

SchoolTime Study Guide



Les 7 Doigts de le Main Circus

Friday, May 3, 2013

Zellerbach Hall, University of California Berkeley

Welcome!

On Friday, May 3 at 11:00 a.m., your class will attend a performance by Les 7 Doigts de la Main (Seven Fingers) Circus from Canada.

Canada's phenomenal nouveau cirque troupe blends acrobatics, avant-garde dance, physical comedy, music, song, video projections and a live DJ. Les 7 Doigts delves into the rich and surreal underworld of the human psyche in *PSY*, a dazzling new production. Traveling through a shifting landscape of wildly entertaining distorted visions, fading dreams and fractured memories, "You'll be totally bowled over and never want it to end," according to London's *TimeOut*. "You'll be moved emotionally at least as often as you're just flat-out astounded."

Using This Study Guide

This study guide is designed to engage your students with the performance and enrich their field trip to Zellerbach Hall.

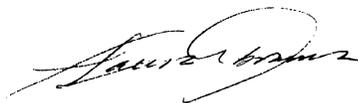
Before coming to the performance, we encourage you to:

- Copy the student resource sheet on pages 1-2 and hand it out to your students several days before the show.
- Discuss the information on pages 3-4 about the performance and the artists with your students.
- Read to your students from About the Art Form on page 5-7 and About Canada on page 8-10.
- Assign two or more of the activities on pages 11-12 to your students.
- Reflect with your students by asking them guiding questions, which you can find on pages 1, 4, 5, and 8.
- Immerse students further into the art form by using the resource and glossary sections on pages 13-14.

At the performance:

Students can actively participate during the performance by:

- OBSERVING how the performers use their bodies, and how they work together
- NOTICING how the music, lights, sound, sets, and costumes are used to enhance the acts
- MARVELING at the skill, technique and preparation required by the performers
- THINKING ABOUT all the ways circus is a theatrical art
- REFLECTING on the sounds and sights experienced at the theater.



Laura Abrams
Director, Education
& Community Programs
Cal Performances



Rica Anderson
Education Programs
Administrator
Cal Performances

Table of Contents



Welcome	i
Table of Contents	ii
1 Theater Etiquette	iii
2 Student Resource Sheet	1
3 About the Performance	3
4 About the Artists	4
5 About the Art Form	5
6 About Canada	8
7 Learning Activities	11
8 Glossary	13
9 Additional Resources	14
10 California State Standards	16
Acknowledgements	17

1 Theater Etiquette

Be prepared and arrive early.

Ideally you should arrive at the theater 30 to 45 minutes before the show. Allow for travel time and parking, and plan to be in your seats at least 15 minutes before the performance begins.

Be aware and remain quiet.

The theater is a “live” space—you can hear the performers easily, but they can also hear you, and you can hear other audience members, too! Even the smallest sounds, like rustling papers and whispering, can be heard throughout the theater, so it’s best to stay quiet so that everyone can enjoy the performance without distractions. The international sign for “Quiet Please” is to silently raise your index finger to your lips.

Show appreciation by applauding.

Applause is the best way to show your enthusiasm and appreciation. Performers return their appreciation for your attention by bowing to the audience at the end of the show. It is always appropriate to applaud at the end of a performance, and it is customary to continue clapping until the curtain comes down or the house lights come up.

Participate by responding to the action onstage.

Sometimes during a performance, you may respond by laughing, crying or sighing. By all means, feel free to do so! Appreciation can be shown in many different ways, depending upon the art form. For instance, an audience attending a string quartet performance will sit very quietly, while the audience at a gospel concert may be inspired to participate by clapping and shouting.

Concentrate to help the performers.

These artists use concentration to focus their energy while on stage. If the audience is focused while watching the performance, they feel supported and are able to do their best work. They can feel that you are with them!

Please note:

Backpacks and lunches are not permitted inside the theater. Bags are provided for lobby storage in the event that you bring these with you. There is absolutely no food or drink permitted in the seating areas. Recording devices of any kind, including cameras, cannot be used during performances. Please remember to turn off your cell phone before the performance begins.





2 Student Resource Sheet

Questions to Think About:

- What might you see at Les 7 Doigts de la Main's performance?
- What does the company's name mean and why did they choose that name?
- How have circuses changed over time?
- Describe some of Canada's features.



