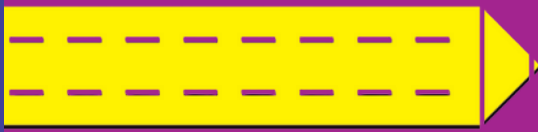


WOODSTOCK ARTS

Rep Tour



story tour

Spring 2023

Play Guide

Welcome to WOODSTOCKARTS

About Us

Woodstock Arts was founded as the Towne Lake Arts Center by G. Lora Grooms in 2002. From humble beginnings as a community theatre in a small industrial building off of Bells Ferry Road, we have expanded in size and scope while remaining true to our mission: to engage community with relevant art experiences every day. Under the guidance of Grooms, Ann Litrel, and Shawn McLeod, we moved to our current location in Downtown Woodstock in 2009 and became Elm Street Cultural Arts Village, inspired by a vision for a community of arts of all kinds. Now led by Christopher Brazelton, Woodstock Arts is home to a robust community-driven theater, an outdoor Concert Venue and Event Green, a ceramics studio, and our newly opened Reeves House Visual Arts Center complete with an art gallery, coffee and wine bar, and education studio. In 2021, we rededicated ourselves to what we do and the community we do it for, known henceforth as Woodstock Arts.

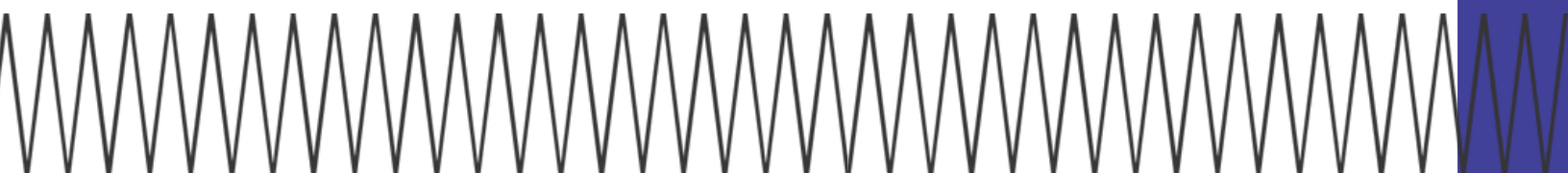
A Season of Celebration

This year, we are celebrating our 20th Anniversary! Every year, we pick a theme for our theatre season that represents our vision for the year ahead. Our 2022-2023 Season is the Season of Celebration, packed full of 13 plays and musicals featuring long-anticipated community favorites, beloved stories told anew, and exciting pieces centering the celebrations and milestones that make our lives meaningful. Thank you for joining the celebration!

About this Play Guide

Through our plays for young audiences, youth and teen spotlight productions, RepTouR story tour, and sensory friendly performances, we strive to create quality educational theatre programs that respect and engage young people's imagination and intelligence. It is our hope that this play guide encourages further exploration through the arts and deepens your connections to the play's story, thematic content, and theatrical presentation.

— WA Education



What is RepTouR?

The RepTouR Story Tour is Woodstock Arts' touring children's theatre program. RepTouR is short for Repertory Tour. In theatre, the word 'repertory' means that a group of actors are rehearsing and performing more than one show at the same time. This spring, we have been working on stage adaptations of both *The Lorax* and *Tall Tales*, which makes us a repertory troupe! We call it a story tour because in addition to the scripts we perform in repertory, half of our show is devoted to acting out stories written by students. Woodstock Arts is able to offer RepTouR performances to schools and libraries in and around Cherokee County at no cost thanks to foundation support from the Georgia Council for the Arts.

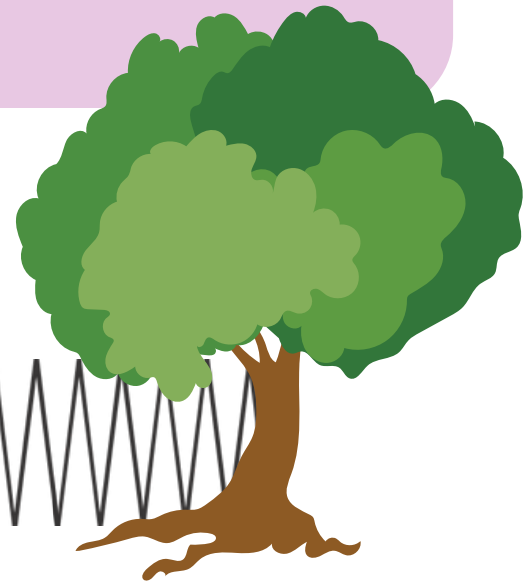


What can students learn from seeing RepTouR?

