

Presents

SIMON & THE EGG

by Michel Lefebvre

Study Guide created by Janna Smith 2008

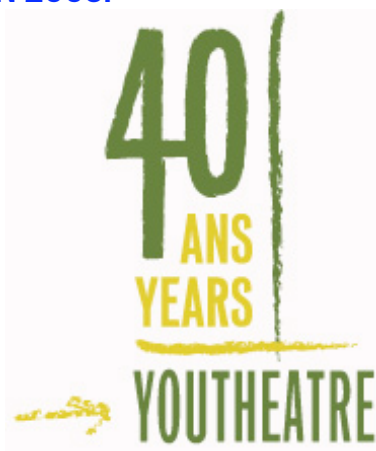
Available in PDF at www.youtheatre.ca



WELCOME TO YOUTHEATRE

Youtheatre is one of Montreal's oldest professional English-language theatre companies. We have been performing for young audiences since 1968, and are committed to offering world-class theatre written by Canadian playwrights. The company has performed in some of Canada's most prestigious theatres, including The National Arts Centre, Lorraine Kimsa Theatre for Young People, Imperial Theatre and Manitoba Theatre for Young People. To date the company's work has been seen by children as far East as New Brunswick and as far West as British Columbia. In 2007, Youtheatre toured to Wales and England with **Bang Boy, Bang!**, the company's signature play for teens.

CELEBRATED A MILESTONE IN 2008!



ABOUT THE STUDY GUIDE

This guide is meant to be used as a starting point for discussion and to encourage students to get the most out of their theatre experience. You will find that some of the activities are for certain age groups. Feel free to adapt the activities to suit your students. We encourage students to express their opinions by writing letters to Youtheatre. To save on postage, we recommend that you package all of your students' material together, and send it in one envelope. There is also a teacher questionnaire at the end of the guide, which you may wish to fill in and send along to us.

CAST & PRODUCTION CREW

The Man
 Michel Lefebvre
 Véronique Bertrand
 fomalade
 Caroline Ross
 Martin Messier & Guillaume Poulin

Michel Lefebvre
 Director & Playwright
 Production Designer
 Video Designer
 Lighting Designer
 Composers

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CHARACTERS

THE MAN: The main character in the play is a man around 50 years old. He is on a quest to solve the mystery of Simon & the Egg.

MATHILDA: Mathilda is a rubber chicken that was The Man's favorite childhood toy. She becomes his traveling companion.

SIMON: An apparent stranger, Simon has been sending packages to The Man, including the egg.

THE AIR ORACLES: Little pink balls of energy, the oracles are thought to be Penumbra's spirit, which guide The Man on his quest.

WHAT IS PENUMBRA?

Penumbra is an island in the middle of an ocean. Once upon a time, a community of people lived on the island, but they have since moved away.

SYNOPSIS OF THE PLAY

For more than a year, The Man has been receiving packages from a mysterious sender, a stranger by the name of Simon. The Man is unsure of the meaning behind each item, including an hourglass, a map, a vial of sand, an empty cellophane bag, a box marked "Do not open", and a giant egg. Reading a note attached with the egg, it is clear that the egg is precious and that Simon wants The Man to do something with it, but what? Some of the items are labeled as being linked to a place called Penumbra. Is that where Simon lives? Is that where the egg comes from? Is The Man meant to go there to find answers?



Upon opening the vial of sand, The Man is magically transported to Penumbra. During his first visit, he finds the island in pristine condition. The birds are chirping, the wind is light and the sun casts a beautiful glow. The Man sets out to find Simon, but instead discovers his childhood toy, Mathilda, buried on the beach. Mathilda reminds The Man of his childhood and innocence; a time when his life was more connected to the outdoors and to the Earth. They both relax on the beach and enjoy the beauty of the island (this first journey represents the Past). A loud buzzer interrupts the peace and The Man finds himself back at his desk.



In order to continue his search for Simon, The Man opens the cellophane envelope and uses its content (wind and song), to carry him back to Penumbra. To his dismay, The Man discovers that the island is changing. There are dire weather reports warning of hurricanes, tornadoes and floods. The wind has become much stronger and a sand storm makes it impossible for The Man to breathe. The beauty of Penumbra is swept away. Inside The Man's heart grows a new awareness and concern that the Earth is dying. He feels compelled to do something, but what? This journey represents the Present.



