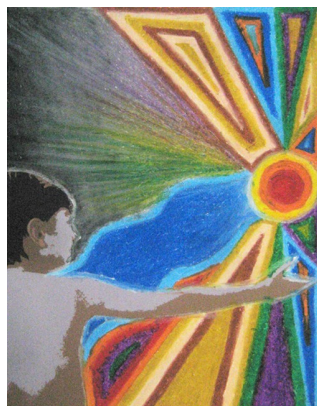




Childsplay's
360° Theatre Resources for:

The Giver

By Eric Coble
Adapted from the
book by Lois Lowry



Directed by Andrés Alcalá

Scenic Design by Jim Luther

Costume Design by D. Daniel Hollingshead

Lighting Design by Jennifer Setlow

Sound Design by Christopher Neumeyer

Projection Design by Boyd Branch

Stage Manager: Samantha Monson

The Cast

Father. Louis Farber
Mother. Debra K. Stevens
Lily. Michelle Cuneen
Jonas. Adrian Hernandez
Asher. Cullen Law
Fiona/Rosemary. Kaleen Newman
The Giver. Dwayne Hartford

October 21- November 11, 2012
Tempe Center for the Arts, Studio
Recommended for AGES 9 and up
www.childsplayaz.org

This production is supported in part by
The National Endowment for the Arts



Themes/Curricular Ties:

Page to Stage • Conformity • Individuality • Responsibility to Society • Ethics • Family Relationships • Memories • Coming of Age • Feelings and Emotions • Individual vs. Society • Community • Fear • Utopia vs. Dystopia • Importance of Remembering History • Precise Language • The Hero's Journey • Governance & Social Structure

About *The Giver* and Your Theatre Experience

BROUGHT TO YOU BY



The Story:

Jonas lives in a utopia - a community where individuality is discouraged, and feelings like pain and love are nonexistent. It is a colorless world in which "sameness" is highly valued.

One day, Jonas and his best friend, Asher, are playing catch with an apple when Jonas sees a flash of color. Back at home, Father returns with Gabe, a fussy baby who needs to stay with them temporarily.

Sometime later, at the Ceremony of Twelves, The Chief Elder gives Jonas the job assignment of Receiver of Memory and Jonas reports to the Giver who explains that his job is to transmit memories of the Community.

Later, while Jonas looks around the Giver's office, he once again sees a flash. The Giver explains to him that once there were many colors. The Giver then gives him the memory of a rainbow. Jonas feels that everyone should see color and have more choices. The Giver decides it is time to give Jonas a memory of pain: the pain of breaking a bone. That night Jonas realizes no one in his family has ever known real pain or witnessed real beauty.

Back at home, Mother is struggling because Gabe won't sleep. Jonas offers to help and accidentally transmits the memory of sailing which comforts Gabe and he sleeps soundly.

The next day, at the Giver's office Jonas takes on some horribly painful memories. To comfort him, The Giver conveys a memory of love, family and celebration. Jonas is distressed that no one in his family understands what it means to love. During dinner that night, Father says he is apprehensive because he must perform a "release" procedure on a newly born twin.

Jonas asks the Giver about "release." The Giver explains that ten years ago he trained a Receiver who became extremely unhappy and was approved for release. When she left, the entire Community suffered because the memories came back and overwhelmed them. The Giver tells Jonas that he may not apply for release but he can watch. Jonas' views are changed forever.

When Jonas arrives home, Father tells him that Gabe will be released the next morning. Jonas makes the decision to save Gabe and regain power over his own destiny.



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In addition to our weekend public performances, we also offer three theatre experiences for our school audiences: Field Trips, School Tours and Artist in Residence Programs. Field trip performances, where students come to the theater and see a production, can be booked by contacting Beth Olson at 480-921-5757. School Tour Performances, where we come to your school or other location and perform, can be booked by contacting Jaime Fox at 480-921-5751. Artist in Residence Programs, where students do theatre activities in the classroom, can be individually designed to meet the needs of your school or can be based on one of our many existing formats (page to stage, creating original work, use of drama to teach curriculum, professional development for teachers), can be booked by contacting Korbi Adams at 480-921-5745.



