

emerald city theatre

presents

# MAGIC TREE HOUSE

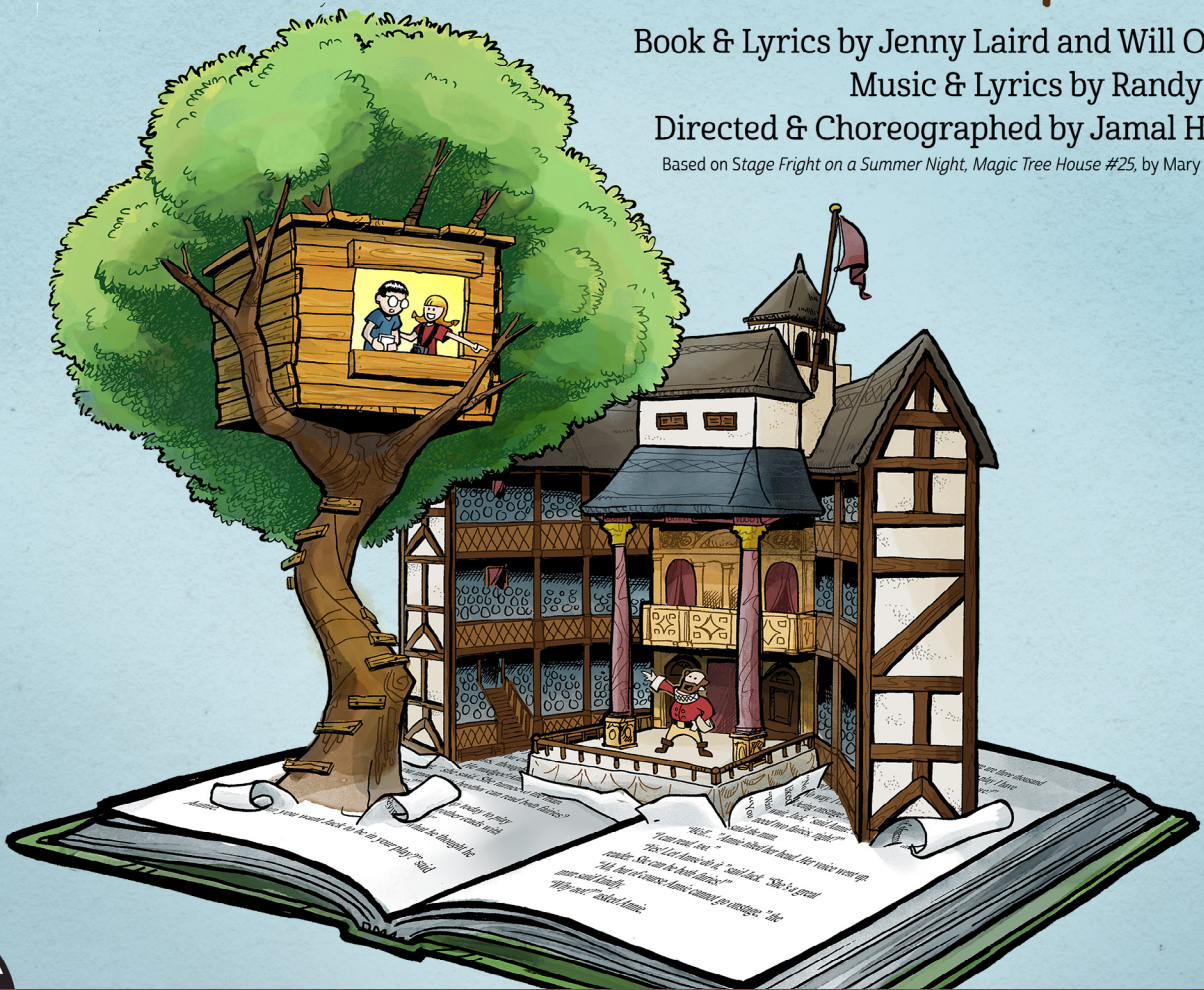
## Showtime With Shakespeare

Book & Lyrics by Jenny Laird and Will Osborne

Music & Lyrics by Randy Courts

Directed & Choreographed by Jamal Howard

Based on *Stage Fright on a Summer Night*, *Magic Tree House #25*, by Mary Pope Osborne



## STUDY GUIDE

Join Jack and Annie as they go back in time, meet the Bard himself, and save a production of one of his plays!

Guide written by Carly Crawford, Emerald City Theatre Associate Education Director

Guide design by Hayley Nguyen, Marketing Content Manager

Show graphic design by Charles Riffenburg, Grab Bag Media

# Introduction:

## A Letter from Emerald City Theatre

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### A Note to All Educators:

Welcome to **Emerald City Theatre's** 21st season! At **Emerald City Theatre**, we hope that all children will enjoy a lifetime of appreciation for the arts. Thank you for sharing the gift of live theater with your students.

We are so glad you have decided to join us for **Magic Tree House: Showtime With Shakespeare!** Join Jack and Annie as they go back in time, meet the Bard himself, and save a production of one of his plays!

In this guide, you are provided with a variety of activities to use in your classroom, either before or after the performance. Some lessons can help you incorporate drama or creative play into your classroom, while others integrate your theatrical experience with other Common Core standards. Use them as written, or adapt the lessons to suit the needs of your classroom. By exploring the themes introduced at the show, a field trip to the theater can become more than just a one-day experience.

This study guide contains many activities. For additional activities, particularly about utilizing the works and knowledge of Shakespeare in your classroom, check out the [Magic Tree House Classroom Adventures](#) website.

We also offer in-classroom workshops to extend students' experiences before and after the play. For more information about this opportunity, email [oz@EmeraldCityTheatre.com](mailto:oz@EmeraldCityTheatre.com) or call **773.529.2690** today.

### Emerald City Theatre

**Emerald City Theatre celebrates all of Chicago's children through playful, professional, and culturally relevant artistic programs that motivate young people to creatively face the world.**

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# The Artists

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## CAST:

Miguel Long	Dan
Nik Kmiecik	Jack
Emily Senkowsky	Annie
Leon J Evans	Shakespeare
Mondisa Monde	Ensemble 6
Dakota Hughes	Ensemble 5
William Marquez	Ensemble 3; Shakespeare/Dan Understudy
Tuesdai B. Perry	Ensemble 4
Deanalís Resto	Ensemble 1
Jar’Davion Brown	Ensemble 2
Sara Geist	Ensemble 1 Understudy
Courtney Dane Mize	Annie/Ensemble 4 Understudy
Jennifer Ledesma	Ensemble 5 & 6 Understudy
Sam Shankman	Jack/Ensemble 3 Understudy

## PRODUCTION TEAM

Jamal Howard	Director
Spencer Ryan Diedrick	Assistant Director
Celia Villacres	Music Director
Angela McIlvain	Scenic Designer
Brian Elston	Lighting Designer
Jeffrey Levin	Sound Designer
Rachel M. Sypniewski	Costume Designer
Marcus Carroll	Production Stage Manager
Ariela Subar	Assistant Stage Manager
Becca Levy	Assistant Stage Manager/Wardrobe Supervisor

# About the Creators:

## Magic Tree House: Showtime with Shakespeare

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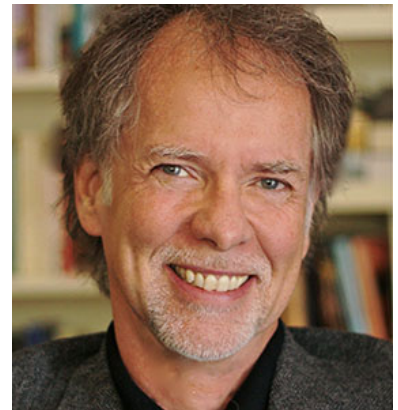


### About the author: Mary Pope Osborne

Mary Pope Osborne is an ardent advocate and supporter of children's literacy, and the award-winning author of more than 100 books for children and young adults, including novels, retellings of mythology and folklore, picture books, biographies, and mysteries. She has traveled extensively in the US and abroad, visiting schools and speaking on issues related to children's literacy. The creator of the *Magic Tree House* series, Mary is also the co-author of the companion *Magic Tree House Fact Trackers* series with her husband, Will Osborne, and her sister, Natalie Pope Boyce. Mary is active on Twitter and loves to connect with readers, former readers, teachers, and parents.

