



Entertaining & Educating Children of All Ages Since 1987!

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STUDY GUIDE



Curriculum Connections:

Literature Based, Music & Dance,
Bravery, Friendship

DEAR EDUCATOR,

As an organization that values the arts and education, we have created this Study Guide as a resource for teachers. Our Study Guides are designed to be a valuable tool for teachers in two ways: helping you to prepare your students before the show, and enriching and extending their experience after.

Our goal is to serve principals, teachers and students in their pursuit of Illinois State Standards and to integrate the arts with your core curricular subjects.

– The ABS Team

ABOUT US: AlphaBet Soup Productions exists to provide Chicago area youth, teachers, and their families a unique theatrical experience that will entertain, inspire, and educate through our professional theatre company.

- Winner of the Illinois Theatre Association Award for Excellence in Theatre for Young Audiences
- Winner of two National Children's Theatre Awards for the scripts *Beauty and the Beast* & *The Jungle Book*

Pre-Performance Questions

1. How many of you have experienced a live theater performance? What performance did you see?

2. What are some of the differences between going to the theater and watching television or going to a movie?

- Theater features live on-stage actors. They have spent many weeks rehearsing for the performance.
- The audience is a very important part of the performance. Appreciation and enthusiasm for the performers is shown by close attention and participation and applause at the proper times.
- The theater is a very special place. Its atmosphere is entirely different from your home where the television is always available.
- It is easy to identify with live actors. You can see how they use their bodies and voices to convey different emotions.
- Actors wear clothing and make-up to help create the different characters they play.
- There is much more to most live performances than actors. Special sets, lighting, music, costumes, and of course, the audience add to the total experience.

3. Introduce your students to the following theatrical terms:

Play • Acts & Scenes • Producer • Program • Spotlights

Costumes • Props • Director • Stage • Curtain Call • Stagehand • Lobby • Usher

Musical Theater • Orchestra Pit • Proscenium Arch • Playwright • Scenery • Makeup • Actor

4. Discuss the role of the audience and proper theater etiquette.

- Arrive on time so that you do not miss anything, and so that you will not disturb the rest of the audience.
- It is easier for you (and the rest of the audience) to see and hear the performance if you stay in your seat and listen very carefully.
- In long performances, there will be an intermission. There is no intermission in our production. Each AlphaBet Soup Production runs approximately one hour in length.
- Sing or participate **if** and **only if** you are invited to do so. Your participation is often very important.
- Listen to how the music sets the moods and affects your own feelings.
- Show the cast and crew your appreciation for their hard work with applause. Do this when you like a song or dance or joke, and of course at the end of the show!
- Most importantly... **have fun!**

About Peter Pan

The Story:

The Darling household is a place of joy, consisting of the three children, Wendy, John, and Michael; the practical and sometimes stern father, Mr. Darling; the loving mother, Mrs. Darling; and the children's nurse, a dog named Nana.

Mrs. Darling explains that one night, a mysterious boy flew into the children's room. He escaped, but his shadow did not. Moments later, after Mr. and Mrs. Darling have left for a dinner party, Peter flies through the window followed by his not-very-polite fairy, Tinker Bell.

Peter introduces himself to Wendy, and convinces her to come with him to Neverland. With the help of some faith, trust and pixie dust, off they fly to Neverland! It's a magical place where fairies flit, crocodiles tick, and Captain Hook lurks in the shadows.

Wendy and Peter soon arrive in Neverland and are greeted by the lost kids, Slightly and Toodles. Peter tells them that he has brought Wendy to Neverland to be their mother. But all is not well in other parts of Neverland. Moments later, Peter and Wendy meet Tiger Lily, who has been captured by Captain Hook and his henchman Mr. Smee. Luckily Peter and Wendy are able to outsmart the pirates and save Tiger Lily.

Eventually, Wendy starts to worry about her parents and feels homesick. She decides it is time to return back to the nursery. The lost boys decide to go with her, but Peter will not hear of going if he will have to grow up. Just as they are about to leave, Hook and the pirates foil their plans and capture all the children and take them to their ship. Only Peter, with Tinker Bell's help, avoids capture.

The pirates are about to have their captives walk the plank, when Peter arrives and saves them. In the final fight with Hook, Peter forces the pirate captain to the edge of the ship where he hears the ticking of the crocodile and, unnerved, falls into its waiting jaws.

Wendy then returns home, along with the lost boys, who the Darlings adopt. Peter stays in Neverland, but comes to visit Wendy as often as he can.

