

# TEACHER RESOURCE GUIDE

# Peter Rabbit Tales



School Matinee Performances

Presented by  
 **University Hospitals**  
 Rainbow Babies & Children's



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## Peter Rabbit Tales



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### COMMUNITY ENGAGEMENT & EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in English Language Arts (2017), Mathematics (2017), Science (2018-2019) and Social Studies (2018).

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical and creative thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.



The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.

# ABOUT PLAYHOUSE SQUARE



Playhouse Square is an exciting field trip destination! As the country's largest performing arts center outside of New York, the not-for-profit Playhouse Square attracts more than one million guests to 1,000+ shows and events each year. Five of Playhouse Square's 11 performance spaces are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances by Playhouse Square's six resident companies: Cleveland Ballet, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the GE Chandelier, the world's largest outdoor chandelier, and the retro Playhouse Square sign with its 9-foot-tall letters!



# Coming to the Theater

We look forward to welcoming you and your students to Playhouse Square! To prepare for a successful field trip, we encourage you to spend some time discussing the differences between coming to the theater and watching a television show or movie or attending a sporting event, especially if you have students who have not yet had the opportunity to attend a live theater performance. Here are a few points to start the discussion:

- ◆ You and your students will be greeted and helped to your seats by members of Playhouse Square's staff and "RedCoat" volunteers.
- ◆ Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you, the performers can too.
- ◆ As you watch the performance, feel free to respond by laughing or applauding.
- ◆ Food, drink and gum are not permitted in the theater for school matinee performances.
- ◆ Photography and recording of performances are not permitted.
- ◆ Mobile phones and other devices that make noise or light up should be silenced and put away before the performance begins.
- ◆ When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.
- ◆ After the performance, a member of the Playhouse Square staff will come out on stage to dismiss each school group by bus number. Check around your seat to make sure you have all of your personal belongings before leaving.



# ABOUT THE SHOW

At the beginning of the play, we meet the characters in our story: Peter Rabbit is grown-up and has his own garden. Peter is easily frightened and avoids anything that smacks of danger or adventure.

We also meet Peter's sister Flopsy, her husband, Benjamin Bunny, and their three baby bunnies. Living with Benjamin and Flopsy is Benjamin's father, old Mr. Bouncer, who often babysits for the children when Flopsy and Benjamin go out. We're also introduced to two unpleasant neighbors, Mr. Tod, the fox, and Tommy Brock, the badger. Tommy Brock is a disagreeable fellow who eats worms and frogs, and Mr. Tod is disliked by everyone for his habit of nibbling on small animals. Tommy Brock and Mr. Tod are not at all fond of one another. Neighbors to the Rabbit family are Squirrel Nutkin, a cheeky squirrel who's lost his tail, and the hedgehog, Mrs. Tiggy-Winkle, a kindly laundress.

As the play unfolds, Tommy Brock steals the baby bunnies while they're under Mr. Bouncer's care. Benjamin decides to set off to track the badger and find his children, and he asks Peter to join him on his quest. But Peter refuses, reminding Benjamin that he's never recovered from his frightening experience in Mr. McGregor's garden. Suddenly the lights dim, the scenery changes and the cousins are

sent back to the past. The lights come up on Peter's mother, Mrs. Rabbit, his three sisters and a younger Peter in a flashback sequence that recounts Peter's escapade in Mr. McGregor's garden. Mrs. Rabbit warns Peter not to go into the garden, but Peter disobeys her and loses his coat and shoes and, almost, his life. Just as Peter is about to be caught by Mr. McGregor, he returns back to the present. Benjamin gently suggests that because of Peter's past experience, he should certainly understand how frightened the baby bunnies must feel. Reluctantly, Peter agrees to join Benjamin on his search.

When Peter and Benjamin lose Tommy Brock's trail, Benjamin gets upset at his father for letting Tommy Brock near his children. Peter reminds Benjamin how brave Mr. Bouncer was when they were young and, again, the scenery and lights change, as the cousins' travel back into the past in a second flashback sequence. Returning to Mr. McGregor's garden, the young Peter and Benjamin try to recover Peter's coat and shoes but get trapped by a cat. Mr. Bouncer suddenly arrives and fights off the cat, rescuing the young cousins. Peter and Benjamin return to the present, and Benjamin hopes that he can be as brave as his father was.



