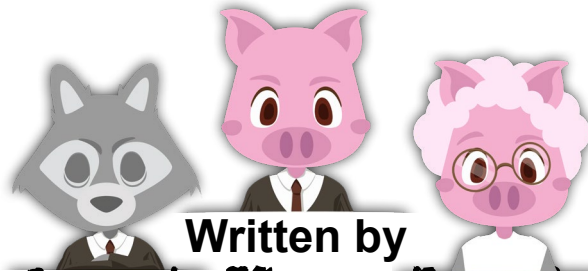


THE TRUE STORY OF THE THREE LITTLE PIGS



Written by

Robert Kauzlaric,
Paul Gilvary & William Rush

STUDY GUIDE



BIRMINGHAM
CHILDREN'S
THEATRE

PROVIDED BY BIRMINGHAM CHILDREN'S THEATRE

Performance Dates & How to Use This Guide

“The True Story of the Three Little Pigs”
by Robert Kauzlaric, Paul Gilvary, and William Rush
Based on the book by Jon Scieszka

Directed by Leah Luker & Jessica Clark

A musical adaptation of the popular book by Jon Scieszka: There are two sides to every story, and when the Big Bad Wolf takes the stand in Piggsylvania’s Trial of the Century, he finally gets his say. Will the pigs’ splashy puppet show make a puppet out of justice, or is the wolf’s catchy song and dance about a sneeze gone wrong all razzle-dazzle?

MainStage Theatre
February 9th - March 4th

Visit www.bct123.org for more information or to book a field trip today!

HOW TO USE THIS GUIDE

This classroom guide for “The True Story of the Three Little Pigs” is designed for Alabama students ranging from ages K-5!

Use this guide to prepare for your trip to the theatre with pre-show activities and a theatre etiquette guide.

After the show, further the experience with activities that can be integrated into your current classroom curriculum.

All activities in this guide are linked to the Alabama State Department of Education content standards: <https://www.alsde.edu/>

(All worksheets can be found in the “Study Guide Printables” packet provided).

Lastly, we would love to hear from you! Please have your students fill out the “Post Show Response” form in the printables packet.

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Your Role as the Audience

Dear Audience Members,

Birmingham Children's Theatre is thrilled to welcome you back to our theatre for a familiar favorite. A remount of the 2020 show that was cancelled by COVID, "The True Story of the Three Little Pigs" is back and bigger than before - we've moved to the MainStage!

A few rules we want to make sure everyone is aware of:

- We require all audience members 2 years or older to wear a face mask while in the theatre and during the performance.
- We require all audience members 2 years or older to wear a face mask while in the theatre and during the performance.
 - *All BCT staff and performers are vaccinated and at this time we plan for them to wear face coverings as well. BCT continues to watch the ongoing developments surrounding COVID-19 in our community and will notify all participants if there is a change to that policy before the show opens.
- Cell phones off! And put away - those glowing screens are very distracting.
- Have fun!

When you arrive at the theatre, our staff will meet you at your vehicle, guide your class to the theatre, and help you get seated. We have limited audience capacity for our shows this spring, so everyone has the ability to space out and feel a bit more safe and comfortable.

In order to make this the best show possible for you and your fellow audience members, here are some simple rules to follow:

While the show is happening, DO

- Give your full attention to the actors and the story
- Feel free to laugh, gasp, and applaud!

And to make sure everyone can enjoy the show, we ask that you DON'T

- Talk to your friends and neighbors
- Wave, shout, or disrupt the performance

"The True Story of the Three Little Pigs" is a lively musical comedy that teaches the importance of perspective and reminds us that there are always multiple sides to all stories. We hope you enjoy the show!

Thank You,

Birmingham Children's Theatre

About the Artists



ROBERT KAUZLARIC: PLAYWRIGHT

Robert has written more than a dozen theatrical adaptations which have been performed in over forty states across the U.S., as well as in Australia, Canada, England, and Ireland. The New York Times called his adaptation of The True Story of the 3 Little Pigs! “One of the best children’s shows of the year.” His version of H.G. Wells’ The Island of Dr. Moreau received five of Chicago’s Non-Equity Jeff Awards, including New Adaptation and Best Production; his adaptation of Neil Gaiman’s Neverwhere received the Non-Equity Jeff Award for New Adaptation; and his version of Jane Austen’s Northanger Abbey (with composer George Howe) received the Non-Equity Jeff Award for New Work–Musical. He was commissioned by the Illinois Shakespeare Festival to produce a new adaptation of Dumas’ The Three Musketeers, four of his plays are licensed by Playscripts, Inc, and he has been published in Dramatics Magazine.



PAUL GILVARY: PLAYWRIGHT

Paul has composed and performed music for numerous Chicago theaters, including Lifeline Theatre, Strawdog Theatre Company, Tellin’ Tales Theatre, 2nd Story, Silent Theatre Company and Polarity Theater Ensemble, as well as occasionally improvising music for Jam Sandwich at the Second City Training Center. Paul retired after 33 years as a Chicago Public School music teacher. He is currently a specialist with the Little Kids Rock organization, and plays guitar in an Irish punk band and a reggae band.

