

THE PHANTOM TOLLBOOTH
EDUCATIONAL SUPPORT MATERIALS

CHILDRENS PLAYTIME PRODUCTIONS
PRESENTS



MAY 2013 - McCALLUM THEATRE

THE PHANTOM TOLLBOOTH
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GLOSSARY

As used in *PHANTOM TOLLBOOTH*, the following definitions may be useful to students' understanding and edification.

<u>WORD</u>	<u>DEFINITION/SYNONYMS</u>
Absurd, adj.	Beyond anything believable, completely and utterly senseless, ridiculous.
Balderdash, n.	Nonsense; senseless rubbish
Banish, v.	To kick out or send away from a specific place, usually by an official decree.
Banquet, n.	A meal, usually celebrating something, honoring someone, or having some other formal nature.
Bored, adj.	Being uninterested in anything around you, a state where nothing excites you.
Bosh, n.	Nonsense, usually with reference to talk.
Cabinet, n.	A group of people (advisors, ministers, executives, etc.) who together help a leader (President, Monarch, etc.) decide the proper course of action to take on a variety of matters.
Cacophony, n.	A , mixture of sounds that don't necessarily go together in a pleasing way.
Castle, n.	A walled, generally fortified residence typically of a noble or royalty.
Census, n.	An official accounting of the population of an area which takes into account details with respect to a variety of statistics (e.g., sex, age, number of people in household, race, religious affiliation, etc.)
Certainly, adv.	Without doubt; of course.
Charming, adj.	Delightful, pleasing
Clone, n.	A person that is a genetic duplicate of another; similar to a "copy" of a person.
Connotation, n.	Any associated secondary or additional meaning of a word or phrase beyond its primary meaning.
Dawdle, v.	To move slowly or waste time, usually as a way of avoiding doing something else.
Definition, n.	The meaning associated with a word.
Delay, v.	To hold off from doing something, often as a way of avoiding having to do it or something else.
Demon, n.	An evil spirit or fiend.
Destination, n.	The end place that someone decides to go to when traveling.
Diction, n.	The choice of words used to express what you want to convey or the manner of saying the words, e.g., enunciation/emphasis of syllables.
Digit, n.	Any individual symbol of a number system, e.g., the numbers 0 through 9.
Dillydally, v.	To waste time either through delay, indecision, loitering, or the like.
Discord, n.	Harsh noise resulting from combinations of notes or sounds that don't go together pleasingly.

THE PHANTOM TOLLBOOTH

EDUCATIONAL SUPPORT MATERIALS

<u>WORD</u>	<u>DEFINITION/SYNONYMS</u>
Dissonance, n.	A combination of tones (sounds) that occur at the same time and seem inconsistent or incomplete.
Dodecahedron, n.	A three-dimensional mathematical shape having 12 sides or faces where each face has the shape of a pentagon (five-sided two-dimensional shape).
Doldrums, n.	A bored, listless, depressed state of mind characterized by lack of energy, thought, motivation, etc.
Excuse, n.	The grounds for having something in a particular way, usually in your favor (e.g., the why someone should allow you to have it the way you want or to let you do something that you want).
Expectations, n.	A prospect of future promise, usually good or profitable – but not necessarily; what you or someone else thinks should happen to or for you.
Explanation, n.	Details of why something should or did go a certain way, happen a certain way, or not.
Ferocious, adj.	Mean-spirited, savagely fierce, beastly.
Flabbergast, v.	To shock the senses; to overcome with surprise or bewilderment; amaze; astonish
Humbug, n.	Someone who is prone to puffery or exaggeration; someone deceitful; teller of tall tales.
Insincerity, n.	The quality of being intentionally deceitful and misleading; being not honest or truthful.
King, n.	A male sovereign or ruler in a monarchy.
Laws, n.	The collection of rules set up by a governing body to guide the behavior and action of people under its control.
Lethargic, adj.	Displaying an abnormal lack of energy; sluggishness.
Letters, n.	Individual symbols/characters of an alphabet used in printed form to collectively designate particular sounds in the formation of words.
Magic, n.	Apparent supernatural forces that result in the production of a real result.
Market, n.	Any place designed for sellers of goods/wares and buyers of same to come together with the intention of doing business with each other.
Math, n.	Short form of mathematics. The collection of related fields of science that deal with the study of numbers, equations, functions that govern measurement, relationships, and properties of quantities, sets, shapes, etc. Includes areas of arithmetic, geometry, algebra, calculus and more.
Meaning, n.	What is intended to be expressed by a word, phrase or action.
Merchant, n.	A merchant who exchanges goods for money in order to make a profit.
Miles, n.	A unit of length measure equal to 5,280 feet
Mine, n.	An area dug out from the earth that contains something precious or valuable (usually an ore or mineral or the like) that needs to be picked out of the earth to be sold or used.
Minister, n.	A person appointed by the head of a government to a high office, such as head of an administrative department.
Misapprehension, n.	A state of not fully understanding something. A wrong thought or belief about something or someone.
Monarch, n.	A ruler of a kingdom that usually gains title through heredity.
Noise, n.	Sounds that collectively are deemed more unpleasant than pleasant. Racket, Clamor, Hubbub

THE PHANTOM TOLLBOOTH

EDUCATIONAL SUPPORT MATERIALS

<u>WORD</u>	<u>DEFINITION/SYNONYMS</u>
Numbers, n.	Symbols (or words representing the same) used in math to count, measure, keep track of quantities, establish relationships.
Ordinance, n.	Another name for a law typically associated with regulations and decrees established by smaller authoritative bodies (cities, towns, etc.).
Package, n.	A general term for any item(s) that includes any container (bag, box, etc.) and associated wrapping that keeps the item safe for transport, shipping, delivery, etc.
Phantom, adj.	Illusive, having the nature of an illusion or an otherwise unreal object.
Princess, n.	The female offspring of a king or queen or, in some cases, the offspring of a son of a king or queen.
Proclamation, n.	An announcement that is made publicly and typically relates to an edict set forth by a ruler.
Quagmire, n.	A situation that is difficult to get out of, or that creates a complex or embarrassing predicament.
Ragamuffin, n.	A person, usually a child, who is unkempt and dressed in rags, usually dirty and troublesome. Urchin; waif.
Reason, n.; v.	A basis or cause for an action (e.g., why you should be allowed in somewhere); or, forming conclusions by thinking in a logical, sound manner.
Rescue, v.	Save, especially to free from confinement of some sort.
Rhyme, n.	When combined with reason, identifies with sense, logic or meaning that seems harmonious.
Rigmarole, n.	A long, often elaborate and overly complicated procedure
Rod, n.	A unit of length measure equal to 16-1/2 feet.
Senses, n.	The human faculties that allow us to perceive things in the outside world –particularly, sight, smell, hearing, touch, taste and related perceptions made through these faculties.
Somersault, n.	An acrobat/gymnastic move in which the body rolls end to end whether forward or backward.
Spelling, v.	To give letters in order that make up a word.
Tempting, adj.	Almost irresistible to pass up.
Thinking, v.	To use one’s mind in relation to specific subjects.
Tollbooth, n.	A structure, usually with a gate or arm, that keeps one off of a road until a payment is made for use of the road.
Trivium, n.	A term from medieval times that referenced the lower divisions of liberal arts (grammar, rhetoric, logic) that were considered less important than others. Associated with trivial = less meaningful.
Weather, n.	The atmospheric state resulting from factors such as wind, pressure, moisture, etc. and the resulting conditions such as rain, sunshine, temperature and the like.
Whether, conj.	Typically used in a comparison such as in whether or not to indicate a question about something happening or not.
Words, n.	A unit of a language that is assigned one or more meanings and provides for the ability to communicate thoughts between one another.

