

ORLANDO REPERTORY THEATRE  
IN PARTNERSHIP WITH UCF



**WELCOME** to CUE TO CUE, AN EDUCATIONAL RESOURCE GUIDE CREATED TO HELP TEACHERS, PARENTS/GUARDIANS, AND YOUNG AUDIENCE MEMBERS ENHANCE THE EXPERIENCE OF WATCHING *Disney's NEWSIES THE MUSICAL*.

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# CUE TO CUE

A RESOURCE GUIDE FOR EDUCATORS  
AND AUDIENCE MEMBERS

THE FINEST IN FAMILY THEATRE



Music by **Alan Menken** . Lyrics by **Jack Feldman** . Book by **Harvey Fierstein**  
Based on the Disney Film written by **Bob Tzudiker & Noni White**  
Originally produced on Broadway by Disney Theatrical Productions

Disney's NEWSIES THE MUSICAL is presented through special arrangement with Music Theatre International (MTI).  
All authorized performance materials are also supplied by MTI. www.MTIShows.com



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# ABOUT THE PLAY



## BIG IDEAS IN DISNEY'S NEWSIES THE MUSICAL

- Standing up for what you believe in
- Loyalty
- Friendship
- Turn of the Century
- Child Labor

## ACT 1

### ROOFTOPS OF NEW YORK

Jack Kelly is high above the rooftops of New York, savoring the last few moments of quiet before the sun rises and another day begins. His best friend Crutchie, a boy with a bad leg, asks for help climbing down to the streets. Instead, Jack shares his view of the city and his dream for a better life (*Santa Fe – Prologue*).

### NEWSIES SQUARE

Meet the newsies! The boys sing about their life and their work (*Carrying the Banner*), and we are introduced to this ramshackle group of young friends. They start their day at the Newsboys' Lodging House before making their way to the distribution window for *The World*, the newspaper that they sell to make a living. Davey and Les, two boys trying to earn money for their family, meet the newsies and try to learn the ropes. The great Jack Kelly agrees to partner with the boys, since Les' young age will help him sell more papers.

### PULITZER'S OFFICE

Joseph Pulitzer, publisher of *The World*, sits in his office, high above the streets of New York and the boys in Newsies Square. He expresses displeasure at the declining sales of his newspaper and vows to increase profits (*The Bottom Line*), even if it is at the expense of the newsies. The newsies spend the day selling newspapers and Les proves to be a natural. Jack offers to help them and to find a place to spend the night, but the brothers reveal that they have a family and a home, something that most newsies lack. Before they can part ways, a corrupt orphanage manager named Snyder appears and chases Jack. Davey and Les, unaware of who the man is or why he is chasing them, follow Jack's lead and run through the alleys of New York. The boys find safety in Medda's theatre.

### STREETS OF NEW YORK AND MEDDA'S THEATRE

Jack introduces Davey and Les to the great Medda Larkin, one of the Bowery's most famous performers. Jack tells the boys about Snyder, who runs *The Refuge*, an orphanage for boys he runs solely to collect a government paycheck. He has had it out for Jack ever since he escaped right out from under his nose. Medda offers her theatre as a safe-haven for the boys and they stay to watch her perform (*That's Rich*). During Medda's performance, Jack notices Katherine, a young reporter he had seen earlier that day. Mesmerized by her beauty and intelligence, Jack makes an unsuccessful attempt to woo her. Meanwhile, the Bowery Beauties perform their show (*Don't Come a-Knockin'*). When his sweet-talking routine does not work, Jack resorts to sketching a portrait of Katherine (*I Never Planned on You*) and leaves it for her to find. With a tip of his hat, Jack Kelly is off.

### NEWSIE'S SQUARE

The newsies gather at the distribution window of *The World* for another day of selling papers. When the headlines go up, the boys are outraged to learn that Pulitzer has increased their price for newspapers. They can barely afford to eat as it is! After discovering that the competing newspaper, *The Journal*, has agreed to the same price increase, the boys decide to form a union and strike (*The World Will Know*).