Characters:

Peter Pan, the boy who refuses to grow up

Tinkerbell, a fairy

Wendy, a young girl

Mrs. Darling, her mother

Mr. Darling, her father

Nana, their dog

Captain Hook, the villain

Mr. Smee, his henchman

Crocodile, Hook's enemy

Tootles & Slightly, the lost kids

Tiger Lily, Peter's friend

The Pirates: Barnacle Bill, Davy Jones, Pirate Jenny, Pirate Ethel

About the Author

Sir James M. Barrie

Sir James Matthew Barrie was born on May 9, 1860, in Scotland. He was the son of a poor weaver, David, and his wife, Margaret Ogilvy Barrie. Barrie was the second youngest of ten children and one of only several to survive infancy. When Barrie was six-years-old his elder brother, and Margaret Barrie's favorite son, died. Barrie then became the new favorite, the apple of his mother's eye. His mother ensured that he received an education, and the playwright eventually received his M.A. from Edinburgh University in 1882.

Soon after graduation, Barrie began his writing career as a journalist in London. Then, in the early-1890s, Barrie published several novels and short stories. In 1891 Barrie also began writing plays. From 1901 until 1920 he wrote one play per year. Barrie's best-known work *Peter Pan* was first produced in 1904.



The play *Peter Pan* had its roots in a novel Barrie published in 1902, *The Little White Bird*, which he wrote for some young friends, the Llewelyn Davies boys. Barrie met the family in London's Kensington Gardens in 1897 and was immediately enamored with the three young boys, George, Jack, and Peter, as well as with their mother, Sylvia. Barrie befriended the Llewelyn Davies clan, which soon included two additional sons, Michael and Nicholas. Barrie spent a great deal of time with the five boys over the years, and they inspired all of his *Peter Pan* stories. When the Llewelyn Davies boys lost both of their parents to cancer, Barrie became their guardian.

After the success of the play *Peter Pan*, Barrie continued writing notable plays. Most were adult dramas and comedies that frequently played with fantasy. Barrie's success as a playwright allowed him to be generous with funds, and he often donated to individuals as well as important causes. Barrie's great contribution to English literature was recognized in 1922 when he was awarded the Order of Merit, the grandest of British honors. In 1928, shortly after he received this honor, Sir Barrie donated the *Peter Pan* copyright to the Great Ormond Street Hospital for Sick Children. Barrie continued to write until his death on June 19, 1937, in London.

Post-Performance Questions

1. MUSIC

- Was music used in the performance? Was it live or recorded? How could you tell? When was the music used? Why? Did it help develop the plot? What types of music was used, or was different types used?
- Can you describe how different kinds of music would make you have different kinds of feelings?
- When a play is a musical, an actor must have additional skills. Can you name some?
- A musical costs much more to produce. Can you name some additional expenses? (i.e. orchestra members and director, a practice piano, a choreographer, etc.)

2. SETS

- Describe the sets used in the play you just saw. What props or details were used to suggest specific times or settings? How could lighting be changed to create a mood, season, time of day, etc.? What materials might have been used in building the sets? How were the sets and props moved on and off the stage? Describe a simple scene (a day in school, a trip to the mall, a ride in the car or on the bus), ask students to describe a basic set for the scene.

3. COSTUMES

- What would you need to know to create costumes for a play (Historical research, sewing, theatrical effects, etc.)?
- Why is the right costume important to the character in the play?

