



STUDY GUIDE

Winnipeg Tour

January 17 – February 3, 2012

Provincial Tour

February 4 – March 18, 2012

Production Sponsor



STRONGER COMMUNITIES TOGETHER™

Tour Sponsors



Tour Transportation Sponsor



**Manitoba
Public Insurance**

Prairie Theatre Exchange presents

THE THREE MUNSCHKETEERS

Based on stories by Robert Munsch
Adapted by Debbie Patterson

Director: Arne MacPherson

Set & Costume Designer: Laura Gardner

Lighting Designer: Scott Henderson

Sound Design & Music by: Debbie Patterson

Stage Manager: Heather Lee Brereton (to January 22)

Stage Manager: Jacqueline Robertson (after January 22)

Featuring:

Ntara Curry

Rob McLaughlin

Kimberley Rampersad

The performance is approximately 50 minutes long.

We acknowledge the support of the Canada Council for the Arts which last year invested \$5.9 million in the arts in Manitoba.

Nous remercions de son soutien le Conseil des Arts du Canada., qui a investi 5,9 millions de dollars l'an dernier dans les arts au Manitoba.

Prairie Theatre Exchange is a not-for-profit theatre and an active member of the Professional Association of Canadian Theatres (PACT), and engages, under the terms of the Canadian Theatre Agreement, professional artists who are members of the Canadian Actors' Equity Association.

Cover Illustration copyright 2011 by Michael Martchenko, from *Moose!* All rights reserved.

Based on *Wait and See* by Robert Munsch © 1993 Bob Munsch Enterprises Ltd. (text), © 1993 Michael Martchenko (art); *Where is Gahning?* By Robert Munsch, © 1994 Bob Munsch Enterprises Ltd. (text), © 1994 Hélène Desputeaux (art), published by Annick Press

Based on the books *Just One Goal!* © 2008, *Moose!* © 2011, and *We Share Everything!* © 1999, text by Robert Munsch, illustrated by Michael Martchenko. All rights reserved. Published by Scholastic Canada Ltd.

ABOUT THE PLAY

CHARACTERS

Aramis, a Musketeer
Porthos, a Musketeer
Athos, a Musketeer

SETTING

In a locked shed in a courtyard, in the 17th century

PLAY SYNOPSIS

The three musketeers, Athos, Porthos and Aramis, have just robbed an evil tyrant and are hiding in a shed packed with treasure – bags of money, jewels and golden objects – which the three use to act out five stories that will help them decide what to do next.

We Share Everything! – It's the first day of kindergarten and Amanda and Jeremiah have a problem. They both want to read the same books. They want to paint with the same paints. And they refuse to share. The teacher tells them, "Look. This is kindergarten. In kindergarten we share. We share everything." Everything? Amanda and Jeremiah decide to take their teacher at her word. But what can they share? They begin by switching their shoes, and end up wearing each other's outfits!

Just One Goal – Ciara is tired of hauling her hockey gear across town to play on the rink. It makes no sense — there is a perfectly good frozen river in her own backyard! She decides to make her own rink on the frozen river for her team. When they play their final match on the frozen river, the ice starts to crack! But Ciara keeps playing, the ice starts to drift . . . and Ciara is determined to score!

Where is Gah-ning? – Gah-ning wants to go to Kapuskasing, that bustling hub of Northern Ontario civilization. Her father doesn't want her to go — but she decides to go anyway. First she tries to go by bike, then on roller blades, but each time her father finds out and takes her back home. Then she meets a clown who is giving out balloons. She takes 300 of them and begins floating off down the highway ...

Moose! – Luke gets up early one Saturday morning and finds a moose in the backyard. He wakes up his dad, and then his mom, and each declares that "moose never come on the farm" — only to be surprised by the moose itself! Mom tries to shoo it away with a broom — but that doesn't work. Dad tries to scare it away with a hose — but that doesn't work. Luke feeds the moose carrots and decides to keep it in his treehouse, until his sisters come along, with a surprising solution to this unusual problem!

