

Mondavi Center Arts Education

19-20

CUE Sheet for Teachers

Words Take Wing

Honoring Diversity in Children's Literature

In partnership with the
UC Davis School of Education

TUESDAY, FEBRUARY 25, 2020

11AM | Jackson Hall

Recommended for grades 3-8

Common Core

The Common Core broadens the definition of a "text," viewing performance as a form of text, so students are experiencing and interacting with a text when they attend a performance. Seeing live performance provides rich opportunities to write reflections, narratives, arguments, etc.

RL.3-8.2; RL.3-8.3; RL.3-8.6; RI.3-8.2; RI.6-8.3;
SL.3-8.3; SL.3-8.4; W.6-8.3



LEARN MORE:

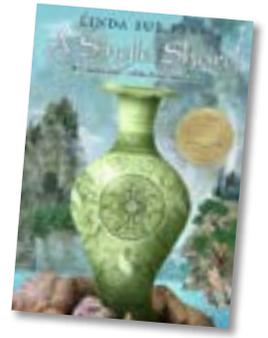
[Linda Sue Park website](http://www.lspark.com)
(www.lspark.com)

[School of Education](https://education.ucdavis.edu/words-take-wing)
[Words Take Wing website](https://education.ucdavis.edu/words-take-wing)
(<https://education.ucdavis.edu/words-take-wing>)

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About Words Take Wing

By giving voice and forum to the creators of children's books, Words Take Wing celebrates children's literature and values its capacity to inform, inspire and empower. Notable authors and illustrators of diverse backgrounds who explore and create settings that reflect a wide range of perspectives and world views are selected each year to build and sustain relationships with those who work earnestly to nourish the lives of children and who recognize the excellence and importance of children's literature. Past Words Take Wing authors include Erin Estrada Kelly, Grace Lin, Laurence Yep, Pam Muñoz Ryan, Patricia McKissack, Margarita Engle, Joseph Bruchac, Andrea Davis Pinkney and Brian Pinkney.



The 2020 Words Take Wing event is an engaging, dynamic and interactive presentation by author Linda Sue Park, winner of the **2002 Newbery Medal for her book *A Single Shard* (2001)**, a story about an orphan boy in a 12th-century Korean potters' village. The prestigious Newbery Medal is awarded annually for the most outstanding book for children and young adults.

About Linda Sue Park



Linda Sue Park was born in Urbana, Illinois, and grew up outside Chicago. The daughter of Korean immigrants, she has been writing poems and stories since she was 4 years old, and her favorite thing to do as a child was read. The first thing she ever published was a haiku in a children's magazine when she was 9 years old. She was given a check for one whole dollar and gave it to her dad for Christmas. He framed and hung the check above his desk and still has it.

During elementary school and high school, Park had several more poems published in magazines for children and young people. She went to Stanford University, competed for the gymnastics team, and graduated with a degree in English. Then, in the early 1980s, she took a job as a public relations writer for a major oil company that taught her how to present her work professionally and that an interested writer can make any subject fascinating (well, almost any subject ...).

After two years with the company, Park left her job and moved to Dublin, Ireland, where she met her future husband. She studied literature, moved to London, worked for an advertising agency, got married, and started a family. Then she taught English as a second language to college students and worked as a food journalist. It was a busy time, and she never even thought about writing children's books.

In 1990, Park and her family moved back to the U.S. where she continued teaching English to foreign students. She eventually realized she wanted to write books for children and in 1997, she started writing her first book, *Seesaw Girl*. It was accepted that same year and published in 1999.

Since then, Park has published many other books for young people, including *A Single Shard* (2001), which was awarded the 2002 Newbery Medal, *When My Name Was Keoko* (2002), *Project Mulberry* (2005), *A Long Walk to Water* (2010), and *Third Gift* (2011). She believes one of the vital functions of books and literature is to "offer readers visions of the amazing, colorful diverse world we live in."

Dear Students,

Think About It

- 1 **Before the performance:** What qualities do you think are important for an author who writes for kids? When you choose a book to read, what grabs your attention?
- 2 **During the performance:** What do you think the easiest part of writing a story is? The hardest?
- 3 **After the performance:** Do you know a story that you think would make an interesting book? Share your idea with another student.



MC Fun Facts:

- The outside walls of the Mondavi Center are made from sandstone from India that is 1.8 billion years old.
- What look like fossils in the sandstone tiles are really iron and manganese crystal dendrites.
- The building sits on 200 pillars to keep the sounds and vibrations of the freeway and trains from being heard or felt inside the theatre.
- The ceiling curtains in Jackson Hall weigh 2,200 pounds each.

What is expected of student audiences at the matinee:

- To facilitate starting the performance on time, get a drink of water and use the restroom before entering the seating area.
- Enter the auditorium quietly and take your seats immediately (note that all matinees have reserved seating).
- Show courtesy to the artists and other guests at all times.
- Demonstrate appreciation for the artists' work by applauding.
- Refrain from making unnecessary noise or movements.
- Please eat lunch before or after the performance. Food is not allowed in the theatre.
- Use information learned from the pre-matinee discussion to enhance the performance experience.
- Please do not photograph or record the artists.

Please no talking during the show.

A theatre is a charged space, full of energy and anticipation. When the house lights (the lights that illuminate the audience seating) go down, the excitement level goes up! Theatres are designed so that the voices of the singers and actors and the music of the musicians can be heard. But this also means that any sound in the audience, whispering, speaking and moving about, can be heard by other audience members and by the performers. Distractions like these disrupt everyone's concentration and can spoil a performance.

Watch attentively.

The performers on stage show respect for their art form and for the audience by doing their very best work. By watching attentively the audience shows respect for the performers. Appreciation can be shown in many different ways, depending upon the art form and the culture(s) of the people in the audience. For instance, while the audience at a dance performance may sit quietly, other types of performances may invite audience participation.

Show appreciation by applauding.

Applause is the best way for audience members to share their enthusiasm and to show their appreciation for the performers. Applaud at the end of a performance! Sometimes the audience will clap during a performance, as after a featured solo. Audience members may feel like laughing if the action on stage is funny, crying if the action is sad, or sighing if something is seen or heard that is beautiful.

Mondavi Center Arts Education

Arts Education provides CueSheets for all performances in the Mondavi Center 2019–20 School Matinee Series. They are intended to help teachers prepare their students for the school matinee that they will attend at Mondavi Center, UC Davis.

Ruth Rosenberg, director of arts education and artist engagement

Jennifer Mast, arts education coordinator

Support provided by



This activity is supported in part by the California Arts Council, a state agency. Learn more at www.arts.ca.gov.

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