Once back at his desk, the egg begins to glow in an attempt to communicate with The Man. Sensing a looming disaster, The Man attempts to make a final voyage to Penumbra. The Man opens the box marked "Do not open" and is transported back, but Penumbra is engulfed in flames. The beach is charred and there is no sign of life. The Man wonders who is responsible for this destruction- the people of Penumbra, Simon, or himself? His anger and frustration towards Simon grows stronger as does his urgent desire to find an answer. Mathilda tells The Man that Simon is in The Cave of Wonders, but Penumbra is now flooding.



The floodwater is the final element to affect Penumbra, but it is also the element, which transports The Man back home. Having returned safely, The Man expresses his new determination to care for Penumbra and to fight hard in order to restore its original beauty. This journey represents the Future.

PRE-SHOW ACTIVITIES

DRAMA CLASS

LESSON #1: HISTORY OF THEATRE

Theatre (or theater as spelled in the U.S.) comes from the Greek word "theatron", meaning "place of seeing". Theatre has existed as long as humans have, as a result of our love of story telling. Since then, theatre has come to take on many forms, often using elements such as speech, gesture, music, dance, as well as the visual arts, to create a single artistic experience.

- There are three main branches of theatre including DRAMA, COMEDY, and MUSICAL THEATRE.

Drama is the branch of theatre, which centers on speech, either from written text, or improvised. This type of theatre is designed to make the audience think by reflecting the world around us.

Comedy often focuses on a problem that leads to some form of catastrophe which in the end has a happy and joyful outcome. This type of theatre is designed to make the audience laugh.

Musical theatre emerged from the variety shows of the early 1900s and includes a combination of dialogue, song and dance. Broadway musicals seen today (i.e., The Lion King) include lavish costumes and sets supported by million dollar budgets. Needless to say, this type of theatre is designed to entertain!

ACTIVITY #1: WHAT MAKES A GOOD AUDIENCE?

- a. In what ways is watching a play different from watching a TV program?
- b. Why is it important not to make comments to someone beside you during a play?
- c. How many plays have you seen?
- d. If you were an actor, would you rather be in a play or in a film? Why?
- e. Why do we clap at the end of a live performance?

ACTIVITY #2: THEATRE SCHOOL

Acting is not limited to formal, staged plays. You can gain so much more from your regular school subjects if you make learning come alive using drama! The following are some suggestions you can use in order to liven up your subjects.

Chain pantomimes: one person begins with a move, which is passed onto the next person who creates a new move. **CREATIVE WRITING** - In a group of three or four, create a short story and share it with the class using only movement.

Coached pantomime: you or your teacher reads a scenario (situation) and the student reacts. **POETRY** - Good poetry uses many descriptive words that give you clues on how to move and act. Your teacher can read a poem while you act it out!

Role playing: you share information about people or events by acting them out rather than just writing a report or reading about them. **SOCIAL STUDIES** - You can role-play events and famous people from the past and

present. Just pick the topic, do the research and present it to an audience. Both you and your classmates will have fun and learn!

SCIENCE CLASS

The play, *SIMON & THE EGG* explores environmental issues such as global warming and its effects on the planet. The environment has become one of the most important issues facing people all over the world. I'm sure that you have heard a lot of environmental terms, but do you really know what they mean?

LESSON : ENVIRONMENTAL TOPICS

Global Warming (also referred to as Climate Change) in the simplest terms, is just what it sounds like: the worldwide rise in surface temperatures.

The result of rising atmospheric and oceanic temperatures is seen in many forms:

- The rapid retreat of glaciers in Greenland, Alaska, the Himalayas, the Antarctic Peninsula and on high tropical mountains.
- The thinning and disappearance of sea ice in the Arctic Ocean during summer; the melting of permafrost in Canada, Alaska and Siberia.
- The rise of sea level and an increase in extreme weather (hurricanes, cyclones, tornadoes, floods, draughts).

The Greenhouse Effect is the presence of heat absorbing gases in the atmosphere, which make the earth warmer than would direct sunlight alone. Sunlight does heat the Earth's surface, but this solar energy bounces back into the atmosphere (like a rubber ball hitting a wall and bouncing back to where it came from). The greenhouse gases, such as carbon dioxide [CO₂], methane [CH₄], nitrous oxide [N₂O], absorb part of that heat before it escapes into space. This process of trapping the heat is known as the greenhouse effect. Scientists estimate that without the greenhouse effect, the earth's surface would be roughly 54 degrees Fahrenheit colder than it is today - too cold to support life as we know it.

