



**Curriculum Guide 2010-2011**

***Alexander, Who's Not Not  
Not Not Not Not  
Going to Move***



**A Musical**

**Based on the book by JUDITH VIORST  
Book and Lyrics by JUDITH VIORST  
Music by SHELLY MARKHAM**

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### **A Letter from the Director of Education**

“All the world’s a stage,” William Shakespeare tells us”and all the men and women merely players.” I invite you and your class to join us on the world of **our** stage, where we not only rehearse and perform, but research, learn, teach, compare, contrast, analyze, critique, experiment, solve problems and work as a team to expand our horizons.

We’re “Shakin’ It Up” at Orlando Shakes, with new Lesson Plans designed to assist teachers with curriculum needs while sharing what is unique and magical about the Theater Arts. We’ve designed our Curriculum Guides with Sunshine State Standards in mind. You’ll find a first section which will help you prepare your students for the theatrical experience, a second section suggesting what to watch and listen for during the performance, and lastly, discussion questions and lesson plans to use when you are back in your classroom, to help your students connect what they’ve learned to their lives and your diverse and demanding curriculum.



I believe that as an Educator it is imperative that I continue learning as I teach and teaching as I learn. It is my sincere hope that you will find our Curriculum Guides helpful to you and eye opening for your students. Feel free to contact us at Orlando Shakes should you have any questions or suggestions on how we can better serve you. We are always learning from you.

Thank you for the tremendous work you do each and every day in nurturing our audiences of tomorrow.

Curtain Up!!

Anne Hering  
Director of Education

## Meet the Characters

**Alexander**

**Nick**

**Anthony**

**Mother**

**Father**

**Paul**

**Audrey**

**Swoozie, the Dog**

**Albert**

**The Rooney Sisters**

**Mrs. Baldwin**

**Mr. Rooney**

**Seymour the Cleaners**

**Mr. Friendly**

**Moving Men**

**Mrs. Oberdorfer**

## Synopsis

Judith Viorst with music by Shelly Markham has created a “hilarious and heartrending” (Washington Post) musical based on her classic book, *Alexander, Who’s Not (Do you hear me? I mean it!) Going to Move*. The irrepressible Alexander now faces moving – as he puts it – “a thousand miles away” for his Dad’s new job. Everyone is packing, but NOT Alexander, who can’t bear the thought of leaving his best friend Paul...his tree house...his soccer team...his babysitter and everything else he considers home. Alexander tries, without luck to find a new home with his neighbors, friends and even a tent. He tries hiding in a Santa Suit and a pickle barrel! His brothers tease him and call him “immature” and his Mom encourages him to say a last goodbye to all his special people which results in lots of goodbye kisses (‘Yuck!) and some special presents (“Yay!”).

Alexander works through his feelings of being sad and mad about moving (helped by his Dad’s promise of a dog of his own) and realizes that the important parts of Home are not left behind.

## About the Author and Playwright – Judith Viorst

Judith Viorst is the author of several works of fiction and non-fiction for children as well as adults. *Alexander and the Terrible, Horrible, No Good, Very Bad Day* sold over two million copies and was made into a successful musical that is performed around the country. She also collaborated with Shelly Markham to create the musical: *Alexander, Who's Not Not Not Not Not Not Going to Move*, that was first produced at the Kennedy Center for the Performing Arts. She resides in Washington with her husband, Milton, a political writer. They have three grown sons – Anthony, Nicholas, and of course, Alexander (who does community-development lending for a bank).

## About the Composer – Shelly Markham

Shelly Markham has written hit musicals in New York and Los Angeles and has written many scores and special musical material for television, including *Friends*, *The Nanny*, and *Touched By an Angel*. About writing music for young audiences, he says, “A good song should work for any age. And kids are a tough barometer. They truly let you know. And that’s a good thing.”

## Pre-show Discussion Questions

Before attending the show, take time with your class to read Judith Viorst’s **Alexander, Who’s Not (*Do you hear me? I mean it!*) Going to Move**. You may also read the others in the Alexander series, like, **Alexander and the Terrible, Horrible, No Good, Very Bad Day** and **Alexander, Who Used to Be Rich Last Sunday**. These books are funny and fun to read and will generate discussions with the class about the themes to look for in the play. It will also be an excellent opportunity to talk about Live Theatre and review the tips for audience behavior.

