THEATREWORKS USA
The Teacher from the
BLACK LAGOON
& OTHER STORYBOOKS
MON | MAR 31 | 10 AM
WELCOME TO THE HOP
A performance needs an audience, so be prepared to play your part!

THEATER ETIQUETTE
When entering the Hopkins Center, show consideration for all those sharing the building by remaining quiet and respectful in common areas.

Be aware and use quiet voices. Remember that live theater differs greatly from watching television or movies or attending a sporting event. Live performers can hear and see you and are easily distracted by any talking or moving around in the audience. Even the smallest sounds can be heard throughout the theater, so it’s best to be quiet so that everyone can enjoy the performance.

Applause is the best way to show your enthusiasm and appreciation!

Important things to remember: Backpacks, food, drink, and gum are not allowed in the theater. Please turn off all cell phones and note that recording the performance or taking any photos is strictly prohibited. Hats off! It is respectful to remove hats during your time in the theater.

INFORMATION FOR TEACHERS
Be prepared and arrive early. You should arrive at the theater 30 to 45 minutes before the show. Allow for travel time, parking, and trips to the restroom. You should be in your seat at least 15 minutes before the performance begins.

Have a head count. On the day of the performance be sure to have an accurate head count of students, chaperones, and teachers.

Staying for lunch? Please call 603.646.2010 no later than one week in advance of the show to make a reservation for lunch. The day of the show, bring lunches in marked boxes and give them to a Hop staff member. Lunches will be ready for you after the show in Alumni Hall.

Photo Policy. The Hopkins Center may take photographs during the performance for use on our website or on promotional materials. If you or your students do not wish to be photographed, please see a Hop staff member.

The Show Must Go On! We do not cancel events due to inclement weather. Performances will only be canceled if the artist is unable to reach the theater. Schools will be notified by phone if the performance has been cancelled. We do not issue refunds for weather-related cancellations; please feel free to fill empty seats with other school or community members.

This study guide was created for you by the Outreach & Arts Education team. To download copies of this study guide, see additional resources for this event, or view past study guides, please visit: www.hop.dartmouth.edu/outreach.

ENJOY THE SHOW!
Hopkins Center Outreach Department:
Stephanie Pacheco, Outreach Manager
Mary Gaetz, Outreach Coordinator
Erin Smith, Outreach Assistant

The Hopkins Center Outreach & Arts Education department embodies the Hop’s mission to “ignite and sustain a passion for the arts.” It provides Dartmouth, the community and beyond rare personal contact with artists and a broad context for the performing arts. Unveiling the creative process of extraordinarily diverse artists, Outreach programs touch more than 14,000 lives each year.

DID YOU KNOW?
• The Hopkins Center opened in 1962.
• The Hopkins Center was designed by Wallace Harrison, architect of Lincoln Center and the United Nations Building in New York City.
• Spaulding Auditorium houses one of the largest pipe organs in New Hampshire. Can you find it?
ABOUT THE COMPANY

The mission of Theatreworks USA is to create, produce and provide access to professional theater for young and family audiences nationwide, including disadvantaged youth and under-served communities. Since its founding in 1961, it has presented more than 90 million children and their families with opportunities to enjoy theatrical productions in 49 states and Canada. Theatreworks USA tours approximately 16 shows each season from its repertoire of 133 plays and musicals. In addition, Theatreworks USA has an extensive multicultural roster of guest artists, including storytellers, puppeteers, poets and magicians.

ABOUT THE PERFORMANCE

This performance features seven favorite children’s picture books. They are:

- *The Teacher from the Black Lagoon* by Mike Thaler
- *The Ants and the Grasshopper* by Aesop
- *Lilly’s Purple Plastic Purse* by Kevin Henkes
- *I Want My Hat Back* by Jon Klassen
- *Dogzilla* by Dav Pilkey
- *Love, Splat* by Rob Scotton
- *Grumpy Bird* by Jeremy Tankard

All of these books have been adapted by professional playwrights into scripts specifically for Theatreworks USA. Professional composers also wrote a song for each script. The format of the performance is that of a musical revue, with each story having its own script and song, creating a series of vignettes. Though there are dozens of roles, the show is performed by a cast of five actors. The actors use quick costume changes and character changes to play multiple roles throughout the show. In addition to each story having its own song, the show also includes a song called “All You Need is a Book” that functions like bookends on a bookshelf—it is sung at the beginning of the performance and then again at the end, holding up all the wonderful stories in the middle.

