



Disney's

# Aladdin

Dual-Language Edition

Music by Alan Menken  
Lyrics by Howard Ashman and Tim Rice  
Spanish Lyrics by Walterio Pezqueira  
Music Adapted, Arranged, and Orchestrated by Bryan Louiselle  
Book by Jim Lugis and Jose Cruz Gonzalez  
Based on the 1992 Disney film *Aladdin*

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## Classroom Guide

### Grades 4 - 5

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## How to Use This Guide

This classroom guide for *Aladdin* is designed for Texas students in Grades 4 and 5. It offers activities to help you integrate a performance of *Aladdin* into English language arts (ELA), mathematics, science, social studies, music, art, and theatre curricula.

All activities in this guide are linked to Texas Essential Knowledge and Skills (TEKS) content standards.

For students outside Texas, this guide's ELA and math activities also are linked to Common Core standards. At the back of this guide, you will find a list of the guide activities and their related Texas and Common Core standards.

## Table of Contents

### Theatre

1: Discussion Questions . . . . . 3

### English Language Arts

2: Magik Must Reads . . . . . 4

3: Write Your Own Story . . . . . 5

### Mathematics

4: Word Problems . . . . . 6

### Science

5: A Burning Candle . . . . . 7

### Social Studies

6: About Agrabah . . . . . 8

### Art

7: Draw a Mandala . . . . . 9

### Music

8: Meaningful Music . . . . . 10

### Appendix

Activity Content Standards . . . . . 11

## 1: Discussion Questions

### ***Before the Performance***

*Aladdin* is a stage play. What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

Who performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays? (Remember: you may not see them on stage!)

The play is based on a movie called *Aladdin*

- Have you seen *Aladdin* as a class or by yourself?
  - Based on what you've seen, what do you think may happen in the play?

### ***During the Performance***

When you watch a play, you are a member of the audience. What kinds of things should you do as an audience member? Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

What kinds of things should you *not* do as an audience member? Examples:

- Talk to your neighbor
- Use a cell phone during the performance
- Yell at the actors (unless they ask you to!)

### ***After the Performance***

What did you think of the play?

- If you'd seen *Aladdin* beforehand, how was the play similar to the movie?
- How was it different?

Describe the performers in the play.

- What did they do to make their characters special (different from the other characters)?
- How did they use their bodies to play their characters (using voice, movement, etc.)?
- Did you see anyone else who worked on the play besides the performers on stage?

Describe the characters' costumes.

- What did each character's costume tell you about that character?
- Did any of the performers change costumes?
  - If so, why do you think they needed to change costumes?

Describe the set of the play.

- Did it have a lot of locations?
- Did it look like a place you've been to before?
- How did different lighting change how the set looked for different scenes?

Did the play have music in it?

- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct *Aladdin* how would your production be different than the play you saw by Magik?

## **2: Magik Must-Reads**

For each of our main stage productions at The Magik Theatre, we choose a theme related to the show. Then we create a list of Magik Must-Reads on that theme.

The reading theme for *Aladdin* is Transcending Barriers.

The Magik Must-Reads (Grade 4 - Grade 5) are:

*The One and Only Ivan* written by Katherine Applegate, illustrated by Patricia Castelao

*James and the Giant Peach* by Roald Dahl

*Charlotte's Web* by E.B. White

*Sylvia & Aki* by Winifred Conkling

Read them as a class or let students choose two or more to read. Then use these questions for discussion or book reports:

### **Theme**

How did the theme of Transcending Barriers show in each book? Explain.

### **Setting**

Describe the settings of each book.

- What details can you remember?
- Were the settings similar to a place you know or a place you've visited?

How were the settings similar to each other? How were they different?

How were the settings related to the theme of Transcending Barriers? Explain.

### **Characters**

Who were the main characters of each book?

Did any characters show up in more than one book?

Were the characters of one book similar another book's characters in any other ways?

### **Plot**

What did the main characters of the books want most?

Did anyone or anything stand between the main characters and their goals?

Did the main characters get what they wanted? How?

How were the plots of the books similar? How were they different?

**3: Write Your Own Story**

In *Aladdin*, Genie emerges from his lamp and grants Aladdin three wishes, which Aladdin then uses wisely. Write a story about a character who is selfish suddenly granted three wishes. Do they use them wisely or wish for a bunch of things at once? Answer the questions below as you write your story:

- Who is your main character?
- Who are your other characters (if any)?
- What does your main character want?
- What is keeping your main character from what they want?
- How does your main character tackle the problem?
- How does your story end?

TITLE: _____

**4: Word Problems**

- 1) If Aladdin stole 2 loaves of bread every hour for 224 hours, how many loaves of bread did Aladdin steal?
  
  
  
  
  
  
  
  
  
  
- 2) Conversion: Aladdin and Jazmín flew 5 miles every day for 3 days straight. How many yards in total did Aladdin and Jazmín fly? (1760 Yards = 1 Mile)
  
  
  
  
  
  
  
  
  
  
- 3) Written on the genie's magic lamp are the words "III wishes ONLY". What is the number of wishes allowed from the genie in the lamp?
  