### JACOB'S DELI

After a successful first day of striking at the distribution window, the boys gather at Jacobi's Deli to contemplate their next step. Newly elected union leader Jack Kelly assigns various newsboys to spread the word to newsies in other boroughs and to encourage all New York City newsboys to join their cause. Katherine, the young journalist that Jack met at the theatre, comes to the deli in hopes that the boys will give her an exclusive for *The Sun's* next edition. After considering it, Jack tells her to be at the distribution window bright and early tomorrow morning. Not only will the newsies prevent other boys from selling papers, but they plan to stop the newspaper delivery carts as well. He tells her that they all have a lot riding on her reporting skills, so Katherine gets right to work writing her breakout article (*Watch What Happens*).



# ABOUT THE PLAY

## ACT 1 CONTINUED...

### NEWSIE'S SQUARE

Only a few kids have assembled to strike the next day and none of the newsies from the other boroughs come through. Jack urges Davey to convince the small group of frightened kids not to back down. When scabs arrive to take the newsies' place, Jack asks them to stand in solidarity with all the city's exploited working children. The scabs throw down their papers, just in time for Katherine and her photographer to snap a victorious photo (*Seize the Day*). But soon the newsies are surrounded by a group of men and engage in a fierce fight. When the police arrive and start going after the kids, the newsies run. Snyder scares Jack away, but not before he watches the Delanceys—a group of men who work for The World—take down Crutchie and carry him off to The Refuge. Reaching the temporary safety of his rooftop, Jack paces, guilty about leading the kids into danger. He looks out over the chaos and longs for an escape (*Santa Fe*).

## ACT 2

### JACOB'S DELI

Battered and bruised after a failed attempt to thwart Pulitzer and his men, the newsies lament the previous day's events at Jacob's Deli. Amid rumors that he was captured or worse, several newsies wonder where Jack is. Katherine arrives with a copy of the story she printed in The Sun, complete with a front-page picture of the boys, above the fold! The boys are ecstatic; they thank Katherine and celebrate their fame (*King of New York*).

### MEDDA'S THEATRE

Back at Medda's theatre, Jack is trying to forget the world around him by immersing himself in his art. He is painting a new backdrop for Medda when Davey finds him and tries to convince him to come back to the fight. Jack refuses, saying that they have already lost too much—they will not win a fight against a man as big and powerful as Joseph Pulitzer. Katherine and Les show up and the three of them convince Jack that they do stand a chance. This is a fight worth fighting (*Watch What Happens – Reprise*). Jack agrees to come back to the newsies and help with the strike. The kids plan a rally.

### PULITZER'S OFFICE

Discovering the headline "Newsies Stop The World," Pulitzer furiously resolves to take down Jack. Snyder describes Jack's criminal past and escape from The Refuge. Just then, a cocky Jack arrives to announce the newsies' rally. Pulitzer scoffs and assures Jack that no paper will cover it. If it is not in the press, no one will ever know it happened. He then reveals Katherine, who left a life of luxury to write for a rival paper, and Snyder, who emerges from the shadows. Amid Jack's shock and panic, Pulitzer offers a choice: get sent to The Refuge or renounce the strike and leave New York with pockets full of cash. The Delanceys escort Jack to the cellar to ponder his decision on an old printing press (*The Bottom Line – Reprise*).

### MEDDA'S THEATRE

That evening, Spot Conlon—the leader of the Brooklyn newsies—crosses the bridge with his gang to join newsies from every borough at Medda's theater for the rally (*Brooklyn's Here*). Davey gets the boys excited about their progress. When Jack appears, they leap to their feet, but their cheers turn to boos as he tells them to go back to work because they are no match for Pulitzer. Jack accepts his payoff money at the door and exits quickly.

