

Carrots Standards Correlation

Theater Audience Etiquette State Standards

KINDERGARTEN

TH.K.S.1.1

Demonstrate appropriate audience behavior at a live performance.

GRADE 1

TH.1.S.1.1

Exhibit appropriate audience etiquette and response.

TH.1.S.1.In.a: Identify audience behavior required to attend a theatrical performance.

GRADE 2

TH.2.S.1.1

Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.

TH.2.S.1.In.a: Demonstrate respect and appreciation for a performance.

TH.2.S.1.Su.a: Show appreciation for a performance.

TH.2.S.1.Pa.a: Respond to a performance.

GRADE 3

TH.3.S.1.1

Demonstrate effective audience etiquette and constructive criticism for a live performance.

TH.3.S.1.In.a: Identify characteristics of proper audience etiquette.

TH.3.S.1.Su.a: Recognize characteristics of proper audience etiquette.

TH.3.S.1.Pa.a: Attend to a variety of performances.

GRADE 4

Number: TH.4.S.1 Title: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

TH.4.S.1.1

Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.

TH.4.S.1.In.a: Respond to performances with proper audience etiquette.

TH.4.S.1.In.b: Discuss how selected elements support artistic intent in a theatrical performance.

TH.4.S.1.Su.a: Imitate proper audience etiquette.

TH.4.S.1.Su.b: Discuss how a selected element supports artistic intent in a theatrical performance.

TH.4.S.1.Pa.a: Recognize a characteristic of proper audience etiquette.

TH.4.S.1.Pa.b: Respond to a selected element in a theatrical performance.

GRADE 5

TH.5.S.1.1

Describe the difference in responsibilities between being an audience member at live or recorded performances.

TH.5.S.1.In.a: Describe proper audience etiquette for a variety of performances.

TH.5.S.1.Su.a: Identify proper audience etiquette.

TH.5.S.1.In.a: Describe proper audience etiquette for a variety of performances.

TH.5.S.1.Su.a: Identify proper audience etiquette.

TH.5.S.1.Pa.a: Select a characteristic of proper audience etiquette.

Suggested Activities For Discussion Before The Performance: Theater Etiquette

WHEN I GO TO THE SHOW

When I go to the show
I know what to do
I sit in my seat and I quiet my feet
When I go to the show

When I go to the show
I know what to do
No toys or snacks; it's not time for that
When I go to the show

When I go to the show
I know what to do
I don't say a word; not a whisper is heard
When I go to the show

When I go to the show
I know what to do
I laugh when I should and I clap when it's
good
When I go to the show

ESSENTIAL AUDIENCE MEMBER PLEDGE

During the show, I promise:

- ✓ Not to talk, whisper, shout, sing, hum, or make other inappropriate noises
- ✓ To leave my gadgets at home or school
- ✓ To sit quietly in my seat, by myself, alone
- ✓ To watch the play and listen to the actors
- ✓ To laugh and applaud at the right times
- ✓ To enjoy the show

ABOUT THE AUTHOR

Sometimes the wonderful things we do when we are young become the wonderful things we do when we grow up. The author of Peter Rabbit loved to draw and loved her pets from the time she was a child. As an adult, she wrote and illustrated 28 books full of rabbits, ducks, frogs, pigs and other familiar animals. Her books are read by children all over the world, in more than 35 languages.

Beatrix Potter and her brother Bertram were educated at home by governesses and didn't see as much of their parents or other children as you probably do. But they loved their animals! They had frogs, a tortoise, salamanders, and even a bat! Sometimes, they smuggled in animals from the garden to add to their little zoo. Beatrix carefully drew them all. She kept a journal, too, written in a code that she invented herself.

There was a "real" Peter Rabbit. His name was Peter Piper, and he followed Beatrix everywhere. He was very clever and mischievous and could jump through a hoop, ring a bell, and play the tambourine. Beatrix loved him very much and said this about him:

...whatever the limitations of his intellect or outward shortcomings of his fur, and his ears and toes, his disposition was uniformly amiable and his temper unflinchingly sweet. An affectionate companion and a quiet friend.'

