

Diversified THEATRE

Aladdin

A Virtual
carpet ride!



ARTS EDUCATIONAL PACKAGE
JK through Grade 8
for teachers attending a virtual performance

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DIRECTOR'S NOTES

A CLASSIC ADVENTURE OF RAGS TO RICHES!

This virtual Aladdin has allowed us to discover a whole new way of looking at our productions.

It has been a true learning experience, but one that we have been thrilled to take on in these uncertain times. So we can bring some of the magic of the theatre world to you and your class.

We wanted to provide a background on how a production is put together from the beginning to the end and allow the participants to get a good idea of what makes up the world of the theatre. We are thrilled to be able to include this in the virtual experience.

When it comes to Aladdin, our production follows the classic tale of a rags to riches adventure, with several twists along the way. It is not the Disney version, it is based on the classic tale found in Arabian Nights or One Thousand and One Nights. This is a magical collection of fairy tales of Middle Eastern origin. Interestingly, the original story was set not in the Arab world at all, but in China. Our story includes both locations.

Aladdin teaches us four incredible life lessons. The first is to be yourself, do not try to be someone else, be true and live your life with honesty. The second, you are greater than your situation, you may be a diamond in the rough, but you are still a diamond.

Third, value friendship and, finally, don't be greedy.

We hope you enjoy Aladdin, encourage your students to get involved and let us hear them respond all the way through the screen!

Trudy Moffatt

Director

INTRODUCTION

ALADDIN—SYNOPSIS

The wicked wizard Abanazar, in his desert home in Egypt, summons the genie of the ring to tell him how he may obtain the source of all power. He is somewhat bemused to discover the source lies in Peking and it can be retrieved only by the innocent boy named Aladdin. Abanazar, decides to travel to Peking to find the boy.

Fate would have it, that when Abanazar is about to enter Peking, he asks a stranger if this city is, in fact, Peking. The stranger turns out to be Aladdin's brother Wishee Washee. Abanazar tricks Wishee into telling him where he can find Aladdin.

Meanwhile, Aladdin, who watches the Princess Jasmine from afar, has fallen in love with her and decides he must meet her. Their connection is instantaneous, but Jasmine must not be seen with Aladdin as her father the Emperor has made it clear that she could only be seen with someone rich, important and a Prince.

Abanazar, who has listened to the entire meeting, quickly convinces Aladdin that he could help him make his dreams come true as long as he did this one small deed. Aladdin decides to help Abanazar.

The upshot of this finds Aladdin trapped in the cave — where he inadvertently summons the genie of the lamp — thus summoning a very powerful, yet somehow “familiar” genie. In no time at all Aladdin is a Prince, and happily married to the Princess of his dreams.

Abanazar, who is not one for giving up, tricks the Princess into giving him the lamp.

He is now the Genie's new master – and he quickly takes the Palace (complete with the Princess) to Ancient Egypt. Aladdin follows in hot pursuit and finally (and very cleverly) wins the Palace and the Princess back. They all travel home, where the Genie is finally set free.

STRANDS AND CURRICULUM CONNECTIONS

CROSS-CURRICULAR

- To use information.
- To use creativity
- To exercise critical judgment
- To construct his/her identity

LANGUAGE ARTS

- To write self-expressive narrative and information-based texts
- To use language to communicate and learn

ARTS EDUCATION—DRAMA

- To invent short scenes
- To interpret short scenes
- To appreciate dramatic works, personal productions and those of classmates.
- Curriculum Connections: Dance, Music, Language and Literacy
- Character Education Connections: Co-operation, Empathy, Kindness & Caring, Integrity, Giving and Teamwork
- Themes: Realizing Potential and Self-worth.

ALL GRADES

Pre-Show or Post-Show Exercises:

DISCOVERING THE STAGE

In order to keep track of how performers and set pieces move around the space, the stage is divided up into sections based on the performers perspective to the audience. Movement is choreographed by blocking, which is organized movement on stage, created by the director to synchronize the actor's movement.

On a whiteboard, map out a stage. First, explain the different areas of the stage and have your students learn about the different areas as if they were on the stage. Test them on their understanding by having them draw out a stage. Then, starting at center stage, have them draw where an actor would go through a series of stage commands. Check their understanding.

STAGE AREAS

UPSTAGE: The area of the stage furthest from the audience.

DOWNSTAGE: The area of the stage closest to the audience.

STAGE LEFT: The area of the stage to the performer's left, when facing downstage (i.e. towards the audience).

