

The Desert's
YOUTH theatre



PROUDLY PRESENTS

Roald
Dahl's
**James
and the Giant
Peach** JR.

Right Before Your Eyes!

JAMES and the Giant Peach Jr is presented through special arrangement with Music Theatre International (MTI).
All authorized performance materials are also supplied by MTI.
www.MTIShows.com

May 2018 @ McCallum Theatre

EDUCATIONAL SUPPORT MATERIALS by CHILDRENS PLAYTIME PRODUCTIONS

WORD LIST

As used in *JAMES and the GIANT PEACH JR*,

Researching the definitions of some or all of these words may be beneficial to students' understanding and edification.

WORD **DEFINITION/SYNONYMS may be researched and written in this column**

Advance (contracts)

Adventures

Aeroplane

Agent

Atrocious

Bait

Bizarre

Bloomers

Bobby Cop

Cachet

Calais

Carnage

Cellar

Chalky Cliffs of Dover

Chock-Full

Collide

Connoisseur

Contributions

Debased

Decorum

Decrepit

Depiction

Devour

Dreg (Made Up)

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Eke (out a living)

English Channel

Fantasmatic (Made Up)

Fiancé

Fiction

Floating

Frigidaire

Gajillionaires (Made Up)

Guild

Helper Monkey Slave

Inkling

Insignias

Jaunt

Keynote

Lady (Royalty)

Landmark

Lumpish

Marvel

Masseuse

Notable

Nuisance

Orphan

Orphanage

Papacita (Spanish)

Paparazzi

Patootie

Pitch (for a show)

Pounds (as in money)

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Primordial Ooze

Property

Que Bonita (Spanish)

Quid

Quotable

Ration

Remarkulous (Made Up)

Reporter

Rhino (Rhinoceros)

Ridicumatically (Made Up)

Scromp (Made Up)

Scrumptious

Scrunch (Made Up)

Shilling

Slithering

Sophisticated

Telegram

Terrorificly (Made Up)

Tragic

Vagrants

Ven Conmigo (Spanish)

Vermin

Wallop

Whimsy

Wretched

FUN FACTS AND BACKGROUND INFORMATION

ROALD DAHL

- Roald Dahl was born in Llandaff, Wales on September 13th 1916. He died on November 23rd 1990 at the age of 74.
- Roald's parents were Norwegian. His mother was a great teller of tales, including stories of trolls and other mythical Norwegian creatures. His father was a tremendous diary-writer. As a result, Roald loved stories and books as a boy and kept a secret diary that he wrote in every day from the age of eight.
- In his youth, Roald used to enjoy going to the town sweet shop where he would ponder over glass jars of sweets and enjoy his favorite - Sherbert suckers (yellow cardboard tubes filled with sherbert powder that you would suck out through a hollow liquorice straw that you would eat when the powder was finished).
- At the age of thirteen, Roald went to a school near the Cadbury chocolate factory that regularly involved the schoolboys in testing new varieties of chocolate bars.
- Roald Dahl's first book for children was not, as many suppose, *JAMES and the GIANT PEACH* but *The Gremlins*, a picture book published in 1943 and adapted from a script written for Disney. After *The Gremlin's*, Dahl wrote short stories and books for adults. His adult writing was favourably compared to O'Henry and Saki and he won the Edgar Award from the Mystery Writers of America three times. Many of his short stories were televised for the hugely successful *Tales of the Unexpected*, which featured such stars as John Gielgud, Alec Guinness and Joan Collins.
- Other books written by Roald Dahl include: *Matilda*; *Charlie and the Chocolate Factory*; *Charlie and the Great Glass Elevator*; *The BFG*; *Danny The Champion of the World*; *The Twits*; *The Witches*; *Boy*; and, *Going Solo*. He was working three additional books, *The Vicar of Nibbleswicke*, *My Year* and *The Roald Dahl Cookbook*, at the time of his death.
- *Charlie and the Chocolate Factory* was first published in the U.S. in 1964. The book went on to achieve phenomenal success all over the world with the Chinese edition being the biggest printing of any book ever – two million copies!

JAMES and the GIANT PEACH

- Dahl's *JAMES and the GIANT PEACH* was first published in the United States in 1961 by Alfred A. Knopf, Inc. (illustrated by Nancy Ekholm Burkert); it was published in England in 1967 by Allen & Unwin (illustrated by Michel Simeon).
- Dahl's work was adapted into an animated film in 1996. The film was produced by Denise Di Novi and Tim Burton and directed by Henry Selick. It was a mixed live-action and stop-motion animation production.
- *JAMES* has also been adapted into a musical production (three actually). It first premiered in 2010, but was reworked and reintroduced in 2015 as three versions (differing in length for different audiences). Benj Pasek and Justin Paul (who wrote the music for *Dear Evan Hansen* and *The Greatest Showman*) wrote the music and lyrics for the musical.

UNDERSTANDING ADAPTATIONS

This section may be used as part of a lesson plan structure that introduces the concept of adaptations.

Whenever a literary work is transformed for stage, television, screen, and nowadays even video games, there are typically changes that are made to the content of the original work. These changes represent adaptations. Many of these changes come about by necessity; others result from the new author's (the person preparing the adaptation) vision and interpretation.

The story of *JAMES and the GIANT PEACH* has been adapted over and over throughout the years, including: an animated movie (1996), a musical theatrical production (2004), and even this shortened Broadway Jr musical theatrical production. A full list of adaptations may be found at the Roald Dahl sites including in the bibliography and credits at the end of these materials. While specific details change from version to version, there are common themes that run through all the versions and make them *JAMES and the GIANT PEACH*.

Because of this variation in the nature of the adaptations made to the basic story, *JAMES and the GIANT PEACH* provides a wonderful opportunity for children to see how different visions of the same original theme can each provide wonderfully entertaining end products. Childrens Playtime Productions' *JAMES and the GIANT PEACH JR* is an adaptation that provides another vision of that same work.

Plays, like movies and television, serve as models for a creative response to literature by allowing students to look at the way movement, scenery, and speech operate to bring a narrative to life. Where time and resources permit, many useful class exercises may be endeavored by undertaking to have the students who will attend (or have attended) CPP's *JAMES and the GIANT PEACH JR* also watch the movie version, as well as read the story and watch video performances (available on YouTube as well).