CAST
Alexander Ferguson
Cari McHugh
Peter Perry Lam
Edward Tolve
Lauren Weinberg
ABOUT THE STORIES

The Teacher from the Black Lagoon by Mike Thaler
A boy about to start his first day of school has heard horrible stories about his teacher, Mrs. Green. He imagines she is a monster, but after all his worry, he finds out she’s actually not bad at all.

About Mike: His favorite color is yellow and writes his stories with a pencil and paper instead of a computer. His first book, The Magic Boy, was published in 1961 and since then he has published over 200 books for children.

The Ants and the Grasshopper by Aesop
Two hardworking ants meet a saxophone-playing grasshopper who would rather have fun than save up food for the winter. When winter comes the ants are prepared but the grasshopper is hungry. The ants make a deal to share their food in return for music lessons and more!

About Aesop: He lived in Greece during the 6th century B.C.E. His fables are famous for having morals at the end. His stories were handed down by word of mouth for hundreds of years before being written down.

Lilly’s Purple Plastic Purse by Kevin Henkes
Lilly brings a fabulous purse into school for sharing time, but her teacher confiscates it because she doesn’t follow the rules. Lilly tries to get revenge but feels remorse for her angry actions and makes amends.

About Kevin: He has won both the Caldecott Medal and Newbury Award. He published his first book while he was in college. He has published 35 picture books and is still going strong!

I Want My Hat Back by Jon Klassen
Bear has lost his hat and he wants it back. He asks all the animals he meets if they have seen it. Each animal says no, but Bear finally remembers that he has seen it after all.

About Jon: This is Not My Hat, the follow up to I Want My Hat Back, won the 2013 Caldecott Medal. Jon’s other book, Extra Yarn, was also named a 2013 Caldecott honor book.

See a trailer of I Want My Hat Back at http://www.youtube.com/watch?v=TYYQW_uCdzM

DID YOU KNOW?
The Caldecott Medal is named in honor of nineteenth-century English illustrator Randolph Caldecott and it is awarded to the artist of the most distinguished American picture book for children. The Newbery Award is named for eighteenth-century British bookseller John Newbery and is awarded to the author of the most distinguished contribution to American literature for children. Both are awarded annually by the Association for Library Service to Children, a division of the American Library Association.
ABOUT THE STORIES (cont.)

Dogzilla by Dav Pilkey
The mice of Mousopolis wake up the dreaded Dogzilla during their barbecue cook-off. He proceeds to destroy the city until the mice come up with the perfect plan—bath time!

About Dav: From heroes in their undergarments to giant dogs, Dav enjoys thinking up funny characters and situations. He was the class clown when he was in school, which explains a lot.

Love, Splat by Rob Scotton
Splat the cat wants to give Kitten a special valentine but he thinks maybe she doesn’t like him at all. His rival, Spike, is also trying to win her heart. Without even realizing it, Splat gets a chance to prove he likes Kitten best.

About Ron: Ron lives in Rutland, England with his wife who is also an artist. Splat was inspired by a big black cat that lived next door to him.

Grumpy Bird by Jeremy Tankard
Bird wakes up too grumpy to eat, play or even fly. As he walks past Sheep, Rabbit and other animals they offer to join him. Before too long Bird is able to overcome his bad mood and enjoy his friends.

About Jeremy: He gets ideas for stories by watching and listening to everything around him. He also doodles and sketches all the time and sometimes one of those doodles turns into a story.

DID YOU KNOW?
All the books except The Teacher from the Black Lagoon and The Ants and the Grasshopper were illustrated by the same person that wrote them! Jared Lee illustrated The Teacher from the Black Lagoon and there are many artists who have illustrated Aesop's story.
CONTEXTUAL BACKGROUND

From Page to Stage

Before the stories in *The Teacher from the Black Lagoon and Other Stories* appeared onstage, they appeared in a bookstore or library. After reading the books, someone got the idea to bring these stories to life by adapting them into a live performance. It may seem easy, but it takes a lot of people to make a book (or seven) into a performance, especially a musical.