### About the playwright: Will Osborne

Internationally produced and published playwright and book author and respected director, teacher, and actor, Will Osborne's career in professional theater spans four decades. In 2007, collaborating with Randy Courts, he provided book and lyrics for *Magic Tree House: The Musical*, a full-scale, Broadway-style family musical that traveled to 54 cities around the country and was later translated and produced throughout Germany. Will has authored more than a dozen books for children and young adults, many co-written with his wife Mary Pope Osborne. Will is a member of the Dramatists Guild, a founder of The Writers Group in New York, a Phi Beta Kappa graduate of the University of North Carolina at Chapel Hill and lead vocalist and guitarist for the blues/R&B group WillPower.



### About the playwright: Jenny Laird

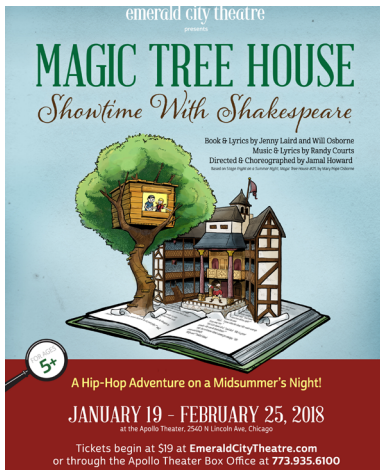
Jenny Laird was a long-time Playwright at Chicago Dramatists, where her first play *Ballad Hunter* premiered and earned a Joseph Jefferson Nomination for Outstanding New Work and won Chicago's Cunningham Prize for Playwriting. Jenny has had the good fortune to have her plays developed and produced at theaters all across the US dedicated to new work. During her decade in Chicago, Jenny had a strong presence in the theater outreach and educational community.

### About the composer: Randy Courts

Most recently, Randy collaborated with writer/lyricist Will Osborne on *Magic Tree House: The Musical*, based on the best-selling children's series by Mary Pope Osborne (national tour; cd on P.S. Classics). Randy is thrilled to be collaborating with his wife, playwright Jenny Laird, on a series of musicals based on the Magic Tree House books for Music Theater International's Broadway Kids collection.



Biographies adapted from author sites.



### About the play:

Climb into a musical time machine with Jack and Annie, and travel back to Shakespearean England! In this Midwest premiere, the daring sibling duo learns to overcome stage fright to save the famed bard's show. Based on the critically-acclaimed book series by Mary Pope Osborne, discover how history is shaped by those who learn to overcome their fears. Full of freestyle beats to move your feet, this tuneful tale is a hip-hop hit with kids and grown-ups alike.

**Magic Tree House: Showtime with Shakespeare** is produced by special arrangement with Tree House Jazz, LLC.

## Discussion Questions and Suggested Reading

### Discussion Questions for Before the Show:

1. Do you know who William Shakespeare is? What do you know about him?
2. Jack and Annie love to go on adventures to different times and places. If you could go anywhere at any time, where and when would you like to go? Why?
3. During the play, Jack and Annie participate in a play. Have you ever been in a play before? Have you ever seen a play before? What was it like?
4. In many of their adventures, Jack and Annie are very helpful to the people and animals that they meet. What are some ways that you can be helpful to people and animals that you meet?

### Discussion Questions for After the Show:

1. William Shakespeare tells Annie that it's against the law for girls to perform onstage. Do you think this is the law today? Why or why not? Why do you think that law was changed?
2. When he's asked to perform, Jack gets stage fright. How does he overcome his stage fright? What are some ways you overcome your own fears?
3. At the end of the play, Shakespeare tells Jack and Annie, "Thy life is a miracle." He lists many things that are miraculous to him, like writing a story, a beautiful cloud, and a good friend. What are some things in your life that you think are miraculous or amazing?
4. Most of the play was sung or rapped. Why do you think the playwright chose to share the story through music? What kind of feelings can you share with music?

### Suggested Reading

*A-Z Mysteries* by Ron Roy  
*Buttons for General Washington* by Peter and Connie Roop  
*Judy Moody Saves the World!* by Megan McDonald  
*Magic Tree House: Good Morning, Gorillas (#26)* by Mary Pope Osborne  
*Magic Tree House: Thanksgiving on Thursday (#27)* by Mary Pope Osborne  
*Magic Tree House: High Tide in Hawaii (#28)* by Mary Pope Osborne  
*Tales from Shakespeare* by Marcia Williams  
*Will's Quill, or How a Goose Saved Shakespeare* by Don Freeman



