

## Educational Study Guide

### 2023-2024 Season

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## About this Study Guide

Live theatre performances are an exciting and complementary part of education for students. Quest Theatre hopes that watching our play will be meaningful and memorable for you and your students. This study guide has been created to enhance your students' theatrical experience. Suggested activities are provided to prepare your students to watch the play, and to reflect on what they have seen. We hope you will take some of these ideas and adapt them to suit the needs of the curriculum and the interests of your classes. Enjoy!

The purpose of this Study Guide is to provide materials to make viewing more meaningful and to create multiple opportunities to facilitate learning. It is important to create a safe and respectful space for discussion of the play so that students are able to ask questions and make sense of the play's messages. Remind your students that all voices in the classroom are valued. Also, feel free to adapt the ideas and activities to suit the needs/levels of your students.

## Tips for Preparing Your Students for a Live Theatre Experience

The best thing you can do to help enhance your students' experience of Quest is get them curious about what is going to happen. By talking about the play beforehand and asking students some key questions to watch for, you can help prepare your students to take away the most from what a play has to offer.

Although our performance is relaxed and we come to expect the unexpected from students in schools, there are a few expectations we would like to mention.

**Please respect the performance space and equipment.** That means not walking behind the set where the actors may be preparing. Do not touch or move cables, projectors and speaker equipment which may be delicate or finely adjusted for the performance.

**Respect the performance, but feel free to respond!** Of course, speaking aloud to friends during the performance is not only disturbing for the other audience members, but it also distracts the performers. The performers can see and hear you from the stage, but the artists also DO want you to respond with laughter, with your silences, with gasps, or giggles.

**There is no photography or recording permitted during the performance.**

This is because of our agreements with our unions. The cast and crew would be happy to pose for a photo on our set after the show for students or for your school to include in a newsletter etc.

**Leaving the space.** In the case of needing to use the washroom or other urgent need, we ask that the students leave and return as quietly as possible. Teachers can assist by opening and closing doors quietly. A falling door can be distracting.

**Behavior Issues.** We rely on you as teachers to manage your students' behavior. You know them best and how to deal with them. It is helpful to know if the company should *expect* a disruptive bunch due to the nature of your students. We ask for your cooperation in helping to

mitigate any unacceptable behavior challenges so that the rest of the students may enjoy the full performance.

### **Post Performance Question and Answer Activity and Follow-up with Students**

Every Quest performance includes a conversation with students in the form of a Q & A. We like to start by introducing ourselves and asking one good question to start a conversation about the themes or issues in our play before we get to open questions from the audience.

Like a good meal, theatre should be digested. Create a time and a comfortable environment to review the production with your class. Take advantage of the activities and discussion points suggested in the study guide and feel free to use them as a jumping off point to create your own customized follow-up.

## **Section 1: About the Play**

### **Broad Themes**

*The Antyssey* explores the universal feelings that we all experience at some point in our youth of not fitting in and feeling the need to break away from what we know to discover our true selves. Often at this time we go through a personal journey of mistakes and triumphs to either end up back where we began or to decide to move on in a different direction. As in the epic poem the *Odyssey*, Andrea and Oscar head out on a huge adventure away from the comforts of home and into the great unknown full of danger and uncertainty. Although the ants don't journey away from their colony for as long as Odysseus did (it took 10 years for him to return home after the Trojan war), in ant years, it is indeed an epic journey. The intense time of our youth takes us through the highs and lows of 'where do I belong?' One moment we want to do our own thing and be independent, away from the shadow of authority, and in the next, we need the security of our parents and caregivers. So, *The Antyssey* has a right-of-passage message within it. Andrea and Oscar need to discover on their own what they want and who they are.

### **History of the Play and the Voices of the Playwrights**

*The Antyssey*, by Joel Crichton and Richard Lee Hsi, was born out of a desire to collaborate. We both knew that we wanted to write something together for Concrete Theatre's 2012 *Sprouts* Festival, but we needed to figure out what that was. We were particularly interested in writing something having to do with cultural heritage but were having trouble connecting on that. Richard's background is ½ Chinese and ½ English, whereas Joel's is ¼ Scottish, ¼ German, and ½ English. After circling around the obvious for a little while, we hit on it – our shared experience was that our heritages were *unclear. Mixed*. Which also happens to be the experience of so many people in the world today: especially Canadians! The results of being mixed can be interesting. Sometimes, we discovered the shared desire to just "pick" one branch to identify with. This is a valid decision, but potentially short-changes us the experience of the others. Other times, we felt that we were not "Scottish" enough, or not "Chinese" enough to identify that way. This could be reinforced by our own fears, as well as others who were proud of the fact that they were more "whatever" than us, and possibly excluded us for that reason.