  
  
  
  
  
  
  
  
  
- 4) Jafar decides to bake Jazmín a cake in hopes of winning her heart. The recipe calls for  $\frac{3}{4}$  cup of sugar, two eggs, and  $\frac{1}{4}$  cup of flour. How many cups of sugar and flour does Jafar need?
  
  
  
  
  
  
  
  
  
  
- 5) The magic carpet is 3 feet wide by 6 feet long. What is the total area of the magic carpet?

## 5: A Burning Candle

Since there is a genie in *Aladdin*, there may be some magic tricks too. In the following activity, you can be your own genie with a little candle magic! Did you know that it's possible for a candle to burn under water? With just the open flame above the water's surface, this process transforms candles into hollow tubes of wax and lets you, for a moment, combine fire and water!

### Materials:

- Taper candle
- Large bowl
- Duct tape
- Lighter or candle
- Cold water
- Scissors

### Directions

- 1) Cut off four 4" lengths of duct tape.
- 2) Fasten the candle to the bottom of the bowl with duct tape.
- 3) Fill the bowl with water just to the top of the candle. Be careful not to submerge the wick!
- 4) Have your teacher light the candle for you. Be careful with the open flame!
- 5) Observe what happens next. The candle should burn all the way to the bottom of the bowl, leaving a thin tube of wax.

### What Happened?

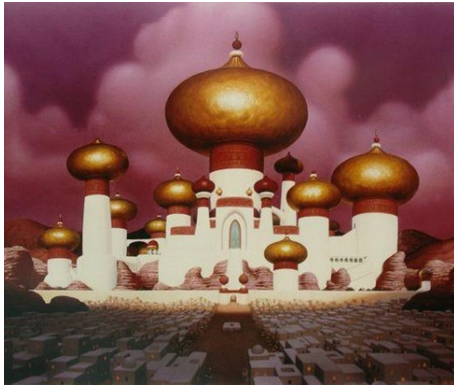
If you had lit and burned the candle in a waterless bowl, it would have burned normally and eventually consumed the whole candle. This is caused by the action of both heat flow and a high temperature.

### Follow-Up Questions

- 1) Why did the candle burn differently when you added water to the bowl?
- 2) The water surrounding the candle keeps the exterior of the candle at a cool temperature, so the area touching the water never melts. What would have happened if the water was warmer? What if it was burning hot?

## 6: About Agrabah

*Aladdin* combines several cultures and empire structures, including that of the **Mughal Empire** in India, which lasted from 1526 to 1857. The setting of the movie is the fictional sultanate (meaning ruled by a sultan) of **Agrabah**, which is a name extremely similar to the Indian city of **Agra**. Agra was one of the historical capitals of the Mughal Empire. In addition, the palace of the sultan strongly resembles the **Taj Mahal** which is still the most famous landmark in Agra, India today. In small groups, create a quick commercial advertising travel to the Taj Mahal using some of the facts below!



- The Taj Mahal is located in Agra, a city in the Uttar Pradesh region of northern India.
- This beautiful building is regarded as one of the Seven Wonders of the World.
- The Taj Mahal was built by Emperor Shah Jahan, whose name means King of the World.
- It was built as the final resting place for Mumtaz Mahal, the third wife of Mughal emperor Shah Jahan.
- The Taj Mahal is a famous mausoleum in India.
- A mausoleum is a building that contains burial chambers (tombs) for the deceased; they can be large or small and are often created in honor of influential people.
- The name Taj Mahal means “crown of palaces”.
- The Taj Mahal was built entirely out of white marble, which was brought in from all over India and Asia.
- The Taj Mahal is decorated with 28 different varieties of precious and semi-precious stones.
- 1,000 elephants and 22,000 workers were used in its construction, which took over 20 years.
- After the Taj Mahal was completed, it is said that Shah Jahan had the hands of the workers chopped off so they could not recreate something as beautiful ever again!
- Construction of the Taj Mahal took around 21 years, beginning in 1632 and finishing around 1653.
- One of the Taj Mahal’s most recognizable features is a large white dome that is often called an ‘onion dome’ due to its shape. It has a height of around 35 meters and is surrounded by 4 smaller domes.
- The full height of the Taj Mahal is 171 meters (over 561 feet!).



