

The Pa'akai We Bring



School Matinee Performances



TEACHER RESOURCE GUIDE

The Pa'akai We Bring

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EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in English/Language Arts (2017), Fine Arts (2024), Physical Education (2015), Science (2018-2019), Social & Emotional Learning (2019), Social Studies (2018) and World Languages (2025).

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.

The lessons and activities in this guide are created and adapted by Avery LaMar Pope in partnership with the Playhouse Square's Education Department.



The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.

ABOUT PLAYHOUSE SQUARE

Playhouse Square is an exciting field trip destination! The not-for-profit Playhouse Square attracts more than one million guests to 1000+ shows and events each year. Five of Playhouse Square's 12 venues are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances and events held by Playhouse Square's eight resident companies: The City Club of Cleveland, Cleveland Ballet, Cleveland International Film Festival, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the retro Playhouse Square sign with its 9-foot-tall letters and the largest outdoor chandelier in North America – the Playhouse Square Chandelier generously presented by GE Lighting, a Savant company.



COMING TO THE THEATER

This discussion and attendance at one of our in-person School Matinee Performances address the following Fine Arts Ohio Learning Standards for Drama: 1.1CR, 1.3CO, 1.5RE, 2.1RE, 2.3CO, 2.5RE, 3.1RE, 3.5RE, 4.1RE

We look forward to welcoming you and your students to Playhouse Square! To prepare for a successful field trip, we encourage you to spend some time discussing the differences between coming to the theater and watching a television show or movie or attending a sporting event, especially if you have students who have not yet had the opportunity to attend a live theater performance. Cleveland has a vast arts district with many theatres at the professional and community level. Have any students attended a theatrical performance at Playhouse Square before? How about anywhere else in the community? At school?

Here are a few points to begin the discussion:

- You and your students will be greeted and helped to your seats by members of Playhouse Square's staff and "RedCoat" volunteers.
- The Westfield Studio Theatre is a versatile Blackbox theater, designed to be adaptable for various types of performances. Its cozy, immersive setting fosters close engagement between the audience and performers. While the standard seating accommodates 183 downstairs and 60 upstairs, the theater can expand its capacity with additional side pod seating. Did you know the seats can even be removed entirely?
- Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you, but the performers can also too.

- As you watch the performance, feel free to respond by laughing or applauding. Theatre is meant to excite, entice and motivate its audience. It helps us to see a different perspective from our own.
- Food, drink and gum are not permitted in the theater for school matinee performances.
- Photography and recording of performances are not permitted.
- Mobile phones and other electronic or noise-making devices should be silenced and put away before the performance begins.
- When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.
- After the performance, a member of the Playhouse Square staff will come out on stage to dismiss each school by group number. Check around your seat to make sure you have all your personal belongings before leaving.



ABOUT THE SHOW

The Pa'akai We Bring introduces young audiences to the profound Native Hawaiian connection with pa'akai (salt), revered as food, medicine and as a sacrament. Inspired by the real-life salt farmers of Hanapēpē, Kaua'i, the play follows multiple generations, highlighting their bond with this precious gift. It blends ancient stories, hula, live music, original songs and plenty of audience

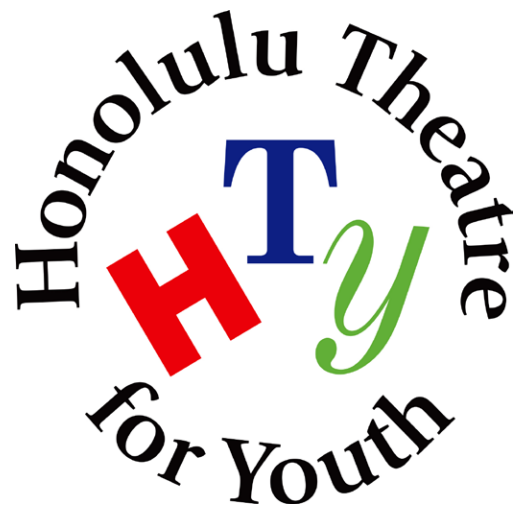
participation into a tasty potluck of performance, joyfully served up with aloha.

