

NASHVILLE CHILDREN'S THEATRE

Disney's THE LITTLE MERMAID

November 8-December 23, 2018



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Look for These!

Subject area icons show what curricular topics each activity addresses.



Science



Counseling &
Career Guidance



Theatre



Visual Art



English
Lang Arts

Tennessee State Standards for all activities are on page 12

Mermaids Around the World

Did you know that the idea of a “mermaid” is thousands of years old? Cultures from around the world have very different ideas of what mermaids look like, and even how they act. Disney’s version of Ariel from *The Little Mermaid* is one culture’s conception, but there are many others:

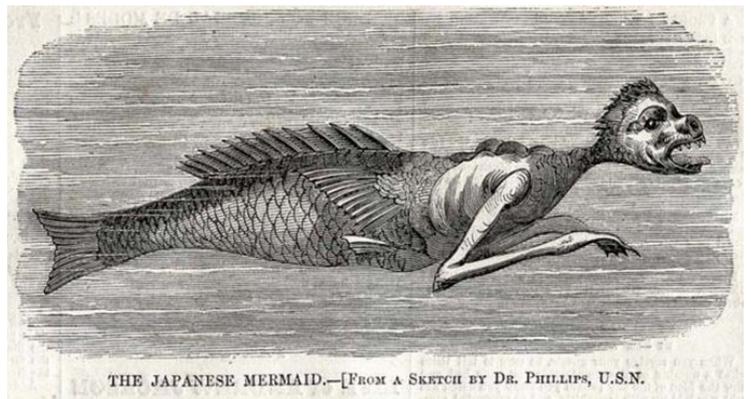


SIREN | GREECE

Sirens were beautiful and dangerous mythological creatures that would lure nearby sailors to their death by singing irresistible songs, causing the men to jump in the water and drown, or crash their ship on the rocky coast of their island. Odysseus resisted the Siren’s call in Homer’s Tale, *The Odyssey*, by latching himself to his ship’s mast.

RUSALKA | RUSSIA

The Rusalka were half human/half fish water nymphs who lived in rivers and marshes – they were the spirits of girls who died terrible deaths. Being spirits, they had translucent skin and used their long hair to entangle and trap their victims. They would lure people to their watery doom.

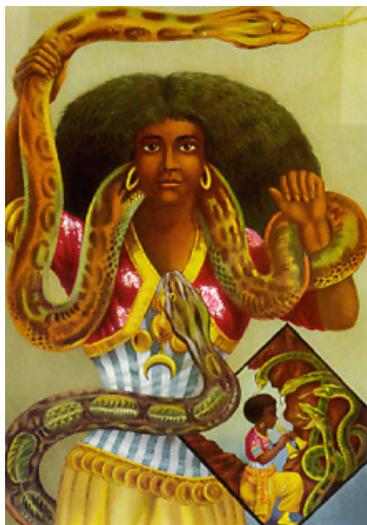


NINGYO | JAPAN

This is a giant fish with a human face and a monkey’s mouth. Eating a Ningyo will bring eternal youth and beauty, but can cause terrible storms to villages if they are caught in nets.

SELKIE | SCOTLAND

Gaelic stories call them “maids of the sea” – an untraditional mermaid, Selkies are actually seals when in the water, but shed their skin when on land. But if the sealskin is lost or stolen, the Selkie can never return to the ocean.



MAMI WATA | AFRICA

This is a celebrated and feared African goddess who appears in disguise as an incredibly beautiful half human/half fish to both her followers and her victims.



MARAKIHAU | NEW ZEALAND

From Maori folklore, the Marakihau are guardians of the sea, and have human heads and long fish bodies. They also have long, tubular tongues (like a frog) that would flick out and destroy canoes.

Mermaid Tales

Activity: Create Your Own Mermaid

After sharing the information on page 1 with your students, have them brainstorm what their version of a mermaid would look like. Ask them to really think outside the box and create something new. What would their version of this creature be called? What characteristics of fish/human/animal would their creature have? Where would they live? What would they eat? What is their demeanor?

K-3



Arts Extension: Have your students create a visual representation of this creature and the environment that it lives in.

3-8



ELA Extension: Have your students write a folktale about their creature. Stories could be about how this creature came to be, or what happened to the person who found this creature for the first time, or the story of one of these creatures and their life as a “mermaid.” Stories should have a beginning, middle, and end.