## 7: Draw a Mandala

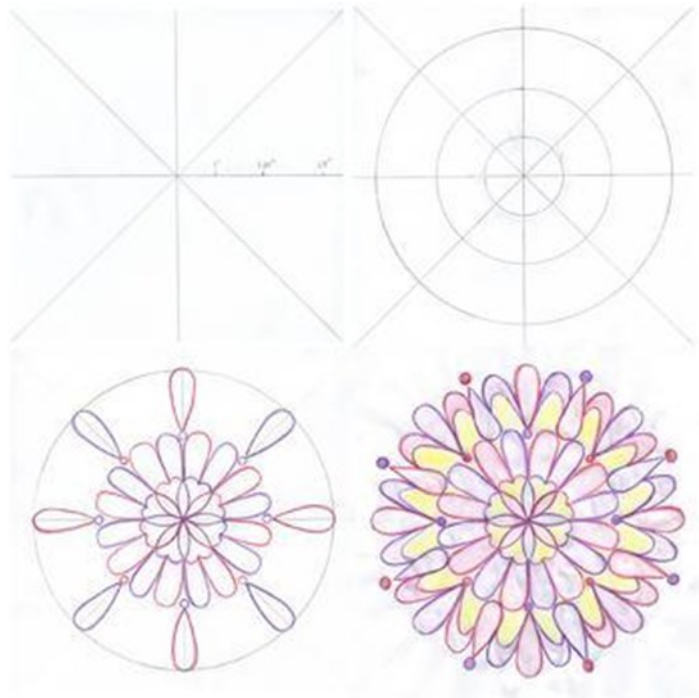
A mandala drawing is a geometric pattern that represents the universe. Most consist of a square format, with concentric circles and a circle as the center point. The mandala can be seen everywhere in the setting of *Aladdin* - Arabia. Now you can draw your own beautiful mandala with this easy, symmetrical technique.

### Materials

- Square sheet of paper
- Ruler
- Pencil
- Compass
- Colored Pencils or watercolor paints

### Directions

- 1) Make an X on your sheet of square paper by using a ruler to make two diagonal lines, from corner to corner. Make sure these pencil lines are not too dark if you want to erase them at the end.
- 2) Next, draw a cross on the paper by drawing first a vertical and then a horizontal line across the middle of the paper. All the lines should now meet in the center point of the page.
- 3) Measure one inch from the center point and make a light mark on each of the eight lines. Then measure 1.25 inches from those marks and make another set of light marks on the lines. Finally, measure 1.5 inches from the previous marks and mark the lines again.
- 4) Place the tip of the compass on the center point of the drawing and line it up with the first 1-inch mark. Draw a circle in the center of the paper.
- 5) Repeat step 4 for the two other marks, so you have three concentric circles in the center of the paper.
- 6) Now, starting from the center and using the colored pencils, draw pedal or teardrop shapes following the lines and stopping at the first circle. Make them roughly the same size!
- 7) Once you have completed one circle, go to the next one, adding more flower or pedal shapes. It looks great when two different colors are used for this step.
- 8) Continue working from the center out, adding decorative shapes. Once all the circles are filled in, you can carefully erase the pencil lines.
- 9) If you want, you can add watercolor paints to the mandala for an extra boost of color and contrast.



## 8: Meaningful Music

*Aladdin* was not like just any play. In a play, performers speak their lines and use their body language to tell the story. In a musical, not only do the performers speak their lines and use their body language, but they also sing and dance. In a musical, each song helps move the story (what is also known as the dramatic action) along.

### **Background Information**

Songs in musicals can do a lot of things for the story, but here are just two things that they can do (or, their functions):

- 1) They move the story along. (Think: “Would I still know what is happening if this song wasn’t in the show? Does the talking that comes after the song still make sense if the song never happened?”)
- 2) They give us more information about something. (Think: “Did I learn something new about the characters or story after listening to the song?”)

### **Testing It Out**

See if you can identify what the following songs from *Aladdin* and what their function is:

SONG

FUNCTION

“Arabian Nights”

“One Jump Ahead”

“Friend Like Me”

“El Príncipe Alí”

“A Whole New World”

“Prince Ali (Reprise)”

### **Helpful Hint**

If you need a refresher to help remember the context of the above songs, it can be fun and helpful to find audio and/or lyrical excerpts from *Aladdin*! Contact the Magik Theatre directly

**TEXAS**

**Grade 4**

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.16.b.5
2	ELA 110.15.b.2
3	ELA 110.15.b.15-16
4	Math 111.16.b.3-4
5	Science 112.15.a.4.B; 112.15.b.11-4; 112.15.b.9.A; 112.15.b.10.A
6	Soc Studies 113.15.b.15.C; 113.15.b.17; 113.15.b.21. B,D; 113.15.b.22.B-E
7	Fine Arts 117.14.b.1-2, 4
8	Fine Arts 117.15.b.1-2, 4

**Grade 5**

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.19.b.5
2	ELA 110.16.b.2
3	ELA 110.16.b.15-16
4	Math 111.17.b.3
5	Science 112.16.b.1-4; 112.16.b.9.A,B,D; 112.16.b.10.B
6	Soc Studies 113.16.b.18.A; 113.16.b.20.A; 113.16.b.24-26
7	Fine Arts 117.17.b.1-2, 4
8	Fine Arts 117.18.b.1-2, 4

**COMMON CORE**

**Grade 4**

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.4.5
3	ELA W.4.3, 5
5	Math 4.OA.3

**Grade 5**

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.5.5
3	ELA W.5.3, 5
5	Math 5.OA.1-2