WILLIAM RUSH: PLAYWRIGHT

A student of the mystic arts, William Rush channels musical guides thru the ether. A self-described ‘rhythmic sculptor,’ his musical training started with the gift of an AM clock radio and ended with violin lessons at age 8. A sometime band-mate to musical director Paul Gilvary, he has recently completed recording a CD with his band Poofinger. He enjoys eating, sleeping and watching TV.

Pre-Show Activities

ELEMENTS OF LIVE THEATRE

- Lead a discussion around what the word “theatre” means. There is no right or wrong answer!
- Next discuss what the word “play” means.
- After this, split the students into groups. Have each group give a list of what things they think are needed to have a play and what things are required for a thing to be defined as theatre.
- Compare and contrast those lists.

THEATRE ETIQUETTE

Here are a few things you can discuss with your class to help them understand what to expect at a live theatre production:

- Theatre features live on-stage actors. They have spent many weeks rehearsing for the performance.
- The audience is a very important part of the performance. Appreciation and enthusiasm for the performers is shown by close attention and participation and applause at the proper times. The success of the play depends on the appropriate interaction between cast and audience.
- The theatre is a very special place. Its atmosphere is entirely different from your home where the television is always available.
- It is easy to identify with live actors. You can see how they use their bodies and voices to convey different emotions.
- Actors wear costumes and make-up to help create the impression of the characters they play.
- There is much more to most live performances than actors. Special sets, effects, lighting, music, costumes, and of course, the audience add to the total experience.

Introduce your students to the following theatrical terms:

Box Office	Program	Props	Lobby	Actor	Balcony
Reserved Seats	Overture	Director	Stagehand	Scenery	Orchestra Pit
Acts & Scenes	Spotlights	Stage	Usher	Makeup	Play
Producer	Costumes	Curtain Call	Musical Theatre	Playwright	Proscenium

Discuss the role of the audience and proper theatre etiquette:

- Arrive early so that you do not miss anything and so that you will not disturb the rest of the audience while trying to get comfortable in your seat. Lights go out before the curtain goes up and seating is very difficult after that.
- It is easier for you (and the rest of the audience) to see and hear the performance if you stay in your seat and listen very carefully. Be careful not to kick your feet or hit someone else’s seat with your feet.
- In most theatres you are not allowed to eat or chew gum. Not only does it ruin the theater, but it also distracts from your concentration.
- Try your best to remain in your seat once the performance has begun. Be sure to use the restroom before the show starts. In long performances, there will be an intermission. However, there is usually no intermission in a performance of the Primary Players since our shows are about one hour in length.
- Although you may wish to say something to the actors while they are on stage, you need to hold your thoughts. You may disturb their concentration.
- Sing or participate if and only if you are invited to do so. Your participation is very important.
- Listen to how the music sets the moods and affects your own feelings.
- Show the cast and crew your appreciation for their hard work with applause. Do this when you like a song or dance or joke at the end of the show.

Activities for the Classroom

1. A MEMBER OF THE JURY

- **Explanation:** In this activity, students will pretend to be a member of the jury that must decide if A. Wolfe is guilty or not guilty of murdering the three little pigs based on the evidence presented.
- **Goals:** To distinguish one's own point of view from that of the narrator or those of the characters; to write an opinion piece in which student states his or her opinion with supporting reasons.
- **Materials:**
 - A copy of *The True Story of the 3 Little Pigs!*
 - Paper
 - Pencils
- **Activity:**
 1. Read *The True Story of The 3 Little Pigs!* together with your class.
 2. Next, ask students to pretend that they are members of the jury who must decide if A. Wolfe is guilty or not guilty.
 3. Remind students that in *The True Story of the 3 Little Pigs!*, the author changes the point of view of the story. Usually, in a traditional telling of *The Three Little Pigs*, readers sympathize with the pigs. Here, readers hear the wolf's side of the story.
 4. Ask students to write an opinion piece about whether or not they are convinced by the wolf's version of the story. Does the wolf seem trustworthy? Why or why not?
- **Follow-up Questions:**
 1. Do you think A. Wolfe's version of the story is trustworthy? Why or why not?
 2. What was difficult about making your decision on whether A. Wolfe was guilty or not guilty?
 3. Did having the wolf's perspective and the pigs' perspectives (from the traditional story) make it more or less complicated to make a decision?

