



EDUCATION @ MESA ARTS CENTER



**MESA ARTS CENTER PRESENTS
CHILDSPLAY PERFORMING
TOMÁS AND THE LIBRARY LADY**

Piper Theater | September 18-19 | 9:30AM & 11:45AM | Grades: K - 5

2018/2019 EDUCATOR RESOURCE GUIDE



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ABOUT TOMÁS AND THE LIBRARY LADY.....

Tomás loves stories. As the young son of migrant farm workers, he spends the summer with his family following the crops north from Texas to Iowa, passing long days in the fields listening to his grandfather tell stories. Before long, Tomás knows all of Papa Grande's tales by heart... When a chance encounter brings him to the local Carnegie Library, he meets the "Library Lady" who recognizes his thirst for knowledge and encourages him to read. His delight in books is equaled by his pride in teaching Spanish to the Library Lady, trading knowledge and respect between generations and cultures. A bilingual musical, based on the beloved book about the true story of the Mexican-American author and educator Tomás Rivera, who became the first minority Chancellor in the University of California system. This inspirational production shows how reading and education -- and self esteem-- can make anything possible.

Tomás and the Library Lady is presented by Childsplay, a local, well respected theater company which has been performing for young audiences since 1977. Countless audiences have enjoyed Childsplay in house performances in Tempe as well as touring productions such as this delightful story of a young boy learning the joy of books and sharing cultures. Beginning this season, theatergoers young and old can enjoy in house Childsplay productions at the Herberger Theater, as they have moved their productions to Phoenix to continue their goal in serving a large audience of Arizonans.



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WELCOME!

Dear Educator,

Thank you for selecting a Performing Live for Students! field trip with the Mesa Arts Center. We have a dynamic season planned and we look forward to connecting you to our many artists and performances. With Performing Live, students are able to experience live theatre and make educational connections well beyond the classroom.

We also recognize and appreciate the energy and time spent on your part in coordinating field trips. In this guide we have provided information to help make this the best experience possible.

In addition, the Mesa Arts Center has many open and inviting spaces that make good places to hold a brown bag lunch. No prior arrangements need to be made.

Please contact our offices at engagement@mesaartscenter.com or 480-644-6564 should you have any additional questions.

Enjoy the show!

TEACHER AND CHAPERONE INFORMATION

Chaperones

- ◆ Assign each chaperone a designated group of students and provide him/her with a written list of the students in that group.
- ◆ Ask chaperones to stay with their assigned group throughout the field trip. Adult chaperones are responsible for the students' conduct and behavior throughout their visit to the Center.
- ◆ Please review theater etiquette rules and responsibilities with all chaperones.
- ◆ Have the phone numbers of every chaperone in your group to quickly access each other in case of emergency.

Theater Etiquette

- ◆ No Food or Drink inside the theatre (besides bottled water).
- ◆ Students must be accompanied by chaperones at all times.
- ◆ Cameras and recording devices may not be used during the performance.
- ◆ Please silence cell phones and resist the urge to text message.
- ◆ Listening and following the House Managers and Ushers will help the seating and dismissal process.
- ◆ Feel free to laugh, clap and enjoy the show but also to be respectful of those around you.



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CURRICULUM CONNECTIONS

Tomás and the Library Lady

Arizona Academic Standards in the Arts

These standards can be achieved through discussion questions or activities included in the study guide.

Theatre

TH.PR.4.K-5b — Use body and voice to communicate character traits and emotions in a guided theatrical experience.

TH.RE.7.1-5a — Identify or discuss why artistic choices are made in a theatrical work.



Arizona English Language Arts Standards

These standards can be achieved by participating in the study guide.

Reading

Grades K-5.RL.2 — Summarize the key supporting details and ideas.

Grades K-5.RL.3 — Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In Grades K-3 students explore narrative elements and how characters develop.

Writing

Grades K-5.W.3 — Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grades K-5.W.4 — With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Grades K-5.W.8 — Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. In younger grades, this standard focuses on gathering information from sources to answer a question.

Speaking and Listening

Grades K-5.SL.1 — Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Grades K-5.SL.2 — Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Grades 2 & 3 focus more on narrowing to main idea and key details.

Grades K-5.SL.4 — Describe people/events or tell/recount a story including relevant details in a clear manner.