STAGE RIGHT: The area of the stage to the performer's right, when facing downstage (i.e. towards the audience).

CENTER STAGE: The center of the playing (performance) area.

CENTER LINE: An imaginary reference line on the playing area that indicates the exact center of the stage, travelling from up to downstage.

ONSTAGE: The portion of the playing area visible to the audience.

OFFSTAGE: The area surrounding the playing space not visible to the audience. Typically this refers to spaces accessible to the performers but not the audience, such as the wings.

****PLUS:** Use any combination of the above i.e. Upstage Center or Downstage Right etc.

EXPLANATION OF UPSTAGE AND DOWNSTAGE

“Upstage” means away from the audience, towards the back of the playing area... These terms trace their history to the tradition of “raked” stages, which are tilted, or “raked,” upwards from the front row of the audience towards the back of the performance area.

* Remember, you cannot determine the directions on the stage until you determine where the audience is.

** Make sure you determine a center point: Stage Center. All other directions are based off of Center Stage.

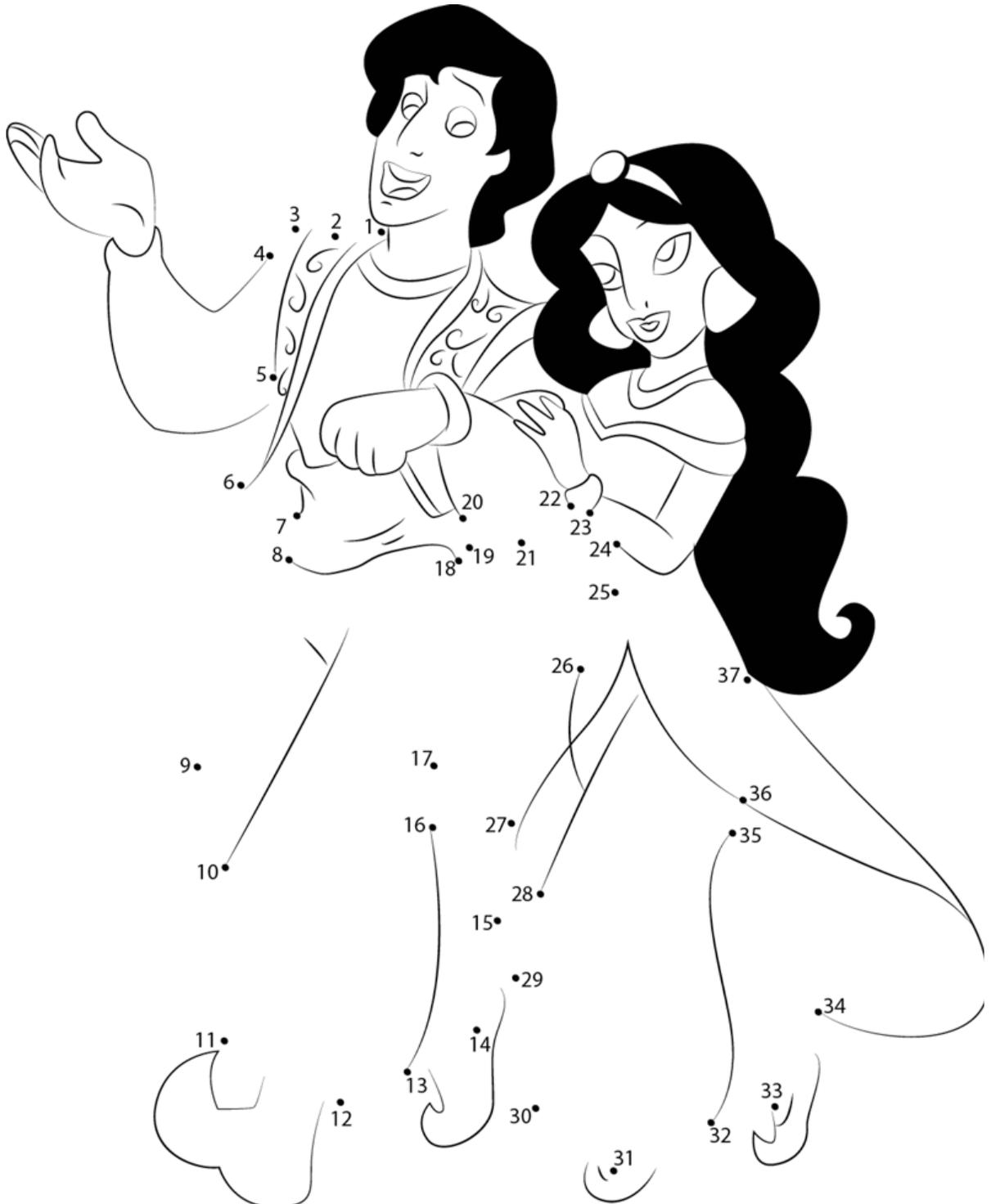
*** Remember the tricky thing about the directions – Stage Right is House Left. So if you want them to draw to your left you have to call out Stage Right, or Down Stage Right

JK – Grade 2

Pre-Show or Post-Show Exercises:

CONNECT THE DOTS

Join the dots to find out...



