



The Vancouver Playhouse Theatre Company and Vancouver 2010 Cultural Olympiad present the World Premier of

# BEYOND EDEN

JAN. 16 – FEB. 6, 2010

By Bruce Ruddell

Music by Bruce Ruddell and Bill Henderson | Traditionally Inspired Haida Music by Gwaai Edenshaw

Directed by Dennis Garnhum | In co-production with Theatre Calgary



## PLAY GUIDE

### PART 2: LESSONS AND ACTIVITIES

**Pre-viewing Activity: Word Sort | Grade 11 and Grade 12**

Created by Yvonne Price, Cloverdale Learning Centre, PTAB\* Member

**DOWNLOAD OTHER PARTS (LESSONS, ACTIVITIES, LINKS) AT [VANCOUVERPLAYHOUSE.COM](http://VANCOUVERPLAYHOUSE.COM)**

Created to provide you with explorations and insights into this production beyond the actual performance, this Play Guide includes information on its creators and characters, notable quotables and more:

**Download suggested practical lessons and activities at [vancouverplayhouse.com](http://vancouverplayhouse.com)!** As a teacher, you can adapt these to your classroom activities before or after your performance. As a parent, you can draw on some activities to enhance your child's theatre experience. And, as a patron at large, these activities might stimulate your own exploration or offer a new insight into the play. We hope you have fun playing with the facts and ideas presented!

BEYOND EDEN PLAY GUIDE: PART 2 – CREATED BY PTAB AND PLAYHOUSE STAFF



# “WORD SORT”

**Type:** pre-viewing | **Suitability:** grade 11 and grade 12

The following activity is designed to have students consider how particular situations can be viewed from very different perspectives based on personal, cultural, and historical circumstances.

## IRP KEY CONCEPTS (GRADES 11&12)

### Oral Language:

- initiating and sharing responsibilities
- explaining, arguing, and entertaining
- responding to texts personally, critically, and creatively
- demonstrating understanding of diversity

### Reading and Viewing:

- identifying and challenging bias, distortion, and contradictions in texts
- analysing and evaluating literary, informational, and visual texts
- explaining and supporting personal connections to texts

## PRE-VIEWING ACTIVITY: “WORD SORT”

The words on the handout may have positive or negative connections for students. In pairs or small groups, have students sort the words into negative or positive columns. Give them a few minutes to do this in their pairs or groups. Then, as a class activity find out which column students have opted to place words. For each word, two or three explanations as to why the word may be positive or negative may be sufficient.

### Objectives for students:

- to make personal connections with words
- to hear that others have connections based on their personal experiences
- to hear different perspectives
- to appreciate that words can be interpreted very differently
- to speak and listen cooperatively in a group setting

### (Note the following page for the “Word Sort” sheet)

Teachers may want to point out that the varied connections students make to the words are perfectly valid. We each approach words and situations based on past experience and personal connections.

**All of the words in the “Word Sort” appear in the play, *Beyond Eden*. Students may want to listen carefully as they watch the play for how the words are used and how they connect to their own understanding of those words.**

## “WORD SORT” SHEET

remember	forget	disappear
cut down	abandon	preserve
ruin	loot	sacred
take	artifact	totem
insight	appetite	listen
observe	curse	recover
tomb raider	archaeologist	revere

## Optional Extensions

1. Ask students to pair up words that may appear to be opposites: e.g. Loot/Recover or Tomb Raider/Archaeologist. Each group/pair of students may explain why certain pairings of words may actually be different perspectives on the same action or situation.
2. Ask students to write a learning log about the Word Sort activity. They may focus on a particular word or several words that stood out for them. What were their immediate personal connections with the word(s), and how did other students' connections surprise or alter their understanding of the word(s)?