THE PHANTOM TOLLBOOTH
EDUCATIONAL SUPPORT MATERIALS

FUN WITH WORDS AND PHRASES

The PHANTOM TOLLBOOTH takes advantage of many plays on words, turned phrases, puns, idiomatic expressions, confused concepts and ideas that sound like they should mean something different than what they actually do. Reviewing some of these prior to attending the performance might make for a better understanding and enjoyment of some of the more humorous aspects of the Phantom Tollbooth. Some of these may be useful in exploring the difference between literal meanings and figures of speech (figurative translations). Here are some to note.

<u>PHRASE</u>	<u>MEANING</u>
Awful Din	A phrase used to denote any type of continuing, distasteful and annoying noises that, usually, another person would wish that you would turn down or stop making. As used in Phantom Tollbooth, the Awful Dynne is a genie-like companion to Dr. Kakofonous A Dischord who helps the Doctor to collect any and all objectionable noises (e.g., baby screams, bangs, bongs, snaps, etc.)
A bee in one's bonnet	This relates to someone being hung up on a particular idea or cause that others may not find that important, but the person keeps talking on and on about it as though it is – usually to the annoyance of those around. Similar to being up in arms about something. As used in the Phantom Tollbooth, the Spelling Bee (see below) references having previously taken up work in people's bonnets (i.e., hats worn by women that often have flowers incorporated) which offers the double visual of just reacting to having a bee in your hat and the bee pollinating the flowers at the time.
Cloak of Knowledge	Suggests the concept of covering oneself in the appearance of knowledge (whether or not they actually have knowledge) as though one would cover with an actual cloak (garment resembling a cape but able to provide complete coverage of the entire body and thus concealing what is under. As used in the Phantom Tollbooth, the Princesses reference the Cloak of Knowledge as equally encompassing both mastery of language (i.e., words and letters) and mathematics (i.e., numbers).
Day Breaks	Day break is, of course, the moment that first daylight appears in any area and refers to a notion that the daylight (sun) breaks through the darkness. As used in Phantom Tollbooth, emphasis is placed upon the idea of something "breaking" usually being a noisy event; thus, when the day "breaks" it is exciting to the Awful Dynne. Similarly, Dynne is excited at the notion that an engine "chokes".
Doldrums	See definition above. As used in Phantom Tollbooth, the author creates the Doldrums as, literally, a place you can visit or go through as opposed to simply a state of mind – you get there by not thinking (i.e., being bored and unmotivated). Inhabitants of the Doldrums are Lethargarians who are characterized by the fact that they are all lethargic (see definition above).
Eat your words	This phrase refers to the notion that quite often you have to publicly acknowledge (often in embarrassment) that you were wrong about something you said or expressed to others. As used in Phantom Tollbooth, Milo finds out that he is literally expected to eat his words when he orders a "light snack" and a "square meal" at the King's banquet and is brought out a tray of light and a tray of inedible squares, respectively.
Fork in the Road	This phrase is used to reference the situation where one road suddenly veers off in several different directions (like the tines of a fork) and one must choose which way to go. As used in Phantom Tollbooth, there is literally a large fork at the point where the road veers off and a choice must be made as to which way to go.
Going beyond expectations	This phrase relates to people exceeding what they or others think they might be able to accomplish or what they would be happy if they were to accomplish. As used in Phantom Tollbooth, Expectations is an actual place (as in on a map) and the question becomes whether Milo will actually get any further than that.
Half-Baked Idea	This concept refers to ideas that aren't well thought through or exhibit a lack of good judgment or common sense. As used in Phantom Tollbooth, the author plays on the "baked" idea to imply that these ideas literally come from a bakery and are created by chefs. See also, Just Desserts below.
Just Desserts	As with "Half-Baked Ideas" above, this concept refers to someone getting what is coming to them as a result of something that they did previously. As used in Phantom Tollbooth, however, the author plays on the "Desserts" to imply that these are items created by a chef to be eaten (see also, "Eat Your Words") and he includes "Half-Baked Ideas" as a category of Just Desserts.

THE PHANTOM TOLLBOOTH

EDUCATIONAL SUPPORT MATERIALS

<u>PHRASE</u>	<u>MEANING</u>
Killing/Wasting Time	These both refer to the idea of not using time for a proper, good, productive purpose. As used in Phantom Tollbooth the author distinguishes between the two as though “killing” is much more egregious (wrong) than wasting time because killing is considered a more serious offense.
Light Snack	This phrase refers to having something small and less filling to eat either because you are not that hungry at the moment or because you know you will be eating a larger meal soon or, perhaps, because you are trying to watch what you eat for dietary reasons. As used in Phantom Tollbooth, the author suggests a more literal translation when Milo suggest having a light snack – a tray of light is brought to him to eat which, of course, is not very substantial at all!
Lost my way	This refers generally to a feeling like you are off course in your life. Like something inside thinks you should be doing something different and somewhere you strayed and found yourself doing something different (usually without realizing it was happening). As used in the Phantom Tollbooth, the author suggest that the “my way” could actually be a physical item that could be lost like you might lose your keys and that someone else might someday find for you (whether it is still in good condition or not).
Magic Staff Pencil	In one of the more subtle clever twists, the author of Phantom Tollbooth has provided the character of the Mathemagician with a “magic staff” in the shape of an oversized pencil. When questioned about it just being a large pencil, the Mathemagician suggests that it is much more than meets the eye and that once you learn how to use it, there is no end to what you can do – thus suggesting that using principles of mathematics and a pencil there is no problem that you can’t work out.
Ragamuffin	See definition above. As used in Phantom Tollbooth, the author keys off of the inclusion of the word “muffin” within this word to suggest that it should be something contained in a bread basket on the dinner table as opposed to a wayward youth.
Rigmarole	See definition above. As used in Phantom Tollbooth, the author keys off of the “role” in this word and it’s homophone “roll” to suggest that this, too, should be something contained in a bread basket on the dinner table as opposed to a long, complicated procedure.
Sea of Knowledge	This phrase connotes the idea that the extent of things to know is vast like a sea and you can easily immerse yourself in it and still have things beyond your “reach” that there are to know. As used in Phantom Tollbooth, the author keys off of a literal use of Sea and creates a sea that abuts the lands beyond that Milo travels through.
Senses Taker vs Census Taker	As used in Phantom Tollbooth, Milo must get past the Senses Taker in order to get to and rescue the princesses. The author takes advantage of the homographic quality between the words senses and census to create a character that would appear to be requiring the heroes of the story to provide census information before finally revealing that the primary thing it wants from the heroes is to take their senses away.
Somersault	Of course, everyone knows this to be a standard acrobatic/gymnastic move involving doing a complete end-to-end roll of the body (either forward or backward); however, as the word ends in “sault” which is pronounced the same as the seasoning used on foods (“salt”), the author takes liberty to suggest that somersault might be something to put on the poor choice of meal Milo has ordered to make it taste better.
Spelling Bee	This phrase refers to a standard contest that is usually held regularly (e.g., annually) and typically is for school-aged children in which participants compete at the spelling of words with the winner being the last person standing who has spelled all words given to him/her correctly. As used in Phantom Tollbooth, the author has created a character that literally is a Bee that spells.
Square meal	Similarly to the “Light Snack” phrase above, this phrase refers to a meal that provides a balance of foods from the traditional four food groups so that the person eating has the right combination of nutrients for the body to thrive. As used in Phantom Tollbooth, the author suggests a more literal translation when a tray of inedible squares (e.g., cardboard, foam, or other non-food items shaped in a square form) are brought out for Milo to eat when he requests a square meal.
Synonym Bun	As with Rigmarole and Ragamuffin above, the author of Phantom Tollbooth relies on the similar sounding and often confused words cinnamon and synonym to create another bread basket item for the dinner table that reflects the association with letters and words in Dictionopolis.

