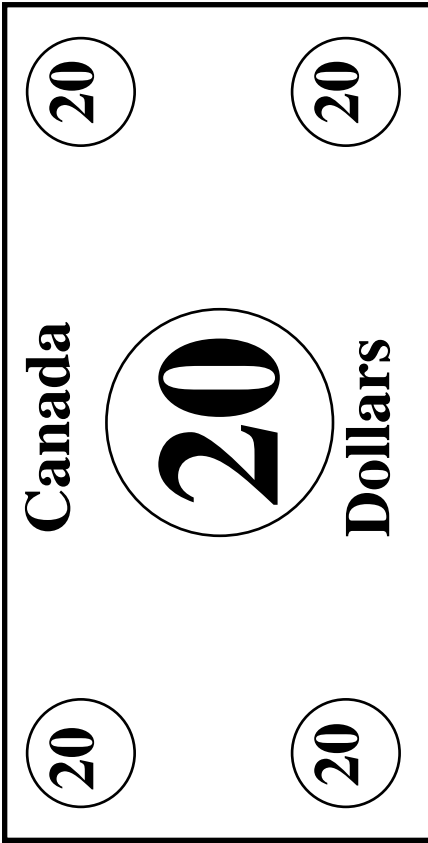
APPENDIX B-1

Sample tree designs that could be used for Activity #3 - **Grow Your Own Money Tree**. Add paper money to make the leaves.



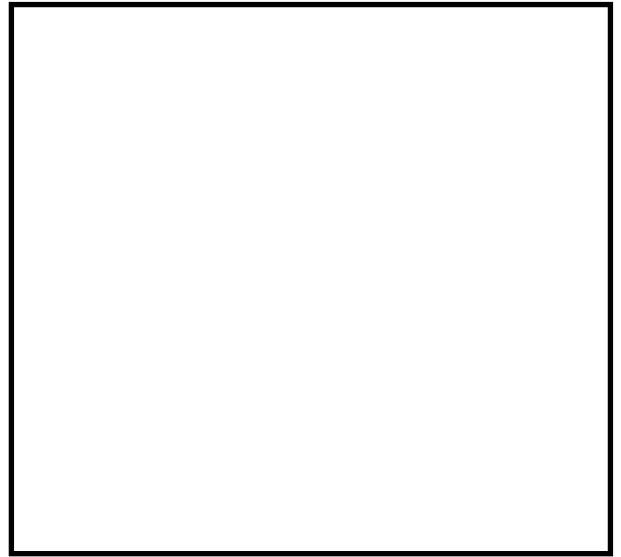
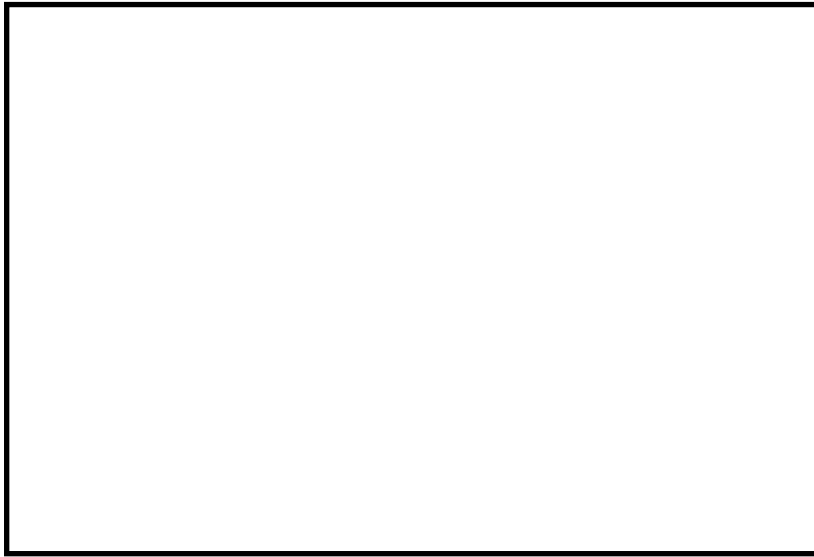
APPENDIX B-2

Money template for Activity #3
Grow Your Own Money Tree
Copy, cut and/colour for your Money Tree



APPENDIX C

Comic strip template for Activity #5 - *Comic Strips*.



APPENDIX D

Where did you find this advertisement?

What is the purpose of this advertisement?