The devising team, led by Artistic Associate Moses Goods, worked with traditional salt harvesters on Kaua'i to create this performance. Playhouse Square is a partner of this project.



ABOUT HONOLULU THEATRE FOR YOUTH

Founded in 1955, Honolulu Theatre for Youth is one of the oldest and most respected children's theatres in the U.S., serving over five million people through performances and drama education. HTY believes theatre fosters empathy, imagination and critical thinking, helping participants and audiences expand their worldviews. The company strives for a future where Hawai'i is culturally literate, imaginative and inventive.



KEY TERMS & EVENTS

Ancestor – one from whom a person is descended from (usually more remote in the line of descent than a grandparent)

Culture – shared beliefs, values, traditions, social norms and behaviors of a group of people who share the same living environment in a specific region of the world

Harvest – the season when crops are gathered from the fields or the activity of gathering crops

Heritage – the traditions, achievements or beliefs that are part of the history of a group or nation – usually singular

Island – land surrounded by water, smaller than a continent

Native – relating to or describing someone’s country or place of birth

Preserve – to keep safe from injury, harm or destruction

Pride – a feeling of deep pleasure or satisfaction derived from achievements

Remedy – a medicine, application or treatment that relieves or cures a disease

Saltbed – geological formations containing deposits of salt minerals such as halite

Tradition – a way of thinking, behaving or doing something that has been used by the people in a particular group for a long time

Hawaiian Language Phrases

Aloha – love, affection, salutations

Hewa – bad energy

Ke kai – the ocean, salty ocean water

Keiki – child

Kūpuna – elders

Mākua – parent

Mana – power/essence

‘Ohana – family

Oli Komo – entrance chant often done at the beginning of an event as protocol

Pa‘a – to hold, to keep, to make solid

Pa‘akai – salt; that which gives seawater its taste

Tūtū – grandparent

Ukulele – a four stringed instrument which looks like a miniature guitar

FUN FACT!

Although it is today associated with Hawaii, the ukulele has roots in Portugal. Portuguese immigrants brought small ukulele-esque instruments over to Hawaii, such as the machete, the cavaquinho, the timple and the rajão.

Where is Hanapēpē?

Hanapēpē is a historic town on the South Shore of the island of Kaua‘i. The name means “crushed bay” in Hawaiian, which may refer to landslides in the area. The Hawaiian Islands (Mokupuni o Hawai‘i) are an archipelago of eight major islands, several atolls and numerous smaller islets in the North Pacific Ocean, extending some 1,500 miles from the island of Hawai‘i in the south to northernmost Kure Atoll. Kaua‘i is one of the eight main Hawaiian Islands.

The making of pa‘akai is different on each of the Hawaiian Islands. In Hanapēpē, there are twenty-six different families who carry on the practice of salt farming unique to their island.



Contains excerpts from the Honolulu Theatre for Youth company performance guide.

PRE-SHOW ACTIVITIES

Classroom Connections Video Workshop (Grade:1-6)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

English/Language Arts: SL.1.1, SL.2.1, SL.3.1, SL.4.1, SL.5.1, SL.6.1

Physical Education: 1A.1.3, 1A.1.4, 3B.1.4, 1A.2.4, 3B.3.4, 3B.4.4, 3B.5.4

Science: 4.ESS.1, 4.ESS.2

Social Studies: 1.GEO.5, 1.GEO.6, 1.GEO.7, 2.GEO.8, 3.GEO.5



Playhouse Square teaching artists design workshops to actively explore and connect with the art forms and themes students will see during the performance. Join AJ and Molly as they explore some fun facts about Hawaii, warm up the voice and talk about the importance of culture.

Additional Terms

Articulator – the parts of your body that help produce speech or the way you talk

Call and response – when a person or group calls out a phrase or shares a rhythm or movement that is repeated by another group or person

Volcano – an opening in Earth’s surface that allows gas, ashes and lava to escape (they often look like mountains with holes in them)

Vocal Warm-Up

Breath

Focus on supporting the voice with breath. Inhale, expand the ribs, and exhale while slowly reciting the alphabet up to the letter “G.” Repeat the process, extending the recitation to the letter “K.” Further exploration involves seeing how far the alphabet can be recited on one breath. Maintain a slow pace and challenge the breath support.