As they continue their pursuit, the rambunctious Squirrel Nutkin and the motherly Mrs. Tiggy-Winkle help Peter and Benjamin find the badger's trail. Back at home, a worried Flopsy decides to follow the cousins and join the search. Tommy Brock arrives at Mr. Tod's house and discovers that the fox is out. He makes himself at home, taking a nap in Mr. Tod's bed. Peter and Benjamin follow the badger to the fox's house, but they can't find a way in, so they dig a tunnel under the house. Suddenly, Flopsy arrives, and Peter sends her into the tunnel to join Benjamin. Just as they are about to break through into the kitchen, Mr. Tod appears, and Peter, in a panic, runs away. But when Mr. Tod enters his house and realizes that Tommy Brock is in his bed, Peter returns to save the day.

With delightful derring-do, Peter hilariously pits the badger and fox against one another and rescues the baby bunnies. The fox and the badger chase each other off into the woods and Benjamin and Flopsy are joyously reunited with their children. Peter is praised for his bravery and the rabbits travel home to Mr. Bouncer, who is forgiven for his blunder. Squirrel Nutkin and Mrs. TiggyWinkle join the family for a country dance, celebrating the return of the babies and Peter's return to the family fold.

In this production of *Peter Rabbit™ Tales*, a number of different theatrical devices are used to bring the story to life. Here are some of the things you and your students can expect to see:

- **Masks:** In the show, all of the actors wear animal masks to help them portray the different characters. Masks have been used in theater since its earliest beginnings, and they help to transform the actor as well as transport the audience to another world.
- **Mime:** Mime is acting without speaking or making any noise. In *Peter Rabbit™ Tales*, the performers act out the story with their bodies and gestures, but they do not speak.



- **Words and Music:** There is recorded narration spoken by Susan Sweeney throughout the show to help the audience follow the story. Original music, composed by Charles Gilbert especially for this production, adds to the atmosphere.
- **Puppets:** Some of the characters in the story are played by actors wearing masks and costumes. Other characters – Mr. McGregor and his cat – are played by puppets. ROD PUPPETS (manipulated by sticks) will be the primary puppet device you'll see.
- **Scenery:** There will be painted curtains to evoke the world of the stories as well as set pieces representing Mr. McGregor's garden and Mr. Tod's house.
- **Lighting:** Special theatrical lights will help create the mood and the world of the story.