In addition to strengthening reading and comprehension skills, upon completion, students may strengthen critical thinking, reasoning, writing and communication skills by comparing and contrasting the different versions.

STORY SYNOPSIS

Young James, who became orphaned when his parents were attacked by a Rhino that escaped from the London Zoo, is sent to live with his two cruel, conniving and scary Aunts. The only intention the Aunts have is to use James as their own personal helper monkey slave. When the Aunts go for a day of fun and frolic at the seashore, James is left behind to chop down their old, bug and vermin infested peach tree. Disappointed, James sets out to do as he is tasked; however, before he can do so, a mysterious stranger offers him a life-changing magic potion - which James accidentally spills at the base of the tree. Right before their eyes, one of the peaches begins to grow – and grow – and grow! The Aunts see the peach as an opportunity for a financial windfall as a public attraction! Before they can fulfill promises made, but not before receiving money in advance for those promises, the peach breaks loose! James - having been pulled inside the peach– rolls with it into the ocean launching a journey of enormous proportions. In the course of the ensuing adventures, James finds that the peach is not the only thing affected by the potion – all of the creatures living in that peach tree have now become human! James befriends this crazy collective – a grasshopper, a ladybug, a spider, a centipede, an earthworm, and a silkworm – all now in human form. They all ride the giant peach across the ocean and face hunger, sharks and plenty of disagreements before ending up in New York where James and his new “family” realize a promising future - while the Aunts get their just desserts!

PROPOSED EXERCISES

WHAT'S THE DIFFERENCE?

Either before or after attending CPP's production of *JAMES and the GIANT PEACH JR*, classes may review one or more of the available versions. Through discussion or written assignments, students may then be asked to compare and contrast the different versions, noting similarities and differences in story lines and other factors. Students may also be asked to explore why they think the different authors may have made the changes that they did to the other works seen or read.

WHAT WOULD YOU DO?

As a creative writing exercise, students may be asked to develop their own adaptation – alone or in groups – of the *JAMES and the GIANT PEACH JR* story. In conjunction with this assignment, students may be asked to explain why they make the changes that they do. As an added challenge, students may be encouraged to develop their own character that lives inside the peach and interacts with James in the course of their adaptation.

EVERYBODY'S A CRITIC

A review tells what someone liked or didn't like about a book, play or a movie.

In this exercise, students may discuss or write a review about CPP's *JAMES and the GIANT PEACH JR* play. In addition, or alternatively, students may discuss or write comparative reviews about one or more of the different versions of *JAMES and the GIANT PEACH JR*, or just about the version that they liked the best, while separately stating their reasoning as to why they liked that version.

Guiding topics to prepare a review include:

1. My favorite version of *JAMES and the GIANT PEACH Jr* is:
2. I like it because:
3. My favorite part was:
4. I didn't like the part when:
5. The character I like the best was:
6. That character was my favorite because:
7. The character I didn't like at all was:
8. I didn't like that character because:
9. I did or did not like the sets because:
10. I did or did not like the costumes because:
11. I did or did not like the props because:
12. If I could, I would change _____ about the play because:

DID YOU GET THAT?

The questions on the next page may be used to review students' comprehension skills after attending the CPP performance. Alternatively, the following questions may be used prior to attending the CPP performance by basing responses upon the original *JAMES and the GIANT PEACH* story. In this latter regard, a further exercise of interest may be to answer the questions separately with respect to each of the versions and then note particularly how the answers differ among the versions.

DID YOU GET THAT? (QUESTIONS)

1. Where did James live at the start of the story? Why?
2. How do we find out what happened to cause James to live there?
3. Why does James have to leave the place identified in Question 1? Where will he go?
4. What does James take with him to his new home? What value do the items he takes have?
5. What are James' Aunts names? What do they do to "eke out a living"?
6. How are the Aunts informed that James is coming to them? Where do they meet him first?
7. As what do the Aunts view James (2 separate answers anticipated)? What will they receive for their "trouble"?
8. Why does James get excited when he sees the seashore in the distance? Why is he disappointed?
9. What does James have to do while his Aunts go to the seashore? What happens when he starts?
10. Who is the only one that can save James' wretched little life? How?
11. What potion does James' select from the book he pulls out of the bag? What happens when the potion is finished being made?
12. When does James discover what effect the potion had? Who is with him? What do they see?
13. What does Aunt Sponge want to do when she sees the Giant Peach? How about Aunt Spiker? Which Aunt wins? How so?
14. What groups visit the Aunts about the peach? What do they each want? What do they offer?
15. What will James get from the deals? What mean and cruel things do the Aunts say and do to James when he asks?
16. What gets the Aunts in trouble? How does that same incident affect James?
17. Besides the peach, "what" else was affected when James accidentally spilled the potion? What happened to them?
18. Where does the peach end up after breaking off of the tree? What does it roll over along the way?
19. Where do the occupants of the peach first think they will end up? Why doesn't that happen?
20. How do the Aunts escape their troubles in England? What do they see when they do?
21. What problems do the occupants of the peach face in the course of their adventure? How do they resolve each problem?
22. In what city does the peach finally end up? Where in the city? How does it get there?
23. Who is there to meet the peach, James, and the other occupants? Who do they have with them?
24. What happens to the Aunts in the end?
25. What happens to James and his "new family"?
26. The mysterious man, whose name is Ladahlord (though it is never spoken in the play) appears throughout as various characters in different scenes. Identify as many as you can.

SYNONYM EXERCISE

Connect each of the words in the left column with the best synonym in the right column.

Advance
Agent
Bait
Bizarre
Cellar
Collide
Contributions
Decrepit
Devour
Fiction
Keynote
Landmark
Nuisance
Property
Ration
Scrumptious
Sophisticated
Telegram
Vagrants
Vermin
Wallop

Punch
Classy
Consume
Bother
Reference
Crash
Strange
Representative
Hobos
Basement
Decaying
Delicious
Pest
Main
Untruth
Belongings
Message
Lure
Allowance
Donations
Pre-payment

FILL IN THE _____ (BLANK) EXERCISE

Using words from the list below, fill in the blanks of the sentences that follow.

