



STUDY GUIDE FOR

Beauty
and the
BEAST

TO THE TEACHER

The following study guide has been provided to help your class benefit the most from experiencing a live theatrical event. The activities described herein are only suggestions. Please feel free to pick and choose the things that will most benefit your students in the time you have available. It is our hope that the performance your students attend is not only entertaining, but is a valuable educational experience as well.

You will find that some of the activities contained in this guide are geared for younger, some for older students-- but there is something for everyone. Please feel free to reproduce and distribute any of the enclosed pages and activities for use by your students.

History of the Story

Beauty and the Beast is one of the most popular of fairy tales, probably second only to Cinderella. First published in 1756 France by Madam LePrince de Beaumont, the English translation first appeared in 1761.

The origin of Beauty and the Beast is from one of the oldest tales--the worldwide Beast-marriage story. Countless variations, dating back to the second century, have been chronicled over the last two thousand years, having a young woman marrying a ram, pig, goat, bear--even a stove--which eventually became human.

What is the universal message of Beauty and the Beast? Who knows? Some may think it's "All men are beasts, needing to be tamed by a good woman" or possibly "Don't judge a book by its cover," as is the playwright's main theme in this presentation. The magic of fairy tales and folk tales is that the message can be whatever the storyteller desires. This undoubtedly explains the plethora of versions one can find of the story.

KMR

Theatre Etiquette

- 1> Attending a theatrical performance is a social event. Just as the way you act (and behave) in church is different than the way you act on the playground, there is certain behavior that is appropriate in a live theatre. Discuss with your students the types of behavior that is appropriate when they are members of an audience.
- 2> Explain that they need to act differently when they're watching a live play than if they're watching a movie in a theatre. Live actors can hear their laughter and applause as well as their talking to their neighbor or rustling papers. And their responses-- appropriate or not-- really do affect the actors' performance. The end line is: How would they want to be treated if THEY were up on the stage.
- 2> Audience Participation. Normally, audience members should never talk during the play-- and especially not talk directly to the actors (it distracts other audience member and may even make the actors forget their lines). But the plays by KMR Scripts are unique in that we offer the audience special opportunities to participate in the production. They will probably not be asked to come onstage, but there are various times throughout the production where the actors will ask them questions. At those times we encourage the audience to answer them wholeheartedly (but not in an overly loud yell). Over the years, this has become one of the hallmarks of KMR Scripts productions.
- 4> Excerpted from the playwright's notes to the actors in the script:

The style used in this children's play is a cross between Carol Burnett and Captain Kangaroo. This play deals with traditional children's literature (well-known fairy tales). It's mission is not to affect social change or impart morals (except those that are inherent to the fairy tale's story line), it is purely for entertainment. Hopefully, the children will be so turned on by what they see that they will look forward to seeing another play--even a more serious or sophisticated one.

I've tried to keep as close to the original story line as possible. The Disney film (which I adore) came out about a year before this was written, and took many more liberties with the original than I. I've found it necessary to make sure the kids realize that what they're going to see is NOT the same storyline--and that it's OK. This will insure that you don't need to copy the Disney costumes or find an elaborate mask for the beast (a half-mask works wonderfully).

Most of the audience participation is scripted. Feel free to take license with it. No one can predict what a given group of children will come up with if you "give them the reigns." There's a fine line between "just enough" and "too much" audience participation. If you solicit response from the kids too much, it will destroy the pace of the show. The audience participation is to mask scene changes, keep the kid's attention during transitions, and to check on retention. The script is to give you an idea of what direction to take them. It's like a map: It shows you where we want to take them, but exactly how you get there is up to you.

Arts and Crafts

- 1> Story Quilt. Tell students they will each get to make a square for the paper patchwork quilt. Hang a piece of dark colored butcher paper (3' X 6') on the wall. Have each student design a square about a part of the story on a piece of art paper (10" X 10 "). Cut the edges of the squares with pinking shears before pasting them onto the quilt.
- 2> Class play. Using our stage production as a guide, have the class come up with their own version of BEAUTY AND THE BEAST (or another fairy tale). Write the script, cast and rehearse the play and perform it for another class.
- 3> Draw a picture of their favorite character or event in the play. Display it on the wall or bulletin board. Or, send it to us. The actors LOVE to receive mail from their audiences.