### ROOFTOPS OF NEW YORK

On his rooftop, Jack finds Katherine looking through his drawings of The Refuge's bleak conditions. He snatches them from her and they argue fiercely until she kisses him. Katherine shares her plan to have the newsies distribute her article, "The Children's Crusade," which quotes Jack on the exploitation of working kids and calls for a citywide strike. Before heading to the old press Jack recently discovered, they share their hope in one another (*Something to Believe In*).

### PULITZER'S CELLAR

With the help of Katherine and a few well-connected friends, the newsies sneak into Pulitzer's cellar to print their paper (*Once and For All*). The kids distribute the pamphlet—featuring Katherine's article and Jack's drawings—all over the city. Jack and Katherine go off in pursuit of some very important people.





# ABOUT THE PLAY

## ACT 2 CONTINUED

### PULITZER'S OFFICE

The office is flooded with angry calls from every corner of New York! Having read The Newsies' Banner, Pulitzer is furious at the kids' attempt to thwart him. Jack, Davey, and Spot show up (*Seize the Day – Reprise*) to personally deliver the news, and say that the boys are willing to make a compromise. Pulitzer refuses to back down until Governor Roosevelt appears with Katherine and Jack's drawings of The Refuge. Jack and Pulitzer decide to settle their problem alone, and everyone leaves the room. They come to the agreement that the price increase will remain as long as the publishers buy back any unsold papers at the end of the day. If the boys are able to take a few more papers without the risk of losing money, chances are that they will sell more and circulation might actually increase! The two shake hands on the compromise, and the strike is over.

### NEWSIE'S SQUARE

Outside, Jack announces the end of the strike. Crutchie appears amid the jubilation, followed by a handcuffed Snyder, who is led off to jail. Despite his dreams for Santa Fe, Jack realizes that the newsies are his family and Katherine gives him something to believe in—so he is staying put for now (*Finale*).

*Adapted from Disney Theatrical Group's Study Guide*

# THE CREATORS

## COMPOSER | ALAN MENKEN

Alan Menken was born in 1949 in New York City, to a young aspiring artist, Judy Menken, and a piano-playing dentist, Norman Menken, DDS. He grew up in a home filled with music and theater in New Rochelle, New York. Menken attended New York University's College of Arts and Sciences, where he graduated with a degree in Musicology. Upon leaving NYU, he took a collection of his songs and wrote a rock-ballet for The Downtown Ballet Company called *Children of the World*. His next project was *Little Shop of Horrors*, the musical that put co-creator Howard Ashman and Menken on the map. Later, Ashman recruited Menken to work on the film of Disney's *The Little Mermaid*. A flood of other opportunities opened up for Menken as the high profile successes of the Disney projects brought him attention and acclaim. Notable projects include: *Aladdin*, *Beauty and the Beast*, *Pocahontas*, *The Hunchback of Notre Dame*, and *Enchanted*. The stage adaptation of Disney's *The Little Mermaid* opened on Broadway in 2007, with new songs written by Menken and lyricist Glenn Slater. Menken and Slater were nominated for Tony Awards for Best Original Score. Menken broke a new milestone when he became the first songwriter in 13 years to have 3 new shows running concurrently on Broadway with *Sister Act*, *Leap of Faith*, and *Newsies*. In one of the great rags to riches show business stories, the flop Disney film musical *Newsies* was transformed into a Tony Award nominated smash on Broadway with a book written by Harvey Fierstein and lyrics by Jack Feldman. For Menken, it was also a personal triumph landing him his first Tony Award for Best Score. Menken is happily married and has two children.

Biography adapted from [alanmenken.com](http://alanmenken.com)

## LYRICIST | JACK FELDMAN

Jack Feldman has written lyrics for Broadway and Off-Broadway shows, including *The Madwoman of Central Park West*, *Isn't It Romantic*, *Beyond Therapy*, *Coming Attractions*, *Miami*, and *Newsies*. His films include *Oliver & Company*, *Newsies*, *Home Alone 2: Lost in New York*, *Life with Mikey*, *A Goofy Movie*, *The Lion King II: Simba's Pride*, and *102 Dalmatians*. His work has been featured on "Sesame Street," "The Wubbulous World of Dr. Seuss," and "Out of the Box." Mr. Feldman is best known for his Grammy Award winning song, "Copacabana" and the Top-10 hit, "I Made It Through the Rain." He has written special material for Liza Minnelli, Lily Tomlin, Dionne Warwick, and the Muppets.

