

lifeline



T H E A T R E

Big Stories, Up Close

Fall 2012

Dear Educators,

Thank you for bringing your students to our second KidSeries production of 2012-13, *The Mystery of the Pirate Ghost*. We are delighted you have chosen Lifeline Theatre, and we hope your experience here will be fun, entertaining, and educationally rewarding.

Enclosed is our study guide for the play. The guide includes a thorough play synopsis, writing and drama activities, discussion topics to prepare your class for the field trip, and a number of easy-to-copy worksheets for your class, which are best used after your field trip as a way to bring the learning back to the classroom. We hope you will find the packet beneficial towards enhancing your Lifeline experience and allow you to integrate the play's themes with your classroom teaching.

Towards the back there is a teacher comment form and student review sheet, ready for copying. Your feedback is invaluable to helping improve our materials. If you would like to receive the form electronically, just email me at lea@lifelinetheatre.com and I'll send it to you. We'd also love to receive your student reviews, as we take to heart their response to the show.

Right beside the study guide, we have enclosed a few materials about other education programs we offer here. If you are interested in learning more about these programs, do not hesitate to call me at 773-761-4477 x707 or send an email. We aim to meet your goals.

Thank you again for your support of Lifeline Theatre, and we'll see you at the show!

Sincerely,

Lea Pinsky, *Education Director*



KidSeries 2012-13



EDUCATOR STUDY GUIDE

Our season is...

Fall 2012: DUCK FOR PRESIDENT

Winter 2013: THE MYSTERY OF PIRATE GHOST

Spring 2013: THE EMPEROR'S GROOVY NEW CLOTHES

Lifeline Theatre * 6912 North Glenwood * Chicago, Illinois 60626 * 773-761-4477

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ABOUT LIFELINE KIDSERIES PRODUCTIONS

Lifeline Theatre's KidSeries is committed to bringing children's literature to the stage to entertain, educate and empower both kids and adults. Our goal is to help students develop greater appreciation of literature and theatre as art forms, to excite kids about reading, as well as to teach them about various subjects within each individual show. We encourage you to use this study guide to enrich your students' experience of Lifeline's KidSeries, and to enhance the educational value of the performance you attend.

HOW TO BE PREPARED AUDIENCE MEMBERS

Before the Play: Discuss Appropriate Behavior

Have a discuss with your students about proper theatre etiquette. For example, it's okay to clap and laugh, but it's not okay to talk to your neighbor. Have students compare and contrast the difference between watching a movie and watching a play. Ask if students have been to a play before. If so, what play? What was the experience like? What do they think this particular experience will be like? If the students have not been to Lifeline before, have them think about what they might expect: a big theatre or a small one, many seats or only a few, young actors or older ones, etc.

After the Play: Reflect on the Experience

Ask students if they enjoyed the play. Based on this experience, would they like to see other plays? If they've seen plays before, how did this play compare? Was it better? Funnier? More enjoyable? What happened that they were expecting to happen? What happened that they weren't expecting? How was seeing a play a different experience than seeing a movie?

Have the students write a review of the play. Use the attached form or have them write a paragraph or two on their own. Encourage the students to be specific about why they enjoyed a certain part of the play. If they liked a scene because it was funny, have them explain *why* it was funny to them, what the characters *did* or *said* that was funny, etc. Have the students draw a picture or make a collage of their favorite scene or character. Have them show their picture to the class and explain why that scene or character was their favorite. We invite you to send the reviews and pictures to Lifeline – we enjoy reading them and learn from student feedback.

TRADITIONAL PLAYS VS LITERARY ADAPTATIONS

Lifeline Theatre's KidSeries productions are often musical adaptations of picture books and short stories for children. We encourage you to discuss the elements of each version and compare/contrast the two both before and after you see the play.

Before the Play: Get to Know the Original Story

Read the story to your students, or have them read the book themselves, before the production. After reading the book, discuss it with your students, using these questions as launch pads:

- Who are the characters in the story?
- What happens in the beginning of the story? The middle? The end?
- What is your favorite part of the story? Why?
- Who is your favorite character? Why?
- Is there a character in the story you don't like? What makes you dislike this character?

- What do you think you will see on stage as the actors tell this story?
- How might the play be different from the story? How might it be the same?