Articulators

Begin by simulating chewing a large piece of bubblegum, or a preferred dessert. Practice the following tongue twisters several times:

- The lips, the teeth, the tip of the tongue.
- Tik Tak Toc.
- Mommy made me mash my M&Ms.

Ensure full range of motion is used in the face while practicing the tongue twisters.

Word Search (Grades: 1-6)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

English/Language Arts: L.1.4, L.2.4, L.3.4, L.4.4, L.5.4, L.6.4

Name: _____

Directions: Find the Key Terms (full list on page 6) in the puzzle. Words can share letters as they cross over each other and go in any direction!

K	N	S	G	M	Z	U	H	M	V	R	N	C	M	J
N	R	Q	W	L	T	A	I	O	R	O	A	U	X	V
G	M	E	W	B	R	G	R	I	X	T	T	X	W	F
Q	K	X	Y	V	J	Y	P	A	D	S	U	Q	P	L
Y	M	P	E	I	A	K	A	A	P	E	R	L	J	T
N	Z	S	A	L	T	B	E	D	D	C	E	J	E	I
Y	T	S	I	J	E	R	N	I	O	N	Y	M	L	N
E	D	P	X	P	I	G	R	X	Z	A	O	I	W	C
L	J	E	R	G	A	P	A	C	U	L	T	U	R	E
E	N	Q	M	E	N	O	I	T	I	D	A	R	T	S
L	R	I	Q	E	S	F	C	S	T	C	T	I	O	S
U	P	S	Z	I	R	E	Q	L	L	I	V	R	G	B
K	G	K	V	B	F	D	R	B	W	A	R	W	J	X
U	M	O	C	X	W	M	L	V	K	J	N	E	A	C
U	Y	S	E	P	M	P	R	M	E	H	G	D	H	N

No Bad Thoughts in the Salt Bed (Grades: 1-6)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

English/Language Arts: SL.1.1, SL.2.1, SL.3.1, SL.4.1, SL.5.1, SL.6.1

Social & Emotional Learning: A1.1.a, A1.2.a, A1.4.a, B1.1.a, B1.3.a, A1.1.b, A1.2.b, A1.4.b, B1.1.b, C4.3.b, D2.3.b, B1.3.c, C1.3.c, D1.1.c

At the performance, students will witness a scene where individuals approaching the salt bed appear upset. They are warned that negative thoughts may affect the quality of the salt. Whether or not this is true, it is important to recognize that discouraging people from expressing themselves while completing a task may create an environment of emotional dishonesty. It can also lead to holding in emotions until they overflow into other areas of life, rather than learning how to process feelings in a healthy way and staying focused on the task at hand.

To explore this idea, lead students in a group discussion, using the following prompts to guide the conversation:

- Are “bad” thoughts always bad? Why or why not?
- Is it bad to feel angry or sad? Is it bad to feel annoyed or frustrated?
- Would you say “expression” is a want or a need? Why? (Think of wants like candy or toys, and needs like food or water).
- Have feelings ever distracted you from a task or activity? What happened?
- What parts of the body, mind or heart are impacted by feelings?
 - For example, have you ever been so mad that you hit something, or so sad that you didn’t want to do anything? Have you ever been so happy that you couldn’t stop smiling or felt your fists clench?
- Have you ever had to distract yourself from a feeling? What did you do?
 - For example, did you play or read to keep your mind off how you were feeling?
- Can you recall a time when someone listened to how you felt? How did that make you feel?

- Can you think of a time when someone helped you figure out why you were upset? How did that make you feel?
- Has there ever been a time when you were upset in front of others but didn’t say anything? Why?
- Has anyone ever told you not to feel a certain way? How did that make you feel?

Feel free to create additional discussion questions based on these ideas and allow students to share openly. This is an opportunity to explore the role emotions play in both personal well-being and the ability to focus on tasks.