German Wheel

What You'll See

You will be attending the SchoolTime performance of Les 7 Doigts de la Main (meaning "seven fingers of the hand") Circus from Montreal, Canada. Performed in the *cirque nouveau* (contemporary circus) style, the company brings together theater, dance, live music and circus arts to tell a story. Each performer represents a different challenge and they use their art and skill to deal with the challenges. For example, the trapeze artist is afraid of heights and the knife thrower has a bad temper.

During the show you'll see traditional circus acts like the teeterboard, a kind of see-saw where an acrobat jumps on one end, sending the person on the other end into the air, the German wheel, a big, open wheel that performers stand inside and spin around the stage, and the aerial rope from which performers hang while doing acrobatics. Acrobats will also juggle, tumble and do trapeze acts.

About Les 7 Doigts de la Main Circus

Les 7 Doigts de la Main takes its name from a

French expression, “the five fingers of the hand,” that describes separate parts working together towards one common goal. The number seven stands for the seven founding directors of the company: Bay Area natives Shana Carroll and Gypsy Snider, as well as Isabelle Chassé, Patrick Léonard, Faon Shane, Sébastien Soldevila, and Samuel Tétreault. Many of them originally met as cast members of Cirque de Soleil.

Life in the Circus

Circuses can be traced back over 4,000 years, when countries like Greece, China, Egypt and Rome held events that included horse racing,



Roman Circus

acrobatics and clowning. The kind of “big top” events that we think of as circus today started in the mid-1700’s in England and featured animal acts, acrobats, trick horseback riders, highwire acts, clowns and musicians. As circuses began to tour they needed a large tent to perform in that could be easily set-up and taken down.

To make performances more exciting, circuses added theatrical elements like lighting, sound, backdrops, and more elaborate costumes and makeup. In the last thirty years, many circuses have chosen to only have human performers, because using animals is thought by many to be cruel.

About Canada

A vast and rugged land, Canada covers 3,849,674 square miles. It is the second largest country in the world, but only about 32 million people live there, around 11% of the United States’ population. The country is separated into 10 provinces and three territories. Descendents of British and French immigrants make up about half the population and the country has two official

languages, English and French. European and Asian immigrants make up most of the rest of the population, and First Nations peoples are at about four percent.

Canada features black-blue lakes, numerous rivers, western mountains, rolling central plains, forested eastern valleys and an arctic north. Two of the country’s natural landmarks are the majestic Rocky Mountains in Western Canada and the stunning Niagara Falls, the largest water falls in the world.

Canada's forests are home to bears, moose, caribou, musk ox, wolves, beavers, deer, mountain lions, bighorn sheep and smaller animals like raccoons, otters, and rabbits. In the south, Canada’s prairies have bison and pronghorn antelope. The country's lakes and rivers, which contain about 20 percent of all fresh water on Earth, are full of fish such as trout and salmon. Canadians work hard to protect the native wildlife. Canada has 41 national parks and three marine conservation areas. Still, species like wolves, lynx, and Atlantic fish have been overhunted and overfished.



Niagara Falls, Canada

About Montreal

Les 7 Doigts de la Main is based in Montreal, Canada. Known as “Canada’s cultural capital,” Montreal is home to about 1.7 million Canadians. The city is in the French-speaking province of Quebec and has a strong arts scene that produces television, radio, and theater programs for the mostly French-speaking population. Montreal has a history of jazz and rock music and hosts a popular annual French music festival called *Francofolies* as well as the Montreal International Jazz Festival. Montreal’s Downtown, called Centre-ville, and the Latin Quarter are full of shops, restaurants and entertainment venues. Overall, Montreal is a popular North American city to live and visit.

3 About the Performance



The circus ensemble Les 7 Doigts de la Main will perform at SchoolTime on Friday, May 3. The ensemble embraces the style of *cirque nouveau* (contemporary circus), combining theater, dance, live music, and circus arts to tell a coherent story. The program will include a variety of traditional circus acts including the trapeze, juggling, teeterboard, German wheel, and aerial rope.

Les 7 Doigts' program *PSY*, directed by Bay Area native Shana Carroll, explores the unconventional theme of human weaknesses—the mental and emotional kind. Each performer represents a different issue, and they use their art and talent to overcome the obstacles. For instance, the trapeze artist plays a character that has a fear of heights, and the knife thrower has an issue with anger management. “The circus skills are brilliant,

twisted into clever, often funny dramas” (*The Independent*).

PSY is the fourth work the company has created, which they describe as “merging acrobatics of the body with acrobatics of the mind and soul.” The initial scene is set up in a psychiatrist’s office but the setting quickly transforms into innovative, bizarre locations that are meant to represent the deep recesses of the mind. “*PSY* is filled with beautiful moments that combine ingenious set design and unusual displays of circus skills” (*Orange County Register*).

