



presents

The Chocolate War



*“Good Mornin’s
not so good
with a Bully on the loose”*

*A Study Guide
for K-7 Classrooms*

performance
education
museum of masks and puppets
community

Visit the castle on North Salina Street
Telephone: 315 476-0466 Fax: 315 472-2578
Mail: 518 Prospect Avenue, Syracuse, NY 13208

On the Web: www.OpenHandTheater.org
Email: info@OpenHandTheater.org

The Chocolate War

Table of Contents

Page

- 3 Welcome to Arts Education with Open Hand Theater
- 4 Other performances from Open Hand Theater
- 5 About Open Hand Theater
- 6 About the performance: *The Chocolate War*

Activities for your classroom: Before the performance

- 7 Synopsis of the story
- 8 Preparing for a performance: Theater Etiquette all grades
- 9 Things to Consider all grades
- 10 Vocabulary and Interesting Concepts all grades
- 11 Resources about Bullying grades K-3
- 12 Class Activity: Bullying grades K-3
- 13 Class Activity: Poetry grades 4-7
- 14 Poem: A Poison Tree by William Blake grades 4-7
- 15 Poem: Song from *The Chocolate War* grades 4-7

Activities for your classroom: After the performance

- 16 Introduction to Lessons
- 17 Story Analysis Worksheet *grab and go!*
- 18 The Stage all grades
- 19 Character Emotions Worksheet *grab and go!* all grades
- 20 The Music all grades
- 21 Class Activity: Thinking with Music all grades
- 22 Song: Twinkle Twinkle Little Star all grades
- 23 Class Activity: Images and Rhyme grades K-3
- 24 Poem: One Inch Tall by Shel Silverstein grades K-3
- 25 Poem: Springer's Chocolate Song grades K-3
- 26 Class Activity: Alliteration grades 4-7
- 27 Alliteration Lesson Plan grades 4-7
- 28 Alliteration worksheet *grab and go!* grades 4-7
- 29 Evaluation

Open Hand Theater's The Chocolate War is an original play by Geoffrey Navias, not based on the novel by Robert Cormier.

Spring 2008

Dear Teacher,

Welcome to **Open Hand Theater**'s production: *The Chocolate War*, a touring stage performance that deals with the issues of bullying and conflict resolution. *The Chocolate War* is an original play written by Geoffrey Navias, with music by Leslie Archer. The play is *not* based on the novel by Robert Cormier with the same title.

Children learn through all of their senses. They make connections that we might never consider when they are given the opportunity to apply their imaginations and sheer delight in the world to the questions they face every day. We strive to pose these questions through presentations that are both relevant and fun.

We appreciate your partnership in preparing your students and helping them to view our play in relation to their classroom experience. We welcome your comments and encourage you to evaluate this program using the form on page 24 of this guide.

Sincerely,

Leslie Archer
Producer and Director of Arts Education Programs
Open Hand Theater

Dear Educator:

As an educator for the past 25 years, I have come to appreciate the value, the absolute necessity of Arts Education that touches on all subject material. **Open Hand Theater** provides a rich collection of delightful performances and artistic concepts to enhance the learning environment.

We have designed this study guide to help you prepare your students for attendance while meeting your curriculum needs. It contains pre-performance activities and after-performance activities for grades K-3 and for grades 4-7. These educational materials follow guidelines set for New York State curriculum standards.

You're going to love this performance, and I know you'll want to check out Open Hand Theater's other exciting programs listed on the next page.

Sincerely,

Barbara Curley
Consultant, Arts in Education
Teacher of English Literature (retired)
Cicero North Syracuse High School



Book in Open Hand Theater
for more exciting performances and programs

The Chocolate War *about bullying and conflict*

Unbridle That Mule *about Erie Canal History*

The Stonecutter *a folktale from Japan*

Grandfather Frost's Stories of Russia
fun with Russian folktales

The Secret of the Puppet's Book
fun with books and reading

Masks of Life *about masks in time and culture*

In Search of Baba Yaga *about stories in time and culture*

Complementary Workshops

The Traveling Mask and Puppet Museum
a school residency program that brings traditional masks and puppets to the classroom and reveals their cultural stories

Commedia Dell'Arte
a mask improvisation workshop based on the traditions of early Italian street theater