MONEY	BOARDWALK	ADVANCE	SPONGE	GROWING
FAMILY	REPORTERS	GRASSHOPPER	MONKEY	NIGHTMARE
MYSTERIOUS	JAMES	AUNTS	OCEAN	SHAKE
GOBBLE	ORPHANAGE	SLITHERING	SPILLS	POTION
SLAVE	TELEGRAM	GLASSES	SEASHORE	CONTRACTS
PEACH	FEAR	LADIES'	RHINOCEROS	TRAIN
BAIT	CROCODILE	SPIDER	GIANT	LADYBUG
EARTHWORM	HUMAN	TONGUES	EMPIRE	SEAGULLS
ZOO	HOLLYWOOD	WEB	ROLLS	SPIKER
POUNDS	DOLLARS	CENTIPEDE	SILKWORM	SCARF

- 1 At the start of the story, James is living in the Painswick _____ because his parents were killed by a _____ that escaped from the London _____.
- 2 We learn about James' parents through James' recurring _____.
- 3 The only items the James has to remember his parents by are his father's _____ and his mother's _____.
- 4 James has to leave Painswick and never return because they found some of his _____. Two atrocious _____ any child would _____ named _____ and _____.
- 5 When we first meet James' new relatives, they are at the _____; when James first meets them, they are at the _____ station. The relatives learn that James is coming through a _____.
- 6 James' relatives will receive 27 _____ (the British version of _____) per week to take care of him.
- 7 James' relatives do not care for James, they just view him as their helper- _____ - _____.
- 8 When James arrives at his new home, he sees the _____ down at the bottom of the hill. James wants to go play with friends, but he must stay behind to chop down the rotten old _____ tree.
- 9 James encounters a _____ man that challenges him to take control of his life by selecting a _____ from a book he has; James reluctantly agrees and chooses _____ from the book.
- 10 James and the man mix the ingredients in a bag and _____ it up; before James can _____ it down, however, he drops the bag and _____ its contents at the base of the tree.
- 11 The next day, James and his relatives see the effect of his accident when they notice a peach _____ into a _____ peach; the greedy relatives want to make _____ from it.
- 12 A group of _____, and members of the _____ guild, and _____ agents all offer _____ in which James' relatives would be paid in _____ for promises about the peach.
- 13 Before the relatives can keep the promises, the peach grows some more and breaks off the tree, it _____ down the hill and lands in the water where the current carries it to the _____.
- 14 _____ was pulled into the peach and finds out that there are other living inside there as well; specifically, James finds a _____, a _____, an _____, a _____, a _____, and a _____. The potion James spilled changed them to _____ versions of themselves.
- 15 To save themselves from sharks attacking the peach, James suggests using Earthworm as _____ to lure _____ and attaching them to the peach with spider's _____ to fly the peach out of the ocean.
- 16 The peach lands in New York City on top of the _____ State Building.