- Experience the joy of watching a story come alive, from page to stage
- Develop an appreciation for reading, art, and theatre
- Practice the etiquette of watching a live performance
- Engage with literature, language, and creative writing in a new way
- Make personal connections to the curriculum and their community

Teachers and Parents:

Use the activities in this play guide to help your students gain understanding both before and after viewing the play. State standards met by the performance and the activities in this guide can be found on the inside back cover.



Before the Show

Your Role in the Play

Before the show, you may wish to have a discussion with your little ones about their role as audience members. Remind them that theatre can only exist with an audience. Your energy and response directly affects the actors onstage.

The quality of the performance depends as much on the audience as it does on each of the theatre professionals behind the scenes and onstage.

Young audiences should know that watching live theatre is not like watching more familiar forms of entertainment; they can not pause or rewind us like TV, there are no commercials for bathroom breaks, nor can they turn up the volume to hear us if someone else is talking. Audience members are encouraged to listen and watch the play intently, so that they may laugh and cheer for their favorite characters when it is appropriate.

At the end of the play, applause is an opportunity for the audience to thank the actors, while the actors are thanking you for the role you played as an audience.

Once you enter the playing space, we encourage you to talk with your little ones about what they see on stage before the show.

You can use the **See - Think - Wonder** technique for responding to art.

First, ask what they **SEE** on stage.

Ex. "I see a big pink curtain." "I see a table and four chairs."

"I see two green walls." "I see a big tree."

Then, ask what they **THINK** about it.

Ex. "Whose house do you think this is?"

"I think this supposed to take place outside."

Lastly, encourage them to ask questions about what they **WONDER**.

Ex. "I wonder what's behind the curtain."

"I wonder what kind of people live here"

You can use this technique to help guide discussion after the show too!



RepTouR Story Builder

COPY SHEET

Half of each RepTouR show consists of stories written by YOU! You can use this chart to help you organize your ideas.

Story Title: _____
Author: _____

Main Characters:

Other Characters:

Setting:

Where and when does your story take place?

Conflict:

What is the problem?

Main Events:

What happens first?

What happens second?

Conclusion:

How is the problem solved?

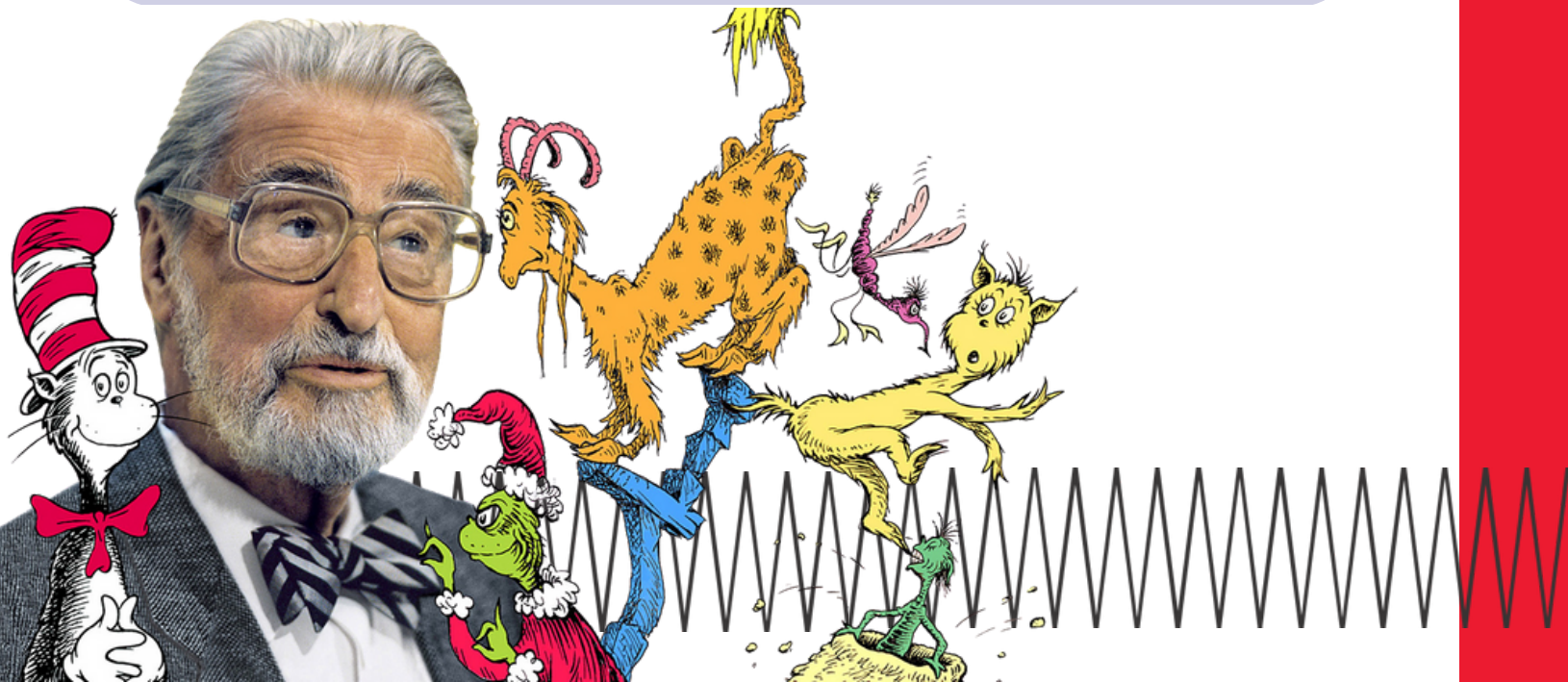
About the Author:

Dr. Seuss

Theodore Seuss Geisel, better known by his pen name Dr. Seuss, was an American children's author and cartoonist whose books sold over 600 million copies in more than 20 languages around the world. He was born and raised in Springfield, Massachusetts and attended Dartmouth College where he wrote for their humor magazine, called the Dartmouth Jack-o-Lantern. He began using the name Seuss in his writing so that he could be anonymous. He first signed his work as "Dr. Seuss" after college, while working at a humor magazine called Judge. In 1937, he published his first children's book, And to Think That I Saw It on Mulberry Street. During World War 2, he took a break from writing and illustrating books for children, instead working on political cartoons, animation, and film. His books are known for their rhymes, his use of new words, and the creative kinds of creatures he drew. He also sometimes wrote using the name Theo LeSieg when someone else illustrated his books.

More Children's Books by Dr. Seuss

- The Sneetches and Other Stories
- The 500 Hats of Bartholomew Cubbins
- One Fish, Two Fish, Red Fish, Blue Fish
- I Am Not Going to Get Up Today!
- How the Grinch Stole Christmas
- Oh the Places You'll Go!
- The Butter Battle Book
- Hop on Pop
- Fox in Socks
- Horton Hears a Who
- Green Eggs and Ham
- The Cat in the Hat
- The Lorax



About the Legends

Calamity Jane

Martha Jane Cannary was born in Missouri in 1852. She lived with her parents and five younger siblings on the frontier in Utah, Wyoming, and Montana. For her skill with a gun, she earned the name "Calamity Jane" and spent her later years as an innkeeper and touring storyteller. Much of what we know about her life comes from exaggerated or false claims that she wrote to advertise her traveling show.



Pecos Bill

Pecos Bill is a fictional character said to have been born in Texas in the mid-1800's. As a boy, he was abandoned along the banks of the Pecos River, where he was taken in by a pack of coyotes. He grew up to be a cowboy, using a snake as a lasso and facing fearsome foes in Texas, Arizona, New Mexico, and Southern California. Pecos Bill first appeared in the short stories of Tex O'Reilly in 1917.

Johnny Appleseed

John Chapman was born in Massachusetts in 1774. He planted tree nurseries and fenced them in to protect the trees from animals, leaving the trees in the care of a neighbor, returning every few years to help maintain them. He is responsible for bringing apple trees to Pennsylvania, Ohio, Indiana, Illinois, West Virginia, and some parts of Canada.



Paul Bunyan

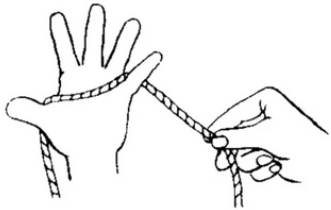
Paul Bunyan is a fictional character with origins in Maine, Minnesota, and French-Canada. Loggers told stories about this incredible lumberjack, mostly dealing with his great height and feats of strength during times of extreme weather or against unusual creatures. The first written story about Paul Bunyan appeared in 1904.