Monkey Business
a traveling puppet stage where young readers can explore the action and sounds from the story: "Caps for Sale"



Visit the castle on North Salina Street
Telephone: 315 476-0466 Fax: 315 472-2578
Mail: 518 Prospect Avenue, Syracuse, NY 13208

Email: [info@ OpenHandTheater.org](mailto:info@OpenHandTheater.org)
On the Web: www.OpenHandTheater.org

Open Hand Theater's Education Objectives

- ❖ Bring the arts to schools and offer an effective medium for cultivating student appreciation of creative expression and artistic discipline.
- ❖ Promote the use of arts for discovery of human commonalities, as well as celebrating and respecting cultural differences.
- ❖ Create ideas and methods to promote the interdisciplinary use of the arts.

The open hands are an age-old symbol of welcome, willingness, and commitment as we work to make a better world.

Open Hand Theater is an ensemble of performing and teaching artists committed to involving children in creativity and the arts. It was formed in 1981 by a group of community artists and Artistic Director Geoffrey Navias.

The theater's mission is to connect the ancient art and ritual of mask and puppetry with contemporary life. We strive to explore the concerns of our technologically advanced culture through the wisdom of myth and bring to life the magical wonder of children's fantasy.

Open Hand Theater uses traditional and improvisational acting blended with puppetry, masks, original music and dance. The company creates unique original theater pieces that draw from historical and modern traditions, reinforcing the core values emphasized by the world's great storytellers.

Open Hand Theater presents collections of masks and puppets from around the world and offers classes in a variety of the performing, visual and folk arts. Call us to explore a performance, classroom workshop, or residency project with your school.

Open Hand Theater

is located at the Castle on North Salina Street in Syracuse, NY

The theater engages in four program areas:

- Performance
- Education
- Museum of Masks and Puppets
- Community

For more information visit our website at www.OpenHandTheater.org



The Chocolate War

An original play about the topic of bullying, not based on the Robert Cormier novel with the same title

Open Hand Theater's puppets of all shapes and sizes, some over 12 feet tall, take on the issue of conflict and bullying in a colorful and delightful imaginary land inhabited by juggling dwarfs, stretchy bouncing giants, friendly flowers and other wise musical beings. Springer and Sprong, two seemingly inseparable pals, tumble into a series haphazard events that could lead to a catastrophic quarrel. Sometimes taking a risk can cause a change of heart. Will the entire town follow them into battle? ... or will they take the risk that can bring them all back together again?

Grades: K- adult
Audience Size Limit: 800 students
Venue auditorium, large gymnasium, or outdoor arena

Performance Time: 50 minutes followed by a brief talk-back
Setup and strike: one hour each. 30 minutes between performances

Program Requirements: The performance requires a minimum area 20' deep x 30' wide with at least 15' ceiling clearance. Stage lighting is recommended for large audiences. It is also suitable for outdoor venues, large family events and festivals. Power is required for our sound system.

Introducing the Artists

Open Hand Theater ensemble cast (in order of appearance)

Andrea Martin *Puppeteer and Costume Designer*
*...performing the role of **Sprong***

Leslie Archer *Composer and Set Designer*
*...performing the roles of **Springer** and the **Blue Moon***

Geoffrey Navias *Playwright and Artistic Director*
*...performing the role of **Dwibble the Dwarf***
*and puppeteering the **Sunflower***

Vladimir Vasyagin *International Artist in Residence*
puppet and set construction

Kathy Ferro *Administrative Assistant*
booking arrangements



Synopsis

The Chocolate War begins with a sun puppet rising behind a village. The audience is introduced to a small puppet band, Sprong, Springer and Dwibble David Duncan Dwarf, playing and dancing in the streets. Dwibble the dwarf has a difficult time keeping up with the band. After band practice, Sprong waters his full sized sunflower, they embrace and it blooms. The two friends, Sprong and Springer dance off playing music.

Dwibble tells the audience about a day a very long time ago when as a young dwarf he was still learning about magic and trying to conjure up a magic pot of gold. Using magic words, he tries to fill his pot, but nothing happens. When his magic words fail to work, he tries to capture gold coins from the air. Instead of gold coins, he finds chocolate coins wrapped in gold paper. He decides to fill his pot with gold wrapped chocolate coins. Hearing music, he is thrilled to see Blue Moon appear. The sun sets and the Sunflower closes, and Dwibble wanders off leaving his magic pot.

