



KidSeries Season

2018-19



Educator Study Guide

Bunnacula (Fall 2018)
We Found a Hat (Winter 2019)
Time Warp Trio (Spring 2019)

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

© 2019 by Lifeline Theatre and Julie Ganey. Significant work contributed by Zachary Sabitt. This study guide is only to be used in conjunction with performances at Lifeline Theatre in Chicago, Illinois. Any other use is strictly forbidden.

The Time Warp Trio



Adaptation by Frances Limoncelli

Directed by Heather Currie

Based on the book series by Jon Scieszka, illustrated by Lane Smith

TABLE OF CONTENTS

- 3 Introduction to the Student Matinee Program
 - Preparing for your Field Trip
 - Traditional Plays vs. Literary Adaptations
 - Jobs in the Theatre
- 6 Synopsis of the Play
- 7 Visual Vocabulary of the Play
- 8-11 Activity Pages
 - Time Warp Trio Craft
 - Time Warp Reflection
 - Time Warp Trio Crossword
- 12 Further Adventures: Drama Games relating to *The Time Warp Trio*
- 13 Student Review Sheet
- 14 Teacher Comment Form

Introduction to the Student Matinee Program

Lifeline Theatre's award-winning adaptations of children's literature inspire a love of reading that will activate your students' imaginations and stay with them throughout their lives. Every year, Lifeline Theatre's KidSeries Student Matinee Program serves over 3,000 students, 40 schools, 129 classrooms, and 222 teachers with school-day performances of our season productions.

We encourage you to use this study guide to enrich your students' experience of *The Time Warp Trio* and enhance the educational value of the production. Please let us know what parts are helpful to you and where you would like additional materials. There is a teacher feedback form and student survey to copy for your class, and we hope you will take the time to let us know what you thought of both the show and the study guide. We do this work for you and your students, and we want to make it beneficial and user friendly!

Preparing for Your Field Trip

Before the Play: Discuss Appropriate Behavior

Have a discussion with your students about proper theatre etiquette. For example, it's okay to clap and laugh, but it's not okay to talk to your neighbor. Have students compare and contrast the difference between watching a movie and watching a play. Ask if students have been to a play before. If so, what play? What was the experience like? Talk about the concentration that performing in a play requires, and ask the students what they find distracting when they are trying to accomplish a task in front of people. How can they help the actors succeed and do a good job? Let students know that in plays, actors sometimes play several different characters, and change roles by simply swapping out costume pieces and altering their voices and bodies.

After the Play: Reflect on the Experience

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

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

Traditional Plays vs. Literary Adaptations

Lifeline Theatre's KidSeries productions are often musical adaptations of picture books and short stories for children. Sometimes the playwright is very faithful to the source material, and sometimes the original book is simply inspiration. We encourage you to discuss the elements of each version and compare/contrast the two both before and after you see the play.

Before the Play: Get to Know the Original Story

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

- Who are the characters in the story?
- What happens in the beginning of the story? The middle? The end?
- Is there a character in the story you don't like?
- What makes you dislike this character?
- How do you think he/she might be portrayed in the stage version?
- What do you think you will see on stage as the actors tell this story?
- How might the play be different from the story? How might it be the same?

Beginning, Middle and End

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

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

- How were the book and the play different?
- How were the book and the play the same?
- What elements of the play surprised you?
- Which did you enjoy more, reading the book or watching the play?
- What was your favorite part of the play?
- Was that your favorite part of the book too?
- Were there any characters in the book that were not in the play, or vice versa?
- Why do you think the playwright added or subtracted certain parts?
- How would you describe the style of music in the show?