Biography adapted from [broadwayworld.com](http://broadwayworld.com)

## PLAYWRIGHT | HARVEY FIERSTEIN

Harvey Fierstein is a four-time Tony Award winning writer and actor. His Broadway writing credits include *Torch Song Trilogy* (Tony, Drama Desk, Dramatists Guild Awards), *Legs Diamond*, *A Catered Affair* (12 Drama Desk nominations and the Drama League Award for Best Musical), and *Newsies*. His *La Cage Aux Folles* is the only show to ever win Best Musical and two Best Revival Tony Awards. Other plays include *Spookhouse*, *Forget Him*, and *Flatbush Tosca*. His children's HBO special, *The Sissy Duckling*, won the Humanitas Prize and the book version is in its fifth printing. Other honors include the Drama League Award for Outstanding Performer of the Year, a special OBIE award, NY Magazine Award, and nominations for The Olivier Award and an Emmy. He was inducted into The Theater Hall of Fame in 2008.

Biography adapted from [broadwayworld.com](http://broadwayworld.com)

# AFTER THE SHOW

## POST-SHOW DISCUSSION QUESTIONS

1. What did you notice when you first entered the theatre? Describe the stage.
2. What was the setting of the story? Did the set and scenery help to establish the show's location? What specific things did you notice about the set and stage lights: color, shape, and texture? Did you notice anything about the set or lights that you thought was unique?
3. *Disney's Newsies The Musical* takes place in 1899. How did the costume designer create costumes appropriate to the period? What specific details did you notice about the costumes: color, shape, and texture? What did the costumes say about the characters, their status, and their age?
4. Which character do you relate to the most? Why? What words describe that character?
5. What did the characters learn about themselves or the world in the play? Was there a moral or lesson?
6. What did you notice about the actors and their performances? How did they use their voices and bodies to bring characters to life?
7. What was the story about? Describe the beginning, middle, and end. What was the climax of the story? Why? If you had to summarize the play in one sentence, what would it be?

Standards: LAFS.K-8.RL.1.1, LAFS.K-1.RL.1.2, LAFS.K-8.RL.1.3, LAFS.3.RL.2.6, TH.K.C.3.2, TH.1.S.3.2, TH.2.O.2.1, TH.3.C.1.2, TH.4.C.3.1, TH.1.C.2.2, TH.K.C.2.1, TH.3.O.1.2



## BELL WORK

**Directions:** In *Disney's Newsies The Musical*, the young people stood up for their beliefs. When have you had to stand up for something in your own life? When have you stayed silent? Why is it hard to do? Describe a time you were faced with a dilemma about speaking up or staying silent. Did you "Seize the Day?" Why or why not?

Standard: LAFS.2-5.W.1.1

## WORD WALL

**Directions:** Draw a line from the word to its meaning. Use context clues from the play, the root word, and if needed, look up the definition using a dictionary resource.

<b>scab</b>	an organized association of workers formed to protect and further their rights and interests
<b>strike</b>	a factory or workshop where manual workers are employed at very low wages for long hours and under poor conditions
<b>union</b>	how many copies of a particular publication are distributed
<b>modesty</b>	a refusal to work organized by a body of employees
<b>byline</b>	a forcible overthrow of a government or social order in favor of a new system
<b>publisher</b>	a line in a newspaper naming the writer of an article
<b>pitiful</b>	a worker who stays on the job while others go on strike
<b>sweatshop</b>	a machine for printing text or pictures from type or plates
<b>factory</b>	a person or company that prepares and issues books, journals, music, or other works for sale
<b>printing press</b>	very small or poor; inadequate.
<b>revolution</b>	a building or group of buildings where goods are manufactured or assembled chiefly by machine
<b>circulation</b>	the quality or state of being unassuming or moderate

Standard: LAFS.2-5.L.3.4

**Extension:** Pick three words from the list and use them in an original sentence or paragraph. You can choose to write about the play or something else. You can also draw a picture, illustrating the definitions in the words you choose.

