



# Teacher Resource Guide and Lesson Plan Activities

**Tickets:** [thalian.org](http://thalian.org)

**910-251-1788**

or

**CAC box office 910-341-7860**

*Featuring general information about our production along with some creative activities to help you make connections to your classroom curriculum before and after the show.*

The production and accompanying activities address North Carolina Essential Standards in Theatre Arts, Goal A.1: Analyze literary texts & performances.

Look for this symbol for other curriculum connections.



## *Babes in Toyland*

Book by R.J. Ryland

Music & Lyrics by Bill Francoeur

*One Week Only! December 3-6, 2015*

**7:00 PM Thursday - Saturday and 3:00PM Saturday & Sunday**

**Hannah Block Historic USO / Community Arts Center  
Second Street Stage 120 South 2nd Street (Corner of Orange)**

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## About The Musical

"Toyland, Toyland, little girl and boy land." Two unhappy children, Jane and Alan, run away from home. Their parents, who are always putting work and discipline before fun, are too busy for them, so they set out for a place where they will be understood. The children believe that Toyland, a magical land of spirited toys, will deliver them from their hardships. When they arrive, the kind Toymaker welcomes them with open arms. He warns them not to become too caught up in the fantasy, but soon the toys of Toyland draw them in with their singing and dancing.

## About Thalian Association Community Theatre

Thalian Association Community Theatre was founded in 1788 to provide arts education & bring the excitement of the performing arts to Wilmington, North Carolina. The Association produces five major productions annually on the Main Stage at historic Thalian Hall. In fact, Thalian Hall was proudly named for our organization in 1858. Our mission is to present quality live theatre that illuminates the human experience for the citizens of Wilmington, New Hanover County and beyond. We teach life skills through theatre education and provide an outlet for artists and technicians to develop and exercise their crafts. Established over 35 years ago Thalian Association Youth Theatre is an extension of Thalian Association Community Theatre non-profit organization & is dedicated to the enrichment of arts education for our community's youth. We offer academy classes (in drama, voice, playwriting, story telling & theatrical makeup) that are aligned with the National Standards for Arts Education. Through generous support from: PPD, Cape Fear Rotary, Wilmington East Rotary an affiliate of the North Carolina Community Foundation, Landfall Foundation, and the Dan Cameron Family Foundation, we provide six ongoing Community Outreach Scholarship Classes to children in the Youth Enrichment Zone. We want to turn out great theatre artists as well as great doctors, lawyers, teachers and bankers. Thalian Youth Theatre is about developing collaborative & thoughtful members of our Community.

## Free Tickets for Teachers!

Teachers are welcome to attend our **Wednesday, December 2nd preview performance, at 7:00 pm**. Additional tickets may be purchased for \$6.00 per person. Reservations are required. Contact: Mary Smith: [reservations@thalian.org](mailto:reservations@thalian.org)

# From Page to Stage

**Victor August Herbert** (1859 – 1924) was an Irish-born, German-raised American composer, cellist & conductor. Although Herbert enjoyed important careers as a cello soloist & conductor, he is best known for composing many successful operettas that premiered on Broadway from the 1890s to World War I. He was also prominent among the tin pan alley composers and was later a founder of the American Society of Composers, Authors, & Publishers (ASCAP). A prolific composer, Herbert produced 2 operas, a cantata, 43 operettas, incidental music to 10 plays, 31 compositions for orchestra, 9 band compositions, 9 cello compositions, 5 violin compositions with piano or orchestra, 22 piano compositions & numerous songs, choral compositions and orchestrations of works by other composers, among other music.

In the early 1880s, Herbert began a career as a cellist in Vienna, Austria, and Stuttgart, Germany, during which he began to compose orchestral music. Herbert and his opera singer wife, Therese Förster, moved to the U.S. in 1886 when both were engaged by the Metropolitan Opera. In the U.S., Herbert continued his performing career, while also teaching at the National Conservatory of Music, conducting and composing. His most notable instrumental compositions were his Cello Concerto No. 2 in E minor, Op. 30 (1894), which entered the standard repertoire and his Auditorium Festival March (1901). He led the Pittsburgh Symphony from 1898 to 1904 and then founded the Victor Herbert Orchestra, which he conducted throughout the rest of his life.