Beginning, Middle and End

To encourage sequential thinking, have students act out the beginning, middle and end of the story. Split the students into three groups (or more, depending on the number of students in your class) and have one group enact the beginning, have the next group enact the middle, and the final group the end. Have the students watching the performances help the group to remember any parts they may have left out. Give the groups the chance to redo their performances, including any elements suggested by their classmates.

After the Play: Compare/Contrast the Story to the Play

- How were the book and the play different?
- How were the book and the play the same?
- What elements of the play surprised you, based on your knowledge of the book?
- Which did you enjoy more, reading the book or watching the play?
- What was your favorite part of the play? Was that your favorite part of the book too?
- Were there any characters in the book that were not in the play?
- Were there any characters in the play that were not in the book?
- Some parts of the play are different from the book. Why do you think the playwright added or subtracted certain parts?

JOBS IN THE THEATRE: BEHIND THE SCENES

Before the Play: Prepare Your Students to Observe All the Roles

When we create a play at Lifeline, we have a community of artists working together to make a complete production. Ask students to be particularly observant during the performance for the parts of the show that are done by the various people listed below:

Playwright/Adaptor/Author - writes the play

Composer - writes the music for the show

Lyricist - writes the words (or "lyrics") for the songs in the play

Director - directs the play: makes decisions about costumes, lights, sets, etc.

Choreographer - creates and teaches the actors the dances in the show

Lighting Designer - designs and hangs the lights for the show; designs lighting changes

Set Designer - designs and builds the scenery and props for the show

Sound Designer - designs and records the sound effects for the show

Costume Designer - designs and makes the costumes for the show

Stage Manager - helps the director during rehearsals; sets props and scenery before each performance; runs the sound and lights during the performance

Actors - perform the play

After the Play: Discuss the Students' Observations

Ask the students about what they noticed about the "behind-the-scenes" jobs:

- How did the costume designer make the actors look like the characters they were playing?
- What about their costumes helped you to know what kind of people or animals they were?
- Did you have a favorite costume in the show? Which one? Why was it your favorite?

- If there were animal costumes, how did the costume designer create them so that they would look more like animals than people?
- What are some of the locations the play took place in?
- How did the set designer make the settings look realistic?
- What sound effects did you hear in the play? How did those sound effects help you to know what was happening in the play?
- Why do you think the composer chose the styles of music he did? What sorts of music would not make sense with the story?

ABOUT THE ACTIVITY ENCLOSURES

The enclosed educational activity sheets are beneficial to deepening your field trip experience at Lifeline Theatre. Please let us know what parts are helpful to you and where you would like additional materials. There is a teacher feedback form and student survey to copy for your class, and we hope you will take the time to let us know what you thought of both the show and the study guide. We do this work for you and your students, and we want to make it work!



DUCK FOR PRESIDENT
October 20- November 25, 2012



**THE MYSTERY OF
PIRATE GHOST**
January 12- February 17, 2013



**THE EMPEROR'S
GROOVY NEW CLOTHES**
March 23 – April 28, 2013

KIDSERIES SEASON 2012-13

Lifeline Theatre's programs are partially supported by Alphawood Foundation; The Arts Work Fund; Elizabeth F. Cheney Foundation; CityArts grant from the City of Chicago Department of Cultural Affairs and Special Events; Gaylord and Dorothy Donnelley Foundation; The Richard H. Driehaus Charitable Lead Trust; Illinois Arts Council, a state agency; MacArthur Fund for Arts and Culture at Prince; The Rhoades Foundation; The Polk Bros. Foundation; S&C Foundation; The Saints; The Service Club of Chicago; and the annual support of businesses and individuals.

a closer look at..