Coping Strategies for Big Emotions

- Take deep breaths
- Count to 10
- Talk to a trusted adult
- Drink water
- Go on a walk
- Use your words
- Color a picture

Family Business (Grades: 1-6)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

English/Language Arts: SL.1.1, SL.2.1, SL.3.1, SL.4.1, SL.5.1, SL.6.1

Fine Arts: Visual Arts: 2.3.CO

Social & Emotional Learning: D1.1.c

Social Studies: 1.HIS.6, 1.GOV.9, 2.GEO.6, 2.HIS.4, 3.GEO.5, 3.GEO.6, 3.GEO.8, 3.ECO.17, 3.ECO.18, 3.ECO.19

The Pa'akai We Bring focuses on tradition, lineage and passing down knowledge, particularly in maintaining the integrity and market of pa'akai. Students will work in small groups to develop a fictional family business by exploring their own family histories and creative ideas. One student will act as the scribe, writing down the ideas brainstormed by the group.

Each group will write a one-page summary (“one-sheeter”) with the following details:

- a. **Business Name:** Choose a creative and meaningful name for the business.
- b. **Business Origin Story:** How can real family history be woven into the backstory of the business? Be specific and creative. Identify who started the business and how it has been passed down. Was it a great-great uncle or aunt who began the business? What was their role in the family? Encourage students to go beyond their own family history. Think about personal connections to other cultures, countries or communities might differ and what interesting ideas could come from those perspectives.
- c. **Location:** Where did the business begin? Was it in a local town, across the country or even in another country?
- d. **What the Business Does:** What product or service does the family business provide? Is it a food item like marshmallows, a toy like Hot Wheels or something else?
- e. **Adaptability:** How can the business be used in different ways or situations? For example, just like salt has many uses, think of other ways the family's product could be adapted or expanded.

Once the one-sheeter is complete, each group will present their family business idea to the rest of the class. Students within each group will take turns reading sections of their written summary, effectively narrating the story of their business.

Following each group presentation, the class will have the opportunity to ask questions. End this activity with a wrap-up discussion, using these prompts:

- Is your business about food, a product or something different, like a service or an experience?
- Were there any wacky or surprising business ideas? Did you use them?
- Did anyone's business have a strong tie to their family?
- What skills does your family pass down to you?
- How does the place where something started make the business story more special or interesting?

■ POST-SHOW ACTIVITIES

Classroom Connections Video Workshop (Grades:1-6)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

English/Language Arts: SL.1.1, SL.2.1, SL.3.1, SL.4.1, SL.5.1, SL.6.1

Fine Arts: Dance: 1.2CO, 1.2PE, 2.2CO, 2.3CR, 3.3CR, 4.2CO, 5.2CO

Physical Education: 1A.1.3, 1A.1.4

Social Studies: 1.GEO.6, 1.GEO.7, 2.GEO.6, 2.GEO.7, 2.GEO.8



Playhouse Square teaching artists Molly and AJ invite students to join them once again as they continue to explore themes found throughout the show. Join AJ and Molly as they learn a hula dance from Audrey Godoy of Paradise Pacific Entertainment. They will also explore the value of natural resources and what it means to care for Earth.

Run time: 24:05

Guest stars: Audrey Godoy, Hula dancer, Paradise Pacific Entertainment

Additional Terms

Ecosystem – a big community of living plants, animals and insects and non-living elements like water, land, rocks and sunlight within a specific area that relies on one another to survive

Hula – a traditional Hawaiian dance story that is slow or rhythmic and usually performed by a group in unison with chants, song and an accompanying band of musicians

Pa'akai – (the longer, more poetic definition) the part of the ocean that remains

Priceless – experiences and things that are so important that you would never sell them

Healer (Grades: 1-6)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

Fine Arts: Visual Arts: 2.2CR, 2.3CO, 3.1RE, 4.1PE, 4.3PE, 5.3CR, 6.3PE,

Social & Emotional Learning: D1.1.c

Social Studies: 1.HIS.6, 1.GEO.7, 1.GOV.9, 2.GEO.6, 2.GEO.8, 3.GEO.6, 3.GEO.8, 5.GEO.7