## PRE-SHOW ACTIVITIES

# Who is Beatrix Potter?

**The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:**

History.Historical Thinking.K.2

History.Historical Thinking.1.2

History.Historical Thinking.2.2, History.Heritage.2.4

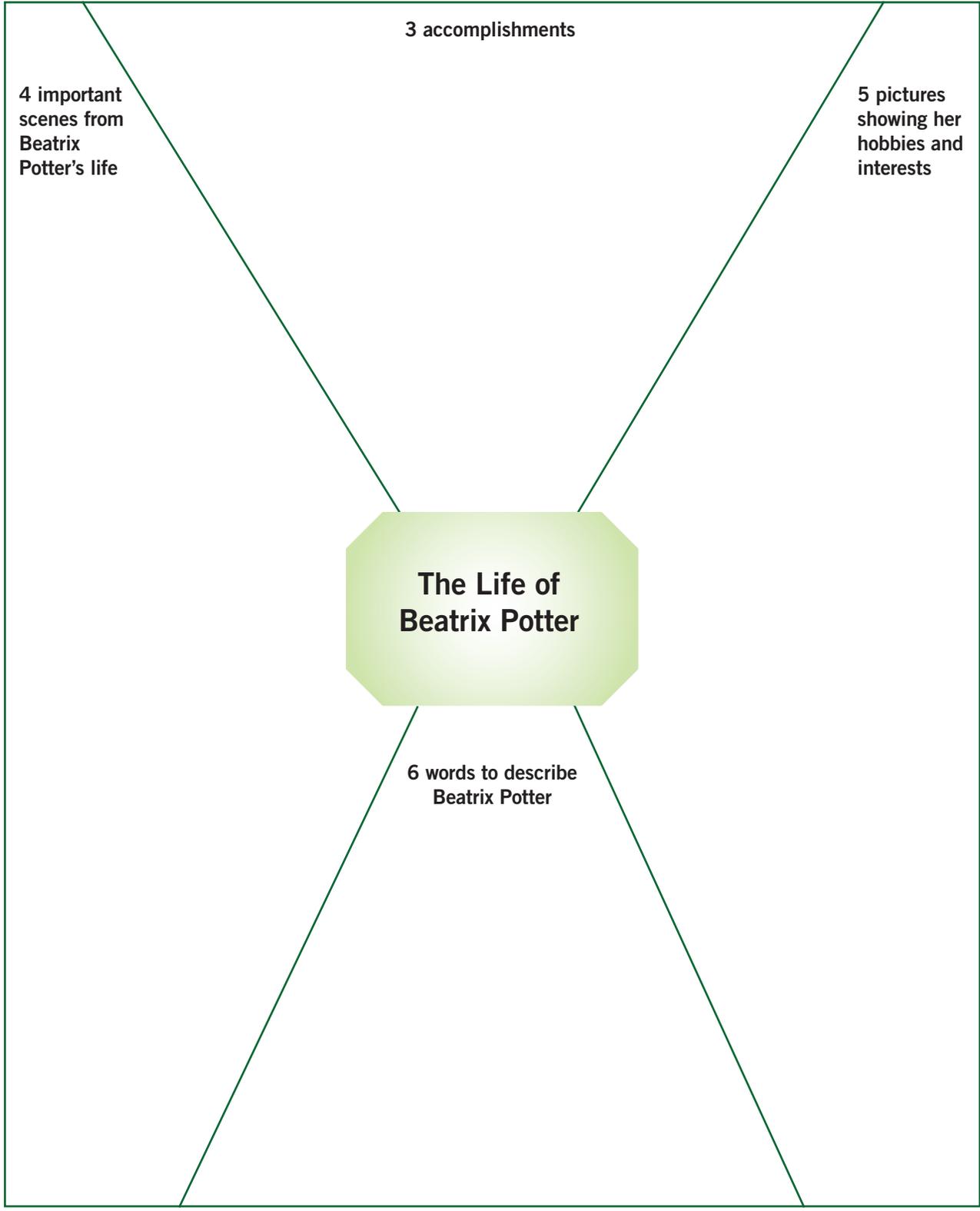
History.Historical Thinking.3.2, History.Heritage.3.3

Originally published in the beginning of the twentieth century, the works of Beatrix Potter are still loved by many people around the world today. In this activity, students will familiarize themselves with the life of Beatrix Potter.

Have students use the books *Beatrix Potter and Her Paint Box* and *The Tale of Beatrix Potter* (see resource page), as well as the Peter Rabbit website (see resource page), to research the life of Beatrix Potter, including the place where she lived, Kensington, London.

Have students create a one-pager on the famous author. Explain to your students that a one-pager is a way for them to demonstrate what they have learned in a creative and visual manner. They can draw, use old photographs, cut out images from magazines, or use words to describe Beatrix Potter and her life. For this one-pager, they will use both sides of the paper. The front side will be devoted to Beatrix Potter and her life, while the back side will be devoted to a “then and now” comparison of Beatrix Potter’s home of Kensington, London.





# Kensington, London

Then (1866-1843)

Now

# A Timeline of Beatrix Potter's Life

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

History.Historical Thinking.2.1

History.Historical Thinking.3.1

After students have created their one-pager, have them delve even further into the biography of Beatrix Potter. Use the resources provided at the end of this guide, as well as resources your students find on their own, to gather more information and have students create a timeline of Beatrix Potter's life.

The timeline should include five to ten important events that took place in her life, including the publication of *The Tale of Peter Rabbit*. Events should be placed in chronological order and should include the dates for each event. A timeline template has been provided on the following page.





