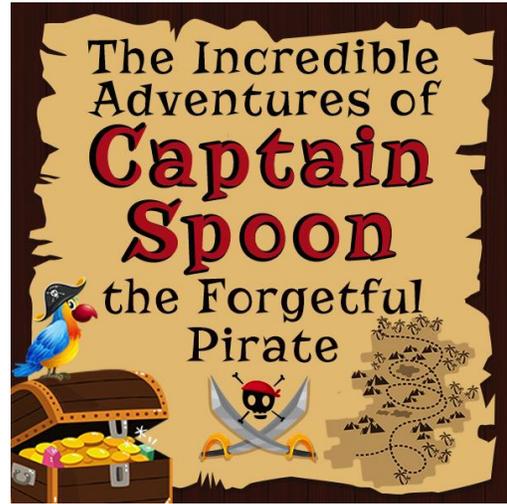


PLAYTIME POPPY AUDIENCE GUIDE



**Jefferson High School
OCTOBER 2018**

ADULTS: *This guide is designed to...*

- ✓ Assist you to **ENGAGE & INSPIRE** your students as they prep for attending the performance
- ✓ Provide guidance afterwards to **REFLECT** on what students saw and heard at the theater
- ✓ Be a **MENU** of possible lessons/activities to choose from to fit the needs of your students
- ✓ Connect with **IOWA CORE** standards and **NATIONAL CORE ARTS** standards

Enjoy the Learning!

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THEATRE ETIQUETTE

Attending the theatre is different than watching a movie or television. The actors and audience share the experience together. Being a good audience member involves showing respect for the actors' hard work – AND enjoying your experience to the fullest!

- Arrive at the theatre on time.
- Visit the restroom before the performance begins.
- Silence cell phones to minimize disruptions to the actors and other audience members.
- Applaud! It's welcomed and encouraged at appropriate times to show your appreciation of the performers' choices.
- Participate (sing, speak, move etc.) when the performers invite you to do so.
- Be a good listener and keep your focus on the performance. You won't want to miss any of it!



PART 1: KNOW ABOUT THE PLAY



The Incredible Adventures of Captain Spoon the Forgetful Pirate

Written by Joe Link

Synopsis:

There are three things every great pirate must keep in mind... the state of his boat, the friendship of his crew, and the location of his treasure. But Captain Spoon seems to have forgotten where his treasure is hidden! With the help of his clever first mate (and lots of fun problem-solving by the audience) he follows the treasure map to solve the mystery. Along the way he meets a grouchy parrot, a band of tubular sharks, a dancing octopus, an imaginative blacksmith, and dueling bands of pirates. Each character helps Captain Spoon locate the cartographer who knows precisely where "X" marks the spot. At last, the treasure is found, and then Captain Spoon and friends set off for another adventure!

Cast of Characters

Marcus Point, Cartographer

Captain Spoon

Nameless

Gertrude the Parrot

Sharks:

Thrash

Carve

Wipeout

Olivia the Octopus

Blacksmith

Pirates:

Rummy Jim

Filthy Richard

Gunpowder Gertie

Black Betty

Tiny

Cannonball Kevin

Bonne Anne

Rude Roger

Peppy Ethel

Peg Leg Peg

Scenes

1. Pre-show
2. Introductions
3. Gertrude Says
4. Surf and Turf
5. Olivia the Octopus
6. Choose Your Weapon
7. Rival Crews
8. You Are Here
9. Behold the Treasure



Show vocabulary

Cartographer – a person who makes maps

Notary – person authorized to handle legal paperwork

Symbol – an image that represents something

Surf (noun) – the swell of the sea

Blacksmith – a person who makes things from iron

Quarrel – an argument or disagreement

Oath – a promise or pledge

Anchor – heavy weight to prevent a boat from floating

Theatre vocabulary

For a list of theatre terms and vocabulary, visit:

<https://quizlet.com/42804/theatre-vocabulary-flash-cards/>

PART 2: LEARNING ACTIVITIES

Pre-show prep... Help children make deeper personal and learning connections to the performance by exploring key themes, engaging in the creative process, and making predictions!