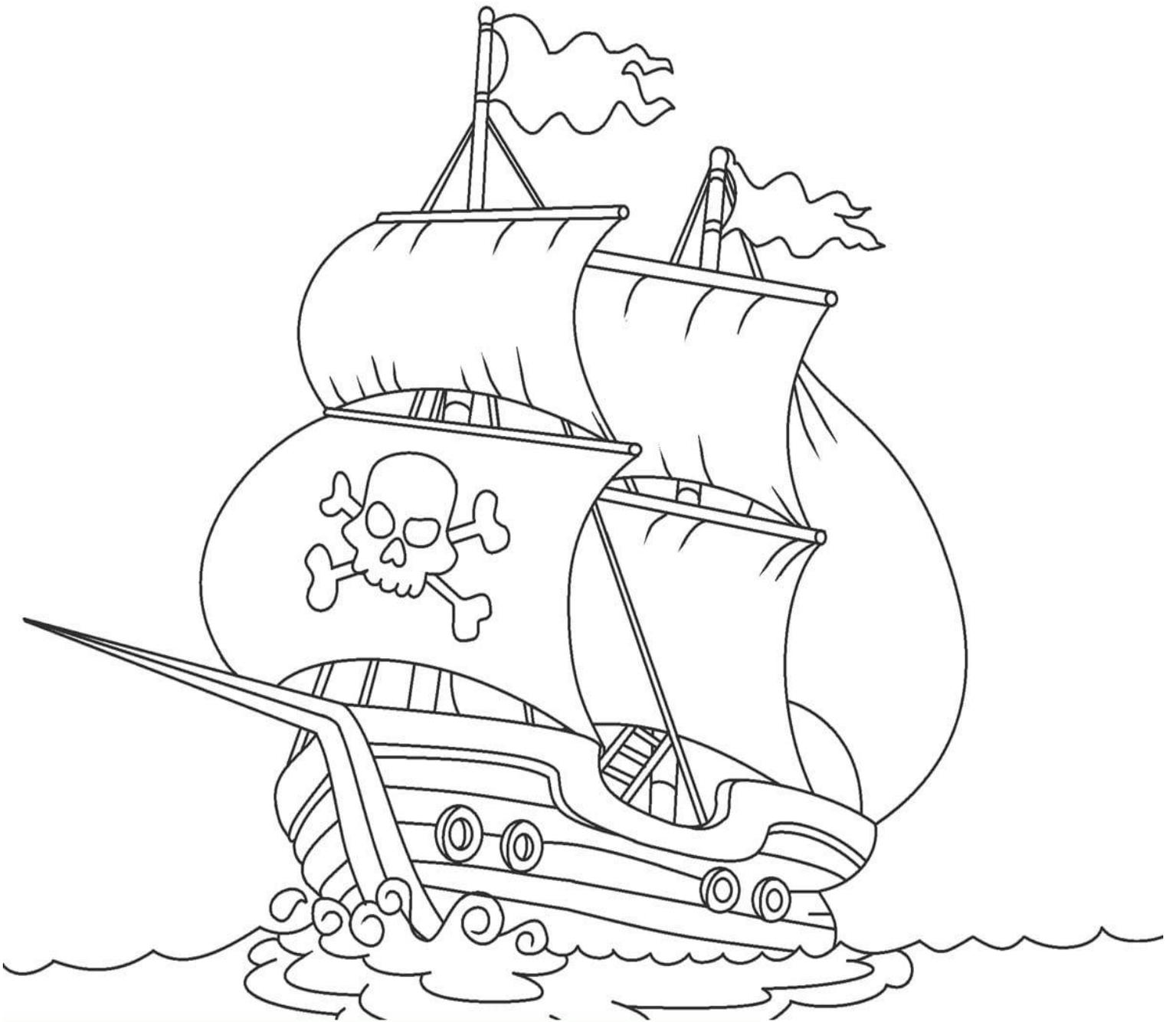
4. DANCE

- Describe the kind of dancing, if any, in the play. How is it different from the kinds of dancing that the class might know? What purposes could dance have in a play?

5. PRODUCTION

- Make a list of all the personnel needed for a play. (director, actors, musicians, author, designers-set, costumes, lights & sound, stagehands, choreographer, producer, etc.)

Coloring Page for *Peter Pan*



Art & Writing Activity for *Peter Pan*

- Draw a picture of your favorite part of the story. Describe what is happening in your picture below.



Be an Actor Activity

Actors have to be good at remembering – remembering their lines and remembering their moves. They also have to be able to change the way they talk and move to play different roles – with lots of people watching too! Some of our actors in our show have to play multiple different parts! Actors must also be good at speaking and singing clearly so that the audience can always hear what they are saying – otherwise they won't be able to follow the story!

- **Choose a character** from *Peter Pan* and make a list of words to describe them.

- How do they talk? How do they walk?
- Are they young or old?
- Are they a human or an animal?
- Are they smart? Silly? Friendly? Grumpy?

- **Try walking around the room** as each of these character types. How does playing a character make you walk differently? Now give them a voice – how do they talk?
- **Improvise** little scenes with each other, then see if you can swap characters and play the scenes again. How does it change?

Which character do you find it easier to be?



Pirate Talk!

Activity

Different groups of people use their own words, or lingo, to communicate their ideas. See if you can draw a line to match each pirate word with its correct definition.