The next morning Sprong is taking care of his Sunflower. His friend Springer asks him to go fishing but Sprong refuses because he feels he needs to practice his music more. While talking to Sprong, Springer sees Dwibble's magical pot of gold. When Sprong also sees the gold, an argument ensues and Sprong eventually dives into the pot of chocolate. Unable to coax Sprong out of the pot, Springer leaves.

A short time later Dwibble returns and finds to his dismay that Sprong is inhabiting his pot of gold. He too tries to reason with Sprong, but Sprong will not leave. Unable to coax him out, Dwibble leaves.

Thinking himself alone, Sprong comes out of the pot of chocolate, but Springer has been watching him. He grabs the pot and runs off. A war of words begins. As the argument escalates, Sprong's beloved Sunflower is trampled.

Upset by the loss of his flower and the pot of gold, Sprong asks Dwibble to make him bigger. As Sprong's anger grows, he begins to take it out on others and loses his capacity to reason.

Springer and Dwibble discuss Sprong's anger and the fact it has grown to the point where he is not only having arguments, but pushing people around. Wishing to help Sprong, Springer and Dwibble debate the cause of his anger. Each assumes he is the cause. At one point, they almost fight over the issue. Then Dwibble notices seeds have fallen from the flower. Dwibble and Springer decide they should clean up the mess.

Feeling the weight of his anger, a dishearten Sprong enters. In his antics, he knocks over what is left of his Sunflower. At first he is angry when he sees Springer, but when Springer tells him he is sorry and that he is trying to water the seeds, they begin to work together and resolve their differences.



The Arts

Standard 3:

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Theater Etiquette

Questions for your class to ponder

What is the job of the performer?

We are here to tell you a story. The story unfolds and comes to life before you when we engage all of your senses as much as possible. As performers we want to bring you into the story and experience it with you.

Puppeteers have an extra job. We must bring you in to a world set up in front of you and help you believe in characters that are made of wood, cloth, metal and string. As actors we must be those characters, and as puppeteers we must project ourselves onto those puppets, no matter how small or big they are, no matter how fantastic they look. And for our story to work, we must also make you like them!

What is the job of the audience?

You are here to see, hear and imagine the story as it unfolds. Your most important job is to try and take in every sight and sound on the stage.

What are the five senses?

Think of an example of how each sense can be engaged in a stage performance.

As an audience, *reacting* to characters and events of the story is real. You might laugh, cry, be amazed or be excited by what you see and hear. Giving your attention to other people or things happening in the audience is *distracting*. Use all of your senses to experience the story; use your hands to applaud at the end!

Before the
Performance

for all grades

Theater
Etiquette



ELA

Standard 1: Students will listen for information and understanding...
Students will collect data, facts and ideas and discover relationships, concepts and generalizations.

Standard 3: Students will listen for critical analysis and understanding.

Things to Consider

In your classroom, discuss some of the vocabulary words on the next page.

1. Students have seen examples of puppetry on TV and in the movies.

What examples can they give? Many of the students have seen Sesame Street. Have them name some of the characters. Yoda in Star Wars was a puppet. Frank Oz, who used to work with Jim Henson and The Muppets is the voice and puppeteer of Yoda.

2. Students may be familiar with dwarfs in literature and the movies.

Have students give some examples of stories that involve dwarfs. Snow White and the Seven Dwarfs and Rumpelstiltskin are two examples. Dwarfs are also found in The Tolkien Trilogy. Rumpelstiltskin appears in Shrek the Third.

3. Discuss the word war. How might a fight between two people turn into a war? In what ways can a person be at war with himself?
4. The word frozen is used to describe Sprong's state of mind in the play "The Chocolate War." How can a person's anger become frozen?
5. Sprong becomes a bully in the story. Have students discuss the meaning of the word and where it might have come from.