3-7



Theatre Extension: Have students dramatize their folktales in groups, using their written stories as scene outlines or scripts.

Arts Activity: Twirly Merpeople

K-3



Materials: scissors, glue sticks, colored paper, hole punch, string, markers/crayons/colored pencils, other decorative materials of your choosing

Use the template on page 14 to design your very own twirly merperson! Decorate the merperson using art utensils of your choosing. Add stickers or embellishments if you would like. Cut out the merperson. Take a piece of colored paper and design hair. Cut out the hair and glue it to the back of the head of the mermaid so that the hair is visible from the front. Punch a hole on the top of the merperson and make a loop through the hole with string. Hang your merperson and enjoy its beautiful twirling motion!



Curriculum Connection: Compare & Contrast

K-8



Many students may not know that *The Little Mermaid* was a fairy tale prior to being adapted into the 1989 animated Disney film and the Broadway musical. In this activity, students will have a chance to compare and contrast Hans Christian Andersen’s 1836 story with the musical theatre version and/or the animated Disney film.

You can access an abridged version of the original fairy tale: <http://childhoodreading.com/the-little-mermaid/>
A full version of the fairy tale is available here: http://hca.gilead.org/il/li_merma.html

Discussion questions:

- What does it mean when a story has been “adapted”?
- In what ways did Disney change the original fairy tale written by Hans Christian Andersen? Why do you think they made these changes?
- Compare and contrast the take-home message of the fairy tale vs. the musical theatre version or Disney movie. What messages do we take away from his fairy tale? Do we see a similar message in the other versions?

Your class may choose to guide the discussion with a Venn diagram or create two plot diagrams to compare and contrast the main events. In discussing the main events of the fairy tale in comparison with its adaptations, students could add post-it notes to the diagram with their reactions to those events and vote for their favorite version.

Climate Change: Why it's Hotter Under the Water

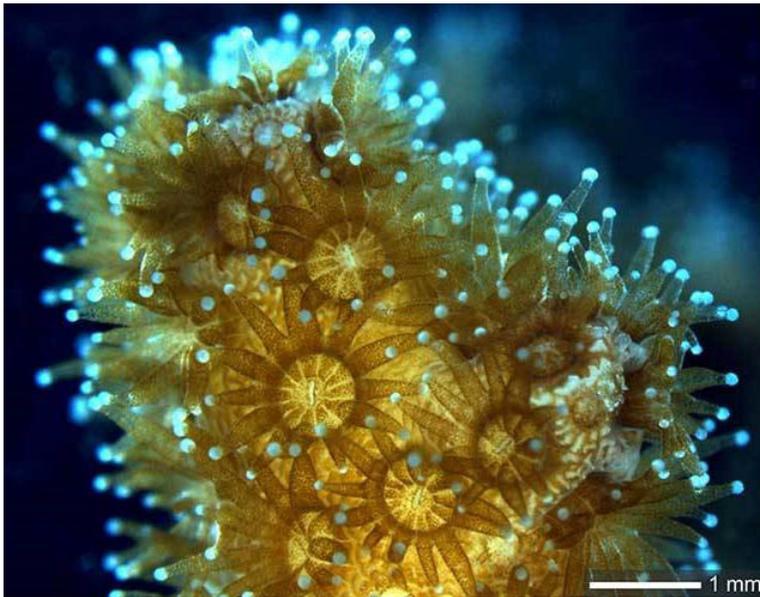
Ariel lives under the sea with her fish friends in what's called a "coral reef." Coral reefs are made up of massive stone-like structures that may look like rocks, but are actually the exoskeletons of small, delicate invertebrates known as "coral." Each structure has hundreds or even thousands of individual coral polyps that suck calcium carbonate from seawater and turn it into hard exoskeletons that protect their soft, sac-like bodies inside. The polyps build on the foundations of their ancestors, so after hundreds and thousands of years, the coral reef structures slowly grow.

Did You Know?

Coral belong to the phylum Cnidaria, which includes jellyfish and anemones.

Reefs are like the cities of the ocean. They provide shelter and food for about 25% of all known marine life species.¹ Most of the world's coastal cities are protected from storms by coral reefs, as they help reduce ocean wave energy before they reach the shore. It is estimated that the damage caused by coastal flooding would be double its current rate if not for coral reefs.²

Coral reefs provide so much, but these amazing ecosystems are now in danger of extinction because of human-made climate change and consequently ocean warming.