4 About the Artists

Guiding Questions:

- Describe the theme of Les 7 Doigts de la Main's show *PSY*.
- Name some of the circus acts the company will perform.
- What French expression inspired the company's name and what does the expression mean?



Les 7 Doigts de la Main translates literally to “the seven fingers of the hand,” a twist on the French idiom “the five fingers of the hand” that describes distinct parts working together towards one common goal. The number seven stands for the seven founding directors of the company, including Bay Area natives Shana Carroll and Gypsy Snider, as well as Isabelle Chassé, Patrick Léonard, Faon Shane, Sébastien Soldevila, and Samuel Tétreault, many of whom originally met as cast members of Cirque du Soleil.

Founded in Montreal in 2002, the 7 Fingers initial goal was to bring circus to a human scale. They began as artists on stage, creating collectively, and soon branched out, expanding their creative talents as directors, choreographers, writers

and coaches, passing on their collaborative and unique 7 Fingers process to a new generation of circus artists.

In addition, the 7 Fingers have developed a special events department through which they have delivered a diverse range of projects, including participation in The Royal Variety Performance for the Queen of England, ceremonies of both the Turin and Vancouver Olympics, large corporate events for companies such as Caterpillar and BMW, directing the National Circus School end-of-year show 2 years in a row, and much more. Each project is custom-made, approached with the same hands-on creativity.

5 About the Art Form

Guiding Questions:

- What kind of performers would you see at an old-fashioned circus as opposed to a “New Circus”?
- What staging elements are used to make a circus production more exciting?
- How was the circus in ancient Rome different from the circus in China? How is the European circus different from the American one?



What Is a Circus?

A circus is a group of performers that typically includes acrobats, clowns, jugglers, aerial artists, daredevils, and sometimes, trained animals. Circuses usually tour from place to place, setting up “rings” or performance areas in big open spaces, such as sports arenas or large tents. A circus performance is led by a ringmaster who acts as a narrator or “Master of Ceremonies,” and who interacts with the audience. Each act is

accompanied by music, and most circuses have their own musicians or bands.

Since the circus is a theatrical art, it may use special lighting, props, sets, backdrops, costumes and makeup to dress up its acts. Some productions use all of these elements, but others are more simple. Lighting, sound, set, prop and costume designers work closely with choreographers to create a

specific mood or theatrical effect. Costumes and makeup are also important in a circus. Costumes help define a character, and also affect a performer's movement or the way the audience sees the movement. Makeup can highlight a performer's own facial features and, like costuming, can enhance a performer's stylized look. It can also be used to exaggerate a particular feature or to create a transformation.

The New "European-Style" Circus



Cirque Nouveau or New Circus emerged in the 1970s in Europe, North America and Australia as a new and important performance art. Traditional circus began to lose popularity to other forms of entertainment, particularly since the use of animals in circuses started becoming controversial. Animal rights groups discovered that some circuses treat animal performers cruelly, and in response, many countries have banned or limited the use of animals in circuses.

Moving in a fresh direction, the New Circus chose to use human performers who accomplished phenomenal feats staged in ways that captured the imaginations and stirred the emotions of the public. Merging traditional circus acts with elements from theater and contemporary culture, the New Circus introduced characters, narrative, and modern live music to their productions.

Origins of the Circus

There is evidence that the circus began more than 4,000 years ago in ancient Greece, China, Egypt and Rome with activities like horse racing, juggling, balancing, tumbling, and clowning. Historians have learned a lot about these circuses by examining paintings of circus acts on ancient vases, palace walls, and tombs. In Europe and Asia, circus performers traveled from village to village, entertaining rich and poor alike with their amazing acts. Spectacular new feats were constantly added to

keep the acts exciting.

Juggling three balls evolved into juggling lighted torches; when seeing riders standing on running horses lost its thrill, riders learned to do somersaults on horseback. Animals were a part of the circus since the beginning. People who had never traveled far from home clamored to see animals from foreign lands. Circus animals typically included bears, lions and elephants. And although horses were familiar to many people as work animals and transportation, in circuses they were trained to work with riders on increasingly daring stunts.