After The Lorax

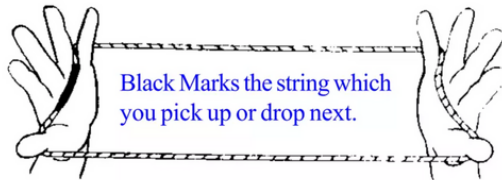
Make Your Own Thneed

In our show, the Once-ler creates his thneeds with a thick piece of yarn to make a "Jacob's Ladder" design. With a bit of practice, you can create different shapes and tricks, but as you saw in the show, they can just as easily unravel.

You'll need a piece of string about as long as you are tall that has been tied into a loop.



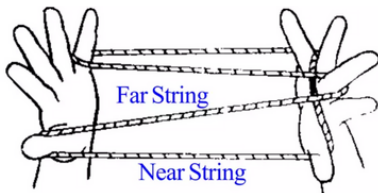
1. Hold a loop of string in your right hand and place it behind and around your left thumb and little finger.



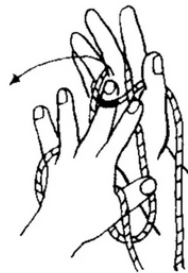
2. Repeat Step 1 with the right hand.



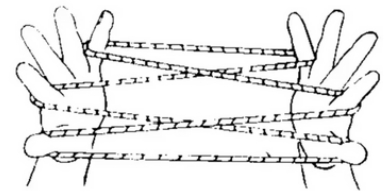
3. Now bring your right index finger to scoop up the string from your left palm and pull the string back.



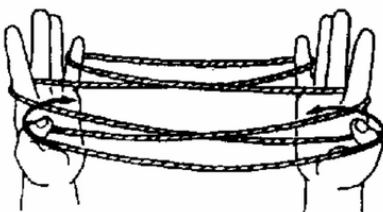
4. Both your hands will now be in this position.



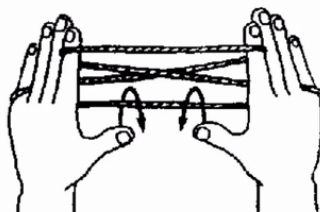
5. With your left index finger, scoop up the string from your right palm and pull the string back.



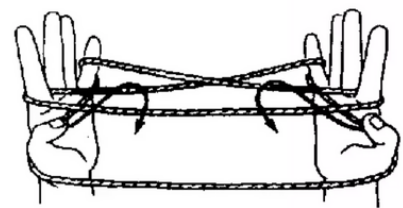
6. This is called Opening A and is the base for many other string game patterns.



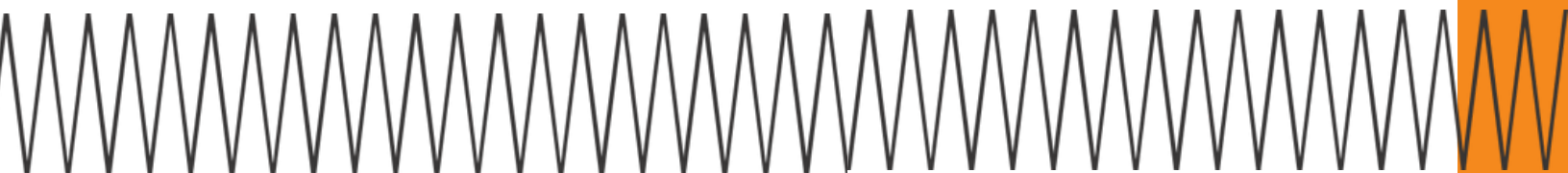
7. From Opening A, drop both thumb loops.

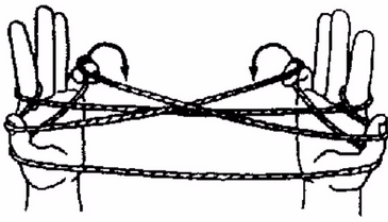


8. With both thumbs, reach under the far pinkie finger strings (shown here on the bottom)

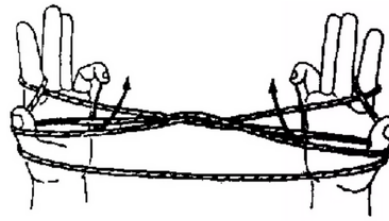


9. Both thumbs go over the near index finger string to get the far index strings and pull them back over the thumbs.

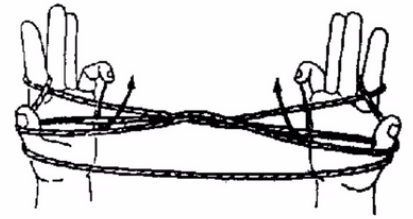




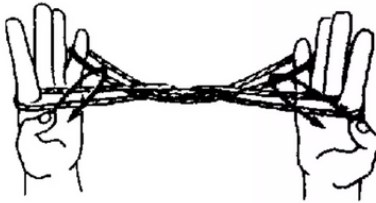
10. Drop the pinkie finger loops.



