

Miss Nelson is Missing!



Recommended for Grades K-3
Estimated Running Time: 60 minutes

By Harry Allard and James Marshall

Vocabulary List:

Acting: Pretending to be a character.

Compare: To compare two ideas or events, showing how they are similar or different.

Conflict/Solution: A resolution of a problem.

Conscience: A feeling or voice inside telling you what behavior/decisions are right and wrong.

Facial Expression: The manner in which an actor uses his/her face in a performance.

Improvisation: Creating a character or situation using movement and speech, without prior preparation or rehearsal.

Role-Play: Improvising movement and dialogue to put oneself in another's place in a particular situation and often to examine the person and/or situation being improvised.

Setting: The location where a story takes place

Tableau: A frozen picture using actors' bodies to portray one scene.

Vocal Expression: The manner in which an actor uses his/her voice in a performance.

Kentucky Center Dates:

September 7-22, 2017
Performances at 10 am and Noon

Ogle Center Dates:

September 25-28, 2017
Performances at 10 am and Noon

ABOUT THE PLAY

Miss Nelson's class is the worst behaved in the whole school. Spitballs flying across the room, paper airplanes sailing every which way and uncontrollable kids send the gentle, long-suffering teacher, Miss Nelson, over the edge. However, the students of Room 207 are in for a surprise when Miss Nelson goes missing and is replaced by Viola Swamp, a scary substitute teacher who assigns mountains of homework and wields her ruler like a sword! The students set out to find their beloved Miss Nelson, but will they ever get her back? This musical, based on the much-loved classic book by Harry Allard and James Marshall, teaches important lessons about appreciation and respect.

Common Core Standards

Theatre

Kindergarten: TH:Cr1.1.K., TH:Cr2.1.K., TH:Cr3.1.K., TH:Pr4.1.K., TH:Pr5.1.K., TH:Pr6.1.K., TH:Re7.1.K., TH:Re8.1.K., TH:Re9.1.K., TH:Cn10.1.K., TH:Cn11.1.K., TH:Cn11.2.K.

1st Grade: TH:Cr1.1.1., TH:Cr2.1.1., TH:Cr3.1.1., TH:Pr4.1.1., TH:Pr5.1.1., TH:Pr6.1.1., TH:Re7.1.1., TH:Re8.1.1., TH:Re9.1.1., TH:Cn10.1.1., TH:Cn11.1.1., TH:Cn11.2.-1.

2nd Grade: TH:Cr1.1.2., TH:Cr2.1.2., TH:Cr3.1.2., TH:Pr4.1.2., TH:Pr5.1.2., TH:Pr6.1.2., TH:Re7.1.2., TH:Re8.1.2., TH:Re9.1.2., TH:Cn10.1.2., TH:Cn11.1.2., TH:Cn11.2.2.

3rd Grade: TH:Cr1.1.3., TH:Cr2.1.3., TH:Cr3.1.3., TH:Pr4.1.3., TH:Pr5.1.3., TH:Pr6.1.3., TH:Re7.1.3., TH:Re8.1.3., TH:Re9.1.3., TH:Cn10.1.3., TH:Cn11.1.3., TH:Cn11.2.3.

Social Studies

2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

BEFORE YOU SEE THE PLAY...

Activity #1: We The Students!

Big Themes

- How does one student's choices effect the students and the community around them?
- What are some conflicts that arise when people disagree with the rules?

1. Ask your students to consider how people with different ideas and beliefs live together in a community. Explain that your classroom community is also filled with very different people with different ideas and beliefs.

2. Inform your students that they are going to create new classroom rules. Discuss with your students why it is important to have rules. Make a list of new rules ensuring that the classroom will remain a positive learning environment for all students.

3. After the students have created their list of rules, have each student sign the list as a promise to follow the rules. (Explain is this their "Constitution" much like the rules we follow in the United States. Take a moment to explain why rules are created for societies)

4. Ask your students what punishment might happen if the teacher or students didn't follow the rules? Discuss with your students if each broken rule should have the same punishment. For example, if someone spoke out of turn, should they have the same consequence as someone who hit another student? Have your students decide on consequences for breaking each of the classroom rules.

5. Ask your students to think about being a leader in a country where no one obeyed the laws of the constitution of their country. What do the student's think might happen in that country?

6. Finally, have your students compare a classroom's struggles to that of a country's struggles. Ask your students to describe how they would feel if they were a teacher whose students did not follow any of the rules put in place at the beginning of the year.

Activity #2: Around the World in One Song Big Themes:

- How are countries around the world different? How are they similar?
- What are the major cultures and beliefs in various countries?
- Understand how people adapt to live in different places around the world.

In StageOne's production of Miss Nelson is Missing, the students in the story seek the assistance of Detective McSmogg to find Miss Nelson. Detective McSmogg enthusiastically agrees to help by traveling the world to find her. The countries in the following activities are taken directly from the script for Miss Nelson is Missing. This activity can be spread out over multiple days and can be adapted to meet the needs of the class.

1. Take a poll about where your students have visited outside of their state. Have your students think about the differences and similarities in the different places they visited.

- Was it a big city, or out in the country?
- Did people drive cars, ride bikes, take trains? (Maybe they rode in a horse-drawn buggy)
- Did they speak a different language?

2. Ask your students to think about how their experiences traveling inside the United States might compare to visiting a different country.

3. In small groups, assign one of the countries or places from the adventure list: Siberia, Peru, Timbuktu, Egypt, Rome, Bavaria, Saudi Arabia, Tibet, Botswana, and Antarctica.

