

Study & Play Resource Guide



A visually spectacular adventure-for everyone.

Through a captivating combination of music, theatre, animation and film, **CLIMBING WITH TIGERS** tells the story of a little black bird named Blue who dreams of one day being able to fly.

March 4-27, 2016

Hi Teachers!

Thank you so much for bringing your students to CLIMBING WITH TIGERS! We were so happy to be able to share this magical experience together.

As you may know, this play is based on a book that was co-written by 9-year-old Nathan Glad, and Dallas Graham, who founded the Red Fred Project. This organization's goal is to write a book with a critically ill child in each of the 50 states. The story was then adapted for the stage by Troy Duetsch.

We've partnered with an education consultant to bring you two activities to help tie CLIMBING WITH TIGERS into your curriculum.

We hope your students enjoyed the show, and remember, sometimes our dragons help us!

-All of us at Salt Lake Acting Company

This guide was developed in part by educational consultant Dani Kaurez Sloan

About the Play



SLAC proudly partners with Flying Bobcat Theatrical Laboratory and the Red Fred Project to present the world premiere of **CLIMBING WITH TIGERS**. Adapted for the stage by Troy Deutsch, **CLIMBING WITH TIGERS** is a story by 8-year-old Nathan Glad who was born with Osteogenesis Imperfecta (brittle bones disease) and Dallas Graham who founded the Red Fred Project, which Graham describes as “a silver-starred, magical collaboration through which I co-create original stories in the form of self-published books with 50 children with critical illnesses across the 50 states.” Through a captivating combination of music, storytelling, animation, and film, **CLIMBING WITH TIGERS** tells the story of a little black bird named Blue who dreams of one day being able to fly.

3

(The stage is dark. We hear a voice in the dark.)

NARRATOR

Well, hello there. Hello. Yoo-hoo.

(A spotlight comes up, RIGHT, where the voice should be, but we see no one.)

Don't you see me? I'm over here.

(The light goes out and comes up LEFT, again no one.)

Yoo-hoo.

(The light goes out and comes up BEHIND the audience. The voice laughs.)

Are you playing games with me? Is that what this is? I like games. I like fun. Pssst. Come closer. Pssst. *In here.*

(A light comes up on the screen RIGHT. We start to make out a nebulous figure wearing black on the black screen. He is crouched down. Suddenly he moves.)

Ha! I'm fast! I'm quick! I'm a dragon! I'm a tiger! I'm a blur! Over here!

(A light comes up on the screen LEFT. We see the same figure crouching down. He starts to stand up, then moves again.)

Hey! Hey! Hey!

(A light comes up on the screen CENTER. The figure slowly stands and, as he does, his shadow starts to grow and grow. The figure starts to moan as he grows, his body stretching, contorting. It's almost grotesque and a little scary.)

(Suddenly all of the lights begin to flash. The moaning gets louder.)

This play started as a book, and needed to be adapted for the stage by a playwright. **Troy Deutsch** adapted **CLIMBING WITH TIGERS** to the stage. He read the book and added more information to the story. He wrote the lines for the actors and birds, and made all of the characters come to life! A script looks very different than a book. Here is an example of what a script looks like:

Meet Nathan & Dallas! The co-writers of **CLIMBING WITH TIGERS, the book!**

NATHAN GLAD is the happiest boy you will meet. He takes nothing for granted and is completely genuine in his passion for people and life. You will never find a more grateful boy; in fact, his first spoken words were “gank you.” Nathan’s condition is Osteogenesis Imperfecta or O.I. for short (also known as Brittle Bones). He breaks his bones on average once a month—usually a long bone like a femur or humerus. He has been through a dozen surgeries to place rods in his legs and arms—to both straighten and strengthen his bones. Nathan’s biggest goal right now is to walk. He is working hard at physical therapy to get to the point where he can stand and, hopefully, someday take his first steps! Nathan loves playing baseball for his miracle league team, the Angels, and is fascinated with speedy things (cars, motorcycles and rockets).

DALLAS GRAHAM is the founder and creator of the Red Fred Project: a children’s book collaboration between himself and 50 children with critical illnesses across the 50 states. He created Red Fred and his colorful friends, The Jolly Troop, six years ago and has been telling stories with them ever since. Dallas is a photographer, graphic designer, writer, and enjoys discovering creative ways of connecting people through their stories. He has produced a number of personal and community driven projects and can’t seem to turn off his “idea” switch. The Red Fred Project is a culmination of three of his favorite things: narratives, hope and children.