Roots: for example: bull

Types of bullying

Before the
Performance

for all grades

Things to
Consider



Before the
Performance

for all grades

Vocabulary and Interesting Concepts

Vocabulary and Interesting Concepts

puppet	a figure whose movements are controlled by someone through, strings, rods or hand movements. A puppet can represent a person, an animal, inanimate object (the flower) or an abstract idea. Most puppetry involves story-telling. Puppetry is very ancient and has been used in almost all human societies.
dwarf	a small legendary humanlike being. Some myths ascribe to dwarfs the ability to create magic as well as the ability to accumulate treasures of gold, silver and precious stones.
bully	a person who treats another person abusively.
Blue Moon	the second full moon in a single month
war	active or vigorous conflict. One can be at war with a country, another person or one can be at war with ones self.
creative	able to use one's imagination to solve a problem
innovative	able to come up with something new
thoughtful	carefully reasoning, thinking
inspired	be influenced by a thought or feeling; awakened by a thought
imaginative	inventive, creative
ingenious	clever; good at inventing
brilliant	having great ability; really smart
frozen	drained or incapable of emotion; incapable of changing
apologize	to admit error or discourtesy; to say you are sorry.

ELA

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Standard 4: Students will read, write, listen and speak for social interaction

About Bullying

The Chocolate War involves a friendship that has gone awry because of a selfish act, and is healed by acting together.

Many schools have problems with bullying and violence. This lesson helps the students understand this problem and gives the teacher an opportunity to discuss with the students some of the causes and effects of bullying.

Student Objectives:

- Listen to the story, *How to Lose all Your Friends*, to identify effective language and appropriate response to what they have heard.
- Listen to the story, *Rotten Ralph*, to identify the author's purpose and share their reading experience with their peers.
- Explore various aspects of bullying (drawing on their experiences and characters' viewpoints) and demonstrate an understanding of the effects of bullying. Use previous reading and life experiences to understand and compare literature, relate the setting, plot and characters to their own lives, and recognize how new information is related to prior knowledge.

Find all three of these books in the public library.

How to Lose All Your Friends by Nancy Carlson

Rotten Ralph by Jack Gantos and Nicole Rubel

Back to School For Rotten Ralph by Jack Gantos
and Nicole Rubel

(*Rotten Ralph* is a series of books)

Before the
Performance

activity for
grades K-3

About
Bullying



About Bullying: Instructional Plan

1. Read one or two of the books to the students. After each story, have the students discuss the behavior of the characters.
 - What words, facial expressions and gestures help the reader identify how the characters felt about their own and others' behavior?
 - How do you feel about the characters' behaviors?
 - Why do you think the author wrote this book?
2. List the problems.
3. How do the characters solve the problems? Have students discuss the way they would solve some of the problems.
4. Have students relate some of their own experiences with a selfish act of a friend or an experience with a bully.
5. Using a story board approach, have the students relate a problem they have experienced. The problem could be with a friend or an experience they have had with a bully.
6. Have students list the following:
 - What is the problem?
 - How did the problem occur?
 - What are some of the ways they tried to solve problem?
 - How was the problem solved?
7. Have students share their stories. Discuss with the students the role emotion plays in a person's actions.
 - Have them discuss their feelings when they were facing the problem.
 - How did their feelings change when the problem was solved?

Before the Performance

activity for
grades K-3

Lesson about Bullying



ELA

Standard 2: Students will read, write, listen, and speak for literary response and expression, relate texts and performances to their own lives, and use knowledge generated from oral and written texts.

Poetry

The Chocolate War is about a friendship that goes awry and is then healed.

The first poem, “A Poison Tree” by William Blake explores anger and what happens as a result of that anger. The speaker does not explain his anger to his enemy, but he does to his friend. He nurses his anger and it grows into a tree. He is happy to find his enemy has stolen an apple and dies from it.

The second poem is lyrics from a song in the play The Chocolate War. It talks about problems and feelings being hurt.

Student Objectives:

- Students will learn that poetry is part of everyday life and can be created from everyday experiences.
- Poetry celebrates self-expression.

Instructional Plan:

Hand out poems to students. Read aloud each poem. Then have a student read one of the poems.

Discuss each poem with the class.

1. Have students discuss incidents in their own lives when they have encountered a problem that causes anger.
2. Have students write in a journal or paper about an incident in their own life. Include the problem, steps the student took to solve the problem, and how it was resolved. Have the students also discuss their feelings at the time of the incident.

This was my problem _____
(How I felt)

This is what I did _____
(How I felt)

This is how the problem was solved _____
(How I felt)

Before the
Performance

activity for
grades 4-7

Poetry
Lesson



A Poison Tree

by William Blake

I was angry with my friend
I told my wrath, my wrath did end.
I was angry with my foe;
I told it not, my wrath did grow.