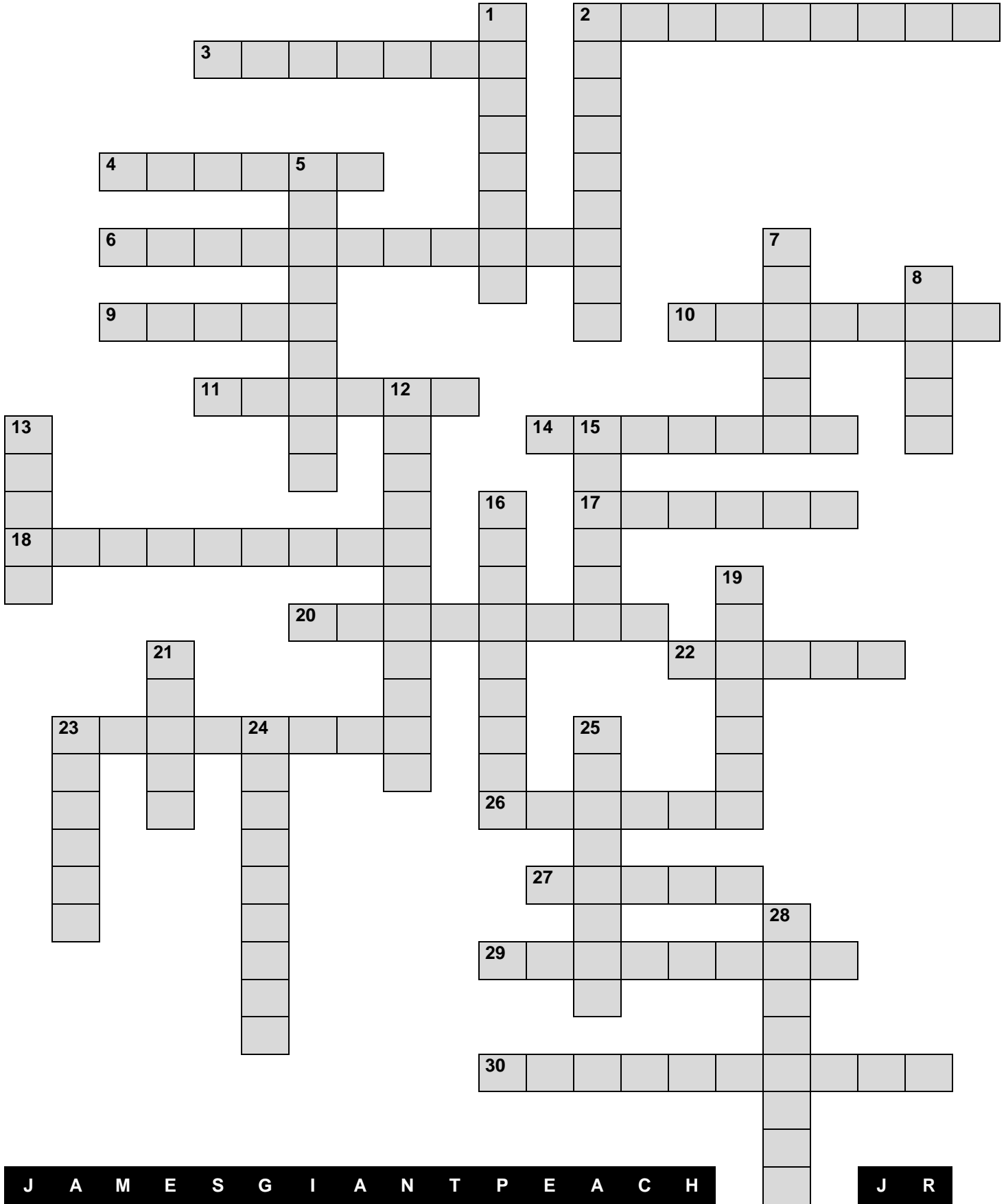
WORD SEARCH

C	G	E	E	S	G	A	D	S	S	E	U	S	R	G
R	R	R	P	A	U	U	H	E	D	P	T	R	L	I
O	A	O	E	N	R	A	B	E	C	C	I	A	S	S
C	S	H	T	K	R	T	P	Y	E	R	S	D	I	E
O	S	S	R	K	I	I	H	S	D	S	E	L	E	J
D	H	A	S	I	T	P	N	W	E	A	K	P	A	R
I	O	E	R	N	O	I	S	S	O	W	L	M	I	D
L	P	S	E	E	N	A	L	P	O	R	E	A	R	T
E	P	C	M	G	G	H	T	R	B	S	M	O	E	C
G	E	E	O	F	U	O	M	R	E	Y	L	P	P	A
N	R	S	O	R	E	C	O	N	I	H	R	E	O	R
O	O	U	L	R	S	E	C	N	A	V	D	A	R	T
P	E	Y	B	E	F	I	D	D	L	E	S	C	T	N
S	E	A	G	U	L	L	A	G	E	N	T	H	E	O
N	O	I	T	O	P	L	N	A	H	P	R	O	R	C

- | | | |
|-------------|-----------|-----------|
| ADVANCE | AEROPLANE | AGENT |
| AUNTS | BLOOMERS | CENTIPEDE |
| CONTRACT | CROCODILE | DECREPIT |
| EARTHWORM | FIDDLE | GLASSES |
| GRASSHOPPER | INSECTS | JAMES |
| LADAHLORD | LADYBUG | ORPHAN |
| PEACH | POTION | REPORTER |
| RHINOCEROS | SEAGULL | SEASHORE |
| SHARKS | SILKWORM | SPIDER |
| SPIKER | SPONGE | TONGUES |

FIND EACH OF THE ABOVE WORDS IN THE BOX. THE WORDS MAY APPEAR HORIZONTALLY, VERTICALLY, OR DIAGONALLY, AND MAY APPEAR IN FORWARD OR REVERSE DIRECTION. ONCE YOU HAVE FOUND ALL THE WORDS, THE REMAINING LETTERS IN THE BOX WILL SPELL OUT THE MYSTERY PHRASE.

