



STUDY GUIDE FOR

# Pinocchio

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## TO THE PARENT/TEACHER

This guide has been provided to help children benefit the most from experiencing a live theatrical event. The activities described herein are only suggestions. Please feel free to pick and choose the things that will most benefit your children in the time you have available. It is our hope that the performance is not only entertaining, but is a valuable educational experience as well.

You will find that some of the activities contained in this guide are geared for younger, some for older children-- but there is something for everyone. Please feel free to reproduce and distribute any of the enclosed pages and activities for your personal use.

## A Note for the Producing Organization

### How to use this Study/Activity Guide

In this age of political correctness and dwindling budgets, we have found that the more diverse a theatrical experience can be, the better. The Study/Activity Guide includes a collection of whole curriculum activities. If the administrators feel that the play not only meets the entertainment needs of the students, but also meets educational needs as well--you will find it easier to sell your houses.

1. Use parts of it, all of it, or none of it. Feel free to personalize this guide. However, **DO NOT INFRINGE ON THE COPYRIGHT**. In other words, don't change the authorship of anything provided you by Wichita Children's Theatre.
2. Feel free to add other activities, coloring pages, or lessons to this guide. This guide was produced to be handed out to all our producing organizations in a six-state region--small communities as well as major metropolitan areas. You may find that some of the activities are more or less appropriate than others. Feel free to modify them for the benefit of your community's needs.
3. Ideally, if going to a school, the guides should be distributed to the teachers of each class **AT LEAST** a week prior to their seeing the production. This will give the teachers time to prepare the students for the performance. They can read various versions of the story, go over the vocabulary words they'll come across during the performance, and go over the audience participation guidelines. The more prepared the students are when they sit down to view the show, the better their overall experience will be.
4. If you place a notice of the web site below somewhere in your program, your audiences will find a section that has some fun things that pertain to the show they have just seen. An especially nice part of the web site is marked for kids. It's a lot of fun and it gives your young audiences another safe place to surf on the net. The KMR Scripts web site can be found at:

**<http://www.kmrscripts.com>**

There you will find a plethora of information pertaining to your production. You will also find a link that enables your audience to send the playwright email via the Internet.

# History of Pinocchio

Carlo Collodi is the pen-name of Carlo Lorenzini (1826-90). Collodi is the name of the little village in Tuscany where his mother was born. He was born in Florence, the son of a cook and a servant, and spent his childhood just as much in the rough and tumble streets of Florence as in the classroom.

In 1881, he sent a friend, who edited a newspaper in Rome, a short episode in the life of a wooden puppet, wondering whether the editor would be interested in publishing this "bit of foolishness" in his paper's children's section. The editor did, and the children loved it. The adventures of Pinocchio were serialized in the paper in 1881-2, and then published as a book in 1883 with huge success. The first English-language version was just as successful on its publication in 1892.

He devoted himself to writing for children "because adults are too hard to please!"

Disney released the popular animated film in 1940.

# Theatre Etiquette

- 1> Attending a theatrical performance is a social event. Just as the way you act (and behave) in church or temple is different than the way you act on the playground, there is certain behavior that is appropriate in a live theatre. Discuss with your children the types of behavior that is appropriate when they are members of an audience.
- 2> Explain that they need to act differently when they're watching a live play than if they're watching a movie in a theatre. Live actors can hear the audience's laughter and applause as well as their talking to their neighbor or rustling papers. And their responses-- appropriate or not-- really do affect the actors' performance. The end line is: How would they want to be treated if THEY were up on the stage.
- 3> Audience Participation. Normally, audience members should never talk during the play--and especially not talk directly to the actors (it distracts other audience member and may even make the actors forget their lines). But the plays by KMR Scripts are unique in that we offer the audience special opportunities to participate in the production. They will probably not be asked to come onstage, but there are various times throughout the production where the actors will ask them questions or ask them to use their imaginations and pretend they are animals, trees, or people. At those times we encourage the audience to participate and/or answer them wholeheartedly (but not in an overly loud yell). Over the years, this has become one of the hallmarks of KMR Scripts productions.