THE PHANTOM TOLLBOOTH

EDUCATIONAL SUPPORT MATERIALS

<u>PHRASE</u>	<u>MEANING</u>
Warp and Woof	This phrase refers to woven fabric construction in which threads running lengthwise (known as the warp) and threads running crosswise (known as the woof) give the fabric its texture and keep it held together. As used in Phantom Tollbooth, this phrase is aptly used in conjunction with the Cloak of Knowledge reference (see above) to create the picture of how both words and numbers are equally important aspects of knowledge.
Watchdog	Of course, a watchdog is a dog that is used for protection, typically of property, and is named such because it “watches” over things. As used in Phantom Tollbooth, the author takes advantage of the alternative definition of “watch” to mean a time piece and creates a character that has a clock embedded in its chest and who “watches” over others use of time to protect against time being wasted – or worse yet – killed! This twist conveniently provides a means by which the heroes can help rescue the Princesses and escape the demons because, as everyone knows, “time flies”!
Whether Man vs Weather Man	The first character that Milo meets in his adventure (according to the play version) is obsessed with determining if it will rain. Milo is confused because the person has introduced herself as the “Weather Man” though she quickly clears up the confusion by explaining that she is, instead, the “Whether Man”. Again, playing upon the homophones weather and whether, the author explores the notion that it is more important to know whether there will be weather than what the weather will be!
Wordsnatcher Phrases	The Everpresent Wordsnatcher character is all about taking words and phrases out of context and applying a different meaning to them. “Spend the Night” is met with a reprimand that it is not yours to spend; “I don’t mean” is met with an accusation about how mean Milo really is if he is willing to spend something that is not his.; and, Milo’s request to “Wait!” receives the response about how much the demon weighs.

FUN FACTS AND BACKGROUND INFORMATION

PHANTOM TOLLBOOTH

- The Phantom Tollbooth was originally written by Norton Juster and illustrated by Jules Feiffer.
- It was first published in 1961.
- The Phantom Tollbooth was named one of the Teachers’ Top 100 Books for Children in an online poll by the National Education Association. It was also named one of the Top 100 Chapter Books of all time in a 2012 poll by the School Library Journal.
- In 1970, famous animator Chuck Jones adapted the story into a combination live-action/animation film starring the same actor that played Eddie on the Munsters.
- In 1977, a theatrical adaptation by Susan Nanus was published (CPP’s production uses this adaptation).
- In 1995, the author adapted the story into a libretto for an opera.
- In 1995, a musical adaptation by Arnold Black also premiered.
- As recently as 2010, another film adaptation was announced as in the works.

THE PHANTOM TOLLBOOTH
EDUCATIONAL SUPPORT MATERIALS
NORTON JUSTER

- Norton Juster was born June 2, 1929 in Brooklyn, New York.
- Mr. Juster currently lives in Amherst, Massachusetts and still writes books.
- Though he has written a dozen books over the span of his career, writing was not Mr. Juster's primary livelihood. He studied architecture at the University of Pennsylvania, started an architecture firm and became a professor of architecture for 22 years.
- Mr. Juster has claimed that his father's fondness for puns and The Marx Brothers' movies were a major influence.
- When Norton Juster wrote Phantom Tollbooth, he was actually writing a different book for which he had received a grant to write. That book, a children's book about urban aesthetics, was proving difficult to write and, like his Phantom Tollbooth character the Terrible Trivium would have wanted, he took a "break" from writing that book and ended up writing a "little story" that he thought would go nowhere. That story turned in to the beginning of the Phantom Tollbooth.
- A friend took the partial story to Random House and they offered him a contract to complete it. His reaction was to be depressed because it was no longer a game or diversion.
- The original publishers had misgivings at first because they were concerned that it was too far beyond children's understanding – it violated the rules that you don't put words in a children's book that they might not understand! Ultimately, being an interesting story won out over making children have to learn something new!
- As a child, Norton Juster's favorite meal was hot dogs, corn on the cob and chocolate pudding – thus it became one of the meals in the banquet scene.
- The question of where the Tollbooth came from is never answered in the book and Norton Juster has said that he doesn't have the answer either – his only comment was to imply that something inside Milo knew he wanted to enjoy life more – through learning and being involved – and so he somehow brought the Tollbooth to him for that purpose.
- Over 40 years after writing Phantom Tollbooth, Norton Juster still received mail from children – and adults – about the book, its characters and what it meant in their lives.

UNDERSTANDING ADAPTATIONS

This section may be used as part of a lesson plan structure that introduces children to 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 *PHANTOM TOLLBOOTH* has been adapted over and over throughout the years (including plays, musicals, a libretto, movies (animated), books, and more). While specific details change from version to version, there is a common theme that runs through the versions and makes them *PHANTOM TOLLBOOTH* stories. In most all cases familiar characters are incorporated. Because of this variation in the nature of the adaptations made to the basic story, *PHANTOM TOLLBOOTH* 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' *PHANTOM TOLLBOOTH* play is an adaptation that provides another vision of that same work. Being that Childrens Playtime Productions' version is lighter while striving to be true to the original as it sets forth lessons for children, it serves as a good model for how a work may be adapted to maintain the integrity of an original story while accomplishing specific objectives.

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 *PHANTOM TOLLBOOTH* also watch the movie version (available on YouTube), as well as reading the story and watching 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.

PROPOSED EXERCISES

WHAT'S THE DIFFERENCE?

Either before or after attending CPP's production of *PHANTOM TOLLBOOTH*, classes may review one or more of the above 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 *PHANTOM TOLLBOOTH* story. In conjunction with this assignment, students may be asked to explain why they make the changes that they do.

THE PHANTOM TOLLBOOTH
EDUCATIONAL SUPPORT MATERIALS

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 *PHANTOM TOLLBOOTH* play. In addition, or alternatively, students may discuss or write comparative reviews about one or more of the different versions of *PHANTOM TOLLBOOTH*, or just about the version that they liked the best, while separately stating their reasoning as to why they liked that version over the others.