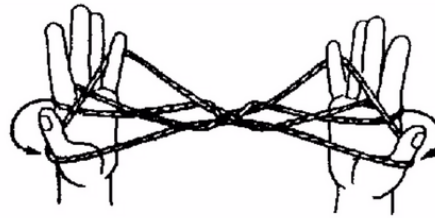
11. Bring both pinkie fingers over the near index strings to get the far thumb strings.



12. Now drop the thumb loops. The string looks like a cat's whiskers!



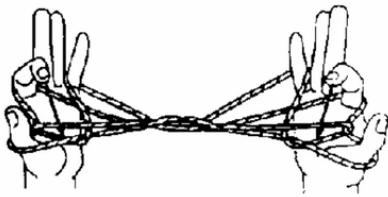
13. The thumbs go over both strings on the index fingers to get the near pinkie finger strings.



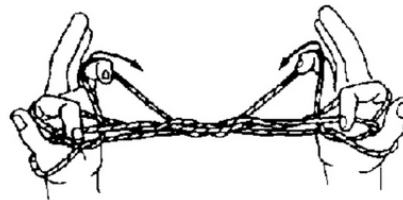
14. Use your opposite hand to lift the loop around your index finger so it goes over both the index finger and thumb.



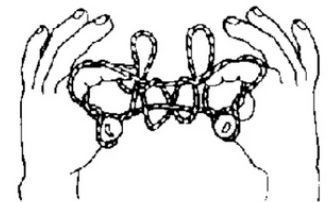
15. Tip your thumbs down (or use your fingers or teeth) to remove the lower loop from your thumbs, but keeping the top loop on.



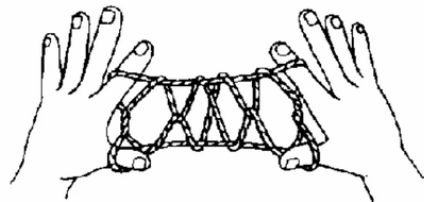
16. Put your index fingers in the string triangles next to the thumbs.



17. Gently remove your pinkies from their loops.



18. Turn your hands so that the palms face away from you. The index loops will just slip off the index fingers.



19. Now straighten up your index fingers to get the four diamond Jacob's Ladder. You've made a thneed!

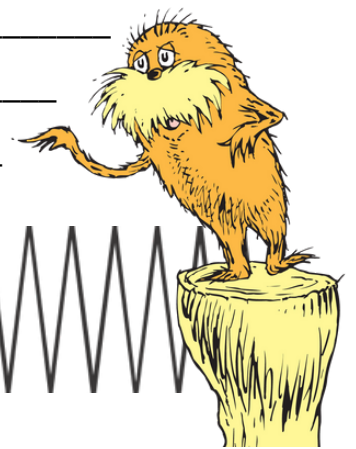
You can also learn using a tutorial on Youtube. Our troupe used this video by WhyKnot:
https://youtu.be/M8BN_AwC9gQ