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PRE-PERFORMANCE CLASSROOM ACTIVITIES

Included in this resource guide are a variety of activities created to correspond with the Arizona English Language Arts and Performing Arts Standards to enhance the students' growth, reading skills, and overall comprehension.

Questions to Ponder....

Question 1 — Tomás speaks Spanish with his family and is working on learning English. Does your family speak another language at home other than English? Have you ever been around others speaking a language you didn't know? How did it make you feel? (Grades K-5.SL.1, K-5.SL.4)

Question 2 — Tomás loves stories and is excited to find them in books. When did you learn how to read? Do you remember the first book you learned to read? If not, what is your favorite book? (Grades K-5.SL.1, K-5.SL.4)

Activities to Explore....

Tomás is part of a family of migrant workers. This may be a lifestyle your students are unfamiliar with so giving students some background information prior to the show could be helpful. You can find an excellent article at <http://www.scholastic.com/browse/article.jsp?id=5426> or students can do their own research online and share out important facts in a class discussion.

Standards Implemented: Grades K-5.SL.2, K-5.W.8

Approximate time: 15-20 minutes

Materials Needed: Internet access, pencils & paper optional for notetaking

Before seeing the play read *Tomás and the Library Lady* by Pat Mora to your class. Make a class chart or students can make their own charts of the important plot elements in the story: characters, setting, problem, and solution. If time allows, discuss connections students made to Tomás and the problems presented in the story.

Standards Implemented: Grades K-5.RL.2 & RL.3

Approximate time: 30-45 minutes

Materials Needed: Copy of *Tomás and the Library Lady*, chart paper or pencils & paper

Using *Tomás and the Library Lady*, have your class tell the story from start to finish. Have one student tell or read an event to the class, and have another student present another event until all the students have gone and the story is complete. Students can write the list of events beforehand to make presenting easier. Students can also form small groups and act out scenes from the story in order.

Standards Implemented: Grades K-5.RL.2; K-5.SL.2; K-5.W.3

Approximate time: 20-30 minutes

Materials Needed: Copy of *Tomás and the Library Lady*, pencils, paper



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POST-PERFORMANCE CLASSROOM ACTIVITIES

Questions to Discuss

- Question 1 — Tomás is afraid of his Nightmare Teacher, but by the end of the play he gets past his fear. Is there a fear in your life you have overcome? How did you get past it?
(Grades K-5.SL.1, K-5.SL.4)
- Question 2 — Tomás had to work hard and practice a lot to get better at speaking and reading in English. What is something you have had to practice or work hard at in your life?
(Grades K-5.SL.1, K-5.SL.4)
- Question 3 — In this production the actors play more than one character. How could you tell the characters apart? What did the actors do to make the characters stand apart from each other? (Grades K-5.SL.1; TH.RE.7.1-5a)

Activities for the Classroom

An important theme in *Tomás and the Library Lady* is overcoming challenges. Brainstorm character traits Tomás had which helped him overcome challenges in his life. Write a paragraph describing Tomás's most important character trait using examples from the play. Younger students can write a sentence and create an illustration from the play.

Standards Implemented: Grades K-5.W.4

Approximate Time: 30 - 45 minutes

Materials Needed: Pencils, paper

Using the traits brainstormed in the previous activity, you can also have students focus on their own lives. Have students think of a time they overcame a challenge in their life and showed one of the brainstormed character traits. Students can pair up or make small groups to act out the character trait using their life experiences. Then the class can guess which character trait is being portrayed. Alternately, students could write a narrative story about the time they overcame a challenge.

Standards Implemented: TH.PR.4.K-5b or Grades K-5.W.3

Approximate time: 30 - 45 minutes

Materials Needed: Pencils and paper if doing alternate activity

At the end of the play Tomás had to tell the Library Lady adios since his family was moving away. Have your students pretend they are Tomás and write a postcard to the Library Lady from his point of view. Encourage them to think of what new adventure or place Tomás could be in that he wants to tell the Library Lady all about. Use the template on page 8, index cards, or actual postcards for the activity.

Standards Implemented: Grades K-5.W.4

Approximate time: 30 - 45 minutes

Materials Needed: Pencils, copies of page 8, index cards, or postcards.