CROSSWORD PUZZLE



J A M E S G I A N T P E A C H

J R

CROSSWORD PUZZLE CLUES

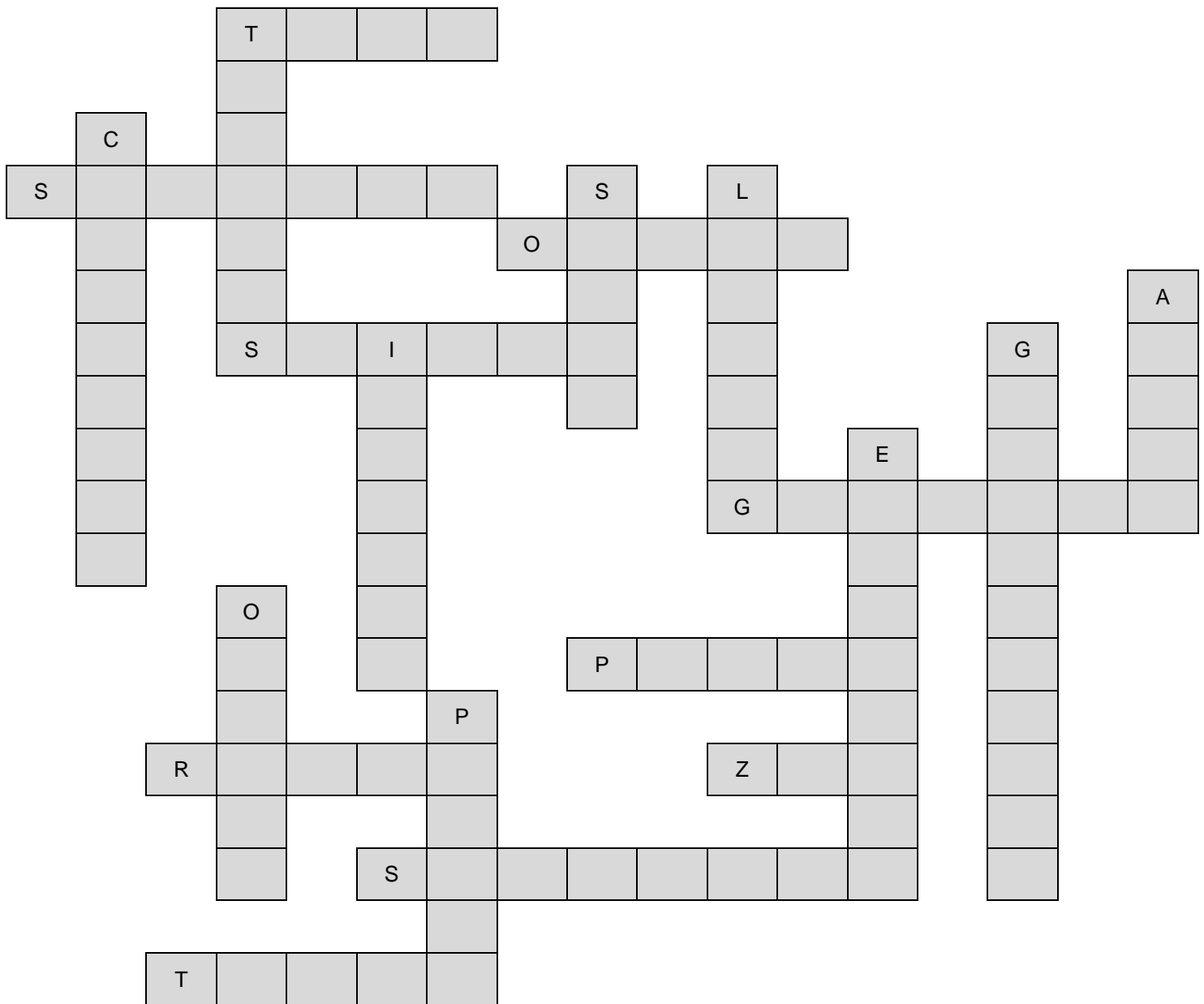
CLUES ACROSS

2. The potion James chose to make resulted in slithering body parts from this animal.
3. The contracts offered the Aunts money in this manner – that is, paid before fulfilling their promises
4. One of the creatures that lived in the peach tree who witnessed her fiancé being eaten by Sponge.
6. The building in New York City that the giant peach lands on when the seagulls drop it. (2 WORDS)
9. The type of fruit tree that James is told to chop down by his Aunts.
10. She supplies the bloomers to use as the flag on the peach as it “sails” the ocean.
11. James’ Aunt that wants to eat the peach after the potion has made it grow so big and juicy.
14. The slithering body part that the potion James chooses creates.
17. James selects one of these from the book presented to him by the mysterious man.
18. This group wants the Aunts to sign a contract to be able to feature the peach in articles and news stories.
20. The carefree way that the peach travels across the ocean before encountering sharks.
22. The hero of our story.
23. Where the Aunts go while James stays behind to chop down the tree.
26. These creatures ram the peach and try to eat it until James comes up with an idea to get away from them.
27. The type of group that the Ladies belong to that want Spiker & Sponge to come and speak about the peach.
29. One of the creatures that lived in the peach tree that creates strands of fine and strong thread.
30. This animal escaped from the London Zoo in James’ nightmare.

CLUES DOWN

1. James’ relatives got this type of message informing them that James was being brought to live with them.
2. This creature that lived in the peach tree does not have 100 legs in reality.
5. James has the idea to use this creature as bait for the seagulls; because it lives in the ground it can’t see well.
7. The musical instrument one of the creatures on the peach plays as they are floating along.
8. What type of relatives are Spiker and Sponge to James.
12. This creature that lived on the peach played the instrument reference in clue 7 down.
13. The only remaining possession that James has (had) that belonged to his mother.
15. What James was after his parents were killed by the Rhinoceros.
16. James’ relatives signed a number of these legal documents hoping to make a lot of money from the peach.
19. The only remaining possession that James has (had) that belonged to his father.
21. The adjective used for the peach in the show’s title.
23. James’ Aunt that comes up with the idea to try to make money from the peach.
24. Where the agents were from that signed contracts for movie deals with the Aunts and the peach.
25. These birds lifted the Giant Peach into the air and out of the ocean to save it from the sharks attacking.
28. What James’ relatives considered him to be (hint: just like the purses, watches and wallets they would steal).

WORD PUZZLE FOR YOUNGER GRADES



**J A M E S A N D T H E
G I A N T P E A C H J R**

Fill the words below into the correct spaces in the puzzle above. The first letter of each word is started for you.

Aunts
Insects
Potion
Spider

Centipede
Ladybug
Rhino
Tongues

Earthworm
Ocean
Scarf
Train

Glasses
Orphan
Seagull
Tree

Grasshopper
Peach
Silkworm
Zoo

DID YOU GET THAT? (ANSWERS)

The answers provided below relate to CPP's adaptation of *JAMES and the GIANT PEACH JR.* Teachers are encouraged to have students provide more detailed answers where applicable. There may likely be other answers to these questions that relate to one or more other versions of *JAMES and the GIANT PEACH*. Students may be asked to provide answers in relation to other versions they study as well.

1. At the Painswick Orphanage in London, England. He lived there because his parents both died in a horrible accident involving a Rhinoceros that escaped from the London Zoo [and ate them.]
2. We find out because James has one of his recurring nightmares about his parents and the accident one night in the orphanage.
3. Because they have located two Aunts that he must go to live with. They live in Dover, where James grew up with his parents and has friends.
4. Only his father's eyeglasses and his mother's scarf. These are the last two items his parents touched and the most important things in the world to him.
5. James' Aunts names are Spiker and Sponge. They do unsavory things like picking pockets, stealing purses and wallets, and conning people out of money any way that they can think to do.
6. The Aunts receive a telegram while they are "at work" on the Boardwalk in Dover. They meet James at the Dover Priory Train Station when he arrives.
7. A "helper monkey slave" [do chores, give massages, etc.] and a source of income. They will receive 27 pounds a week for their "trouble".
8. James gets excited seeing the seashore because he thinks he sees his old friends playing down there. He is disappointed because when he suggest they all go down to the seashore for the day, the Aunts decide that they will, but James cannot because he has chores to do.
9. James is instructed to chop down the rotten old peach tree and to kill every crawling thing he finds. As he starts to swing the axe, an earthworm comes running towards him and is being chased by a centipede that is trying to catch and eat him. As the centipede runs off, James runs after it. Instead of catching the centipede, however, James ends up grabbing onto a mysterious man.
10. The mysterious man advises that James is the only one with the power to change his wretched little life – and it starts by having the courage to reach into the bag and find out what fate has in store for James. This leads James to finding a book of potions – select one, devour it and fabulous and unbelievable things will happen in his life!
11. James selects a potion for Slithering Crocodile Tongues. They make the potion together – shake it up, mix it round and round, but before James can gobble it down, he trips and spills the potion all over the ground causing all the Crocodile Tongues to slither away from James.