And I watered it in fears,
Night & morning with my tears,
And I sunned it with smiles
And with soft deceitful wiles.

And it grew both day and night.
Till it bore an apple bright.
And my foe beheld it shine,
And he knew that it was mine.

And into my garden stole.
When the night had veiled the pole;
In the morning glad I see
My foe outstretched beneath the tree.

Vocabulary

wrath: anger
wiles: tricks
veiled the pole: covered the sky

Before the
Performance

poem for
grades 4-7

Poetry

A Simple Song

*by Geoffrey Navias
from The Chocolate War*

Problems are problems
when you don't know
what is the answer,
how can you show.
What can you do?
What can you say?
When feelings are hurt
and the hurt won't go away.

Feelings are hurt
and the hurt won't go away

Problems are problems.
It's clear to see.
They can keep on growing
each time you disagree.
But what can you do?
What can you say?
When feelings are hurt
and the hurt won't go away.

Before the
Performance

poem for
grades 4-7

Poetry

Introduction to the Six Lessons

Since the beginning of time the arts have been used to instruct, to educate and to encourage understanding in society. Artists have long been acknowledged as interpreters of the times. Theater is a communal experience that invites us to learn about our world and ourselves.

Student Objectives:

- Reflect on and discuss theater's connection to their own lives through examining the themes and lessons of the play
- Examine issues of the individual's relationship to self and community

Through attendance and/or participation in theater performances, students recognize how associated art forms enhance theater production.

These art forms include:

- a) written and spoken text; b) music and song; c) plot, time, place, and setting; d) characters and relationship among characters; e) moral and ethical conflicts; f) dramatic structures such as narrative and dialogue.

The following lessons can be used for all grade levels after seeing the play. In conjunction with the pre-activities they serve as a basis for discussion about the theme and the techniques used in theater to convey that theme.

page 17: The worksheet on Story Analysis offers an opportunity to review key ideas in the play.

page 18: The lesson on The Stage offers an opportunity to discuss not only setting but character introduction.

page 19: The worksheet on Character Emotions shows the role emotions play in our every day lives. Our emotions affect not only how we view a person but how we act and react to that person.

page 20: The lessons on The Music discuss how music creates atmosphere to convey time and place, and how sound can be utilized to show changes in the personality, mood and emotion of the characters.

page 23: The lessons on Poetry explore the use of images and rhyme to convey feeling. The poem *One Inch High* by *Shel Silverstein* explores how the world might look when one is small. Springer's *Chocolate Song* creates a fantasy of taste delight.

page 25: The lessons on Alliteration are used to connect the name of one of the characters to a favorite device used in poetry and prose.

After the
Performance

for all grades

Introduction
to the Six
Lessons



Name _____

Date _____

Story Analysis Worksheet for *The Chocolate War*

WHO ? WHAT ? WHERE? HOW?

1 . Who are the characters in *THE CHOCOLATE WAR*? _____

2. Where does the story take place? _____

3. What is the problem? _____

4. Tell three main things that happened in the story _____

5. How was the problem solved? _____

After the
Performance

for all grades

Story
Analysis



The Arts

Standard 2: Students will be knowledgeable about the materials and resources available for participation in the arts.

Standard 4: Students will develop and understanding of the personal and cultural forces that shape artistic communication.

After the
Performance

for all grades

About
The Stage

About The Stage

Dwibble, Springer and Sprong exist in a land where magical things can happen. Ask the students to think of things in the story that fooled their senses and sparked their imagination.

What made the characters seem to come from far away?

How many places were there for Springer and Sprong to hide?

Were there other people who lived in the town? What did they do?

Where does the sun rise? The moon? How many days pass during the story?

The stage setting gives you a view or a visual perspective of the story and a mental perspective of the character's attitude and experience.

For example:

James and the Giant Peach and *Charlie and the Chocolate Factory* by Roald Dahl both take you to a fantasyland through the eyes of very different children.

The opening scene of the play is where you meet the characters, learn something about them and hopefully come to like them. Then you will care what happens to them later on, which makes for a good story.

After the opening parade, Sprong has a conversation with the Sunflower. Then Springer and Sprong have a conversation together.