# Arts & Crafts

1. **PUPPETS.** There are lots of different types of puppets. Pinocchio is a marionette. What other types of puppets can the students name? (Hand puppets, ventriloquist dummies, stick puppets, shadow puppets, finger puppets, etc.) Find pictures of different types of puppets and have the student's identify them. Have the students make different types of puppets and put on a puppet show using thier creations.
2. **MAKE A PUPPET.** Have the students cut out two cups from a paper egg carton. Place the cups together end-to-end, trim the edges, and use masking tape to fasten them together. Paint and let dry. Add paper scraps, yarn or colored markers to make the facial features. Use a lollypop stick or coffee stirrer for a handle.
3. **MAKE A MAP.** Have the students draw a map of the area in which the story takes place. Have it include: Geppetto's house, the Schoolhouse, The Ocean, Fox and Cat's House, and the blue Fairy's house. They may also show rivers, forests, cities, the whale, etc.
4. **STORY QUILT.** Tell students they will each get to make a square for the paper patchwork quilt. Hang a piece of dark colored butcher paper (3' X 6') on the wall. Have each student design a square about a part of the story on a piece of art paper (10" X 10 "). Cut the edges of the squares with pinking shears before pasting them onto the quilt.
5. **CLASS PLAY.** Using our production as a guide, have the class come up with their own version of THE WIZARD OF OZ (or another fairy tale). Write the script, cast and rehearse the play and perform it for another class.
6. Draw a picture of their favorite character or event in the play. Display it on the wall or bulletin board. Or, send it to us with a class letter. The actors LOVE to receive mail from their audiences. PLEASE make sure the **teacher's name and complete address** are included in the packet with the student letters.

Our Address:

(Place Your address, phone, email, etc. here)

7. Have the students color the drawing found elsewhere in this guide.

# Language Arts

## BEFORE THE PERFORMANCE:

- 1> Vocabulary. Here are some of the words and phrases the children will encounter during the performance:

lonely	get acquainted	adulthood	identical twins
Magic wand	the Sandman	uncouth	equal opportunity
think positively	counting sheep	particular	learn the ropes
imaginary	to get cracking	formations	sucker (easily duped)
expression	white lie	golden rule	creative justification (lying)
smirk	shirk	conscience	play hooky

- 2> Read the story to the class. Discuss what the story means--what lessons can be learned from it. Share the history of the story with them. If time is available, read them different versions of the story.
- 3> Compare the version(s) you read with the film. Explain why there may be more than one version of a particular story.
- 4> Have your class make up their own version of PINOCCHIO. Most likely they will use parts from the film version, parts from other versions you have read to them. They may write it down or you may act as class transcriber. Illustrations by the class will add a lot to the final product.
- 5> Story Circle. Allow the whole class to make up their own version of the story. Have the class sit in a circle. Pick one child to begin the story and go clock-wise around the circle, allowing everyone a chance to add to the story. Depending on the class, you may have to limit each child's contribution to one story event (some children are avid storytellers!).
- 6> Setting. Explain that the setting of a story is where it takes place. How many different settings do the students remember from the book or movie? Because of the physical limitations, a stage version of the story will have fewer settings. Why is that? Have the students guess what settings the stage version will use and which ones would be difficult to use "in real life."
- 7> Fictional Characters. Explain the difference between fictional (Winnie the Pooh, Donald Duck, etc.) and historical (Davy Crockett, Johnny Appleseed, etc.) characters. Explain that Geppetto, Pinocchio and the rest are fictional characters. What would really happen to someone who got swallowed by a whale?