The process begins when a playwright receives permission from the author to change their book into a script. The playwright reads the story and identifies the main idea in the book. Then, because reading a book is very different from performing a book, the playwright decides what changes need to be made. Sometimes all the characters from the book are also in the script, but often two characters will be combined into one or some may be left out entirely. The playwright also decides whether they want to change the overall plot of the story. Playwrights make changes for a lot of reasons. Sometimes the book is too long or not long enough; sometimes the company that will be acting the story does not have enough actors or has a lot of actors; sometimes, like with Theatreworks USA, the show needs to be able to travel from town to town. Once these hard decisions are made, the playwright writes out each line that each character says and includes stage directions to help describe what the actors are doing. This completes the script, which, because this is a musical, is also called a book.

Next, a composer and lyricist read the book of the musical and write the songs. The composer writes the music and the lyricist writes the words. In a musical, the songs are very important because they need to help tell the story. There might be a song that introduces a character or a main idea in the story. A fast, upbeat song might be appropriate for a happy part of the show; a slow song might be better for a sad part. The composer and lyricist figure out what kind of songs work best and where they should be in the story. A director then works with a cast of actors who will speak all the lines and sing all the songs. A *musical director* is used to help the actors learn the songs and take care of the voices. A *choreographer* listens to the songs and then designs dance steps for the actors to do--dancing helps tell the story too!

While the actors are working on their singing and dancing, another set of people called *designers* are figuring out what the stage and costumes look like. At Theatreworks USA, they look carefully at the drawings in the original book and then work out ways to recreate them for the theater. After the designs are made, they are passed off to a crew of people who will build the set and costumes to look like the designs. When a show is touring like *The Teacher from the Black Lagoon and Other Stories*, designers have to make sure that everything will fit through small doors, work on both big and small stages, and that everything can be easily packed into a truck. Costumes often have to be made for “quick changes” so actors can get in and out of them in only a few seconds. All these people working together help bring the words off the page and onto the stage.

### Page to Stage Vocabulary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td><strong>Actors</strong></td>
<td>the people who create and perform characters in a play or musical</td>
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<tr>
<td><strong>Adapting</strong></td>
<td>changing something to meet different needs or a different purpose</td>
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<tr>
<td><strong>Audience</strong></td>
<td>people who watch a play or musical</td>
</tr>
<tr>
<td><strong>Author</strong></td>
<td>someone who writes a book that people read</td>
</tr>
<tr>
<td><strong>Book</strong></td>
<td>the stage dialogue for a musical production; script</td>
</tr>
<tr>
<td><strong>Cast</strong></td>
<td>the group of actors all performing in a play or musical together</td>
</tr>
<tr>
<td><strong>Choreographer</strong></td>
<td>creates and teaches dances that go with the songs</td>
</tr>
<tr>
<td><strong>Composer</strong></td>
<td>writes music for the songs</td>
</tr>
<tr>
<td><strong>Designers</strong></td>
<td>create the world of the play through set design, costume design</td>
</tr>
<tr>
<td><strong>Director</strong></td>
<td>guides all actors, singers and dancers to tell the stories</td>
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<tr>
<td>**Lyr</td>
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PRE PERFORMANCE ACTIVITY AND DISCUSSION:

- Read the titles of all the different stories. Without knowing anything else about the stories see if you can guess (or make up your own story) what each book is about. What do you think the songs might sound like for each story? Based on the titles, what kind of characters do you think you’ll see in the show?
- Stories come in all shapes and styles. Cartoons, movies, books, comics, storytellers, plays and musicals just to name a few. How are these different methods of telling stories the same? How are they different? Are there some you like better than others?
- Take a moment to think about how grown up people will portray all the different characters in the stories? For example, how do you think one actor might play both shy Splat the Cat and angry (and hungry) Dogzilla?

Read as many of the books as you can! Here are some questions for each title.

**The Teacher from the Black Lagoon:**
- Why do you think the boy is so afraid of his teacher? Do you ever exaggerate an emotion when you’re anxious or nervous? How is imagination good? How can it cause trouble?