The greenhouse effect is only troublesome when it gets too strong and warms things too much. And that's just what scientists say has happened over the last 150 years as people came to rely more and more on coal, petroleum and natural gas. Burning such fossil fuels in order to heat our homes, travel, transport our food and produce plastic products has resulted in a 25% increase of CO₂ in our atmosphere. All those extra greenhouse gases mean that more solar energy is being trapped in the atmosphere, increasing the greenhouse effect and causing global warming

Carbon Footprint

So what is a carbon "footprint"? This is the amount of carbon that is released into the atmosphere by you and your family's lifestyle. The average Canadian produces 23 tons of CO₂ each year - a giant footprint! The goal is to lower our carbon footprint by doing the following:

- Driving less than 160 km per week - take public transport a few times a week
- Get more mileage out of a tank of gas - drive smaller, more fuel efficient cars; reduce speed on highways and turn off the air conditioning to conserve fuel
- Reduce annual electricity and fuel costs- live in smaller houses, wash clothes in cold water, insulate our homes better against the cold and the heat.

- Recycle everything that is recyclable, including big objects like mattresses and televisions.
- Planting trees and/or shrubs

Sources: <http://www.energyquest.ca.gov>

<http://dsc.discovery.com/convergence/globalwarming/primer/primer.html>

ACTIVITY #1: THE GREENHOUSE EFFECT IN A JAR

This simple experiment serves as an introduction to the greenhouse effect. Students can see for themselves the effects of greenhouse gas, and relate this understanding to what occurs in our atmosphere.

Objectives:

- 1) Help students understand the greenhouse effect as a physical phenomenon.
- 2) Use simple experimentation techniques including: observing and recording data, use of a control and drawing conclusions from results.

Materials: (For every group of four students)

- 2 Small thermometers
- 1 Jar or other see-through container
- 1 Clock or watch
- Sunlamp or access to a sunny area to perform the experiment
- Paper and pencil for recording data

Method: Group the students and distribute the materials. Each group should place their thermometers a few inches apart under the sunlamp or in direct sunlight. Wait about three minutes so the thermometers will be giving accurate readings, and then have the students record the temperature readings on both thermometers as well as the time. Each group should now place their jar over one of their thermometers, taking care that the jar does not cast a shadow over the uncovered one. If the thermometers are too large to remain horizontal inside the jars, it is fine to stand them against an inner side. Every minute, for ten minutes, the students should record the readings of both thermometers.

Results: Found in Answer Key

Source: <http://all-science-fair-projects.com>

ACTIVITY #2 : KEEPING COOL IN THE SHADE

Objectives:

First you'll want to see if shading your "house" will keep it cooler. Then you'll want to see if painting the "house" different colors outside affects the temperature inside. Third you can combine the colored houses with or without shading.

Materials:

- 2 shoe boxes or small cardboard boxes.
- 1 reflector lamp with a one-hundred watt incandescent light bulb in it (you can also use the sun instead of a lamp).
- Various types of plants in pots
- 2 good thermometers to measure air temperature. If you have a digital thermometer that measures inside temperature with an external sensor to measure outside temperature, that would work great!
- 1 small can of black or dark-color paint and small can of white paint.

Method:

Step 1

Take both boxes and place them an equal distance from the lamp so that both of them get the same amount of light hitting them. Put the thermometers inside the boxes. Place plants between the lamp and one of the boxes so that the shadows cast by the plants cover most of the entire "house." Turn on the lamp. Measure the air temperature in each over a period of time. Which box has a higher temperature? Does the temperature change? Subtract or add plants...do the number of plants change the temperature of the shaded "house?"