# Beatrix Potter Life Timeline

<b>Event #1:</b>	<b>Description:</b> _____ _____
<b>Date:</b>	_____ _____
<b>Event #2:</b>	<b>Description:</b> _____ _____
<b>Date:</b>	_____ _____
<b>Event #3:</b>	<b>Description:</b> _____ _____
<b>Date:</b>	_____ _____
<b>Event #4:</b>	<b>Description:</b> _____ _____
<b>Date:</b>	_____ _____
<b>Event #5:</b>	<b>Description:</b> _____ _____
<b>Date:</b>	_____ _____

# Peter Rabbit

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:  
CCR.RL.K.7, CCR.RL.1.7, CCR.RL.2.7, CCR.RL.3.7, CCR.RL.4.7

Before students see the play *Peter Rabbit Tales*, have them watch the YouTube read aloud of *The Tale of Peter Rabbit* by Beatrix Potter (see resource page). This particular read aloud only shows the illustrations while the story is read aloud. It is an excellent version to use to have students practice gathering information from illustrations. The read aloud is just under eight minutes.

Break your class up into groups of three to four students per group. Tell students they are going to watch a story that only includes illustrations. The first time watching the story, mute the narration and play the video straight through so your students can see the whole story. Next, play the video again, but this time stop at each new illustration. With their group, have students determine the literary elements of the story. Have them use the graphic organizer on the following page to help them organize their thoughts. Encourage them to refer to the pictures for evidence of their thoughts.

Once they have completed the graphic organizer, have students find a partner who wasn't in their original group. They will share their ideas with their new partner for what they think the story is about. After all students have had a chance to share their version of the story, watch the read aloud one last time, with the volume on. After watching the read aloud, discuss what they were able to infer correctly and what they might have missed.





<b>Setting:</b>	<b>Charaters:</b>		
<b>Time:</b>	Main	Secondary	Secondary
<b>Place:</b>			<b>Solution</b>
		<b>Plot and events</b>	
			<b>Problem:</b>



## POST-SHOW ACTIVITIES

# I'm a Botanist!

**The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:**

K.MD.1, 1.MD.2, 1.MD.4, 2.MD.1, 2.MD.9

K.LS.1, K.LS.2, 1.LS.1, 1.LS.2

Science Inquiry, Practices and Applications: Grades K-4

Employ simple equipment and tools to gather data and extend the senses.

Communicate about observations, investigations and explanations.

Beatrix Potter was more than an author and illustrator. She was also a botanist – a person who studies plants. Tell your students that they are going to grow their very own flower garden!

For this activity, students will need to bring a container to school in which to plant their flowers. Plastic milk cartons with the top cut off make wonderful containers. Teachers should provide a variety of seeds, and gravel and soil for the gardens. Wildflower and daisy seeds will provide a variety of colors and students will be excited to see what colors their flowers will be!

Before planting the seeds, read the book *From Seed to Plant* (see resource page). Ask students to describe what flowers need in order to survive (soil, sunlight and water). Give each student several seeds and have them observe the seeds. Using the first page of the “I Am a Botanist” journal template, provided on the following page, have students draw a picture of three seeds that look different. These drawings should include length, width, shape and color (as best as they can for their age and abilities). Then, have students predict what they think their flowers will look like when they bloom.

Next, have students follow the below steps to prepare their containers for their flower garden. Be sure to have students record this process in their journal.

- ◆ Add 1-2 inches of gravel or stones to the bottom of the container.
- ◆ Cover the stones with soil.
- ◆ Plant 3-4 seeds in their container – be sure that students know the seeds should be planted with a little space between them.
- ◆ Cover the seeds with an inch of soil and lightly water.

For the next several weeks, have students water their plants. You may need to help students determine how much water the plants need. Each day, they should record a journal entry including a description of what is happening and a drawing of their flower garden (journal template on page 16). As the flowers begin to grow, students should include measurements (height), the number of petals and leaves, color, and any other characteristics that they notice.

Class word lists can help students with their journal entries. A sample word list is below. As the weeks progress, students can add additional words and categories.

### Word List

Who	What	When	Where
I	Planted	Today	in the sun
It	Watered	Yesterday	
	Grew	Tomorrow	
	Noticed		

# I'm a Botanist Journal

Day 1	Drawing of Seed	Description of what I think the flower will look like?	Drawing of flower
Seed #1			
Seed #2			
Seed #3			



# I'm a Botanist Journal

Day #	
<b>Drawing</b>	<b>Written description</b>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Day #	
<b>Drawing</b>	<b>Written description</b>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

# Grow a Garden

**The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:**

3.MD.2, 3.MD.4, 4.MD.2, 4.MD.3, 4.MD.4  
3.LS.3, 4.LS.1

Science Inquiry, Practices and Applications: Grades K-4

Employ simple equipment and tools to gather data and extend the senses.