JK – Grade 2

Pre-Show or Post-Show Exercises:

ALADDIN COLOURING PAGE

Make sure you colour the page brightly!



Grade 2 - 3

Pre-Show or Post-Show Exercises:

DIALOGUE AND COSTUMES

Are you ready to teach your class about DIALOGUE and COSTUMES? Here is a fun filled activity for students at the primary level.

PART 1:

Teachers, please ask students to draw Aladdin and Genie.

The following questions should be asked to the class before they are asked to draw the picture.

- 1) What type of shoes might Aladdin have?
- 2) What different types of hair can the Genie have?
- 3) Where might Genie and Aladdin live? What is a desert like?
- 4) What type of clothing might be interesting for a Genie to wear?

Students should try and steer away from drawing the typical “Disney” characters.

PART 2:

Students should be introduced to this scene described below and asked to fill in character dialogue bubbles to show what Aladdin and Genie would say in this scenario.

SCENE

Aladdin goes into the forbidden cave, which is only opened to him. In the distance he sees a golden shimmer. As he gets closer he notices there is a lamp sitting on a rock. Getting to the rock is not easy, so Aladdin jumps on rocks as he makes his way to the Magic Lamp.

When Aladdin picks up the lamp, he rubs it and a Genie appears.

The final product should be an amazing fun filled portrait of Aladdin and Genie exchanging a few words!

Have fun!

Grade 2 – Grade 3

Pre-Show or Post-Show Exercises:

IRREGULAR VERB WORKSHEET

Note all words added to make the past tense.

Circle the past tense verb that correctly completes the sentence:

- | | | | |
|---|---------|---------|----------|
| 1. Once upon a time there _____ a boy named Aladdin. | who | was | is |
| 2. Jasmine _____ to marry someone who was a Prince. | have | had | has |
| 3. Aladdin _____ to the Palace to see the Princess. | went | go | goed |
| 4. On the way, he _____ the evil Magician. | meet | met | meeted |
| 5. The Genie _____ in the lamp. | live | lived | life |
| 6. The magician _____ Aladdin into the cave. | pushed | pushing | push |
| 7. Aladdin _____ he had to get out of the cave. | knew | new | knowed |
| 8. In the cave, in the dark, Aladdin _____ the lamp. | found | find | fined |
| 9. Aladdin _____ the lamp and the Genie appeared. | rub | rubed | rubbed |
| 10. When the Genie saw Aladdin, he _____ very happy. | becomes | became | becomed |
| 11. Genie _____ for joy because he was out of the lamp. | dances | dancing | danced |
| 12. Jasmine _____ to marry Aladdin. | wanted | is | were |
| 13. Aladdin _____ to have his own palace built. | payed | pays | paid |
| 14. The magician was _____ into becoming the
Genie of the lamp | tricks | tricked | trickery |

Grade 3 – Grade 5 Pre-Show Exercises:

WORD FIND

J N
 R R K B
 Z O E W P Y
 K R O B E I N C
 H O D P C H R S M E
 R F E W K I Z B T H A V
 W E G H I E L P P A T E L O
 K I P A N T O M I M E E Q E B L
 T N V J G O X O D D A L A D D I N W
 W E G A R D E N X W J G N I R G D D S V
 G W I S H L O Z Q X I X Y E K N A W T K
 J G G O L D R E I Z I V O F J T P I
 R A Z A N A B A B U L Q D Y E B
 I P G Q P Y P X G W A M V N
 N M W S L E W E J I G O
 Z A P R I N C E S S
 Q L A U N D R Y
 K G M W E A
 X W A W
 D A

Find the words listed below.