Herbert began to compose operettas in 1894, producing several successes, including *The Serenade* (1897) and *The Fortune Teller* (1898). Even more successful were some of the operettas that he wrote after the turn of the 20th century: *Babes in Toyland* (1903), *Mlle. Modiste* (1905), *The Red Mill* (1906), *Naughty Marietta* (1910), *Sweethearts* (1913) and *Eileen* (1917). After World War I, with the change of popular musical tastes, Herbert began to compose musicals and contributed music to other composers' shows. While some of these were well-received, he never again achieved the level of success that he had enjoyed with his most popular operettas.

**Glen MacDonough** (1870 – 1924) was an American writer, lyricist and librettist. He was the son of theater manager Thomas B. MacDonough and actress/author Laura Don, and is best-remembered today as the librettist of *Babes in Toyland*. He started out as a feature/human interest journalist in New York City, and according to the Atlanta Constitution, 1894, "...four years ago [MacDonough] was a reporter earning 15 to 20 dollars a week...but was rapidly advanced in salary and prominence. In one year on the New York Advertiser, he wrote 1,008 short stories...He [then] determined to abandon journalism and turn to the drama for a livelihood..."

*The Prodigal Father* (1892) is MacDonough's first work that received any note in reviews of the day. It was a comedy with songs, a form generally called "musical extravaganzas" at the time. His second work, *The Algerian*, (1893), was a collaboration with prominent songwriter, Reginald DeKoven. Much of the 1890s were taken up with writing farces and comedies or the book and song lyrics to a string of musical comedies. These musical comedies include *Miss Dynamite* (1894), *Delmonico's at 6* (1895) and a number of others. MacDonough's name is associated with more than two dozen plays and musical works.

## Listening for Lines

**Playwrights** are people who write plays. They write lines of dialogue for the actors to speak. The dialogue gives us information about the story, the characters, and the way the characters feel about one another and their situation. The way the actors deliver (speak) their lines also tell you a lot about the character- something that makes the character convincing or believable.

**Actors** experiment with different ways to deliver their lines before they decide which best works to both the story and shed light on the character. Try delivering these character's lines in different ways (happily, sadly, proudly, angrily, etc.)

"Jump over the candlestick and win  
a pair of slightly used homespun  
breeches!"  
- Jack Be Nimble

"Excuse me miss, but have  
you put on a little weight  
since yesterday?"  
- Barnaby

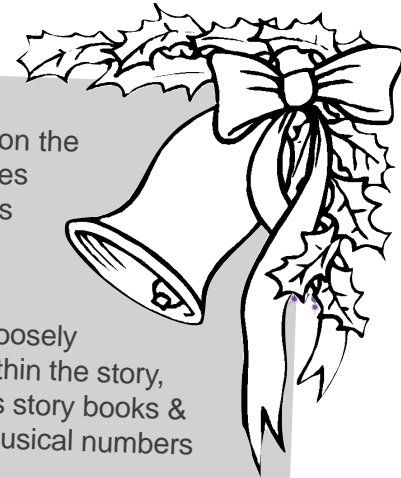
"Hot porridge! Hot porridge! If the  
three bears liked it - you'll love it!"  
- Goldilocks  
"Mary. Mary, have you seen my sheep?  
The lamb judging is about to begin!"  
- Little Bo Peep

When you attend "*Babes in Toyland*"

listen for these lines and for how they are delivered & observe what that tells you about how the characters feel.



North Carolina Common Core Standards for English Language Arts and Literacy: R.L.1.2: Retell stories, including key details, and demonstrate understanding of their central message and lesson.



In *Babes in Toyland*, Victor Herbert and his librettist made a studied attempt to write another *Wizard of Oz* and capitalize on its giant success. As a result, they hit on the idea of using Toyland as a setting. Though imitations are usually faded carbon copies of the original and soon forgotten, *Babes in Toyland* turned out to be a triumph in its own right, and a childhood classic in the company of *Peter Pan*.

Since it was planned as a huge spectacle with a formidable cast and lavish sets & scenes, the authors of *Babes in Toyland* were not overly concerned with their story. Loosely constructed & often confusing with numerous scenes that often have no relevance within the story, the plot serves primarily as an excuse to present characters from fairy tales, children's story books & nursery rhymes in spectacular style; to piece together a rich & varied succession of musical numbers & interludes.