Communicate about observations, investigations and explanations.

Growing a garden is an excellent way to learn both math and science. Math is used to determine the perimeter of the garden and science is used when observing the life cycle and physical characteristics of flowers.

For this activity, students will create and tend to their very own garden. If you are able, try partnering with a local nursery for this activity. The nursery may be able to provide necessary items at a discounted price, assist in selecting a location for your gardens, and teach students how to tend to their gardens throughout the year.



**An after-school club could help maintain the gardens after students have finished this activity.**

Divide the class into groups. Tell your students that each group will plant a flower garden for the school. They will design the flower garden based on their research. The seeds that they select must grow in this climate. Most of Northeast Ohio is in climate zone 5b. In addition to the climate zone, students will also need to consider the type of soil and the amount of sunshine we have in Northeast Ohio. Once they decide on the seeds that they should plant, they then need to decide what the perimeter of their garden should be (you may have to provide some parameters based on the amount of land that is available on the school property). Before they can plant their gardens, they must submit a garden plan to you.

**Students garden plan should include the following:**

- ◆ Type of flowers (seeds) selected – between 3-4 different varieties
- ◆ Perimeter – provide the actual perimeter of the garden and a justification for the size
- ◆ Location of the garden – provide justification for why this site was selected
- ◆ A map of their garden – must show spacing of the seeds based on planting instructions provided by the teacher (i.e. one inch apart)

Once the garden has been planted, students will need to care for their gardens by watering and weeding as needed. They will also need to keep a detailed journal. They should record observations, and drawings of their flowers. Observations should include accurate measurements of the flower, number of flowers that grow, overall health of the flowers, number of petals, number of leaves, color(s), do they attract animals, etc. Students should also include notes on how much water they give the plants (using liquid measuring units). A journal template is provided on the following page.





# Garden Journal

	Drawing of flower	Written description of the flower and general health of the flower	Care: water, weeding, etc.
Day 1			
Day 2			
Day 3			
Day 4			
Day 5			

# A Rabbit Tea Party

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

K.LS.1, K.LS.2, 1.LS.1, 1.LS.2  
1.MD.4

Tea parties were common in England when Beatrix Potter lived, and afternoon tea is still an important part of British culture. Tell your students that the class will have a tea party later in the week, but first they must learn about rabbits! If possible, invite a local 4-H club to visit your class with a rabbit.

Ask students to list all the things that they know about rabbits. Encourage them to think about where rabbits live, how they behave, their physical characteristics, and of course the food that they eat. You might even have them think back to the play that they watched and ask them to describe the behaviors of the characters. Ask them which behaviors are real and which might have been pretend or exaggerated for the sake of the theater. Once a list has been developed, pair students up and give each pair a copy of the rabbit worksheet on the following page. Have some pairs identify the characteristics of rabbits

that are similar to humans and other pairs identify the ways in which rabbits are different than humans. Have them write or draw the characteristics in the appropriate rabbit outline.

As a class, discuss the similarities and differences your students identified. After the discussion, focus specifically on food. Ask students if they eat rabbit food. What about Peter Rabbit? Do they eat some of the foods that he ate in the play? Make a list of foods that rabbits and people eat.

