

Young Sophia: the Dundurn Castle Diary
Studio Babette Puppet Theatre

Themes: Relationships, Healthy Living, Pioneer Life

History and the arts come together at Dundurn Castle. Experience pioneer life in the castle firsthand with a lively cast of puppets and humans as they bring to life a brief period in the childhood of Sophia MacNab, daughter of Sir Allan MacNab, builder of Hamilton's most famous landmark, Dundurn Castle. Inspired by Sophia's diary, written 1846, aged 13, this puppet play uses historically accurate costumes and settings. Join Sophia and her younger sister Minnie growing up in an upper-class home, doing their chores, contributing in the kitchen garden and, of course, causing mischief. Employing table-top puppets and shadow play, **Young Sophia: the Dundurn Castle Diary** is an original Hamilton production that is a delight for students of any age.

Grade Level: 1 – 5, 7

Curriculum Connections: Arts (Drama), Social Studies, History, Health & Physical Education

Character Education Connections: Perseverance, Diligence, Responsibility, Honesty, Respect

Grade 1:

ARTS

Curriculum Strand: Drama

Specific Expectations: Reflecting, Responding, and Analysing

- ⤴ express feelings and ideas about a drama experience or performance in a variety of ways, making personal connections to the characters and themes in the story
- ⤴ identify and describe drama and theatre forms, events, and activities that they experience in their home, school, and community

SOCIAL STUDIES

Curriculum Strand: Heritage and Citizenship

Curriculum Topic: Relationships, Rules, and Responsibilities

Specific Expectations: Knowledge and Understanding

- ⤴ state in simple terms what “relationships”, “rules”, and “responsibilities” are;
- ⤴ explain why rules and responsibilities have been established
- ⤴ identify important relationships in their lives and name some responsibilities that are part of these relationships;
- ⤴ describe significant people and places in their lives and the rules associated with them;
- ⤴ identify significant events in their lives and the rules associated with them;
- ⤴ describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly

Grade 2:

ARTS

Curriculum Strand: Drama

Specific Expectations: Reflecting, Responding, and Analysing

- ⤴ identify, using drama terminology, the elements and conventions of drama used in shared drama experiences and theatre and describe how they help communicate ideas and feelings and create interest

Specific Expectations: Exploring Forms and Cultural Contexts

- ⤴ identify and describe a variety of drama and theatre forms they experience in their home, school, and community, and in the media

HEALTH & PHYSICAL EDUCATION

Curriculum Strand: **Healthy Living**

Curriculum Topic: **Making Connections for Healthy Living**

Specific Expectations: **Personal Safety and Injury Prevention**

- ⤴ describe how to relate positively to others and describe behaviours that can be harmful in relating to others

Grade 3:

ARTS

Curriculum Strand: **Drama**

Specific Expectations: **Reflecting, Responding, and Analysing**

- ⤴ describe, using drama terminology, how elements and conventions of drama are used to shape their own and others' work

Specific Expectations: **Exploring Forms and Cultural Contexts**

- ⤴ identify some distinct stylistic features of a few drama and theatre forms they experience in their home, school, and community, and in the media

SOCIAL STUDIES

Curriculum Strand: **Heritage and Citizenship**

Curriculum Topic: **Early Settlements in Upper Canada**

Specific Expectations: **Knowledge and Understanding**

- ⤴ explain how the early settlers valued, used, and looked after natural resources
- ⤴ describe the various roles of male and female settlers
- ⤴ use primary and secondary sources to locate key information about early settler communities
- ⤴ collect information and draw conclusions about human and environmental interactions during the early settlement period

Specific Expectations: **Application**

- ⤴ compare and contrast aspects of daily life for early settler children in Upper Canada and children in present-day Ontario
- ⤴ compare and contrast aspects of life in early settler communities in Upper Canada and in their own community today
- ⤴ compare and contrast buildings/dwellings in early settler communities in Upper Canada with buildings and dwellings in present-day Ontario;
- ⤴ compare and contrast tools and technologies used by early settlers with present-day tools and technologies

Grade 4:

ARTS

Curriculum Strand: **Drama**

Specific Expectations: **Reflecting, Responding, and Analysing**

- ⤴ express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works

Specific Expectations: **Exploring Forms and Cultural Contexts**

- ⤴ demonstrate an awareness of different kinds of drama and theatre from different times and places and of how they reflect their contexts

Grade 5:

ARTS

Curriculum Strand: **Drama**

Specific Expectations: Reflecting, Responding, and Analysing

- ⤴ explain, using drama terminology, how different elements are used to communicate and reinforce the intended message in their own and others' drama works

Specific Expectations: Exploring Forms and Cultural Contexts

- ⤴ describe forms of process drama, theatre, storytelling, and visual representation from diverse communities around the world, and explain how they may reflect some beliefs and traditions of their communities

HEALTH & PHYSICAL EDUCATION

Curriculum Strand: Healthy Living

Curriculum Topic: Making Connections for Healthy Living

Specific Expectations: Personal Safety and Injury Prevention

- ⤴ explain how a person's actions can affect the feelings, self-concept, emotional well-being, and reputation of themselves and others.

Grade 7:

ARTS

Curriculum Strand: Drama

Specific Expectations: Reflecting, Responding, and Analysing

- ⤴ evaluate, using drama terminology, how effectively drama works and shared drama experiences use the elements of drama to engage the audience and communicate a theme or message

Specific Expectations: Exploring Forms and Cultural Contexts

- ⤴ identify and describe several ways in which drama and theatre contribute to contemporary social, economic, and cultural life

HISTORY

Curriculum Strand: British North America

- ⤴ explain key characteristics of life in English Canada from a variety of perspectives
- ⤴ use a variety of primary and secondary sources to locate relevant information about how early settlers met the challenges of the new land

Program Components

The program consists of an inter-active tour of Dundurn Castle and a viewing of the 45 minute puppet play *Young Sophia: the Dundurn Castle Diary*, performed by Studio Babette Puppet Theatre. After the performance, there is a discussion about the lives of Sophia and Minnie growing up in the castle, and the similarities and differences with student's lives today; a brief overview of the history of puppetry and a question and answer session with the puppeteers about the creation and performance of the puppet play. The importance of the "kitchen garden" on the grounds of the castle will also be discussed.

Duration: 2.5 hours (Young Sophia – 45 minute play with 30 minute discussion; tour of castle 1 hour)

Cost: \$7.75/student

Available: October 31 – November 4, 2011
March 26 – 30, 2012
June 11 – 15, 2012