**Lilly’s Purple Plastic Purse:**
- What is a favorite belonging of yours? Why is it important to say you’re sorry when you’ve made a mistake? Is it hard or easy to say you’re sorry?

**Grumpy Bird:**
- How do you make yourself feel better when you’re feeling grumpy? How do you feel when someone you are close to is grumpy? Are there things you can try to help them feel better?

**The Ants and the Grasshopper:**
- Do you think you are an ant or a grasshopper? Why is it important to be busy? Why is it important to have fun?

**Dogzilla:**
- Use your imagination to see what other pretend animals like Dogzilla you can think up. Do you have a pet that could become a “dogzilla”?

**I Want My Hat Back:**
- Have you ever had someone take something that was yours? How do you ask nicely for something to be returned when you might be upset that it was taken? How do you know when to share and when to keep something for yourself?

**Love, Splat:**
- Have you ever been confused about another person’s actions? How can we be clear about communicating how we feel, even if we are a little embarrassed or hesitant?

POST PERFORMANCE DISCUSSION:

- From a giant dog and tiny mice, to a bear and a bird, to kids in school, this performance had a lot of different characters, all played by the same actors. How did they manage to play all these different roles? Think about their costumes, voices and how they moved their bodies.
- Were there any characters who you really liked? Any you didn’t like? Why or why not?
- How did the set on the stage transport to you to all the different locations?
- List all the different emotions you saw in the show or that you felt while you were watching. Share one thing from the show that you remember. How did it make you feel?
- What story would you like to make into a play?
LEARNING ACTIVITIES:

HATS! (GRADES PRE-K-1)
Go to http://www.candlewick.com/book_files/0763655988.kit.1.pdf and print off the hat template. Have each student decorate their hat. Cut (or cut out for them) and tape hats together. Sitting in a circle, have the students look around at all the other hats. Have students trade hats with each other. Trade again if there is time. After trading, have students find their hat. Ask students if they liked trading and sharing hats. Why or why not? Why is sharing important? What should you do when you don’t want to trade?

EMOTIONS SHOW AND TELL (GRADES PRE-K-1)
Many of the characters in these stories experience a variety of emotions—fear, happiness, anger, sadness, grumpiness, etc. Have students experiment as a group with showing a particular emotion. How can they use their eyes? Mouth? Arms? Legs? After experimenting with parts of the body, have them experiment with their voice. What is a sound they might make if they were happy, nervous, excited, scared, shy, etc.? Match the movements and sounds together. Move from one side of the room to the other using face, body and sound to show an emotion. See if the other students can guess.

Extender: Experiment with mismatched looks and sound, for example an angry face with a laugh. Are there some that are easier than others?

CIRCLE STORY (GRADES 1-4)
Look at the format of the title Grumpy Bird – there is a describing word (adjective), followed by an animal name (noun). Sitting in a circle, have students take turns trying to come up with an ‘adjective-animal’ combination (e.g. ‘Happy Chicken,’ ‘Sneaky Snake,’ etc.) After everyone has contributed a title, have the class vote on which one the class would like to make into a story. Next, go around the circle and create a one-word story based on the title the group selected. Each student says one word with the next person listening carefully and adding a new word. For example: “I” “went” “to” “the” “store” etc.

Extender: In addition to the title, give the students a theme to inspire them e.g. “community” or “friendship.” For more advanced students, go on to create a one-sentence story, with each student contributing an entire sentence. Have someone write it down. Edit the story further and share.

A DAY IN THE LIFE OF A (THEATER) ANIMAL (GRADES 2-3)
Clear an open space in your classroom and ask students to each find their own place in the room. Once they are seated ask the students to think of one of the animal characters from the performance and/or books. Tell the students to close their eyes and imagine that they are becoming that animal. How did the animal stand? How did it sit? How did it walk (on two feet)? Have the students open their eyes and move around the room as their animal character. Ask the students to silently show you how their animal would do the following activities during the day:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Animal School Activities</th>
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<tbody>
<tr>
<td>Wake up</td>
<td>Take a math test</td>
</tr>
<tr>
<td>Get dressed</td>
<td>Play at recess (What do they play? Kickball? Hide and Seek?)</td>
</tr>
<tr>
<td>Eat breakfast (What do they eat? Cheese? Toast? Crackers?)</td>
<td>Eat dinner</td>
</tr>
<tr>
<td>Go to animal-school</td>
<td>Travel back home</td>
</tr>
<tr>
<td></td>
<td>Get ready for bed</td>
</tr>
<tr>
<td></td>
<td>Soccer? Tag? On the swings?</td>
</tr>
<tr>
<td></td>
<td>Baseball?</td>
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</tbody>
</table>