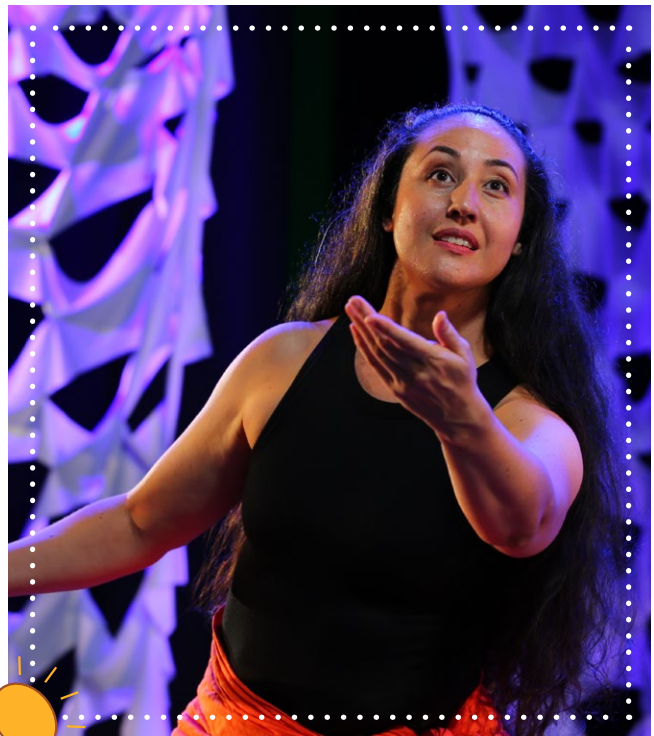
During the performance, students learned about the many uses of salt, such as its application for physical healing, as an ingredient in salves and balms.

Students will work in small groups using their imaginations to craft a home remedy, which will be presented to the class as a poster. Each group will incorporate **one common ingredient** that all remedies in the class will share. The common ingredient could be something literal, like peanut butter cups, or something more symbolic, like empathy. While one ingredient must be shared, its purpose can vary depending on the remedy. Not all ingredients for the remedy recipe need to be food or substances; for example, a remedy could include the squeeze of a hug or the scent of pancakes.

The final product for this must include the following elements:

- **One common ingredient** (shared by all groups)
- **A maximum of 8 ingredients** in total
- **The illness/injury/negative thing that the the remedy will treat**
Example: A remedy for a sore throat, a hug in a box etc.
- **Connection between the ingredients and the symptoms** Explain how the ingredients help treat the condition
- **A clear, simple step-by-step process** of how to make the remedy
- **Illustrations** that show what the remedy looks like or how it is used

Students should consider the form the remedy will take – whether it is a drink, cream or meal. Creativity is encouraged. Help groups come up with ideas such as combining everyone’s favorite snacks or even using ingredients that might be disliked, transformed into something more enticing. It is important to think about how different ingredients can be combined in unexpected ways. Students should also consider how the ingredients connect to the symptoms they are attempting to treat. The more specific and imaginative the remedy, the better! Once all groups are complete, have everyone present their posters to the rest of the class.



Potluck (Grades: 1-6)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

English/Language Arts: SL.1.1, SL.2.1, SL.3.1, SL.4.1, SL.5.1, SL.6.1

Social Studies: 2.HIS.4, 2.GEO.9, 3.GEO.8

World Languages: INP-C.NL.1, INP-C.NM.1, INP-C.NH.1

Family and tradition are considerable themes in *The Pa'akai We Bring*. Like most communities, the community highlighted in the performance comes together in times of grief or times of celebration over something beloved by all: food!

potluck a meal in which everyone brings a prepared dish to share

As a special culminating activity, host a classroom potluck! If possible, the school should provide the main dish, while students and families can bring in side-dishes. **If this is not an option, it could be fun to explore the potluck through art. Students could make their dish by drawing it or sculpting it with clay.** The goal is to celebrate in a way that feels meaningful to all.

While planning this activity, think about how to involve families outside of class. Consider how to work with families to prepare dishes or artwork. Could this be a homework assignment? Could the students work with their think families to cook together and share stories? Perhaps, a family has a special tradition related to food that can be shared.

Steps to Prepare for the Potluck:

Choose a Class Main Dish

The class will work together to research and decide on an Asian American, Native Hawaiian or Pacific Islander main dish to serve at the potluck. Resources like picture books, the internet or ideas from the play can be used to find a dish that is meaningful. If possible, the school will provide this primary dish for everyone to share.