Words can be found across, up, down, diagonal, and backwards:

ABANAZAR	ALADDIN	APPLE	GARDEN
GENIE	GOLD	JEWELS	LAMP
LAUNDRY	LOVE	PANTOMIME	POOR
PRINCESS	RING	TREE	VIZIER
WISHEE			

Grade 3 – 5 Post-Show Exercises:

WRITE A REVIEW OF THE PLAY:

RATIONALE:

Students will be invited to use the critical analysis process to reflect on the virtual performance they saw and communicate their interpretation of the story.

TARGETED CONCEPTS:

This exercise will help foster students critical eye and develop their ability to express their opinions and reactions.

EXPLANATION OF ACTIVITY:

Have students complete the attached review sheet:

Grade 3 – 5 Post-Show Exercises:

WRITE A REVIEW OF THE PLAY: *(cont.)*

The title of the play was: _____

The names of the characters in the play were _____

My favourite character was _____

Because she / he _____

If I were an actor in the play I would play the part of _____

Explain your answer _____

My favourite part of the play was _____

What surprised you most about the story? _____

Grade 3 – 5 Post-Show Exercises:

WRITE A REVIEW OF THE PLAY: *(cont.)*

How did the costumes reflect each character? _____

Who was the hero / heroine in the show? _____

What made him / her the hero/heroine? Explain your answer _____

If you were Aladdin, what would you have done differently? _____

If you were the evil Magician Abanazar, what would you have done differently? _____

What did you like about the show? _____

Grade 4 – Grade 5

Pre-Show or Post-Show Exercises:

WRITE AN ENTRY IN ALADDIN'S PERSONAL JOURNAL

RATIONALE:

To interpret the story, identify the characters feelings in the play and write their reflection related to it.

TARGETED CONCEPTS:

Express personal responses and make connections to the characters, themes, and issues presented in their own and others drama works.

EXPLANATION OF THE ACTIVITY:

Aladdin is keeping a journal and writes about everything that happened in one day and how he felt.

Imagine you are Aladdin. Select one day in Aladdin's journey i.e. the day he went into the cave and found the lamp etc.

Write a journal entry for that day. Think about things such as what happened and how you felt.

Remember: YOU are Aladdin. Use first person to write the journal entry (ex: Today, I... , I felt... etc.).

STRATEGY:

Reflection through personal views on the feelings of the characters.

WRITE SCENE WITH ALTERNATIVE ENDING

RATIONALE:

To identify the feelings of the character and the situation.

TARGETED CONCEPTS:

Focus on exploring drama structures, key ideas, and pivotal moments in the story.
Explore diverse communities, times, and places in the story

EXPLANATION OF THE ACTIVITY:

For this activity, the students are going to write out a scene to create a new version of the ending scene. The students have to think, create a scene that has a new outcome to the story.

Grade 4 – 6 Post Show Activity

ARTS (VISUAL ART AND DRAMA)

OBJECTIVES:

- Students will communicate their understanding of a certain characters and character development through a written essay.
- Students will discuss the characteristics and background of the character and how this influences the way they are perceived.

RESOURCES REQUIRED:

- Character profile hand-out (attached to lesson plan)

SPECIAL NOTES:

This lesson plan is intended to be used shortly after students watch virtual Aladdin. It can be adapted to suit different grade levels if needed.

Grade 4 – 6 Post Show Activity *(cont.)*

ARTS (VISUAL ART AND DRAMA) *(cont.)*

As a class, facilitate a debrief conversation about one or more characters from the show. Start with the character of Aladdin, posing the following questions:

- What do we know about the character of Aladdin from watching the show?
- What does he look like?
- How would you describe his personality?
- What sorts of things do you think Aladdin likes to do (i.e. hobbies and interests)?
- What are some of his strengths?
- What are some of Aladdin's weaknesses?
- etc...

Following this, shift the conversation to the character of the evil magician Abanazar - ask the students the same questions. Then pose the same questions for the Genie of the Lamp.

Grade 4 – 6 Post Show Activity *(cont.)*

ARTS (VISUAL ART AND DRAMA) *(cont.)*

**CHARACTER PROFILE SHEET - FILL OUT ONE FOR ABANAZAR,
ONE FOR ALADDIN AND ONE FOR THE GENIE.
DISCUSS AND COMPARE.**

- How does this character generally come across?
(good, mean, happy etc.)
- What does the character most hate?
- What does the character most like?
- How does the character see his / herself?
- Aspirations / goals / objectives for this character?
- What is this character afraid of?
- Is the character typically a leader or a follower?
- How does the character handle power?
- Can the character cry?
- How does the character react to riches?
- Would you consider the character greedy?
- Describe the character's sense of humour.
- How does the character talk?
(*i.e. fast, quietly, formally, using slang, etc.*)
- How do others react to the character?
- Other information relevant to this character:

Grade 5 – Grade 8

Pre-Show or Post-Show Exercises:

VISUAL ARTS

Create a 3D model or diorama of the cave, or the the Princess' palace, or what the inside of the lamp could look like.

