



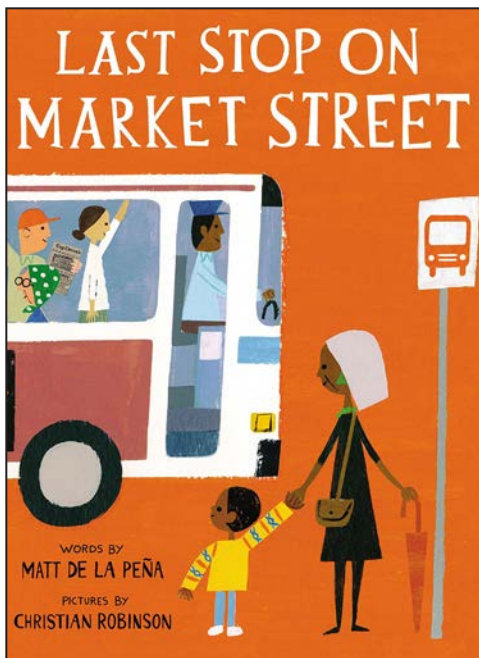
Resource Guide | for Educators and Audiences

We include information about our production along with creative activities to make connections both before and after the show. For educators, all activities are aligned to the Common Core Standards and North Carolina Essential Standards. Look for the symbol below throughout the guide.



NCES-TheaArts.(K-5).TA.A.1: Analyze literary texts and performances. NCES-TheaArts.(K-5).TA.A.1.1: Recall the basic parts of a story, such as characters, setting, and events.

**Mainstage production
ages 6 and older**



**Based on the book by
Matt de la Peña**

**Adapted for the stage by
Gloria Bond Clunie**

**Director
Chris Parks**

Themes explored

kindness, soundscapes, weather,
music/singing, grandparents

Synopsis

The bustle of a busy street opens the story, as CJ races in, playing with a small toy car. Nana enters, purse on arm, umbrella in hand— as they both rush to church. CJ is excited to sing his first solo! As it begins to thunder, they both enter the church.

The choir is singing “Who Will Be a Witness,” and CJ sings his solo. After the song, Reverend explains what a witness is— one who sees. CJ thinks it’s a riddle, but Reverend continues that it’s seeing “with more than just eyes.” CJ still doesn’t understand, but he and Nana agree to think about it until next week. The sounds of rain begin as Nana and CJ run for the bus stop.

CJ complains they’re not heading home on the bus, instead they’re going to the westside. CJ would rather be home listening to music, until Nana points out there is music and rhythm in the sounds of rain all around them. CJ begins to dance, as the music overtakes him.

Nana gives him a pickle sandwich, but he throws it away while she isn’t looking. She also gives him a book to read while they wait, and CJ notices a homeless woman has been eating the sandwich he threw away. CJ complains about waiting for the bus; he wishes they had a car “like everybody else.” Nana reminds him “we got a bus” and “we got clothes on our back.” CJ feels bad he complained.

Just then, the bus pulls up with a picture of a dragon on the side of it. As they board the bus, Mr. Dennis, the driver, pulls a coin from behind CJ’s ear. The sounds of the other passengers surround them— conversations, toe-tapping, video games, etc.

The Butterfly Lady enters the bus with butterflies in a jar. She is taking them to the park to set them free. CJ asks if she’d rather have a car than walking and riding the bus. She says she prefers to walk because it reminds her of the walks she took as a child and she begins to sing her “Walking Song.”

The Blind Man enters the bus and has a conversation with CJ about seeing with more than just your eyes. He introduces CJ to the Guitar Man, and together they help CJ find his song. He learns everybody has a song, they just have to see it, taste it and feel it!

As CJ’s song overtakes all the passengers, the bus becomes Mumford the Dragon. Everyone joins into the adventure as CJ learns the last part of his story— kindness. CJ understands now, as he and Nana exit the bus at its last stop, on Market Street. Together they walk to the soup kitchen where Nana volunteers. CJ’s kindness spreads to everyone on the street as they join him in his new song. The rain finally stops revealing a rainbow.