Wait and See – It's Olivia's birthday, and when she blows out the candles on her cake and makes a wish, she gets exactly what she wanted! First she wishes for snow, snow and more snow. Then she wishes for rain, rain and more rain. But her last wish is the biggest one, and the biggest surprise to her parents!

ABOUT THE CREATORS

Author -- Robert Munsch

Robert Munsch was born June 11, 1945 in Pittsburgh, Pennsylvania. Although he struggled in school as a child, he had an early and lasting love of poetry. His first career path was that of a Jesuit Priest, but he abandoned this after working at an orphanage, realizing that he wanted to work with children instead.

After some time, he and his wife moved to Guelph, Ontario to work at the lab preschool at the University of Guelph. He regularly put the children at daycare to sleep by telling them stories he would create, but never wrote them down. At the strong urging of his employer and his wife – a children's librarian – he took the time to write the stories and have them published. The first accepted for publication was *Mud Puddle*. Subsequent bestsellers include *Love You Forever* and *Mortimer*.

Robert Munsch holds a Bachelor of History, a Masters in Anthropology, and studied at Elliot Pearson School of Child Studies at Tufts University.

For more info on Robert Munsch, visit his official website at www.robertmunsch.com

Adapter – Debbie Patterson

A graduate of the National Theatre School of Canada, Debbie Patterson is a founding member of Shakespeare in the Ruins, with which she has directed and acted in dozens of plays. This is her seventh adaptation and eighth sound design for PTE's family show and one of her favourites. Other shows she's written are *Head*, a musical about a queen and *Molotov Circus*, a play about a girl who wants to run away and join the circus. She's also written music for several Shakespeare plays for Shakespeare in the Ruins. Debbie is looking forward to serving as Writer in Residence at the University of Winnipeg in the new year. She lives in Wolseley with her family, Arne MacPherson, Gislina and Salty.

PLAY-RELATED ACTIVITIES

Grades K-3

Creative Drama

Going on a Picnic

In a circle, each student takes a turn saying “I’m going on a picnic, and I’m bringing...”. The list gets longer as each student adds an item to the list, and the class must work together to remember everything that has been said.

Night Janitor at the Wax Museum

One person is chosen to be the janitor and turns his or her back to the room. The others pose as figures in a wax museum of Robert Munsch characters. When they are in place, the janitor takes up a broom and begins sweeping between the figures. Whenever the janitor’s back is turned towards them, the figures in the wax museum come to life. Their goal is to sneak up and tag the janitor on the shoulder. If the janitor catches them moving, they are “out” and must sit at the side while the game plays out. The game ends either when the janitor is tagged or when the janitor has caught all but one of the other players moving. The winner (either the tagger or the one remaining survivor) then becomes the janitor in the next round.

Alien Discovery

Place everyday objects around the room, and have the students imagine that they are from another planet and have never seen these objects before. When they go to an object, they must imagine a ‘new’ use for it – a cup is now a hat, a ruler is a comb, etc. They can explain this new object to the group, and demonstrate how to use it!

What am I?

A game of animal charades! Act out an animal – like a moose -- with or without sounds. When someone thinks they know what that animal is, they join in acting out the same animal. When everyone is up and acting, ask them what they are – hopefully, they all guessed correctly, and they’re all the same animal!

PLAY-RELATED ACTIVITIES

Grades K-3

Art

T-shirt Decorating

Either with paper t-shirts or real ones, give students the chance to decorate their own shirts with a slogan of their own. What would they want their shirt to say? Who would give them a shirt like this? If using t-shirts, buy a selection of fabric paint; if making paper shirts, use large pieces of white construction paper or something similar, and use paints or pastels to create t-shirt art.

Perhaps students design a shirt for someone else in the class, then swap – plan out who will trade with whom beforehand!

Pictures from the Play

After seeing the play and hearing the stories the actors told, what is the moment that the students remember the most? Is it seeing the boy in the girl's clothes and vice versa? Is it the moose chasing the mom or dad? Or Olivia swimming after she wished for rain, rain and more rain? Have the students create a 3-D version of this picture, using clay, cardboard or found objects.