DANCE MOVEMENT

Each student is to create and record a short dance that reflects the following emotions:

- Looking for adventure
- Hiding
- Being caught
- Falling down the cave
- Looking in the dark
- Finding the lamp
- Meeting the genie
- Making a command
- Returning home triumphant

Each student creates a movement to encapsulate each concept. The piece can be video-taped and critiqued by class members as part of a reflective exercise. Students can add appropriate music, if they want.

Grade 6 – 8 Literature Post-Show Exercises:

COMPARISON OF CHARACTERS

1. Discuss the elements that Aladdin has in common with other fairy tales. Choose another fairy tale and write examples.
2. Compare Aladdin's encounters with Abanazar to another fairytale character who encounters a tyrant. In what ways are these encounters similar?
In what ways are they different?

EXTENSION

Many characters like Aladdin encounter characters who frighten or overpower them. Have students write a further adventure for Aladdin in which he encounters a character from another fairytale. Tell students their episodes should include triumph of the weak over the strong.

OPTIONAL

The student is a reporter, creating a news headline about any part of the story. Make sure we understand the characters involved and their background, the location of the incident and what happened to make it newsworthy.

Grade 6 – 8 Post-Show Exercises:

EXPAND CREATIVITY AND WRITING CONCEPTS

TARGETED CONCEPTS:

This exercise will develop creativity and writing skills.

EXPLANATION OF ACTIVITY:

Ask students to write a review or summary of the play. Instead of writing a standard review, ask the students to be creative in how they approach this.

SOME IDEAS:

- Choose a character from the play and write a journal entry from their perspective.
- Create a promotional campaign for the play (include posters, press release etc.).
- Write a song or poem that describes your thoughts about the play.
- Create a comic book.
- Write a newspaper human interest story about one of the characters.
- Write a pitch for the play to be turned into a movie. Include casting suggestions.

When they are done, share their creative reviews with the class.

CHARACTER ANALYSIS ACTIVITY

An important aspect to understanding a play is to analyze the characters.

Discuss and analyze the main characters in the show:

- Aladdin
- The evil magician, Abanazar
- Aladdin's brother Wishee
- Jasmine
- The Genie of the Ring
- The Genie of the Lamp

When the discussion is complete, ask the students to choose one character to write an analysis about. To make it more interesting, ask that the analysis be done from the point of view of another character in the play.

Grade 6 – 8 Post-Show Exercises:

EXPAND CREATIVITY AND WRITING CONCEPTS *(cont.)*

EXPLANATION OF ACTIVITY:

- As a class, brainstorm the characters in the story and the plot.
- Ask students to jot down the action of the plot in 20 points.
(These will be used again in exercise 2 so make sure they keep them.)
- Ask students to replace seven plot points with a song they know, that through its lyric, will convey the right mood and meaning for what the plot point had said.
- When adding the song titles, be sure to also include a few lines of the lyric that are most appropriate to that moment.
- Have students present their new musicals to one another for peer evaluation.