**Children's Theatre of Charlotte is proud to partner with Wells Fargo
as the exclusive corporate sponsor of the 2018-19
Mainstage Resource Guides.**

**WELLS
FARGO**

On your way to ImaginOn

The Story Jar



The Story Jar is a unique sculpture outside the McColl Family Theatre. It's an ever changing exhibit that features items from current and past shows at Children's Theatre of Charlotte. Our current show is *Last Stop on Market Street*. Can you find all of the items listed below?

school bus butterfly
pot with a lid umbrella

About our theatre

Founded in 1948, Children's Theatre of Charlotte has opened young minds to the wonders of live theatre for more than half a century. Today, it continues to be one of the most technically imaginative and resourceful theatres in the country. Annually, it reaches nearly 300,000 young people and their families through our Mainstage productions, Resident Touring Company and its Education Department's classes and workshops. Children's Theatre of Charlotte shares a space with the Charlotte Mecklenburg Library at **ImaginOn: The Joe and Joan Martin Center**. Learn more about Children's Theatre of Charlotte at ctcharlotte.org.

Audience expectations

Young audiences should know watching live theatre isn't like watching more familiar forms of entertainment: they can't pause or rewind it like a DVD, there are no commercials for bathroom breaks, nor can they increase the volume to hear it if someone else is talking. Encourage your students to listen and watch the play intently, so they may laugh and cheer for their favorite characters when it's appropriate.

At the end of the play, applause is an opportunity for students to thank the actors. Live theatre only exists when an audience is present, and your students' energy and response directly affects the actors on stage! Here are some other guidelines to keep in mind while you are watching the performance:

- Respect others during the performance. Stay seated and keep your hands to yourself.
- Please turn off all cell phones and other electronic devices during the performance.
- Photography and video of the performance is prohibited by copyright law.
- We do not permit food and drinks in the theatre.



NCES-TheaArts.(K-5).TA.CU.2: Understand the traditions, roles, and conventions of theatre as an art form. NCES-TheaArts.3.TA.CU.2.1: Illustrate theatre etiquette appropriate to the performance situation.



Theatre 360 connections

Theatre 360 provides a way to interact with Children's Theatre of Charlotte productions by extending the theatre experience for families and classroom—providing access to all! Best of all, many programs are free. Go to ctcharlotte.org/online/article/theatre-360 to view the full list of events throughout the year.

Audience engagement These interactive experiences located around ImaginOn are available from the first public performance of a production through the entire run of the show. We change the exhibits to reflect the uniqueness of each show.

Online engagement Whether you're a teacher or a parent looking for quality activities, we've assembled a collection of online games, websites and articles that deepen the connections of elements from the show. [Click here](#) for online content for *Last Stop on Market Street*.

Workshops and residencies Teachers, are you looking for a way for your class to make stronger connections with our shows? You can add our workshops, led by our professional teaching artists, before or after you view the performance. Or incorporate the arts into your everyday classroom through a residency created to fit your subject area. Contact our programs coordinator, Tommy Prudenti, at tommyp@ctcharlotte.org to book yours today!

Before the show

Vocabulary enrichment

solo *n.* a piece of vocal or instrumental music or a dance, or a part or passage in one, for one performer

witness *n.* a person who sees an event take place

witness *v.* have knowledge of (an event or change) from personal observation or experience

melted *v. past tense:* dissolved in liquid

puddle *n.* a small pool of liquid, especially of rainwater on the ground

shriveled *v.* wrinkle and contract or cause to wrinkle and contract, especially due to loss of moisture

thirsty *adj.* feeling a need to drink something

magic *n.* the power of apparently influencing the course of events by using mysterious or supernatural forces

tattoo *n.* an indelible mark or figure fixed upon the body by insertion of pigment under the skin

adventure *n.* an unusual and exciting experience or activity

freedom *n.* the power or right to act, speak, or think as one wants without hindrance or restraint

graffiti *n.* writing or drawings scribbled, scratched, or sprayed illicitly on a wall or other surface in a public place