The circus we're familiar with today became popular in England and then Europe in the mid 1700s when Philip Astley produced events which included trick horseback riders, acrobats, aerial artists, clowns and musicians. Performances were held in a circular arena; soon Astley built a structure around the arena, added seats, and the modern circus was born. Astley's business boomed and he eventually established eighteen circuses in Europe. An Italian family, Antonio Franconi and his sons, took over Astley's French circus and built it into the biggest circus of its day. Their descendants became one of the most famous circus dynasties in Europe.

Circuses around the World

China



Acrobatic performances in China began as folk entertainment over 2,500 years ago, and later became popular with Emperors. The first Chinese acrobats incorporated everyday materials into their acts, using objects like plates, vases, chairs, ladders and bicycles as props.

Today, circus-style acrobatics flourish in China. Chinese acrobats are well-respected as artists, and are famous for plate-spinning, contortionism, chair balancing and bicycle tricks.

Ancient Rome

The citizens of ancient Rome (743 BCE to 476 CE) were fans of spectacular entertainment, including the circus. Stories from this era tell of jugglers and acrobats, tightrope walkers, and trained animals performing in public squares and amphitheaters. Special buildings were erected for large public entertainment, including the first known as Circus Maximus. Roman circuses were well loved and well publicized. Parades, promoting circus performances, marched through the city, encouraging people to attend. Two Roman emperors, Pompey and Julius Caesar, sponsored violent performances where exotic animals fought with each other and with people as large crowds watched.

Europe



After the fall of the Roman Empire in 476 CE, small groups of traveling performers journeyed from town to town to perform in marketplaces or noblemen's courtyards. They drove their wagons into a circle to create a stage for their acts. Later, during the era known as the Renaissance, (1400-1600s CE), culture flourished and the public celebrated art, science and beauty. Florence, Italy was the center of the Renaissance, and Florence's splendid festivals and parades included many theatrical elements of the circus.

Russia

In Russia, the circus is a well-respected art form—as important as ballet or opera. In the late 1700s, during the rule of Catherine the Great, an Englishman named Charles Hughes brought circus entertainers to perform at court. Catherine the Great loved the performance so much she

ordered circus rings built to highlight Hughes' production. After Hughes returned to England, his performers stayed in Russia, starting the tradition of the Russian Circus. The circus steadily gained popularity and by the 19th century it was the primary form of entertainment. In 1880, the famous Nikulin Moscow Circus was formed.

United States



The circus gained popularity in the United States in the late 1700s, and American circus owners like P.T. Barnum added displays of unusual human characteristics (such as Little People, giants and conjoined twins) to the circus tradition. America also influenced circuses in other ways. Horse shows were replaced by acts featuring exciting props, as well as by complicated acrobatics and tricks of strength and skill that involved large numbers of performers.



6 About Canada

Guiding Questions:

- Describe some of Canada's landmarks.
- Name some wildlife native to Canada.
- Why does Canada have two official languages and what are these languages?
- Describe some unique aspects of Montreal.



Geography

Canada is a vast and rugged land. From north to south it spans more than half the Northern Hemisphere. From east to west it stretches almost 4,700 miles (7,560 kilometers) across six time zones. It is the second largest country in the world, (after Russia) but it has only one-half of one percent of the world's population. Canada has a population of around 32 million people, about 11% of the United States' population. The country is separated into 10 provinces and three territories.

Canada features black-blue lakes, numerous rivers, impressive western mountains, rolling central plains, and forested eastern valleys. The Canadian Shield, a hilly region of lakes and swamps, stretches across northern Canada and

has some of the oldest rocks on Earth. Two of the country's natural landmarks are the majestic Rocky Mountains in Western Canada and the stunning Niagara Falls, the largest water falls in the world.

Canada's far north lies in the frozen grip of the Arctic, where ice, snow, and glaciers dominate the landscape. Few trees grow here, and farming is not practical. Native Canadians, called First Nations people, live in this region by hunting and fishing.

Nature

Canada's remote north and extensive forests are home to wildlife, from bears, wolves, beavers, deer, mountain lions, and bighorn sheep to



smaller animals like raccoons, otters, and rabbits. The country's lakes and rivers, which contain about 20 percent of all fresh water on Earth, are full of fish such as trout and salmon.

Canada's prairies in the south are home to bison and pronghorn antelope. Farther north are Canada's sprawling evergreen forests, which have lots of wildlife, including moose and black bears. Even farther north is the cold, bare tundra, where herds of caribou and musk ox live. Canadians work hard to protect the native wildlife. Canada has 41 national parks and three marine conservation areas. Nevertheless, species like wolves, lynx, and Atlantic fish have been overhunted and overfished.