Guiding topics to prepare a review include:

1. My favorite version of *PHANTOM TOLLBOOTH* 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 *PHANTOM TOLLBOOTH* 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. Why did the tollbooth show up in Milo's bedroom?
2. Who asks Milo if it will rain?
3. Why did Milo get stuck in the Doldrums? How did he get himself unstuck?
4. What trait/characteristic did the Lethargarians share?
5. Who is Tock and why is he called by that name?
6. To where are Princesses Sweet Rhyme and Pure Reason banished? Why?
7. The one path to where the Princesses have been banished is guarded by what?
8. What doesn't Milo have in order to get in to Dictionopolis? How does he get one?
9. When asked to pick the menu, what does Milo say? What happens? Why does everyone except Milo just name food items as their speech?
10. At the banquet, Milo is offered a rigmarole, a ragamuffin, a synonym bun and some somersault – what really are these things? What were they intended to sound like they should be?
11. What does King Azaz give Milo, Tock and Humbug to help them on their journey to rescue the princesses? How do they use it?
12. What does the A. in Kakafonous A. Dischord stand for? What is his title?
13. What does Kakafonous A. Dischord specialize in?
14. What does Kakafonous A. Dischord diagnose the trio as suffering from?
15. What does Kakafonous A. Dischord give Milo, Tock and Humbug when they are leaving? Why? How does it get used?
16. Who is Kakafonous A. Dischord's assistant?
17. Why does Humbug think that traveling by miles to Digitopolis is shorter? Why does Milo think that traveling by ½ inches is quicker? Who is right?
18. When Princess Rhyme gets nervous, how does she talk?
19. What is a dodecahedron? What does it find most surprising about Milo?
20. How do numbers come into existence?
21. What does the Mathemagician serve for lunch? What property does it have?
22. How does the Mathemagician get from place to place?
23. What does the Mathemagician do when she needs to be in more than one place at a time?
24. What do they use broken numbers for in Digitopolis?
25. How does Milo trick the Mathemagician into letting them rescue Princesses Rhyme and Reason? Why does he have to do this?
26. What is the most serious obstacle that Milo, Tock and Humbug face in trying to rescue the Princesses? Why can't they be told before they return?
27. What does the Mathemagician give to Milo, Tock and Humbug to help them on their journey? How do they use it?
28. What type of demon is the Everpresent Wordsnatcher? Why does it run away so quickly?
29. What tasks does the Terrible Trivium ask the heroes to help him with? What tools does he give them to complete the tasks? Why does he want them to do those tasks?
30. Who helps the heroes escape from the Terrible Trivium? How? What is the problem they encounter?
31. Who is the final demon the heroes have to get by in order to get up to the Castle-In-Air? What happens when they try? How do they ultimately succeed in getting past the demon to rescue the princesses?
32. Why can't the Princesses get out of the Castle-In-the-Air to go with the heroes? How do they finally get rescued?
33. How were Milo, Tock, Humbug and the Princesses able to escape from the Castle-In-The-Air even though the demons were coming up the stairs?
34. Who helps the heroes defeat the demons once and for all?
35. How long was Milo gone?
36. What lessons did Milo learn from his adventure?

SYNONYM EXERCISE

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

Proclamation
Congratulations
Noise
Clone
Precisely
Banish
Banquet
Reason
Monarch
Ordinance
Connotation
Palatinate
Balderdash
Beautiful
Absurd
Greetings
Rescue
Lethargic

Ridiculous
Nonsense
Exile
Feast
Pretty
Duplicate
Cheers
Meaning
Salutations
Sluggish
King
Din
Law
Nation
Exactly
Announcement
Justification
Save

THE PHANTOM TOLLBOOTH
EDUCATIONAL SUPPORT MATERIALS

FILL IN THE _____ (BLANK) EXERCISE

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

Banished	Light	Watchdog	Ministers	Reason
Rescue	Alphabet	Expectations	Whether	Synonym
Precautionary	Dodecahedron	Half-baked Ideas	Rigmaroles	Package
Somersault	Awful Dynne	Squares	Words	Humbug
Impossible	Bored	Hungrier	Rhyme	Argument
Numbers	Ragamuffins	Dictionopolis	Pencil	Banquet
Schedule	Door	Laughter	Castle-In-The-Air	Demons
Subtraction	Fractions	Twelve	Dissonance	Time Flies
Digitopolis	Obstacle	Eat	Tollbooth	Doldrums

- 1 Milo was _____ with everything when one day a large _____ containing a _____, three _____ signs, a map, coins and a rule book mysteriously showed up in his room.
- 2 In _____, Milo met the _____ Man who wasn't helpful at getting him beyond there.
- 3 In the _____, Milo met the Lethargarians who kept a very busy _____ but were chased away when Tock, the _____, showed up.
- 4 Tock told Milo all about the _____ between Azaz the Unabridged, King of _____, and the Mathemagician, Queen of _____, and how they _____ Princesses _____ and _____ to the _____ because they would not choose which was more important - _____ or _____.
- 5 In Dictionopolis, Milo and Tock were invited to the Royal _____ by the King's _____.
- 6 For dinner Milo ended up with _____ and _____ because he didn't realize that he would have to _____ his words.
- 7 Milo was offered _____, _____, _____, and _____ buns by the King's cabinet members and, for dessert, there were _____.
- 8 Milo, Tock and _____ all ended up reluctantly agreeing to try to _____ the Princesses.
- 9 On the way to Digitopolis, the heroes met Kakafonous A. Dischord, Doctor of _____ who specializes in noises, and his assistant the _____.
- 10 The heroes are led into Digitopolis by the _____ who has _____ faces.
- 11 The Mathemagician offers the heroes _____ stew which only makes them _____.
- 12 Broken numbers from the mine are used for _____.
- 13 The heroes get a box with all the letters of the _____, a package containing the sounds of _____ and a magic _____ staff that they end up using to help rescue the Princesses.
- 14 In order to get to the Princesses, the heroes have to get past many _____; but, in the end they find out that the most serious _____ was that the quest was _____.
- 15 To get the Princesses out of the Castle-In-The-Air, Milo had to spell the words ENTER and PUSH in order to create a _____.
- 16 To get back down from the Castle-In-The-Air they relied on the idea that _____.