## AFTER THE PERFORMANCE:

- 1> Write a letter to the actors. Have the class write to the Company, their favorite actor, or to their favorite character. Use the handy scroll page located elsewhere in this guide. The actors love to receive mail from the audience. AND--they will send a reply to your class (not individual students). Last season the Company received over 5000 letters and drawings. PLEASE make sure the **teacher's name and complete address** are included in the packet with the student letters. You'll find our complete address in the Arts & Crafts section of the study guide.
- 2> Discuss the version of the story. Have the class discuss how the version they saw on stage was different from the film or from other versions you have read. Why was it different? Was the message of the play different from the message of the story or film? This may lead to the exploration of "stage conventions"--why some things have to be adapted differently to be performed on a stage.
- 3> Have the students write a review of the play. What were their favorite parts? Their least favorite? Did anything happen that they didn't understand or seemed confusing? Did they like the music or did it "get in the way of the story?" What did they think of the costumes and scenery? Help them understand that their opinions are most certainly valid but will most likely differ from that of others (and that is OK). Being able to objectively discuss their opinions and others' is definitely a skill that will benefit them the rest of their lives.
- 4> Possible themes for papers or oral reports:
  - ▶ What was your favorite character in the story? Why?
  - ▶ If you were the Cat and the Fox, what would you do to have fun?
  - ▶ If you could live during another time in history, which would it be? Why?
  - ▶ What would you do if your dog or cat suddenly turned into a person?
  - ▶ What would you do if you woke up tomorrow and you were in a strange land?
  - ▶ How might Pinocchio's fate be different had his nose not grown every time he lied?
  - ▶ What was so special about Geppetto that the Blue Fairy granted his wish?
  - ▶ Which version did you like better—the stage or film version? Explain why.
  - ▶ What role do fairy tales play in the education of today's students?
  - ▶ Are children today more apt to be accountable for their actions or have a "victim mentality?"
  - ▶ What is the relationship between "freedoms" and "responsibilities?"
  - ▶ Who has the greater influence on the social development of a child? Parents? School? Peers? Society?
  - ▶ Discuss how the company you keep influences your behavior and your reputation.
5. **LIAR, LIAR.** Whenever Pinocchio told a lie, his nose would grow. This doesn't happen to us in real-life, but there are consequences to telling a lie. What are some of the things that happen when we tell a lie? (We feel guilty, people don't trust us, it may hurt other people's feelings, etc.) Is it ever OK to tell a lie? Are little "white lies" really lies? What should you do when you regret telling a lie?
6. **IMAGINATION.** The Blue Fairy tells Geppetto that the reason people go through childhood is to develop their imaginations. Why are our imaginations important? How do we use our imaginations in every-day life? What kinds of jobs or activities depend heavily on our imaginations? What kinds of jobs seem to not require much imagination? Do you know anyone who seems to have lost their imaginations?

# Social Studies/Geography

1. Pinocchio is an Italian story. Help the students find Italy on the globe or map. Have them locate its capital, Rome. What other countries are on its borders?
2. Have the students identify the flag of Italy. How does it differ from that of the U.S.? What other countries have similar flags?
3. Using the map they made of Pinocchio's world in the Arts & Craft section of this Study Guide, have the students mark the compass points on one of the upper corners. Have them answer the following questions based on their own particular map (or, you may certainly make a large map for the class to follow along), using North, South, East, or West:
  - ▶ The ocean is \_\_\_\_\_ of town.
  - ▶ Fox and Cat traveled \_\_\_\_\_ to first come across Pinocchio.
  - ▶ Geppetto's house is \_\_\_\_\_ of the school.
  - ▶ Blue Fairy lives \_\_\_\_\_ of town.
  - ▶ Fox and Cat live \_\_\_\_\_ of Geppetto's house
4. **Safe Surfing on the Internet.**
  1. Encourage your young students to use the Internet as a great place for learning.
  2. Make Internet surfing a family affair. Parents should know where children are on the Internet. Children should know and abide by the rules set down by parents as to what areas are appropriate.
  3. Chatting is fun, make sure it is SAFE. Use the same rules for Internet chat that you use for talking to strangers on the sidewalk. Be friendly but cautious. Guard your anonymity.
  4. Don't be afraid to use software that blocks objectionable material and sites on the Net. Use it. One wrong turn or misspelled search word can end a child in an inappropriate area.
  5. Teach your kids "netiquette": the proper language and decorum of the Internet community.
  6. Teach them to come to you with any questions or problems they encounter on the Internet.
  7. Parents should screen all email written and/or received by their children.

Draw Pinocchio's Face