History

The first people to come to Canada arrived between 15,000 and 30,000 years ago across a land bridge that joined Asia and North America. Around A.D. 1000, the Viking explorer Leif Eriksson reached Newfoundland, Canada. He tried to establish a settlement, but it didn't last.

In the 16th century, French and British settlers arrived. Land disputes between farmers and fur traders led to four wars between 1689 and 1763. The final war, called the French and Indian War, left the British in control of Canada, but French influence remains strong even today.

In 1867, Ontario, Quebec, Nova Scotia, and New Brunswick combined to form a dominion with its

own government, parliament, and prime minister. Manitoba joined soon after. In 1931, Canada became an independent nation.

People and Culture

In some ways Canada is many nations in one. Descendants of British and French immigrants make up about half the population and the country has two official languages, English and French. European and Asian immigrants make up most of the rest of the population, with First Nations peoples comprising about four percent.

Inuit people live mostly in the Northwest Territories and Nunavut. Many Native Canadians live on their traditional lands, but many others have moved to cities across Canada. First Nations artwork is widely recognized and is seen as a symbol of Canadian culture. Canada has hosted the Olympics three times – the 1976 Montreal Summer Olympics, the 1988 Calgary Winter Olympics, and the 2010 Vancouver Winter Olympics.

Government & Economy

The British monarch is the head of state of Canada. The monarch is represented by a governor-general, who has very limited powers. Laws are made by Canada's elected federal government, which includes a parliament and a prime minister.

Britain's Quebec Act of 1774 granted Quebec its own legal and religious rights. Despite this concession, many Quebec citizens have long sought independence. In votes held in 1980 and 1995, Quebec decided to stay in Canada. But the second vote was very close, and the debate is still alive.

Canada has provided fish, furs, and other natural resources to the world since the 1500s. Today, it is a world leader in agricultural production, telecommunications, and energy technologies. The vast majority of Canada's exports go to the United States.



At the Joseph Brant Festival



Montreal, Québec Canada

Fast Facts

Official Name: Canada
Form of Government: Federal parliamentary state
Capital: Ottawa
Population: 31,629,000
Official Language: English, French
Money: Canadian dollar
Area: 3,849,674 sq mi (9,970,610 sq km)
Major Mountain Ranges: Rockies, Coast, Laurentian
Major Rivers: St. Lawrence, Mackenzie

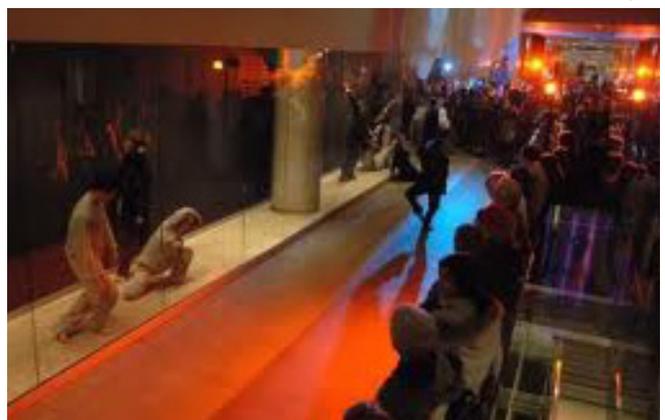
About Montreal

Les 7 Doigts de la Main was founded and is based in Montreal, Canada. Known as "Canada's cultural capital," Montreal is home to about 1.7 million Canadians. In 2006, Montréal became the first North American city to be named a UNESCO (United Nations Educational, Scientific and Cultural Organization) City of Design. The city is in the French-speaking province of Quebec and is an important center of commerce, aerospace, finance, pharmaceuticals, technology, design, culture, tourism, film and world affairs.

Boasting a strong arts scene, Montreal produces television, radio, and theater mostly for the French-speaking population. Montreal has a history of jazz and rock music and hosts a popular annual French music festival called *Francofolies* as well as the Montreal International Jazz Festival. Montreal offers a diverse range of food options including its own specialty, the Montreal hot dog, as well as a variety of ethnic food. Vibrant and active during the day and night, Montreal's Downtown, called Centre-ville, and the Latin Quarter are full of shops, restaurants and entertainment venues. Overall, Montreal is a popular North American city to live and visit.



A Montreal Art Gallery



A Montreal Dance Performance

7 Learning Activities



Science & Physical Activity (Grades 2-8)

The Science of Balancing

Many of Les 7 Doigts de la Main's acts involve the performers balancing solo, in pairs and in groups. In order to balance, humans rely on signals that are sent to the brain from different parts of the body.

