

2014–2015 Season

CATCO IS
KIDS!

PLAYGUIDE

CATCO IS
THIRTY
1985-2015



March 6–15, 2015
Studio Two, Riffe Center

The JUNGLE BOOK

From the book by Rudyard Kipling
Adapted by Steven C. Anderson



The Story

"For the strength of the pack is the wolf and the strength of the wolf is the pack." The tribe comes together for the telling of the Masters' Words and the Law of the Jungle. The child is curious to learn the law. The tribe begins telling the tale...

Shere Khan, a tiger, has moved his hunting grounds without warning. A wolf pack discovers that he is hunting a man-cub, a human child. Shere Khan follows the man-cub to the wolves' gathering place and demands his prey. A wolf named Raksha loves the human child and wishes to adopt him. She calls the child Mowgli or "little frog." When Baloo the bear and Bagheera the panther offer to teach Mowgli the Law of the Jungle, the wolves agree to let them. Although Shere Khan is angry at being denied prey, he cannot fight the law.

Baloo and Bagheera teach Mowgli how to survive in the jungle by showing respect to all the animals that may harm him. Yet, Mowgli is told by the monkey people called Bandar-log to not follow the law. When Baloo and Bagheera lie down for a nap, the monkeys lure Mowgli away to their hideout in the deserted city. As Baloo and Bagheera awake, they discover that Mowgli has been stolen! What happens next? Come to the CATCO is Kids' production of *The Jungle Book* to find out!

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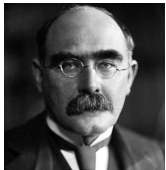
About the Playwright



Steven C. Anderson has created plays for and with central Ohio children for the past 29 years, first at the Leo Yassenoff Jewish Center, then at Players Theatre Columbus, and finally with The Phoenix Theatre for Children. His most recent position is Producing Director for CATCO. He is the recipient of the Ohio Theatre Alliance Lifetime Achievement Award, the Southside Settlement Arts Freedom Award, a Certificate of Achievement from the Community Center for the Deaf, and a Central Ohio Critics Circle Award for "a decade of respectful and exhilarating theatrical adaptations of works of literature from around the world and for using a diverse array of theatrical styles to challenge and delight children." His work has been nominated five times for the prestigious Greater Columbus Arts Council's Excellence in the Arts Award. His work as a director includes *Candide* and *Hair* at The Ohio State University Theatre Department; *Love! Valour! Compassion!* and *The Taste of Sunrise* at CATCO; *Big River* and *Pippin* for Actors Theatre; *A Funny Thing Happened on the Way to the Forum* at New Harmony Theatre; and *Greater Tuna*, *Little Shop of Horrors*, and *Assassins* for the former Players Theatre Columbus where he served as Associate Producing Director. He is particularly proud of the 2006 collaboration with BalletMet of *Alice in Wonderland*, the 2007 collaboration with CAPA and Opera Columbus on *The Secret Garden* that paired deaf and hearing actors on stage together, and the 2009 Phoenix Theatre for Children production of *The Miracle Worker* that incorporated the talents of deaf and blind actors.



About the Author



Rudyard Kipling was born on December 30, 1865, in Bombay, India. In 1871, Kipling traveled to England for his education and attended the United Services College called Westward Ho! After Kipling's schooling was complete, he returned to India to begin his career as a young journalist. In 1892, he married the lovely Caroline Balestier with whom he settled down in Brattleboro, Vermont. While residing in Vermont, Kipling wrote his best known story called *The Jungle Book*. Rudyard Kipling soon became one of the highest paid authors in the world. In 1907, Kipling was the first English writer to be awarded the Nobel Prize in Literature. Kipling passed away in 1936. He is buried in the Westminster Abbey Poet's Corner next to Thomas Hardy and Charles Dickens.



Curriculum Connections

You can use this Playguide and your visit to CATCO is Kids to help your students meet the curriculum standards required in schools by the Ohio Department of Education and the Common Core State Standards Initiative. Look throughout our Playguide for the icon

[Curriculum
Connection](#)

and you will find academic standards that correspond with the different activities listed.