# Lesson Plan Standards/Answer Keys

## Discussion Questions (Page 5)

**Standard:** Speaking and Listening: *Comprehension and Collaboration, Presentation of Knowledge and Ideas*

**Kindergarten** – [K.1](#), [K.1.A](#), [K.2](#), [K.3](#), [K.4](#), [K.6](#)

**1st Grade** – [1.1](#), [1.1.B](#), [1.1.C](#), [1.4](#), [1.6](#)

**2nd Grade** – [2.1](#), [2.1.A](#), [2.1.B](#), [2.2](#), [2.4](#), [2.6](#)

**3rd Grade** – [3.1](#), [3.1.B](#), [3.1.C](#), [3.1.D](#), [3.2](#), [3.4](#), [3.6](#)

**4th Grade** – [4.1](#), [4.1.B](#), [4.1.C](#), [4.1.D](#), [4.4](#)

**5th Grade** – [5.1](#), [5.1.B](#), [5.1.C](#), [5.1.D](#), [5.4](#)

## Chapter Summaries and Comprehension Questions (Page 8 – 10)

**Standard:** Speaking and Listening: *Comprehension and Collaboration, Presentation of Knowledge and Ideas*

**Kindergarten** – [K.1](#), [K.1.A](#), [K.2](#), [K.3](#), [K.4](#), [K.6](#)

**1st Grade** – [1.1](#), [1.1.B](#), [1.1.C](#), [1.4](#), [1.6](#)

**2nd Grade** – [2.1](#), [2.1.A](#), [2.1.B](#), [2.2](#), [2.4](#), [2.6](#)

**3rd Grade** – [3.1](#), [3.1.B](#), [3.1.C](#), [3.1.D](#), [3.2](#), [3.4](#), [3.6](#)

**4th Grade** – [4.1](#), [4.1.B](#), [4.1.C](#), [4.1.D](#), [4.4](#)

**5th Grade** – [5.1](#), [5.1.B](#), [5.1.C](#), [5.1.D](#), [5.4](#)

## Shakespearean Vocabulary: 3D Word Wall (Page 10)

**Standard:** Reading: *Foundational Skills*

**Kindergarten** – [K.2.B](#), [K.3](#)

**1st Grade** – [1.3](#)

**2nd Grade** – [2.3](#)

**3rd Grade** – [3.3](#), [3.3.B](#), [3.3.C](#)

**4th Grade** – [4.3](#), [4.3.A](#)

**5th Grade** – [5.3](#), [5.3.A](#)

**Standard:** Language: *Vocabulary Acquisition and Use*

**Kindergarten** – [K.4](#), [K.5.C](#)

**1st Grade** – [1.4](#), [1.4.A](#), [1.5.C](#), [1.6](#)

**2nd Grade** – [2.4](#), [2.4.A](#), [2.4.C](#), [2.4.E](#), [2.6](#)

**3rd Grade** – [3.4](#), [3.4.A](#), [3.4.B](#), [3.4.C](#), [3.4.D](#), [3.5](#), [3.5.B](#), [3.6](#)

**4th Grade** – [4.4](#), [4.4.A](#), [4.4.B](#), [4.4.C](#), [4.5](#), [4.6](#)

**5th Grade** – [5.4](#), [5.4.A](#), [5.4.B](#), [5.4.C](#), [5.5](#), [5.6](#)

## Riddle Me This! (Page 11)

**Standard:** Reading: *Foundational Skills*

**Kindergarten** – [K.2.A](#)

**1st Grade** – [1.4](#), [1.4.A](#), [1.4.B](#), [1.4.C](#)

**2nd Grade** – [2.4](#), [2.4.A](#), [2.4.B](#), [2.4.C](#)

**3rd Grade** – [3.4](#), [3.4.A](#), [3.4.B](#), [3.4.C](#)

**4th Grade** – [4.4](#), [4.4.A](#), [4.4.B](#), [4.4.C](#)

**5th Grade** – [5.4](#), [5.4.A](#), [5.4.B](#), [5.4.C](#)

**Answer Key:** 1. Queen, 2. Envelope, 3. Dice, 4. Elevator, 5. Honey, 6. Salt

## The Show Must Go On! (Page 12 – 13)

**Standard:** Math: *Operations and Algebraic Thinking*

**Kindergarten** – [A.1](#), [A.2](#)

**1st Grade** – [A.1](#), [C.5](#), [C.6](#)

**2nd Grade** – [A.1](#)

**3rd Grade** – [A.3](#)

**4th Grade** – [A.2](#)

**Standard:** Math: *Measurement and Data*

**Kindergarten** – [A.2](#), [B.3](#)

**1st Grade** – [B.3](#), [C.4](#)

**2nd Grade** – [C.7](#), [C.8](#)

**3rd Grade** – [A.1](#)

**4th Grade** – [A.2](#)

**Answer Key:** 1. 7:00, 2. 3:45, 3. 6:20, 4. 6:45, 5. 3:15, 6. 10 minutes

## Rhyme Time (Page 14)

**Standard:** Reading: *Foundational Skills*

**Kindergarten** – [K.2.A](#)

**Standard:** Language: *Vocabulary Acquisition and Usage*

**Kindergarten** – [K.5.A](#), [K.5.C](#)

**1st Grade** – [1.5.A](#), [1.5.C](#)

**2nd Grade** – [2.5.A](#)

**Answer Key:** night and light, stage and page, tree and three, hat and cat, bear and chair, boat and coat

### Merry Olde England (Page 15)

**Standard:** Reading: *Foundational Skills*

**2nd Grade** – [2.4](#), [2.4.A](#), [2.4.B](#), [2.4.C](#)

**3rd Grade** – [3.4](#), [3.4.A](#), [3.4.B](#), [3.4.C](#)

**4th Grade** – [4.4](#), [4.4.A](#), [4.4.B](#), [4.4.C](#)

**5th Grade** – [5.4](#), [5.4.A](#), [5.4.B](#), [5.4.C](#)

**Standard:** [Illinois Social Science Standard](#)

**Kindergarten** – SS.H.1.K, SS.IS.2.K-2

**1st Grade** – SS.H.2.1, SS.IS.2.K-2

**2nd Grade** – SS.H.1.2, SS.IS.2.K-2

**3rd Grade** – SS.IS.3.3-5, SS.H.2.3

**4th Grade** – SS.IS.3.3-5

**5th Grade** – SS.IS.3.3-5

**Answer Key:** 1. Europe, 2. No one knows, 3. Queen Elizabeth I, 4. The Globe, 5. 25 years old

### Money Matters (Page 16 – 17)

**Standard:** Math: *Operations and Algebraic Thinking*

**Kindergarten** – [A.1](#), [A.2](#)

**1st Grade** – [A.1](#), [C.5](#), [C.6](#)

**2nd Grade** – [A.1](#)

**3rd Grade** – [A.3](#)

**4th Grade** – [A.2](#)

**Standard:** Math: *Measurement and Data*

**Kindergarten** – [A.2](#), [B.3](#)

**1st Grade** – [B.3](#), [C.4](#)

**2nd Grade** – [C.7](#), [C.8](#)

**3rd Grade** – [A.1](#)

**4th Grade** – [A.2](#)

**Answer Key:** 1. Any combination = \$.75, 2. \$1.00, 3. \$3.04 / yes, 4. \$5.10 / \$2.01

### Facing Your Fears (Page 18)

**Standard:** *Texts Types & Purposes*

**Kindergarten** – [K.2](#)

**1st Grade** – [1.2](#)

**2nd Grade** – [2.2](#)

**3rd Grade** – [3.1](#)

**4th Grade** – [4.1](#)

### Drama Lesson Plan (Page 19)

**Standard:** National Core Art Standard 2: [Organize and Develop Artistic Ideas and Work](#)

**Standard:** National Core Art Standard 10: [Synthesize and Relate Knowledge and Personal Experiences to Make Art.](#)

**Also supports your class' Speaking and Listening skills in a new way.**

### An ECT Guide to Creating Your Own Play & Supplemental Activities (Page 20 – 31)

**Standard:** National Core Arts Standard 1: [Generate and conceptualize artistic ideas and work.](#)

**Standard:** National Core Art Standard 2: [Organize and Develop Artistic Ideas and Work](#)

**Standard:** National Core Arts Standard 4: [Analyze, interpret, and select artistic work for presentation.](#)

**Standard:** National Core Arts Standard 6: [Convey meaning through the presentation of artistic work.](#)

**Standard:** National Core Art Standard 10: [Synthesize and Relate Knowledge and Personal Experiences to Make Art.](#)

**Standard:** National Core Arts Standard 11: [Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.](#)

**Standard:** [Illinois Social Science Standard](#) SS.IS.4.K-2: Gathering and Evaluating Sources

### What Did You Think? (Page 32 – 34)

**Standard:** Writing: *Texts Types and Purposes*

**Kindergarten** – [K.2](#)

**1st Grade** – [1.2](#)

**2nd Grade** – [2.2](#)

**3rd Grade** – [3.2](#)

**4th Grade** – [4.2](#)

**5th Grade** – [5.2](#)

# Chapter Summaries and Discussion/Comprehension Questions

## Chapter 1: Special Magic

Jack and Annie see something that looks like a shooting star. It is their tree house appearing in the woods. They go to the tree house and find Morgan le Fay. She tells them a riddle and gives them their mission: to learn a special kind of magic. They find a research book called *Merry Olde England* and wish to go there.

### Questions:

1. How does Jack know that what they see is not a shooting star?
2. What kind of magic do you think Jack and Annie will find?
3. What do you think the rhyme means? (“To find a special magic/You must step into the light/And without wand, spell, or charm,/Turn daytime into night.”)
4. What do you know about “Merry Olde England?”



## Chapter 2: London Bridge

Jack and Annie awaken to discover they are wearing old-fashioned clothes. They hear loud wagon wheels and see the city of London. They read about London in their research book. They leave the tree house, and see some boys running. They run after the boys to find out where they’re going.

### Questions:

1. What is “weird” about the clothes Jack and Annie wake up wearing?
2. What are some of the things Jack and Annie see outside the tree house?
3. What do Jack and Annie learn about London Bridge from the research book?
4. Where do you think the boys that Jack and Annie see running are going? What do you think is on the other side of London Bridge?