THE PHANTOM TOLLBOOTH
EDUCATIONAL SUPPORT MATERIALS

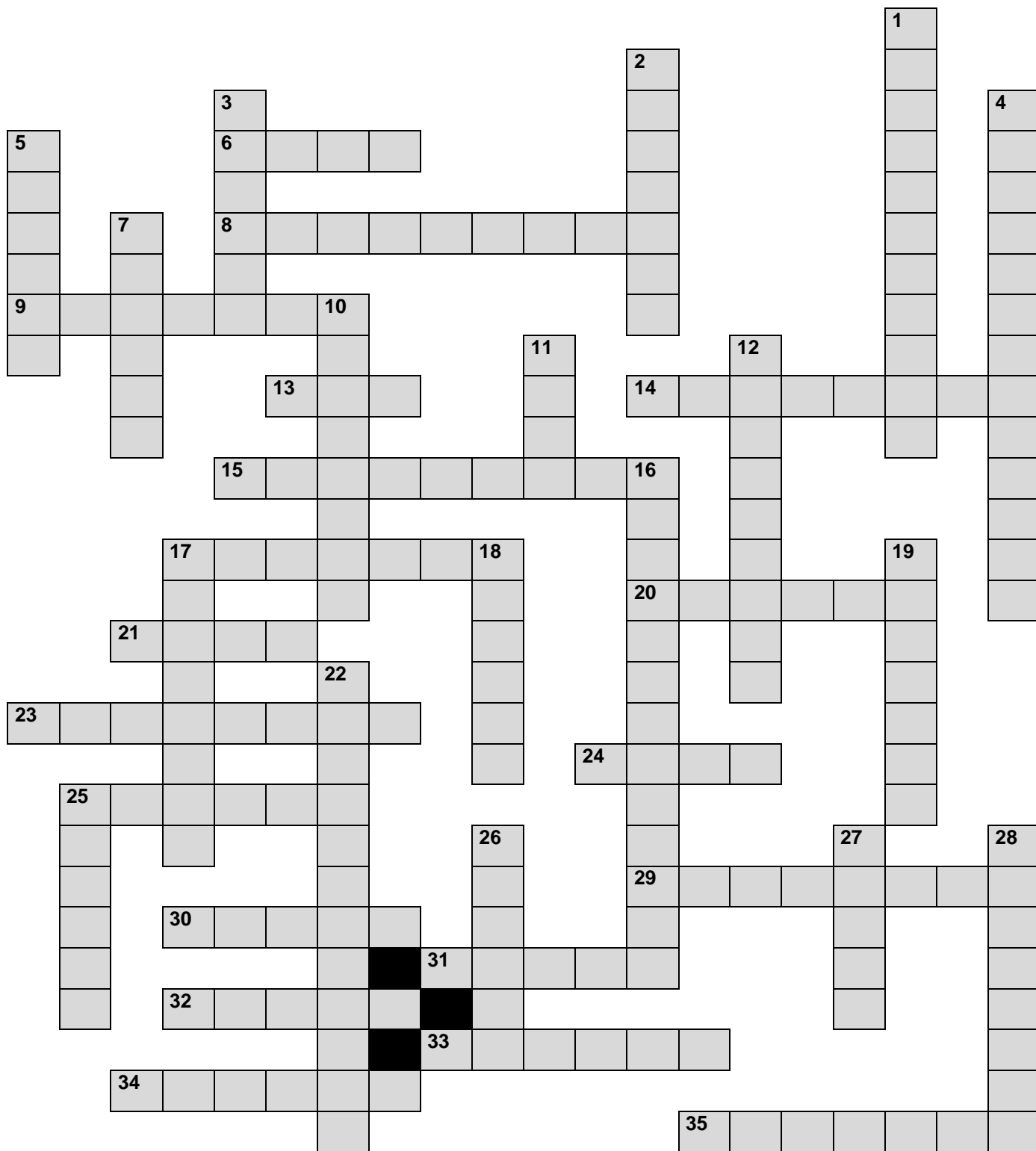
WORD SEARCH

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

- | | | |
|--|--|--|
| <p>BANQUET</p> <p>BEE</p> <p>CLONE</p> <p>DEMON</p> <p>DICTION</p> <p>DIGIT</p> <p>DODECAHEDRON</p> <p>EXPECTATIONS</p> <p>FACE</p> <p>HALF-BAKED</p> <p>HUMBUG</p> | <p>INSINCERITY</p> <p>LAWS</p> <p>LETHARGIC</p> <p>LETTERS</p> <p>MARKET</p> <p>MATH</p> <p>MINE</p> <p>MINISTER</p> <p>NOISE</p> <p>NUMBERS</p> <p>PACKAGE</p> | <p>PHANTOM</p> <p>PRINCESS</p> <p>REASON</p> <p>RESCUE</p> <p>RHYME</p> <p>SPELLING</p> <p>THINKING</p> <p>TOCK</p> <p>TOLLBOOTH</p> <p>TREE</p> <p>TRIVIUM</p> |
|--|--|--|

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



P H A N T O M T O L L B O O T H

CROSSWORD PUZZLE CLUES

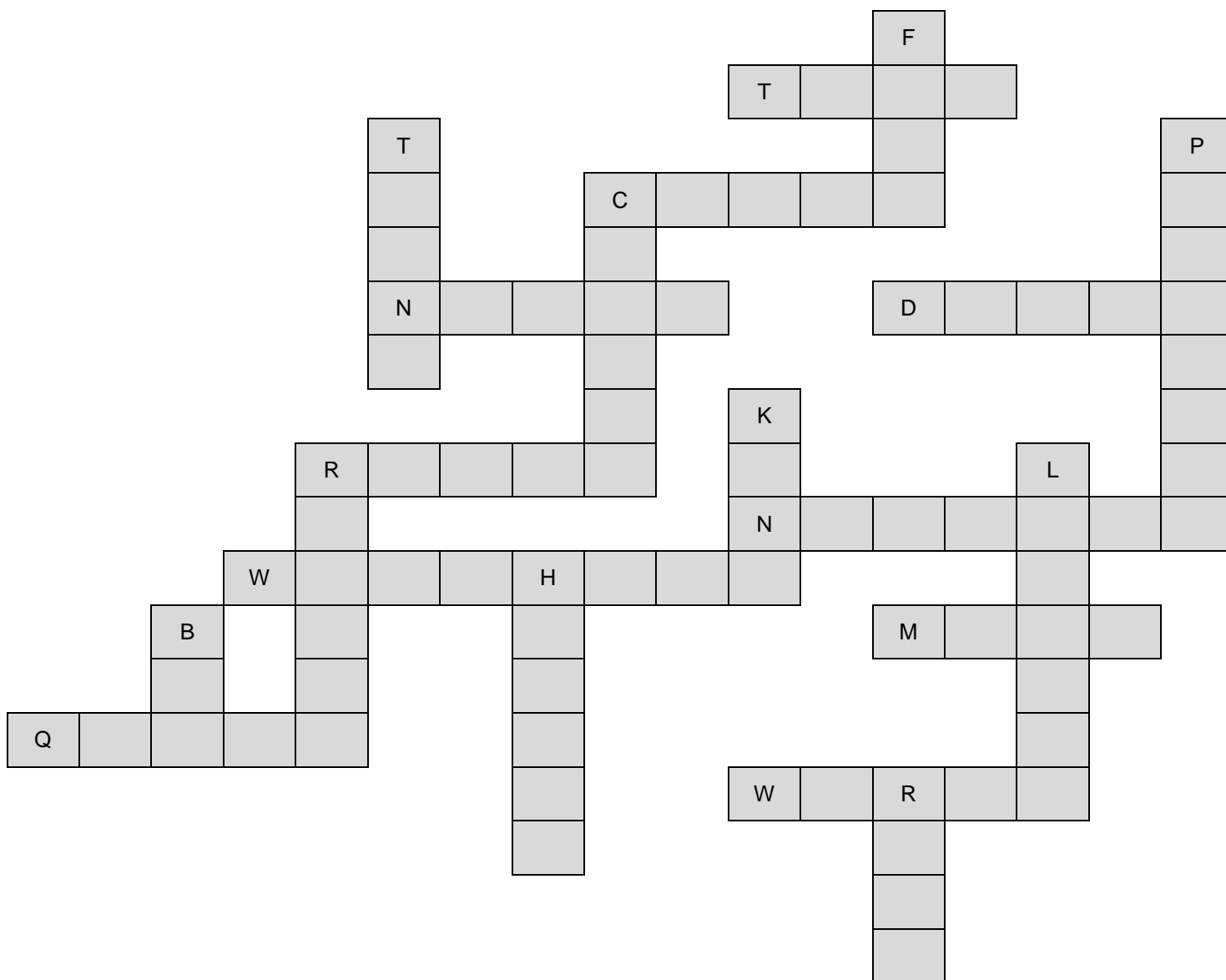
CLUES ACROSS

6. He is the Unabridged King of Dictionopolis.
8. It is what Milo drives through to begin and end his adventure.
9. These are the most important things according to the Mathemagician.
13. Possibly found in a bonnet, this unusual one could spell.
14. What Milo started doing to get out of the Doldrums.
15. These types of ideas are not fully thought through.
17. The title adjective of the story.
20. The dodecahedron has this many sides.
21. The place where numbers come from.
23. What the Lethargarians run from.
24. The name that 23 across goes by.
25. Milo, Tock and Humbug set out to do this with respect to the Princesses.
29. The Awful Dynne brought these sounds to Kakafonous A. Dischord who had no use for them.
30. The type of snack that Milo almost had to eat.
31. Milo only has one, but the Dodecahedron has twelve of them.
32. These are the most important things according to King Azaz.
33. The Mathemagician's magic staff is, in reality, just one of these.
34. What profession Kakafonous A. Dischord claimed.
35. Milo and Tock were invited to this royal function.