1. Alexander is upset about moving “a thousand miles” away from home. Have you ever moved? How far? How did you feel about it? What did you miss about your old home? What do you like about your new home?
2. Alexander’s brother Anthony says that Alexander is being “immature”. What do you think that means? Do you agree or disagree with Anthony?
3. What helps Alexander agree to start packing? What is a special present someone has given you that makes you think of them? Like the baseball cap that Paul gives to Alexander?
4. The author, Judith Viorst, decided to make a musical play of her book. Can you think of another book you’ve read that has been made into a musical play or movie?

## Theater is a Team Sport (“Who Does What?”)

The **Playwright** writes the script. Sometimes it is from an original idea and sometimes it is adapted from a book or story. The Playwright decides what the characters say, and gives the Designers guidelines on how the play should look.

The **Director** creates the vision for the production and works closely with the actors, costume, set and lighting designers to make sure everyone tells the same story.

The **Actors** use their bodies and voices to bring the author’s words and the director’s ideas to life on the stage.

The **Designers** imagine and create the lights, scenery, props, costumes and sound that will compliment and complete the director’s vision.

The **Stage Manager** assists the director during rehearsals by recording their instructions and making sure the actors and designers understand these ideas. The Stage Manager then runs the show during each performance by calling cues for lights and sound, as well as entrances and exits.

The **Shop and Stage Crew** builds the set, props and costume according to the designer’s plans. The Stage Crew sets the stage with props and furniture, assists the actors with costume changes and operates sound, lighting and stage machinery during each performance.

The **Front of House Staff** welcomes you to the theater, takes your tickets, helps you find your seat and answers any question you may have on the day of performance.

## The Actor/Audience Relationship

The Audience is the reason Live Theater exists. At Orlando Shakes, we cherish the Actor/Audience relationship, the unique give and take that exists during a performance which makes the audience an ACTIVE participant in the event. The actors see the audience just as the audience sees the actors, and every, laugh, snuffle, chuckle and gasp the audience makes effects the way the actor plays his next moment. We want you to be engaged, and to live the story with us!



There are certain Conventions of the Theatrical Event. Like, when the lights go down you know that the show is about to start, and that the audience isn’t encouraged to come and go during a performance. Here are some other tips to help you and your classmates be top notch audience members:

- Please make sure to turn off your cell phones. And NO TEXTING!
- Please stay in your seat. Try to use the restroom before you take your seat and stay in your seat unless there is an emergency.
- Please do not eat or drink in the theater.

# Post-Performance – Reflect, Connect, Expand

## Discussion Questions

*Asking questions that lead children up the “thinking ladder”.*

Use the following pattern in asking questions:

1. Ask OPEN questions to encourage and engage children.
2. Ask FOCUSED questions to elicit and organize specific information
3. Ask CONNECTING questions to help children learn to see the relationships between events, characters and ideas.
4. Ask broad questions to help children GENERALIZE/ learn to draw conclusions.

### **OPEN question examples:**

- \*What did you notice at the play today....Anything at all... What did you see?
- \*What struck you?
- \*What impressed you?
- (Accept, record and read all responses on the board, chart or overhead for all to see.)

### **FOCUSED questions:** (questions that probe childrens’ insights)

- \*What was Alexander angry/sad about? (Leaving his town.)
- \*What did his brothers think of his behavior? (He was immature.)
- \*How did Alexander think he could solve his problem? (By hiding out and staying with others in his neighborhood.)

### **ANALYZING/CONNECTING questions:**

- \*What did Alexander learn as he “tested” his different plans?
- List the different places Alexander tries to hide and have the students explain what happens in each attempt:
  - Mr. Seymour’s dry cleaning business
  - Mr. Friendly’s market
  - The Baldwins’ home with their dog
  - The Rooneys’ home with their girls
  - The Orberdorfers’ home where he has gotten good Halloween treats
  - In a tent by himself
- \*What did Alexander do that helped him cope with this change? (He spoke out about his feelings and said goodbye to special people and places.)