Jobs in the Theatre: Behind the Scenes

Before the Play: Prepare Your Students to Observe All Aspects of the Production

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

Playwright/Adaptor/Author – writes the play

Composer – writes the music for the show

Lyricist – writes the words (or “lyrics”) for the songs in the play

Director – directs the play - makes decisions about costumes, lights, sets, and what the actors do onstage

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

Lighting Designer – designs and hangs the lights for the show; designs lighting effects

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

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

Costume Designer – designs and finds or makes the costumes for the show

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

Actors – perform the play

After the Play: Discuss the Students’ Observations

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

- How did the costume designer make the actors look like the characters they were playing?
- What about their costumes helped you to know what kind of people or animals they were?
- Did you have a favorite costume in the show? Which one? Why was it your favorite?
- If there were animal costumes, how did the costume designer create them so that they would look more like animals than people?
- What are some of the locations the play took place in?
- How did the set designer make the settings look realistic?
- What sound effects did you hear in the play? How did those sound effects help you to know what was happening in the play?
- Why do you think the composer chose the styles of music he did? What sorts of music would not make sense with the story?

The Time Warp Trio

Synopsis

At Joe's birthday party, with his friends Freddy and Sam, Joe receives a birthday present from his magician uncle with a warning attached to "be careful what you wish for." Joe opens the gift and finds a book titled "The Book." Freddie grabs the book from Joe, opens it up to reveal a picture of a black knight at the edge of a clearing, and says, "Wouldn't it be great to see knights and all that stuff for real?" Suddenly, they find themselves transported to the land and time of knights, kings, and queens.

Unfortunately, they're right in front of the Black Knight, who charges at the trio with his sword. Freddie, Joe, and Sam jump out of the way to avoid his strike. Freddie taunts the knight and eventually brings him to exhaustion, then pulls out a baseball and hits it at the knight with a stick, toppling him. The White Knight then appears and thanks Freddie, and takes off her helmet to reveal herself as the great Queen Guinevere of King Arthur fame. She leads the trio to the Great Hall of Camelot, where the queen asks them how they can be repaid for their efforts. They ask for help getting back to Joe's party in New York. Suddenly, separately, Bleob the giant, and Smaug the dragon, attack the castle. The trio runs to approach Bleob, and Sam has the idea to trick Bleob into attacking Smaug, which he does. Eventually, Smaug's fire breath interacts with Bleob's gas, which causes an enormous explosion, expelling them both. Merlin and Queen Guinevere appear and thank the trio. Merlin shows them a mysterious book he found, which turns out to be "The Book". Suddenly, green mist surrounds the group once again and they find themselves back in Joe's New York apartment.

The next day, the trio meets up at Joe's apartment. It doesn't take long for the group to grow bored with homework, and Sam suggests the trio go back to a prehistoric time so they can be the smartest humans alive. This time, however, they will hold fast to The Book, so that they can get back home to the present era. They open up The Book to a picture of a caveman, and green mist surrounds them as they transport back in time.

Unfortunately, the group's plan for holding onto the book while time traveling doesn't work. Stuck in the prehistoric era and without a way to get home, the trio follows a caveman they find whose name is Ma. Ma takes the trio to her cave, where she intends to feed them. The trio misunderstands Ma and thinks she's going to try to eat Joe, so they run away from her. They meet another caveman named Duh, who runs away when a Woolly Mammoth approaches. The trio runs from the Woolly Mammoth and hides in a cave, where they find Ma trapped by a boulder. Duh approaches, and helps the trio try and free Ma from the cave. The boulder is too heavy, so Duh brings over a tree log, which they use as a wedge to roll the boulder out of the way. When Ma sees the trio, she brings them to a cave painting already created of the three of them, the first version of The Book. Green mist swirls around the trio, and they wind up back in Joe's bedroom.

The next day in school, the trio goes on a field trip to the Museum of Natural History. Bored, they decide to travel to the future through The Book, and find themselves in 2119.

A robot approaches the trio and asks them for their numbers. Afraid, the trio runs out into the city of New York. They notice a girl following them, and she tells them to follow her. Worried, the trio runs away from her, and suddenly find themselves in the middle of Uncle Joe's magic show. The robot returns in the middle of the show asking for the trio's number. As the robot comes closer, the same girl who was stalking the group earlier jumps in and transports the trio to her bedroom, as well as Uncle Joe.