Lesson: Climbing with Tigers Narrator Creator

Materials: “Climbing with Tigers” book, paper, pencils or devices.

Time: 45 Minutes



Core Standards and Objectives:

ELA Grade 4: Reading: Literature Standard 6

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

ELA Grade 6: Reading: Literature Standard 6

Explain how an author develops the point of view of the narrator or speaker in a text.

Plan:



Students will work in groups to promote friendship, teamwork, and working together to rewrite the “Climbing with Tigers” book with different narrators. The book is written in third person omniscient (an “all knowing” third person narrator). Students will explore how the story would be different if told by Blue, and then two other characters. After reading the story or seeing the play “Climbing with Tigers” begin the following plan.

1- Discuss the different types of narrators, first person and third person. Talk about how they are different and how a story would sound different as told by a character or by an omniscient narrator.

2- Brainstorm what the story would sound like if {insert any character from “Climbing with Tigers”} was telling the story.

3- Assign students to groups of three and ask each group to rewrite their favorite part of the story (just 2-3 pages) as Blue and then as another character of their choice.

4- Have students share their stories and compare and contrast how the story sounded from different points of view.

Take it further:

*Have students discuss conflict resolution, as we all are the narrators to our own story, how might a disagreement look differently from your friend’s point of view?

*Students choose their favorite fairy tale and switch the narrator to that of the villain. How did the story change?



Art Link:

*Have students put a “wall” around their desk so other students can’t see. Give descriptions of a picture (any picture), at least 10 instructions. Then, do a gallery walk to see how everyone “saw” the picture differently. This is a lot like how the narrator of the story can change how we feel or “see” the story in our head.

Lesson: “As Brave As Blue Story Map”

Materials: Story Map Graphic, Paper, Pencil, “Climbing with Tigers” book

Time: 45 Mins



Core Standards and Objectives:

ELA Sixth Grade: Reading: Literature Standard 3

Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

ELA Fourth Grade: Reading: Literature Standard 3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).



ELA Fourth Grade: Reading: Literature Standard 7

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

ELA Writing Standard 3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

Plan

Students will make a story map after reading “Climbing with Tigers” about a story in their life where they’ve had to be brave.

- Teachers will show students an image of a story map and talk about the different elements.
- Students will brainstorm situations when they’ve had to be brave.
- Students will draw their own story map that tells about a time when they were brave.
- Students will share in small groups.

Take it further:

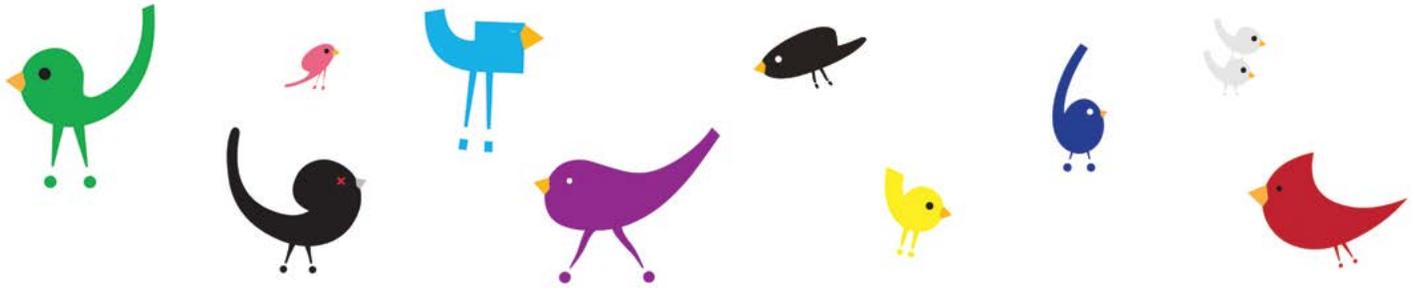
- *Students turn their story map into a story and “publish” it either on paper or digitally.
- *Students illustrate their story map and post it in the classroom.
- *Students create fictional stories using the story map as a group to teach a lesson.

Technology Link:

- *Students create their story map using the Popplet Lite (free) app on an iPad.
- *Create a digital book that illustrates their story using Story Kit, Demibook Composer, or another app/program on a device or computer.
- *From the class twitter account, tweet out encouraging messages to other students to be brave.



Thank you to our **CLIMBING WITH TIGERS** sponsors



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