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- 12. The next day, when James is near the tree with his Aunts, they notice a peach on the tree begin to grow – and Grow – and GROW! It becomes enormously large - GIANT.**
- 13. When Sponge sees the Giant Peach, she wants to get a shovel and start to eat it. Spiker, however, sees potential to make money by using the Giant Peach as an attraction for which tourists would pay money to see. Spiker’s plan wins out and they start to sell tickets to see the Giant Peach.**
- 14. The Aunts are visited by a group of Reporters who want to do sign exclusive deals to write stories about the peach., a group of Ladies’ Guild members who want to have the Aunts (and the peach) be at their next convention and give a keynote speech about the peach, and a group of Hollywood Agents who want to sign exclusive deals for tv, film, and Broadway rights to the story of the peach. They all offer money – IN ADVANCE!**
- 15. James gets nothing from the deals, despite his protests that it was only because of him that the peach grew to begin with. Instead, he gets belittled and told that no one ever wants to hear what he has to say since he is a worthless little boy. They also break his father’s glasses and rip up his mother’s scarf just to spite him in their mean and cruel way.**
- 16. The Aunts get in trouble when the peach grows so large that it breaks off of the tree and rolls, uncontrollably, down the hillside and over the cliffs and into the water. Because they had gotten oodles of contract money in advance, but now could not deliver the peach, they were in deep trouble with the reporters, ladies’ guild, and Hollywood agents. James was affected in an entirely different way – he got swallowed up into the peach and was inside of it when it rolled down the hillside, over the cliff, and into the water.**
- 17. As James finds out when he enters the peach, it was not the only thing that was affected when he accidentally spilled the potion. The creatures living inside the tree and the peach also were affected. These bugs and insects and worms were: a Grasshopper, Ladybug, centipede, spider, silkworm, glowworm, and an earthworm. Not only did they grow larger – like the peach – but in the play adaptation, they also were transformed into human versions of their former selves.**
- 18. As indicated earlier, the Giant Peach rolled down the hillside, over the Cliffs of Dover, and into the sea (the English Channel). Along the way, it rolled over Spiker and Sponge, farm animals, and Oompa-Loompas (characters from Roald Dahl’s famous story – Charlie and the Chocolate Factory).**
- 19. At first, the Giant Peach occupants assume they will end up in the French city of Calais just 20 miles from Dover across the English Channel. However, they soon realize that the current is carrying them out to the Atlantic Ocean.**
- 20. The Aunts escape England on a cruise ship bound for New York where they intent to return to their old con-artist ways to make a living in their new country. As they are traveling though, they see a Giant Peach floating in the ocean and realize it is their peach!!**

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- 21. The occupants first face hunger – which they resolve by deciding to ration out some of the peach as they go along. The second obstacle is sharks that are trying to attack the peach. To avoid this end, they cleverly use the earthworm as bait to lure seagulls in and then lasso them with webs and silk from spider and silkworm that then allow the seagulls to fly away from the sharks.**
- 22. With the help of the seagulls, the peach finally ends up in New York City where, after the lines to the seagulls are cut by a plane, it lands on top of the Empire State Building.**
- 23. When James gets down from the peach, he is met by his Aunts, Spiker and Sponge. They are there with the Commander of the United States Air Force (and military helicopters with heat seeking missiles). They threaten to take James and the Giant Peach back “home” to England – AFTER they fumigate and kill all of the “creatures”.**
- 24. Just as the Aunts are about to start fumigating, chunks of peach begin to fall from the sky and, finally, the rest of the peach breaks loose from the spire of the Empire State Building and falls to the ground – right on top of Spiker and Sponge (very Wicked Witch like in the Wizard of Oz).**
- 25. James and his “new family” – all the occupants from the peach – went on to live happily ever after in successful careers of their own. Centipede became “a world famous designer of fabulous shoes,” Spider used her web to “build the most amazing bridges the world has ever seen,” Earthworm “became a social activist forming “B.A.I.T.” – Bugs Against Insensitive Terminology,” and, Grasshopper and Ladybug got married and had many children of their own.**
- 26. Ladahlord (the mysterious man) appears:**
 - in the opening of the show with the rest of the cast**
 - in the crowd running away from the Rhino in James’ nightmare**
 - as a vagrant at the Boardwalk in Dover**
 - at the train station when James arrives in Dover (dressed as Harry Potter)**
 - in Spiker and Sponges Decrepit Garden (as the mysterious man)**
 - as a Ladies’ Garden Guild member**
 - as the Giant Peach is rolling down the hill (as Willy Wonka)**
 - as the Ship’s Porter on the Jewel of the Sea cruise ship**
 - as a Seagull saving the peach from the sharks**
 - in New York narrating the events and voicing the commercial airline pilot**

ANSWER KEYS

FOR FILL IN THE (BLANK) EXERCISE

1	Orphanage; Rhinoceros; Zoo
2	Nightmare
3	Glasses; Scarf
4	Family; Aunts; Fear; Spiker; Sponge
5	Boardwalk; Train; Telegram
6	Pounds; Dollars
7	Monkey; Slave
8	Seashore; Peach
9	Mysterious; Potion; Slithering; Crocodile; Tongues
10	Shake; Gobble; Spills
11	Growing; Giant; Money
12	Reporters; Ladies; Hollywood; Contracts; Advances
13	Roll; Ocean
14	James; Grasshopper; Ladybug; Earthworm; Spider; Centipede; Silkworm; Human
15	Bait; Seagulls; Web
16	New York; Empire

FOR SYNONYM EXERCISE

Advance	=>	Pre-payment		Landmark	=>	Reference
Agent	=>	Representative		Nuisance	=>	Bother
Bait	=>	Lure		Property	=>	Belongings
Bizarre	=>	Strange		Ration	=>	Allowance
Cellar	=>	Basement		Scrumptious	=>	Delicious
Collide	=>	Crash		Sophisticated	=>	Classy
Contributions	=>	Donations		Telegram	=>	Message
Decrepit	=>	Decaying		Vagrants	=>	Hobos
Devour	=>	Consume		Vermin	=>	Pest
Fiction	=>	Untruth		Wallop	=>	Punch
Keynote	=>	Main				

SOLUTION FOR WORD SEARCH PUZZLE

NW	N	NE
W	X	E
SW	S	SE

WORD (X, Y, D)
(Over, Down, Direction)