The girl who saved the group introduces herself as Joannie and reveals that she's Joe's great-great-granddaughter. She tries to help the trio return to 2019, but does not have The Book. Uncle Joe is with them and has a Time Warp Watch, but when he tries to use it, it malfunctions. They find an exact replica of Joe's bedroom in the 2119 museum, and there, Joannie finds The Book inside of a replica of Joe's backpack.

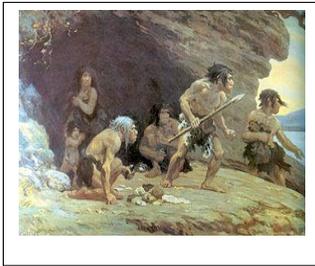
The trio returns to 2019 and immediately writes the note Joannie will find later on the back of a worksheet. Joe returns home, where his mom is angry that he has been focused on The Book instead of doing schoolwork. Joe's mom takes the book from him and later opens it, only to be surrounded by green mist. Will the adventures continue?

VISUAL VOCABULARY
Time Warp Trio

KNIGHT



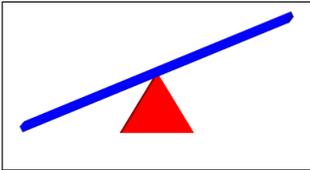
CAVEMAN



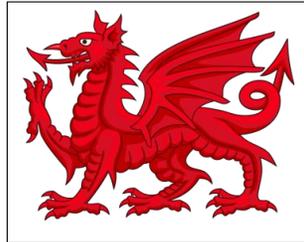
CASTLE



FULCRUM



DRAGON



DAMSEL



SORCERER



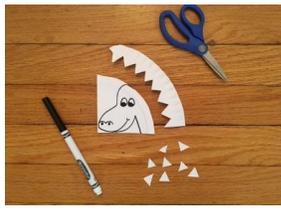
GIANT



MAGICIAN



TIME WARP TRIO CRAFT

| | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Cut your paper plate as shown above. First cut it in half. Cut one half in half again (to make 2 quarters) and then cut one of the quarters in half again (to make 2 eighths).</p>  | <p>Cut the rim of the plate off the quarter plate piece.</p>  | <p>Cut little triangles off the plate rim piece to make the tail and draw a dragon head on the remaining piece.</p>  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