# ACTIVITIES ACROSS THE CURRICULUM

## MATH

### DIRECTIONS

In *Disney's Newsies The Musical*, the newsies were upset because the paper changed the prices. This had a huge impact on their profits and whether or not they could even afford to purchase bundles of papers to sell. Solve the following word problems about the newsies and their papers.

1. Jack purchased a bundle of papers last week for 50 cents. Each bundle has 100 papers in it. If he sells each paper for 1 cent, how much would he make if he sells 87 papers? How much money will he miss out on if he does not sell all 100 papers.
2. When the papers raise prices to 60 cents a bundle, Jack and his friends are not happy. If they are unable to raise the prices on their customers, how much will he make if he sells the same 87 papers? How much money will he lose because of the paper prices?

**Extension:** Research how much papers are today. What percentage increase do we see in costs for newspapers from 1899 to 2017?

Standard: MAFS.K.OA.1.2, MAFS.1.OA.1.1

## SOCIAL STUDIES

### A Day in the Life of a Newsie

#### DIRECTIONS

*Disney's Newsies The Musical*, takes place in 1899 in New York City. Life looked, sounded, and smelled very different than the city today. Using primary and secondary resources research and find pictures from New York in the 1890s and early 1900s. Compare and contrast images of the same locations to images of New York City today. What did Times Square look like then and now? How did people get around? What did people wear? Make observations and use descriptive details to write a list of then/nows for the place you researched.

**Activity extension:** Now that you can see how life looked different in the past, make predictions about how it felt. Write a journal entry for someone in one of the images from the past, or imagine what type of person would pass through that place. What day, year, time of day is it? What dreams does your character have? What challenges do they face? In which social class do they belong? Would your character relate to the newsies or someone wealthy and powerful? What do they want? After writing your journal entry, exchange with a classmate.

Standard: SS.1.A.2.2, SS.3-5.A.1.1, SS.8.A.1.3, SS.9-12.A.1.2

## LANGUAGE ARTS

### Extra, Extra, Read All About it!

#### DIRECTIONS

In *Disney's Newsies The Musical*, the newsies hope for juicy headlines so they can sell papers. In today's world, news comes in many forms - digital and print. How has news changed in today's digital world? In small groups, pick a current event. Research different headlines for stories that relate to your topic. How many different forms of news can you find? In addition to print, can you find headlines online, on Twitter, or even Facebook? Write down all of the different headlines that relate to your topic. Compare and contrast how the authors crafted each headline. What similarities do you see? Describe their length, word choice, and identify which headlines make you want to read more.

Standard: G.K.12.3.2.1a, LAFS.3.RI.3.9



## VISUAL ARTS AND LANGUAGE ARTS

### A Picture Paints a Thousand Words

#### DIRECTIONS

In *Disney's Newsies The Musical*, the newsies go on strike. In order to get their message across, they used signs, slogans, and chants. This happened in real life, too! In today's world, we see the same methods used for standing up and speaking out. Imagine you and your classmates are campaigning for student government. Which issues matter the most to your fellow students? Break into small groups and identify one thing you would like to change for the better about your school's campus or community. Create a sign, slogan, and chant. Be creative!

Remember, using images, graphic text, and creativity can help your message be heard! Share your ideas with your classmates.