When the daughter of a friend contracted Scarlet Fever, Beatrix Potter wrote a letter to her, with pictures, and this became the first story of Peter Rabbit.

Suggested Discussion/Essay Questions For After The Show

KINDERGARTEN

- TH.K.C.2.1: Respond to a performance and share personal preferences about parts of the performance.
- TH.K.C.3.1: Recognize that individuals may like different things about a selected story or play.
- TH.K.C.3.2: Share reactions to a live theatre performance.
- TH.K.H.3.1: Describe feelings related to watching a play.
- TH.K.O.1.1: Share opinions about a story with classmates.
- TH.K.O.2.1: Draw a picture of a favorite scene from a play.
- LAFS.K.RL.1.3: With prompting and support, identify characters, settings, and major events in a story.
- LAFS.K.SL.2.6: Speak audibly and express thoughts, feelings, and ideas clearly.

Who was the funniest character?
Who was your favorite character? Why?
Where did Peter and his family live?
Mama Rabbit told Peter not to go somewhere. Where was that?
Draw a picture of your favorite part of the story.
Is this a true story? Why or why not?

GRADE 1

- TH.1.C.2.In.a: Express an opinion about selected theatre performances.
- TH.1.C.2.In.b: Identify an element of an effective performance.
- TH.1.C.2.Su.b: Recognize an element of an effective performance.
- TH.1.C.2.Pa.a: Attend to stories that are acted out.
- TH.1.C.2.Pa.b: Recognize elements of a performance.
- LAFS.1.RL.1.3: Describe characters, settings, and major events in a story, using key details.
- LAFS.1.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics
- LAFS.1.SL.2.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Who was the funniest character?
Who was your favorite character?
What did you like about the costumes?
Where did Peter and his family live?
Mama Rabbit told Peter not to go somewhere. Where was that?
Draw a picture of your favorite part of the story.
Is this a true story? Why or why not?

GRADE 2

- TH.2.C.3.In.a: Identify important characteristics about theatre.
- TH.2.C.3.Su.a: Critique a variety of familiar theatrical productions using a teacher-selected criterion.
- TH.2.C.3.Pa.a: Select preferred, familiar theatrical media.
- LAFS.2.RI.1.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Who was the funniest character?
Who was your favorite character?
What did you like about the costumes?
Where did Peter and his family live?
Mama Rabbit told Peter not to go somewhere. Where was that?
Why do you think Peter disobeyed Mama? How did he feel afterward?

GRADE 3

TH.3.S.1.3: Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.

TH.3.S.1.In.c: Critique a variety of simple theatrical productions using defined criteria.

TH.3.S.1.Su.c: Critique a variety of familiar theatrical productions using a teacher-selected criterion.

LAFS.3.RL.1.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

When Peter goes to Mr. McGreggor's garden, his sisters become *narrators* in the play. What is a *narrator*?

Did the actors speak their lines clearly? Why is this important?

How were Flopsey, Mopsey, and Cottontail different from Peter?

Why did Peter go into Mr. McGreggor's garden?

GRADE 4

TH.4.S.1.In.b: Discuss how selected elements support artistic intent in a theatrical performance.

TH.4.S.1.Pa.b: Respond to a selected element in a theatrical performance.

LAFS.4.RL.1.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

When Peter goes to Mr. McGreggor's garden, his sisters become *narrators* in the play. What is a *narrator*?

Did the actors speak their lines clearly? Why is this important?

There were several songs in *Carrots*:

What do you learn about Mama Rabbit from *Mama Says Don't*? What do you learn about her from *Love You Anyway*?

What did you learn about Peter Rabbit from *Lost*? What do you learn about him from *Excuses*?

GRADE 5

TH.5.S.1.3: Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.

TH.5.S.1.In.c: Use vocabulary appropriate for theatre production and review.

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).

Did the actors speak their lines clearly? Why is this important?

How were Flopsey, Mopsey, and Cottontail different from Peter?

Music often shows emotions. What feelings were expressed in these songs?

The Fir Tree

Under the Flower Pot

Lost

Excuses

Love You Anyway