## Chapter 3: The Bear Garden

Jack and Annie walk onto London Bridge, where it is very busy and smelly. Annie notices a bear in the back of a cart. They come to the other side of the bridge and begin looking for the boys they ran after. They read about the Bear Garden, and decide they do not want to watch what goes on there. They see the bear they just saw on the bridge near the Bear Garden.

### Questions:

1. Why do you think the bear they see is in a cage?
2. Why do you think the river is smelly?
3. What other animals do Jack and Annie see on the bridge?
4. What happens inside a Bear Garden?



## Chapter 4: A Midsummer Night’s Dream

**SUMMARY:** Jack and Annie run to the bear cart. They see a sign that says “Dan the Dancing Bear.” Annie wants to save the bear because she believes he does not want to fight. The bear’s owner shoos them away, saying he wants to sell the bear. They see the kids they were following earlier and begin to follow them again. They see a sign for a play. They read about the Globe Theatre in their research book. While Jack is reading, a man notices that he’s a good reader and comes over to them.

### Questions:

1. Why does Annie believe Dan the Dancing Bear does not want to fight?
2. What do you think Jack and Annie should do about Dan the Dancing Bear?
3. During this time period, when were plays performed? Why?
4. Why does the man notice Jack? What does he say about Jack?

## Chapter 5: Stage Fright

**SUMMARY:** Annie asks the man why he needs Jack. He says two actors didn’t show up today, and that Jack can save the show. The man is the playwright of the play. Jack is very scared to join the play. Annie volunteers to do it with him, but the man says she can’t.



*It is against the law for girls to perform. Annie convinces Jack to do the play if she can do it too. The man says Annie can pretend to be a boy in order to perform. They will call her Andy. The man says his name is Will.*

**Questions:**

1. Why does Jack think that the man is crazy in the beginning of the chapter?
2. How many people does the man say are in the audience?
3. Do you think it's fair that girls aren't allowed to perform during this time? Why or why not?
4. Why does Jack finally agree to performing in the play?

**Chapter 6: Onstage!**

*Will takes Jack and Annie backstage in the theater. Jack is very nervous. When they get backstage, it's bustling with the actors getting ready to perform. Will searches for costumes for Jack and Annie. Annie sees a donkey mask and a lion mask. They put on their costumes, and Will gives them scrolls with their lines on them. The actor playing Puck comes backstage to take Jack and Annie onstage. Puck tells Jack and Annie what their cues are, and tells Annie to make up the tune to the song she has to sing. Puck and Jack go onstage.*

**Questions:**

1. Why does Annie think the donkey mask and lion mask would make good disguises?
2. Why do people wear costumes in plays?
3. How do you think Jack feels when he sees he has a lot of lines?
4. What is the advice that Will gives Jack and Annie about performing onstage?
5. What does Puck say that makes Jack even more nervous?



**Chapter 7: In the Forest, in the Night**

*Jack and Puck are onstage. Jack begins to read his lines, and begins to enjoy himself onstage. He really feels like he is in the forest. He is excited for his next part. The audience really enjoys his performance. Annie goes onstage to perform her part and does a great job. The audience thinks she is really funny. Jack finds a place to watch the rest of the play. He doesn't understand all the words, but he understands the story. The play is very funny. An actor loses his lion mask. When it is time to bow, Jack can't find Annie. The actors take their bow, and the audience applauds.*

**Questions:**

1. What do you think Jack's lines mean?
2. What changes so that Jack is excited instead of scared?
3. How do you think Jack feels after performing?
4. How do you think Jack can understand the story if he doesn't understand all the words?
5. What do you think happened to the lion mask? What do you think Annie has been up to?

**Chapter 8: The Most Important Person**

*Will gives a speech thanking the queen for attending the play. The queen gives a speech, thanking Will for giving them the magic of theater. Jack realizes that is the magic they've been looking for. Everyone goes offstage. Annie wants to show Jack what she was up to before. She takes him out of the theater, and Annie shows him that she disguised Dan the Dancing Bear after she stole him. The bear's owner comes looking for him. Annie refuses to give him back. Will finds them, and agrees that bear fighting is wrong.*

**Questions:**

1. What is the magic that Jack and Annie have been looking for?
2. Jack says that Annie stole the bear. Annie says that she saved him. Who do you think is right? Why?

**Chapter 9: Sweet Sorrow**

*Will scolds the bear's owner for trying to sell him to the fights. He pays for the bear so the owner will leave. The bear goes to live in the stables to perform in plays. Jack and Annie thank Will for his help, and he thanks them for being in his play. Will gives them their scrolls as souvenirs and takes them to the other side of the Thames in his boat. Will asks them how they get home, and they tell him the truth about their tree house. Will offers for them to stay and perform with him instead. They decide to go home, and he tells them goodbye. Jack and Annie go to the tree house.*

**Questions:**

1. Do you think Dan the Dancing Bear will be happier performing than he would have been fighting?
2. Why does Will say Queen Elizabeth has black teeth?
3. What do you think “All the world’s a stage” means?
4. What do you think “thy life’s a miracle” means?
5. Will offers for Jack and Annie to stay and act with him. Would you stay with Will or go home?

**Chapter 10: Our Will?**

*SUMMARY: Jack and Annie wake, wearing their regular clothes once more. They look at their scrolls and learn that Will is really William Shakespeare. They learn about him in their research book. They leave the tree house and go home until the next adventure.*

**Questions:**

1. What do you know about William Shakespeare? Did you predict that Will was William Shakespeare?
2. Do you think William Shakespeare was the greatest writer who ever lived?

## Shakespearean Vocabulary: 3D Word Wall

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When he couldn’t find a word that suited him, William Shakespeare made one up! Shakespeare invented many of the words we use today. Choose a word from the list below. On a separate page, write the word and its definition (from the dictionary) at the top. At the bottom, write a sentence using that word. In the middle of the page, illustrate that word – draw, collage, use a picture – and add some sort of 3D element to it to make it POP off the page!

bandit	gloomy	negotiate
besmirch	gnarled	obsequiously
caked	grovel	ode
cater	gust	olympian
champion	hobnob	pedant
compromise	impede	premeditated
dauntless	jaded	puking
dawn	lackluster	radiance
dishearten	lonely	scuffle
dwindle	lustrous	submerge
equivocal	madcap	summit
exposure	majestic	swagger
frugal	monumental	tranquil
generous	moonbeam	zany

**Teachers:** *Students can present their words to be hung on a “3D Word Wall” in your classroom or hallway. Challenge students to use these words in their writing activities from now on!*

# Riddle Me This!

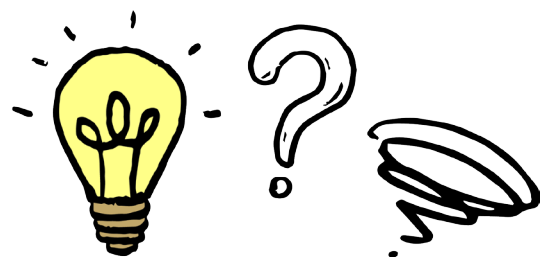
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When Jack and Annie see Morgan le Fay in their magic tree house, she gives them a rhyming riddle to figure out the answer to on their adventure.

*To find a special magic,  
You must step into the light  
And without wand, spell, or charm,  
Turn daytime into night.*

By the end of the story, they figure out that the kind of magic they're looking for is theater. Individually or as a class, try to find the answers to these riddles!

1. She's the head of a hive  
On a chessboard she is seen  
She's in a deck of cards  
Which means that she is a \_\_\_\_\_.
2. If you've lots of letters to mail  
Then this product can help you cope  
Addresses and stamps go on the front  
Which means it is an \_\_\_\_\_.
3. I'm something that's a cube  
But I'm not made of ice  
I'm rolled to play a game  
Which means that I am \_\_\_\_\_.
4. You need to press its button  
To go to another floor  
However, this thing won't move  
Until it has closed its door.
5. This is something that is sweet  
And it is very runny  
It is found in a beehive  
Which means that it is \_\_\_\_\_.
6. This is something that looks like sugar  
But it's definitely not sweet  
Nowadays it's used to add flavor  
In olden days it preserved meat.