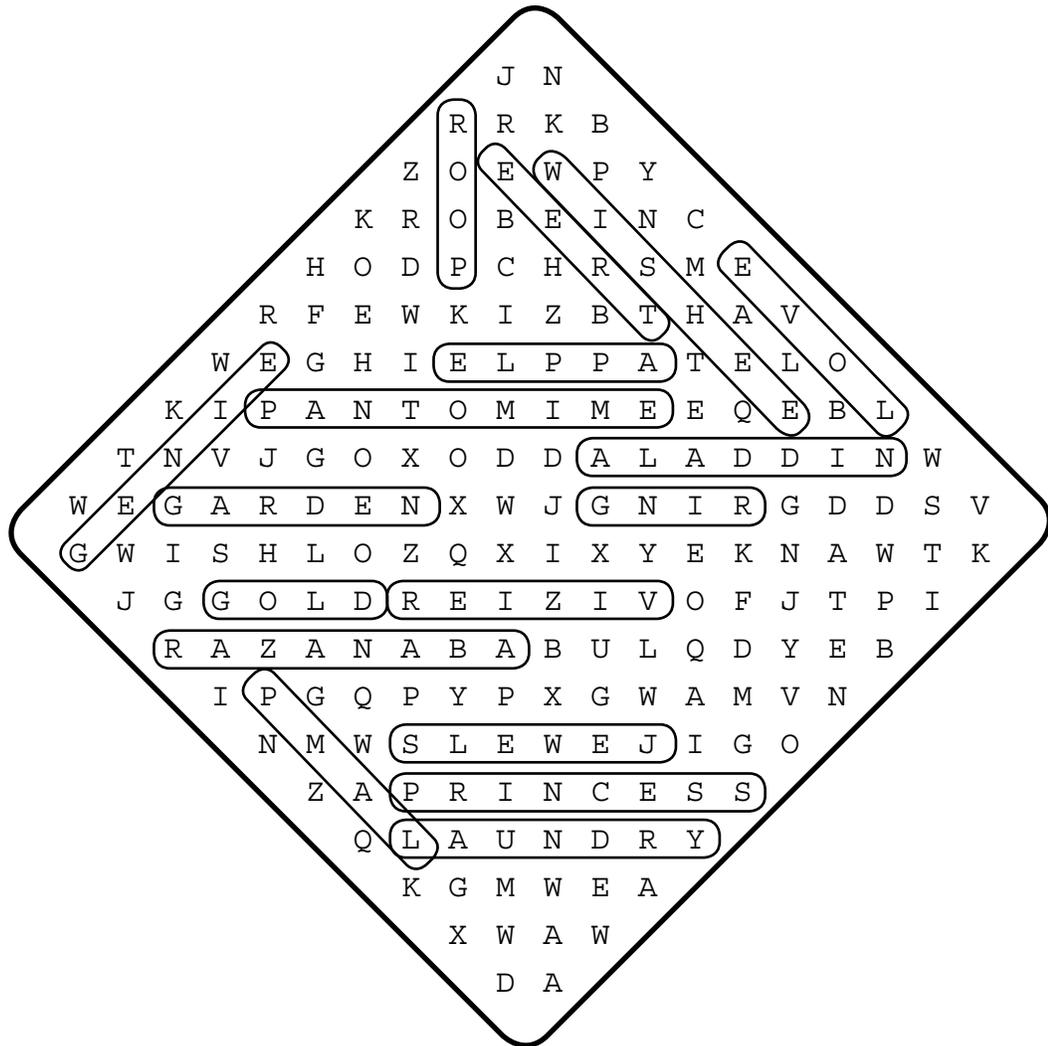
Peer Evaluation	Composer:					
	Evaluator:					
	Creativity of song choices	1	2	3	4	5
	Suitability of song choices	1	2	3	4	5
	Placement of song choices	1	2	3	4	5
	Conciseness of plot points	1	2	3	4	5
	Overall sense of story	1	2	3	4	5

ALADDIN QUIZ

CIRCLE THE CORRECT ANSWER BESIDE THE STATEMENTS BELOW:

1. Why did Aladdin want to become rich?
A. To throw a big party
B. To marry the Princess
C. To be able to buy nice things?
D. To take care of his camels
2. How does Aladdin become rich?
A. By finding the lamp
B. By marrying the Princess
C. By rubbing the ring
D. By working for the Emperor
3. When Aladdin meets Abanazar, why does he decide to help him?
A. He thought he was a good friend
B. Aladdin's brother Wishee tells him to
C. Abanazar promises good things
D. He was interested in caves
4. What did Aladdin find in the cave beside the lamp?
A. Money
B. A magic ring
C. Mummies
D. Ancient treasure
5. How many wishes did the Genie grant Aladdin?
A. As many as he wanted
B. Just one
C. Three
D. Five
6. What wish will the Genie not perform?
A. Grant more wishes
B. Give you untold riches
C. Make you fly
D. Make you royalty
7. What difference did the Genie have in Aladdin's life?
A. Provided food for everyone
B. Made him rich
C. Made his mum proud
D. Made him more famous
8. What happens to Abanazar in the end?
A. He leaves on his own accord.
B. He is thrown in jail
C. He escapes to his palace
D. He becomes the slave of the lamp

ANSWERS TO WORD FIND



ANSWERS TO ALADDIN QUIZ

- | | | | | | |
|-------|-----------------------|-------------------------------|-----|---------------------|----------------------------------|
| 1). B | To marry the Princess | 2). | A | By finding the lamp | |
| 3). | C | Abanazar promises good things | 4). | D | Ancient Treasure |
| 5). | C | Three | 6). | A | Grant more wishes |
| 7). | B | Made him rich | 8). | D | He becomes the slave of the lamp |