Our Home:

The Sybil B. Harrington Campus of Imagination and Wonder at Mitchell Park (formerly Mitchell School) is where you'll find our administrative offices, costume shop, prop shop, rehearsal spaces, and Academy classrooms. We love to hear from our audiences. Send your letters and reviews to:

Address: 900 S. Mitchell, Tempe, AZ 85281

Phone: 480-921-5700

Email: info@childsplayaz.org **Web:** www.childsplayaz.org

Facebook: www.facebook.com/childsplayaz

To help enrich and extend your theatre experience, check out the 360° Theatre Resource Center on our website!

We perform at the Tempe Center for the Arts
700 W. Rio Salado Parkway
Tempe, AZ 85281

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- Use the restroom before seeing the show as we do not have intermission during our school performances.
- Stay seated during the performance.
- Be respectful to the performers and other people in the audience by not talking during the performance. Remember, the actors can see and hear the audience just like the audience can see and hear them.
- Appropriate responses such as applause or laughter are always welcome.
- Food, candy, gum and beverages will not be allowed in the theater/during the performance.
- Use of cell phones (including text messaging), cameras or any other recording device is not allowed in the theatre/during the performance at any time.
- Following the performance (time permitting) there will be a brief question/answer session where audience members will have an opportunity to ask the actors questions about the production.



The Giver: A Banned Book

The Giver by Lois Lowry won the Newbery Medal in 1994 yet the American Library Association lists the trilogy of *The Giver*, *Gathering Blue*, and *Messenger* among the most frequently challenged books of the 1990's. Here are some examples of reasons people wanted *The Giver* banned:

- *The Giver* was challenged in 1995 by a parent in Franklin County, Kansas, on the grounds that it is "concerned with murder, suicide, and the degradation of motherhood and adolescence." The book was removed from elementary libraries but remained available for classroom use at teachers' discretion.
- In Johnson County, Missouri, complainants charged that *The Giver* desensitized children to euthanasia and asked that the book "not be read in class to children under high school age." The book remains in the high school section of the K-12 library.
- A parent in Sidney, New York publicly objected to the novel's "usage of mind control, selective breeding, and the elimination of the old and young alike when they are weak, feeble and of no more use..." but did not file a formal complaint.
- Somewhere in Oklahoma (no city given), a parent objected to the novel's use of terms such as "clairvoyance," "transcendent," and "guided imagery," because these are "all occult New Age practices the Bible tells us to avoid." The review committee voted unanimously to retain the book but prohibited it from being read aloud in fourth grade. The committee also recommended that immature readers be discouraged from reading it, and that the librarian should make fewer copies available.

-From www.parentheticalviews.com

What do you think?

What are your feelings on banning books? Does knowing a book is banned affect your decision to read it or not? Having read *The Giver*, do you agree with any of the reasons for banning it?

"There are worse crimes than burning books.
One of them is not reading them."
--Joseph Alexandrovitch Brodsky

The Production Elements:

It takes a whole team of people to bring a play to life. For *The Giver*, the director worked closely with the design team to create the world of the play. *The Giver* takes place in a colorless, controlled environment where people are being watched and monitored at all times. Since the story involves several locations, the scenic designer chose an open, flexible space with various levels. The panels that create the back wall are



Preliminary costume design renderings for *The Giver* by D. Daniel Hollingshead

also used for video projections. Video is used throughout the performance (both recorded and real time). Certain characters appear in video and at times video is used to give the illusion of seeing into a room or as an extension of a location. The palette of the set and costumes consists mostly of different shades of grey. The costume designer created a uniform look for the character's clothing that suggests they are from a world where conformity is the norm.



Scenic design 3D model by Jim Luther



A sneak peek at Childsplay's production of:

The Giver

By Eric Coble
Adapted from the book
by Lois Lowry



October 21- November 11, 2012
Tempe Center for the Arts, Studio
Recommended for AGES 9 and up

The Story:

Lois Lowry's Newbery-winning novel, beloved by kids and teachers for years, finally comes to life on stage! Jonas lives in a perfect world - a world without war, fear or pain. All of the world's problems have been eliminated - including making choices or feeling emotion. But when Jonas turns 12 he is selected to receive special training from The Giver. Soon, a new world opens up to him - exposing harsh truths about his society. In this moving adaptation, audiences will discover what it means to grow up and take charge of their own future.