CLUES DOWN

1. The land of numbers.
2. The name of the man Milo encounters in Expectations.
3. The princesses were banished to one of these that was located in the air.
4. This is the ruler of Digitopolis.
5. Milo, Tock and Humbug would have to face, or more hopefully avoid, many of these to get to the Princesses.
7. This initially reluctant travel companion thinks very highly of himself.
10. The Bee could win this contest stinger's down.
11. This utensil in the road helped the heroes find Dictionopolis.
12. King Azaz had five of these in his cabinet.
16. The land of words and letters.
17. Rhyme or Reason's Title.
18. The place where words and letters are sold.
19. Azaz gave Milo a box of these that helped him to get the Princesses out of the Castle-In-The-Air.
22. It's angles are many, it's sides are not few, it's the what?
25. One of the Princesses to be rescued; also, what Milo needed to get into Dictionopolis.
26. Milo's meal at the banquet.
27. This Princess talked in couplets whenever she got nervous.
28. King Azaz and the Mathemagician got into one of these and banished the Princesses to the Castle-In-The-Air.

WORD PUZZLE FOR YOUNGER GRADES



**P H A N T O M
T O L L B O O T H**

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

Bee
Humbug
Numbers
Road

Castle
King
Princess
Think

Clock
Letters
Queen
Toll

Demon
Math
Reason
Watchdog

Fork
Noise
Rhyme
Words

DID YOU GET THAT? (ANSWERS)

The answers provided below are as they relate to CPP's adaptation of PHANTOM TOLLBOOTH. The shortest correct answers are provided below; teachers are encouraged to have their classes provide more detailed answers where applicable. There may likely be other answers to these questions that relate to one or more of the existing versions of PHANTOM TOLLBOOTH as well. Students may be asked to provide answers to these questions in relation to any other versions they may study in conjunction with seeing this play.

1. This question is never really answered in the story, but students should be encouraged to come up with their own answers to the question. For example, one can surmise that it showed up because Milo needed to learn how to appreciate life and the learning experiences that show up.
2. The Whether Man who Milo first mistakes for a Weather Man.
3. Milo got stuck in the Doldrums because he wasn't thinking. Tock helps him to get out by forcing him to think about all kinds of different ideas.
4. This can be expressed in many different ways, but they should all involve some notion of lack of energy, falling asleep, un-motivated – the simplest, of course, is that they are all lethargic.
5. Tock is a watchdog and he has a clock for his body so he was named after the sound he was expected to make (if students read the book there is a more detailed answer provided there).
6. The Castle-In-The Air because they would not choose which was more important – letters or numbers – and insisted that both were of equal value in the Cloak of Knowledge. This upset King Azaz and the Mathemagician so they banished the Princesses.
7. The simplest answer is that the path to where the Princesses have been banished is guarded by ferocious demons. For extra credit students could be asked to name as many as they can: Everpresent Wordsnatcher, Terrible Trivium, Demon of Insincerity, Senses Taker, Horrible Hopping Hindsight, etc. NOTE: some students may focus on just the Senses Taker because that was the one guarding the final path (the stairs) to the castle.
8. The Gatekeeper insists that Milo and Tock cannot enter Dictionopolis without a reason, or at least a justification or excuse. Since Milo doesn't have one, the Gatekeeper looks through her cart and finds the reason "Why Not!" and gives it to Milo.
9. Milo first suggests they should have a light snack at which point the waiters bring out a tray filled with lights. When asked to pick something else, Milo thinks they should have a square meal and the waiters bring out trays of awful-tasting, inedible squares. All the others name food items for their speech because they already know that you will have to eat your words!
10. See the glossary for the definitions and the Fun With Words and Phrases section for further insight about answers to this question. In short, each one sounds as though it could be an item at a dinner table because of the similarity to real food items (sault for salt, rigmarole for roll, ragamuffin as a type of muffin, synonym bun instead of cinnamon bun)
11. King Azaz gives the heroes a box with all of the letters of the alphabet and instructions. Milo uses it to free the Princesses from the Castle-In-The-Air when he realizes that the castle does not have any door. Milo spells out the words ENTER and PUSH on the wall to create a door for the Princesses to come out through.
12. The A. stands for As Loud As Possible. His title is Doctor of Dissonance.
13. Kakafonous A. Dischord specializes in noises of all kinds. A more complete answer should be encouraged with some examples from the show/book.
14. The heroes are diagnosed as suffering from a severe lack of noise. Alternatively, Dischord offers to cure them from ever having to hear another beautiful sound again.
15. Kakafonous A. Dischord gives Milo, Tock and Humbug a package containing the sounds of laughter that the Awful Dynne brought back by mistake one day. He gave it to them to deliver to the Princesses because he had been meaning to give it to them anyway, but he said he didn't care if they kept it themselves. They end up inadvertently using it to break the spells placed on them by the Senses Taker when Milo's backpack falls to the ground and the package opens.

THE PHANTOM TOLLBOOTH

EDUCATIONAL SUPPORT MATERIALS

16. The Awful Dynne is Kakafonous A. Dischord's. It is a genie-like creature with almost no appearance.
17. Humbug thinks that traveling by miles to Digitopolis is shorter because there are only 5 of them that you have to go. Milo thinks that traveling by $\frac{1}{2}$ inches is quicker because more of them add up faster as you went. Neither is right as they are all exactly the same distance and would take the same time to travel.
18. Princess Rhyme talks in couplets when she gets nervous.
19. A dodecahedron is a mathematical shape have twelve sides which are also referred to as faces. It finds it most surprising that Milo only has one face and uses it for everything so that he risks wearing it out.
20. According to the story, numbers are mined from the ground (just as ore or precious stones would be).
21. The Mathemagician serves Subtraction Stew for lunch which has the property that the more you eat, the hungrier you get.
22. The Mathemagician gets from place to place either by using a magic pencil staff to erase everything and re-draw a new place to be OR by taking the shortest distance between to points.
23. When the Mathemagician needs to be in more than one place at a time she multiplies herself and creates clones.
24. Broken numbers are used for fractions in Digitopolis.
25. It's easier to answer the second question first. Milo has to trick the Mathemagician because ever since the big argument with King Azaz the two have decided that they would never agree on anything. Milo tricks the Mathemagician by first getting her to agree that she will let them rescue the Princesses if he can prove that there is something that the Mathemagician and King Azaz would agree on and then by pointing out that by agreeing to never agree, they are really agreeing with each other about something.
26. The most serious obstacle is that the quest is completely impossible. But they couldn't be told that before they returned or they might not have gone in the first place, or they might have given up too easily, or they might have allowed themselves to be defeated, etc.
27. The Mathemagician gives Milo a magic pencil staff of his own. They use it to determine how long they would have to work helping the Terrible Trivium with his worthless tasks. This helps them to see that they have to get away from him.
28. One possible answer is that the Everpresent Wordsnatcher is a bird-like demon but students should be encouraged to go further and explain how it natches the words right from your mouth and twists them to mean something that you didn't intend while making you out to be a bad person at the same time.
29. The Terrible Trivium asks Milo to help him move a pile of sand from one location to another using only a tweezer to take a grain at a time; he asks Tock to empty one well and fill another using only an eye dropper; and, he asks Humbug to dig a hole through a solid cliff using only a small needle. He wants them to do these tasks to keep them from the more important thing that they have to do – which is to rescue the Princesses Rhyme and Reaons from the castle.
30. The Demon of Insincerity helps the trio escape by running them around in circles giving them insincere advice about where to go until they happen to fall into a deep, deep pit.
31. The final demon the heroes have to get by is the Senses Taker who demands they provide information before proceeding but who ultimately casts a spell to steal their senses (more detailed answers will include the spells she casts on each one). Because the package of laughter from Dischord breaks accidently, the spells are broken because the couldn't lose their sense of humor.
32. There is no door on the castle, but Milo uses the letters from Azaz to create one.
33. Because "time flies" Tock is able to fly all of them down from Castle to the ground.
34. The armies of King Azaz and the Mathemagician finally chase away the demons for good.
35. Milo was only gone for an hour
36. As with Question 1, this is not specifically answered in the story but students should share their thoughts about lessons. Ideas include lessons about Time, Learning, Mistakes, Math/Words,