CCSS.ELA-Literacy.L.(K-5).4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

What does kindness mean to you?

kindness

noun. the quality of being friendly, generous, and considerate

a kind act: *“it is a kindness I shall never forget”*

The BIG questions before the show

1. What does it mean to have freedom? Imagine you've been given a magic wand, and when you wave it, you will truly be free. What would that mean for you?
2. In what ways could riding the bus be more fun than riding in a car?
3. What does it mean to say something or someone is beautiful? How would you define the word? What do people mean when they talk about “deeper beauty” or “inner beauty”? What are some examples from your life?



CCSS.ELA-LITERACY.SL.(K-5).2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. NCES-HealthEd.4.MEH.2.1: Identify unique personal characteristics that contribute to positive mental health

Scenes from the bus

The teacher will serve as the driver of the bus. Explain to the students they will be riding around the city on your bus as passengers. First, announce the location to where you are driving (fire station, grocery store, park, etc.). When you reach the destination say, “Everybody, off the bus!” Students then will exit the bus and strike a pose demonstrating an activity they could perform at the location. Feel free to comment on the type of activities you see in the student’s poses. Then say, “Everybody, on the bus!” to drive to your next location.

Additionally, when the students are in their poses, the picture can be activated one student at a time by the teacher with a tap on the student’s shoulder. Then, have the student say one line that their character might say in that location or situation. After saying the line, the student returns to stillness. If the class group is large, you can activate the entire scene at once and then bring them back to stillness.



NCES-TheaArts.(K-5).TA.AC.2: Use performance to communicate ideas and feelings. NCES-SocialStudies.1.C.1: Understand the diversity of people [and jobs] in the local community.

Before the show

Soundscapes: Retelling the story

First, read the book *Last Stop on Market Street* by Matt de la Peña to your class. Then immediately follow with the activity.

The teacher will guide the students through a retelling of the story from the book by creating a soundscape. The whole group will be providing the sounds as the teacher relays the narrative. A narrative is provided below to follow with the suggestions of moments of sound underlined. Allow the sound to happen before moving on to the next one. It's okay to comment on the different sounds you hear ... don't feel you need to rush to the next moment. And students may add sounds where you aren't expecting!

Note that you may have to prompt the first few suggestions in the story by holding your hand to your ear and repeating the prompt. Or if a sound is not provided by the group, the teaching artist may repeat the prompt and add the sound themselves (in parenthesis) indicating for the group to repeat.

CJ and his Nana pushed through the church doors and skipped down the steps. They heard the sounds of the cars driving by (VROOM). With horns honking (HONK ... BEEP). And people talking as they walked down the street.

Just then, CJ and Nana heard thunder in the sky (BA-BOOM). It was going to rain. Nana opened her umbrella just as the raindrops started to fall (DRIP DROP). They walked in the rain to wait for the bus.

When the bus pulled up to the stop, CJ and Nana could hear the sounds of the wipers on the windshield going, "Swish, swish." They walked onto the bus, and with a great big smile said to everyone, "Good afternoon." They looked around the bus and saw a spotted dog. He began to bark (BARK BARK). And Nana and CJ began to laugh (HA HA).

That's when CJ saw a man sitting on the bus with his guitar. Nana wondered if the man would play his guitar. So, CJ said to the man, "Will you play us a song?" The man with guitar began playing his song. What song do you think he played? (Allow for some answers from the students. When they answer, ask if they can sing a little bit of it.) Eventually, the song was over, and CJ put some money into the man's hat (PLINK PLINK).

That's when the bus stopped, and the driver said, "Last stop on Market Street!" So, everyone got off the bus. CJ and Nana began walking down the street. As they got closer, they could hear the sounds of people talking, and the sounds of pots and pans clanking together (CLANK ... BANG). CJ looked into the window where he saw familiar faces, and said, "I'm glad we came." And Nana smiled at him and she said, (Pause. See if anyone finishes the sentence.) "Me too."