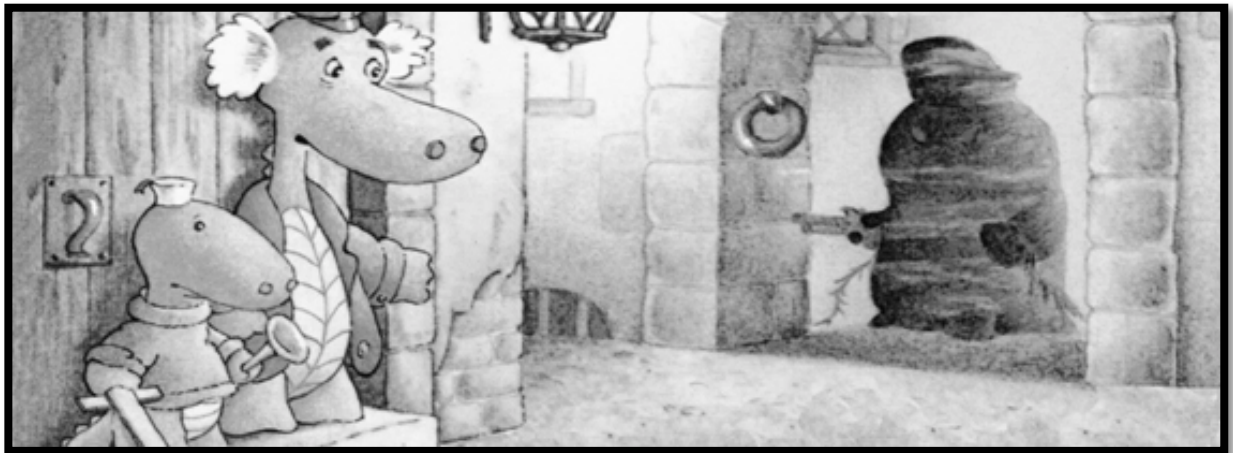
The Mystery of the Pirate Ghost

Based on the book written by Geoffrey Hayes

Adapted by Scott T. Barsotti

With original songs by Troy Martin and Matt Test

Directed by Paul Holmquist



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Synopsis of the Play

Activity: Parts of a Ship (a lesson in directions)

Activity: Find Blackeye Doodle's Treasure! (a maze game)

Activity: Practice Makes Perfect (an expository writing activity)

Further Classroom Adventures: Drama Games relating to *The Mystery of the Pirate Ghost*

Student Review Sheet

Teacher Comment Form

SYNOPSIS OF THE PLAY

Young Otto, a crocodile, wakes from a nightmare about pirates chasing him near his home in Boogle Bay. His Uncle Tooth is awoken by his cries, and reassures him there are no longer any pirates in Boogle Bay, and nothing to fear... anymore. There once WAS reason to be afraid, for legend tells of a Beast that used to live there, but he is gone now. Or so it is said.... No one has actually seen the ghost in person, and lived to tell the tale...

Otto is still frightened, but excited. He gets his play sword out and begins practicing his fencing, should he ever meet the Beast of Boogle Bay. Uncle Tooth sees him, and reminded of his colorful past on the sea, h brings out his treasure chest to reminisce. As Otto is playing a trumpet that Tooth found in the chest, his Auntie Hick enters, ranting about some supposed ghost who just burgled her candy store! Oh no! A ghost? Otto and Teeth, ripe for some adventure, agree to solve the mystery.

Once on their mission, they run into the bear Captain Poopdeck, who used to sail the seas with Uncle Tooth. He is picking up laundry that someone has just tried to steal from his clothesline. Could this be the work of the same ghost? Tooth and Otto tell him that they are already on that ghost's trail, and Captain Poopdeck agrees to join them. They get back on the road and immediately meet up with Joe Puffin, who tells them that his inn has ALSO just been burgled! It must certainly be the same someone... or ghost! On their way to Joe's inn, they stop at Auntie Hick's candy shop, and carefully enter. A skull and crossbones has been marked on the front windows, just as it has on Puffin's inn.

They arrive at the inn and have some soup, and Poopdeck and Tooth start planning how to trap the ghost. They decide that the trumpet from Tooth's treasure chest, which Otto is now learning to play, is a perfect lure. Otto is a little frustrated that it is hard to play, but Tooth encourages him. Otto will practice more later, after they trap the ghost!

They leave the trumpet out for the ghost as bait, and in no time, a figure appears. They try to net it, but it grabs the trumpet and runs. It hides in a manhole and comes up in a hat... which Puffin recognizes as the hat of Black Eyed Doodle, a mean old pirate who has drowned at sea... and would be likely to haunt Boogle Bay!