What things do you learn about each character in the opening scenes?

Sprong is _____

Sunflower is _____

Springer is _____

What causes the argument between Springer and Sprong?

What brings them together again as friends?

Have you argued with a friend over some important thing?

What happened? How did you resolve it?



After the
Performance

for all grades

Character Emotions Worksheet



Name _____

Date _____

Character Emotions in *The Chocolate War*

Think about the different characters in the story *The Chocolate War*.
List two emotions that you think each character felt. Write a sentence explaining why.

	Sprong	Springer	Dwibble
emotion			
emotion			
sentence about why characters felt this way			

**The Arts
Standard 3:**

Students will respond critically to a variety of words in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

The Music

Music creates an atmosphere that tells you something about the time and place. For example:

- The *Peer Gynt Suite* by Edvard Grieg creates an atmosphere of awakening in its ‘Morning’ movement.
- The *Grand Canyon Suite* by Ferde Grofe affects an atmosphere of grandeur and open spaces.
- *Also Sprach Zarathustra* by Richard Strauss and the theme from *Star Wars* by John Williams both evoke the vastness of outer space, especially in their opening bars.

The atmosphere in the opening parade music in *The Chocolate War* is funky and fun. The small puppets start off in the distance and move closer as larger puppets, then as full sized characters in front of the stage.

- *What changes occur in the music as this is happening?*

Music creates the atmosphere through the signature sounds of each instrument. For example:

- In *Peter and the Wolf* by Sergei Prokofiev a different signature instrument is used to personify each character. As the story unfolds the musical themes reflect each ones’ appearance and experience.

Music changes with the personality, the mood and the emotion of the characters.

Sprong’s music provides the melody for the opening parade music.

- *What instrument does Sprong play?*
- *In other music of the play, what provides the melody?*

Springer’s music provides the harmony in the opening parade music.

- *What instrument does Springer play?*

Dwibble provides the rhythm in the opening parade music.

- *What happens to Dwibble’s rhythm in the opening scene?*

The music in *The Chocolate War* was written and recorded specifically for the play by Leslie Archer, and is performed live by the Open Hand Theater ensemble with banjo, flute, percussion and voice.

After the
Performance

for all grades

The Music



Thinking with Music

In *The Chocolate War* Springer confesses to Dwibbble: “I think better with my banjo on.” Music can change the atmosphere of the scene and the mood of the character by changing what we hear and how we feel. Music can also change the pace of what we do and how we act in certain situations.

Twinkle, Twinkle Little Star has a melody familiar to almost everyone. Originally from an 18th century French children’s rhyme, the melody was also set to the Alphabet Song and Baa Baa Black Sheep in English. Mozart wrote twelve variations of the tune for piano, and the melody appears in several other classical compositions. Some of these are listed on the next page.

Student Objectives:

- Students will learn that music and sound are part of everyday life and can affect the way we work and feel.
- Music expresses different emotions through melody, harmony, rhythm and tempo.

Instructional Plan:

Discuss how different kinds of music affect the way you feel.

Play or have students play or sing *Twinkle Twinkle Little Star*. The words and music are on page 22. Have children listen to different variations played with:

- Different voices or instruments
- Different tempos (fast or slow)
- Different ranges (low or high)
- Different keys (major or minor)

Repeat the song at least four times with each variation.

- Have students choose a color for each variation, and explain why.
- Have students draw a separate picture for each variation they hear.
- Have students write different words for each variation.
- Have students write a description of each variation they hear:

How does it look? _____

How does it make me feel? _____

What place does it remind me of? _____

- Tell a story that goes with the music.