Give students side coaching and feedback throughout this exercise. See if the students can identify the other animals around them based on their movement. If there is time, add in sounds that the animal might make for some or all of these activities.
LEARNING ACTIVITIES (CONT):

TAKE A TRIP (GRADES 2-4)
Select a book and read it aloud. Brainstorm a list of all the places where the characters in the story went and the main events which took place. For example:

- The ants work hard to collect food at their ant hill
- The grasshopper plays music in the field while the ants work
- The changes of autumn occur
- Winter comes
- The grasshopper is cold and hungry in the field while the ants are warm and comfortable in the ant hill
- The grasshopper goes to the ant hill and asks for help, etc.

Ask the students to create a visual world of the story by drawing a road map that leads from event to event and place to place. Have the students fill in the spaces along the roadway with pictures and key words to help retell the story. This could be done individually or on a larger scale with all students collaborating together. Post the story(ies) on a display board and have students reflect on the visual journey of the story.

3-WORD SUMMARY (GRADES 3 AND 4)
Near the end of *Love, Splat*, Splat reads Kitten’s card to him. Though Kitten wrote a lot of words, Splat identifies three words—I like you—that, though true, are not actually there. Splat has summarized—determined Kitten’s main point from a much longer explanation. Working in groups, assign each student a page from *Love, Splat* or another picture book. Have the group read and discuss the main points that are in their portion of the text. Have them select three words that summarize the text. If they can make it a complete sentence, even better! Read the entire book aloud, then read the summaries in page order. In what ways was the first reading different from the second reading? What is the benefit of summarization? Is there a downside?

VOCABULARY:

Amends: something done to make up for having done something wrong
Cast: group of actors who perform together in the same show
Composers: people who write songs to be performed, either for instruments, voices or both
Distinguished: well-known and respected for achievement, skill or talent
Doodles: to draw something silly on your own, often while doing something else like talking on the phone
Exaggerate: to say something is better, worse, larger or more important than it is true
Methods: different ways of doing something or carrying something out, especially according to a plan
Moral: used in stories as a conclusion, helping the reader to identify the best or most sensible way to behave
Musical Revue: a performance consisting of several short plays with music that are not necessarily connected to each other but are performed back-to-back to create a longer performance
Playwrights: people who write plays (stories) for performance
Remorse: a strong feeling of guilt and regret; feeling sorry for having done something
Repertoire: several plays or musicals which are prepared and ready to perform
Revenge: something done to get even with somebody else who has caused harm
Scripts: the printed versions of a play, often like small books, that includes the words to be spoken or sung in a play or musical
Transport: make somebody imagine being elsewhere
Vignettes: short performances
OTHER RESOURCES

Read more by the authors featured in the show! For reading lists visit the links below.

http://www.mikethaler.com/books.html
http://www.pilkey.com/#books
http://www.kevinhenkes.com/reading/mouse-books/
http://www.robscottcom.com/Splat_Picture_Books.html
http://www.jeremytankard.com/books.html
http://www.aesopfables.com/

Or just read more good books:

Caldecott Medal Winners and Honor Books 1938-present
http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecotthonors/caldecottmedal

Newbury Award Winners and Honor Books 1922-present
http://www.ala.org/alsc/awardsgrants/bookmedia/newberyaward/newberyhonors/newberyaward

CREDITS:
http://www.mikethaler.com/biography.html
http://www.umass.edu/aesop/history.php
http://blaine.org/impossiblethings/?p=2189
http://www.harpercollins.com/authors/27517/Rob_Scottون/index.aspx
http://www.jeremytankard.com/bio.html
http://www.theatreworksusa.org/show_detail.cfm?show=1572
http://education.goodmantheatre.org/resources/page-to-stage/