Our Address:

(Insert Theatre Address Here)

- 4> Beauty's father stumbled upon the Beast's castle because he got lost. Have the students draw and color a map. It should include: Beauty's house, Beast's Castle, the forest, the town , and the roads that connect everything together. If they like, they may also include bridges, mountains, lakes or rivers, a King's Palace, etc.
- 5> Have the students color the Beast's Castle found elsewhere in this guide.
- 6> Have the students color (and use) the bookmarks found elsewhere in this guide.
- 7> Have the students color the French flag and the map found elsewhere in this guide.

English

BEFORE THE PERFORMANCE:

1> Vocabulary:

Here are some of the words and phrases the children will encounter during the performance:

Timbuktu	nickname	bickering	boon-docks	country bumpkin	inherit
estate	hospitality	host	merchant	harpsichord	obviously
heiress	wretched	vaporize	condemn	pardon (a prisoner)	rage
enchanted	ingrate	overwhelmed	magnificent	sick and tired	fed up
clutches	deserted	executioner	dishpan hands		
appearances can be deceiving		don't count your chickens before they're hatched			
to live high on the hog		to cut down on sweets		last will and testament	

- 2> Read the story to the class. Discuss what the story means--what lessons can be learned from it. Share the history of the story with them. If time is available, read them different versions of the story.
- 3> Compare the version(s) you read with the Disney film. Explain why there may be more than one version of a particular story.
- 4> Have your class make up their own version of BEAUTY & THE BEAST. Most likely they will use parts from the Disney version, parts from another version you have read to them. They may write it down or you may act as class transcriber. Illustrations by the class will add a lot to the final product.
- 5> Story Circle. Allow the whole class to make up their own version of the story. Have the class sit in a circle. Pick one child to begin the story and go clock-wise around the circle, allowing everyone a chance to add to the story. Depending on the class, you may have to limit each child's contribution to one story event (some children are avid storytellers!).
- 6> Pig Latin. There are some lines the characters deliver using "Pig Latin" in which each word is begun with its first vowel and any preceding consonants are moved to the end to form a new syllable with the vowel sound -AY(ere-whay oo-yay alk-tay ike-lay is-thay). Teach the students this form of speaking code and let them practice. They'll have fun learning a "new language" and when the characters begin speaking it, they'll understand the jokes during the play.

AFTER THE PERFORMANCE:

- 1> Write a letter to the actors. Have the class write to the Company, their favorite actor, or to their favorite character. The actors love to receive mail from the audience. AND--they will send a reply to your class (not individual students). Because of the volume of mail we receive, PLEASE make sure the **teacher's name and complete address** are included in the packet with the student letters. We don't have the time to do detective work if we don't have complete addresses.

Our Address:

(Insert Theatre Address Again Here)

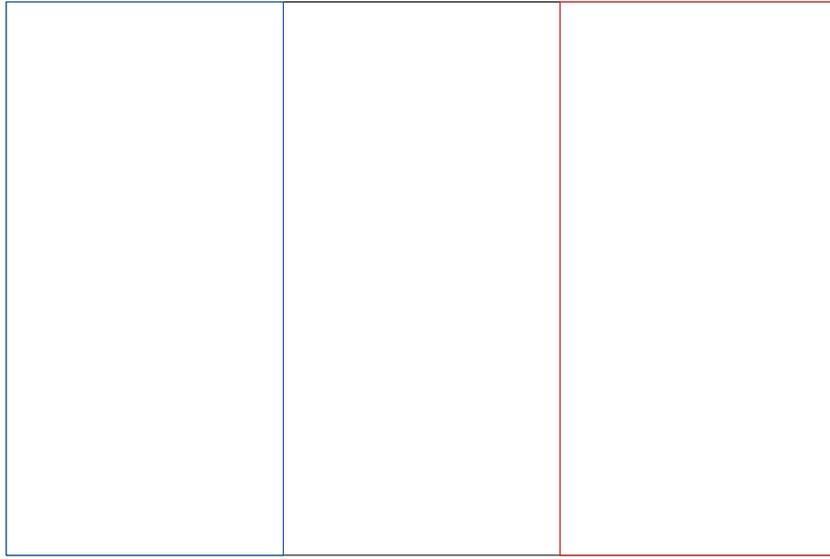
- 2> Discuss the version of the story. Have the class discuss how the version they saw on stage was different from the Disney film or from other versions you have read. Why was it different? Was the message of the play different from the message of the story or film? This may lead to the exploration of "stage conventions"--why some things have to be adapted differently to be performed on a stage.
- 3> Have the students write a review of the play. What were their favorite parts? Their least favorite? Did anything happen that they didn't understand or seemed confusing? Did they like the music or did it "get in the way of the story?" What did they think of the costumes and scenery? Help them understand that their opinions are most certainly valid but will most likely differ from that of others (and that is OK). Being able to objectively discuss their opinions and others' is definitely a skill that will benefit them the rest of their lives.
- 4> Possible themes for papers:
 - ▶ What was your favorite character in the story? Why?
 - ▶ If you could live in another county, which would it be? Why?
 - ▶ If you could live during another time in history, which would it be? Why?
 - ▶ What would you do if your dog or cat suddenly turned into a person?
 - ▶ If you were Beauty's father (or mother), how would you have handled the sisters?
 - ▶ What would you do if you woke up tomorrow and you were a beast?