The End.

For older students, have them rewrite the story in their own words remembering to add the sounds they hear throughout the journey. For younger students, have them draw a picture of their favorite moment from the story. If students draw different moments from the story, then assemble them into a story outline with your class with a beginning, middle and end.



CCSS.ELA-LITERACY.SL.(K-5).2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. NCES-TheaArts. (K-5).TA.C.1: Use movement, voice, and writing to communicate ideas and feelings. CCSS.ELA-LITERACY.RI.(3-5).2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.



Children's Theatre of Charlotte has commissioned three world-premiere plays – two this season, *Last Stop on Market Street* and *A Sick Day for Amos McGee*, and *The Invisible Boy* in our 2019-2020 season – that feature kindness as the central theme. We've invested in this project because we recognize the power simple acts of kindness hold, and to spread kindness wherever we can while encouraging children to do the same.

We want kindness to spread beyond our stage. So, in your travels, or wherever life takes you, take a photo and upload it to your favorite social media platform explaining how you wove kindness into your day, the kindness someone showed to you or even just an act of kindness you saw.

Use #CTCKindnessProject so we can share these photos as well. We'll collect these and display them on a Kindness Wall at *ImaginOn* when we open *Last Stop on Market Street* in early November.

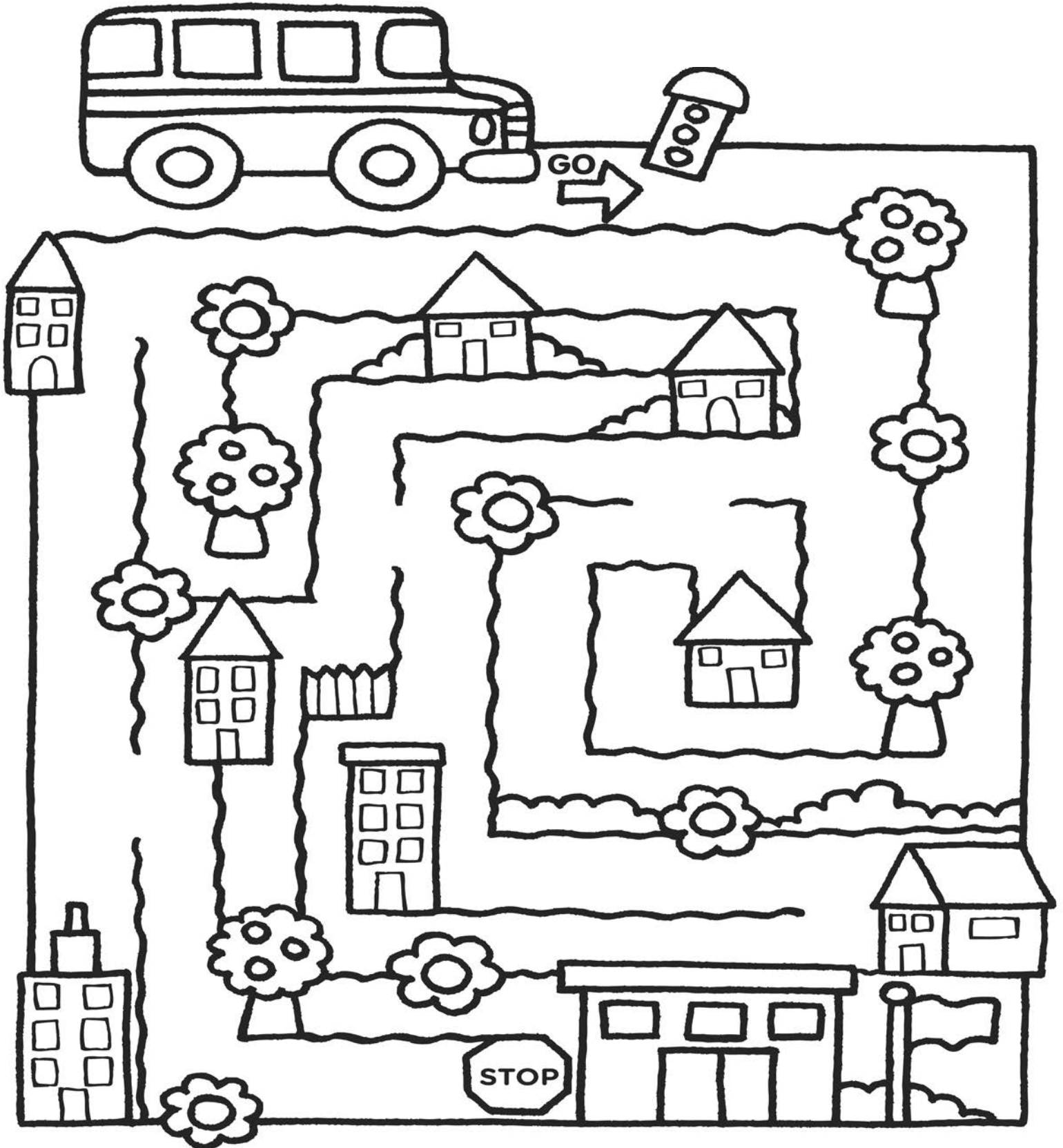
[Click here](#) to learn more about The Kindness Project or submit your stories and photos.