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Questions to ask before seeing the production:

- 1) How do you think the production will be different from the book? What are some of your favorite moments (like the reveal of the apple) and how do you think they will be portrayed in the production?
- 2) What is a utopia? Why would a utopia be a place you'd want to (or not) live? What is a dystopia? What issues found in our society today, if left unchecked, could cause a dystopian society?
- 3) How do your memories help shape who you are? Who is the keeper of memories in your family?

Questions to ask after seeing the production:

- 1) What are some examples of choices that the directors and designers made (staging, video, etc.) to help tell the story? What would you have done differently?
- 2) What do you think our society will look like 50 or 100 years from now?
- 3) Jonas is given permission to lie. Is it ever acceptable to lie?
- 4) What do you think happens to Jonas and Gabriel?

Interesting Internet Links:

www.loislowry.com
-author Lois Lowry's website
www.utopiaanddystopia.com
-explanation of utopia/dystopia with links to fiction
www.colormatters.com
-info about colors, how we see them and what they mean

Books to Check Out:

The Giver Quartet (The Giver, Gathering Blue, Messenger, Son) by Lois Lowry
The Book of Lies by James Moloney
Memories of Summer by Ruth White
The Loud Silence of Francine Green by Karen Cushman
The Dunderheads by Paul Fleischman
Uglies by Scott Westerfeld
The Wednesday Wars by Gary D. Schmidt

Quick Activities Connected to Arizona Common Core Standards

5 Minute Activity

Play the observation and memory game "Change 3." Divide into pairs. Stand facing your partner observing them in detail for one minute. Turn your back to your partner. Without talking, secretly change 3 things about your appearance (take off glasses, cuff a pant leg, etc.). At the same time, turn and face your partner and see if you can identify the changes they made.
Theatre; Gr 4-8, Str 1, Conc 2, PO 104:
Describe or illustrate recalled sensory experiences.

15 Minute Activity

Think about some of the locations in *The Giver* (the family home, the nurturing center, school and playground, the Giver's home, etc.)
Using your imagination, create a simple map of the community including all the locations from the play. What other places can you add that may be necessary?
Social Studies; Gr 5, Str 4 Geography, Conc 1, PO 6: Construct maps, charts, and graphs to display geographic information.

30 Minute Activity

Divide into groups of five or six and with your team, create your own "Committee of Elders." Come up with a vision statement for the community you govern. Identify at least three problems in today's society that you would like to change and develop a set of rules for your new society that will help eliminate or reduce these problems. Share with the rest of the class.
Writing for Literacy in Social Studies; Gr 6-8, #4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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*Prepared with the help of Tim Wadham,
author and librarian

The Giver Quartet by Lois Lowry

The Giver
Gathering Blue
Messenger
Son

Individuality

The Gooney Bird Greene books by Lois Lowry:

Gooney Bird Greene
Gooney Bird and the Room Mother
Gooney the Fabulous
Gooney Bird is So Absurd
Gooney on the Map

The Dunderheads by Paul Fleischman
The Dunderheads Behind Bars by Paul Fleischman
Jake and Lily by Jerry Spinelli

Utopia vs. Dystopia

The Hunger Games by Suzanne Collins
Matched by Ally Condie
Article 5 by Kristin Simmons
Uglies by Scott Westerfeld

Responsibility to Society

True Green Kids: 100 Things You Can Do to Save the Planet by Kim McKay

Other books by Lois Lowry

Number the Stars
Bless this Mouse
The Birthday Ball
Like the Willow Tree
Crow Call
The Willoughbys
Gossamer
Silent Boy
A Summer to Die

Conformity

The Loud Silence of Francine Green by Karen Cushman
A Wrinkle in Time by Madeleine L'Engle

Family Relationships

The Austin Family books (series) by Madeleine L'Engle
Knucklehead by Jon Scieszka
Smiles to Go by Jerry Spinelli
Don't Tell the Girls: A Family Memoir by Patricia Reilly Giff

Coming of Age

All the Right Stuff by Walter Dean Myers
Ninth Ward by Jewell Parker Rhodes
The Water Seeker by Kimberly Willis Holt
Every Soul a Star by Wendy Mass
The Wednesday Wars by Gary D. Schmidt

Memories

Dead End in Norvelt by Jack Gantos
The Book of Lies by James Moloney
Memories of Summer by Ruth White
Looking Back: A Book of Memories by Lois Lowry
Sun and Spoon by Kevin Henkes