Brown dots in a sample of modern coral tissue indicate algae that are creating nutrients through photosynthesis that are passed on to corals.

Did You Know?

Water can absorb heat about 1,000x better than air. About 80-90% of the excess heat created by global warming is being contained and absorbed by our oceans.³ Because of this immense heat absorption, ocean water is getting hotter. Even small increases in ocean temperatures can have drastic effects.

This ocean warming is affecting coral reefs' food source: the algae that gives the coral polyps their nutrients.⁴ Algae are extremely small plant organisms, and all plants are very susceptible to temperature. Ever notice how some plants wilt on a really hot day? Or that some plants die when the seasons change? The algae that live in coral polyps are no different and are dying because of ocean temperatures increasing. Even 1 degree hotter can make a big difference.

¹<https://www.livescience.com/40276-coral-reefs.html>

²<https://phys.org/news/2018-06-coral-reefs.html>

³<https://www.climate.gov/news-features/understanding-climate/climate-change-ocean-heat-content>

⁴<https://www.princeton.edu/news/2016/11/02/when-corals-met-algae-symbiotic-relationship-crucial-reef-survival-dates-triassic>

Coral and algae have a symbiotic relationship where the algae live inside the coral polyp's body and produce food for themselves and the polyp through photosynthesis. The polyps, in turn, provide a home and carbon dioxide for the algae. When the algae in the coral die, there is no way for the coral to receive nutrients so it loses its color. This phenomenon is called "coral bleaching." If the algae are gone for too long, then the coral polyp will starve and die. When all of the polyps die in a coral reef, the coral structures stop growing and replenishing or repairing themselves and become calcium graveyards—eventually being wiped away with the current, or ground into sand by the waves.



This photo shows the progression of coral bleaching of a reef by American Samoa over the course of just one year.



A bleached coral. The white skeleton of the coral is visible when the tissue of the animal loses its color and becomes transparent.



Curriculum Connection: Balloon Demonstration

1-4,
6



Materials: Two balloons, one candle or lighter, safety goggles

Taking care of our oceans is vital to the survival of our planet. If we didn't have our oceans, the temperature of the air around us would be much hotter. You can use the following experiment to demonstrate the amazing heat-absorbing power of water, and then discuss how that relates to the info about coral reefs on these pages.

Fill the first balloon with air and tie it off. This balloon represents the earth without oceans. Hold the heat source, representing the sun, close to the balloon. The balloon will pop almost instantly. This is because the air inside the balloon does not absorb the heat of "the sun" very well. The heat capacity of air is lower than water. Now fill up a balloon with water and tie it off. This balloon represents the earth with its oceans. Hold the heat source close to the balloon. Notice that the balloon does not pop (nor will it), because the water inside the balloon is absorbing the heat and taking it away from the rubber of the balloon.

Explain how the oceans do a very similar thing: they absorb the heat of the sun much better than our air. Ever notice how you can become cooler during a hot summer day by jumping in the pool? It's because the water does a much better job at absorbing the heat than the air, and so it does not get as hot as the air.

After the demonstration, discuss with your students ways we can protect our oceans and planet.

Body Language

In *The Little Mermaid*, Ariel must learn to communicate her thoughts and feelings without her voice. Often, we rely on body language, such as gestures, facial expressions, and posture, to communicate. Do the following exercises with your students to explore nonverbal communication. Afterwards, discuss what it was like communicating without your voice and what made messages successful or challenging.

Arts Activity: Pantomime Telephone

K-8



Form a single-file line facing one direction. Instruct students to remain silent throughout the exercise. Ask the last student in line to come up with an object to pantomime. Ask that same student to tap the person in front of them on the shoulder, have that person turn around, and the person in the back pantomime the object. Once the other student has an idea of what they think the object is, that student will tap the person in front of them and pantomime what they think the object is. Have the previous student sit down after they have given the pantomimed object. Repeat this process until the object reaches the end of the line. Ask the last student to pantomime the object so that the entire class can see. Let the first student who originally came up with the object share what his or her original object was. Repeat, changing the order of the line and who starts the pantomime. To increase the challenge, change the pantomime from an object to a profession and then to a popular story.