THE PHANTOM TOLLBOOTH
EDUCATIONAL SUPPORT MATERIALS

ANSWER KEYS

FOR FILL IN THE (BLANK) EXERCISE

1	BORED; PACKAGE; TOLLBOOTH; PRECAUTIONARY
2	EXPECTATIONS; WHETHER
3	DOLDRUMS; SCHEDULE; WATCHDOG
4	ARGUMENT; DICTIONOPOLIS; DIGITOPOLIS; BANISHED; RHYME; REASON; CASTLE-IN-THE-AIR; WORDS; NUMBERS
5	BANQUET; MINISTERS
6	LIGHT; SQUARES; EAT
7	SOMERSAULT; RIGMAROLES; RAGAMUFFINS; SYNONYM; HALF-BAKED IDEAS
8	HUMBUG; RESCUE
9	DISSONANCE; AWFUL DYNNE
10	DODECAHEDRON; TWELVE
11	SUBTRACTION; HUNGRIER
12	FRACTIONS
13	ALPHABET; LAUGHTER; PENCIL
14	DEMONS; OBSTACLE; IMPOSSIBLE
15	DOOR
16	TIME FLIES

FOR SYNONYM EXERCISE

Proclamation => Announcement	Ordinance => Law
Congratulations => Cheers	Connotation => Meaning
Noise => Din	Palatinate => Nation
Clone => Duplicate	Balderdash => Nonsense
Precisely => Exactly	Beautiful => Pretty
Banish => Exile	Absurd => Ridiculous
Banquet => Feast	Greetings => Salutations
Reason => Justification	Rescue => Save
Monarch => King	Lethargic => Sluggish

SOLUTION FOR WORD SEARCH PUZZLE

NW	N	NE
W	X	E
SW	S	SE

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

BANQUET (9,8,SE)
BEE (11,11,SE)
CLONE (10,7,SE)
DEMON (4,7,NE)
DICTION (4,12,E)
DIGIT (5,11,E)
DODECAHEDRON (15,2,W)
EXPECTATIONS (1,14,NE)
FACE (13,7,SW)
HALF-BAKED (12,13,NW)
HUMBUG (14,5,S)
INSINCERITY (1,13,NE)
LAWS (7,1,W)
LETHARGIC (3,1,S)
LETTERS (2,14,E)
MARKET (3,15,E)
MATH (1,12,N)
MINE (6,5,NW)
MINISTER (13,3,SW)
NOISE (13,1,W)
NUMBERS (3,13,E)
PACKAGE (3,10,NE)
PHANTOM (8,1,SE)
PRINCESS (1,8,N)
REASON (4,8,NE)
RESCUE (9,15,E)
RHYME (4,6,NE)
SPELLING (2,1,S)
THINKING (15,3,SW)
TOCK (15,13,NW)
TOLLBOOTH (15,13,N)
TREE (15,15,NW)
TRIVIUM (15,14,W)

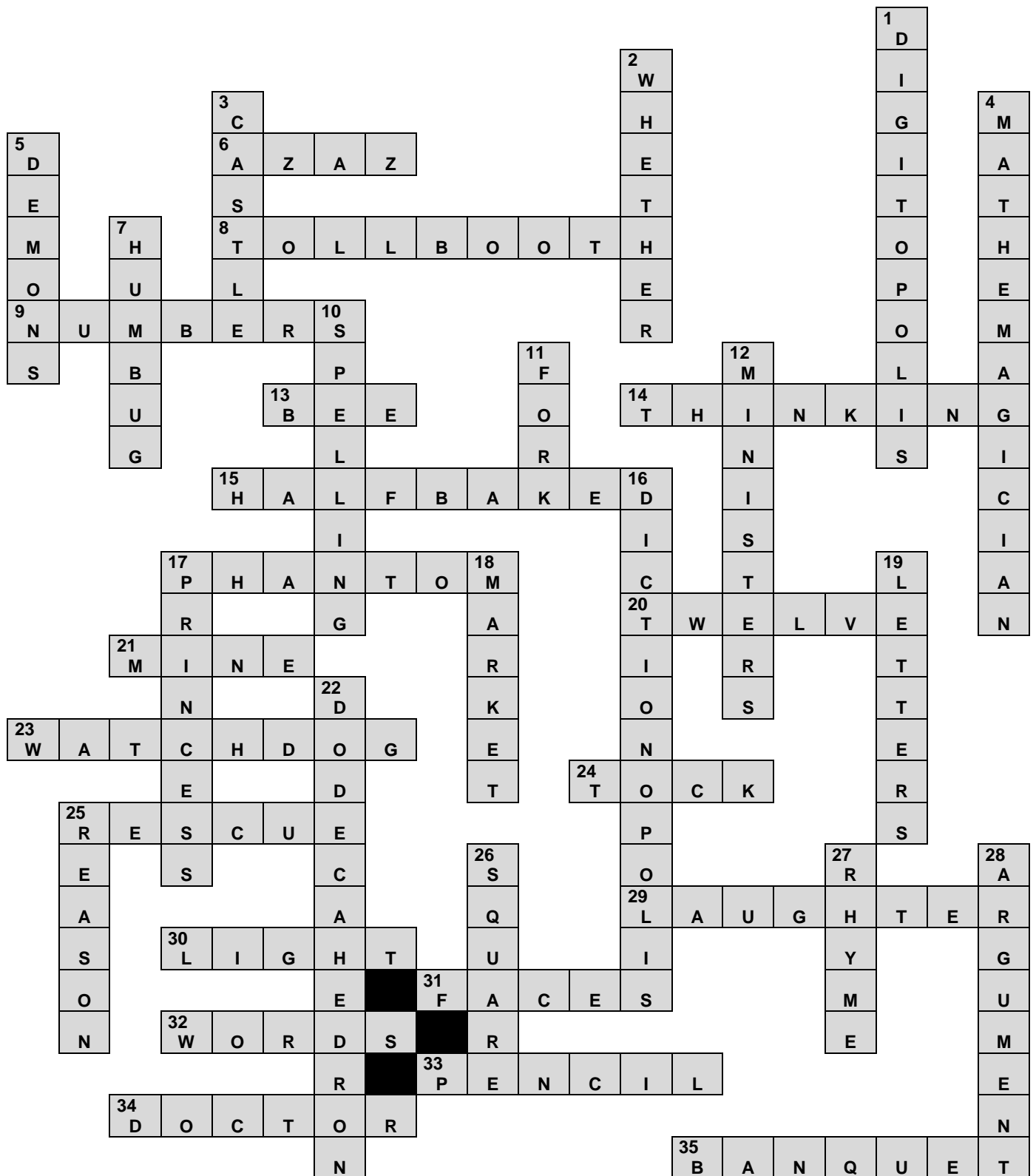
MYSTERY PHRASE

MATHEMAGICIAN AND AZAZ

THE PHANTOM TOLLBOOTH

EDUCATIONAL SUPPORT MATERIALS

CROSSWORD PUZZLE SOLUTION



P H A N T O M T O L L B O O T H

WRITING ACTIVITIES

(Based upon the *PHANTOM TOLLBOOTH* story and the play, plus information provided in this guide)