- | | |
|------------------------|--|
| 1. Ahoy | The leader of a ship |
| 2. Steady | Yes |
| 3. Doubloon | The right side of the ship |
| 4. Port | A gold coin |
| 5. Jolly Roger | Hello |
| 6. Aye | Oh my goodness! |
| 7. Mast | The left side of the ship |
| 8. Captain | Pirate flag with skull & crossbones |
| 9. Starboard | Hold on |
| 10. Shiver me timbers! | Tall wooden pole used to hold the sail |



Discussion/Journal Questions

Activity

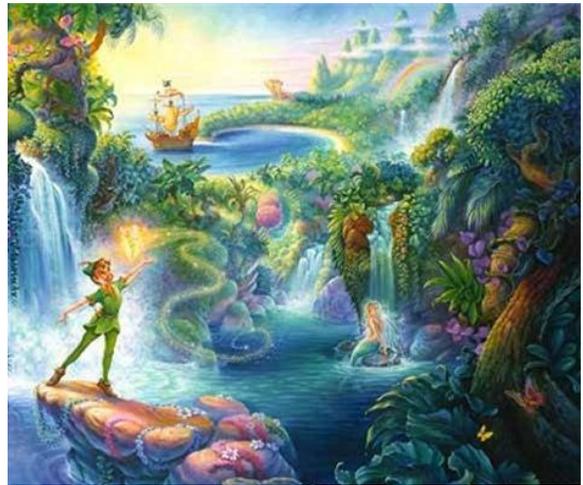
- What do you think about living forever as a kid and never growing up? Would you be interested in doing that? What are the good parts of that? What would you miss if you never grew up?
- What does Wendy bring into Peter and the Lost Boys' lives? What good qualities? (i.e. Kindness, Generosity, Organization etc.)
- The kids go to bed and then the whole adventure starts when Peter arrives. Do you think it's a dream? Do you remember your dreams? Have you ever had a dream where you were flying? Or one where you were chased by pirates?
- What do you think about the idea of having a dog baby-sit you like Nana, the Darling's dog in the story? Have you ever had a pet that you felt took care of you in ways, too?
- What lesson do the Darling Children learn about their home and family by the end of their adventure?
- Now that you have seen this show, do you think your class could put on a play? What story would you tell and how would you tell it?



Art & Writing Activities

- We all have a place like Neverland in our own imaginations. A place where time stands still and everything is just the way we want it to be. Draw a picture of what your Neverland looks like as you see it.
- What would Tinkerbell look like if we could see her? Does she resemble other characters that we know? Or does she have another worldly shape and color? Draw what you see when you think of Tinkerbell the Fairy.

- Read a simpler version of *Peter Pan* and have the students sequence the events by creating a flap book. The fronts of the flaps are labeled *First, Next, Then, Finally*. Students write and/or illustrate the events in the book.



- Write a sequel to *Peter Pan*.
- Cast your favorite actors in a movie version you are directing. Would you change the look of the Darling home? The locale? The year? How would you enhance Neverland for the movie going public? Would you add more special effects?
- Write a biography for your favorite characters in Neverland. Tell us their past. Where did they live before we saw them? What happened to them that put them there in Neverland?
- J.M. Barrie, author of the novel, *Peter Pan*, put elements of his own life into the book. He took a sad reality and turned it into a fantasy. Take something in your life and write a fantasy story that goes exactly as you would want it to.

Conflict/Resolution

Activity

Peter Pan and Captain Hook are enemies. Because we are meant to see more of the story from Peter's point of view, he is called the **protagonist**. Captain Hook, because he works against the main character, is the **antagonist**. The conflict between these two is what makes the story of *Peter Pan* so interesting.

In this in-class activity, students will define, identify and discuss the conflict and resolution in the plot of a story.

MATERIALS NEEDED:

- Pencil/pen and paper
- Chart paper and markers

ACTIVITY:

1. Introduce the terms "conflict" and "resolution" to the class. Split the class into small groups.
2. Identify various problems (in small groups) that characters experienced throughout the plot of *Peter Pan*. Write down the problems, and identify them as conflicts.
3. Create a class chart pointing out the previously identified problems, or conflicts, that affect the plot of *Peter Pan*.
4. Participate in a teacher-led discussion about the idea that not all problems, or conflicts, are as bad as others. Review the class chart of conflicts trying to identify which conflicts are more severe.
5. Have students vote on which conflict identified on the class chart is the main conflict from the story. *Teacher may need to take an active role in the discussion about conflicts prior to voting to make sure students understand the concept.
6. Discuss how the main conflict was resolved.
7. Choose 2-3 of the minor conflicts and identify IF they were resolved and HOW they were resolved. (Complete in small groups.)
8. Share resolution results with class!

Thinking of Themes

Advanced Activity

Objective:

Using *Peter Pan*, students become familiar with recognizing themes in a story.