Step 2

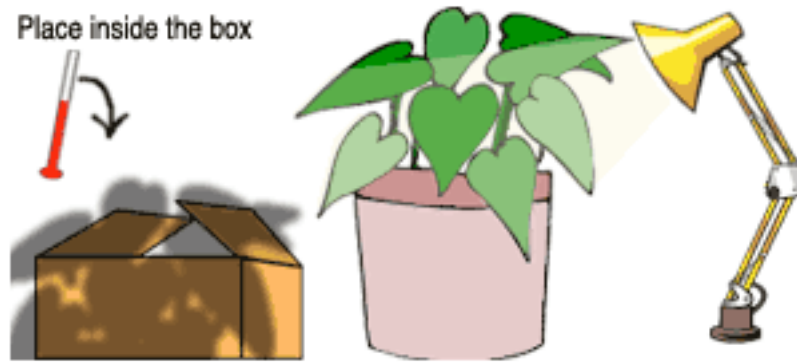
Paint one of the boxes white and the other box black. Put both boxes and place them an equal distance from the lamp so that both of them get the same amount of light hitting them. Put the thermometers inside the boxes. Turn on the lamp. Measure the air temperature in each over a period of time. Which box has a higher temperature? Does the temperature change?

Step 3

Place plants between the lamp and one of the boxes so that the shadows cast by the plants cover most of the entire "house." Turn on the lamp. Measure the air temperature in each over a period of time. Which box has a higher temperature? Does the temperature change? Subtract or add plants or change the house they are in front of. Which house stays the coolest?

Results: Found in Answer Key

Source: <http://www.energyquest.ca.gov/projects/cool-house.html>



ACTIVITY #3: ECO-QUIZ

One of the biggest threats to the environment is people's lack of awareness. The more we know about the current issues, the more we can do to change our behaviour for the better. Test your knowledge of climate change by taking the following quiz.

1. What are greenhouse gases?
 - a. Gases that trap heat above the earth.
 - b. Gases that are made by plants growing in a greenhouse.
 - c. Gases used to heat a greenhouse.

2. Which of the following is NOT a greenhouse gas?
 - a. Methane
 - b. Oxygen
 - c. Carbon Dioxide (CO₂)

3. In 2001, how much CO₂ did each Canadian put into the atmosphere?
 - a. None. CO₂ comes from natural sources.
 - b. 9 tons
 - c. 23 tons

4. Which of the following is NOT a source of methane?
 - a. Landfills
 - b. Cattle
 - c. Clouds

5. Which of the following greenhouse gas is NOT found in nature?
 - a. Nitrous Oxide
 - b. Methane
 - c. Halocarbons

6. Which of the following subjects is NOT one that helps scientists learn about climate change?
 - a. Tree rings
 - b. Bey blades

- c. Ice
7. Scientists predict that in the next 100 years global warming will cause water levels in oceans to:
 - a. Decrease at least by 100cm
 - b. Stay the same
 - c. Increase by 15cm to 95cm depending on the region
 8. Which of the following is NOT a reason why ocean levels will rise if global warming continues?
 - a. When water gets warm it takes up more space.
 - b. When sea ice and glaciers melt they add water to the oceans.
 - c. Raindrops will be bigger so more water will fall into the oceans.
 9. Compared to 1860, how much CO₂ is in the air today?
 - a. 25% more
 - b. There is less CO₂ in the air today
 - c. 80% more
 10. How many tones of CO₂ are put into the air each year from deforestation?
 - a. None
 - b. Between 2 to 500 tons
 - c. Between 2 to 5 billion tons

Source: http://www.ecokids.ca/pub/eco_info/topics/climate/quiz/quiz2.cfm

LANGUAGE ARTS CLASS

You may not be familiar with some of the vocabulary in SIMON & THE EGG, specifically when the main character refers to the Sun as various gemstones. By doing so, he is using a metaphor to describe an object by giving it a name that belongs to something else. Metaphors state that something is something else.



“Look Matilda, the sun is like an amethyst in the sky”.

Amethyst is a stone from the quartz family that is a beautiful violet colour. For many thousands of years, the amethyst was the most sought after jewel adored by royalty, most notably the Russian Empress Catherine the Great. That may be because Russian amethysts were once famous for their particularly beautiful colour. Although amethysts are found all over the world, the most valuable are found in Brazil, Uruguay and Madagascar. In Canada there is a place near Lake Superior named Amethyst Harbor where many amethyst deposits are found.

If you were born in February, your birthstone is an amethyst.



“Look Matilda, the sun is like an emerald in the sky”.