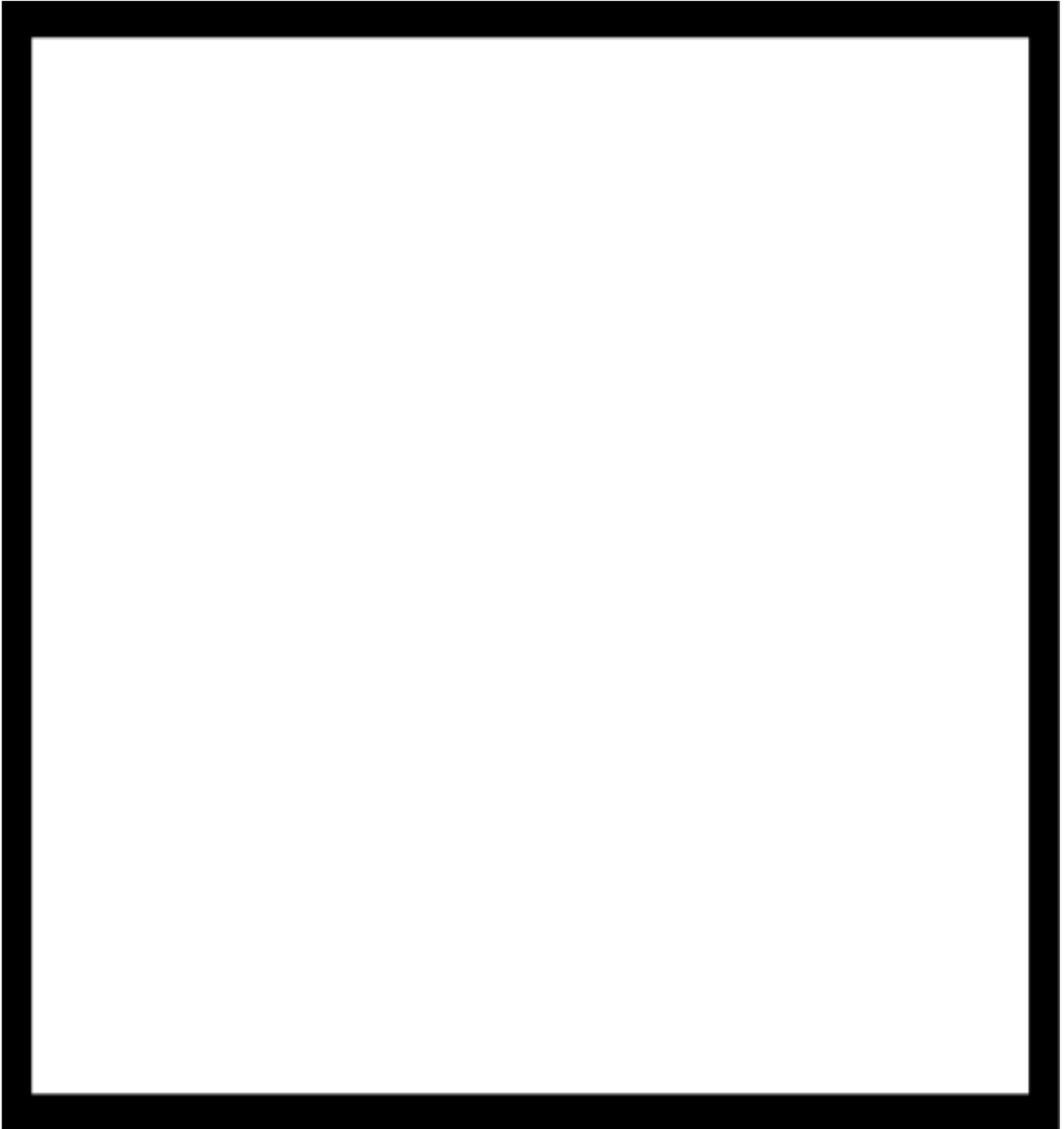
| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Cut out your dragon head and give some shape to the two other small plate pieces (the eighths) for the wings.</p>  | <p>Color and decorate your dragon pieces.</p>  | <p>Glue the pieces as shown and make your dragon fly!</p>  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|

Time Warp Reflection

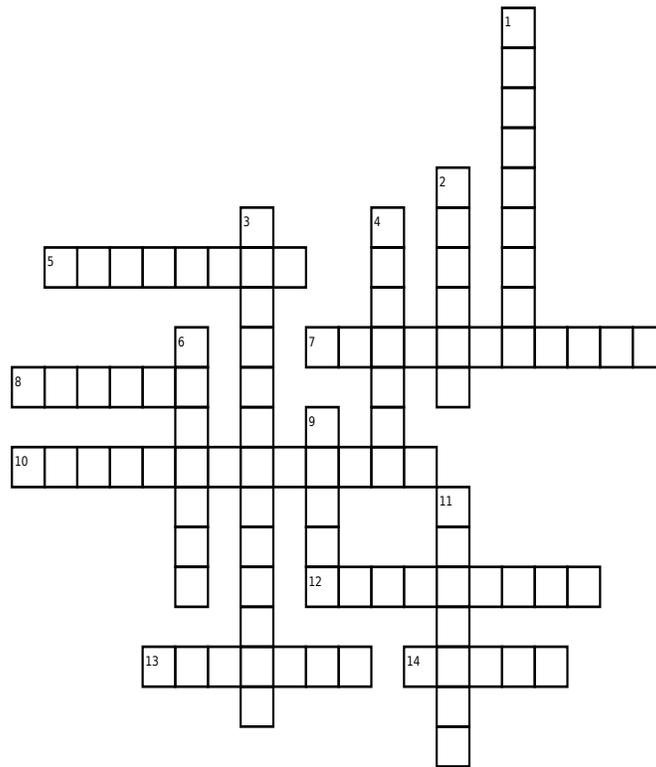
In the play, the Time Warp Trio discovers they can go back or forward to any time period. If you could travel to any time period, which one would you go to and why? Spend a few minutes writing about what interests you about this time period and what you would do when transported to it.



