



Young
Audiences
Arts for
Learning

Maryland

Teacher Program Guide

Assembly Date: _____

Assembly Time: _____

For Students in: _____

Hooked on Books

Mark Lohr



Mr. Jones, a mild-mannered “everyone,” sits down to enjoy an afternoon television program. He is interrupted by a public service announcement that makes him aware of the epic battle between TV and reading. By reading books and applying trial and error, he learns reading is a fun and exciting way to gain new skills, see new places, meet new people, and experience more channels than any TV could ever have! Watch as Mr. Jones discovers a new interactive passion – reading!

Contact Young Audiences for more information on this and other programs at 410-837-7577 or yamd.org

Young Audiences/Arts for Learning | 2600 N. Howard St., Suite 1300 | Baltimore, MD 21218



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Please pass along the attached teacher program guide to all participating classrooms.

Setup Requirements

- A clear 15' x 15' performance area
- At least 3' space between the performer and audience
- Private dressing area for the artist to change before and after the performance

Artist Arrival Time

30 to 40 minutes prior to performance

Suggested Introduction

“Ladies and Gentlemen, Boys and Girls, today we have an EXCITING program for you about reading! There is something I do need to share with you—our presenter, Mr. Jones, doesn't like to read!”

Inclement Weather

DON'T WORRY! Artists will follow school closings/delays, and will work with you to reschedule the performance if necessary.

Young Audiences Contact Number

410-837-7577

After Hours / Emergency Number

Call 410-837-7577 and follow the prompts to be connected with a staff member on call.



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Inside this Guide:

- Artist Bio
- Program Description
- Maryland State Curriculum Connectors
- Core Curriculum Connectors
- Vocabulary
- Background Info
- List of Resources
- Pre- and Post-Performance Activities
- Classroom Discussion Questions

Artist Bio

An entertainer who has studied the masters of his craft—Charlie Chaplin and Buster Keaton—Mark has more than two decades of performing experience wowing audiences around the globe, including the Kennedy Center, Meyerhoff Symphony Hall, and the Kintom International Clown Festival in Shanghai, China. Mark's unique comic style brings together many disciplines of performance art in hysterical ways that are guaranteed to amaze audiences of all ages.



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Program Description

Mr. Jones, a mild-mannered “everyone,” sits down to enjoy an afternoon television program. He is interrupted by a public service announcement that makes him aware of the epic battle between TV and reading. By reading books and applying trial and error, he learns reading is a fun and exciting way to gain new skills, see new places, meet new people, and experience more channels than any TV could ever have! Watch as Mr. Jones discovers a new interactive passion – reading!

“The greatest strength was Mr. Lohr's ability to communicate with students using very few words. The interactions that took place through performance were incredible.”

Garrett College



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Maryland State Curriculum Connectors

Standard 1.0 Perceiving and Responding: Aesthetic Education

Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.

Standard 2.0 Historical, Cultural, and Social Context

Students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic works, and other literature of the theatre.

Common Core Standard Connectors

SL.3.1 Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.

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Vocabulary

- **Armadillo** - tropical mammal covered in bony plates
- **Dippity Doo** - used to style men's hair
- **Meow, Meow, Meow** - cat language
- **Public Service Announcement** - a brief speech made for the good of the people hearing it
- **Talk Show** - a gathering of guests who come to listen to a host, or hosts, speak about specific topics

Background Information

- American Masters, a PBS website, gives great information about the history of Vaudeville. It not only includes good, reputable information, but also pictures and links for educators. There are even lesson plans to use with students in the upper grades!
<http://www.pbs.org/wnet/americanmasters/episodes/vaudeville/about-vaudeville/721/>
- *Keep Your Eye on the Kid: The Early Years of Buster Keaton* by Catherine Brighton: Four-year-old Buster Keaton became one of the best-known comedians of his age and inches when his father threw him across a vaudeville stage, shouting "Keep your eye on the kid!" The crowd roared as he easily landed on his feet and instantly became a star. As Buster grew, he set his sights on the budding world of Hollywood and went on to become one of America's most beloved silent-film stars. Airy detailed illustrations evoke small-town USA in the early 20th century. Told in Buster's voice, this captivating biography introduces young readers to a boy who became an American icon and changed the face of comedy and the film world forever.
- Make 'Em Laugh, part of the PBS website, gives the history of Vaudeville with the addition of Broadway. The site is great for reading to gain information to teach students, rather than having the students tackle the information themselves: <http://www.pbs.org/wnet/makeemlaugh/episodes/history/vaudeville-and-broadway/31/>

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List of Resources

MOVIES

- “Charlie: The Life and Art of Charles Chaplin” (2003)

ARTICLES

- “Creative Clowning” by Bruce Fife

BOOKS

- *American Laughter* by Mark Winokur
- *Juggling for the Complete Klutz* by John Cassidy and B. C. Rimbeaux
- *Clowns* by John H. Towsen
- *Circus in a Suitcase* by Reg Bolton