Emeralds are fascinating gemstones. They have the most beautiful, most intense and most radiant green that can possibly be imagined: emerald green. This green has come to symbolize life and springtime. In ancient Rome, green was the colour of Venus, the goddess of beauty and love. The magnificent green of the emerald is a colour, which conveys harmony, love of Nature and joy. The Incas and Aztecs of South America, where the best emeralds are still found today, regarded the emerald as a holy gemstone. However, probably the oldest known finds were once made near the Red Sea in Egypt. Fine emeralds are also found in other countries, such as Zambia, Brazil, Zimbabwe, Madagascar, Pakistan, India, Afghanistan and Russia. Zambia, Zimbabwe and Brazil

If you were born in May, your birthstone is an emerald.



“There’s nothing left. The sun is like a black onyx in the empty sky”.

Onyx was very popular with the ancient Greeks and Romans. In jewellery design its most famous use is the Cameo, worn by women since the 1800s. Its texture also makes it ideal for carving. The largest deposits of onyx are found in Mexico, Arizona and Algeria.

Sources: <http://www.gemstone.org/gem-by-gem>

ACTIVITY: GEMSTONES ROCK!

There are many more gemstones to learn about. As a research project, write a report on a gemstone of your choice. Find out what it looks like, where it is found, what it is used for and what it may symbolize in some cultures. You may also want to try creating your own metaphor by using the gemstone to describe another object. Choose one of the gemstones from the list below:

Ruby
Topaz
Sapphire
Garnet
Opal

Citrine
Aquamarine
Moonstone
Diamond
Amber

Bloodstone
Jade
Quartz
Coral
Turquoise

POST-SHOW ACTIVITIES

SCIENCE CLASS

LESSON: NOISE POLLUTION & ANIMALS

In *SIMON & THE EGG*, The Man takes three trips to Penumbra. You may remember that on the first trip there were lots of bird-calls and sounds of the forest. On the final trip to Penumbra, there was nothing natural left to listen to. This absence of animal sounds could be related to, among other things, noise pollution.

Noise pollution is a growing concern for scientists with the sound of airplanes on the top of their list. So many of these loud machines fly back and forth across the country every day, it's nearly impossible to go anywhere without hearing one at any given moment. This can be a nuisance to humans, but can be detrimental to animals. Animals use sounds to communicate with each other in ways we don't even hear or understand. From birds to crickets to polar bears, all sorts of creatures use sound to find mates, hunt prey, hide from predators, or track down their babies, among other important tasks. If you've ever played quietly outside in the woods, you've probably noticed a hum of activity happening around you. However as soon as an airplane flies overhead, a car drives by, or a snowmobile zooms past, the chirps and squawks can suddenly disappear. According to researchers, it can sometimes take more than half an hour before the normal sounds come back completely, and such a delay can spell the difference between life and death for some animals. In the long run, man-made noise is interfering with nature and possibly contributing to the extinction of some animal species.

Sources: <http://www.sciencenewsforkids.org>

http://superjusty.newsvine.com/_news/2006/11/02/424445-noise-pollution-threatens-birds

ACTIVITY: STOP & LISTEN

We may be surprised by what we hear when we stop and listen. Paying attention to natural sounds could also help us do a better job of keeping our planet healthy. The Nature Sounds Society (www.naturesounds.org) suggests 5 simple ways in which to enjoy natural sound. Get out your journal and record what you discover.

- Stop. Listen to what's around you. Now close your eyes. Do you hear other sounds? Do you hear more with your eyes closed?
- Walk and listen. Do you hear your footsteps? Do you hear your clothes rustle? Can you walk without making any sound?
- Try to hear the wind's sound blowing through different plants.
- Find a stream or water fountain and listen carefully until the sound separates into single notes.
- Where is the source of each sound? Are there any echoes? What is the closest sound to you?

MUSIC CLASS

Please read this as a letter written from one of the composers of Simon & The Egg. For this section students should have access to a melodic instrument. The lesson will focus on learning to hear the difference between minor and major modes through the “The Song of Penumbra” and harmonics.

LESSON & ACTIVITY: “THE SONG OF PENUMBRA”

Hi kids, my name is Guillaume and I was one of the composers of SIMON & THE EGG. I hope you liked the music and sound effects in the play! With this activity you will learn how to play “The Song of Penumbra”. Would you like that? Good! But before we start, I want to tell you one of the secrets of sound and music.

Did you know that when a note is played, we mostly hear one note, but there are actually 16 notes playing at the same time? They are called harmonics.