Ntara Curry in *Moose!* Photo by Bruce Monk



Ntara Curry, Kimberley Rampersad & Rob McLaughlin in *Wait and See*. Photo by Bruce Monk

PLAY-RELATED ACTIVITIES

Grades K-3

Art

Sock Puppets

Re-create the stories in the play with puppets! Each student brings in a sock, and makes a puppet of one of the characters. The story can be read aloud as the puppets do the actions, or they can re-tell the story in their own words.

What you need:

- one sock per student
- scissors
- index cards (one per student)
- felt squares (one per student, same size as index cards) or colored construction paper
- mini glue guns (for the adults to use) and glue sticks
- decorations (googly eyes, fabric and/or felt pieces, puff balls, yarn, feathers, beads, buttons, etc.)

Instructions:

1. Hold the sock up by the toe end, and cut downward into the sock, about the length of your index finger – this will be the mouth opening.
2. Lay the index card down on the table, and trace your hand, fingers together, on the card. Close the hand trace where your wrist is – your hand trace will become the inside of the mouth.
3. Cut out the trace of your hand, and lay it on the felt piece. Trace the shape onto the felt, and cut it out.
4. Fold the index card cut out in half, to make the top and bottom of the mouth. Place the index card inside the sock opening that was cut. Using the glue gun, glue the sides of the sock over the edges of the card, forming the open mouth of the puppet.
5. Glue the felt cut out to line the inside of the mouth, covering the index card and the glued edges of the sock.
6. Put eyes, hair, hats, etc. on your puppet.

PLAY-RELATED ACTIVITIES

Grades 3-6

Drama

Gibberish

Babies speak what sounds like gibberish, but it's their way of communicating with us. What if all we had to communicate with was a mess of gibberish words? Using tone, facial expression, and body language, try and communicate using only non-language in the following games (note – no words that sound eerily like real words, or using real words in foreign languages!):

I want to go to... - in pairs, have students deem one person "A" and one "B". Person A can speak only gibberish to tell person B where they want to go. Take all the A's out of the room and assign them different places that they want to go (i.e. a hamburger restaurant, the airport, the beach). Once their partner has correctly guessed the location, the two can sit down to indicate that they're done. Once all the pairs are sitting, switch roles and let the B's communicate through gibberish.

I'll teach you how! – In the same type of pairings as the above activity, person A will come in to 'teach' person B how to do a certain thing (i.e. Bake cookies, make the bed, etc), something with several steps to be taught. As soon as person B possibly can, they should start doing the activity along with person A, who can correct them as they go along. **With both of the above games, be sure to stress that more than miming should be used – don't leave out the vocal expression through gibberish!**

Tableaux

Meaning 'frozen picture', tableaux begin the process of taking stories from the page to the stage! Take a book that you have read in class (or a new book that hasn't been read yet), and choose passages to create onstage. Focusing on the poses of the body to create characters and setting, there is no movement or words to worry about – the students are literally making a 3D picture-based version of the story. You can split the class into groups of 4 or 5, and give each group a particular passage of a book to create a picture representation of. Then, have the groups present their tableaux in the order in which they would appear in the book.

PLAY-RELATED ACTIVITIES

Grades 3-6

Drama

Big, Bigger, Biggest

The actors in the play and the characters in the Munsch stories have a lot of different reactions when things happen to them – happy, sad, confused, angry, etc. Sometimes the reactions are bigger than other times. What does it look like when someone is ‘happy’? Ask the class to show happy with their faces, bodies, and voices. Now, take it up a notch – if that’s ‘happy’, what’s ‘happier’? Finally, show ‘happiest’! Try it with many different emotions. A great way to bring kids out of their shell, explore feelings, and show expression.

Mirrors

In pairs -- Choose one person to be the leader. The two stand facing each other. The follower must mirror everything the leader does. Encourage the leader to move slowly, to help the follower keep up. The goal is to help create the illusion of a mirror, not to trip up the person following. Ask a third person to watch and try to guess who is the leader and who is the follower.