Individual vs. Society

Breaking Stalin's Nose by Eugene Yelchin

Interesting Internet Links:

www.loislowry.com
-author Lois Lowry's website

www.utopiaanddystopia.com
-explanation of utopia/dystopia with links to fiction

www.colormatters.com
-info about colors, how we see them and what they mean

www.discoveryeducation.com/teachers/free-lesson-plans/brain-power.cfm
-interesting lesson plan about brain power and short term memory





5 Minute Activities:

1) Play the observation and memory game "Change 3." Divide into pairs. Stand facing your partner observing them in detail for one minute. Turn your back to your partner. Without talking, secretly change 3 things about your appearance (take off glasses, cuff a pant leg, etc.). At the same time, turn and face your partner and see if you can identify the changes they made. Was this activity easy or difficult for you? Why?

Theatre: (S1.C2.PO104) Describe or illustrate recalled sensory experiences.

2) In *The Giver*, families are limited to having only 2 children in order to control population growth and prevent a lack of food for The Community. If the current population of adult couples is 500 and each family has 2 children (with equal numbers of males and females), what would the population be after 100 years, considering the youth grow to have their own 2 children at the end of every 20 years? Now refigure the numbers considering that 10% of the population is "released" at the end of every 10 years?

Mathematics: (5.MP.1) Make sense of problems and persevere in solving them.

3) Sameness or conformity is a theme in the play. Without talking, form a group with people who have the same eye color as you. Try it again but this time get into a group with the same hair color as you. Now, group yourselves together with people who you feel are the same as you. Talk about why you chose the group you did. What are some other ways people can be "grouped?" How would it feel to be part of a community where everyone was the same?

Social Studies: Grade 7 (S2.C9.PO3) Analyze how world events affect the social climate of the world

Social Studies: Grade 6 (S4.C4.PO5) Identify cultural norms that influence different social activities

15 Minute Activities:

1) Think about some of the locations in *The Giver* (the family home, the nurturing center, school and playground, the Giver's home, etc.) Using your imagination, create a simple map of the community including all the locations from the play. What other places can you add that may be necessary?

Social Studies: Grade 5 (S4.C1.PO6) Construct maps, charts, and graphs to display geographic information.

2) This is a great cinquain activity from www.brighthubeducation.com. A cinquain is a five-line poem (doesn't have to rhyme) that focuses on one subject. Choosing a character from the play, write a cinquain using the following guidelines (examples are in parenthesis):

Line 1: Write the character's name (Jonas)

Line 2: Write two character traits that describe the character as a whole (kind, independent)

Line 3: Write three verbs that describe the character's actions (questions, feels, receives)

Line 4: Write a four word phrase that gives the writer's opinion about the character (he see things clearly)

Line 5: Write a noun that is another name or word for the character (protector)

For an example of a character cinquain and other character trait ideas go to www.brighthubeducation.com/middle-school-english-lessons/78333-character-trait-description-types-of-characters-examples

English Language: (6.W.3d) Uses precise words and sensory language to convey experiences and events.

3) Town hall style debate: "In a perfect world, everyone would be equal and the same." Divide the class into two groups. One group is in favor of the statement, the other is against it. Take five minutes to discuss your group's platform and then have a five minute debate in which people are allowed to speak for 30 seconds about their stance. Which group had the stronger argument? Did you agree with the stance your group was assigned?

English Language: (5.RI.6) Analyze multiple accounts of the same topic, noting differences and similarities in the point of view they represent.

30

Minute Activities:

1) Divide into groups of five or six and with your team, create your own “Committee of Elders.” Come up with a vision statement for the community you govern. Identify at least three problems in today’s society that you would like to change and develop a set of rules for your new society that will help eliminate or reduce these problems. Share with the rest of the class.

Writing for Literacy in Social Studies: (6-8.WHST.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

2) Talk about the meaning of the word utopia. Are there utopias that exist in our world? If you could design your own personal utopia, what would it be like? Write a description of your vision of utopia and include details about climate, politics, society, food, work vs. leisure, home life, etc.

Writing for Literacy in Social Studies: (6-8.WHST.1b) Support claims with logical reasoning and evidence that demonstrates an understanding of the topic.