Social Studies/Geography

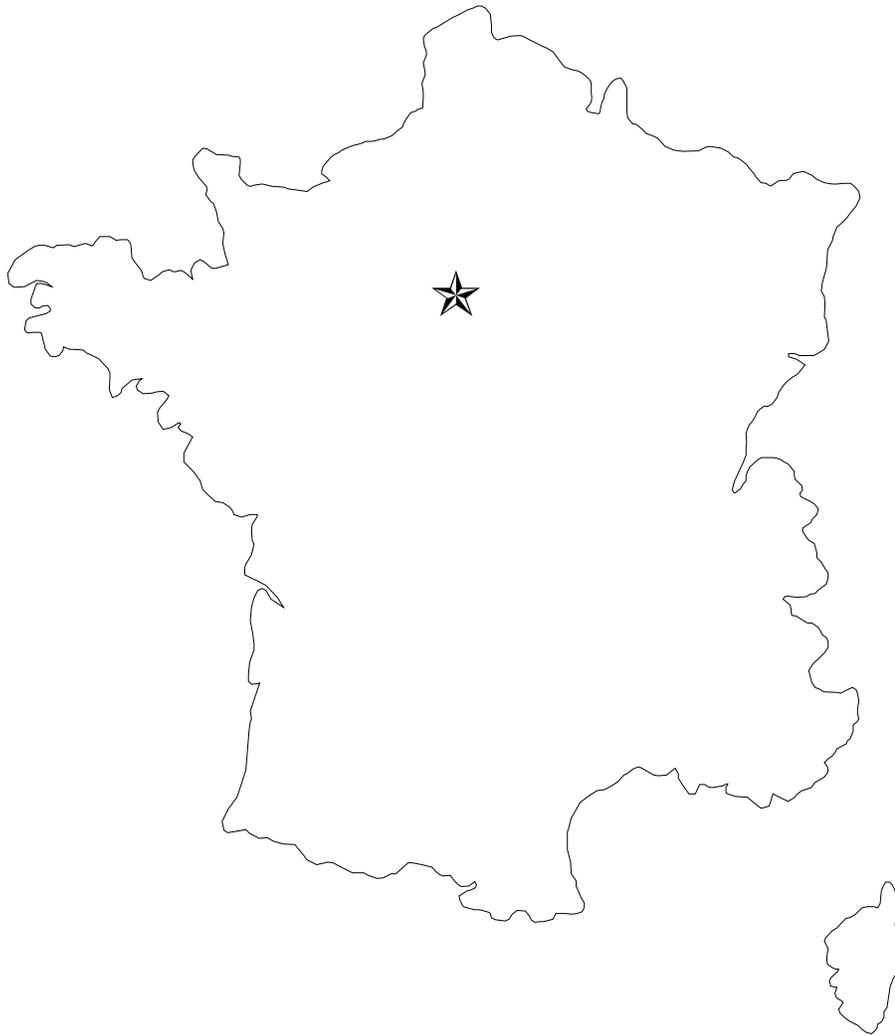
- 1> Beauty & the Beast is a French story. Help the students find France on the globe or map. Have them locate its capital, Paris. What other countries are on its borders?
- 2> Have the students identify the flag of France. How does it differ from that of the U.S.?
- 3> Using the map they made of Beauty and the Beast in the Arts & Craft section of this Study Guide, have the students mark the compass points on one of the upper corners. Have them answer the following questions based on their own particular map (or, you may certainly make a large map for the class to follow along), using North, South, East, or West:
 - ▶ Beast's castle is _____ of town.
 - ▶ Beauty's father traveled _____ to get to town.
 - ▶ Beast's castle is _____ of Beauty's house.
 - ▶ The forest in which Beauty's father got lost is _____ of town.
 - ▶ On his way from town, Beauty's father went _____, but should have gone _____.
- 4> City life versus county life. Beauty's sisters resent the fact that they had to move from the big city to a smaller town. Have the students list the differences between the lifestyle of someone living in rural areas and someone living in a large metropolitan area. Can they understand why some people would prefer living in one area as opposed to the other? What are the benefits of living in the city? What are the benefits of living in a small town or rural area? What are the disadvantages of each?