Coloring the Tufts of the Truffula Trees



Speak for the Trees

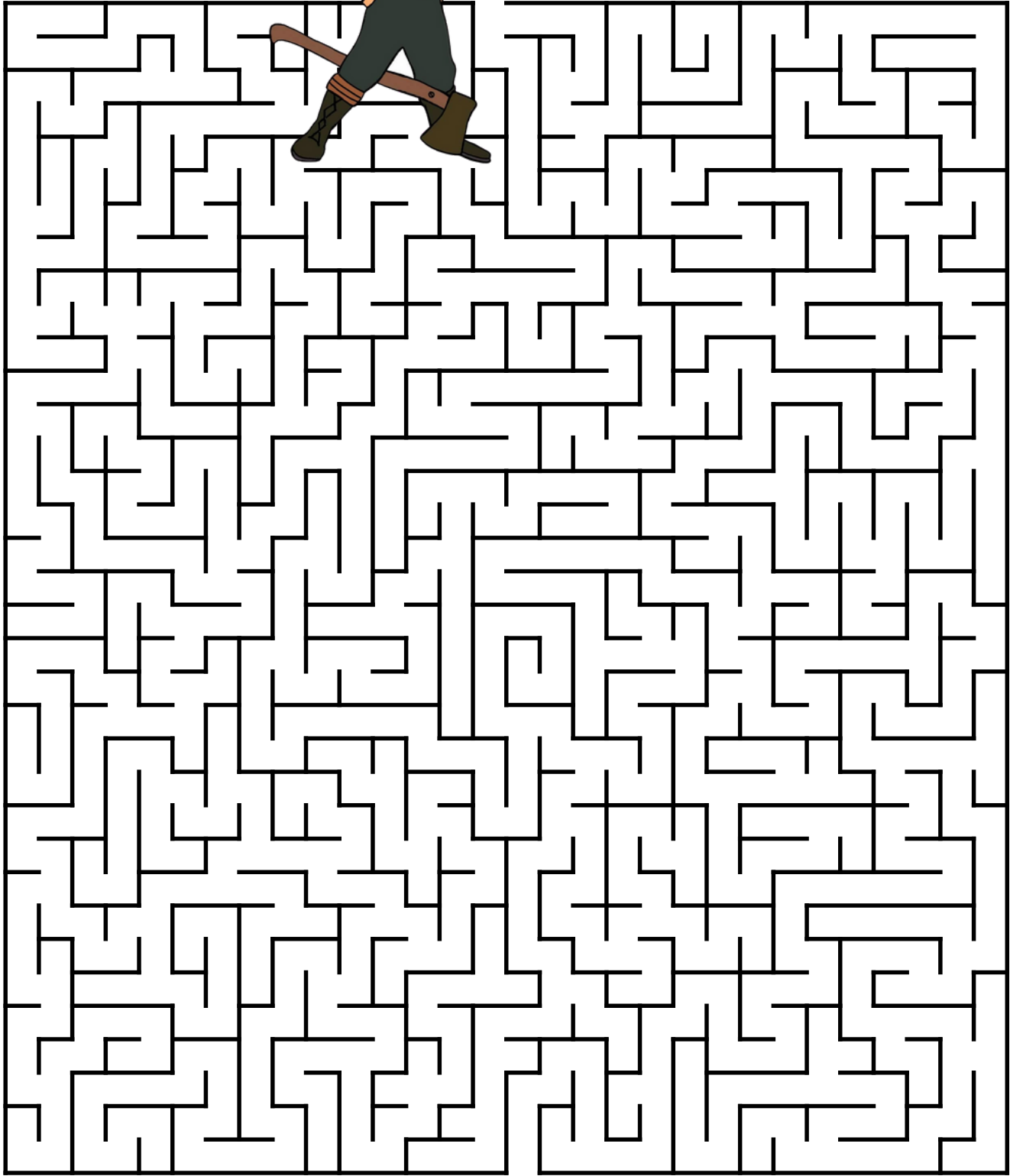
In *The Lorax*, the title character stands up to *The Once-ler* in defense of the creatures and plants in his environment. Think of the plants and animals that are found in your environment. Choose one of them and write a persuasive paragraph explaining why you believe they deserve to be protected.

[illegible]

After Tall Tales

Help Paul Find Babe!

Paul and Babe got separated while chopping trees. Help Paul find his way through the forest to get to Babe.



Tall Tale Territories

Tall Tales are American folklore, and depending on where you go in the country, people tell different versions of those stories about different heroes.

Read up on the different characters mentioned in the play, then use colors or symbols to map out the settings of their stories. Be sure to update the Map Key so others will know how to read it!



Key

- Calamity Jane
- Pecos Bill
- Johnny Appleseed
- Paul Bunyan

What similarities do you notice about the stories based on their location?

Why do you think those stories and heroes resonated with the people in those areas?

Tell Your Tale

Tall Tales often start out as true stories and then get embellished and exaggerated to include more and more fantastical elements. Write a story about something true that happened to you. Then, pick three details to change using hyperbole.

Rewrite your story using these new details to turn your life into a tall tale!

1

2

3



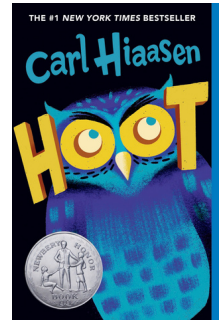
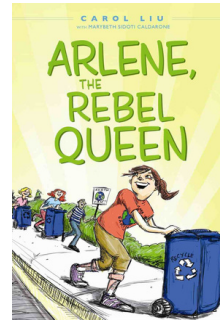
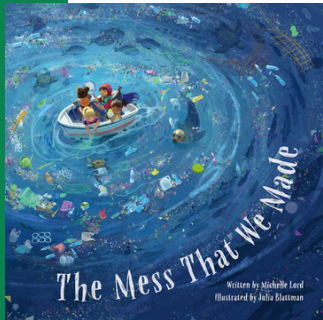
Suggested Reading

The Mess That We Made by Michelle Lord, Illustrated by Julia Blattman — Join four children in a little boat as they discover the magnitude of The Mess That We Made. With rhythmic language and captivating art, this tale portrays the terrible impact of trash on the ocean and marine life.