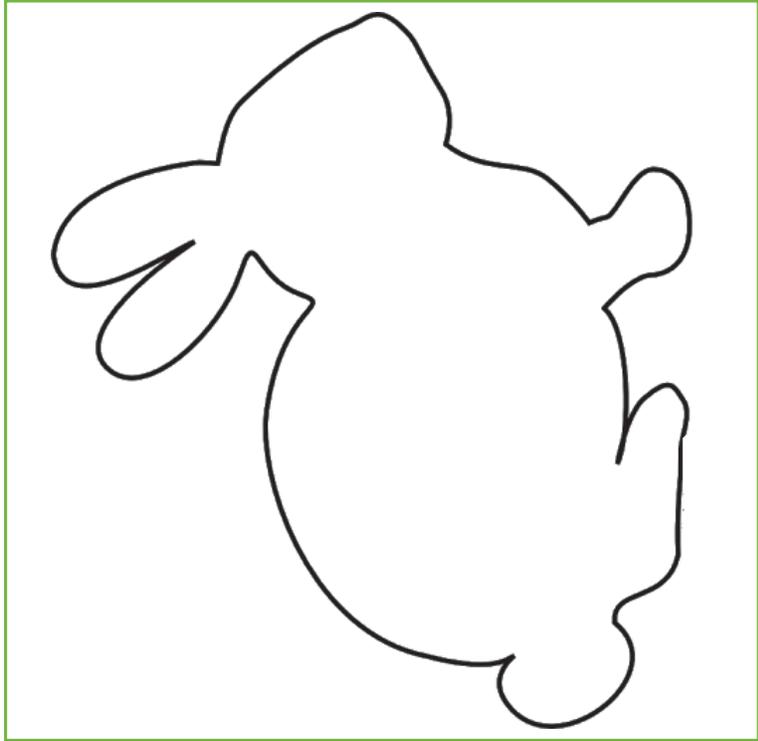
Pass out the invitation to the tea party on page 21. On the day of the tea party, give the students a clipboard and a chart to fill out as they taste the different foods. They should indicate if the food tasted good, fine, or not good. Once all students have had a chance to taste the different foods, create a class graph of the students' responses.



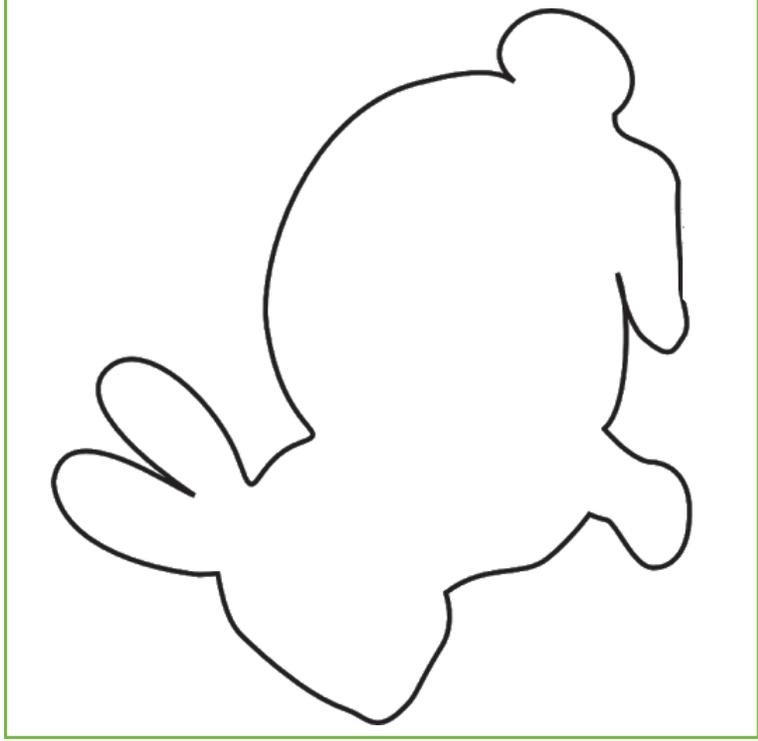
# Rabbit Worksheet

How are rabbits similar and different to humans?

SIMILAR



DIFFERENT



# Rabbit Tea Party Invitation

A LITTLE CUP OF FRIENDSHIP,  
CERTAINLY GOES A LONG WAY,  
ESPECIALLY ON PETER RABBIT'S SPECIAL DAY



Carrots, celery, lettuce, parsley,  
Bananas, apples, berries,  
Beets, radishes, peas  
And tea

Please come celebrate  
Peter Rabbit  
With me!