WEBSITES

- Have children create their own book lists at: www.bookadventure.org
- Library of Congress Website for Vaudeville:
<http://www.loc.gov/teachers/classroommaterials/connections/american-variety/langarts.html>
- American Masters, a PBS website, gives great information about the history of Vaudeville. It not only includes good, reputable information, but also pictures and links for educators. There are even lesson plans to use with students in the upper grades! <http://www.pbs.org/wnet/americanmasters/episodes/vaudeville/about-vaudeville/721/>

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Pre-Performance Activities

- Read one of the suggested picture books. Discuss the art of comedy or clowning. Question students: What do you know about comedy? What experiences do you have with comedy? What is involved with performing a comedy act?
- Watch the movie: “Charlie: The Life and Art of Charles Chaplin.” Facilitate a discussion about Charlie’s career. Why does it work for him? What were the positives and negatives of being in comedy?
- Review the Library of Congress website for Vaudeville. Discuss how vaudeville is similar or different to other comedies you have seen. Develop a Venn diagram as a class making these comparisons.
<http://www.loc.gov/teachers/classroommaterials/connections/american-variety/langarts.html>

Post-Performance Activities

- Reading—Books have more channels!
- Turn off the TV and read books—find chapter books that are as exciting and entertaining as your favorite TV program. (Comic books count too!)
- Take a week to count your reading minutes and your TV minutes.
- Use the Venn diagram handout: Ask students to compare and contrast experiencing stories through reading them in books vs. watching them on TV.

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Classroom Discussion Questions

- How is reading better than watching television? What does a person need to be able to read a book?
- What have you learned about the history of comedy?
- How is reading a book like watching television? How is it different?



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Sample Lesson Plan

YOUNG AUDIENCES OF MARYLAND

Lesson Title: Hooked on Books

This lesson will take more than one day to complete. Use as you see fit.

Artist's Name: Mark Lohr

Teacher's Name:

School:

Grade:

Fine Arts Standard

Standard: 1.0 Perceiving and Responding: Aesthetic Education

Indicator: 2 Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine

Objective: b Use color, line, shape, and texture to represent ideas visually from observation, memory, and imagination

Integrated Content Area:

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information

Lesson Objective: Students will develop a comic strip based on information learned during the performance: "Hooked on Books."

Introduction/ Motivation (10 minutes)

Teacher: Explain this lesson to the students. "I am glad we saw the 'Hooked on Books' performance the other day! It makes me think about my niece though. She hates to read! Obviously, as a teacher, it makes me upset that she has not found the love of reading yet."

"While I was watching the show, however, I thought about a great idea! But I need your help."

Question the students: What do you remember about the show? What did you learn about reading? How would you persuade my niece that reading is a really cool thing to do?

Explain to the students: "What my niece does love are superheros. I'm thinking it might be fun if you created a comic strip for her to read, persuading her that reading is fun!"

Question students: Think about a superhero character. Who is a character that would fight the crime of not loving to read?

Instruct students: Turn and talk about what character you would develop. Share out thoughts and ideas when time is up (give about 3-4 minutes).

Modeling (10 min):

Demonstrate how to create the comic strip story. Use the provided document (attachment 1) to model what a sample comic strip would look like.

Instruct: "This is my sample comic strip. I used the information I learned from the assembly to create this strip. My superhero is named: Sir Reads-A-Lot. He is a silly old King who loves to have his court jesters read to him. As you can tell by the comic strip though, he is never satisfied with a jester's reading of his favorite story. He always ends up reading the stories to himself instead."

Please prepare this comic strip ahead of time. You can use my story starter or create your own.

Guided Practice (10 min):

Discuss: What do you notice about my comic strip? What did I include? What am I trying to accomplish through the strip? **Students should conclude that I am trying to persuade my audience that reading for yourself is better than watching someone else.**

Explain: Give directions for the project. **These can be tailored to meet the needs of your students.**

Answer any questions students may have about the project.

Independent Practice (30-40 min):

Students will have time to work on their comic strip. **Walk around and monitor, answering any questions and guiding where needed.**

Assessment/Closer (10 min):

Select 5-6 students to share their comic. Have students project their work on the overhead and explain their work.

Students will be allowed to ask questions and give feedback to their classmates.

As a possibility, these could be hung in the hallway or presented to another class.

Vocabulary:

Persuade: convince someone to do something

Materials:

Overhead and projector/ SMARTboard

Comic strip paper

Crayons, markers, pens, pencils

Handouts:

Attachment 1- comic strip paper

Resources: (these are for constructing comics online)

http://www.freetech4teachers.com/2010/12/10-ways-to-create-comics-online.html#.UcO1_2T70YQ

<http://www.pixton.com/>

<http://www.readwritethink.org/parent-afterschool-resources/games-tools/comic-creator-a-30237.html>