Vocabulary Section

Read with a partner the following pieces of text from Steven Anderson's adaptation of *The Jungle Book*. Look at the italicized word and ponder its meaning. Clarify the meaning of the words italicized below by discussing the word with your partner or research the word using a dictionary or computer.

Curriculum Connection

CCSS.ELA-Literacy.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

"Lair-right is the right of the mother. From all of my year, I may claim one **haunch** of each kill for my litter, and none may deny me the same."

"Out! You trouble-maker. See what **morsels** Shere Khan will leave for you. You have done enough harm for one night."

"When a cub is old enough to stand on his feet, he must come to the pack **council**. Ye know the law—ye know the law. Look well. Look well."

"What is the law when there is a **dispute** to the right of a cub to be accepted by the pack?"

"You are but one wolf in the pack. The law serves us all. It is said: as the creeper that **girdles** the tree-trunk, the law runneth forward and back."

"Oh Akela, and ye the free people. I have no right in your **assembly** and therefore cannot speak for the man's cub."

"They are all ready to fly at an **intruder**. You must ask permission before you go **lumbering** through their homes."

"What is this **folly**, little dreamer?"

"The grey apes came down from the trees and had **pity** on me."

"Full **gorge** and a deep sleep to you, Chill."

"This is a **dilemma**... I know!"

"A brave heart and a **courteous** tongue. They shall carry you far thru the jungle, manling. He is smart."



THINGS TO THINK ABOUT AND DO



Before the Show

1. Read the story of *The Jungle Book* with a family member or friend. After reading the whole book, summarize the story to a friend who has never read the book. Then, determine the central theme of *The Jungle Book* using details presented in the text. Next, share your ideas for the theme of *The Jungle Book* with a friend who has already read the story. Finally, compare and contrast how your ideas for the theme are the same and how they are different.

Curriculum Connection

CCSS. ELA-Literacy. RL.4.2 Determine a theme of a story, drama, or poem from the details in the text; summarize the text.



2. After reading *The Jungle Book*, choose your favorite character from the story to describe to a friend or family both orally and through writing. Use the details in the text to describe the character's thoughts, words, or actions. Create an illustration of your favorite character to accompany your writing.

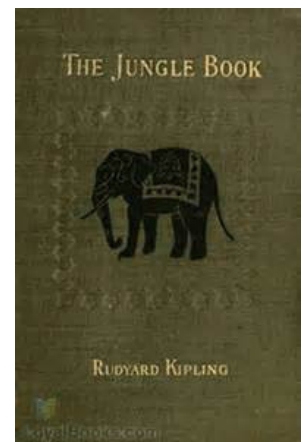
Curriculum Connection

CCSS. ELA-Literacy. RL.4.3 Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g. character's thoughts, words, or actions)

3. Compare and contrast your favorite character in *The Jungle Book* to another character in the story. How are the characters alike and how are they different? How do the characters interact with one another in the story? Discuss your findings with a friend or family member.

Curriculum Connection

CCSS. ELA-Literacy. RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g. how characters interact).



THINGS TO THINK ABOUT AND DO

After the Show

1. After seeing the play adaptation of *The Jungle Book*, recount your experience to a friend or family member. Tell them specific details about what happened during the play. For example, tell your friend about your favorite part of the production. Or, tell your friend one detail about what happened at the beginning, middle, and end of the play. When talking to your friend about the performance, speak clearly and at an understandable pace.

Curriculum
Connection

CCSS.ELA-Literacy.SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.



2. Did you notice the awesome shadow cast of the Indian spotted eagle during the performance of *The Jungle Book*? Conduct a research project to learn more about this spectacular bird. Collect five interesting facts about the Indian spotted eagle to share with your friends.

Curriculum
Connection

CCSS.ELA-Literacy.W.3.7

Conduct a short research project that builds knowledge about a topic.