Arts Activity: Late for Class Improv Game

4-8



Ask for four volunteers. Assign one volunteer to act as a teacher, another as a student late for class, and the remaining two students as silly classmates. The improv scene is that the student is late for class and his/her silly classmates must pantomime the reason why behind the teacher's back. The student then says the reason to the teacher based on what the classmates are pantomiming. The reason can be as ridiculous as the classmates want! Have the two silly students position themselves behind the teacher, and the student who is late in front of the teacher. The student is to speak as his/her classmates are pantomiming the action. For example: The classmates can pantomime a herd of elephants. The student will thus say to the teacher that he/she was late for class because there was an elephant stampede on the way to school. Encourage the silly students to keep coming up with ridiculous reasons that made their classmate late. Have the actor playing the teacher end the scene. Does he/she believe the student or not? Remind students to follow their classmates' pantomimes as closely as possible instead of making up their own reasons.



Arts Activity: The How-To Show

4-8



Ask for two volunteers. One student will pantomime while the other student narrates. Ask the students to select a "how-to" topic. (Examples: how to make a pizza, how to build a treehouse, how to babysit a dinosaur...be as creative as you would like!) The narrator will host "The How-to Show," which is a show that gives instructions on how to do something. The person pantomiming will only pantomime one step at a time, and the "host" will narrate the steps. For example: the actor may pantomime the action of flipping the pizza dough. The host then may say: "Step 1: Take the pizza dough and throw it in the air." Encourage partners to work together to make sure the instructions match and make sense.

Swim Deeper: The Power of Your Voice

Group Brainstorm:

3-8



Write “Your voice has power” big and colorful on a large piece of paper for all to see with plenty of space for students to write. Give students time to write their responses. What does this phrase mean to them? Discuss what the phrase meant to them and then talk about this prompt:

In *The Little Mermaid*, Ariel’s voice is literally taken away from her. In our world today, do you ever feel you don’t have a voice? How so?

Curriculum Connection: “My Voice” Personal Writing Assignment

3-8



Have students write a creative writing piece that begins with one of the following sentences:

- “This is my voice and this is what I have to say.”
- “I am finding my voice.”
- “My voice has power.”

Let the students be as creative as they would like - his or her piece could take the shape of a poem, song, monologue, etc. Provide students the opportunity to share. Ask students to give their reactions to the exercise and how it made them feel.

Curriculum Connection: Speak Up!

4-8



Discuss groups of people the class feels whose voices may not be heard and discuss the reasons. What can be done to help amplify the voices of the vulnerable or unheard?

Have students in groups or as a class identify a population or subject whose voice isn’t often heard. Examples may include the homeless, abused animals, the environment, etc.

Ask students to brainstorm ways they can help those voices be heard. Talk about different strategies such as social media hashtags, performance art, media, and written word. Have your students identify a project to amplify the voices of the vulnerable. Encourage them to be as creative as possible!

Inspiration Station

It’s not about finding your voice. It’s about giving yourself permission to use your voice.

- Kris Carr, author and cancer survivor

Don’t try to figure out what other people want to hear from you; figure out what you want to say.

- Barbara Kingsolver, novelist

You must strive to find your own voice. Because the longer you wait to begin, the less likely you are to find it at all.

- Dead Poets Society

Find your voice and inspire others to find theirs.

- Stephen Covey, author and educator

I raise up my voice-not so I can shout but so that those without a voice can be heard.

- Malala Yousafzai, activist

Name _____

Scuttle Wordplay #1



Scuttle is known for his silly, mixed-up words and phrases in *The Little Mermaid*. Using context clues and your own knowledge, circle or highlight the words that Scuttle has confused and define them. (For bonus points, give your best reason how/why Scuttle may have created that word.)

SCUTTLE: Clear the runway. I repeat. Clear.... the runway! (Scuttle lands.) Hello, Ariel!

ARIEL: Scuttle, look what I found. (Ariel lifts up a giant serving fork.)

SCUTTLE: More human stuff, eh? Let me see...

FLOUNDER: Can you tell us what it's used for?

SCUTTLE: Wow! This is special. This is rare, ridonkulously rare. And in Sistine condition!

ARIEL: What? What is it?

SCUTTLE: It's a dinglehopper!

ARIEL: A dinglehopper?

SCUTTLE: Oh, these babies are fantabulous... absolutely indispensable. When it comes to dinglehoppers, I'm a regular encyclopoodia!



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Name _____

1-3



Scuttle Wordplay #2

What might Scuttle call the following objects?

Come up with a name for each of the objects and make up its purpose in Scuttle's mind.









Think of other objects and challenge your friends to come up with names and purposes for each!