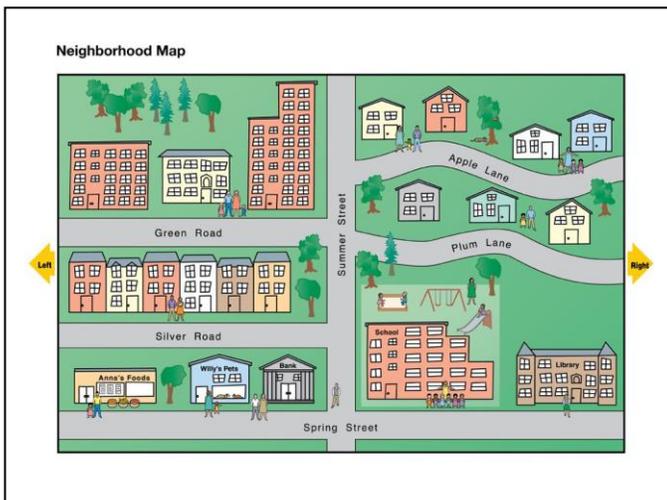
Fly Your Flag! (W.2.8)

- The famous pirate flag with the skull and cross bones is called the “Jolly Roger.” Its symbol represents danger to any who might challenge the pirate ship. All flags have symbols that represent different ideas. Even the colors in a flag represent ideas.
- Create a flag using symbols that represent you! Write about or tell someone about the details in your flag. Visit these sites to research symbols meanings:
<https://www.enchantedlearning.com/geography/flags/colors.shtml>
<https://www.kids-world-travel-guide.com/world-flags.html>
- Where else do we use symbols to represent ideas? Why are symbols helpful?



Show Me a Story (RL.2.1, SL.2.5, TH:Pr5.1.2.a)

- Some of the characters in *Captain Spoon* communicate non-verbally (without speaking.)
- Brainstorm all the ways you can think of that people communicate or interact without speaking. (i.e. gestures, facial expressions, music, dance, artwork, etc.)
- Tell a non-verbal story! Choose three gestures from the brainstorm list and select a couple children to act them out as if they are the beginning, middle, and end of a story. Have the audience write, draw or tell what they think the story is about. What did you see that helped you create the story? What was the same/different between the audience’s versions of the story?



Treasure Map Hunt (SS.2.16, W.2.3)

- Create or look at a map of a familiar place (your school, neighborhood, or city.) Use the map to play treasure hunting games!
- Rhyming clues... In pairs, choose a key location on the map and write a fun rhyming clue to help classmates guess where the treasure is hidden. (i.e. If you want to find treasure, you know where to look. It's in the place where you find all the books! – The library!)
- Treasure Hunt Story... Choose three stops on the map, then write a narrative story about a pirate who searches for treasure at each of those stops. Describe the pirate's thoughts, actions, and feelings. Add details to describe events. Act out your story!

Pirate Persistence (21.K–2.ES.4, TH:Cn10.1.2.a)

- Captain Spoon always says, “Captain Spoon never gives up, I forgot how!”
- Discuss what persistence means. Think about stories in which a character shows persistence. What tactics do they use to overcome problems? What strategies do you use when you face a tough problem?

PART 2: LEARNING ACTIVITIES (cont.)

After the show... Reflection is a key part of learning! Try these ideas to help children connect their theatre experience with life and learning.

Write a Letter! (W.2.8, TH:Re7.1.2.a)

- Write a review of the performance or thank you letter and send it to the Jefferson High School Drama Department, and/or Playtime Poppy Children's Theatre. Include key details by describing what you saw, heard and thought. What choices did the actors or tech crew make that you liked?