Standard: VA.9-12.F.2.4, VA.68.O.3.1, LAFS.3-12.W.1.1





# ADDITIONAL RESOURCES

INSPIRED BY THE SHOW

## BOOKS

*Kids on Strike* by Susan Campbell Bartoletti

*Children of the City: At Work and at Play* by David Nasaw

*Kid Blink Beats the World* by Don Brown

*Irish Ned: Winnipeg Newsy* by Samuel Fea

*The Journal of Finn Reardon: A newsie, New York City, 1899* by Susan Campbell Bartoletti

*Kids at Work: Lewis Hine and the Crusade Against Child Labor* by Russell Freedman

*Breaker Boys: How a Photograph Helped End Child Labor* by Michael Burgan

*Counting on Grace* by Elizabeth Winthrop

## MOVIES

*Newsies: The Broadway Musical (with Bonus Content)* (2017)

*Newsies* (1992)



# STANDARDS

NEXT GENERATION SUNSHINE STATE STANDARDS AND FLORIDA STATE STANDARDS  
SATISFIED BY USING THIS GUIDE AND ATTENDING ORLANDO REP'S PRODUCTION OF *Disney's NEWSIES THE MUSICAL*

## Language Arts Florida State Standards | Strand: Reading Standards for Literature | Cluster 1: Key Ideas and Details

(Text refers to the play, the script, or the content in this guide.)

LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.

LAFS.1.RL.1.1 Ask and answer questions about key details in a text.

LAFS.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

LAFS.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LAFS.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

LAFS.6.RL.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.7.RL.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.8.RL.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.

LAFS.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.

LAFS.1.RL.1.3 Describe characters, settings, and major events in a story, using key details.

LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges.

LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

LAFS.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

LAFS.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

LAFS.6.RL.1.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

LAFS.7.RL.1.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

LAFS.8.RL.1.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

## Language Arts Florida State Standards | Strand: Reading Standards for Literature | Cluster 2: Craft and Structure

LAFS.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.

## Language Arts Florida State Standards | Strand: Reading Standards for Informational Text | Cluster 1: Key Ideas and Details

LAFS.3.RI.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

## Language Arts Florida State Standards | Strand: Writing Standards | Cluster 1: Text Types and Purposes

LAFS.2.W.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

LAFS.3-5.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

LAFS.6-12.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.

## Language Arts Florida State Standards | Strand: Language Standards | Cluster 3: Vocabulary Acquisition and Use

LAFS.2-5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade K-2 reading and content, choosing flexibly from an array of strategies.

LAFS.2-5.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

(Continued on next page)





# STANDARDS

NEXT GENERATION SUNSHINE STATE STANDARDS AND FLORIDA STATE STANDARDS  
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## **Math Florida State Standards | Domain: Operations and Algebraic Thinking | Cluster 1: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**

MAFS.K.OA.1.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

MAFS.1.OA.1.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

## **Next Generation Sunshine State Standards – Social Studies**

SS.1.A.2.2 Compare life now with life in the past.

SS.3-5.A.1.1 Analyze primary and secondary sources.

SS.8.A.1.3 Analyze current events relevant to American History topics through a variety of electronic and print media resources.

SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

## **Next Generation Sunshine State Standards – Visual Arts**

VA.912.F.2.4 Research ideas to plan, develop, and market art-related goods, artworks, or services that influence consumer beliefs and behaviors.

VA.68.O.3.1 Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.

## **Next Generation Sunshine State Standards – Gifted**

G.K12.3.2.1a Information in Multiple Contexts - Know: Identify and locate information available in a multitude of places, including newspapers, magazines, catalogues, Internet directories, time schedules, and media, all of which include local, state, national, and/or international sources.

## **Next Generation Sunshine State Standards – Theatre Arts**

TH.3.C.1.2 Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.

TH.K.C.2.1 Respond to a performance and share personal preferences about parts of the performance.

TH.2.O.2.1 Re-tell what happened in the beginning, middle, and end of a story after viewing a play.

TH.1.C.2.2 Identify elements of an effective performance.

TH.4.C.3.1 Identify the characteristics of an effective acting performance.

TH.K.C.3.2 Share reactions to a live theatre performance.

TH.1.S.3.2 Describe characters and plot development discovered during dramatic play.

TH.3.O.1.2 Discuss why costumes and makeup are used in a play.