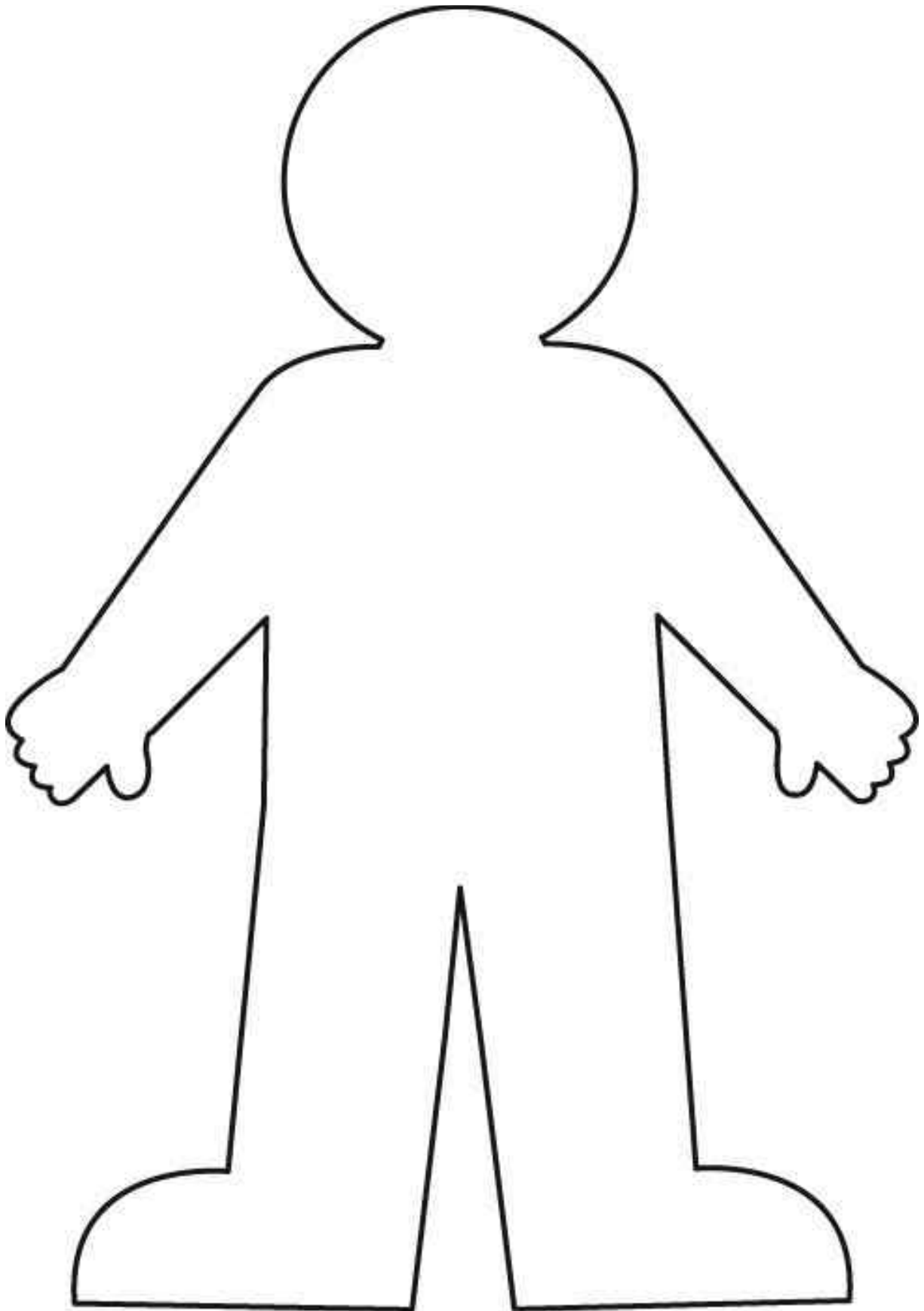
Who is this advertisement intended for?

What elements in this advertisement make it effective?

What would you change about this advertisement and why?

APPENDIX E

Template for Activity #7
What a Friend Looks Like



APPENDIX F

Excerpt from The Money Tree by Robert Watson

- KATIE: What's the latest news about your birthday, Shasta?
- SIMON: It's your birthday soon?
- SHASTA: Yeah, next Saturday. (to Katie) and you won't believe all the things my parents have lined up for the party. It's going to be HUGE!
- SIMON: Wow, can I come?
- SHASTA: Sorry Simon, but it's an all girl party.
- KATIE: Yeah, no boys allowed.
- SIMON: Oh... Well I was just kidding actually. Who'd want to be stuck at a silly girl party all day? Not me!
- KATIE: Yeah, whatever. So what's the latest, Shasta?
- SHASTA: Okay, you already know about the barbeque and the gigantic trampoline my Dad's renting -
- KATIE: Yeah -
- SHASTA: Well my Mom's just confirmed we'll also be getting a real live horse for pony rides!
- KATIE: That is so cool!
- SHASTA: And that's not all. My Dad said we're also going to have a magic show performed by a PROFESSIONAL magician!
- SIMON: What's that?
- KATIE: This is going to be like the best party ever!
- SIMON: You got a magician?
- SHASTA: Not just any magician. Dad got us "Melvin the Magnificent". With a name like that you know he's got to be good.
- SIMON: Aw man, now I really want to go!
- SHASTA: I thought you didn't like silly girl parties?
- SIMON: I don't! I really don't! Except I do when they have a magician.
- SHASTA: Sorry Simon. Rules are rules. No boys.
- KATIE: Come on, let's go tell the other girls. *(she runs off)*
- SHASTA: I promise to let you watch the video my Dad records of it all, okay? Katie, wait for me! I want to be the one to tell them! *(runs after KATIE)*

APPENDIX G

Visual Asset to accompany Activity #11
Character Collage



All Designs by: Lindsay C. Walker
Set and Costume Designer - The Money Tree 2014
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BOOKS

That Explore Financial Literacy

Hoban, L. (1987). **Arthur's Funny Money**. New York, NY: Harper & Row. (Grade K-3). When Violet has a number problem and Arthur is penniless, they go into business and solve both problems. (*earning money, services*).