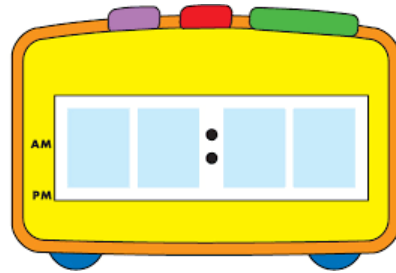
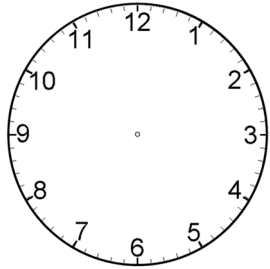


*Riddles from [riddles-for-kids.org](http://riddles-for-kids.org)*

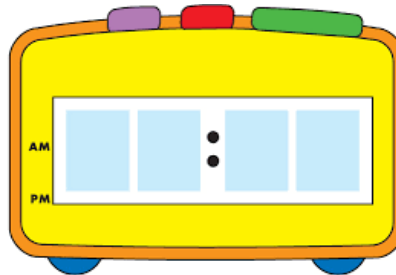
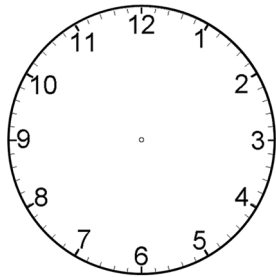
# The Show Must Go On!

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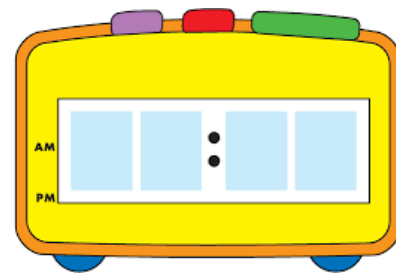
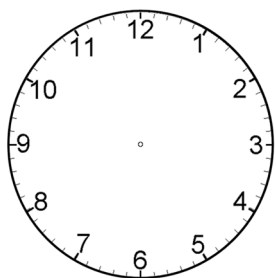
1. Shakespeare's play starts at 7 o'clock. Complete the clocks below to show that time.



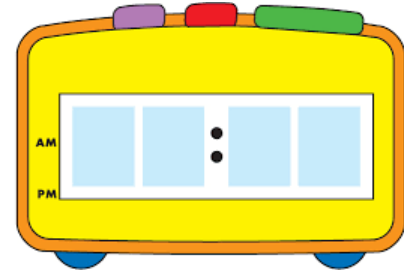
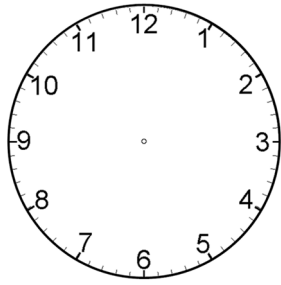
2. Dan's owner is going to sell him to the bear garden at 3:45. Complete the clocks below to show that time.



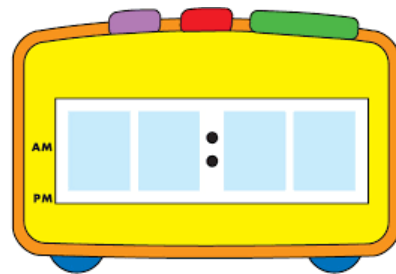
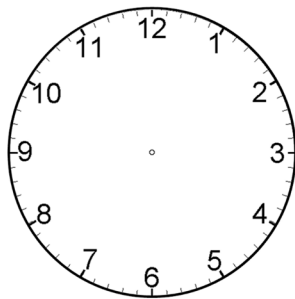
3. Jack and Annie see the shooting star in their backyard at 6:20. Complete the clocks below to show that time.



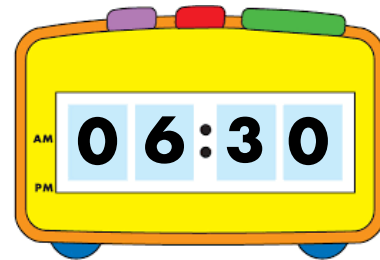
4. Shakespeare's play starts at 7:00. He only has 15 minutes to get Jack and Annie ready to go onstage. What time is it?



5. Dan the Dancing Bear will be sold at 3:45. Annie has 30 minutes to rescue him. What time is it?



6. Jack and Annie leave their house at 6:20. When they get to the tree house, it is 6:30. How long did it take them to get to the tree house?



\_\_\_\_\_ minutes

# Rhyme Time

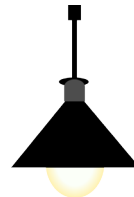
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In the play, a lot of the lines and songs have rhyming words. Draw a line between the pictures that rhyme. Each picture in Column A rhymes with a picture in Column B.

**Column A**



**Column B**



3



# Merry Olde England

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## Read this article and answer the questions

England is a country in the continent of Europe. The time period that Shakespeare lived in is called the Elizabethan Period. This period is named after Queen Elizabeth I, who ruled from 1558-1603.

During Queen Elizabeth's rule, England was a very strong country. England's powerful navy defeated the Spanish Armada during this time. The arts were also very popular. This time period is also known as the English Renaissance.

William Shakespeare lived from 1564-1616. He was a famous playwright and poet from the Elizabethan Period. Shakespeare was 25 years old when he wrote his first play. No one knows what Shakespeare really looked like. No pictures were painted of him while he was alive, and cameras were not invented yet.

Many of Shakespeare's plays were performed at a theater called The Globe. The Globe Theatre opened in 1599. The Globe is in London, on the south bank of the Thames River. London is the capital of England.

## Questions

1. What continent is England a part of?
2. What did William Shakespeare look like?
3. Who is the Elizabethan Period named after?
4. What is the name of the theater where Shakespeare's plays were performed?
5. How old was Shakespeare when he wrote his first play?

# Money Matters

1. Dan the Dancing Bear's owner charges 75 cents per dance. Circle the coins needed to pay for one dance.



2. Jack and Annie need to buy costumes for their parts in the play. If they need all of these things, how much money do they need to buy their costumes?



\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ cents

\_\_\_\_\_ cents = \_\_\_\_\_ dollars



3. Annie wants to save Dan the Dancing Bear from his owner. The owner wants \$3.00 for Dan's freedom. Does Annie have enough money?



Annie has \_\_\_\_\_.

Does Annie have enough money? \_\_\_\_\_

4. William Shakespeare gives Dan's owner money to free him. The owner wanted \$3.00. How much did Shakespeare give him, and how much change does Dan's owner owe Shakespeare?



\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = Shakespeare paid \_\_\_\_\_

\_\_\_\_\_ - \$3.00 = \_\_\_\_\_ in change.

# Facing Your Fears

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In **Magic Tree House: Showtime with Shakespeare**, Jack has to face his stage fright in order to help Shakespeare and solve Morgan le Fay's riddle. The other actors in Shakespeare's play give Jack advice to help him overcome his fear. What would you say to someone who was afraid to do something? Write them a letter, giving them advice on how to face their fears.

Dear \_\_\_\_\_,

I know that you are afraid. \_\_\_\_\_

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Sincerely,  
\_\_\_\_\_

# Drama Lesson Plan

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## The World Around Us: Magic Tree House

Jack and Annie go to many different places and time periods from their magic tree house. Use your imaginations and your knowledge of different places and eras to go on a *Magic Tree House* adventure in your classroom!