2. RUN FOR COVER!

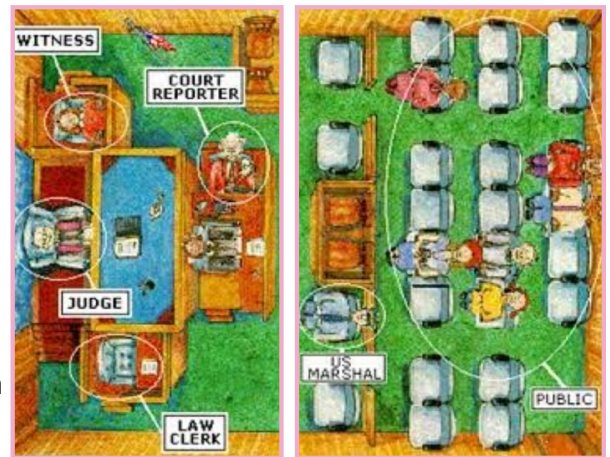
- **Explanation:** In this activity, students will be challenged to create their own "pig dwelling" strong enough to resist being blown down by the wolf (a tabletop fan).
- **Goal:** To explore design concepts and introduce the idea of structural support.
- **Materials:**
 - Toothpicks
 - Electric fan
 - Stapler
 - Assorted items to use as joints: gumdrops, marshmallows, clay or play dough
 - Drinking straws
 - Glue sticks
 - Paper clips
 - Rolled paper
 - Masking tape
- **Activity:**
 1. Begin by discussing the performance. Encourage students to discuss how each pig constructed his house.
 2. Next, invite students to explore the classroom and to look for structures that hold their chairs, tables, desks, and shelves or cubbies together.
 3. Encourage students to look for braces and trusses and examine the shapes used for each.
 4. You may wish to further extend the activity by taking a walk outside your classroom and explore different buildings, transportation, and playground equipment for their structures.
 5. Next, divide the class into small groups of 3-4 students.
 6. Tell them that their challenge will be to build a pig shelter that will withstand the blowing force of the wolf.
 7. Invite each group to pick from three options with which they may construct the main structural support of their dwelling: toothpicks, drinking straws, or rolled paper tubes.

Activities for the Classroom

3. THE PEOPLE OF THE COURT

In *The True Story of the 3 Little Pigs!*, A. Wolfe finds himself on trial for the murder of two of the three little pigs. Many of the characters are people you would find in a courtroom.

- **JUDGE:** The judge is in charge of the courtroom. It is the judge's job to listen to everything that everyone says in court. Judges can be men or women. When in court, people call the judge "Your Honor" when they talk to him or her. Another part of the judge's job is to know the law and to decide if there is enough evidence to prove the law was broken. Judges wear robes in court and under the robe the judge wears regular clothes.
- **JURY:** Group of people called to a court of law who listen to the facts of a case and decide its outcome.
- **ATTORNEY:** A lawyer whose profession is to give legal advice and to speak for their clients in the court of law.
- **DEFENDANT:** In a criminal case, the person accused of the crime. In this musical, Alexander T. Wolf is the defendant.
- **PROSECUTOR:** To prosecute means to charge someone with a crime. A prosecutor tries a criminal case on behalf of the government.
- **BAILIFF (OR U.S. MARSHALL):** A bailiff enforces the rules of behavior in courtrooms.
- **COURT REPORTER:** A person who makes a word-for-word record of what is said in court and produces a transcript of the proceedings upon request.
- **WITNESS:** A person called upon by either side in a lawsuit to give testimony before the court or jury.
- **GALLERY:** The seating area for the public.
- **DEPUTY SHERIFF:** Security for the court room. They hand paperwork to the judge from either the prosecution or defense. They bring defendants who are incarcerated into the court room.



4. REPORTER ON THE SCENE

- **Explanation:** In this activity, students will explore point of view by writing a newspaper article about the three little pigs events for a fictional newspaper called The Daily Human.
- **Goals:** To understand that different newspapers might cover the same story differently depending on who their readers are and on what those readers believe.
- **Materials:** A copy of *The True Story of the 3 Little Pigs!*, Paper, Pencil
- **Activity:** Talk to your students about how *The True Story of The 3 Little Pigs!* is funny but it also makes the point that two different newspapers might cover the same story differently depending on who their readers are and on what those readers believe. *Example: A. Wolfe's story appears in a newspaper called The Daily Wolf. The other news reports (that tell the story of the big, bad wolf) appear in The Daily Pig. The wolf paper and the pig paper seem to print the stories so that their own kind come out looking good.* Ask students to write about the story of the three little pigs as if they had watched nearby when the wolf visited each of the pigs. Their stories can appear in a newspaper called The Daily Human. Ask students think about how the story would also change if the police in the story were human. (*For example, would the story be headlined "Police Save Pig?"*)
- **Follow-up Questions:**
 1. Why did the story change depending on who told it?
 2. Are we sometimes more likely to believe people who are similar to ourselves? Why or why not? Is this a good thing or a bad thing? Why?
 3. What changed in your story when it was written from a human perspective?



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THANKS FOR YOUR SUPPORT!

QUESTIONS? CONTACT DIRECTOR OF EDUCATION,
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