Worksheet for before the show

NAME _____

COPY PAGE

Get the bus to school on time so it won't be late! Color the picture when you are done.



Worksheet for before the show

NAME _____

COPY PAGE

Can you find and circle all the words used in *Last Stop on Market Street*? Do you know what all of the words mean? What do you think the show could be about? After the show is over, check back and see if you were correct! Wordfind provided by [Reading is Fundamental](http://www.readingisfundamental.com).

rain	eyes	car	church	straw	race
Colby	freedom	Dennis	tree	market	bus
guitar	friend	Trixie	Bobo	knitting	music

K N I T T I N G B F
F R E E D O M B U T
P S W E K D E O S Y
O T M T R E E B C M
P R A J H N N O H U
C A R A I N M R U S
O W K G U I T A R I
L Y E Y E S L C C C
B G T R I X I E H A
Y E F R I E N D H B

Before the show

Worksheet key
for before the show
(Wordfind)

Answer Key

K	N	I	T	T	I	N	G	B
F	R	E	E	D	O	M	B	U
S				D	O	S		
T	M	T	R	E	E	B	C	M
R	A			N	O	H	U	
C	A	R	A	I	N	R	U	S
O	W	K	G	U	I	T	A	R
L	E	Y	E	S		C	C	C
B	T	R	I	X	I	E	H	
Y	F	R	I	E	N	D		

CATS



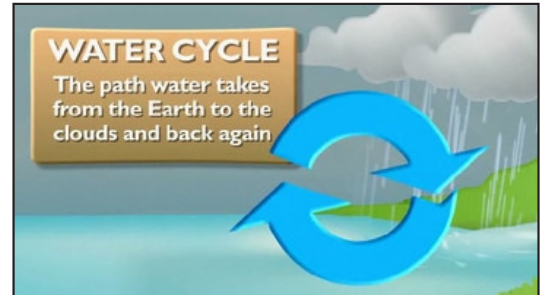
The Charlotte Area Transit System, commonly referred to as CATS, is the public transit system in Charlotte, North Carolina. It operates bus and rail service around the Charlotte metropolitan area. This includes a bus rapid transit line called the Sprinter, a light rail line called the LYNX Blue Line, and a streetcar line called CityLYNX Gold Line.

[Click here](#) to learn more about CATS and how you can take a ride!

The water cycle

Before CJ and Nana get on the bus, it begins to rain. Nana says to CJ, “And trees! They get thirsty, too. See that big one— drinking through a straw?” The tree, drinking up water from the ground, is another part of water’s journey as it completes the water cycle. This lesson plan is taken from [Scholastics: Study Jams!](#) Click on the title to see the full lesson and access the video.

