THE BRAVE TIN SOLDIER was written by Hans Christian Andersen and was first published in the year 1838.

It is sometimes known as THE STEADFAST TIN SOLDIER or THE COURAGEOUS TIN SOLDIER.

It is the story of a toy soldier, made of tin, who has an exciting adventure with some of the other toys in the toy room, while the people in the house are asleep.

Can you think of any other popular stories about toys who come to life when their owners are away? Maybe you have seen a movie that is similar.

About A.C.T. For Youth

Since, 1999 the Atlantic Coast Theatre For Youth has been enlightening audiences across the United States with its entertaining and educational live theatre productions and workshop programs. The Atlantic Coast Theatre For Youth is a professional touring theatre company, based in Orlando, FL.

Check out our website to discover more!

www.atlantic-coast-theatre.com
HANS CHRISTIAN ANDERSEN
1805-1875

Hans Christian Andersen wrote many of the most famous stories for children that have ever been created. He was born in Odense, Denmark on April 2, 1805.

Hans Christian did not have a pleasant childhood. His family was very poor and his father died when Hans Christian was only 11. As a boy, he worked as apprentice to a weaver and a tailor. For a short while, he also worked as an actor in the Royal Danish Theatre.

Hans Christian once met King Frederick the 6th of Denmark, and the King paid for him to go to school. Hans Christian did not like his school very much, and always felt very different from the other students. Many of his stories are about characters who are different. Even as a child, Hans Christian had an amazing imagination. He built a small toy theatre and would use wooden dolls as the actors. It is said that he would memorize entire plays by William Shakespeare and perform them with his dolls, complete with miniature costumes that he would make himself.

He died at the age of 70 in Copenhagen, Denmark.

Some of the stories by H.C. Andersen…
- THE UGLY DUCKLING
- THE LITTLE MERMAID
- THUMBELINA
- THE EMPEROR’S NEW CLOTHES
- THE PRINCESS & THE PEA
- THE SNOW QUEEN
- THE NIGHTINGALE
- THE BRAVE TIN SOLDIER.

A BIT OF NAME TRIVIA
- Hans Christian is a very common name in Denmark, so the abbreviation H.C. is often used.
- H.P. is also used for Hans Peter
- J.C. is used for Jens Christian

April 2nd, H.C. Andersen’s Birthday is INTERNATIONAL CHILDREN’S BOOK DAY.
In the play, the Brave Tin Soldier says that he is different from his 24 brothers. Find and circle the toy soldier who is different below, then list the 5 ways that he is different from the others. The answers are at the bottom of the page.

The 5 differences are...
1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________

Bonus!!! Use your imagination to write about why he is different.
BEFORE THE SHOW ACTIVITIES

- You will be seeing a live theatre production. Discuss the differences between a play and movies or TV? What kinds of theatre manners should be used when watching a play?

- Do the “Spot the Difference” Activity on page 3.

- Read about H.C. Andersen on page 2.

AFTER THE SHOW ACTIVITIES

- As a child, Hans Christian Andersen made a toy theatre. He would make up plays using toys. Assemble a cast of toys from your room to re-enact THE BRAVE TIN SOLDIER. Now try making up your own play using toys as actors.

- In the play, the Brave Tin Soldier has a physical limitation because he has a broken leg, but he doesn’t let his limitation hold him back. As a class, talk about people with physical limitations and how they should be treated. Do you know of any famous people who have physical limitations?

- The Golden Goblin says that he is the oldest toy in the toy room. He was originally the toy of a boy’s grandfather. Talk to a parent or grandparent about the toys that they had when they were little. How are those toys different than the one you have now?

- The Atlantic Coast Theatre is a touring theatre company. The actors traveled from the Orlando, Florida area to come to perform for you. Look at a roadmap and find the path that you think the actors took in their tour van. Talk about a trip that you have taken before. What did you like about traveling? What did you not like?

- Write us letters or draw us pictures, and tell us what you thought of the show! We love hearing from students and teachers.