In the play, each character has different emotions about their time travel adventures. When was a time you found yourself somewhere that was unfamiliar to you? How did it feel? What did you try to do to familiarize yourself with the new place?



Time Warp Trio Crossword



Down:

1. Emerald Cloud
2. Magic Man
3. Trio Savior: Joe's Great _____
4. Round Table Home
6. Biggest City in U.S.
9. Gas Lighter
11. Time Travel Key

Across:

5. Tunnel to the Past
7. Earliest Times
8. Opposite of Past
10. Furry Elephant
12. Queenly Knight
13. Early Ancestor
14. Electronic Servant

FURTHER CLASSROOM ADVENTURES

Drama Games relating to *Time Warp Trio*

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

Magic Elevator *(To explore different environments and time periods)*

How To Play: Designate an area of the room as "the magic elevator." Explain that this elevator travels to different time periods and environments. The doors may open on a pre-historic forest, on the moon, on a lively market in Paris 200 years ago, during the Middle Ages, or the Renaissance. Divide the class into groups, and let them decide what environment and time period they will pantomime when the elevator doors open. The goal is for the group to add clues and to be clear, so that the audience is able to discern and discover what environment is being portrayed.

Character Interview *(Use your imagination to get to know the characters!)*

How to Play: Focusing on a specific character from *The Time Warp Trio*, a volunteer is asked to come up and "be" that character for a Q&A with the class. The student is asked to consider not only the physicality of their character, but also the words and feelings he or she might use in such a setting. The class speaks to this actor as the character and asks them questions about their life and experiences. Examples: Joe, Freddie, Sam, Joe's Mom, Uncle Joe, Bleob the Giant, Joannie, etc.

Emotion Masks *(Because it's okay to feel any way we feel)*

How to Play: This game helps explore different emotions. The teacher or leader selects an emotion. Students use their hands as a "mask." When the leader says "masks up," everyone covers his or her face and makes a face that expresses that emotion. Then the leader says "masks down" and those faces are revealed. Students can look around and make note of each others' facial expressions to better create their own emotions. The leader can also have the students select their own emotions, and students have to guess what each other's emotions are.

Statue Stories *(Because there's more than one way to see things)*

How to Play: Play "Emotion Masks" as a warm up. Then choose 2 volunteers to come to the front of the class. Ask them to each pick an emotion (don't say it out loud) and on the count of three, both students will strike a pose representing their chosen emotion. (They cannot discuss it with each other, they can't touch each other, and it doesn't matter if they both end up doing the same emotion.) Now the rest of the class has to come up with short explanations of what's happening to make each person feel what they are representing. (i.e. "Mary is happy because she just got a great present, and Leo is jealous.") Hear as many versions as you have time for. Then choose another pair of volunteers. You can have 3 or 4 people at once as the class gets better at it. The volunteers should freeze into their pose, but they only need to display an emotion. The observers (the class) place the story on top, and all stories are possible. (None of the volunteers can say "That's not what I was doing!")

Student Review of *Time Warp Trio*

By: _____

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

My favorite part of the play was _____

because _____

My favorite character was _____

because _____

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

the story the characters the music the costumes the scenery

because _____

KidSeries Teacher Comment Form

We'd love to hear from you! Please fill out this comment form, and get it back to us one of two ways: Either mail it to Julie Ganey, Education Director, Lifeline Theatre, 6912 North Glenwood Avenue, Chicago, Illinois 60626, or email it back to us at julie@lifelinetheatre.com. If your students have completed review sheets, we'd love to see those too!

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

Show your class saw: _____

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

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

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

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

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

Would you bring your students to another performance at Lifeline? ___ Yes ___ No

Why or why not? _____

Which activities in the study guide were most beneficial to your students?

Please tell us about any other books you would like to see Lifeline adapt:

(optional) Name _____ Email _____