3) Can you imagine living in a world without color? What would you miss the most? You’ll need several sheets of colored paper. Talk about the word “connotation.” Break into groups and give each group a different piece of colored construction paper. Each group should then spend a few minutes writing about what they associate the color with or what the color means to them. Swap papers and repeat the exercise until each group has had a turn with each color. Take turns sharing some of the color connotations with the class.

Visual Arts (S2.C1.PO202) Discuss how art is used to communicate ideas and emotions.

4) As a class, come up with a list of 10-20 jobs. Individually write at least five phrases that describe your strengths and weaknesses. Anonymously, read each list aloud and as a class decide which job should be assigned to each person (a job can be assigned to more than one person). Reveal who was chosen for each job and then discuss reactions to the job assignments. Write a response about how you would feel if that job were chosen for you, as well as whether you could see yourself choosing that job on your own.

Writing for Literacy in Social Studies: (6-8.WHST.1b) Support claims with logical reasoning and evidence that demonstrates an understanding of the topic.

Journal Writing Prompts:

-Describe in detail one of your best memories and one of your most painful memories. Would you give up your most painful memory if it also meant giving up your best memory? Why or why not?

-Are you against or do you support Jonas’s decision to leave his community? Why?

-Write about sameness in your world. How are the people in your school the same? What makes someone stand out as different?

-What do you think are the three most important rules that govern society? What would happen if those rules were taken away?

-In *The Giver* humans with imperfections are “released.” In your opinion, is it ever acceptable to euthanize a living being? Why?

-Write about a career you aspire to have. Write about how you would feel if a career was chosen for you and you didn’t like the choice.





Childsplay's 360° Theatre Resources: *The Giver*
Pre and Post Show Discussion Questions
2012-2013 Season
www.childsplayaz.org

Questions to Ask Before Seeing the Production:

- 1) How do you think the production will be different from the book? What are some of your favorite moments (like the reveal of the apple) and how do you think they will be portrayed in the production?
- 2) Do you believe that an individual should be able to choose whatever job he or she wants or should society choose how each person's skills can contribute to the common good?
- 3) What is a utopia? Why would a utopia be a place you'd want to (or not) live? What is a dystopia? What issues found in our society today, if left unchecked, could cause a dystopian society?
- 4) How do your memories help shape who you are?
- 5) Who is the keeper of memories in your family?
- 6) In *The Giver*, there are rituals associated with growing up. What are examples of rites of passage or rituals connected to growing up in your world?
- 7) When does childhood end?
- 8) If you could choose to live your life without feeling pain (physically or emotionally), would you? Explain your answer.

Questions to Ask After Seeing the Production:

- 1) What do you think our society will look like 50 or 100 years from now?
- 2) In the world of *The Giver*, sameness and conformity are highly valued. What are the benefits of a community in which everything is predictable and planned? What are the dangers?
- 3) Why did the Committee of Elders choose Jonas to be the Receiver of Memory? What qualities did she see in him?
- 4) How does the community utilize The Receiver's collection of memories? How do we use history to make decisions about what happens in our lives and the world today?
- 5) Jonas is given permission to lie. Is it ever acceptable to lie?
- 6) Is Jonas a hero? Why or why not?
- 7) What do you think happens to Jonas and Gabriel?
- 8) What are the benefits that elders bring to Jonas' society? What are the benefits that elders bring to our society today?
- 9) What are all the ways people or creatures are released from our society (let go from a job, euthanizing a pet, expelled from school, death penalty, for example)? Do you agree or disagree with these practices?
- 10) What are some examples of choices that the directors and designers made (staging, video, etc.) to help tell the story? What would you have done differently?
- 11) The "Committee of Elders" has solved many problems for society. What are some problems we have in our society that do not exist in The Community? What are the rules that have been placed upon The Community to help resolve these problems?
- 12) Most members of The Community in *The Giver* cannot see color. What is it in the eye that causes a person to see color? How might the "Committee of Elders" have removed the ability to see color from people's eyes?
- 13) By the end of the play, it is apparent that the downfall of the society created by the "Committee of Elders" may be imminent. What are the causes of this downfall? Think of other great societies or governments that have fallen (ie: The Roman Empire, Communism in Eastern Europe, the Arab Spring). How do these events compare to those in *The Giver*?