- Ask students to walk across the room in a straight line. Easy, right?
- Now have them spin around 5 times and try to walk in a straight line. What happens?
- Share experiences and discuss why you think this happens with the class, or in small groups.

Explanation: Your inner ear has a network of tubes and sacs that are sensitive to changes in the position of your head. When your head tilts or rotates, tiny, sensitive hairs in the ear are nudged which trigger impulses to a part of the brain stem called the vestibular nuclei. This region converts the signals it receives into a

representation of your head's movement in space; it helps your body keep itself righted and lets your eyes track objects as your body moves.

When you spin around, the extreme motion causes your inner ear to send confused information regarding your body's placement in space.

- Have students stand straight up away from any walls and fold their arms. Then, ask them to lift one leg off the ground and try to balance. Now have them try this with their eyes closed. What was that like?
- Challenge them to try it standing on the other leg and only closing one eye. Is it easier or harder with eyes closed?
- Share experiences and discuss with the class.

Explanation: The retinas of your eyes also relay information to the vestibular nuclei. Closing your eyes disrupts the visual signals which that part of the brain receives.

Visual Arts & Literacy (Grades 1-5)

Your Circus Act

Les 7 Doigts de la Main's production *PSY* shows characters dealing with mental or emotional challenges and using their art and skills to handle these challenges. For example, the trapeze artist is afraid of heights and the knife thrower has a problem with anger.

- Ask students: "If you were performing a circus act in *PSY*, what challenge would you portray? What kind of an act would you perform? How would you use music, sound, set, props, costumes, and lighting to enhance your act?"
- Have students describe their challenge and their act in a paragraph or two. (Younger students may share verbally instead.)
- Then, using crayons, markers or paints, ask them to create a poster advertising their amazing act. Along with a fabulous illustration, they should include the date, time, place and other important details of their performance.

Social Studies, History & Literacy (Grades 4-12)

Canada & America: Compare and Contrast

Neighboring countries America and Canada share some similarities, but in other ways are very different from one another.

- Ask students to do some research about the history and culture of Canada.
- Then, have them write a few paragraphs describing the ways historically, culturally and geographically, in which Canada and America may be like one another and the ways in which they differ.
- Students may also compare and contrast the governmental structure, politics, economy, international role, etc. of both countries.



8 Glossary

acrobat – a skilled performer of gymnastic feats, as walking on a tightrope or swinging on a trapeze.

aerial artists – performers who do acrobat acts high in the air.

aerial rope – a type of performance in which one or more artists perform acrobatics while hanging from rope or fabric.

amphitheater – an oval or round building with rows of seats around a central open area.

chair balancing – acrobats perform high atop a stack of chairs.

choreographer – someone who composes dances, planning and arranging the movements, steps, and patterns of performers.

contortionist – an acrobat capable of twisting into extraordinary positions.

daredevil – one who performs dangerous stunts.

director – a person who supervises the production of a show usually with responsibility for action, lighting, music, and rehearsals.

ensemble – a group of musicians, dancers, or actors who perform together with roughly equal contributions from all members

German wheel – borrowed from a German gymnastics sport called *Rhonrad*, circus performers spin and do acrobatic stunts inside an open 8-foot steel wheel.

juggle – to keep several objects (such as balls, plates, tenpins, or knives) in continuous motion in the air simultaneously by tossing and catching.

prop – any movable articles or objects used in a performance

ringmaster – a person who is in charge of the performances in a circus ring.

set – the arrangement of scenery on a theater stage

teeterboard – a board with one end raised so that when an acrobat or tumbler jumps onto it, another performer standing on the opposite end is tossed into the air.

tightrope-walker – an acrobat who performs feats of balancing high on a rope or wire cable that is stretched tight.

troupe – a company, band, or group of singers, actors, or other performers that perform together

trapeze – a short horizontal bar hanging from two ropes, on which acrobats perform



9 Additional Resources



Les 7 Doigts de la Main

<http://7doigts.com/en>

Circuses:

<http://www.circushistory.org/>

<http://www.moscowcircus.biz/>

<http://www.cirquedusoleil.com>

<http://www.chinaacrobats.com>

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

<http://www.fairrosa.info/lists/circus.html>

Video & Audio clips on the web:

<http://www.youtube.com/watch?v=0hVcWdAonx0>

http://www.youtube.com/watch?v=HWpRFs5m_jU

<http://www.youtube.com/watch?v=ISFmWpexS5g>

<http://www.youtube.com/watch?v=fLZFDv1H5wc>

<http://www.youtube.com/watch?v=zjrK2VGC0qs>

Canadian Culture and History:

<http://www.canadiangeographic.ca/kids/fun-facts/default.asp> <http://canada.gc.ca/aboutcanada-ausujetcanada/menu-eng.html>

<http://canada.gc.ca/home.html> (about Canadian government)

<http://en.wikipedia.org/wiki/Montreal> (About Montreal)

<http://lifestyle.iloveindia.com/lounge/facts-about-montreal-2945.html> (Montreal facts)

Books:

The Circus Age: Culture and Society under the American Big Top by Janet M. Davis

Under the Big Top: A Season with the Circus by Douglas Feiler

Circus Mania by Douglas McPherson

The Ordinary Acrobat: A Journey into the Wondrous World of the Circus, Past and Present by Duncan Wall.

Children's Books:

Circus Dreams: The Making of a Circus Artist by Kathleen Cushman.

You See a Circus, I See... by Mike Downs.

Circus by Lois Ehlert

Circus Days Under The Big Top by Glendinning.

Harriet Goes to the Circus by Betsy Maestro and Giulio Maestro.

If I Ran the Circus by Dr. Seuss

Images:

<http://www.flickr.com> [search circus]

<http://www.images.google.com> [search circus]

<http://www.webshots.com> [search circus]

<http://www.circushistory.org/Photos/Photo.htm>

Local Venues Featuring Circus Acts:

Red Panda Acrobats

<http://www.redpanda2000.com/>

phone: 415-731-5037

Trapeze Arts

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

phone: 510-419-0700

Head Over Heels Gymnastics

<http://www.hohgymnastics.com>

phone: 510-655-1265

Splash Circus

<http://www.splashcircus.net/>

phone: 510-655-1265

Prescott Circus

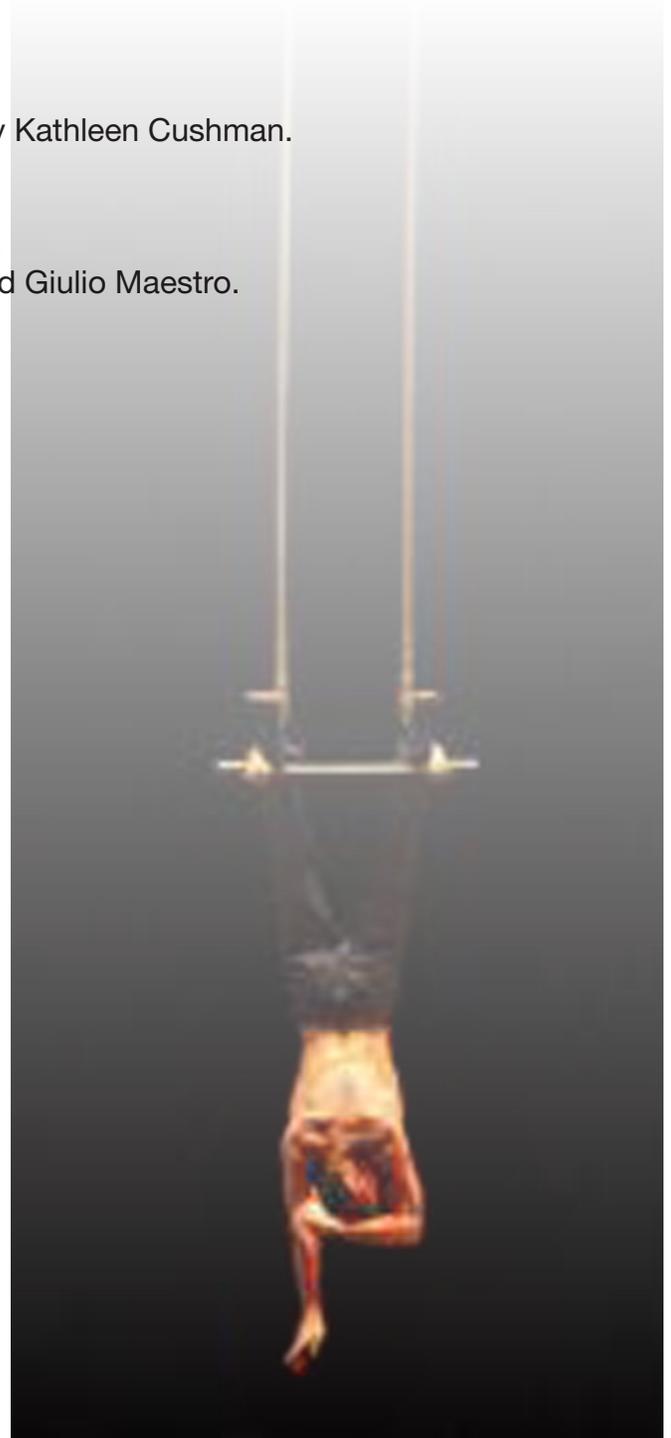
<http://www.prescottcircus.org/>

phone: 510-482-1674

ACROSPORTS

<http://www.acrosports.org>

phone: 415- 665-2276



10 California State Standards

1.0 Artistic Perception

Processing, Analyzing and Responding to Sensory Information Through the Language and Skills Unique to Theater

Students observe their environment and respond, using the elements of theater. They also observe formal and informal works of theater, film/video and electronic media and respond, using the vocabulary of theater.

Comprehension and Analysis of the Elements of Theater

1.2 Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script of theatrical experience.

2.0 Creative Expression

Creating, Performing and Participating in Theater

Students apply processes and skills in acting, directing, designing and script writing to create formal and informal theater, film/videos and electronic media productions and to perform in them.

3.0 Historical and Cultural Context

Understanding the Historical Contributions and Cultural Dimensions of Theater

Students analyze the role and development of

theater, film/video and electronic media in past and present cultures throughout the world, noting diversity as it relates to theater.

Role and Cultural Significance of Theater

3.2 Interpret how theater and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions.

4.0 Aesthetic Valuing

Responding to, analyzing, and making judgments about works of theater

Students critically assess and derive meaning from works of theater, performance of actors, and original works according to the elements of theater and aesthetic qualities.

5.0 Connections, Relationships, Applications

Connecting and Applying What Is Learned in Theater, Film/Video and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theater, film/video and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theater.



Acknowledgements

Cal Performances thanks the following donors for their gifts in support of our Education and Community Programs:

Anonymous
Bank of America
Jesse and Laren Brill
Richard Buxbaum and Catherine Hartshorn
Earl and June Cheit
Nancy and Gordon Douglass
Deborah Duncan and Mr. Barnett Lipton
Karin Evans and Charles Mark Humbert
The Fremont Group Foundation
The Robert J. and Helen H. Glaser Family Foundation
Alex and Eva Glazer
Jane Gottesman and Geoffrey Biddle
Evelyn and Walter Haas, Jr. Fund
Beth Hurwich
Kaiser Permanente
Kennedy Center Partners in Education
Carol Nusinow Kurland and Duff Kurland
Ms. Germaine LaBerge
Sally Landis and Michael White
Susan Marinoff and Thomas Schrag
The Hare Family
Maris Meyerson
Rachel Morello-Frosch
Carol and Joe Neil
Eddie and Amy Orton
Kenneth and Frances Reid
Gail and Daniel Rubinfeld
Linda and Will Schieber
William A. Settles Fund for AileyCamp
Warren Sharp and Louise Laufersweiler
Barclay and Sharon Simpson
Markus and Barbara Trice
Carol Jackson Upshaw
Wells Fargo
Zellerbach Family Foundation

Lead Community Partner:

Bank of America 

For information on supporting our Education and Community Programs, contact, Sarah Sobey at 510.643.7053 or email ssobey@calperformances.org.

About Cal Performances and Cal Performances in the Classroom

The mission of Cal Performances is to inspire, nurture and sustain a lifelong appreciation for the performing arts. Cal Performances, the performing arts presenter of the University of California, Berkeley, fulfills this mission by presenting, producing and commissioning outstanding artists, both renowned and emerging, to serve the University and the broader public through performances and education and community programs. Cal Performances celebrates over 100 years on the UC Berkeley Campus.

Our Cal Performances in the Classroom and SchoolTime program cultivates an early appreciation for and understanding of the performing arts amongst our youngest audiences. Workshops and classroom visits prepare students for deeper engagement when they experience hour-long, daytime performances by the same world-class artists who perform as part of the main season. Cal Performances in the Classroom and SchoolTime have become an integral part of the academic year for teachers and students throughout the Bay Area.



Cal Performances in the Classroom educational materials were written, edited and designed by Laura Abrams, Rica Anderson, David McCauley and Rebecca Powell with material adapted from the website *National Geographic Kids*.

© Copyright 2013 *Cal Performances*