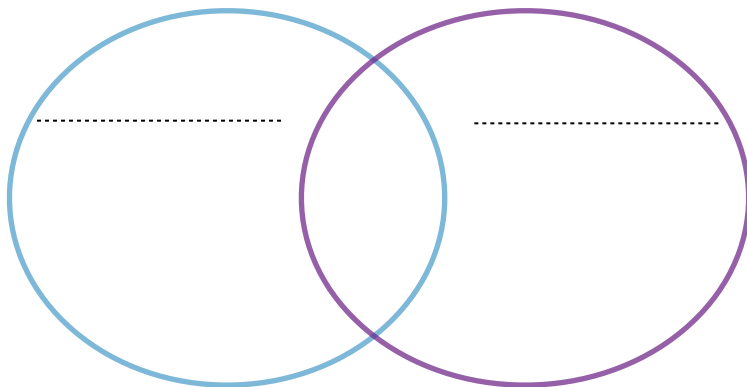
The play opens with a prologue outside Uncle Barnaby's house. He is a miserly old man who has seized Mother Hubbard's cottage because she has failed to pay her mortgage. He is also cruel to his nephew, Alan, and niece, Jane, who live with him. Within the house, the children are lulled to sleep to the strains of a poignant lullaby ("Go to Sleep"). Later on, Jane and the children are heard singing "I Can't Do the Sum", as they tap their pieces of chalk on their slates to accentuate the rhythm. The story line is advanced when Alan and Jane, threatened by Uncle Barnaby with murder, escape from his house. They survive a storm at sea and a shipwreck, and finally come to the garden of Contrary Mary. There they witness a Butterfly Ballet and come into contact with characters from Mother Goose. After they visit Toyland, a country dominated by the despot Toymaker, where before the bewildered eyes of Alan and Jane an elaborate Christmas presentation unfolds ("Christmas Tree Grove") and after that a spectacular pageant ("The Legend of the Castle"). With a strange incantation, Toymaker brings his toys to life ("March of the Toys"). They sing a hymn to Toyland ("Toyland"), then band together to kill Toymaker.

The scene shifts to the Palace of Justice in Toyland. Alan is falsely accused of having murdered the Toymaker and, being found guilty, must die by hanging. But at zero hour his innocence is proved. With Jane he now returns home. Uncle Barnaby plots to poison them, but comes to his own doom instead by drinking the poison accidentally. The children are now free to live in peace and enjoy their life for ever more.



## Compare and Contrast

Compare and contrast children's toys in the various decades and how developing technology in all areas has affected the growth of children's toys. What do they have in common? What makes them different?



**Common Core Standards for English Language Arts and Literacy**  
**RL.9.** Compare and contrast the adventures and experiences of characters in stories.

## Answer using Complete Sentences

1. Ask students if they ever thought they saw Santa Claus putting their presents under their Christmas tree. See if you can elicit any good stories about how they came to not believe. Did they see their parents putting the presents out? Did their friends older brother tell them?
2. Now ask why the think little children believe? Follow up by asking if it is important for children to believe in Santa Claus or is it better to tell them the truth, that Santa Claus is not real?
3. Now, ask about the symbol of Santa Claus and holiday spirit. What does Santa Claus stand for? Try to elicit the spirit of giving, kindness to others, happiness, childlike qualities, magic. Ask if they believe in those qualities?



**N.C. Common Core Standards for English Language Arts and Literacy**  
**SL.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.





# The Setting:

**MOTHER GOOSE LAND:** Fantasy rustic giant shoe-house with a maypole, a well and a little white fence with a low brick wall.