Atlantic Coast Theatre
8297 Champions Gate Blvd. #188
Champions Gate, FL 33896
NSS-ENG.K-12.2
UNDERSTANDING THE HUMAN EXPERIENCE
-Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience

NA-T.K-4.6
COMPARING AND CONNECTING ART FORMS BY DESCRIBING THEATRE, DRAMATIC MEDIA, AND OTHER ART FORMS
-Students describe visual, aural, oral, and kinetic elements in theatre, dramatic media, dance, music, and visual arts
-Students compare how ideas and emotions are expressed in theatre, dramatic media, dance, music, and visual arts
-Students select movement, music, or visual elements to enhance the mood of a classroom dramatization

NA-T.K-4.7
ANALYZING AND EXPLAINING PERSONAL PREFERENCES AND CONSTRUCTING MEANINGS FROM CLASSROOM DRAMATIZATIONS AND FROM THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA PRODUCTIONS
-Students identify and describe the visual, aural, oral, and kinetic elements of classroom dramatizations and dramatic performances
-Students explain how the wants and needs of characters are similar to and different from their own
-Students articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances

NSS-ENG.K-12.2
UNDERSTANDING THE HUMAN EXPERIENCE
-Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience

NA-T.5-8.6
COMPARING AND CONNECTING ART FORMS BY DESCRIBING THEATRE, DRAMATIC MEDIA, AND OTHER ART FORMS
-Students describe characteristics and compare the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts
-Students incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and scripted scenes
-Students express and compare personal reactions to several art forms
-Students describe and compare the functions and interaction of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music, and visual arts

NA-T.5-8.7
ANALYZING AND EXPLAINING PERSONAL PREFERENCES AND CONSTRUCTING MEANINGS FROM CLASSROOM DRAMATIZATIONS AND FROM THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA PRODUCTIONS
-Students describe and analyze the effect for publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances

NA-T.5-8.8
UNDERSTANDING CONTEXT BY RECOGNIZING THE ROLE OF THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA IN DAILY LIFE
-Students describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects a culture
Florida Sunshine State Standards: Pre-K-2nd Grades
(By participating in the Study Guide activities, watching the performance, and encouraging classroom discussion of the play, your students can meet aspects of several standards)

THEATRE

TH.C.1.1
*The student understands context by analyzing the role of theatre, film, television, and electronic media in the past and present*
Expresses remembered ideas, feelings, and concepts of daily activities through dramatic play
Understands how we learn about ourselves, our relationships, and our environment through forms of theatre
   - Understands characters, situations, and dramatic media from the stories and dramas of various cultures

TH.D.1.1
*The student analyzes, criticizes, and constructs meaning from formal and informal theatre, film, television, and electronic media*
Portrays imaginary sensory experiences through dramatic play
Gives reasons for personal preferences for formal and informal performances
Understands appropriate audience responses to dramatic presentations
Understands how theater communicates events of everyday life
   - Understands the similarities and differences between play acting, pretending, and real life

TH.E.1.1
*The student understands applications of the role of theatre, film, television, and electronic media in everyday life*
Understands the similarities and differences among how emotions are expressed in theatre, dramatic media, music, dance, and visual art
   - Cooperates with others to create formal and informal theatrical works and to solve the problems inherent in simple scenes

LANGUAGE ARTS

LA.C.1.1
*The student uses listening strategies effectively*
Listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules
Recognizes personal preferences in listening to literature and other material
   - Retells specific details of information heard, including sequence of events

LA.E.1.1
*The student understands the common features of a variety of literary forms*
-Identifies the story elements of setting, plot, character, problem, and solution/resolution
Florida Sunshine State Standards: 3rd-5th Grades

THEATRE

TH.C.1.2
The student understands context by analyzing the role of theatre, film, television, and electronic media in the past and present
- Understands how theatre is an interpretation of actual events in history and everyday life
- Understands how theatre reflects culture through universal characters and dramas from various cultures and historical time periods

TH.D.1.2
The student analyzes, criticizes, and constructs meaning from formal and informal theatre, film, television, and electronic media
- Knows how theatre uses visual elements (e.g. set design and costuming), sound (e.g. sound effects and vocal inflection), and movement (e.g. staging and character portrayal) to communicate
- Understands the similarities and differences between real life and the theatre's representation of life (e.g. the meaning of the concept, "willing suspension of disbelief")
- Articulates emotional responses to the whole, as well as parts of, dramatic performances

TH.E.1.2
The student understands applications of the role of theatre, film, television, and electronic media in everyday life
- Understands theatre as a social function and theatre etiquette as the responsibility of the audience
- Collaborates in the construction of formal and informal productions

LANGUAGE ARTS

LA.C.1.2
The student uses listening strategies effectively
- Listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, and informational speeches
- Identifies specific personal listening preferences regarding fiction, drama, literary nonfiction, and informational presentations

LA.E.1.2
The student understands the common features of a variety of literary forms
- Identifies the distinguishing features among fiction, drama, and poetry and identifies the major characteristics of nonfiction
- Understands the development of plot and how conflicts are resolved in a story