An anthill is, perhaps, the most striking example of unity, purity, and group mentality that exists in nature. Ants function *so well* as a unit, in fact, that an entire hill is often looked at as a single organism. That means that all the individual ants in a colony (up to *one billion!*) are viewed as being pieces of the whole. From this, Oscar and Andrea were born. The two ants in the hill who, for different reasons, just don't fit in. And, like us, don't know where they *do* fit in, or how they're *supposed* to fit in, or if they're just supposed to *make it work*. It was important to us to approach the subject matter in a mature way and give the children that it was written for the benefit of the doubt when dealing with complex issues. It's not just about cultural or ethnic dynamics, either: these journeys are relevant to anyone who's ever questioned who they were or contemplated "destiny".

*Joel Crichton & Richard Lee Hsi*

### Play Synopsis

The play is set in a black ant colony. We begin the story in a classroom where Princess Andrea is talking about her heritage... which is the same story as every other black ant... except for Oscar!

Oscar, who is actually yellow, thinks that he is black and belongs in the colony. When it is Oscar's turn to present his story, he tells the exact same one that Andrea just told. She notices for the first time that Oscar is indeed different from the rest of the classmates and makes fun of him.

Mr. Feynmann, the teacher, tries to take control of the situation and ends up dismissing the class to speak with Oscar alone.

Through his discussion with Mr. Feynmann, Oscar realizes that he isn't the same as everyone else and on Mr. Feynmann's advice, leaves the colony in search of the wise Tiresias Caterpillar who offers guidance to those who are lost. Andrea overhears the conversation and decides to head out on the same journey, hoping to reach Tiresias Caterpillar before Oscar.

We're introduced to Sigourney, the leader of the Weaver ants, who is encouraging her own colony to work as a team. She sings a song called *Weave Together* as the colony needs to build a bridge over a stream. Oscar arrives and offers his help. After a few tries, Oscar and Sigourney manage to help the ants across the water. Andrea appears and scampers across the bridge as well. She runs off, but her journal falls out of her backpack.

Sigourney invites Oscar to dinner, but Oscar tells her that he must be on his way to find Tiresias. He finds the journal and starts to read it. He realizes that it is Andrea's and that she is not happy about one day becoming Queen.

We find Andrea walking through the forest lost. As she realizes that she has lost her journal, a colony of Army Ants march by and Andrea hides. She overhears their plan to attack the Black Ant colony. The Army Ants think that the Black Ants are very dangerous, mistaking them for more vicious types of ants like Bullet Ants or Amazon Ants. She debates whether she should go back to the colony to warn them. As she is deciding, Oscar arrives and is captured by Hartmann, the leader of the Army Ant colony. Andrea tricks Hartmann and sets Oscar free.

The two young ants argue as Oscar believes that they have something in common, being outsiders from the colony. Andrea wants nothing to do with this idea, and both head out to find Tiresias Caterpillar... separately.

After a short time, they both end up at Tiresias' lair. A large spider appears and presents riddles that they must solve to get access to Tiresias. Andrea and Oscar are successful with the test put before them and the spider reveals that he really is Tiresias caterpillar, in a cocoon, in disguise as a spider. Tiresias cleverly gets the two ants to talk about their problems and share that being a little different is actually OK. As Tiresias shares his wisdom, he wriggles out of his cocoon and explodes into a beautiful blue butterfly, demonstrating several ideas: that we have the ability to grow and change as we get older, and that we can transcend the role or identity we were born into if we want to.

Tiresias leaves and Oscar decides to save the black ant colony, but Andrea is worried about returning after abandoning her Queenly duties. Oscar arrives at the colony just as the Army ants do and he is captured in a bivouac net. Suddenly two spider legs and a voice appear, threatening the Army ants to release Oscar. The Army ants scurry away, and it is revealed that Andrea was in Tiresias' spider disguise, saving Oscar for the second time. She decides to continue her journey away from the colony, and Oscar decides to stay.

Both learn that they need to follow their hearts to fit in.

### Characters in *The Antyssey*

**Andrea** A black garden ant who will one day be Queen of the colony. She is not excited about this prospect as she sees it as a dull, boring duty.

**Oscar** A yellow, or citronella ant, who thinks that he is a black ant. He is encouraged to go on an adventure outside of the colony to find out who he really is.

**Feynmann** The teacher at the colony school who remembers his days discovering his true self outside of the colony. He encourages Oscar to do the same.

**Sigourney** The leader of a colony of weaver ants.



*Sigourney Weaver Ant*

**Hartmann** The leader of a colony of army ants.

**Tiresias** A wise old caterpillar who offers advice to ants.



### Specific Themes Emerging in the Play

This play contains many themes of varying complexity. Depending upon the group of students you are working with, you may wish to explore these themes in greater or less depth.

After students have seen the production, you may want to have them compile their own list of themes from the play and examples to support each.