**SPIDER'S GROVE IN FOREST:** Spooky forest with spooky trees and giant spider webs.

**TOYLAND:** Christmas-town snow-covered houses with evergreens and a Toy Shop.

# The Characters:

**Widow Piper:** A poor widow supporting 14 children

**Mistress Mary:** Widow Piper's quite contrary daughter

**Alan:** In love with Mistress Mary and heir to a small fortune

**Barnaby:** Alan's uncle; an endearingly wicked villain with a heart of ask

**Gonzorgo:** A sea-going ruffian and Barnaby's assistant

**Roderigo:** Gonzorgo's simple-minded partner

**Tom Tom the Piper's Son:** Mistress Mary's brother

**Little Bo Peep:** Lost her sheep

**Little Miss Muffett:** Sat on a tuffet

**Mary:** Had a little lamb, little lamb, little lamb

**Little Boy Blue:** Blows a Horn

**Jack Be Nimble:** Very quick

**Peter Peter Pumpkin Eater:** Had a wife and couldn't keep her

**Little Jack Horner:** Sells plum pie

**Goldilocks:** In the porridge business

**Jack:** Went up the hill

**Jill:** Needed to fetch a pail of water

**Little Red Riding-Hood:** Fears the big, bad Barnaby

**Master Toy Maker:** Toyland's top businessman

**Inspector Marmaduke:** Large nosed Toyland policeman

**Gypsies:** Help Alan in Mother Goose-Land

**Four Spiders:** Menacing inhabitants of the Spider Forest

**The Mother Spider:** Four times as big as her children

**Dolls/Toy Soldiers:** Come alive to sing and dance

**Elves:** Master Toymaker's Assistants



# Songs:

"Mother Goose Land"

"I Can't Do the Sum"

"Don't Cry, Bo Peep"

"He Won't Be Happy Till He Gets It"

"Go to Sleep, Slumber Deep"

"Butterfly Dance"

"Parade of the Wooden Soldiers"

"Work Shop Song"

"On the Promenade"

"Song of the Poet"

"Castle in Spain"

"Before and After"

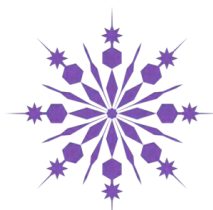
"Toyland"

"Floretta the Gypsy"

"Punchinello"

"March of the Toys"

"Merry Christmas"



Color in the Nutcracker and use  
as a holiday ornament or  
decoration.

# Holidays Around the World

The legend of Santa Claus and holiday traditions are celebrated around the globe. Below are some international examples of holiday traditions. After exploring celebrations around the world, compare different ways that friends and families celebrate the holidays. Ask your students to discover how many different winter holidays their classmates celebrate. As a class, compare and contrast how the holidays are similar and how they are different.

**Kwanzaa** is an African American and Pan-African holiday which celebrates family, community and culture. Kwanzaa is a cultural holiday, not a religious one, which emphasizes seven cultural values: Unity, Self Determination, Responsibility, Cooperative Economics, Purpose, Creativity and Faith. Each night one candle is lit to represent each cultural value.



**Le Re'veillon** is celebrated in France and some parts of Canada. A late supper is held on Christmas Eve and a large candle, symbolizing the light of the world, burns all night long. Children leave their shoes or wooden clogs called sabots in the hearth for Pere Noel to fill.

In Holland, St. Nicholas wears Bishops robes and arrives in a boat or on a white horse. December 5th is called **Sinterklass Eve**, when presents are given and received. Farmers in Holland blow long horns at sunset every night during Christmas to announce the joyful day.

**Los Posados** is celebrated in Mexico beginning December 16 and lasting for 9 nights. Children and their families reenact the story of Mary and Joseph by traveling house to house with lighted candles.

Celebrated by millions of people across the globe, **Hanukkah** is a Jewish holiday known as the "Festival of Lights". Hanukkah is celebrated for eight days. The lighting of a candle each night during Hanukkah represents the rededication of the temple of Jerusalem where oil burned in the temple for eight days straight.

**Omisoka** is a Japanese tradition which celebrates the year and longevity. People gather to eat long noodles called toshikoshi which symbolize crossing over from one year to the next. A kadosatsu decoration is placed on each side of the front door. Made of pine, bamboo and straw, the decoration symbolizes longevity, prosperity and purity.

Islam is a widespread religion practiced in Indonesia, Pakistan and Bangladesh as well as certain countries in Africa, Asia, the Middle East, Russia, China, Europe and North and South America. Each year, Muslims observe **Ramadan** for 30 days. During this time, they honor their religion by fasting, praying, receiving religious instruction and feeding the poor. At the end of Ramadan, Muslims observe a three day celebration called Eid al-Fitr (the Festival of Fast Breaking). During this time, celebrants give in charity to those in need and celebrate with family and friends.

**Chinese New Year** is one of the main holiday festivals in China. Families celebrate by sharing food, honoring ancestors and giving "lucky money" in red envelopes to symbolize a prosperous new year.

**Boxing Day**, Celebrated in Great Britain, Australia, Bermuda, Canada and some Caribbean Islands, occurs on the day after Christmas and represents the opening of alms boxes (offerings) for the poor.