Before & After the Show: Anticipation Guide

The anticipation guide is a research-based method for activating prior knowledge and encouraging curiosity about a new topic. You can use the paper copy or use it as a guide for class discussion. Students will respond to the statements twice: once before the show and once after the show. Students are encouraged to notice if their responses changed and if/how the musical addressed the themes.

Early Elementary:

K-2  Students can pick a color to represent before and after show opinions. Before the field trip, discuss the statements as a class and model how to fill out the anticipation guide.
Example: Read one of the statements. Ask students to stand up if they agree, and then ask for volunteers to explain why they agree or disagree with the statement.

To further activate prior knowledge, ask students what they already know about *The Little Mermaid*. After class discussion, distribute paper copies of the anticipation guide for students to fill out. After the field trip, students will pick a new color and respond to the statements again. Provide time for students to share whether their responses changed, and what they learned from the field trip.

Questions to guide discussion:

- How did Ariel find her way even after Ursula took her voice? Did Ariel's ideas still matter even when she couldn't say them out loud?
- What was most important to Ariel? In the end, did she choose her family, friends, or both?
- What did Ariel and Prince Eric's families want for them? Was it good for them to find their own way?
- How do people impact ocean systems?



Upper Elementary/Middle:

3-8  Students will fill out the same form before and after the show, indicating with evidence whether they agree or disagree with the statements. Before the show, review the statements as a class and model how to fill out the anticipation guide.

Example: Read one of the statements. Ask students to discuss whether they agree/disagree in groups, and come up with a short explanation of why they made that choice.

To further activate prior knowledge, ask students what they know about *The Little Mermaid* and/or the themes covered in the curriculum guide. After class discussion, distribute paper copies of the anticipation guide for students to fill out. After the field trip, students will respond to the statements again. Provide time for students to share whether their responses changed, and what they learned from the field trip.

Questions to guide discussion:

- Why do you think people have created such varied examples of the same creature (mermaid)? In what ways are mermaid characters like us, and how are they fantasy? Can you think of examples of other stories or characters that are represented in different ways across cultures?
- What does *The Little Mermaid* say about using your voice?
- Why didn't Ariel feel like she belonged in the ocean? What did her family want her to do?
- In what ways can media raise awareness of the impact of human systems on the ocean and climate?

The Little Mermaid

Before
show

After
show

| | |
|--|---|
| ✓ I think it is important for me to use my voice and say what I want to say. |   |
| ✓ Family is more important than anything else. |   |
| ✓ Only grown-ups should make decisions. |   |
| ✓ It is my job to help take care of the ocean. |   |

The Little Mermaid

Before
show

After
show

| | |
|--|---|
| ✓ I think it is important for me to use my voice and say what I want to say. |   |
| ✓ Family is more important than anything else. |   |
| ✓ Only grown-ups should make decisions. |   |
| ✓ It is my job to help take care of the ocean. |   |

The Little Mermaid

| Before | | Statement | After | |
|--------|----------|---|-------|----------|
| Agree | Disagree | | Agree | Disagree |
| | | Family is more important than anything else. Because... | | |
| | | The most important voices are the ones that are speaking the loudest. Because... | | |
| | | I need to follow my own path, even if it isn't what others think I should do. Because... | | |
| | | There is interaction between ocean systems, human actions, and climate. Because... | | |

The Little Mermaid

| Before | | Statement | After | |
|--------|----------|---|-------|----------|
| Agree | Disagree | | Agree | Disagree |
| | | Family is more important than anything else. Because... | | |
| | | The most important voices are the ones that are speaking the loudest. Because... | | |
| | | I need to follow my own path, even if it isn't what others think I should do. Because... | | |
| | | There is interaction between ocean systems, human actions, and climate. Because... | | |

Tennessee State Standards for Activities

Page 2: Mermaid Tales

Create Your Own Mermaid

ART Extension:

ART - K.VA.Cr1.A, 1.VA.R1.A, 2.VA.Cr1.B, 3.VA.Cr1.A

ELA Extension:

ELA - Grades 3-8: W.TTP.3, W.PDW.4

Theatre Extension:

THEATRE - 3.T.P1.A, Grades 3-7: T.P3.A, Grades 3-5: T.Cr1.A, T. Cr2.A, T.Cr2.B

Twirly Merpeople

ART - Grades K-3 VA.Cr2.A

Compare & Contrast

ELA - Grades K-8: R.KID.1, Grades K-5: R.KID.2, Grades 4-8: R.IK1.7, Grades K-4: R.IK1.9