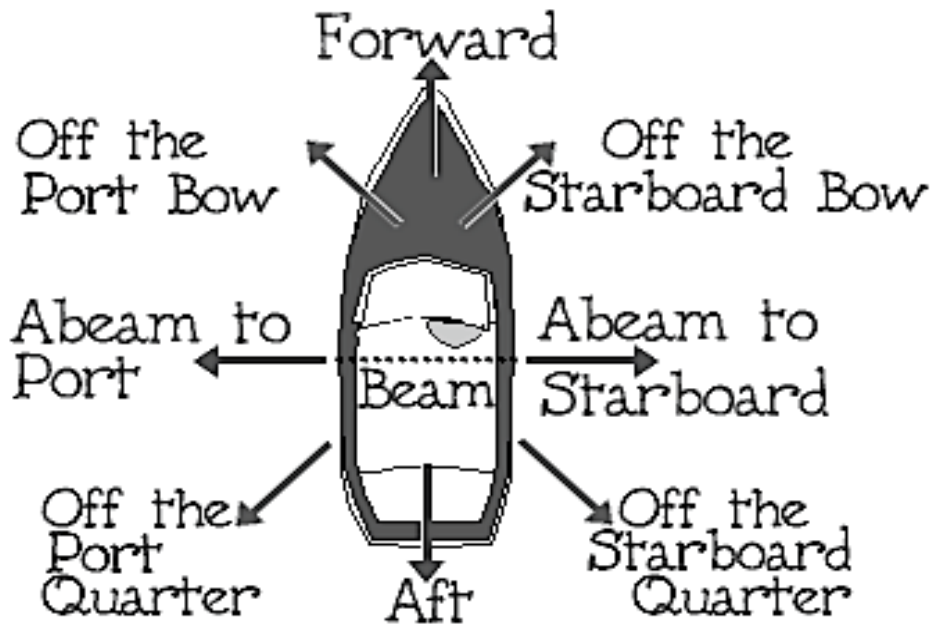
Off the crew goes by boat to the pool hall at Dead Man's Landing, a hidden cove in the bay. The pool hall is run Widow Mole, the only person they know who had been friends with Black Eyed Doodle. If they talk to her, maybe they can learn more about the old pirate and why he would be haunting and burgling the Bay, and where his hiding place was. Widow Mole isn't the friendliest person herself, but she talks to them anyway, and it turns out she doesn't know his hiding place. Otto and Tooth go back to the boat to watch it, and get caught in a clothes line that someone has trapped them in! Tooth, very angry, goes to find who did this and leaves Otto by the boat.

Otto, alone, is scared, but promises to be brave if the ghost or beast should appear. After some sailors from the pool hall try to bother Otto, he abandons the boat and runs away, finding candy wrappers along a trail, all the way to a cave! There he finds more clues: clothesline, other candy, and his trumpet! As he picks up his trumpet, the ghost appears in the dark and comes closer. Otto gabs the trumpet to scare him with a loud sound, and Tooth runs in to help, with his net. He nabs him, and they reveal his identity, which turns out to be none other than Ducky Doodle, the orphaned son of Black Eyed Doodle. When they realize it is just a misguided child, they forgive him and decide to help him rather than punish him (after he leans up his messes and does some extra chores). And as Ducky and Otto plan a pretend swordfight to "settle the score", it seems like the two might actually be making new friends.

Parts of a Ship

In *The Mystery of Pirate Ghost*, Uncle Tooth and Captain Poopdeck remember the time they spent together sailing ships on the open sea. Did you know that DIRECTIONS on a ship are different than on land?

Here are the terms or words that are used for directions on a ship. Using this key, write down what the match is for directions on land.



The FRONT of the ship is called _____.

The BACK or REAR of the ship is called _____.

The LEFT SIDE of the ship is called _____.

The RIGHT SIDE of the ship is called _____.

The MIDDLE OF THE SHIP is called _____.

BONUS: The REAR LEFT CORNER of the ship is called

_____.

Blackeye Doodle needs his treasure... NOW!

Help this mean ole pirate find his treasure before he makes you walk the plank!



FURTHER CLASSROOM ADVENTURES

Drama Games relating to *The Mystery of the Pirate Ghost*

Once back in the classroom, we encourage you to maximize your students' experience at Lifeline by using drama to teach drama! In our residency program, we use theatre games to not only teach the basics of performance, but also to explore themes in the student matinees. Below are some games you can play with your class that touch upon some of the concepts conveyed in the story.