Do Some Reflecting (SL.3.2, TH:Re7.1.2.a)

- Discuss and take notes on your answers to the following questions after you see the performance:
 - 1) *Name the main characters. How did the actors use their voice and body to portray them?*
 - 2) *Where does the story take place? How did the set design create the feeling of that place?*
 - 3) *What conflicts/problems happened? How were the conflicts/problems solved?*
 - 4) *What was your favorite set or prop used in the play?*
 - 5) *Was there any music in the play? If so, how does it affect the mood of the story?*
 - 6) *Were there any surprises in the play?*
 - 7) *What was the best part of going to the performance?*

Page to Stage (RL.2.9, TH:Cr3.1.2.a)

- How is reading a book different than seeing a play? What choices do the actors and production team need to make to create a good theatre experience for the audience?
- A script for a play includes **stage directions** that tell the actors what to do, as well as what to say. Try acting out this excerpt from *Captain Spoon*, including each step of the stage directions:

SPOON: No boat, not much crew, well at least I know where me treasure be. (He walks over to his chest and opens it. He looks down into the chest, then proudly to the audience, then to the chest, then frantically to the audience) WHERE BE ME TREASURE?!?

- Now take a short excerpt from a favorite book and write it like a play. What part does the character say? What action does the character do? After you've written it, ask another actor to act it out. Where your directions clear? Would you make any changes?

Pirate Engineers (2-PS1-3, TH:Cr1.1.2.b)

- The production team are the engineers that build the sets, make the costumes, design the lighting, and build the props. One creative challenge in this play is that Captain Spoon builds a pirate ship from various objects.
- Look around your classroom and think about how you could build a pirate ship using objects in your room. First, draw your design. Then, share your design with your class, explaining why you think it would be an effective pirate ship for the stage. Finally, choose a few designs and work in small groups to build them.
- What was successful or unsuccessful with each design? How might you need to revise the plans? What choices were particularly interesting or successful? Why?

PART 3: RESOURCES

WEBSITES:

Playtime Poppy Children's Theatre

<http://www.playtimepoppy.org>

Jefferson High School Drama Department

<http://jeffersonperformingarts.com/theater/aladdin.html>

Kids' Drama and Puppet Activities

<https://dramaresource.com/drama-games/>

<http://www.kidactivities.net/post/drama-introduction-and-menu.aspx>

<http://www.kinderart.com/drama>

<https://artsedge.kennedy-center.org/educators/how-to/tipsheets/five-easy-drama-games>

<http://kidsactivitiesblog.com/66700/26-puppets-kids>

<http://wonderteacher.com/teaching-with-puppet-power/>

Cultural and Thematic Resources

<https://www.dkfindout.com/us/history/pirates/>

<https://www.atozkidsstuff.com/pirates.html>



BOOKS:

Picture books about pirates:

How I Became a Pirate by Melinda Long

Pirates Don't Change Diapers by Melinda Long

Pete the Cat and the Treasure Map by James Dean

Pirate Princess by Sudipta Bardhan-Quallen

Pirate Pete's Talk Like a Pirate by Kim Kennedy

Pirate by DK Publishing (non-fiction)

How Does the Show Go On: An Introduction to the Theatre
by Thomas Schumacher & Jeff Kurtti

Backstage Cat by Harriet Ziefert & illustrated by Jenni
Desmond

SPECIAL THANKS TO:

Jefferson High School Drama Department

Directors: Bryan Schlotfelt, Lynn Jensen & Joe Link
Student Cast & Crew

Season Sponsor:



Matinee Sponsors:



Tuesday Noon Optimists

Media Sponsor:



Playtime Poppy Board of Directors & Volunteers



**Don't forget to learn the
Playtime Poppy Song!**

*"I love to sing
and dance and
play..."*

-Playtime Poppy

For the lyrics and music go to:

<http://www.playtimepoppy.org/about/playtime-poppy-song/>

Since 1951, Playtime Poppy Children's Theatre has presented educational theatre programming for children and families in our community. In partnership with Jefferson, Kennedy, and Washington High Schools, Playtime Poppy presents three children's theatre productions annually. Playtime Poppy provides educational theatre experiences through the Summer Theatre Adventure, Operation Backstage, One Great Line, and special matinee performances for elementary-school aged children and those with special needs. For additional information about Playtime Poppy, please visit www.playtimepoppy.org or follow us on Facebook.