#### **Fear of others is often unfounded**

The army ants in the play refer to the black ants as 'bloodthirsty barbarians'. They describe them as having sharp bites and accuse them of wanting to steal their pupae, making them into slaves.

These ideas aren't true, but because the army ants are nearly blind and haven't had experience with the black ants, they have created a myth about them that makes them fearful of the black ant colony.

#### **We are all unique**

Despite the expected roles of all the members of the ant colony, Andrea has no desire to be a Queen when she grows up. On the surface it may seem that the ants are all the same, but Andrea reminds us of the unique nature of all individuals.

#### **Families come in all shapes and sizes**

A family can be many things: the traditional Mom, Dad, and kids; one parent and kids; grandparents and kids; two Moms or two Dads and kids, a guardian and kids, and even a couple with no children. Some people live with friends or pets and consider them as family. Oscar lives in the black ant colony and feels right at home even though he is a yellow ant. The black ants are his family, and he returns to them after his big journey outside of the colony.

#### **Listen to your heart to find out who you really are**

As we grow up there are many expectations of us from the adults around us. Sometimes it is very difficult to break away from those expectations to find out who we truly are. Listening to your heart as both Andrea and Oscar do in their decisions to leave or stay with the colony, can lead you to discovering new things about yourself like where you feel you belong and what you believe in.

#### **Teamwork gets things done**

Ants are a perfect example of teamwork. For the colony to survive the ants must work together to construct the tunnels in the colony, carry and store food, and communicate when there is danger. They are incredibly productive as a group of thousands. In the play, Andrea and Oscar also accomplish a great deal as a pair, helping each other through the obstacles of their journey outside of the colony.



### Glossary of Ant and Bug Terms

<b>Gastor</b>	The bulbous part of the ant or insect abdomen.
<b>Propodeum</b>	The first section of the ant or insect abdomen.
<b>Node</b>	The node is located between the ant thorax and abdomen. Ants are identified in groups of one-node and two-node ants.
<b>Mandible</b>	The serrated jaw of the ant. Pincers that are used for digging, cutting, and eating.
<b>Feeler/Antennae</b>	The slender appendages used for smelling and touching other ants.
<b>Thora</b>	The middle section of an ant. All legs and wings are attached to the thorax.
<b>Exoskeleton</b>	The skeleton of ants and other insects is on the outside of their bodies, not covered by skin or muscles like humans.
<b>Cordyceps</b>	A parasitic fungi
<b>Superorganism</b>	An organism made up of many smaller organisms such as an ant colony.
<b>Synergy</b>	Where the whole is larger than the sum of its parts; teamwork; working together.
<b>Queen</b>	The mother of an ant colony. There is only one queen per colony, and she can lay up to thousands, sometimes millions of eggs in her lifetime.
<b>Aphids</b>	Small insects that live in gardens. Ants feed on the honeydew excreted by the aphid and then protect them from predators.
<b>Pheromones</b>	A hormonal chemical used to relay a message to another member of the same colony ie to attract mates, signal danger or give directions about a location.
<b>Cicadas</b>	Flying insects with stout bodies, broad heads, clear-membrane wings, and large compound eyes. They are best known for their buzzing and clicking sounds.
<b>Millipede</b>	An arthropod with a small head and short antennae. Despite the name millipede (1000-footed), it generally has less than 400 legs.
<b>Cocoon</b>	A pupal casing made by moth caterpillars and other insect larvae
<b>Pupae</b>	A life stage in the transformation of certain insects before adult development

### Types of ants mentioned in the play

*Information sourced from the following websites: orkin.com, pestnet.com, learnaboutnature.com, wildlifetrusts.org, bbc.com & myrmecos.net*

**Little Black ants-** although little black ants have a stinger, it is too small to be effective against most threats. These ants are omnivorous and will eat insects, sweets, honeydew, vegetables, greasy or oily foods, corn meals and aphid and plant secretions. They at times can forage for food indoors and the workers forage with scent-marked trails.

**Army ants-** prefer humid, tropical climates like islands, forests, and swamps, but are fairly versatile and will march just about anywhere in search of food. Working together, these creatures attack their prey using a raid technique in which they swarm the victim and feed all at once. Once their victim has been swarmed, the ants inject venom to kill. These robust insects spend their days devouring and then relocate their nest to a new location each and every night



**Bivouac-** Army ants typically nest in trees above the ground but also can form a bivouac, creating a nest from the bodies of the ants themselves. During this process, they use their claws and mandibles to attach themselves to one another, forming protective walls to safeguard their queen and larvae. This structure is temporary and disassembles when the army ants mobilize.

**Weaver ants-** display their cooperative behavior while constructing their nest. They build their nest on trees ...using a white paperish substance to stick the leaves together firmly... many ant workers join together to place the leaves. They stand side by side and hold the leaves. Some ants hold the leaves while other ants work inside the leaves to glue them.