**The Winter Solstice** is celebrated by many countries throughout the world. The word solstice literally means "sun standing still". At the moment of the winter solstice, the path of the sun has reached its furthest southern position and begins its turn northward. Festivals of the Winter Solstice have ancient origins. It is celebrated by adorning the home with herbs and evergreen and joining friends and family for food and festivities.



North Carolina Essential Standards, Social Studies 1.H.1.3: Explain why national holidays are celebrated. North Carolina Essential Standards, Social Studies 1.C.1.1: Compare the languages, traditions and holidays of various cultures.

# Theatre Corner

Plays produced by **Thalian Association Community Theatre** are created in the City of Wilmington, by a talented team of artists such as designers, carpenters, lighting & sound technicians, props masters, musicians, seamstresses, directors and actors, with the help of *numerous* parents and community volunteers.

A play is very different from a movie or television show, because it is presented live. As a class, discuss what you experienced when you went to the theater and how you felt afterwards.

1. What was the first thing you noticed on the stage?
2. Name three things you noticed about the set. Did the set help tell the story? What sort of set would you have designed? How could you have used recycled materials?
3. What did you like about the costumes? Did they fit the story? What sort of costumes would you have designed? Can costumes be everyday clothing?
4. What role did lighting play in telling the story? How did the lights enhance what you were seeing?
5. Describe the actors. Were there moments you were so engaged in the story that you forgot you were watching a live play? What characters remind you of someone you know in real life?
6. Is there a movie version of the play you saw today? Have you read the book? What made your experience of seeing the live play unique?
7. Were there any actors who played more than one character? When could you tell that it was the same person? What are some ways that you can be the same person but play different characters?
8. If you could adapt a story into a play, which story would you choose? Describe how you would use special effects, lighting, costumes, characters, sets and music to create your play.



**North Carolina Essential Standards in Theatre Arts 3.A.1.2:**  
Evaluate formal or informal theatre productions.

**Thalian Association Community Theatre** offers 5 Youth productions annually with auditions open to performers ages seven through high school seniors. Would you like to be in a show?



***Like us on Facebook to stay informed!***

# Community Corner

**Thalian Association Community Theatre** is proud to partner with the **Salvation Army & the Angel Tree** program. We also join the **U.S. Marine Corps Reserve & Toys for Tots** to make sure all children have presents during the holiday season.

**Please bring an unwrapped toy for the Toys for Tots donation box in the Community Arts Center lobby (Historic USO Building) and pick an angel from our Christmas tree. Every angel represents a local family with a holiday wish list.**

## About The Salvation Army and the Angel Tree:

The Salvation Army is an international Christian organization founded in England in 1865 by William Booth, organized along quasi-military lines and devoted chiefly to evangelism and to providing social services to underserved members of the community.

The Salvation Army has been active in North and South Carolina since 1887, opening units in Raleigh, NC, Wilmington, NC and Spartanburg, SC in that year. Today, the Army operates hundreds of facilities and services in over 50 "commands" around North and South Carolina. These range from daily character building programs such as the Boys and Girls Clubs and community centers, to providing shelter for families in need of transitional housing, to holding weekly worship services, to providing safe and affordable housing to seniors.

Along with the familiar Red Kettles, the Angel Tree program is one of The Salvation Army's highest profile Christmas efforts. Angel Tree was created by The Salvation Army in 1979 by Majors Charles and Shirley White when they worked with a Lynchburg, Virginia shopping mall to provide clothing and toys for children at Christmas time. Since then, the tradition has expanded and now is the cornerstone of The Salvation Army's Christmas efforts.



***"When you pick up an Angel Tree tag, you and the Salvation Army brighten Christmas for a child in need."***

## 2015 - 2016 Season Shows:

***Babes in Toyland***

***December 3-6***

***T23 It Takes Two***

***January 22-24***

***Disney's 101 Dalmatians Kids***

***February 26-March 6***

***The Secret Garden: Spring Edition***

***April 22-May 1***

Hannah Block Historic USO/Community Arts Center

Study Guide References: Pioneer Drama, Wikipedia, ncpublicschools.org, playbill.com, arts edge, commoncore.org, reindeerland.org, mom junction, kids world citizen, Summer Bridge, Salvation Army, City of Wilmington, NC DOT, Holiday coloring pages, NC Highway Historical Marker Program, NC Department of Cultural Resources