4. Hand out a world map to your students. Explain the difference between continents, countries, states, cities) Have your students find the continent and then country or place on a world map and have them color in the boundaries of their destination.

5. Hand out a list of questions that each group will be responsible for answering scanning culture, geography, and the people who live there.

Questions might include:

- What are the major languages spoken in your country?
- Are there any holidays that the majority of the country celebrates (like Christmas, Chanukah, Thanksgiving, etc.)?
- What is the landscape/climate like?
- Are there any traditions that are specific to your country?

6. Have each group present the findings on their country to the class then find a place to display all of the groups' presentations.



Follow Up Questions: To deepen the students' understanding of how all peoples share commonalities, ask your students various questions about culture similarities.

Questions may include:

- How are people from the country that you researched similar to you?
- What did you think about your country before you learned about it?
- How has the research that you have done changed the way that you view the country?
- Now that you know about your country, what can you do to help people understand different parts of the world?

AFTER YOU SEE THE PLAY...

Read Harry G. Allard's book, "Miss Nelson is Missing" to your class.

Activity #1: THIS CLASS IS OUT OF CONTROL!

(NOTE: If you did not work with your class on Pre-Show Activity 1, please read that now and create a set of rules before beginning this activity.)

1. Have your students discuss how Miss Nelson's class never listen to the teacher or each other for that matter. Add to it how their choices created a difficult classroom. Ask them to describe times when they had trouble focusing on certain tasks. Have your students compare their actions with the actions of the students in Miss Nelson's class.

2. Ask your students to decide what they might do if they were teaching the class that Miss Nelson had to teach. How would they problem solve? Did Miss Nelson make the right decision by fooling her students into thinking that she was Viola Swamp?

3. Have your students create a list of ways Miss Nelson could have disciplined her class without having to become Miss Swamp; make sure these ideas are different from the book.

4. In small groups, inform your students that they are going to role-play with some of the situations, story lines, and characters from Miss Nelson is Missing using their new rules. Brainstorm a list of various situations from the book to use for this drama.

5. Break into small groups of 3-6 students. Tell each group to choose a scene from the book that they are going to act out as characters from the book. Remind your students that the scenes may be different from the book because they will be using the new class solutions. For Instance, if their paper describes a student who talks during class, they will improvise a new scene using their rules and punishments. Discuss with your students how they can use their acting tools (mind, voice, and body) to portray their chosen characters.

6. Have each group present their scenes to the class. After all have presented, discuss how they used their vocal expressions, facial expressions, and movement to portray the different emotions of their character.

7. Have your students describe how their scenes compared to the scenes from the book. What would the difficulties be if these scenes were really happening? Have your students explain why respect, rules and expectations are important in a classroom and in life.

(SIDE BAR/TEACHING TIP: To deepen your students' understanding of how their choices compare to those of Miss Nelson, create a Venn Diagram with your students that visually portray the differences between her class and their class.)



Activity #2: We're Going on a Trip

(NOTE: If you did not work with your class on Pre-Show Activity 2, please read that now before beginning this activity.)

1. Inform your students that they are going to become detectives and should use their body, voice and imagination to become their chosen character.
2. Let your students know that Miss Nelson is missing somewhere in the world and that you will also be in role as the lead Detective on the case, Detective _____. You will be relying on them for their research and travels to find her.
3. In small groups, assign different countries from the adventure list (SEE Pre-Show Activity 2) Each group should know some basics about the country's geography, climate, etc (Pre-Show activity 2). You can create a cheat sheet for each country as well.
4. Have all students close their eyes. Talk them through guided imagery that ends with them opening their eyes and becoming their characters headed to their country.

Sample: You are asleep in bed when the phone rings...it's a case! Miss Nelson has gone Missing somewhere in the world and you must find her. You jump out of bed and run to your closet to get dressed. What do you wear? Now grab your suitcase and start packing. What things does a detective need? What things do you need to help you prepare for your country's climate (sunscreen, a coat and mittens, boots or sandals, etc.) Now that you are packed, it's time to fly! Get to the airport, here..we...go!

5. Once students have opened their eyes call the groups together and address them in role as Detective _____. Inform them that they are about to travel to their countries in pursuit of Miss Nelson. You have received leads informing you that Miss Nelson is in one of their countries, although you are not sure which. Ask your detectives to discuss in their groups what steps they are going to take to try and find her.

6. After they have an understanding of the steps they are going to take, pass out a piece of paper to each group, they are not to show their paper to any other group! Inform them that the paper says either "yes" or "no." If they have the word yes, then Miss Nelson is in their country. If they have the word no, then Miss Nelson is not in their country. (The word yes should NOT be on any of the papers, Miss Nelson will not be found.)

7. Instruct each group to use their imaginations, and compile a list of three events that happened to them while they were on their trip (i.e., they were attacked by a polar bear in Antarctica, one of them got locked in a pyramid in Egypt, etc.) Everything that happened to them has to be realistic to their country. After a few minutes of exploration, pull the students out of role, by having them close their eyes. When they reopen their eyes they are themselves again.

8. Have each group tell their three events to the class.

9. Ask each group to choose one of their events they would like to act out.

10. In their groups, have your students choose characters that would be a part of their chosen event. Ask your students to create a tableau showing their event.

11. Once students have practiced their tableaux, have students present to the class. Discuss with your students the difficulties that come from acting out different characters. Also, ask your students to explain how they felt after Miss Nelson was not found. Were they frustrated? Have students compare their emotions with those that the student characters in Miss Nelson is Missing might have been feeling.