**Yellow Meadow Ant-** is known for creating anthills in grassland habitats. It has a close relationship with the Chalkhill Blue butterfly - protecting the larvae in return for a sugary substance they secrete.

**Bullet Ant-** gets its name from the shot of intense pain it delivers with its venom-filled sting. The recipient experiences its agonizing effects for the next 12 - 24 hours. The pain is listed as 4 on a scale of 1-4 on the Schmidt Sting Pain Index. Living in the South American rainforest and growing to around an inch (2.54cm) long, most of us can keep out of its way.

**Amazon Ant (Polyergus)-** Colonies of *Polyergus* cannot function without a large contingent of workers from another ant genus, *Formica*, that care for the brood, maintain the nest, and forage for food. In fact, *Polyergus* workers themselves do little other than kidnap immature brood from nearby *Formica* nests. The raids are usually in late afternoon, in the summer, and can be spectacular to watch.

## Section 2: Teaching Resources & Exercises

The purpose of these questions and activities is to enhance students' viewing experiences. They act as a guide and may be adapted as needed depending upon the levels and needs of your students.

### Questions Grades K-3

1. What story does Andrea tell at school?
2. Does Andrea want to be a Queen some day?
3. How is Oscar different from the other ants in the colony?
4. Why does Oscar leave the colony?
5. Where is he going?
6. What do the weaver ants do to get across the stream?
7. What are the army ants planning on doing tomorrow?
8. What is a bivouac?
9. Who was disguised cleverly like a spider?
10. Along their journey how many times does Andrea save Oscar?

### Questions Grades 4 - 6

1. What is the story of Andrea's heritage?
2. Is Andrea looking forward to being the Queen some day? Why or why not?
3. How is Oscar different from the other ants in the colony?
4. Why does Oscar leave the colony?
5. Where is he going?
6. What special talent do the weaver ants have?
7. What special talent do the army ants have?
8. What kind of test did Andrea and Oscar have to take on their journey?
9. How many times does Andrea save Oscar?
10. How does she do it?

## Activities

### Activity #1- ART: Egg carton ant

- As a class, research different kinds of ants and find photos of them.
- Each student will then cut off 3 attached "cups" of a cardboard egg carton to represent an ant's 3 body parts - head, abdomen, thorax.
- Ask the students to choose their favourite type of ant and choose that colour to paint their egg carton ant.
- After painting, students can add pipe cleaners for antennae and eyes made out of buttons or candies.

### Activity #2- SCIENCE: What do ants eat? A class experiment

*This activity will need to be done in the Fall or Spring when ants are active.*

- Place small portions of food about an inch apart from each other on a paper or plastic plate. Put as many different kinds of foods as will fit on the plate eg. Bread, cheese, fruit, vegetables, honey, sour cream, cookies etc.
- Place the plate outside under a tree or in a garden.
- Check on the plate every ½ hour or so to observe any ant activity.
- What foods are the ants attracted to? How many ants are on the plate?
- Create a chart with the class findings at each ½ hour checkpoint.
- Discuss why you think ants are attracted to one food over another.

### Activity #3- HEALTH: An Ant Picnic

In groups, create picnic areas in the classroom using a picnic blanket and basket. Before the picnic day, create a menu as a class. Items might include ant-themed foods or items that ants would eat like fruit or juice.

*(You might include some of the foods that the class discovered ants like from Activity #2).*

#### Recipes:

##### EDIBLE ANTHILLS

In a Ziploc bag place a few graham crackers.

Crush the crackers **(make sure the bag is sealed tightly)**.

When the cracker resembles dirt, add chocolate chips or raisins as the ants. Enjoy!

##### ANTS ON A LOG

Spread cream cheese or peanut butter **(pea butter at school)** on sticks of celery.

Place raisins or chocolate chips on top as the ants.

##### ANT INFESTED RICE KRISPY SQUARE TREATS

Make Rice Krispy Squares in pan according to directions on cereal box.

Add chocolate sprinkles in the shape of underground ant tunnels while still warm.

### Activity #4- SCIENCE: Recognizing the parts of an ant

On the following pages find worksheets for students to label or examine the main parts of an ant.