You don't believe me? Well if you have a real piano here at school or at home I can prove it to you.

Push the soft pedal halfway and play a C. Can you hear all the brilliance in the sound? This is the harmonics of the note! If you don't have a piano, you will have to trust me!

Two of these 16 harmonics are stronger than the others. They are called the fifth and the third. To understand this a little bit more, I want you to sit at an instrument and play a C. How many sounds do you hear? One! Indeed.

But just as the color green is a mix of blue and yellow, a note is a combination of multiple notes. The stronger harmonic of a note is called the fifth. Play a C again. Including the C, move five "white" notes (on a piano) to the right, you'll reach what? Yup a G! G is the fifth of C. It is the stronger harmonic of a C. Now play a C and a G at the same time. It sounds good doesn't it? That's because G is already heard in a C and we only make it sound louder.

Now, the second strongest harmonic of a note is its major third. Again, including the C, move three white notes to the right. You will reach...E! Ok so now play C and E at the same time. Again, don't you think it sounds great? And now if you could play C-E-G at the same time you would have the C major chord! So a major chord is just making the strong harmonics of a note louder!

Playing the third of a note is really what gives the music its emotion, colour and depth. “The Song of Penumbra” is a really good example of this. We use the principle of harmonics to make the song sound either joyful, or mysterious and sad.

Now we will learn the first three notes of “The Song of Penumbra”. Would you like to be able to play it? What I didn't hear you? Would you like to be able to play “The Song of Penumbra”? Ok! Good. Let's start.

Here is the sheet music for the song, in both its joyful and more mysterious versions. We will first learn the joyful measure followed by the mysterious version.

** Note to teachers: Photocopy the following page for each student.*

Now the fun part begins! Your teacher will show you how to play this little song that is called “The Song of Penumbra” in it’s joyful version, when Penumbra is still beautiful. It is also the song of the new Penumbra, at the end of the play.

Simon & the Egg theme

Guillaume Poulin

♩ = 84

Piano

Now, who can tell me the difference between the first music sheet and the second? You need a tip? Look at the key signature! The note B, E and A are flat! At first the music seems the same, but by changing the key we create a new atmosphere, here it will sound more mysterious, more sad. It’s one of the main characteristics of the minor mode. All you have to do is play The Song of Penumbra, but play the E and A flat (the black note on the piano).

Simon & the Egg theme

Guillaume Poulin

♩ = 84

Piano

When you are comfortable with this version of the song, you should try to play the first one, then the second to be able to compare and see if you hear the difference between major and minor. You should ask your teacher to play them one after the other also so it’s easier to listen.

Minor mode was discovered because it is the third most important harmonic after the fifth and the major third! Oh la la! This is a lot of information! I hope you had fun learning how to play one of the songs from Simon & the Egg and that you enjoyed this music lesson!

Will you remember this?

HUMANITIES CLASS

LESSON: WHAT IS AN ORACLE?

In the play, SIMON & THE EGG, you saw and heard from little pink air oracles. These oracles are thought to be Penumbra's spirit, which guide The Man on his quest to find Simon. An **oracle** is considered to be a spiritual being whose message is spoken through another person or an object. Oracles are the source of wise advice and may also reveal or predict the future.

ACTIVITY: LISTENING TO ORACLES

Assuming that the Earth is an oracle, what message is it trying to tell us about the way we live?

How does the Earth communicate with us? For example, when there is a forest fire is that telling us something?

Why is it important to listen to the Earth?

Do you think that the giant egg in the play is an oracle? Why or why not?

Do you think Mathilda is an oracle? Why or why not?

Source: <http://en.wikipedia.org/wiki/Oracle>

ART CLASS

At the end of the play, “The Man” realizes that he has to make a new Penumbra – a beautiful place where he can live forever. However, he cannot do this on his own and needs everyone’s help.

ACTIVITY #1: HELP BUILD A NEW PENUMBRA

Make a **diorama**: a 3D stand-up scene built in a box. To be done in pairs or as an individual project, students can create their own version of Penumbra – a beautiful place where they would like to live.