Have students stand and begin to move silently around the room at a walking pace. If there is a large open space or classroom rug, you may use this space exclusively if you wish. If needed, you can prompt them to walk as if they're walking down the hallway. They may walk in any direction and anywhere in the room, but they may not touch any objects or other people, and they may not use their voices.

Once students have successfully followed these directions, ask students to freeze. Tell them that they are now on a magic elevator that will take them to any kind of environment that you choose as a class. The same rules apply in each environment, though – you must stay silent and safe with your body. Choose an environment, or call on a student for an idea (suggestions include the time of dinosaurs, space, the jungle, etc.). Once an idea has been chosen, count down – “3-2-1, We wish we could go there!” and have students unfreeze and explore the environment. After a minute or two of exploration, prompt students to freeze again, and ask them to raise their hands if they encountered something on their *Magic Tree House*. Adventure that they'd like to share. Urge them to use their sensory words to describe it. What did they see? What did they hear? What did they smell? What did they taste? What did they touch?

Here is an example:

**Teacher:** All right, we're going to explore the time of the dinosaurs. 3, 2, 1, We wish we could go there!

*(Students explore around the room, silently and safely.)*

**Teacher:** 3, 2, 1, FREEZE! Raise your hand if you'd like to share what you discovered in the time of the dinosaurs. Yes, Jack?

**Jack:** I saw a velociraptor!

**Teacher:** That's great! Yes, Annie?

**Annie:** I heard a lot of growling and roaring!

## Further Exploration:

### Greetings, Your Majesty!: An activity of vocal variety

When Jack and Annie perform with Shakespeare, they don't have time to rehearse. They're given their lines, but no other direction. Use this activity to stretch your creativity and improvisation muscles!

Choose one actor to sit with their back to the audience. This actor is the king or queen. The other actors take turns approaching the king or queen from behind and say “Greetings, your majesty!” The king or queen then guesses who it is. If the king or queen cannot guess correctly, then that actor becomes the new king or queen. The object is to disguise your voice, making it difficult for the king/queen to detect who is approaching them.

The background of the page is a stylized illustration of a stage. Red curtains with yellow rings are pulled back to reveal a dark stage floor. The text is centered within this frame.

# **The Emerald City Theatre Guide to Creating Your Own Play**

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Did you know that anyone can be an artist? Whether you'd like to design sets or costumes, become a playwright, direct a show, or perform onstage, this guide will help you through the creative process!

Want to create music, dance, visual art, or another project instead? This guide will still be useful to you, since many artists use similar steps for many forms of art.

## Step One: Inspire

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Artists draw inspiration from all kinds of places, including their personal experiences, other artists, history, and the world around them. What are you inspired by?

**Inspire:** *verb.* fill with influence, prompt someone to do something, fill with a specific thought or feeling, encourage, stimulate

*“Find your voice and inspire others to find theirs.” – Stephen Covey*

Mary Pope Osborne, author of the *Magic Tree House* books, says, “I get lots of inspiration from talking to kids and teachers.” (*Scholastic.com*)

Think of something that inspires you. A play could inspire you to want to turn your favorite story into a play. A painting could inspire you to think about what the people and animals in it would say. A story could inspire you to retell it from a different character’s point of view. What’s your inspiration? Once you choose, this will be the basis of your project. (It’s ok to be inspired by more than one thing!)

I am inspired by \_\_\_\_\_

To create \_\_\_\_\_.

*Example: I am inspired by my friends to create a play.*

## Step Two: Imagine

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Just like you use your imagination to play make believe, artists use their imaginations to create new worlds and characters. Now that you’ve been inspired to create, what can you imagine your play will be like?

**Imagine:** *verb.* form a picture of something in your mind, think, believe, dream up

*“Think left and think right and think low and think high. Oh, the things you can think up if only you try!” – Dr. Seuss*

Mary Pope Osborne says... *“My imagination is closer to a child’s imagination than to a grown-up’s.”*

Let your ideas run wild! At this step in the creative process, all ideas are good ideas. Use the included page or a notebook to brainstorm. Write down everything, even if you don’t think you can achieve it! During this step, many artists ask the question “What if?”

# Brainstorm Sheet

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**Put all the great ideas you can imagine here!**

*Example: A play about a group of friends, they sing, on a spaceship, there's a unicorn, they're mermaids, they save the day!*

## What If...

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**Write your What If... questions here.**

*Example: What if... the costumes are mermaid tails? What if... the play is set in 1924?*

What if... \_\_\_\_\_?

What if... \_\_\_\_\_?

What if... \_\_\_\_\_?

## Step Three: Research

---

A great play is well-researched. Artists do research to learn how to be correct when setting their play in a certain time period. If the play is set in 1924, characters cannot have cell phones! Artists also do research to learn about art that has already been created from the same inspiration. It's ok for artists to be inspired by other art or artists, but we want to be very careful not to copy them. Research also helps artists narrow down their big ideas into smaller projects they can accomplish.

**Research:** *verb.* investigate carefully in order to discover facts and theories, study and examine

*“Creativity requires input, and that’s what research is. You’re gathering material with which to build.”* – Gene Luen Yang

Mary Pope Osborne says... *“I had to rely on my research and my imagination to write about Jack and Annie’s dog sled ride.”* (Geek Dad)

Look back at your Brainstorming and What If... sheet. Make a list of questions to research. Once you have a list, ask an adult to use a computer, or go to your local library. Books and the internet are both great resources for researching! Use your resources to find answers to your questions. With more knowledge, you can make your play even better!

## Research Questions

---

**Write questions you’d like to research below.**

*Example: How do you make a mermaid tail? When were spaceships invented? What other plays are there about friends?*

- 1.
- 2.
- 3.
- 4.
- 5.

# Step Four: Plan

---

Artists make plans to help organize their projects. Plans can help artists know what to do first, where they need help, and what kinds of materials they need. Plans can help to break up a big project into smaller, more manageable steps.

**Plan:** *verb.* prepare in advance, create a proposed idea for, think out

*“To achieve great things, two things are needed; a plan, and not quite enough time.”* – Leonard Bernstein

Mary Pope Osborne says... *“I read and take notes in skinny reporter notebooks; I create maps, diagrams; and I tape photocopies of pictures onto large tablets. Slowly I create a world that’s far more expansive than the short tale I’ll eventually tell. But all the preparation and research seem necessary to thoroughly immerse myself in a different time and place, along with Jack and Annie. (Plus, it’s incredibly fun.)”* (Kidsreads.com)

After you have answers to your research questions, it’s time to plan. Use your brainstorming, along with your research, to create a step-by-step plan for your project. If you don’t know all of the answers right now, don’t worry – one of the great things about a plan is that it can be changed if it needs to be! As a part of your plan, answer the 5Ws on the worksheet. If you’re working in a group, this will help you divide tasks between you and your team. For a bigger challenge, try answering the 5Ws for each step of your plan.

## The 5Ws

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*Example: Who: Me, Rachel, Nikkia, and Rebeccah; What: The Best Friends Play; When: May 20; Where: In my backyard; Why: To tell a story and have fun!*

**Who:**

**What:**

**When:**

**Where:**

**Why:**



# My Plan by

---

*Example: 1. Write script. 2. Make costumes. 3. Build set. 4. Rehearse play. 5. Tell our families. 6. Perform!*

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

## Step Five: Gather

---

When you're cooking, it's important to gather all of your ingredients before you begin a recipe. When you're making art, it's also important to gather your materials before you begin. Artists often gather a team of people to help them finalize their plans. Theater is an extremely collaborative art form, meaning that many people work together to create the elements of a play, like costumes, scenery, sound effects, lighting, directing, choreography (dancing), stage management, and acting.