Name \_\_\_\_\_ I can label the parts of an ant.

head thorax legs abdomen antennae

Name \_\_\_\_\_ I can label the parts of an ant.

head thorax legs abdomen antennae

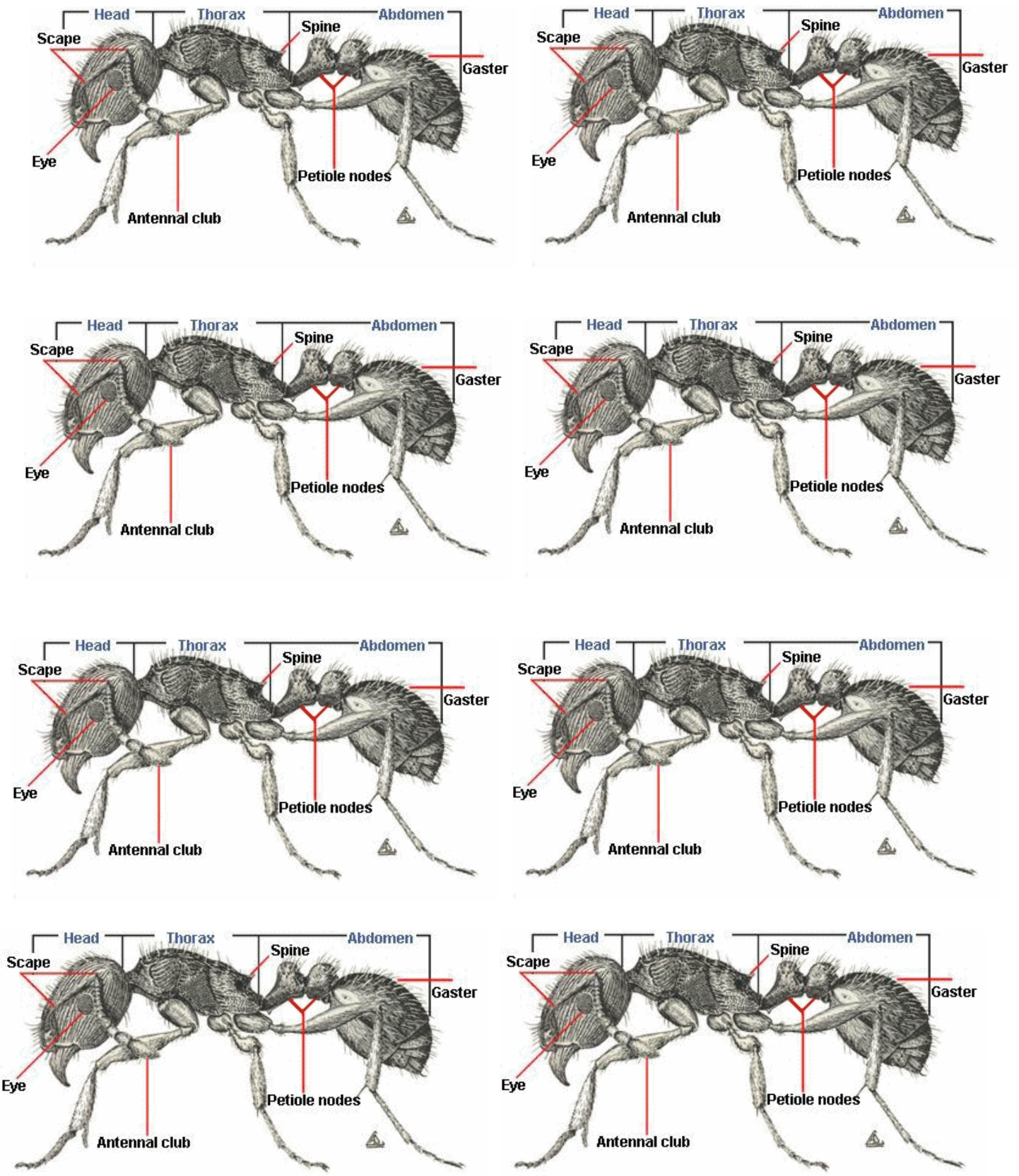
Name \_\_\_\_\_ I can label the parts of an ant.

head thorax legs abdomen antennae

Name \_\_\_\_\_ I can label the parts of an ant.

head thorax legs abdomen antennae





### Activity #5- HEALTH/DRAMA: Same Journey *(a teamwork game from Face Up Theatre)*

This is an excellent drama game for getting a group energized and working together.

- You will need a stopwatch.
- Invite everyone to walk around the room, make sure they are walking into all of the space in the room. Now ask them to freeze. Tell the group to remember exactly where they are in the room. Tell them that when you say go you want them to do the following:
  1. Touch two different walls.
  2. Touch something green and something blue but not an item of someone's clothing.
  3. Shake hands with three different people.
  4. Return to where they started.
- Record their time on a stopwatch and only stop when the last person has returned to where they started. When everyone returns to their spot give them their time.
- At this point ask the group if they think that as a group, they could do it faster?
- How can they make the journey more efficient?
- Repeat the journey and encourage them to share ideas to make the journey quicker.
- Continue the exercise until the group feels they can no longer improve on their time.

### Activity #6- SOCIAL STUDIES: Being Different

A drama game that includes the entire class, or the entire school, and focuses on the theme of diversity or being different. We are all part of larger and smaller groups. This exercise helps students think about where they 'belong' within the following groups.