Things You’ll Need:

- 1 small cardboard box (shoe box or tissue box)
- coloured construction paper
- pipe cleaners
- paint & brushes
- glue and or putty
- scissors

A Few Hints:

- Decide on a scale. This is key, because a diorama becomes believable to the extent that it looks "real." If you have a particular object as your focus, use that scale. If not, try 1 foot to 1 inch.
- Decide on a background--you can paint or draw your own or use wallpaper or wrapping paper or anything else you can find. Remember, though, that the background images should be consistent with the scale you've chosen.
- Build your diorama working from the back to the front. Start with the background by creating a horizon and sky/ceiling and ground/floor. Then place large objects such as trees. The smallest objects should be placed the closest to the front. Use glue or putty to secure the objects.

ACTIVITY #2: WHAT IS IN THE EGG?

The giant egg is a mystery to “The Man”, until the very end of the play. Like a seed, the egg contains all the elements needed to be a starting point for change and growth. Draw a picture of what you believe is in the egg.

LANGUAGE ARTS

SIMON & THE EGG is the type of play that asks many questions, but leaves the answers open to interpretation. In small groups, use the first half of the period to answer the following questions and then use the remaining time to discuss what you have written with the rest of your class.

QUESTIONS:

1. The Man has 50 minutes to understand the significance of the egg and to find Simon. What do you think the minutes signify?
2. What was life like 50 years ago and how different was it compared to life today in 2008? Start brainstorming by making a list of things that did not exist 50 years ago. What will life be like in another 50 years?
3. The air oracles give The Man a clue to what he is searching for by saying, "We are the ones which we have been waiting for". How do you interpret this clue? What are the oracles trying to say?
4. What do you think is the meaning of the message "How shall we live"?
5. Who is Simon? Was he really in the Cave of Wonders?
6. What does the giant egg represent in the play?
7. What do you think is the main message in the play, SIMON & THE EGG?

Answer Key

Greenhouse in a Jar

Results: The air over the exposed thermometer is constantly changing, and as it gets warmer it is replaced by cooler air. Because the air in the jar cannot circulate to the rest of the room, this air stays in the sunlight and gets warmer and warmer. A similar trapping of heat happens in the Earth's atmosphere. Sunlight passes through the atmosphere and warms the Earth's surface. This heat radiates from the surface and is trapped by greenhouse gasses. This warming due to heat-trapping gasses is called the "Greenhouse Effect." Both the atmosphere and the jar allow light to enter, but then trap that energy when it is converted to heat. They work differently, however, because the jar keeps in the heated air, while the greenhouse gasses absorb radioactive heat.

Keeping Cool in the Shade

Results: Plants can act as shades to block sunlight and help us to keep our homes cool. In the summer time a tree with leaves will shade the home, decreasing the amount of sunlight striking the house, keeping it cooler. In the winter, when a tree drops its leaves, the sunlight is allowed to hit the home to assist in keeping it warm. The colour of your home (especially the roof) can have an impact on heating and cooling it. Light colours will reflect the sunlight (keeping it cooler). Dark colours will absorb more sunlight (keeping it warmer).

ECO-QUIZ

1. a
2. b
3. c
4. c Reason: When garbage is buried under ground it slowly burns, but without oxygen. This lack of Oxygen leads to the production of methane. Cattle also produce methane when they digest their food. When they burp- methane comes out!
5. c What is a halocarbon? The most commonly known halocarbon is CFCs, which is a man-made gas used in the making of foam and in the cooling mechanisms of refrigerators and air conditioners.
6. b
7. c What does this increase mean? It means serious habitat loss and alteration for coastal communities and wildlife.
8. c
9. a
10. c Reason: Forests are called "carbon sinks" because they take CO₂ from the air and store it. When trees are cut down and burned the CO₂ that they stored is released back into the air.

2009-2010 Season TEACHER QUESTIONNAIRE**SIMON & THE EGG**

Your name _____
School's name _____
Age of students _____

1. What were your students' impressions of the play?

2. Did you think the production was valid from an educational perspective?

3. Artistic Quality

Excellent Very Good Good Fair Poor

Actors

Set/Costumes

Music

Please comment: _____

4. Did you experience any problems (i.e. scheduling, punctuality)?

5. Did you use the Study Guide that was provided by Youtheatre? Yes _____ No _____
Why or why not?

6. Would you book Youtheatre again? Yes _____ No _____
Why or why not?

f. Additional comments: _____

Please send your response by fax (514) 844-2330 or mail it to
Youtheatre 5333 Casgrain #507, Montréal (QC) H2T 1X3