ADVANCE (13, 12, W)
AEROPLANE (13, 8, W)
AGENT (8, 14, E)
AUNTS (7, 1, SW)
BLOOMERS (4, 13, N)
CENTIPEDE (3, 9, NE)
CONTRACT (15, 15, N)
CROCODILE (1, 1, S)
DECREPIT (8, 1, SE)
EARTHWORM (4, 1, SE)
FIDDLE (6, 13, E)
GLASSES (15, 1, SW)
GRASSHOPPER (2, 1, S)
INSECTS (7, 7, NE)
JAMES (15, 5, SW)
LADAHLORD (7, 15, NE)
LADYBUG (12, 7, NW)
ORPHAN (13, 15, W)
PEACH (13, 10, S)
POTION (6, 15, W)
REPORTER (14, 8, S)
RHINOCEROS (12, 11, W)
SEAGULL (1, 14, E)
SEASHORE (3, 8, N)
SHARKS (9, 1, SW)
SILKWORM (15, 3, SW)
SPIDER (10, 1, SE)
SPIKER (8, 7, NW)
SPONGE (1, 14, N)
TONGUES (6, 6, S)

MYSTERY PHRASE

SURPRISE! RIGHT BEFORE YOUR EYES!

EDUCATIONAL SUPPORT MATERIALS by CHILDRENS PLAYTIME PRODUCTIONS

CROSSWORD PUZZLE SOLUTION

							1 T	2 C R O C O D I L E						
3 A D V A N C E							E							
							L							
							E							
4 S P I D E R				5 E R			G							
				A			R							
6 E M P I R E S T A T E												7 F		
												I		
												A		
9 P E A C H												10 L A D Y B U G		
												D		
												N		
												T		
												S		
11 S P O N		12 G E												
13 S														
C														
A														
18 R E P O R T E R S														
F														
								14 T O N G U E S						
								R						
								16 C						
								17 P O T I O N						
								O						
								H						
								A						
								19 G						
								L						
								22 J A M E S						
								S						
								S						
								E						
								E						
								26 S H A R K S						
								G						
								27 G U I L D						
								L						
								28 P						
								29 S I L K W O R M						
								O						
								P						
								30 R H I N O C E R O S						
								R						
								T						
								Y						

J A M E S G I A N T P E A C H

J R

WRITING ACTIVITIES

(Based upon *JAMES and the GIANT PEACH JR* story and play, plus information in this guide)

1. What are the lessons or morals that you believe *JAMES and the GIANT PEACH JR* has to offer? Do you think that these were effectively conveyed? Do you think that the *JAMES* movie tried to convey the same lessons or morals? How about the original story? Are there additional lessons that one of the adaptations tried to convey? How effectively were those lessons conveyed?
2. Keeping in mind some of the lessons that *JAMES and the GIANT PEACH JR* story has to provide, write your own additional chapter(s) to the story where another character(s) learn these lesson(s).
3. If you were putting on a play about *JAMES and the GIANT PEACH JR*, describe what your set, scenery, costumes and props would look like.
4. If you could meet your favorite character from *JAMES and the GIANT PEACH JR*, what questions would you want to ask him/her? How do you think he/she might respond? Write an interview that you might have with him/her.
5. An important part of being an actor is to develop your character; for example, who he/she is, how does he/she react to situations, what mannerisms does he/she exhibit, how would he/she speak, dress, behave, walk, interact with others, what motivates him/her, and so forth. Pick one of your favorite characters from *JAMES and the GIANT PEACH JR* and describe that character in detail using the above descriptions. If you were an actor playing that character, how would your character differ?
6. In *JAMES and the GIANT PEACH JR*, the creatures that lived in the peach tree (and ended up affected by the potion and trapped in the peach with James) were turned into human versions of the creature they had been by the potion. With reference to the ideas presented in question 5, above, what characteristics could or should be brought to these characters to highlight their non-human natures.
7. In each scenario below, imagine that you are one of the characters from *JAMES and the GIANT PEACH JR* and write an entry in your character's diary in which you describe how you feel about what happens. You can pick the same character for each scenario, or you can switch to different characters for the different scenarios. Make sure your entry reflects back on what it was like before the event took place as well as how you think you or others will have changed as a result of the event described. NOTE: If your character was not directly involved in the event described, you can still write an entry from that character's point of view by assuming that they heard about the event.

Scenario A: James has just been told that he has Aunts he did not know he had and that he must leave the orphanage to go and live with them.

Scenario B: James is introduced to his Aunts and their true intentions to put him to work as their helper monkey slave.

Scenario C: James has just met the mysterious man and been offered the opportunity to change his life by selecting a potion from the magic book.

Scenario D: The potion has just spilled all over the ground around the peach tree.

Scenario E: The peach has grown so big that it breaks off of the tree and rolls down the hill and into the sea. 1) From the point of view of those in it. 2) Of those it rolled over. 3) Of those affected by the fact that the contracts can no longer be honored.

Scenario F: You are in the crowd in New York when the peach flies in pulled by the seagulls and then drops onto the Empire State Building and, finally, down to the ground landing on Spiker and Sponge.

EDUCATIONAL SUPPORT MATERIALS by CHILDRENS PLAYTIME PRODUCTIONS

8. Does something BUG you about the references to the peach inhabitants? Often they seem to be lumped under a common description – such as bugs. Have students research the various creatures inside the peach (grasshoppers, ladybugs, spiders, centipedes, earthworms, and, silkworms) and identify the categories that each belong in (e.g., bugs, insects, worms, etc.). What are some features that distinguish each from the other and cause them to not be able to all be classified as one thing? [HINT: Numbers of legs, shapes of mouths, etc.]
9. As with the bug references, have students research why 1) the manner in which James' became an orphan (eaten by the escaped zoo animal) and 2) the fear that the sharks would get them would both be questionable.
10. James' Aunts tell James that he is "a worthless, lying little boy" and "nobody will ever be interested in anything" he has to say. "Not today, not tomorrow, not ever, ever, ever". Because of this, James is reluctant to share his excellent idea of how to survive in the peach on the ocean. Clearly, James is not the one with the problem, it is his Aunts that have the problem – with him! As Ladybug says – "why would you ever think that?" In what ways does James lose out as a result of his Aunts' narrow thinking? In what ways do the Aunts lose out as a result? In what ways do others lose as a result? Can this relate to any experience you or your friends have had?
11. The Mysterious Man who presents James with the potion book and serves as a sort of Narrator throughout the story actually has a name – though it is never referenced by the characters in the story. His name is Ladahord! If you study it closely, you will see that this name is an ANAGRAM of the name of the author of the story James and the Giant Peach – Roald Dahl! Using your own name (either your first name or last name or, as with Ladahord, both names) come up with some fun anagrams as fictional character names.