Date:

Time:

Location: classroom

# RESOURCES

## READING

*Beatrix Potter and Her Paint Box*  
David McPhail (Henry Holt and Co, 2015)

*The Tale of Beatrix Potter*  
Sara Schonfeld (Penguin Young Readers, 2016)

*From Seed to Plant*  
Gail Gibbons (Holiday House, 1991)

## WEB

The Tale of Peter Rabbit by Beatrix Potter  
YouTube read aloud –  
<https://www.youtube.com/watch?v=EuTIQCGxE5Y&t=93s>

Peter Rabbit website – [www.peterrabbit.com](http://www.peterrabbit.com)

Enchantment Theatre Company –  
<https://enchantmenttheatre.org/>



# Curriculum Standards Index

Standard	Description	Grade	Activity	Page
History. Historical Thinking.K.2	Personal history can be shared through stories and pictures.	K	Who is Beatrix Potter?	7
CCR.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear.	K	Peter Rabbit	12
K.MD.1	Identify and describe measurable attributes (length, weight, and height) of a single object using vocabulary terms such as long/short, heavy/light, or tall/short.	K	I'm a Botanist!	14
K.LS.1	Living things have specific characteristics and traits.	K	I'm a Botanist! A Rabbit Tea Party	14 19
K.LS.2	Living things have physical traits and behaviors, which influence their survival.	K	I'm a Botanist! A Rabbit Tea Party	14 19
History. Historical Thinking.1.2	Photographs, letters, artifacts and books can be used to learn about the past.	1	Who is Beatrix Potter?	7
CCR.RL.1.7	Use illustrations and details in a story to describe its characters, setting or events.	1	Peter Rabbit	12
1.MD.2	Express the length of an object as a whole number of length units by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.	1	I'm a Botanist!	14
1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	1	I'm a Botanist! A Rabbit Tea Party	14 19
1.LS.1	Living things have basic needs, which are met by obtaining materials from the physical environment.	1	I'm a Botanist! A Rabbit Tea Party	14 19
1.LS.2	Living things survive only in environments that meet their needs.	1	I'm a Botanist! A Rabbit Tea Party	14 19
History. Historical Thinking.2.1	Time can be shown graphically on calendars and timelines.	2	A Timeline of Beatrix Potter's Life	10
History. Historical Thinking.2.2	Change over time can be shown with artifacts, maps, and photographs.	2	Who is Beatrix Potter?	7
History. Heritage.2.4	Biographies can show how peoples' actions have shaped the world in which we live.	2	Who is Beatrix Potter?	7
CCR.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	2	Peter Rabbit	12

<b>Standard</b>	<b>Description</b>	<b>Grade</b>	<b>Activity</b>	<b>Page</b>
2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	2	I'm a Botanist!	14
2.MD.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated measurements of the same object. Show the measurements by creating a line plot, where the horizontal scale is marked off in whole number units.	2	I'm a Botanist!	14
History. Historical Thinking.3.1	Events in local history can be shown on timelines organized by years, decades and centuries.	3	A Timeline of Beatrix Potter's Life	10
History. Historical Thinking.3.2	Primary and secondary sources can be used to show change over time.	3	Who is Beatrix Potter?	7
History Heritage.3.3	Local communities change over time.	3	Who is Beatrix Potter?	7
CCR.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	3	Peter Rabbit	12
3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. Add, subtract, multiply, or divide whole numbers to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	3	Grow a Garden	17
3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters.	3	Grow a Garden	17
3.LS.3	Plants and animals have life cycles that are part of their adaptations for survival in their natural environments.	3	Grow a Garden	17
CCR.RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	4	Peter Rabbit	12
4.MD.2	Solve real-world problems involving money, time, and metric measurement.	4	Grow a Garden	17



<b>Standard</b>	<b>Description</b>	<b>Grade</b>	<b>Activity</b>	<b>Page</b>
4.MD.3	Develop efficient strategies to determine the area and perimeter of rectangles in real-world situations and mathematical problems.	4	Grow a Garden	17
4.MD.4	Display and interpret data in graphs (picture graphs, bar graphs, and line plots) to solve problems using numbers and operations for this grade.	4	Grow a Garden	17
4.LS.1	Changes in an organism's environment are sometimes beneficial to its survival and sometimes harmful.	4	Grow a Garden	17
Science Inquiry, Practices and Applications	Employ simple equipment and tools to gather data and extend the senses	K-4	I'm a Botanist! Grow a Garden	14 17
Science Inquiry, Practices and Applications	Communicate about observations, investigations and explanations.	K-4	I'm a Botanist! Grow a Garden	14 17