After the
Performance

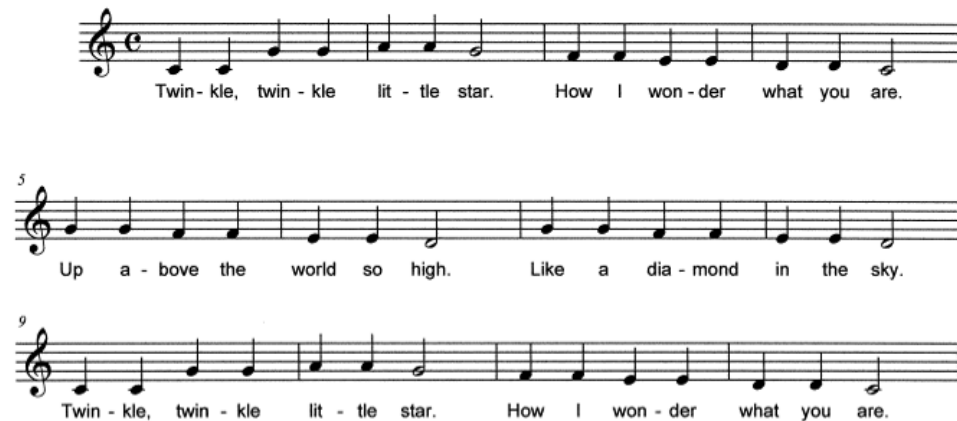
activity for
all grades

Thinking
with Music



Twinkle, Twinkle Little Star

music from 18th century folk music



Like a lot of early folk tunes, this melody is found in many classical compositions, including:

- Variations on “Ah, je vous dirais-je, Maman”
by Wolfgang Amadeus Mozart
- Carnival of the Animals, 12th movement “Fossiles”
by Camille Saint-Saens
- Album Leaf: “Ah vous dirais-je, Maman”
by Franz Liszt
- Clarinet Concerto in B flat major, 3rd movement “Allegretto con variazioni”
by Theodor von Schacht
- “The Manheim Rocket”
by John Corgliano

Vocabulary:

variation	version of music with one or more changes
voice	instrument that makes the sound
rhythm	number of beats
tempo	speed of the rhythm
key	scale of notes used in the song
range	how high or low is the sound

After the
Performance

for all grades

Thinking
with Music



ELA

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Images and Rhymes

Poets work with images (mental pictures) that allow the reader to see what makes us feel amazed. The use of rhyme also helps with memorization. It was a device used before the written word to help story tellers remember all the lines in a story.

Student Objectives:

- Students will identify images in poetry
- Students will identify and use *rhyme*.

Instructional Plan:

Read the poems on pages 24 and 25 with the children: *One Inch Tall* by Shel Silverstein and *Springer's Chocolate Song* from *The Chocolate War*.

Discuss the images in each poem with the class.

- 1 Have children imagine other things that they might do if they were “one inch tall”
- 2 Discuss how it would feel to be “one inch tall” or “ten feet tall”
- 3 Have children think of images for a poem entitled: *Ten Feet Tall*.
- 4 In *The Chocolate War* the characters get bigger as their conflict gets bigger and they get angrier. Imagine how the world looks to Sprong as he gets bigger, and how Sprong looks to the other characters.

Have the children develop their own examples of images that express different feelings. Working in groups, have them draw or act out each image. See if they can come up with simple rhymes with their images.

If I were the color _____
I would _____
This is how I would feel _____

If I sounded like _____
I would _____
This is how I would feel _____

If I were this animal _____
I would _____
This is how I would feel _____

After the
Performance

activity for
grades K-3

Images and
Rhymes



One inch Tall

by Shel Silverstein

If you were only one inch tall, you'd ride a worm to school.
The teardrop of a crying ant would be your swimming pool.
A crumb of cake would be a feast
And last you seven days at least,
A flea would be a frightening beast
If you were one inch tall.

If you were only one inch tall, you'd walk beneath the door,
And it would take about a month to get down to the store.
A bit of fluff would be your bed,
You'd swing upon a spider's thread,
And wear a thimble on your head
If you were one inch tall.

You'd surf across the kitchen sink upon a stick of gum.
You couldn't hug your mama, you'd just have to hug her thumb.
You'd run from people's feet in fright,
To move a pen would take all night,
(This poem took fourteen years to write--
'Cause I'm just one inch tall)

After the
Performance

poem for
grades K-3

Images and
Rhymes

Springer's Chocolate Song

*by Leslie Archer
song from The Chocolate War*

Everybody loves chocolate
Now we've got a lot of it!
Wouldn't it be cool if everything were made of chocolate!

Trees with leaves of chocolate
Flowers with seeds of chocolate
Instead of making honey, all the bees would make chocolate!

The moon's not cheese – it's chocolate
The clouds all rain down chocolate
The rivers and the streams would flow with delicious molten chocolate!

