



ALICE IN WONDERLAND **3RD GRADE PROGRAM**

NYS LEARNING STANDARDS AND LEARNING OBJECTIVES

NYS Learning Standards for the Arts: Theatre

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **TH:Pr4.1.3**
 - **b.** Investigate how movement and voice are incorporated into theatrical experiences.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **TH:Pr5.1.3**
 - **b.** Identify the basic technical elements of theater.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **TH:Pr6.1.3**
 - **a.** Share reflections on a theatrical experience.

Anchor Standard 7: Perceive and analyze artistic work.

- **TH:Re7.1.3**
 - **a.** Explain why artistic choices are made.

Anchor Standard 8: Interpret meaning in artistic work.

- **TH:Re8.1.3**
 - **a.** Explain how personal preferences and emotions affect an observer.
 - **b.** Examine how connections are made between oneself and the emotions of a character.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- **TH:Re9.1.3**
 - **a.** Understand how and why a drama or theater work is evaluated.
 - **b.** Consider and analyze technical elements in theatrical experiences.
 - **c.** Evaluate and analyze problems and situations from an audience perspective.

Anchor Standard 10: Relate and synthesize knowledge and personal experiences to inspire & inform artistic work.

- **TH:Cn10.1.3**

- a. Use personal experiences and knowledge to make connections to community and culture.

Anchor Standard 11: Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

- **TH:Cn11.1.3**

- a. Identify connections to community, social issues, and other content areas in a drama or theater work.

NYS Next Generation English Language Arts Learning Standards

Speaking and Listening: Comprehension and Collaboration

Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

- **3SL1:** Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.
 - 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.
 - 3SL1c: Ask questions to check understanding of information presented and link comments to the remarks of others.
 - 3SL1d: Explains their own ideas and understanding of the discussion.
 - 3SL1e: Consider individual differences when communicating with others.

Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

- **3SL2:** Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).

Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- **3SL3:** Ask and answer questions in order to evaluate a speaker's point of view, offering appropriate elaboration and detail.

Learning Objectives

1. Identify Key Plot Points:

Students will be able to summarize the main events of Alice in Wonderland by identifying key plot points from the theater production.

2. Character Recognition and Development:

Students will recognize and describe the characteristics and roles of the main characters in Alice in Wonderland, such as Alice, the Mad Hatter, and the Queen of Hearts, and discuss how they change or react throughout the play.

3. Understand Themes and Messages:

Students will explore and explain major themes in the story, such as curiosity, imagination, and problem-solving, and relate them to their own experiences.

4. Appreciate Theater as a Form of Art:

Students will demonstrate an understanding of how different elements of a theater production (acting, costumes, set design, lighting) contribute to the storytelling in Alice in Wonderland.

5. Express Emotions and Opinions:

Students will express their feelings and opinions about the production, explaining what they enjoyed or found confusing, and supporting their views with specific examples from the play.

6. Compare and Contrast:

Students will compare the live theater version of Alice in Wonderland with other versions they have read or seen (such as the book or film adaptations), discussing similarities and differences in characters, setting, and plot.