CREATIVE ACTIVITIES

LOGO: Using construction or other paper and markers, colored pencils, crayons or other drawing tools, have each child draw what they think would be a good logo for *JAMES and the GIANT PEACH Jr.*

SCENE DIORAMA: Using foam boards, Styrofoam, sticks, glue, construction paper, etc., construct a three-dimensional diorama of any scene from *JAMES and the GIANT PEACH JR.* Include set pieces, backdrops, major props, and any other items on stage. Items should be built somewhat to scale relative to selected stage size parameters.

SET LAYOUT DIAGRAMS: Set layouts are used by theatre directors and production teams to plan what set pieces will be used, where they will be placed on the stage, what has to be moved on and off stage between scenes and where the characters will be able to move in relation to the set pieces. Have the children, preferably in groups, prepare set layout diagrams for each of the scenes in *JAMES and the GIANT PEACH Jr* as they would create them. To this end, the children may use a copy of the book and break it down into scenes from scratch (e.g., whenever a new location or a new physical structure is referenced there could be a new set layout). By completing their own set layouts, the children will feel as though they were the ones to create or direct a play version of the story. If done before attending CPP's performance, the children will also be able to see whether the scenes that they chose to include were also included in the play adaptation.

CHARACTER/SCENE BREAKDOWNS: Using the scenes developed from the Set Layout Diagrams activity, the children may also prepare Character/Scene Breakdowns. On a separate sheet of paper for each scene developed, have the children make a list of the characters that they would have in each scene. Of course, some characters will have to be in some scenes by necessity – based upon the narrative itself. In other instances, though, the children may choose to have other characters present during a scene as well (e.g., animals, bystanders, etc. may be included in some scenes even if they don't actually have lines based on the narrative).

FLIP BOOKS: An extension of the Set Layout Diagrams and Character/Scene Breakdowns activity might be to have the children make flip books of their version of the story that they have created through the above activities. To do this, copies of the set layouts for each scene may be made so that the characters may be drawn onto the scenes – several copies may be required for each scene to be able to illustrate different actions that might be taking place in that scene. Adding their version of the story beneath illustrations then completes the book.

MATH ACTIVITIES

JAMES and the GIANT PEACH JR MATH? Who would have thought that the story of *JAMES and the GIANT PEACH JR* could be used to study math? CPP did, of course! Have the students find answers to the questions posed below.

- The Aunts were told that they would be paid £27 Pounds (British Pounds) per week to take care of James. At the time these materials were prepared, that represented \$38.37 (U.S. Dollars).
 - Determine the Exchange Rate that applies.
 - Have students research the current Exchange Rate (or provide it to them) and have them calculate how much the Aunts would make weekly based upon that rate.
 - If the Aunts were to make \$54 per week, what Exchange Rate would that require? How about \$13.50?
 - Extra Credit: research monetary units in other countries and determine how much the Aunts would make weekly in those locations' currency.
- When the giant peach broke from the tree and rolled into the sea at the Cliffs of Dover, the peach inhabitants thought they would float across the English Channel to Calais, France – approximately 40 km or 25 miles (rounded). Instead, the current carried them out to the ocean and they floated toward New York City – approximately 3,528 miles!
 - Assuming the peach travels at 25 miles per hour at all times, how long would it take to get to Calais? How long to New York City?
 - Assuming they would travel at the same unknown speed either way, how much more time, proportionally, would it take to get to New York City than to Calais?
- The inhabitants of the peach use seagulls to lift the peach in the air to escape the sharks.
 - If each seagull could lift 1 pound of weight and the peach weighs 150 pounds, how many seagulls would they need to lift the peach?
 - If each seagull could lift 3 pounds of weight, how many seagulls would be needed if the peach weighed 150 pounds? How about if it weighed 500 pounds?

ANSWERS TO MATH PROBLEMS ARE PRESENTED BELOW THE RESOURCES AND CREDITS

RESOURCES AND CREDITS

<http://www.discoveryeducation.com>

<http://en.wikipedia.org/>

<http://www.wikipedia.org/>

<http://www.youtube.com> (search for James and the Giant Peach or James and the Giant Peach Jr videos)

www.roalddahlfans.com/dahls-work/books/james-and-the-giant-peach/ (Roald Dahl Fan Club James and the Giant Peach page)

www.raolddahl.com (Official Raold Dahl Website)

MATH ANSWERS:

1a.) 1.4211 or, in other words, each pound is equivalent to 1.4211 dollars.

1b.) Answer is dependent on exchange rate at the time of attempting calculation. To calculate, though, assuming ER is the value of the Exchange Rate, you would multiply ER x 27 to get \$___ (in US Dollars).

1c.) $54/27$ is 2.0000 for an exchange rate (or, every British Pound is worth 2 US Dollars). Conversely, $13.5/27$ is 0.5000 for an exchange rate (or, every British Pound is only worth half of one US Dollar).

1d.) Answer is dependent on monetary units chosen.

2a.) 25 miles @ 25 miles per hour = 1 hour (25/25) to Calais France; 3,528 miles @ 25 miles per hour = 141.12 hours (3,528/25).

2b.) 25 miles/S miles per hour = T1; 3,528 miles/S miles per hour = T2. From equation 1, $S=25/T1$. Putting that in equation 2 has $3528/(25/T1) = T2$ or $(3,528/25)*T1 = T2$. Thus, T2 is 141.12 times longer than T1.

3a.) 150 pounds at 1 pound per seagull = $150/1 = 150$ seagulls.

3b.) 150 pounds at 3 pounds per seagull = $150/3 = 50$ seagulls; 500 pounds at 3 pounds per seagull = $500/3 = 166.67$ seagulls (mathematically correct answer, but since 0.67 seagulls is impossible, you would round up to 167 seagulls).