- 1 paper circle per student
- 1 arrow per student
- 1 brad per student
- Crayons or colored pencils
- Computer
- TV or projector screen



1. Using a pencil, students divide the circle into thirds. To do this, tell students to draw a Y on the circle.
2. Introduce the concept of the water cycle with the video in [The Water Cycle: A StudyJams! Activity](#).
3. Pause the video after PRECIPITATION (animals are drinking the water).
4. Have the students draw a scene in one of the thirds representing precipitation in all forms: rain, snow, hail, sleet.
5. Continue the video and pause the video at TRANSPIRATION.
6. Have the students draw a scene on another third of their circle representing evaporation. Brainstorm appropriate images to represent evaporation. Students may draw water rising into the air from plants, people, and rivers in the form of water vapor.
7. Watch the remainder of the video.
8. Have students draw images representing condensation on the final third of the circle. Brainstorm appropriate images to represent condensation.
9. Hand out arrows and brads to the students.
10. Push the brad through the arrow and through the center of the circle to connect them. The arrow should be able to move on top of the circle.
11. Ask questions about the water cycle and have students turn the arrow to the correct answer. Vary the responses by having the students show you the answers, show a partner or show their table group.

Additionally, you could take the quiz embedded at the [video link](#), either together with the whole class or have each student take the quiz individually.



NCES-Science.5.P.2.1: Explain how the sun’s energy impacts the processes of the water cycle (including evaporation, transpiration, condensation, precipitation and runoff) NCES.InfoTech.(K-5).TT.1: Use technology tools and skills to reinforce and extend classroom concepts and activities. NCES-TheaArts.(K-5).VA.V.3: Create art using a variety of tools, media, and processes, safely and appropriately.

After the show

The BIG QUESTIONS after the show

1. Why do you think Nana volunteers at the soup kitchen? Does she gain anything by volunteering? If Nana thought she was going to have a bad day working at the soup kitchen would she still go? Why or why not?
2. What does CJ mean when he says, “the air smelled like freedom”? What might make fresh air relate to freedom for him?
3. Nana encourages CJ to stop complaining and to instead appreciate what he already has and the people around him. What helps you to be more appreciative? Are there people in your life like Nana who usually look at the good in a situation?



CCSS.ELA-Literacy.SL.(K-5).2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. CCSS.ELA-LITERACY.RL.1.9: Compare and contrast the adventures and experiences of characters in stories. NCES-TheaArts.4.TA.A.1.2: Critique choices made about characters, settings, and events as seen, or portrayed in, formal and informal productions.

Needs vs. wants

For this activity, each student will need 10 index cards or small pieces of paper, and a pen or pencil.

Introduce the lesson by explaining that things we want are sometimes different from things we need. You can give examples, such as we need food, but we want ice cream. In *Last Stop on Market Street*, CJ needs transportation, but he wants a car.

Ask students to generate responses to the question, “What things give us a happy life?” Students should write or draw each item on a separate index card or small piece of paper. For younger students, you may provide cards with images (food, house, clothing, etc.) for them to sort into categories.

Divide the class into small groups. Ask each group to combine their cards and sort them into two categories: needs and wants. Students may debate whether something is a need or a want. Help students explore what is common to all people, and why some responses may differ from others. For example, ask students, “What things do we ALL need?” or “Can you give me an example of something that some people may need or want but others don’t?”

Have students sort again, but this time into two categories: things that make them happy and things that cost money. Students may find that some things fit into both categories. Allow students to discuss their ideas.

Draw a Venn diagram on the board. Label one circle “Things That Make Us Happy.” Label the other “Things That Cost Money.” (Explain how the Venn diagram works, if needed.) Have students place their words in the proper place on the diagram, explaining as needed.

As a final activity, have the students identify something they already have that they cherish, again, reinforcing the ideas that happiness isn’t dependent upon a purchase. Then, have students write a short letter of gratitude about what they cherish the most.



