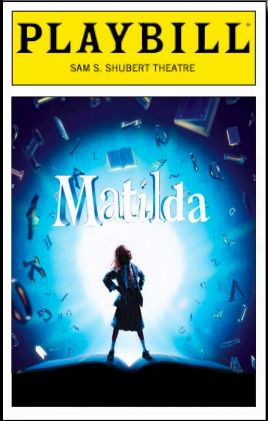
**MATILDA PLAYBILL PROJECT**

**DUE WEDNESDAY, DECEMBER 7TH**

**Task:** You will create an original playbill for the musical, *Matilda--* similar in format to the playbill you received at the play. Follow the requirements for the contents as they are listed below. You must include all of the following:

**Materials needed:**

* Five sheets of 8 ½ x11 blank paper to be folded into a booklet
* Cover sheet (manila oak tag card which will be given to you)
* Markers, crayons, colored pencils or any other color drawing material
* Fine point pen, ruler, glue or rubber cement
* Computer (to type—optional). You may neatly print in ink.

**Contents (Parts of the playbill):**

* 1. **Cover**

The cover must be a drawing/illustration/computer image of your favorite scene from the play. It should include the

* + - Word PLAYBILL across the top
    - Title of the musical, *Matilda* and name of the theater (you can make up your own name using your last name)
    - Colorful illustration on the entire cover (use up the whole cover, no blank space. Be creative, colorful and artistic. Have fun.
  1. **Table of contents**

Here you are organizing what is in your playbill. You will have a total of eight-ten pages. Make sure you are accounting for each page as you go along. If you use a computer, you must format the page as landscape. Number your pages after you have finished the entire project. Do this part last. There is a selection of several activities from which you may choose. Everyone must deal with the *theme-moral-message* activity in some way. The following is a mandatory requirement for this playbill:

* 1. **Moral-Big Idea:** This is the core that a film or book expresses. Popular themes are self-awareness, perseverance, pursuing your passions. Good triumphing over evil, anti-bullying, love, family and courage. What do you think another important *theme/thesis/moral/message/big idea* of *Matilda* is?
* Give at least **two** examples of evidence that supports the theme.
* Also in a few sentences, discuss how the author/filmmaker reveals the theme to the audience.
* What is your opinion of the theme? Explain.

**4. Changing and Rearranging:** How does Matilda and-or any of the other major characters change by the time the show ends? Try to identify specific moments of change.

**PLEASE CHOOSE ONE OF THE ACTIVITIES NUMBERED 5-7**

1. **Cast of characters/Analysis**

Here you are listing which performers played whom in the play (or movie—This information is available on the internet. Look in the real playbill for the list of the actors and actresses who appeared in the performance we saw. Think about five or six of the main characters. They include:

Cast

* *Matilda*
* *Miss Honey*
* *Trunchbull*
* *Mr. Wormwood*
* *Mrs. Wormwood*
* Michael Wormwood
* Use at least **three** adjectives/phrases/character traits to describe each of the major characters.
* Who was your favorite character and why?
* Which character did you sympathize with most and why?
* Which character reminded you of another character from another book or movie. Explain similarities.

1. **Important scenes**

Select four most memorable to you. Using a ruler divide two pages of the booklet into two sections. In each block illustrate a scene clearly and colorfully. Under each scene, write two to three sentences describing the contents of the scene and explain why it is memorable-important. If necessary, you may use images off the computer or Xeroxed from a book. But be as neat as possible.

1. **\*\*\*Six Pillars of Character (To review, go to** [**http://charactercounts.org/sixpillars.html**](http://charactercounts.org/sixpillars.html)**)**

* Identify which of the six pillars of character are involved in the plot or not evident. Make sure you explain carefully and don’t just list them*.* Explain their relevance to the story. (Don’t worry—we will review in class).

1. Using the different types of character model, explain the different types of character—which character fits each type and why. (Characters may fit more than one role).

* **INTRODUCTION TO TYPES OF CHARACTERS IN STORIES:**
* *Victim:* an unfortunate person who suffers from some adverse-difficult circumstance.
* *Exploiter:* A selfish person who uses or takes advantage of someone or something in order to advance his or her own cause.
* *Truth seeker:* Someone making a search or inquiry for the truth. A truth seeker usually sets out to discover something important about him or herself of sets forth to prove a theory he or she has is in fact, true. A truth seeker usually has a good sense ( or a strong developing sense) of right and wrong. Sometimes the path to the truth lies within us (in other words, self-discovery).
* *Extroverts:* Friendly, outgoing, sociable characters.
* *Introverts:* Quiet types. Often deep thinkers.
* *Tyrants:* Can be a cruel dictator or simply a mean and bossy, Veruka Salt type of character.
* *Good guy:* Hero-protagonist—usually the character who is kind and whom we want to be successful.
* *Bad Guy:* Antagonist, villain, usually a character who commits unkind, illegal or unethical acts.
* *Liar:* A person who consistently withholds the truth in order to advance his or her own cause or benefit.