**SYNTHESIZING /GENERALIZING questions:**

- What does this tell us about Alexander’s situation and about life in general?  
(Responses will show that the people and places that were familiar and kind to Alexander had their own lives that center around their own priorities and they do not consider Alexander or his wants or desires to be at the center of their worlds.)
- Does change happen? (yes)
- Is change difficult? (yes)
- Is being angry/sad about change normal? (yes)
- So what did Alexander (and we, the audience) learn?
  - Talking and writing about difficult changes can help a person get used to the idea of change.
  - Saying goodbye to the important places and special people and having things to look forward to in the new place (a dog of your own) helps to make the transition easier.
  - Being “home” means being with the people who love you.



**Sunshine State Standards fulfilled through the enclosed activities and attending Orlando Shakespeare Theater's production of:**

***Alexander Who's Not Not  
Not Not Not Not  
Going to Move***

The Student will:

- Communicate with others, sharing ideas about characterization and plot development within a dramatic play. (TH.A.2.1)
- Analyze, criticize, and construct meaning from formal theater. (TH.D.1.1)
- Understand the relationships among scenery, properties, lighting, sound, costumes and make-up in dramatic scenes in formal production; uses theater terms when evaluating performance. (TH.A.3.2)
- Understand theater as a social function and theater etiquette as the responsibility of the audience: understands the importance of telling stories through media such as stage, movie and television. (TH.E.1.1)
- Retell the main events (e.g., beginning, middle, end) in a story. (LA.1.2.1.2)
- Respond to various literary selections identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection) and text to text. (LA.1.2.1.5)
- Determine the correct meaning of words in context. (LA.3.1.6.9)
- Use geometric models to demonstrate the relationships between wholes and their parts as a foundation to fractions. (MA.2.G.5.1)
- Use thematic maps, tables, charts, graphs, and photos to analyze geographic information. (SS.3.G.1.1)
- Use maps to identify different types of scale to measure distances between two places. (SS.3.G.1.6)
- Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean. (SS.3.G.2.5)
- Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area. (SS.3.G.2.6)
- Infer based on observations. (SC3.N.1.6)
- Understand and apply media, techniques and processes. (VAA.1.1)

- Create a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.(VAB1.1)

#### Big Idea 14: Standard 8

All plants and animals, including humans, are alike in some ways and different in others. All plants and animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce. Humans can better understand the natural world through careful observations. (SC1.L.14.1)

## **ALEXANDER’S APPS**

This section is a guide to fun, educational activities related to the themes in *Alexander, Who’s Not Not Not Not Not Not Going to Move* and how they apply to the Sunshine State Standards.

(In the original artwork for the Alexander books, artist Ray Cruz used a technique called cross-hatching, where intersecting lines overlap. In a similar way, these activities cross applications of learning. For example: Get Packing! Combines geometry and language arts.)

# Alexander's Apps for Language Arts and Math

## GET PACKING!!!

(LA1.2.1.5/MA2G.5.1)



**Prep Time: 10 min**

**Activity Time: 45 min**

**Supplies: Copy picture, crayons, scissors, and glue.**

**Directions: In the beginning of the play, Alexander is refusing to pack his prized possessions: baseball mitt, cowboy boots, “I Love Dinosaurs” sweatshirt, compass and stuffed pig. Which 5 Favorite Things would you take if you were moving or going on a trip?**