- 5> One of the purposes of Social Studies is to understand the customs and traditions of other people, to see that there is more than one way to live-- or do anything. A good way to help the students think along these lines is to have them do some role play (improvisations). Have the students make up short skits about Beauty and the Beast. They don't need to do the whole story--just a part of it. They don't need to confine themselves to only the characters in our play (or the film or story)--they can be creative in putting other characters into the situation. The important thing is that they walk in the shoes of someone different, seeing how life can look differently from another perspective.
- 6> Since BEAUTY & THE BEAST is set in France, there are some french vocabulary terms in the show that the student will probably want to look at before the performance. As a matter of fact, the very first song of the show teaches them some french terms:

Parlez-vous Français? (do you speak french?)	Par-lay voo fran-say
Comment allez-vous (how are you?)	cum-on-tally voo
Bonjour (hello)	bone-joor
Au revoir (goodbye)	aw-rev-wa
Oui (yes)	wee
S'il vous plaît (please)	See-voo-play
merci (thank you)	mare-see
ami (friend)	ah-mee



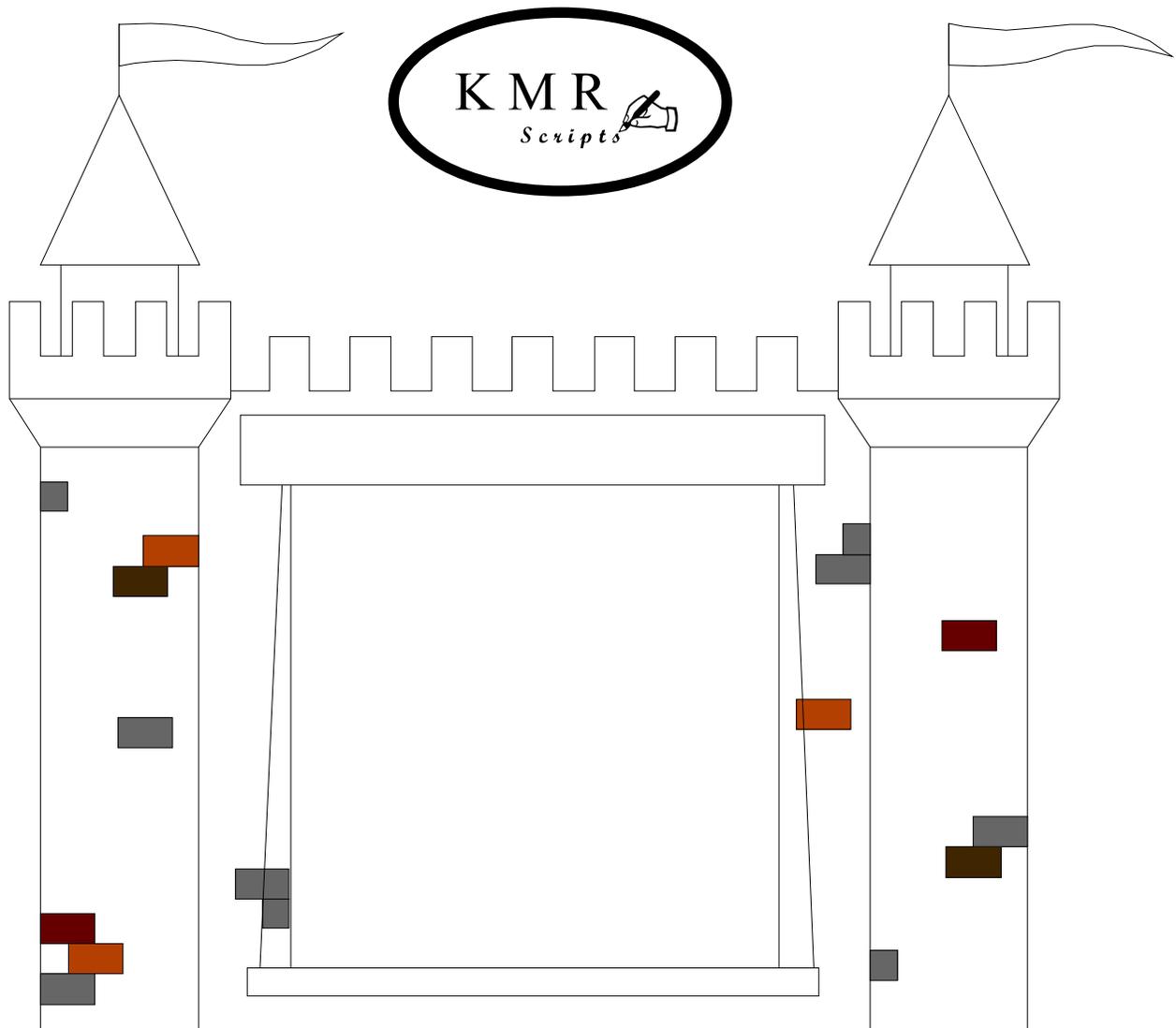
French Flag

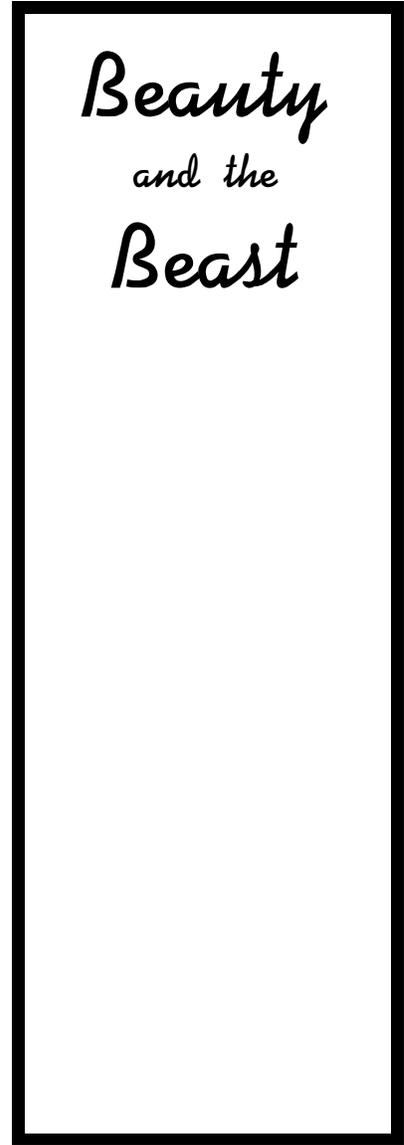
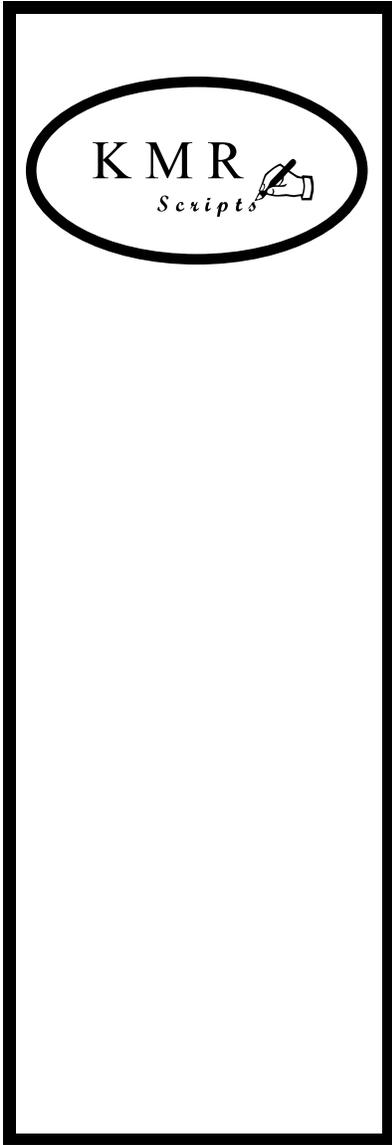


Map of France

Beast's Castle

Coloring Page





Bookmarks