



SOUTHERN LIT ALLIANCE™

GREAT STORIES LIVE HERE

***The Borrowers***  
**Teacher's Guide**

## Before the Performance

### Lesson 1: Share the Story

**Learning Target:** Students will be able to summarize the story of *The Borrowers*, including plot, characters and setting.

#### Literacy GLE's

**4.RL.KID.3** Describe in depth a character, setting or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words or actions.

**4.SL.PKI.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

**4.RL.IKI.7** Make connections between the print version of a story or drama and a visual or oral presentation of the same text.

#### Essential Questions:

What is *The Borrower's* about?

What are the important ideas?

What details support those ideas?

#### Activities

Explain to students that you will be watching a performance of *The Borrowers*. This performance will be an adaptation of the book series by Mary Norton, first published in 1952.

#### Read the Book

Students may read the book individually or as a read aloud. As students are reading, or immediately following, students should complete a graphic organizer showing the characters and major events of the story.

If time does not allow for the reading of the story, you might think about sharing a summary of the book.

#### Following the Read Aloud

Have students share their graphic organizers with a partner.

#### Extension

Consider a modern home; where might Borrowers live nowadays? Ask students to write a short story about a family of Borrowers who live in their house. Where do they hide and what do they borrow?

Create a home for Borrowers! Use small items that students think a family of Borrowers might use, and build your own world for Borrowers to live in.

## Lesson 2: Understanding the Theatre

**Learning Target:** Students will identify artistic choices made in the theatre through participation and viewing of a performance.

### Theatre Standards:

**4.T.R1.A** Identify artistic choices made in a theatrical work through participation and observation

**4.T.R2.A** Compare and contrast multiple personal experiences when participating in or observing a theatrical work.

**4.T.R3.C** Observe how a character's choices impact an audience's perspective in a theatrical work.

### Essential Questions:

How can a story be adapted for the stage?

What are the similarities and difference between the book version and the performance?

How do you relate to the story that was performed?

### Activities

Act it out! – Choose a scene or scenes from the book. Have a variety of students play different roles. Set the scene, talk through what happens in the scene, get everyone in place, and call “action!”. Students act out the scene using words and movement.

Tableau – creating a silent frozen picture that represents a significant moment in a story. This is like a living photograph. Students use expressive faces, body poses, and positioning of themselves to create a visual image of a circumstance found in the text. This shows how actors use their faces and bodies to communicate, how characters in this circumstance would likely think and feel and how incorporating actions and expressions not directly stated in the text may help tell the story, even in a silent, frozen picture.

### After the Performance

Discuss the similarities and difference between the book version of *The Borrowers* and the performance. Was there anything that surprised the students or that they weren't expecting? Create a Venn diagram comparing the two versions.

Have students write a short monologue (as little as three sentences) as a character from *The Borrowers*. Students will write from the perspective of the character, sharing what they think is the most important part of the story. Students may share/or perform their monologues.

### Possible Extension

Have students create puppets of their chosen characters. Puppets may be made from paper bags, small boxes, cut-outs on popsicle sticks, etc. Students will create puppets that match the physical interpretation of their characters. Students may perform their monologues with their puppets.

## About the Organizations



Southern Lit Alliance is a longstanding literary arts organization, originally established along with twelve other agencies by a Ford Foundation grant in 1952. The organization has undergone several name changes as the mission grew and developed. We were previously known as the Arts and Education Council until 2012.

We know that literary arts embody the whole of human experience in every time and place. Through extensive programming, outreach, and stewardship, we connect individual and entire communities with the uplifting power of literary arts. Each year we serve over 6,000 adults and children in the community.

With the prominent use of the internet, research is showing a change in the way our brains comprehend information. On the internet, users browse articles and often don't read the complete piece but move on to another. This is affecting our critical thinking skills, ability to concentrate, and to analyze complicated subjects. Now more than ever, we need to encourage children and adults to "hit the books." Research has also shown people who read literature are more empathetic, a result of seeing issues and problems through the characters' thoughts.

### **Our Mission:**

To deliver literary arts experiences that encourage people to read and write.

### **Our Vision:**

Establishing Chattanooga as a national model for engaging everyone to be passionate readers and writers.



ArtsBuild's mission is to build a stronger community through the arts.

Since 1969, ArtsBuild has served as a catalyst for the arts in our community, investing more than \$76 million in arts organizations, arts programs, and arts education. Throughout the past 52 years, the vision of our founders to build a stronger community through the arts has remained consistent. That vision includes creating access to the arts. We do this through grant-making, arts education initiatives, and arts advocacy.

**Imagine!** Is an arts education initiative created by ArtsBuild in 2010 which provides a systematic introduction to the arts for Hamilton County elementary school students through performances and exhibits presented by several local arts organizations.

These arts experiences are designed to enhance learning in the classroom. Teachers have access to educational support materials and curriculum that has been designed according to state education standards and is focused on teaching students about the creative process. Countless studies have shown that arts instruction, as well as integrating the arts into all subjects, strengthens a student's academic ability.