3. After seeing the performance of *The Jungle Book*, discuss the aesthetic qualities of the performance with your classmates and peers. Examine certain elements of the play such as the props, puppet, set, and lighting design. How did these aesthetic elements help bring the story of *The Jungle Book* to life?

Curriculum
Connection

Drama/Theatre: Grade 5
Perceiving/Knowing IRE

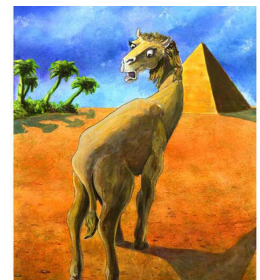
Examine and discuss the aesthetic qualities in dramatic and theatrical works.

More Stories by Rudyard Kipling

Are you interested in reading more of Rudyard Kipling's stories? Read *Just So Stories*. The *Just So Stories* collection is known as a series of "pourquoi tales." In French, the word "pourquoi" means "why." In the *Just So Stories* collection, the author explains why or how something happened or came to be. Read with a family member the following selections from the *Just So Stories* listed below:



"How the Whale Got His Throat"
"How the Camel Got His Hump"
"How the Leopard Got His Spots"
"How the Alphabet Was Made"
"How the First Letter Was Written"
"The Cat That Walked By Himself"





Indian Flying Fox Facts & Resources

Did you like the bat puppet in *The Jungle Book* play? Our puppet master created this bat puppet based off of his knowledge of the world's largest bat called the Indian flying fox. This particular species of bat looks like a cute little fox, but has long black bat wings! Look below for some interesting facts about this fantastic creature!



- Like other bats, the Indian flying fox sleeps upside-down.
- The Indian flying fox is a member of the fruit bat family.
- It has a wingspan of up to approximately five feet and can weigh up to roughly four pounds.
- The Indian flying fox has an average life span of 21 years. The oldest captive Indian flying fox lived more than 31 years.
- In the wild, the Indian flying fox mostly eats figs. It also eats a variety of different fruits such as mango, guava, and banana to name just a few.
- The Indian flying fox lives in colonies with several hundreds and thousands of other bats.
- A group of Indian flying fox bats is called a 'flock'.
- Did you know that the Indian flying fox can swim? They use their wings and feet to travel through water!



Learn More About Bats

Media Resources: *Secret World of Bats* DVD—originally aired on CBS by Bat Conservation International
Discover Bats! (2009)—a bat education package for grades 4-9 produced by Bat Conservation International
Bats: Myth and Reality (1989)—a video produced by Bat Conservation International
 Indian flying foxes: www.zoo.org/page.aspx?pid=2273#.VONYgy7QNvA

Books About Bats: *Stellaluna* by Janell Cannon
Bats at the Library by Brian Lies
Going Batty (Katie Kazoo, Switcheroo Series # 32) by Nancy Krulik, John and Wendy (Illustrators)
There Was An Old Lady Who Swallowed A Bat! by Lucille Colandro
Bats Around the Clock by Kathi Appelt and Melissa Sweet (Illustrator)
Bat-Poet by Randall Jarrell; Maurice Sendak (Illustrator)

Research Activity: Choose a bat species to research using the internet and books from your local library. Research your bat's region, habitat, diet, predators, and record three interesting facts about your chosen bat species.

CRAFT CORNER



Raksha's Wild Wolf Puppet

Make your very own wolf to use in a puppet show or make as a gift. See the instructions below.