Circle mirror -- Stand in a circle of up to 15 players. Choose one person to be the leader. All the others in the group must mirror the leader. Have one person leave the room while a leader is chosen. When he or she returns, have him or her stand in the middle of the circle and try to guess who the leader is. This game works best when the leader chooses a repetitive action that transforms. For example, they could start by miming sewing and transform that movement into pounding in a nail, or stretching toffee.

Prop Improv

Take a glove, or other simple object at hand (get it? Glove? At hand?), preferably non-breakable. Lay it in front of the class; the first person to get an idea for what it could be goes up and treats the glove as whatever object they’ve decided it is – WITHOUT NAMING THAT OBJECT. So, the student may go up, pick up the object, and start rocking it back and forth, saying “shhh, it’s OK, mommy’s here”. As soon as another person keys into what the object is being used as, they go up and interact, eventually taking the object from the person who began by naming it (“Can I hold the baby?”) See how many different things you can turn one object into!

PLAY-RELATED ACTIVITIES

Grades 3-6

Language Arts

Ordinary Things, Extraordinary Measures

In the stories *Just One Goal* and *Wait and See*, things as simple playing a hockey game and blowing out birthday candles create really wild situations! This makes them much more interesting than 'real life' – it makes them extraordinary. Ask the students to choose an everyday problem – a broken nail, a stuck zipper – and write the extraordinary measures that must be undertaken to solve this crisis!

The Three Musketeers

The story of *The Three Musketeers* by Alexandre Dumas has been retold many, many times, with another a major movie release just a few weeks ago. It's even been done by Disney with Goofy, Mickey and Donald. As the students what they know about the story, and to come up with their own version of *The Three Musketeers*, maybe even starring themselves and their friends!

Art

Mask Making

Using a paper plate as a base, ask students to create a mask for a character from the play: the Moose, Gah-ning (or her father), one of the hockey masks from *Just One Goal*, or even one of the kindergartners in *We Share Everything!*. Have a variety of materials on hand for them to glue on to their masks: feathers, sequins, construction paper, foam shapes, etc. Once the masks are completed, have a demonstration of how that character would act, and let the other students guess who it is.

Play Poster

Your assignment is to make a poster to sell tickets to this play! Making sure the stories are being represented, create a poster for *The Paper Bag Princess*. There are also the 3 characters that tell the stories, too. This can be a collage project, a drawing project, a painting project, or all of the above!

RESOURCES

Ball, Chris and Airs, John, *Taking Time to Act – A Guide to Cross-Curricular Drama*, Heinemann, Portsmouth, New Hampshire, 1995.

Booth, David, *Story Drama – Reading, writing and roleplaying across the curriculum*, Pembroke Publishers Ltd., Markham, ON, 1994.

Fox, Mem. *Teaching Drama to Young Children*, University of Michigan, 1987.

Pura, Talia, *Stages – Creative Ideas for Teaching Drama*, J. Gordon Shillingford Publishing, Winnipeg, MB, 2002.

Rooyackers, Paul, *101 More Drama Games For Children*, Hunter House Inc., Berkeley, CA, 2002.

Toye, Nigel and Prendiville, Francis, *Drama And Traditional Story for the Early Years*, Routledge, New York, 2000.

Wood, David with Grant, Janet, *Theatre For Children – A Guide to Writing, Adapting, Directing and Acting*, Faber and Faber Ltd., London, 1997.

Wagner, Betty Jane, *Dorothy Heathcote – Drama as a Learning Medium*, Revised Edition, Calendar Island Publishers, 1999.

PTE SCHOOL – Workshops in the School

PTE School offers custom-tailored workshops for any classroom, any age and any curriculum. Extend the students' experience of this play, or take advantage of limitless possibilities for drama to enhance other school subject matter or students' expression and creativity.

For over 39 years, Prairie Theatre Exchange School has been offering top-quality drama education for students of all ages, both onsite in our Portage Place facility and in the community, in classrooms. PTE instructors are professional theatre artists and trained educators.

Call the PTE School Coordinator, Lizabeth Kogan, at 925-5253 to discuss how our skills and knowledge can support your goals for your students.