FUN FACT! May is Asian American, Native Hawaiian and Pacific Islander (AANHPI) Heritage Month.

Contribute a Side or Snack

Each student is encouraged to bring a dish or snack from home that is meaningful to their family or culture. This

could be a homemade dish or a favorite snack. Students should be ready to share the story behind the dish and explain why it is special or significant to them.

Reflect

Over the meal, the group should reflect on the performance and the experience of putting together the potluck.

Here are some questions to start the discussion:

- What does tradition mean to you?
- What is something new you learned about your classmates?
- What is your favorite family tradition?
- Is family chosen for you or chosen by you? Why?
- Why is it important to learn about traditions from other cultures?
- How can the school create a universal dish that everyone can enjoy, and why is this important for the community?
- How can food connect us across cultures and generations?
- What did you think of the play?
- What is your favorite memory from this school year?

The potluck atmosphere should be warm and welcoming, like a family gathering! There are no strict rules, just a chance to share, learn and have fun. The focus is on enjoying time with classmates, making new friends and celebrating the community.

If permitted, photos of the class potluck can be shared with Playhouse Square and the performers by sending them via email to schoolprograms@playhousesquare.org.

RESOURCES

BOOKS



Recommended reads curated by Cleveland Public Library

- *Aloha Everything*, by Kaylin Melia George
Explores Hawaiian culture and the meaning of aloha.
- *Too Many Mangoes*, by Tammy Paikai
Children help their grandfather pick mangoes and learn to share their abundance.
- *We Are Water Protectors*, by Carole Lindstrom
Inspires action to protect Earth's water, rooted in Indigenous wisdom.



**CLEVELAND
PUBLIC
LIBRARY**

For more information,
visit CPL Youth Services
or go to cpl.org.

WEB



Classroom Connections Workshop Videos

The Pa'akai We Bring Pre-Show Workshop Video.
Password: salt2904 <https://vimeo.com/1053926509>

The Pa'akai We Bring Post-Show Workshop Video.
Password: salt2904 <https://vimeo.com/1053921162>

“Give a Gift: Drama Game with Miss Lily” YouTube,
uploaded by Honolulu Theatre for Youth, <https://youtu.be/9D1Cznpgbw?si=iPkuPYYxBahnougJ>

“Traditional Ways of Knowing: Salt Harvesting,” *SEA Education from The University of Hawai'i at Mānoa*,
<https://manoa.hawaii.edu/sealarning/grade-5/physical-science/matter-sea/traditional-ways-knowing-salt-harvesting>

CURRICULUM STANDARDS INDEX

English/Language Arts

Standard	Description	Grade	Activity	Page
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	1	Word Search	8
SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	1	Pre-Show Video Workshop No Bad Thoughts in the Salt Bed Family Business Post-Show Video Workshop Potluck	7 9 10 11 13
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	2	Word Search	8
SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	Pre-Show Video Workshop No Bad Thoughts in the Salt Bed Family Business Post-Show Video Workshop Potluck	7 9 10 11 13
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	3	Word Search	8
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics, texts, and issues, building on others' ideas and expressing their own clearly.	3	Pre-Show Video Workshop No Bad Thoughts in the Salt Bed Family Business Post-Show Video Workshop Healer Potluck	7 9 10 11 12 13
L.4.4	4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	4	Word Search	8
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics, texts, and issues, building on others' ideas and expressing their own clearly.	4	Pre-Show Video Workshop No Bad Thoughts in the Salt Bed Family Business Post-Show Video Workshop Potluck	7 9 10 11 13

L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	5	Word Search	8
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics, texts, and issues, building on others' ideas and expressing their own clearly.	5	Pre-Show Video Workshop No Bad Thoughts in the Salt Bed Family Business Post-Show Video Workshop Potluck	7 9 10 11 13
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	6	Word Search	8
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	6	Pre-Show Video Workshop No Bad Thoughts in the Salt Bed Family Business Post-Show Video Workshop Potluck	7 9 10 11 13