- As a class, note that this group is all the same because: they belong in Rm\_\_\_ at \_\_\_\_\_ School
- Then split the class into two groups- boys and girls (older groups may wish to add more options)
- Then split those two groups each into three groups by having students choose their favorite pop: Coke/ Sprite/ Root Beer. You will now have 6 groups or more.
- Then split each of those six groups into two- blue eyes and brown eyes. You will now have 12 groups or more.
- Once all of the splitting is done, observe who is in the final groups.
- Go back through the groups from 12 to 6 to 2 to 1.
- Discuss how it felt to be a part of different groups and what it's like to be a part of one big group, which is the classroom in their school.

### Activity #7 – LANGUAGE ARTS The Ant and the Grasshopper by Aesop

Read the following fable and use the discussion points below, draw pictures, create a book as a class, or write your own fable about ants.

In a field one summer's day a Grasshopper was hopping about, chirping, and singing to its heart's content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

"Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling in that way?"

"I am helping to lay up food for the winter," said the Ant, "and recommend you, to do the same."

"Why bother about winter?" said the Grasshopper; we have got plenty of food at present." But the Ant went on its way and continued its toil. When the winter came the Grasshopper had no food and found itself dying of hunger, while it saw the ants distributing everyday corn and grain from the stores they had collected in the summer. Then the Grasshopper knew:

***It is best to prepare for the days of necessity.***

~~~~~

This classic tale reflects the true nature of the hard-working ant. They are amazing creatures whose origins trace back to the mid-Cretaceous period, 110 - 130 million years ago.

They are unique in their ability to build and live in colonies, each member having a specific role to keep the colony healthy and running smoothly. They work as a team, and like in the fable, prepare, and store food for the betterment of the entire colony.

What can we learn from ants?

- Working together and sharing the load of tasks makes for an efficient model of getting things done.
- Planning and organizing can help us to be prepared for more difficult times.

## Teacher Resources and Links

### Web sites

#### Insects

<http://insects.about.com/od/antsbeeswasps/tp/all-kinds-of-ants.htm>

#### Ants and nature

<https://www.learnaboutnature.com>

<https://www.wildlifetrusts.com>

<https://www.bbc.co.uk/search?q=antsmyrmecos.net>

*Who knows ants better than pest control companies*

<http://armstrongpest.com/Ants.htm>

<http://www.extension.umn.edu/garden/insects/find/what-to-do-about-household-ants/>

<http://www.pestnet.com/ants/>



<https://www.orkin.com/ants/>

*Make an ant farm*

<http://makezine.com/projects/Make-an-Ant-Farm/>

### Identity

<http://freetobefoundation.com>

[http://www.ncca.biz/Aistear/pdfs/PrinciplesThemes\\_ENG/ID&Belonging\\_ENG.pdf](http://www.ncca.biz/Aistear/pdfs/PrinciplesThemes_ENG/ID&Belonging_ENG.pdf)

<http://www.psychologytoday.com/blog/the-power-prime/201210/healthy-self-identity-in-children-is-everything>

### Songs

|                                           |                       |
|-------------------------------------------|-----------------------|
| <b><i>Born this way</i></b>               | Lady Gaga             |
| <b><i>Name Game</i></b>                   | Shirley Ellis         |
| <b><i>All About that Bass</i></b>         | Meghan Trainor        |
| <b><i>Free to Be Me</i></b>               | Francesca Battistelli |
| <b><i>I Want to Break Free</i></b>        | Queen                 |
| <b><i>I'm Not Like Everybody Else</i></b> | The Kinks             |
| <b><i>People Are Strange</i></b>          | The Doors             |
| <b><i>The Wall</i></b>                    | Pink Floyd            |

### Ant Books

***Ants*** by Deborah Hodge and Julian Mulock (*Grade PreK-2*)

***Ant Cities*** by Arthur Dorros (*Grade PreK-3*)

***The Hardworking Ant*** by Ricardo James and Karen James (*Grade PreK-3*)

***I Saw an Ant on the Railroad Track*** by Joshua Prince (*Grade Pre-K-1*)

***One Hundred Hungry Ants*** by Elinor J. Pinczes (*Grade K-2*)

***Two Bad Ants*** by Chris Van Allsburg (*Grade K-2*)

***The Life and Times of the Ant*** by Charles Micucci (*Grade K-3*)

***Are You an Ant?*** by Judy Allen and Tudor Humphries (*Grade K-3*)

***The Ant and the Elephant*** by Bill Peet (*Grade 3-5*) ~A stage adaptation also exists~

***Fun Learning Facts About Ants*** by Tony Michaels (*Grade K-6*)

***Of Ants and Dinosaurs*** by Liu Cixin (*Grade 5+*)

### Ant Movies

#### ***Antz***

*Dreamworks Productions (1998)*

A rather neurotic ant tries to break from his totalitarian society while trying to win the affection of the princess he loves. Directed by Eric Darnell & Tim Johnson. Starring Woody Allen, Sharon Stone & Gene Hackman.

#### ***A Bug's Life***

*Disney Pixar (1998)*

A misfit ant, looking to save his colony from greedy grasshoppers, recruits a group of bugs that turn out to be an inept circus troupe. Directed by John Lasseter & Andrew Stanton. Starring Kevin Spacey & Julia Louis-Dreyfus.

***The Ant Bully****Warner Brothers (2006)*

After Lucas Nickle floods an ant colony with his watergun, he's magically shrunk down to insect size and sentenced to hard labor in the ruins.

Directed by John A. Davis. Starring Paul Giamatti, Nicolas Cage & Julia Roberts.

**Alberta Education Curriculum Links****Health and Wellness****Relationship Choices:**

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

**Understanding and Expressing Feelings:**

**R-K.1 through R-6.1:** demonstrate knowledge of different kinds of feelings, recognize different ways to express feelings, recognize that individuals make choices about expressing feelings, recognize the effects of sharing positive feelings on self and others, recognize that presenting feelings may mask underlying feelings, and recognize that individuals can choose their own emotional reactions.

*Students will* develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

**Interactions:**

**R-K. 5 through R-6.5:** identify ways or characteristics of making friends, being a good friend, showing appreciation for friends, building strategies for enhancing friendship.

**R-K.6 through R-3.6:** demonstrate a positive, caring attitude toward others, examine how personal behaviour and attitudes influence feelings and actions of others, develop strategies to show respect for others and demonstrate inclusive behaviours regardless of individual differences or circumstances.

**Group Roles and Processes:**

**R1.8 through R-6.8:** work cooperatively with a partner, recognize and value strengths and talents that members bring to a group, develop skills to work cooperatively in a group, describe and accept roles and responsibilities within a group, develop strategies to address personal roles and responsibilities in groups, analyze the influence of groups, cliques and alliances on self and others.

**R-1.9 through R-3.9:** recognize and accept individual differences within groups, explain how groups can contribute to a safe and caring environment, encourage fair play through modelling.

**Social Studies****Social studies provides learning opportunities for students to:**

- understand how identity and self-esteem are shaped by multiple personal, social, linguistic, and cultural factors
- demonstrate sensitivity to the personal and emotional aspects of identity
- demonstrate skills required to maintain individuality within a group
- understand that with empowerment comes personal and collective responsibility for the public good.

**Social studies addresses diversity and social cohesion and provides processes that students can use to work out differences, drawing on the strengths of diversity. These processes include:**

- a commitment to respecting differences and fostering inclusiveness
- an understanding and appreciation for shared values
- a respect for democratic principles and processes for decision making such as dialogue and deliberation.

## Language Arts

**General Outcome 1:** Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

### **1.1 Discover and Explore**

**Express ideas and develop understanding**

- contribute relevant ideas & info from personal experiences to group language activities
- talk about how new ideas and information have changed previous understanding
- express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts
- use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information

#### **1. Clarify and Extend**

- connect own ideas and experiences with those shared by others

**Extend understanding**

- find more information about new ideas and topics

**General Outcome 2:** Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

### **2.2 Respond to Texts**

- respond to mood established in a variety of oral, print and other media texts