I'd brush my teeth with chocolate
Wash my hair with chocolate
Every time I took a bath I'd smell a lot like chocolate

I'd do my math with chocolate
I'd play my banjo of chocolate
Instead of throwing out the trash we'd eat it – cause it's chocolate!

After the
Performance

poem for
grades K-3

Images and
Rhymes

ELA

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Alliteration

In the story *The Chocolate War* one of the characters is named Dwibble David Duncan Dwarf. This is an example of alliteration because each word begins with the letter “D”. The name is funny and draws us in. Alliteration provides a distinct sound and places emphasis on specific phrases or names. Alliteration helps fix the word into the reader’s mind.

Alliteration is a literary device found in poetry, prose and lyrics.

Alliteration: When two or more words in a poem or story begin with the same letter or sound. The repetition of a consonant sound at the beginning of a word.

Examples:

Dressy Daffodils	<i>because both words begin with a “D”</i>
Rabbits running over roses	<i>because rabbits, running and roses all begin with the same letter and have the same rhythm.</i>

The following are single lines from Mother Goose Nursery Rhymes.

Polly, put the kettle on
Sing a song of sixpence
Simple Simon met a pie man
To market, to market, to buy a fat pig

Tongue twisters use alliteration.

Example:

Peter Piper picked a peck of pickled peppers.
A peck of pickled peppers, Peter Piper picked
If Peter Piper picked a peck of pickled peppers,
Where’s the peck of pickled peppers Peter Piper picked?

Alliteration is fun to say and enjoyable to hear. We use many phrases and expressions that contain alliteration in every day speech.

Examples:

do or die
now or never
safe and sound

After the
Performance

activity for
grades 4-7

Alliteration
Lesson



ELA

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Alliteration Lesson

Student Objectives:

- Students will identify and use alliteration.

Instructional Plan:

Read some nursery rhymes to the children.

1. Discuss alliteration and give examples.
2. Have students give examples from the nursery rhyme.
3. The practice sheet on alliteration (on page 28) can be done as a group lesson or an individual lesson.
4. In groups have students develop their own examples of alliteration. Have them try peoples' names or describing an animal or a person. They can also try to come up with names for a new toy, candy or cereal.

Resources:

Mother Goose Nursery Rhymes

Alliteration Picture Books *by Pamela Duncan Edwards*

Clara Caterpillar
Some Smug Slug
The Worrywarts

Tongue Twister Books

Teasing Tongue Twisters *by John Foster*
Ridiculous Tongue Twisters *by Chris Tait*
Buzz Blows Bubbles and Other Tongue Twisters *by Alan Batson*

After the
Performance

activity for
grades 4-7

Alliteration
Lesson



Name _____

Date _____

Check to see if you know what alliteration is.

Place a check mark before the phrase if you think it is an example of alliteration.

_____ See the sun shine

_____ Floyd Flingie flipped flapjacks

_____ I look cool

_____ rain races

_____ Dwibble David Duncan Dwarf

_____ laughing lions laugh

_____ John fell

_____ when the night is new

_____ rock ripping through the air

_____ wind whistles

_____ the fright of all my friends

_____ talking trees

_____ Sesame Street

_____ hang your hat on a star

_____ Red rock canyon rages with red

_____ Angela Applegait Applewhite

_____ goodbye Blue Moon

_____ laughing llamas play

_____ moon smiles back at you

_____ I listen to the wind

_____ Slippery Sam

_____ furry fighting cats

_____ watch me kick some sand

_____ Sprong sprung on Springer

Write some alliteration phrases of your own!

Evaluation

Arts in Education with Open Hand Theater The Chocolate War

Open Hand Theater strives to provide useful arts education tools for your classroom. Please take a moment to fill out this form and mail, email or fax your comments to Open Hand Theater this week.

Date: _____

Name _____ Grade(s) _____

School _____ Subject _____

What expectations did you and/or your students have before the performance?

What comments do you recall from students after the presentation?

What parts of this study guide were most usable?

What would make the presentation and/or this study guide materials more useful?

Leslie Archer
518 Prospect Avenue, Syracuse, NY 13208
Email to: info@OpenHandTheater.org
or download this form on our website:

Fax to: 315 472-2578
www.OpenHandTheater.org

Please feel free to add comments on back. Thank you for your time and suggestions.

Evaluation