THEATRE - Grades K-3: T.Cn2.A, Grades K-5: T.R1.A

Pages 3-4: Climate Change

Balloon Demonstration

SCIENCE - 1.LS1.3, 2.LS2.2, 3.LS1.1, 3.LS4.1, 4.ESS3.2, 6.LS2.6, 6.ESS3.3

Page 5: Body Language

Pantomime Telephone

THEATRE - 1.T.Cr1.C, 5.T.Cr3.B, Grades 2-6: T.P1.B, Grades 3-8: T.P2.A, Grades K-1: T.P3.A,

Late for Class Improv Game

THEATRE - 5.T.P1.B, 4.T.P3.A, 4.T.Cr1.C, 6.T.P1.B, Grades 4-5: T.Cr2.A, T.Cr3.B, Grades 6-8: T.P2.A

The How-To Show

THEATRE - 5.T.P1.B, 4.T.P3.A, 4.T.Cr1.C, 6.T.P1.B, Grades 4-5: T.Cr2.A, T.Cr3.B, Grades 6-8: T.P2.A

Scuttle Wordplay #1 Answer Key:

1. **ridonkulously** – very or insanely (This is a slang variation of ridiculously.)
2. **Sistine** – spotless and like new (Scuttle probably meant “pristine” but says “Sistine,” which is the title of a famous chapel, the Sistine Chapel, where Michelangelo painted the ceiling.)
3. **dinglehopper** – fork (Scuttle mistakes the serving fork with the function of a hairbrush and incorrectly calls it this invented word.)
4. **fantabulous** – awesome (This is a combination of “fantastic” and “fabulous.”)
5. **indispensary** – essentially (Scuttle probably meant “indispensable.”)
6. **encyclopodia** – book of knowledge (Scuttle is mispronouncing “encyclopedia.”)



Page 6: Swim Deeper

Group Brainstorm

ELA - Grades 3-8: SL.CC.1

My Voice

ELA - Grades 3-8: W.RW.10

COUNSELING & CAREER GUIDANCE - Grades 3-8: 7.1

Speak Up!

ELA - Grades 4-8: SL.CC.1

Standards will vary depending on projects students select

Pages 7-8: Scuttle Wordplay

Worksheet #1

Grades 4-5: FL.VA.7, Grades 6-8: L.VAU.4

Worksheet #2

Grades 1-3: W.RW.10

Pages 9-11: Anticipation Guide

Early Elementary Guide

ELA - Grades K-2: SL.CC.1, SL.CC.2, R.KID.2, R.KID.3

Upper Elementary/Middle Guide

ELA - Grades 3-8: R.KID.3, SL.CC.1, SL.CC.2, Grades 3-5: R.KID.2



Scuttle, like a number of other characters, will be performed with a puppet originally designed for NCT.

Info for Teachers

Free Educator Preview for *Disney's The Little Mermaid*

Thursday, November 8, 2018

Reception/Workshop: 5 pm Performance: 6:30 pm

Enjoy wine and cheese as you are introduced to activities you can use in your classroom. To reserve your spot visit NashvilleCT.org and under the heading "Come Visit Us" click "Book a Field Trip." Then select "RSVP for Educator Previews" at the top of the page. (This event qualifies as PD.)

On the day of your field trip:

- If you are attending a 10 am show please arrive at 9:30 am.
- If you are attending an 11:45 am show please arrive at 11:15 am.
- An NCT employee will come to your bus before your students disembark.
- Please check in at the box office while your students are led to their seats.
- If you are going to be late please call: 615-254-9103.

Pre- or Post-show Workshops

NCT offers Workshops for all of our shows. Ask Catherine about workshops when you book your field trip or email her at: cbirdsong@nashvillect.org.

A Bilingual Production for Grades 2-4



TOMÁS AND THE LIBRARY LADY

April 25-
May 19, 2019

By José Cruz González
Adapted from the
book by Pat Mora

NCT is proud to acknowledge the government agencies, foundations, and business partners that provide leadership support: Metro Arts, Tennessee Arts Commission, The Memorial Foundation, The Shubert Foundation



About Nashville Children's Theatre

Believing the culturally curious child is the future, Nashville Children's Theatre nurtures the next generation of global citizens by providing transformational theatrical experiences which reflect our evolving community, instill profound empathy, and foster personal discovery.

Twirly Merperson Template

(Instructions on page 2)