**Gather:** *verb.* bring together into one group or place, collect

*“The fun for me in collaboration is, one, working with other people just makes you smarter; that’s proven.” – Lin-Manuel Miranda*

Mary Pope Osborne says... *“After about ten Magic Tree House books had been published, my husband Will noted that teachers and parents kept talking about the books inspiring kids to learn more about the places and times that Jack and Annie visit. So he created the Fact Tracker series as nonfiction companions to the fiction. After writing eight books, he began writing plays based on Magic Tree House; so my sister Natalie Pope Boyce took over nonfiction writing. She’s now written more than 30 Fact Trackers. This is definitely a family business...”* (Geek Dad)

Review your plan. What materials will you need to complete each stage of the plan? Who will collaborate with you to complete your plan? Make a list, and talk to the people on your team. Set up a time to meet to talk about assignments.

# Who's On My Team?

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*Example: 1. Me, 2. Nikkia, 3. Rachel and Rebecca, 4-6. All of us!*

**Plan Step 1:**

**Plan Step 2:**

**Plan Step 3:**

**Plan Step 4:**

**Plan Step 5:**

**Plan Step 6:**

## Materials List

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*Example: 1. Paper and notebook, copy machine; 2. Clothes, fabric, needle and thread, hot glue*

**Plan Step 1:**

**Plan Step 2:**

**Plan Step 3:**

**Plan Step 4:**

**Plan Step 5:**

**Plan Step 6:**

## Step Six: Create

---

Creation! That's what art is all about: creating something that wasn't there before. Artists create through many different mediums in many different ways. What helps you create? Do you prefer quiet while you work, or would you rather listen to inspirational music? Do you prefer working in a group, or finishing your task by yourself? We're all different creators – and that's what makes art so exciting!

**Create:** *verb.* make from your own imagination, as a work of art or an invention; cause to happen

*“To create a work of art is to create the world.” – Wassily Kandinsky*

Mary Pope Osborne says... *“My advice for writers is not to worry about the sales of your work of even whether it's “good,” but rather, invest yourself in the process of writing for the joy of the experience.”* (Cuppajolie.blogspot.com)

Now it's time! You've done all your preparation – you've been inspired, you've imagined, you've researched, you've planned, you've gathered, and now you get to create! Put your plan into action. Write your script. Create the blocking. Have actors learn their lines. Draw, find, or sew costumes. Choose a set. Go for it!

## My Script by Carly

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*This is a script example – use your own paper and notebook to create yours!*

**Carly:** Once upon a time, there were 4 friends.

**Nikkia:** They were best friends.

**Rachel:** They were also mermaids.

**Rebeccah:** This is their story.

**Carly:** I can't believe it! School is finally out for the summer!

**Rebeccah:** Yeah, I can't wait to go on my trip to the Atlantic Ocean.

**Rachel:** I'm going there too! Maybe our families can meet up.

**Nikkia:** I'm going to underwater basket weaving camp – I can't wait to show you what I've learned!

## Step Seven: Rehearse/Revise

---

Great artists practice all the time. Even the best artists make mistakes. They simply get back up and keep creating. Take time to rehearse your play. If something isn't working after a few tries, revise (change) it. In theater, the play you see onstage was not like that on its first, second, or even third rehearsal. Art takes time!

**Rehearse:** *verb.* prepare for performance, practice

**Revise:** *verb.* change, improve, make corrections to, update

*“You need to make mistakes in rehearsal because that’s how you find out what works and what doesn’t.” – Clarke Peters*

Mary Pope Osborne says... *“...and then I said, “Okay what could be better?” The creative challenge became really stimulating.”*

It's time to rehearse. This is the part where you'll gather your team and practice over and over and over again before an audience watches your play. This is also your chance to make any changes that are needed. You can change lines, find new costumes, use set pieces differently, or add in a sound cue. Keep rehearsing until everyone feels confident about their tasks in the play.

## Step Eight: Share

---

**Did you know:** The audience watching a play is a part of the final part of the creative process – sharing your art with others!

**Share:** *verb.* participate in, take part, invite others to participate with you

*“If you’re a new artist, practice your art and share it.” – Jason Mraz*

Mary Pope Osborne says... *“And while you’re doing all of this, make sure you’re having a good time. Remember that using your imagination and the power of words to create something new can be the most fun thing in the world.”* (Kidsreads.com)

It's finally time to share all your hard work! Gather your friends and family and perform your play. You should be so proud of yourself for creating art! Think of all the other inspiration in the world just waiting to be turned into art...

***“I’m telling you, every seven- and eight-year-old out there has something to say.”  
– Mary Pope Osborne***

# Glossary

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<b>Audience:</b> <i>noun.</i>	a group of people at an event
<b>Blocking:</b> <i>noun.</i>	where and when actors move onstage during a play
<b>Choreography:</b> <i>noun.</i>	the sequence of moves that make up a dance
<b>Collaborate:</b> <i>verb.</i>	to work together on a project
<b>Cue:</b> <i>noun.</i>	the line before your character's line in a script
<b>Rehearse:</b> <i>verb.</i>	to practice, particularly in the performing arts

## ADDITIONAL ACTIVITIES FOR THE CREATIVE PROCESS

### Set Design – “Inspire”

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The **set** of a play is the furniture and structure onstage that helps to convey the setting – the where and when a play takes place.

You be the set designer! Choose a setting from the list below. On a separate sheet of paper, write or draw some things that might inspire you to design the set. Are you inspired by a movie you saw? By a book you read? By your own imagination? By your favorite color?

**Settings to choose from:**

- Outer space in the year 3000
- Planet Earth during the Jurassic Period
- Chicago, IL in 2017
- A science lab in 1970
- A library in 1900
- A train station in 1850

# Costume Design – “Imagine”

---

The **costumes** in a play are the clothes that actors wear to help convey their character. Costumes also help to convey place and time by their style and pattern.

You be the costume designer! Imagine that you are designing costumes for a play with the same setting you chose in the previous activity. On separate sheets of paper, draw and color what costumes would look like for three characters in that setting: Jack, Annie, and someone they meet from that place and time. What would they wear? What colors would their costumes be? What styles?

# Script-Writing – “Create”

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The **script** of a play contains all of the lines the actors say and songs the actors sing. A script looks different from a regular book, because before each line, it has the name of the person that will say it.

You be the playwright! Imagine that you are writing a play with the same setting you chose in the previous set and costume design activities. On this page, write the scene that you think might happen when Jack and Annie first arrive in the new setting. What would they say? Who would they meet?

# Props Design – “Research”

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The **props** in a play are the items that actors hold in their hand to help them tell a story. A prop might be fake money, a tool, a book, or more! Props often go along with costumes and sets, since actors carry them onstage and sometimes set them down.

You be the props designer! Imagine that you are designing props for a play set in the year 1601, much like *Magic Tree House: Showtime for Shakespeare*. With permission, use a computer to research the year each of these items were invented. Circle “Yes” if that item could be used as a prop in a play set in 1601, and “No” if that item could not be used as a prop in a play set in 1601 because it hadn’t been invented yet!

Item	Year Invented	Used as a Prop in 1601?	
Scroll	_____	Yes	No
Phone	_____	Yes	No
Camera	_____	Yes	No
Computer	_____	Yes	No
Soccer Ball	_____	Yes	No
Doorbell	_____	Yes	No
Pocket Watch	_____	Yes	No
Oil Painting	_____	Yes	No

Script by \_\_\_\_\_

Scriptwriting template with 20 horizontal lines and a vertical line on the left. Each line is preceded by a double colon (:):

: \_\_\_\_\_

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# What Did You Think?

## Share with Us!

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Now that you've seen ***Magic Tree House: Showtime with Shakespeare***, let us know what you thought of the show.