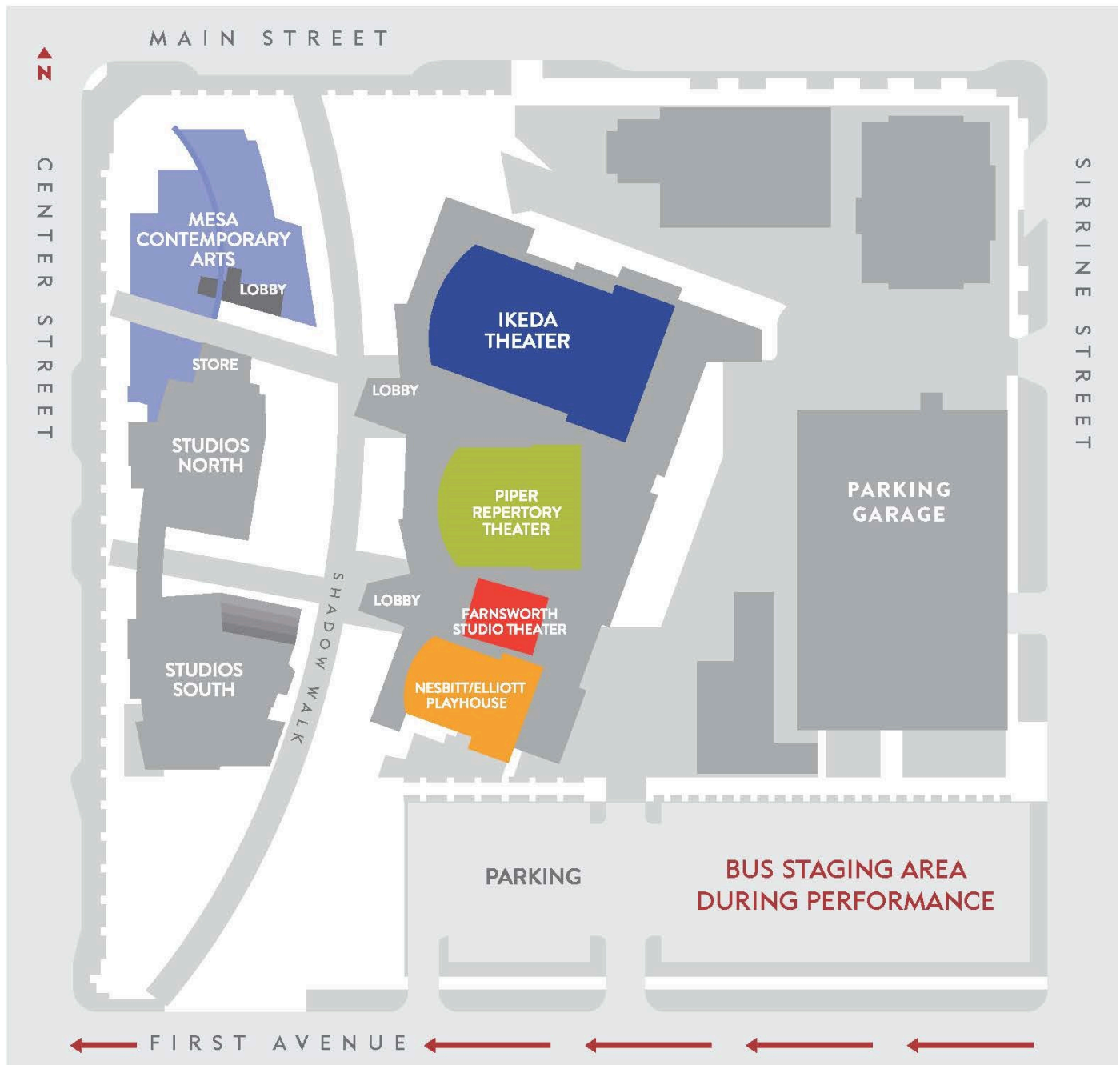
POSTCARD ACTIVITY

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BUS PARKING MAP



MESA ARTS CENTER



STEPS TO UNLOAD

- 1 Enter the drop off area by coming in westbound on 1st Avenue.
- 2 Pull up to the curb marked with cones and wait until notified to unload passengers.
- 3 Await parking direction from MAC security

STEPS TO PICK UP

- 1 Passengers will exit the theater and meet buses in the bus parking lot area.
- 2 Wait for clearance to depart.



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SHARE YOUR EXPERIENCE!

We'd love to hear your students' response to our shows.

We especially appreciate pictures and letters!

THANK YOU!

Questions? Please contact Engagement at:

P 480-644-6540 | F 480-644-6503

engagement@mesaartscenter.com