**Activity:**

**Step 1. Make a list of your 5 Favorite Things You Would Pack and Why.**

**Step 2. Label each of the 5 Shapes (inside the outline) with a word or picture of one of your favorite things.**

**Step 3. For fun identify the geometric shapes by name.**

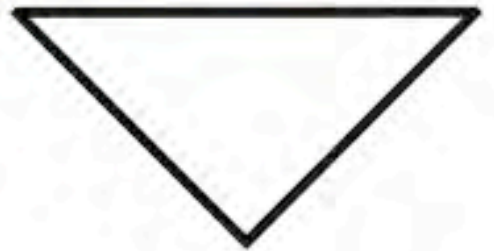
**Step 4. Cut out each Shape.**

**Step 5. Arrange Shapes to Fit in the Suitcase and glue them in the suitcase.**

# GET PACKING!



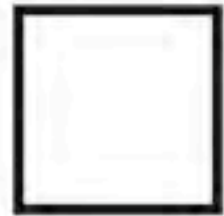
1. \_\_\_\_\_



2. \_\_\_\_\_

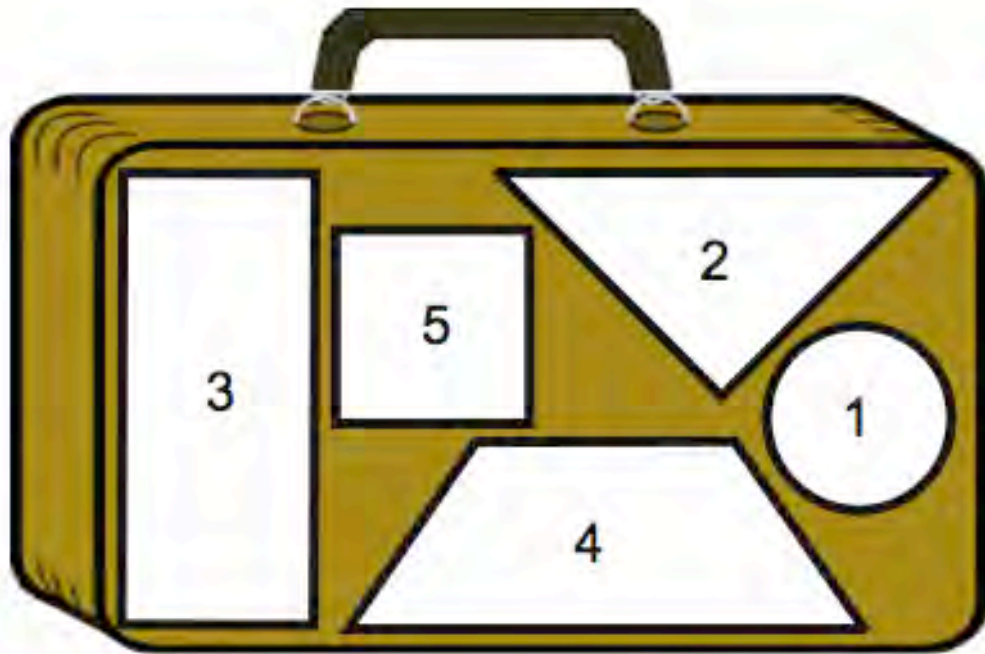


3. \_\_\_\_\_



4. \_\_\_\_\_

5. \_\_\_\_\_



Solution

**Other Solutions May Work Too!  
Whatever Fits is Perfect!**

# Alexander's Apps for Geography and Social Studies

## 1000-MILE MAP

(SS3.G.1.6/SS3.G.1.2.5/SS3.6.2.6)



**Prep Time: 20 min**

**Activity Time: 1 hour one day and 30-45 minutes the next day.**

**Supplies: Map of North and South America, yarn and push pins**

**Directions: Alexander's Dad's new job requires them to move "1000 miles" away. If you had to move 1000 miles away, where might you live?**

**In table teams, we are going to learn about places 1000 miles away from us. How would life be different there? What would you need to live there? What would be one thing you would be concerned about? What's one thing you would be excited about?**

**Step 1: Have each table cut a piece of yarn to represent 1000 miles to fit the scale of your map. (For example if 1in. represents 100 miles, the yarn would be cut 10in. long.)**

**Step 2: Each table chooses a direction to move: North, South, East, West, or a combination, NW, etc. Then (using different color push pins for each table team) let the team come up and find a city 1000 miles from home in the direction they've chosen.**