CAPTAIN'S COMING (FOR THE PIRATE THEME)

Ages: K- 5th grade

Number of Players: Small Group, Half Group

How to Play: This is a game best played with about 5-9 people while the rest of the group watches. The leader will have a series of commands or "prompts" that have corresponding actions the students must complete immediately upon hearing them. First, introduce the prompts with the actions, and have the students repeat them with you a few times. Make each action happen in a different area of the stage, so the kids are constantly moving to start each new action.

- "Captain's coming": Students stand and salute facing front, and say "Ahoy, Captain!"
- "Hoist the Sail": Students pantomime pulling a rope up to hoist the sail, in any direction
- "Swab the deck": Students pantomime mopping the floor with a huge rag mop, in all directions
- "Captain's daughter": Students curtsy
- "Captain's Son": Students get on one knee and bow head
- "Seasick": Students pantomime throwing up, can be vocal
- "Shark": Students make fins with palms flat together overhead, and move in a swimming pattern
- "Man overboard": Students pretend to fall overboard (no real falling) and say "Oooohhhh noooooo!"

Once the students know all the prompts, the leader calls them out, first slowly and then more quickly. Once students get the hang of it, you can start eliminating students if they run in the wrong direction or do captain's son vs. captain's daughter, etc. You can also change the areas to be part of your prompt, using theatre vocabulary. For example: "Captain's daughter, upstage left!" or "Seasick, downstage center!" As you play, make sure to allow enough room for the kids to do this safely and put safety measures out there like no pushing, etc. Whenever you're doing an "elimination game" with kids, be sure to congratulate the students who sit out with a "good try" or "wow, you went for a long time," etc. Be sure the other kids do as well.

Curricular Connection: This game can be adapted to teach any set of terms, and would be a great way to help kids remember historical information or science information. Together with the students, you can come up with a body position, movement and/or sound for the circulatory system, the heart pumping blood, the brain sending signals to the hands, the digestive system breaking down food, etc. Physically enacting the terms is a terrific way to memorize and understand more deeply.

THROUGH THE DOOR (FOR THE TRAVELING ADVENTURE)

Ages: 2nd grade and up

Number of Players: Small Groups

How to Play: Slips of paper with names of environments need to be made in advance, which can be done with the class. Students are split into three groups, each led by a teacher. Each group draws a piece of paper with a secret location that they will travel through as performers for the audience. Examples: Edge of a volcano, dark scary cave, New York City, etc. The students have two minutes to practice performing their given environment together (can be just physical, or with vocalizing, too), then they perform group by group for each other. Remember not to over rehearse. The point of this game is to react in the moment of a given environment. Each performing group must enter the environment they are traveling through by opening an imaginary door in unison. Students should be encouraged to play people, objects, and elements of their selected environment. After each performance, the audience members will have the chance to try and guess where the students were and why they thought that was so.

Curricular Connection: This game can be used to play out environments in both fiction and non-fiction texts.

Student Review of *The Mystery of the Pirate Ghost*

By: _____

I give this play a (circle the number of stars): ★ ★ ★ ★ ★

My favorite part of the play was _____

because _____

_____ .

My favorite character was _____

because _____

_____ .

If I had choose what I liked best, I would choose (circle one)

the story the songs the characters sang the costumes the scenery

because _____

_____ .

KidSeries Teacher Comment Form

Please fill out as much of this comment form. Then either: 1) mail it to Lea Pinsky, Education Director, Lifeline Theatre, 6912 North Glenwood Avenue, Chicago, Illinois 60626; or 2) fax it to 773-761-4582. If your students have completed review sheets, please mail them or drop them off with this form. Thank you.

School: _____ Grade Level: _____ Number of Students: _____

Have you attended a Lifeline KidSeries show before? ___ Yes ___ No

If yes, which one(s) have you seen?

Did you read your class the book before coming to see the show? ___ Yes ___ No

What was the strongest part of the show for you, or what did you like best?

What was the weakest part of the show for you, or what did you like least?

Would you bring your students to another performance at Lifeline? __Yes __No

Why or why not? _____

Which activities in the study guide were most beneficial to your students, and how did they benefit from those activities? (If possible, please give specific examples.)

Are there any other books you would like to see Lifeline adapt? Which books?

(optional) Name _____ Email _____