We are Water Protectors* by Carole Lindstrom, Illustrated by Michaela Goade— When a black snake threatens to destroy the Earth and poison her people's water, one young water protector takes a stand to defend Earth's most sacred resource.

Arlene, the Rebel Queen* by Carol Liu — Inspired by a social studies unit, Arlene and her friends launch a campaign to reduce their school's carbon footprint. Like most rebellions, they face stiff opposition, and Arlene finds herself marching farther away from the friend she always thought would be there.

Hoot* by Carl Hiaasen — Everyone loves Mother Paula's pancakes, Well, everyone except the colony of cute but endangered owls that live on the building site of the new restaurant. Can the awkward new kid and his feral friend prank the pancake people out of town? Or is the owls' fate cemented in pancake batter?



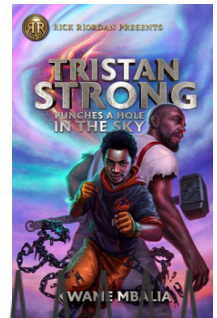
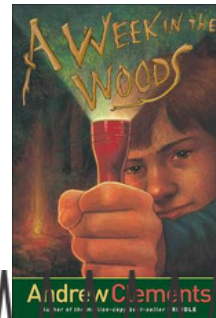
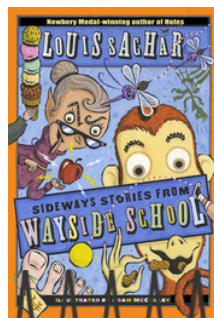
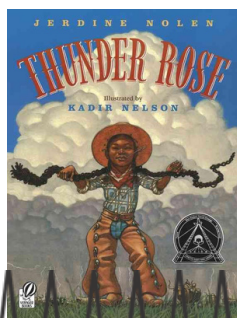
Sally Ann Thunder Ann Whirlwind Crockett* by Steven Kellogg — Sally Ann can out-talk, out-grin, out-scream, out-swim, and out-run anybody in Kentucky. Follow along on her adventures as she stuns a hungry grizzly bear, makes a lasso out of six rattlesnakes, and rescues frontiersman Davy Crockett.

Thunder Rose* by Jerdin Nolen, Illustrated by Kadir Nelson — Thunder Rose vows to grow up to be more than just big and strong, thank you very kindly--and boy, does she ever! But when a whirling storm on a riotous rampage threatens, has Rose finally met her match?

Sideways Stories from Wayside School* by Louis Sachar — This book is a collection of thirty stories about a school that is thirty stories high (talk about a tall tale!) Some stories seem a little bit exaggerated, others seem completely impossible, but all are incredibly silly and charming.

A Week in the Woods* by Andrew Clements — Mark signs up for his 5th Grade's annual camping trip in an attempt to prove his abilities to his teacher that thinks he's just a slacker. But in a reckless moment, Mark puts them both in grave danger. Can two such strong adversaries work together to save their lives?

Tristan Strong Punches a Hole in the Sky* by Kwame Mbalia — Seventh grader Tristan Strong accidentally opens a hole to the MidPass and finds himself in the middle of a battle that has left Black American folk heroes John Henry and Brer Rabbit exhausted. In order to get back home, Tristan will need to entice the god Anansi, the Weaver, to come out of hiding and seal the hole in the sky.



Coming Soon:

A Year with Frog and Toad, June 7-21 — Waking from hibernation in the Spring, Frog and Toad plant gardens, swim, rake leaves, go sledding and learn life lessons along the way. The two best friends celebrate and rejoice in the differences that make them unique and special. Part vaudeville, part make believe... all charm, A Year with Frog and Toad tells the story of a friendship that endures throughout the seasons. Recommended for All Ages.



Matilda the Musical, July 12-30 — Matilda is a little girl with astonishing wit, intelligence and psychokinetic powers. She's unloved by her cruel parents but impresses her schoolteacher, the highly loveable Miss Honey. However, the school's mean headmistress, Miss Trunchbull, hates children and just loves thinking up new punishments for those who don't abide by her rules. But Matilda has courage and cleverness in equal amounts, and could be the school pupils' saving grace! Recommended for Ages 5+ due to some intense moments.