**Construct meaning from texts**

- connect situations portrayed in texts to personal and classroom experiences
- suggest alternative endings for texts

### **2.3 Understand Forms, Elements and Techniques**

- recognize that ideas and information can be expressed in a variety texts

### **2.4 Create Original Text**

- create narratives that have beginnings, middles and ends; settings; and main characters that perform actions

**General Outcome 3:** Students will listen, speak, read, write, view and represent to manage ideas and information.

### **3.1 Plan and Focus**

- relate personal knowledge to ideas and information in oral, print and other media texts
- ask questions to determine the main idea of texts

### **3.2 Select and Process**

**Access information**

- use given categories and specific questions to find information in oral, print and other media texts

## Fine Arts

### Drama

- **First Goal** – To acquire knowledge of self & others resulting from reflecting on dramatic play

- **Third Goal** – To foster an appreciation for drama as an art form.

### Music

Skill: Listening

- Identify and compare sounds: high-low, loud-soft, short-long, slow-fast, up-down
- Be an attentive member of an audience
- Understand and appreciate the effects of music that is high-low, loud-soft, short-long, slow-fast, up-down.

## Section 3: Production Team

Our production team is not complete. Please download this study guide in September of 2023 for full production credits.

# The Antyssey Production Credits

Written by Joel Crichton & Richard Lee Hsi

### Touring Cast

|                      |                                                        |
|----------------------|--------------------------------------------------------|
| Ethan Vasquez Taylor | Oscar                                                  |
| Dallas Hayes-Sparks  | Andrea                                                 |
| Hannah Kerbes        | Mr. Feynmann, Sigourney, Hartman, Spider, and Tiresias |
| Claire Bolton        | Stage Manager                                          |
| Alexa Elser          | Understudy                                             |

### Production Team

|                |                                       |
|----------------|---------------------------------------|
| Nikki Loach    | Director                              |
| Joel Schaefer  | Musical Director                      |
| Patrick Beagan | Set & Costume Design                  |
| Joel Crichton  | Original Composition and Sound Design |

### For Quest Theatre

|                        |                                               |
|------------------------|-----------------------------------------------|
| Nikki Loach            | Artistic Director                             |
| Leslie Forward         | Director of Business Operations               |
| Helena Deng            | Tour and Education Coordinator                |
| Madeleine Taylor-Gregg | Admin & Marketing Assistant                   |
| Claire Bolton          | Artists in School and Summer Camp Coordinator |
| Alexis Kroon           | Bookkeeper                                    |
| Oliver Bailey          | Quest Intern 2024                             |
| Dani Driusso           | Social Media Specialist                       |

### Special Thanks

Concrete Theatre in Edmonton, Tracy Carroll, Patrick Beagan, Joel Crichton and Richard Lee Hsi

### About the Playwrights:

**Richard Lee Hsi** is an Alberta-based artist who works in theatre and contemporary dance. He has co-written two plays, including *8-Bit* with Kunji Ikeda and *The Antyssey* with Joel Crichton. He has also created numerous dance theatre works for Dancers' Studio West, Mile Zero Dance, The Good Women Dance Collective, The Nextfest Arts Company, Sage Theatre's Ignite Festival, and The Expanse Festival. As a performer, he has worked for: The Banff Centre, Citadel Theatre, Alberta Theatre Projects, Edmonton Opera, Northern Light Theatre, Concrete Theatre, David van Belle/High Performance Rodeo, Alberta Aboriginal Arts, Swallow-a-Bicycle Theatre, Theatre No. 6, Amber Borotsik, Chromatic Theatre, and The Good Women Dance Collective. Richard is a graduate of the B.F.A Acting Program at the University of Alberta and the M.F.A. Movement Direction and Teaching program at the Royal Central School of Speech and Drama.

**Joel Crichton** is a Jungian Analyst with a practice in Victoria, BC. He has written the book, music, and lyrics for three musicals: *Death: LIVE!*, *The Antyssey*, and *Twenty-Five: A Song Cycle*. For many years he performed with Rapid Fire Theatre, in particular as part of *Off Book: The Improvised Musical*. He was seen on Calgary stages in *One Man, Two Guvnors* (Theatre Calgary), *Hedwig & The Angry Inch* (Sage Theatre), and *Redbird* (Downstage Theatre). He also toured elementary schools across Alberta in Alberta Opera's production of *Jack and the Beanstalk*. He is the voice of Taishi Miwa in the animated series *Cardfight! Vanguard*, as well as Diego in *Scan2Go*. His current creative work is in regard to the psychological significance of theatre--in particular the plays of William Shakespeare.

### About the Author of this Study Guide

**Tracy Carroll** is the Co-Artistic Director of Concrete Theatre, a theatre for young audiences touring company in Edmonton. She has worked as a director, dramaturg, teacher, and producer for 25+ years and has held the Artistic Associate position at Alberta Playwrights' Network as well as at the Citadel Theatre where she co-created and directed KidsPlay@ the Citadel.

She has been the co-producer of several play development programs in Edmonton and is the facilitator of the Young Playwriting Company at the Citadel Theatre. For Concrete Theatre, Tracy has directed the *CTRL-ALT-DEL Sideshow* website, *The Bully Project*, *Shape of A Girl*, *Lig & Bittle*, and was dramaturg on the play *Under Cover* and several plays for Sprouts.



## About Quest Theatre

For over 35 years Quest Theatre has envisioned a galaxy where theatre is valued as an essential part of growing up. We create community through exceptional theatre adventures for young people throughout Alberta with our touring school productions, Artists in School Programming, and our wildly creative Summer Camps. We delight in creating intelligent and whimsical work that encourages young people to explore who they are, discover what is important, and build the kind of world we want to live in. We are creative, meaningful, and responsible community builders, who enthusiastically celebrate the inspiring journey of young people! To learn more about upcoming touring shows, school drama programs, community engagement or seasonal dram camps, visit our website at [www.questtheatre.org](http://www.questtheatre.org)

## We Appreciate your Feedback, Letters and Artwork!

We welcome your feedback about the play, this study guide, and your overall Quest experience. Please tell us what you think by visiting our website. Or please [click here](#) to access a short survey to submit feedback.

We love responses from young people! Send any letters or artwork by email or mail or via social media.

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