Materials: *Peter Pan* book by James M. Barrie

Vocabulary: Theme, Plot, Characters, Setting

Lesson:

Discuss the meaning of theme?

A theme is an underlying message meaningfully created and connected to the story's plot, characters, and setting.

Ask students to take five minutes to think about the theme of the story in *Peter Pan*.

Think about what message the author was trying to send to the reader. Students can then share their opinions about the theme(s) of *Peter Pan*. Themes will vary from students to student. Point out that sometimes a book is read for the first time and the reader forms an idea of the initial theme. Later, the same book is read again and a different theme emerges depending on the maturity of the reader.

Ask students to choose a particular theme and draw a picture of the scene in which the theme is best articulated to the reader.

Next, students should write a summary explaining the theme, how it is exemplified in the story, and what is drawn on the picture. Ask students to share their summaries and illustrations with the class.

Be a Dramatist

Advanced Activity

Peter Pan was first written as a story by **James M. Barrie**. When stories are written down, we are told them by the writer; when we see a play, stories are told by living characters on the stage in dialogue form.

Dialogue form is where you only write what is actually spoken by the people or characters in the story. Playwrights give the actors dialogue that tells us the story and lets us know all that we need to know so that we can follow the action.

Here is an excerpt from *Peter Pan*. See if you can turn it into a play script in dialogue form. What things can you leave out of the story? What things do you have to add to make it make sense and be interesting?

Mrs. Darling screamed, and the door opened, and Nana entered, returned from her evening out. She growled and sprang at the mysterious boy, who leapt lightly through the window. Again Mrs. Darling screamed, this time in distress for him, and she ran down into the street to look for his little body, but it was not there; and she looked up, and in the black night she could see nothing but what she thought was a shooting star.

She returned to the nursery, and found Nana with something in her mouth, which proved to be the boy's shadow. As he leapt at the window Nana had closed it quickly, too late to catch him, but his shadow had not had time to get out; slam went the window and snapped it off. You may be sure Mrs. Darling examined the shadow carefully, but it was quite the ordinary kind. Nana had no doubt of what was the best thing to do with this shadow. She hung it out at the window, sure that he will come back for it.

What are the problems encountered by the dramatist when adapting a story for the stage? Which bits of the passage were easiest to adapt?

Which did you find were the most difficult?

Literature Adaptations

Advanced Activities

Activity #1 – Updating a Classic Story:

The story *Peter Pan* is a very well known novel by James M. Barrie. It is considered to be one of literatures most famous stories. Other famous children's stories based on literature include... ***Charlotte's Web, The Wizard of Oz, The Jungle Book, Treasure Island, Robin Hood, and Alice in Wonderland.***

- Review the elements of a story (characters, setting, events and moral) with students.
- Have the students choose a story they are familiar with. Before students proceed with writing steps, discuss different ways in which each story might be updated. For example, *The Wizard of Oz* might be set in a modern-day world, where Dorothy uses a cell phone to find her way home, instead of the yellow brick road.
- As students present their ideas for updating the story, write these ideas on the board to help the students who may have more difficulty imagining these stories in a modern setting.

Prewriting

- Tell students to make these entries on a planning list: Characters (for example, a cat and a dog) Setting (for example, a vacant lot) Events (for example, a dog encounters a cat who has a piece of meat) Moral (for example, pick on animals your own size)
- Encourage students to follow the order of the original story or the order of events they listed and to begin writing a first draft.

Drafting

- Direct students to follow the order of the original story or the order of events they listed and to begin writing a first draft.

Revising/Proofreading

- Have students pair up and help revise each other's drafts, using the checklist or chart created with the help of the teacher.
- Students should check spelling, capitalization, punctuation and word usage.

Have students perform their stories for the class!

Activity #2 - Writing an Original Story

Using the stages of the writing process, have students write an original story that teaches one of the following morals:

- Pride leads to a fall.
- The grass is always greener on the other side.
- The early bird catches the worm.
- Look before you leap.
- Don't count your chickens before they hatch.
- Honesty is the best policy.
- You can't judge a book by its cover.

Before they begin writing, have students choose one of the stories and determine the point or moral that it tries to make. If necessary, narrate a story with animal or human characters involved in the situation in which the moral applies. Remind students that the action of the plot leads up to the lesson of the moral.

When students complete the writing process for their story, have them split up into small groups to perform them. The author of each story should serve as the narrator, with other students portraying the key characters. Allow time for the students to rehearse.

Have students perform their stories for the class!