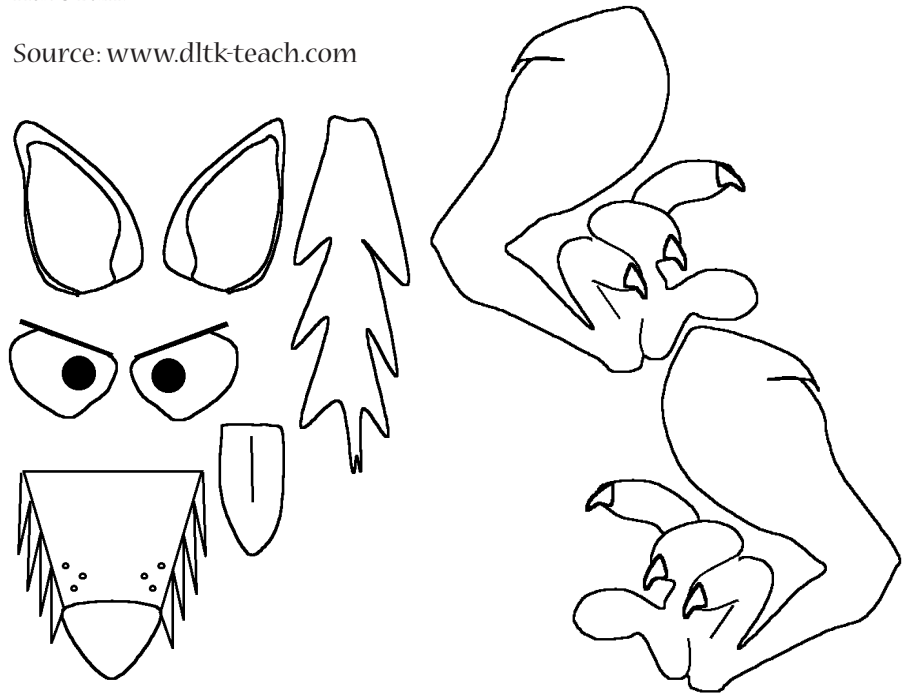
Materials:

- Paper bag
- Template
- Glue
- Scissors
- Markers

Instructions:

1. Print out the wolf templates provided through the links below.
 2. Color the pieces and cut them out.
 3. When gluing your pieces on the bag, remember that the front of the bag with the flip tab is the head of your puppet.
- Have fun!

Source: www.dltk-teach.com



Link for wolf head and tail:

www.dltk-teach.com/t.asp?b=m&t=http://www.dltk-kids.com/members/images/pig/bwolfbag1.gif

Link for wolf legs:

www.dltk-teach.com/t.asp?b=m&t=http://www.dltk-kids.com/members/images/pig/bwolfbag2.gif

RUDYARD KIPLING'S POEM CORNER

Did you know that Rudyard Kipling wrote poems as well as stories? Read one of Rudyard Kipling's poems below about a father teaching his son how to live a life of honor.



If by Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too:

If you can wait and not be tired by waiting,
Or, being lied about, don't deal in lies,
Or being hated don't give way to hating,
And yet don't look too good, nor talk too wise;

If you can dream-and not make dreams your master;
If you can think-and not make thoughts your aim,
If you can meet with Triumph and Disaster
And treat those two impostors just the same:

If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build'em up with worn-out tools;

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings,
And never breathe a word about your loss:

If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: "Hold on!"

If you can talk with crowds and keep your virtue,
Or walk with Kings-nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much:

If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And-which is more-you'll be a man, my son!

After reading the poem, use the following strategies to read and analyze the poem.

1. Preview the poem by reading the title. Pay attention to the shape, form, number of lines, and punctuation.
2. Read the poem aloud several times to hear the rhyme or rhythm.
3. Visualize the images that come to your mind when reading the poem. Pay attention to verbs and comparisons in the poem.
4. Clarify the words and phrases to develop a deeper meaning of the poem.
5. Evaluate the poem's theme. What message is the poet trying to send or help you understand?

Source: www.scholastic.com/teachers/lesson-plan/strategies-read-and-analyze-poetry

Poem Extension Activity

Record the poem *If* by Rudyard Kipling using your own voice as the speaker. Fluidly read the story at an understandable pace. Play your recording for a friend or family member to receive feedback about the pace and tone or your reading.



Curriculum Connection

CCSS.ELA-Literacy.SL.3.6

Create an engaging audio recording of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.