



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

Post-viewing Lessons: Considering Different Perspectives | Grade 11 and Grade 12

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

DOWNLOAD OTHER PARTS (LESSONS, ACTIVITIES, LINKS) AT 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! 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



CONSIDERING DIFFERENT PERSPECTIVES

Type: post-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

POST-VIEWING ACTIVITY: CONSIDERING DIFFERENT PERSPECTIVES

After seeing the play and having a general discussion about what students thought, the following activity will build on the understanding about different perspectives that the pre-viewing activity promoted. Divide students into groups. Depending on class size there may be two or three or more small groups for each of the perspectives that they will discuss. Preferably, each group will have no more than three students.

Give each group one perspective on how to treat the totems at Ninstints.

Have the group discuss:

1. How does the speaker view the totems?
2. What does the speaker think should happen to the totems?
3. What group of people is the speaker most concerned about?

Objectives for students:

- to read closely and understand a particular perspective
- to hear other perspectives
- to make personal connections with different perspectives
- to speak and listen cooperatively in a group setting

After the small groups have come to their decisions in answer to the focus questions, ask the groups to report out to the whole class.

Ask students to reflect in a learning log on whether they found themselves leaning toward one perspective more than another. Ask them to explain why.

Did they also find themselves sympathizing with one or more of the other perspectives?

Different Perspectives (excerpts from “Beyond Eden”)

OLD WOMEN: “No, you must for once, listen to me. The totems are the living essence of my people. The totems are the living essence of my people. They will be subdued only by the forest. And when they have fallen and lie covered in moss they will become the life-blood of younger trees. They will go on and on and on until they’re gone. . . but.. never gone. For generations upon generations upon generations this cycle has sustained my people. This cycle must remain in motion.”

LEWIS: “That’s just it. The cycle was broken. These are the last of the totems. There are no more. Their stories are lost. These may be subdued by the forest but when they are gone there will be no more to replace them. The lineages are dead. The families are dead. You are dead. If the totems die, you will have never been. So they must be saved, preserved, allowed to go on living. I come to do this for you. I come to give you that gift. Like Perez when he came. I come to preserve. To leave untouched. I come to allow things to go on the way they once did.”

MAX: “I remember the totems, that lay in ruins around the houses of our village. I played on them..Carved my name into them..Pissed on them..In the wintertime we burned some to keep us warm. Sold them for beer, gasoline. We were lost. We had stepped off the path. But coming here, seeing these poles; the totems of Ninstints. The last survivors of Sqa’ngwai has made me realize, more than I can imagine, how important it is to rescue them, bring them to safety. To step back onto the path. I have a duty to rescue them. Honour them. Respect them. Listen to them. Learn from them. Lewis, these poles may teach my hands to see. And when I am ready I will raise a totem and another and another to make us strong again.”