Mollel, T. (1999). **My Rows and Piles of Coins**. New York, NY: Clarion Books. (Grade K-2). A Tanzanian boy saves his coins to buy a bicycle so he can help his parents carry goods to market, but soon discovers that he still has not saved enough. (*saving, money*).

Numeroff, L. (1991). **If You Give a Moose a Muffin**. New York, NY: Harper Collins. (Grade PreK-2). When you give this moose a muffin, he'll want jam to go with it, then after he eats all the muffins he wants to make more. (*wants, goods, services*).

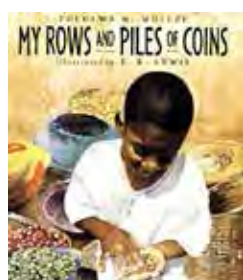
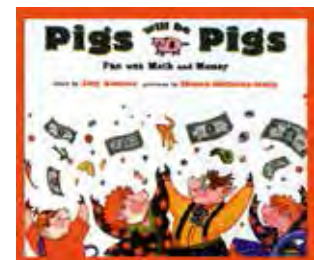
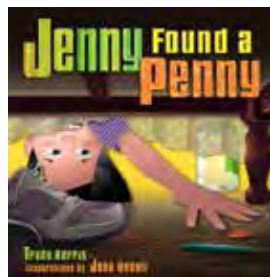
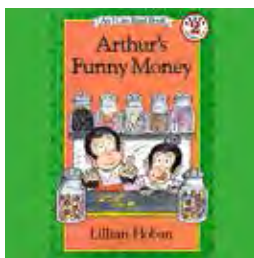
Blume, J. (1971). **Freckle Juice**. New York, NY: Four Winds Press. (Grade 3-5). Andrew uses five weeks of allowance to buy a secret freckle recipe and learns some valuable consumer lessons. (*buyers, consumer protection, marketing, production*).

Bredsdorff, B. (2009). **Eidi**. New York, NY: Farrar, Straus, Giroux. (Grade 4-6). Eidi takes a job spinning wool in a nearby village where she rescues Tink, a young boy, from his abusive master. (*wealth, poverty, jobs*).

Axelrod, Amy (1997). **Pigs Will Be Pigs**. New York : Aladdin Paperbacks. The hungry Pig family learns about money and buying power as they turn the house upside down looking for enough money to buy dinner at the local restaurant

Jenkins, Emily (2012). **Lemonade in Winter**. Schwartz and Wade Books. (Grade 2-4) (*math, entrepreneurial, persistence*)

Harris, Trudy (2008). **Jenny Found a Penny**. Millbrook Press. (Grades K-2) (*money, saving*)



SOURCES

Financial literacy curriculum grade 4-8 from the Ontario Ministry of education (2016)
<https://www.edu.gov.on.ca/eng/document/policy/finlitgr4to8.pdf>

Ontario ministry of education health and physical education grade 1-8 (2019)
<https://www.ontario.ca/document/health-and-physical-education-grades-1-8>
<https://www.edu.gov.on.ca/eng/curriculum/elementary/2019-health-physical-education-grades-1to8.pdf>

Ontario ministry of education grade 1-8 the arts (2009)
<https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-arts>
<https://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf>

Ontario ministry of education grade 1-8 mathematics (2005)
<https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-mathematics>
<https://www.edu.gov.on.ca/eng/document/curricul/elementary/math1-8e.pdf>

Practical Money Skills. Lesson Plans. http://www.practicalmoneyskills.com/foreducators/lesson_plans/

Merriam Webster Online Dictionary

ONLINE RESOURCES

Ontario Ministry of Education

- Information and links to further resources for Ontario Teachers regarding financial literacy. (Grades 4+)

<http://www.edu.gov.on.ca/eng/surveyliteracy.html>

- Resource document outlining connections to financial literacy throughout the curriculum. (Grades 4-8)

<http://www.edu.gov.on.ca/eng/document/policy/FinLitGr4to8.pdf>

Inspire Financial Learning

- Online of resources and lesson plans covering financial literacy topics (including needs and wants, budgeting, money, saving, social responsibility, spending, etc.) (All Grades).

<http://www.inspirefinanciallearning.ca/>

Council of Ontario Drama and Dance Educators (CODE)

- Lesson plans and learning activities linking financial literacy to the drama and dance curriculum (use filter search criteria for "financial literacy"). (Grades 4+)

<http://code.on.ca/resource>