CCSS.MATH.PRACTICE.MP3: Construct viable arguments and critique the reasoning of others. CCSS.ELA-LITERACY.W.(3-5).8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CCSS.ELA-LITERACY.W.(3-5).1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

Matt de la Peña



Matt de la Peña is the *New York Times* bestselling, Newbery Medal-winning author of six young adult novels (including *Mexican WhiteBoy*, *We Were Here*, and *The Living*) and four picture books (including *Love and Last Stop on Market Street*).

In 2016 he was awarded the NCTE Intellectual Freedom Award. Matt received his MFA in creative writing from San Diego State University and his BA from the University of the Pacific where he attended school on a full basketball scholarship. He currently lives in Brooklyn, NY. He teaches creative writing and visits high schools and colleges throughout the country.

[Click here](#) to learn more about Matt de la Peña .

NAME _____

COPY PAGE

Graffiti is a combination of imagery and text. It can be found everywhere in our towns, cities and popular culture. On the brick wall below, create some graffiti that tells all or a part of the story from *Last Stop on Market Street*.



If you enjoyed the show, travel to **ImaginOn** or your local **Charlotte Mecklenburg library branch** and check out these books. Check availability at cmlibrary.org.

Recommended for early readers

Bus! Stop!

by **James Yang**

A boy who has just missed his bus waits for the next one, but the vehicles that arrive at his stop do not look at all like the one he missed, and the riders who get on them are not quite what he expects either.

The Boy on the Bus

by **Dale Penny**

Various farm animals make their own sounds as a young boy takes them on a bus ride through the countryside— using “The Wheels on the Bus” to tell the story.

Abuela

by **Arthur Dorros**

While riding on a bus with her grandmother, a little girl imagines that they are carried up into the sky and fly over the sights of New York City.

Recommended for elementary

The Invisible Boy

by **Trudy Ludwig**

Brian has always felt invisible at school, but when a new student, Justin, arrives, everything changes.

A Chair for My Mother

by **Vera B. Williams**

A child, her waitress mother, and her grandmother save dimes to buy a comfortable armchair after all their furniture is lost in a fire.

Ordinary Mary's Extraordinary Deed

by **Emily Pearson**

A young girl's good deed is multiplied as it is passed on by those who have been touched by the kindness of others.

Those Shoes

by **Maribeth Boelts**

Jeremy, who longs to have the black high tops that everyone at school seems to have but his grandmother cannot afford, is excited when he sees them for sale in a thrift shop and decides to buy them even though they are the wrong size.

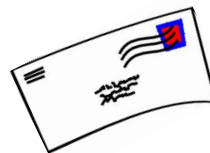
Every play Children's Theatre of Charlotte produces is created by a talented team of designers, technicians, actors and a director. As a class, discuss what you experienced when you saw the performance.

THEATRE CORNER

1. Name three things you noticed about the set. Did the set help tell the story? What sort of set would you have designed?
2. What did you like about the costumes? Did the costumes help tell the story? What sort of costumes would you have designed?
3. What role did lighting play in telling the story? How did the lights enhance what you were seeing?
4. Talk about the actors. Were there moments you were so caught up in the story you forgot you were watching a play?
5. Were there any actors who played more than one character? What are some ways you can be the same person but play different characters?



NCES-TheaArts.(K-5).TA.A.1: Analyze literary texts and performances. NCES-TheaArts.(K-5).TA.AE.1.2: Understand how costumes [and technical elements] enhance dramatic play.



Write to Us!

Children's Theatre of Charlotte
300 E. Seventh St.
Charlotte, N.C. 28202



CCSS.ELA-LITERACY.L.(K-5).1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Santa's Bag

We bring a fun shopping experience to the children of Charlotte at **ImaginOn: The Joe & Joan Martin Center**, Nov. 26 through Dec. 1. Children under the age of 12 can purchase inexpensive, pre-wrapped gifts for their family and friends.

[Click here](#) to view hours of operation or learn how to sponsor a child.