1. What are the lessons or morals that you believe the story of *THE PHANTOM TOLLBOOTH* has to offer? Do you think that these were effectively conveyed? Do you think that the play tried to convey the same lessons or morals? Are there additional lessons that the play adaptation tried to convey? How effectively did the adaptation convey the lessons?
2. Keeping in mind some of the lessons that the *PHANTOM TOLLBOOTH* story has to provide, write your own additional chapter(s) to *PHANTOM TOLLBOOTH* where another character(s) learn these lesson(s).
3. If you were putting on a play about *PHANTOM TOLLBOOTH*, describe what your set, scenery, costumes and props would look like.
4. If you could meet your favorite character from *PHANTOM TOLLBOOTH*, 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 that character/actor.
5. An important part of being an actor is to develop your character, for example, who is he/she, 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 *PHANTOM TOLLBOOTH* and describe that character in detail using the above descriptions. If you were an actor playing that character, how would your character differ?
6. The Demons that the heroes run across and interact with are not your traditional demons (e.g., they are not vicious, blood-curdling beasts) but rather a type of subtle demon that just keeps you from getting to your goals and desires. For example, the Terrible Trivium occupies your time with tasks that are not worthwhile and thus keeps you from getting to more important things that might make you happier or more successful. The Demon of Insincerity just tells you what you think you want to hear and not what you need to hear in order to stay out of trouble or get where you need to be. The Senses Taker steals your sense of anything important leaving you in a daze and daydreaming. Write a chapter in which the heroes encounter another demon that you create. Describe how that demon might try to keep them from moving forward in their quest and how they might ultimately get away from that demon. Give your demon a character description as well as just what it does.
7. In each scenario below, imagine that you are one of the characters from *PHANTOM TOLLBOOTH* 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: A new child has just passed through the Tollbooth.
 - Scenario B: You attended one of King Azaz' royal banquets and had to eat your words. What did you order and how was it? What did other's order?
 - Scenario C: The mission to rescue the Princesses is on.
 - Scenario D: Milo, Tock and Humbug have encountered a demon (you pick which one).
 - Scenario E: The Princesses have been rescued and returned to resolving disputes throughout the land.

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 *PHANTOM TOLLBOOTH*.

SCENE DIORAMA: Using foam boards, Styrofoam, sticks, glue, construction paper, etc., construct a three-dimensional diorama of any scene from *PHANTOM TOLLBOOTH*. 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 *PHANTOM TOLLBOOTH* as they would create them. To this end, the children may use a copy of the *PHANTOM TOLLBOOTH* 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 *PHANTOM TOLLBOOTH* 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.

PHANTOM TOLLBOOTH MATH?:

Duh, what would be the point of having an education pack for the *PHANTOM TOLLBOOTH* without including math and numbers? What would the Mathemagician and Dodecahedron say! Have the students find answers to the questions posed below.

1. If Milo's adventure in the Lands Beyond lasted for 36.5 days according to their calendar, how long would Milo be gone from his room if he stayed in the Lands Beyond for one year?
2. Using the same relationships as stated in the fork in the road (i.e., Digitopolis 5 miles, 1600 rods, 8800 yards, 26,400 feet, 316,800 inches, 633,600 half inches). How many rods up the stairs is the castle in the air? (HINT: Humbug states the Castle In The Air is a 2000 foot climb up the stairs. How many half-inches would that be?)
3. Assume that in order to create clones, the Mathemagician must multiply by the number of clones desired. If the Mathemagician wished to visit the United States and to see all of the states at once, what number would need to be the multiplier? If instead, the Mathemagician wished to see the seven wonders of the world, what would be the multiplier?
4. If Humbug took one oad to Digitopolis and traveled at 20 miles per hour and Milo took a different road to Dictionopolis and traveled at 42,240 half inches per minute while Tock took a third road and traveled at 53 1/3 rods per half minute, then which one would get to Digitopolis first?

ANSWERS TO MATH PROBLEMS ON NEXT PAGE

THE PHANTOM TOLLBOOTH

EDUCATIONAL SUPPORT MATERIALS

MATH ANSWERS:

1) Milo was gone from his bedroom for only one hour. So, if he was in the Lands Beyond for 36.5 days then one hour in his bedroom is equal to 36.5 days. If he were to stay in the Lands Beyond for one year (i.e., 365 days) he would be gone for 10 times the amount in Lands Beyond ($36.5 \times 10 = 365$); thus, he would be gone from his room for 10 hours (assuming a linear relation between time in Lands Beyond and time in Milo's room).

2) If 26,400 feet is the same as 1600 rods then one can calculate that each rod is equal to 16.5 feet ($26,400 / 1600$). Thus, to go 2000 feet you would divide by 16.5 in order to get the number of rods. So, the Castle in The Air would be $2000 / 16.5 = 121.21$ rods up. Don't fall for the trap of trying to go from rods to half inches – the easiest calculation for half inches is to know that there are 24 half inches in every foot; thus, 2000 feet would make it $2000 \times 24 = 48,000$ half inches up.

3) There is somewhat of a trick to these questions. Obviously, in order to see the states in the United States all at the same time you would need to be in 50 places at once. However, that does not make 50 the multiplier. Since the actual Mathemagician could be in one of the places, only 49 clones would be required to be in the other states. Thus, 49 is the multiplier. Likewise, to see the seven wonders of the world, the multiplier would need to be 6.

4) This question cannot be answered with the facts given. Using the conversions from Question 2, however, one can determine that each of the heroes is traveling at the same rate of speed (which is 20 miles per hour = 6400 rods per hour = 2,534, 400 half inches per hour). One would have to know how long each road is in order to determine who would get to Digitopolis first.

RESOURCES AND CREDITS

INTERNET RESOURCES

<http://www.discoveryschool.com>

<http://www.dictionary.com>

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

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

<http://www.npr.org/2011/11/10/141240217/my-accidental-masterpiece-the-phantom-tollbooth>

<http://www.scholastic.com/teachers/contributor/norton-juster> Bio

http://en.wikipedia.org/wiki/Norton_Juster

<http://www.salon.com/2001/03/12/juster/>

<http://www.powells.com/blog/interviews/norton-juster-beyond-expectations-by-dave/>

<http://www.underdown.org/juster.htm>

http://www.newyorker.com/reporting/2011/10/17/111017fa_fact_gopnik