**Teacher's Note: Examples of 1000 miles from Orlando:**

**\*North-Buffalo, New York**

**\*North West-Tulsa, Oklahoma**

**\*West-Brownsville, Texas**

**\*South East-Santa Domingo, Dominican Republic)**

**Step 3: Working as a team, have each table research answers to these questions. (This can be assigned as homework.)**

- 1. What does it look like in our new city?**
- 2. Will we need different types of clothes here?**
- 3. What's the weather like?**
- 4. Is the city in a different time zone?**
- 5. What are the local landmarks or nearby attractions?**
- 6. Do the people living there speak in a different accent or language?**
- 7. Are there any special holidays or customs that will be new to us?**
- 8. Are there different types of food eaten there?**

**Step 4: Have teams each get up in front of the class to show on the map where their city is and share some interesting facts about it!**

**This activity can also be adapted to be about places where students have moved from or where relatives live.**

# ALEXANDER'S APPS FOR SCIENCE AND VISUAL ARTS

## HOME SWEET HABITAT (SC3N.1.6/SC1.L14.1/VAA1.1/VAB1.1)

**Prep Time: 15 min**

**Activity Time: 45 min**

**Supplies Needed: Copy Worksheet, Crayons or Colored Pencils**



Directions: Alexander learns that being “home” means being with people who love you. It doesn’t matter which house or building you’re in. Alexander’s Mom and Dad sing: “Where supper’s waiting and your name is known; where they’ll listen to your story, where they’ll always take you in. And we call it home.”

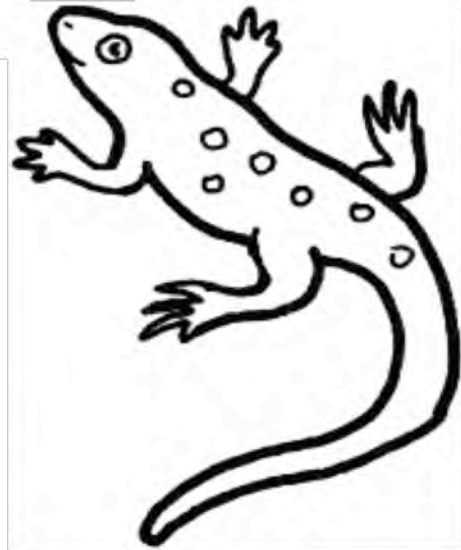
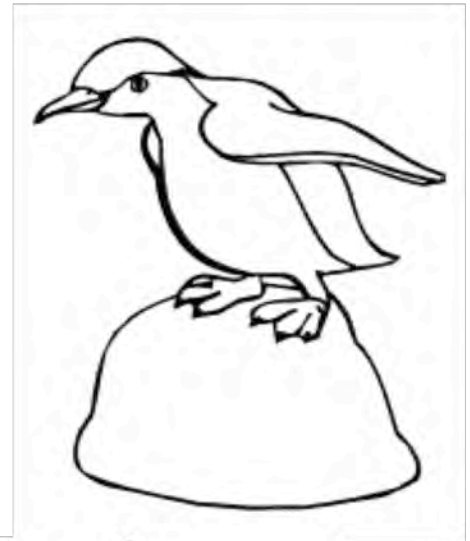
Habitat, however, is a plant or animal’s home and has specific qualities essential to survival.

Step 1: Ask the difference between a home for people and a habitat for animals. Discuss the characteristics of the four environments: the ocean, a forest, the desert and the arctic.

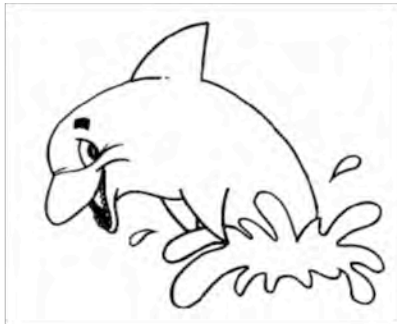
Step 2: Have students color and add details to the animal and Alexander pictures on the following page.

Step 3: Draw an environment for Alexander and each of the animals and cut and paste the picture into the correct environment.





Cut out and paste these smaller versions for your Home Sweet Habitat drawings



*Ocean*

**FOREST**

**Alexander's Home**

**Desert**

**Arctic**