Join us for Summer Camp!

We offer week-long day camps in theatre and visual arts for children ages 5-15. Theatre campers explore the craft of acting, singing, and dancing and develop their unique creative voices through improvisation, theatre games, and character development. Each theatre camp concludes in a end-of-camp performance of an original musical for friends and family. Visual Arts campers will draw, paint, and sculpt as they expand their creativity and develop skills. Campers will develop their self expression, fine motor skills, and aesthetics as they explore multiple mediums and create artworks throughout the week. Each visual art camp includes an end-of-camp art exhibit for friends and family. Every camp will watch a performance on our mainstage. For camp themes, dates, as well as registration information about our summer camps and other education programs throughout the year, please visit our website, www.WoodstockArts.org



Georgia Standards for Excellence that are met by RepTouR performances

As described in the National Standards for Arts Education, arts education benefits both student and society. The arts cultivate the whole child, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication.

Theatre Arts K-6 TAK.CR.1, TA1.CR.1, TA2.CR.1, TA3.CR.1, TA4.CR.1, TA5.CR.1, TA6.CR.1 Organize, design, and refine theatrical works, a. Use imagination to create, revise, and/or add to ideas, b. Demonstrate skills of the mind (e.g. imagination, focus, concentration), d. Listen to others with respect and courtesy in an ensemble. TAK.CR.2, TA1.CR.2, TA2.CR.2, TA3.CR.2, TA4.CR.2, TA5.CR.2, TA6.CR.2 Develop scripts through theatrical techniques, a. Retell stories, b. Sequence plot events for dramatizations, c. Generate original ideas for dramatizations, TAK.RE.1, TA1.RE.1, TA2.RE.1, TA3.RE.1, TA4.RE.1, TA5.RE.1, TA6.RE.1 Engage actively and appropriately as an audience member, a. Participate as audience, b. Identify the basic elements of theatre etiquette, TA3.CN.1, TA4.CN.1, TA5.CN.1, T Explore how theatre connects to life experience, careers, and other content, b. Identify and use theatre resources in the community (e.g. community theatres, local middle and high school theatre programs, teaching artists)

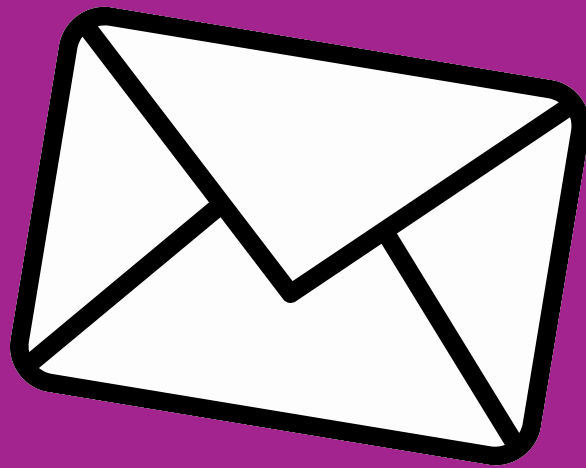
English Language Arts K ELAGSEKW3: Use a combination of drawing, dictation, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. ELAGSEKW5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. ELAGSEKW7: With guidance and support, participate in shared research and writing projects ELAGSEKL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELAGSEKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

English Language Arts 1 ELAGSE1W3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use of temporal words to signal event order, and provide some sense of closure. ELAGSE1W5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. May include oral or written prewriting (graphic organizers). ELAGSE1W7: Participate in shared research and writing projects ELAGSE1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELAGSE1L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

English Language Arts 2 ELAGSE2W3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. ELAGSE2W5: With guidance and support from adults and peers, focus on a topic, and strengthen writing as needed by revising and editing. May include prewriting. ELAGSE2W7: Participate in shared research and writing projects ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

English Language Arts 3-6 ELAGSE3W3, ELAGSE4W3, ELAGSE5W3, ELAGSE6W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. ELAGSE3W5, ELAGSE4W5, ELAGSE5W5, ELAGSE6W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. ELAGSE3L1, ELAGSE4L1, ELAGSE5L1, ELAGSE6L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELAGSE3L2, ELAGSE4L2, ELAGSE5L2, ELAGSE6L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

We want to hear from you!



Woodstock Arts displays and appreciates drawings, letters, and reviews sent by your students and their teachers. This can be both a creative art and language arts activity!

Drop them by or send them to:

Kyle Eason
Woodstock Arts
8534 Main Street
Woodstock, GA 30188