Fine Arts – Dance

Standard	Description	Grade	Activity	Page
1.2CO	Learn developmentally appropriate cultural dances.	1	Post-Show Video Workshop	11
1.2PE	Demonstrate and use basic elements of dance.	1	Post-Show Video Workshop	11
2.3CR	Explore dance vocabulary and basic choreographic devices and structures using a range of music genres.	2	Post-Show Video Workshop	11
2.2CO	Observe, learn, and explore dance forms from various cultures.	2	Post-Show Video Workshop	11
3.3CR	Explore dance vocabulary and choreographic devices using a range of music genres.	3	Post-Show Video Workshop	11
4.2CO	Recognize and describe features of dance and how cultural values are represented.	4	Post-Show Video Workshop	11
5.2CO	Recognize and describe features of dance forms and how they represent historical and cultural contexts.	5	Post-Show Video Workshop	11

Fine Arts – Drama

Standard	Description	Grade	Activity	Page
1.1CR	Identify the beginning, middle and ending of stories and retell in proper sequence.	1	Coming to the Theater	4
1.3CO	Explain personal and collective emotional responses to dramatic and theatrical works or experiences.	1	Coming to the Theater	4

1.5RE	Identify and demonstrate audience behavior appropriate for the forms and styles of theatre (live theatre, film, television and media).	1	Coming to the Theater	4
2.1RE	Use appropriate theatre vocabulary (such as plot or setting) after attending a theatrical performance.	2	Coming to the Theater	4
2.3CO	Identify the arts that are used to create a theatrical performance.	2	Coming to the Theater	4
2.5RE	Recognize and demonstrate acceptable audience behavior when participating in a drama experience.	2	Coming to the Theater	4
3.1RE	Describe the visual, aural, and kinetic elements present in stories and plays using appropriate theatrical vocabulary.	3	Coming to the Theater	4
3.5RE	Identify methods used by actors, directors, and designers to make connections with an audience in a proscenium theater.	3	Coming to the Theater	4
4.1RE	Explain, through appropriate theatrical vocabulary, how manipulation of technical elements brings about changes in performances.	4	Coming to the Theater	4

Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
2.2.CR	Combine materials to explore personal artistic ideas.	2	Healer	12
2.3.CO	Respect and support peer ideas and creativity	2	Family Business Healer	12 10
3.1RE	Compare and contrast personal interpretations of works of art with those of peers	3	Healer	12
4.1PE	Engage and persist in artistic risk-taking	4	Healer	12
4.3PE	Utilize innovative ways to apply the elements of art and principles of design.	4	Healer	12
5.3.CR	Select and use the elements of art and principles of design to investigate interdisciplinary concepts.	5	Healer	12
6.3PE	Purposefully incorporate the elements of art and principles of design to construct works of art.	6	Healer	12

Physical Education

Standard	Description	Grade	Activity	Page
1A.1.3	Use non-locomotor skills in exploratory and controlled settings and in response to verbal and non-verbal (e.g., mirroring or matching a partner) stimuli.	1	Pre-Show Video Workshop Post-Show Video Workshop	7 11

1A.1.4	Perform teacher-selected and developmentally appropriate dance steps and movement patterns.	1	Pre-Show Video Workshop Post-Show Video Workshop	7 11
3B.1.4	Identify ways to stretch muscles in the upper and lower body.	1	Pre-Show Video Workshop	7
1A.2.4	Identify ways to stretch muscles in various parts of the body.	2	Pre-Show Video Workshop Post-Show Video Workshop	7 11
3B.3.4	Recognize the importance of warm-up and cool-down activities.	3	Pre-Show Video Workshop	7
3B.4.4	Identify warm-up and cool-down activities.	4	Pre-Show Video Workshop	7
3B.5.4	Identify warm-up and cool-down activities.	5	Pre-Show Video Workshop	7

Science

Standard	Description	Grade	Activity	Page
4.ESS.1	Earth's surface has specific characteristics and landforms that can be identified.	4	Pre-Show Video Workshop	7
4.ESS.2	The surface of Earth changes due to weathering.	4	Pre-Show Video Workshop	7