**Older Students:** In the front of this guide, you will find a program that lists all the characters of the play and the names of the actors who play them. Choose one character from the show and write them a letter. Describe in detail which part of the show was your favorite. (You may photocopy page 33 with a letter format for your class.)

**Younger Students:** Think back to the show. What was your favorite part? Draw a picture showing your favorite part of the play. (You may photocopy page 34 with a drawing format for your class.)

We'd love to see your work. Send your letters and pictures (or photocopies of them) to us when you are done. All materials can be mailed to:

**Emerald City Theatre**

**ATTN: Education**

3rd Floor – Athenaeum Theatre

2936 N Southport Ave

Chicago, IL 60657

**Teachers:** We want to know what you thought! If your class completes this activity, please send them to us. The reactions from our audiences are the best part of our jobs. Feel free to email us at **[oz@EmeraldCityTheatre.com](mailto:oz@EmeraldCityTheatre.com)**!





*Dear* \_\_\_\_\_

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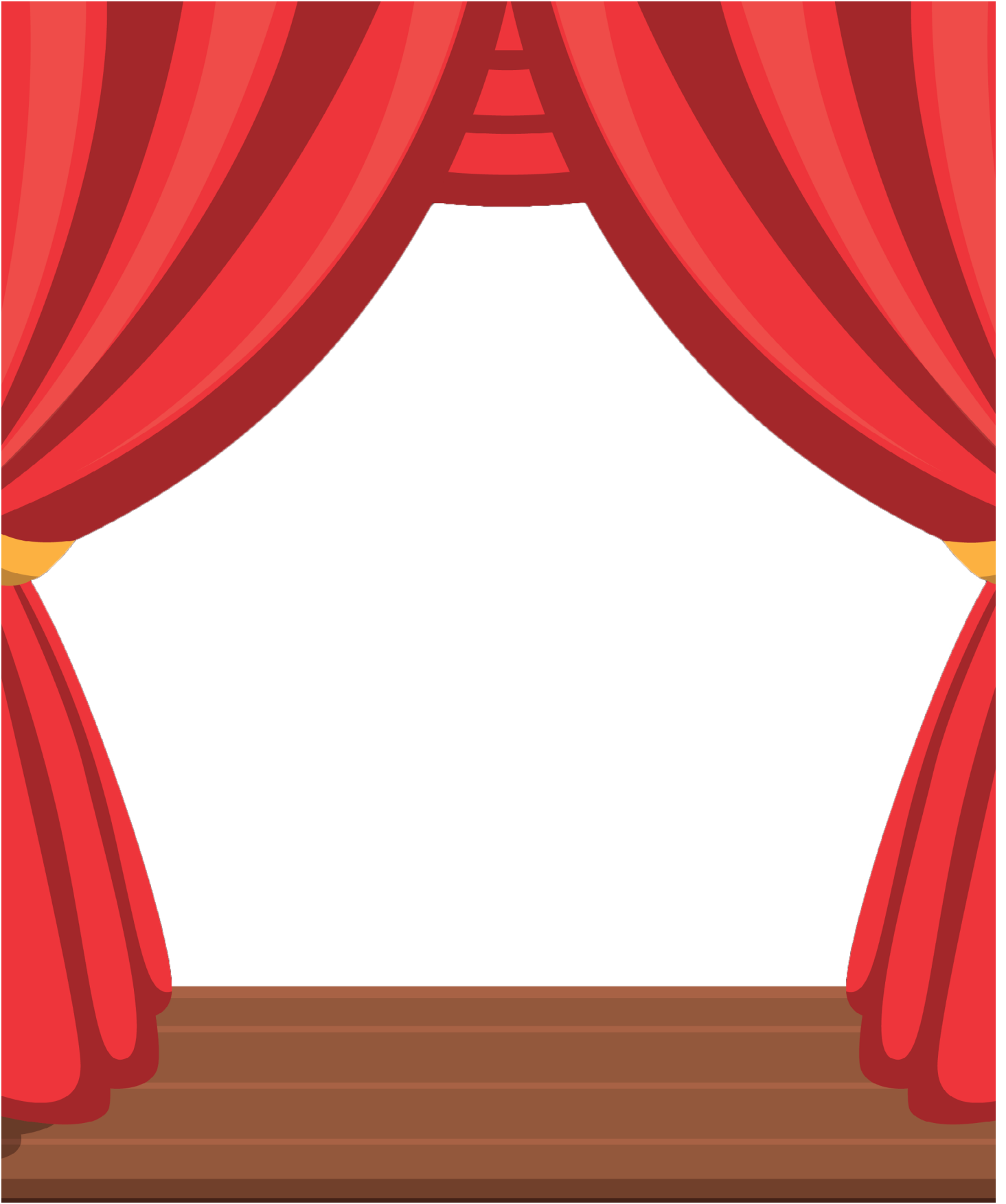
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Sincerely,* \_\_\_\_\_

\_\_\_\_\_



**NAME:** \_\_\_\_\_

# Showtime for CPS Readers: MAGIC TREE HOUSE

All 60,000 CPS 2nd and 3rd graders receive a free performance and free book



## DEADLINES:

Register by  
**NOV 3:**  
to receive books in December

**DEC 4:**  
to apply for free residency

**DEC 22:**  
to receive books in January

**Emerald City Theatre** has partnered with **Mary Pope Osborne**, author of the award-winning **Magic Tree House** book series, to provide an opportunity for all **60,000 CPS 2nd and 3rd graders to receive:**

- A free copy of *Magic Tree House #25: Stage Fright on a Summer Night*
- A free live stream performance of Emerald City Theatre's *Magic Tree House: Showtime with Shakespeare* on February 9, 2018
- Free supplementary materials for CPS teachers



## PARTNER WITH EMERALD CITY THEATRE

### MATINEE FIELD TRIPS



Book your field trip for a 2017—2018 student matinee! **Complete with an original study guide and a Q & A with the cast, a field trip to Emerald City Theatre is a great way to introduce students to their favorite stories live on stage.** Tickets for productions at the Apollo Theater and Broadway Playhouse are a flat rate of \$9 per ticket. Performances of *Mother Goose's Garden* are a flat rate of \$475 for a private performance (seats up to 40 students and adults).

Currently Playing and Coming Soon:

- **Mother Goose's Garden** now playing – Spring 2018
- **Magic Tree House** January 27 – February 25, 2018
- **Knuffle Bunny** March 24 – May 26, 2018

### CLASSROOM WORKSHOPS



**Emerald City Theatre** offers workshops to expand your field trip experience in your own classroom! Workshops are 45-55 minutes long.

**PRE-SHOW:** ECT Teaching Artists lead students in an introduction to theater, the roles of the actor and audience, and introduce themes and concepts of the show.

**POST-SHOW:** ECT Teaching Artists use interactive activities to reinforce comprehension of the themes and concepts of the play.

Reserve one OR both workshops for your class at \$125 per classroom.

### AFTER-SCHOOL PROGRAMMING



**Emerald City Theatre brings world-class teaching professionals to your school** for exercises in acting, singing, and dancing after the bell rings. We offer a wide array of after-school drama classes for all age levels with exciting new themes each session. **Our weekly programs focus on team-building, listening skills, storytelling techniques, and confidence strengthening.** Your students will show off all they've learned in a presentation during the final class! Prices vary; please inquire for pricing details.

### IN-SCHOOL RESIDENCIES



Combine the fun of creative drama with your **Common Core standards**. Emerald City Theatre's flexible Residency program focuses on developing **students as confident readers, writers, and actors in your classrooms**. Our professional teaching artists guide your class in developing academic, artistic, and life skills during multiple visits, culminating in a final presentation. Pre-K through 8th grade classrooms can be accommodated. We will work with your school's budget! Generally, prices start at \$1,800 for a 9-session residency.