**PART TWO:**

**ANSWER AS IN DEPTH AS POSSIBLE ANY *FIVE* OF THE FOLLOWING QUESTIONS:**

## Bring on the tough stuff - there’s not just one right answer.

1. If you had powers like Matilda's, what would you do with them? Suppose you could move just one thing with your mind. What would it be?
2. How would you react if the Trunchbull wandered into one of your classrooms?
3. Who is the meanest character in the book? How are they mean? The nicest? What makes them nice?
4. Look back at a few of the different pranks played in the book. Are they realistic? Could any of them really work? And which one's your favorite?
5. Do you think there's too much violence in Matilda, compared to other kids' books? Is the amount of violence appropriate for most readers' age level?
6. Are the books Mrs. Phelps gives to Matilda appropriate for a five-year-old to read? What would you add to this list? What would you remove?
7. Do you think events like those in the book could ever happen? Why or why not?
8. Could anyone besides Bruce Bogtrotter eat an entire chocolate cake?
9. Would you call the end of the book a happy one? Why or why not?
10. Do you think Miss Honey's explanation about why Matilda starts losing her special abilities at the end of the book makes sense?
11. At what point in the book did you figure out the connection between Miss Honey and the Trunchbull?
12. Do you agree with reviewers that the ending is "contrived" (see ["What's Up With the Ending"](http://www.shmoop.com/matilda-dahl/ending.html" \t "_blank))? Why or why not? (Read the info here: <http://www.shmoop.com/matilda-dahl/ending.html>

And defend your opinion.

1. Do you think any of Matilda's pranks are mean spirited? Or are they totally deserved?
   1. **ANY OTHER IDEAS? PLEASE ASK YOUR TEACHER.**

  **MATILDA REMINDS YOU TO MAKE SURE YOU CAREFULLY COMPLETED THE REQUIREMEMNTS. AGAIN:**

1. **EVERYONE CAREFULLY COMPLETES THE THEME-MORAL-BIG IDEA SECTION, CHANGES AND FIVE QUESTIONS ALONG WITH A TABLE OF CONTENTS.**
2. **CHOOSE ONE ACTIVITY FROM NUMBERS 5-7. THE ACTIVITIES FROM PART TWO ARE “MEATIER” AND WILL REQUIRE MORE TIME, RESEARCH AND EFFORT.**

**PACING SCHEDULE:**

Now that you have all the pages, of the playbill, organize them in the order that you want. Write it all (or type it) neatly using the proper space and columns required. This is a meaty assignment. But you have all the information and knowledge you need. Here are a few suggestions for completing this assignment on time without becoming distraught and despondent:

1. By the end of the first week you should complete at least two sections of this assignment. You may want to do the easiest parts first and get them out of the way.
2. By the following week you should complete one more section.
3. You should complete the first draft of your project by Friday, December 2 nd. Then go ahead and carefully proofread your work. Make sure it is neat, complete and of course, lovely to look at!
4. DUE DATE IS WEDNESDAY, DECEMBER 7TH. MAKE SURE IT IS ALL PUT TOGETHER BY THEN!
5. Of course, you can work more quickly. This is only a suggestion. But do not save this for the last minute or you will be sorry-that your teacher promises you!!!

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|  | 4 | 3 | 2 | 1 |
| Focus-Organization | Ideas are appropriate, coherent & complete and recorded in the correct place. | Ideas are mostly appropriate, coherent & complete and recorded in the correct place. | Ideas could be more appropriate. May be lacking some coherence and be somewhat incomplete. Ideas may not be recorded in the correct place. | Ideas are inappropriate, lacking coherence and mostly incomplete. Ideas are recorded mostly in incorrect places. |
| Details | I carefully reflected and responded to each question and provided excellent evidence for each answer. | I mostly carefully reflected and responded to each question. I provided adequate evidence for each answer. | I could have responded more carefully and provided more evidence. | My responses lack careful thought & reflection. Much evidence is missing. |
| Mechanics | Spelling, capitalization, punctuation and word usage are excellent. There may be one or two minor errors. | Spelling, capitalization, punctuation and word usage are good. There may be one or two minor errors along with one major error. | Fair spelling, capitalization, punctuation and word usage. There are several minor errors and one or two major errors. | Poor spelling, capitalization, punctuation and word usage. There are many minor and major errors. |
| Evaluation and synthesis | Important and crucial ideas-themes are included and explored in depth. There is strong evidence of critical thinking shown. | Some important and crucial ideas-themes are included and explored sufficiently. There is some evidence of critical thinking. | Some important and crucial ideas-themes are missing and need more careful exploration. More critical thinking should be shown. | Most important and crucial ideas and themes are missing. There is no evidence of critical thinking. |
| Presentation | My playbill is typed, neat, colorful and complete. It is neatly stapled or bound together. | My playbill is typed or neatly hand written. It is mostly neat, colorful and complete. It is neatly stapled or bound together. | My playbill could be neater. It could be more colorful and complete. It may or may not be stapled or neatly bound together. | My playbill is not neat or colorful. It is incomplete. It is not stapled or bound together. |