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A1.1.a	Identify basic personal emotions.	K-2	No Bad Thoughts in the Salt Bed	9
A1.2.a	Recognize emotions as natural and important.	K-2	No Bad Thoughts in the Salt Bed	9
A1.4.a	Recognize that current events can impact emotions.	K-2	No Bad Thoughts in the Salt Bed	9
B1.1.a	Identify personal behaviors or reactions when experiencing basic emotions.	K-2	No Bad Thoughts in the Salt Bed	9
B1.3.a	Identify and begin to use strategies to regulate emotions and manage behaviors.	K-2	No Bad Thoughts in the Salt Bed	9
A1.1.b	Identify a range of personal emotions.	3-5	No Bad Thoughts in the Salt Bed	9
A1.2.b	Identify that emotions are valid, even if others feel differently.	3-5	No Bad Thoughts in the Salt Bed	9
A1.4.b	Describe how current events trigger emotions.	3-5	No Bad Thoughts in the Salt Bed	9
B1.1.b	Demonstrate strategies to express a range of emotions within the expectations of the setting.	3-5	No Bad Thoughts in the Salt Bed	9
C4.3.b	Recognize that individuals' needs for privacy and boundaries differ and respect those differences.	3-5	No Bad Thoughts in the Salt Bed	9
D2.3.b	Distinguish the helpful and harmful impact of peer pressure on self and others.	3-5	No Bad Thoughts in the Salt Bed	9

D2.3.b	Distinguish the helpful and harmful impact of peer pressure on self and others.	3-5	No Bad Thoughts in the Salt Bed	9
B1.3.c	Apply productive self- monitoring strategies to reframe thoughts and behaviors.	6-8	No Bad Thoughts in the Salt Bed	9
C1.3.c	Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspective.	6-8	No Bad Thoughts in the Salt Bed	9
D1.1.c	Demonstrate the ability to actively listen and understand multiple perspectives.	6-8	No Bad Thoughts in the Salt Bed Family Business Healer	9 10 12

Social Studies

Standard	Description	Grade	Activity	Page
1.GEO.5	Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (structures built by people).	1	Pre-Show Video Workshop	7
1.GEO.6	Families interact with the physical environment differently in different times and places.	1	Pre-Show Video Workshop Post-Show Video Workshop	7 11
1.GEO.7	Diverse cultural practices address basic human needs in various ways and may change over time	1	Pre-Show Video Workshop Post-Show Video	7 11
1.HIS. 6	Families interact with the physical environment differently in different times and places.	1	Family Business Healer	10 12
1.GEO.7	Diverse cultural practices address basic human needs in various ways and may change over time	1	Healer	12
1.GOV. 9	Collaboration requires group members to respect the rights and opinions of others.	1	Family Business Healer	10 12
2.GEO.6	The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.	2	Family Business Post-Show Video Workshop Healer	10 11 12
2.GEO.7	Human activities alter the physical environment, both positively and negatively.	2	Post-Show Video Workshop	11
2.GEO.8	Cultures develop in unique ways, in part through the influence of the physical environment.	2	Pre-Show Video Workshop Post-Show Video Workshop Healer	7 11 12
2.GEO.9	Interactions among cultures lead to sharing ways of life.	2	Potluck	13
2.HIS.4	Biographies can show how peoples' actions have shaped the world in which we live.	2	Family Business Potluck	10 13
3.ECO.17	A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.	3	Family Business	10
3.ECO.18	A market is where buyers and sellers exchange goods and services.	3	Family Business	10

3.ECO.19	Making decisions involves weighing costs and benefits.	3	Family Business	10
3.GEO.5	Daily life is influenced by the agriculture, industry and natural resources in different communities.	3	Pre-Show Video Workshop Family Business	7 10
3.GEO.6	Evidence of positive and negative human modification of the environment can be observed in the local community.	3	Family Business Healer	10 12
3.GEO.8	Communities may include diverse cultural groups.	3	Family Business Healer Potluck	10 12 13
5.GEO.7	The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environments.	5	Healer	12

World Languages

Standard	Description	Grade	Activity	Page
INP-C.NL.1	Identify a few typical products and practices related to familiar, everyday life in native and other cultures.	Novice Low	Potluck	13
INP-C.NM.1	Identify typical products and practices related to familiar, everyday life in native and other cultures.	Novice Mid	Potluck	13
INP-C.NH.1	Identify products and practices related to everyday life to help understand perspectives of native and other cultures.	Novice High	Potluck	13