For Use With *The Just So Stories*
Book by Joseph Robinette
Music and Lyrics by Ronna Lynn Frank
Based on the stories by Rudyard Kipling

Produced with permission from Dramatic Publishing, Inc
October 11-December 6, 2012

**To Use This Packet**
Treehouse Troupe has put together a collection of information about us, our play, and education-based activities you can do with your students to prepare them for the production.

**Meet Our Team!**
- Elsie Kipling ...........................................................................................................Trina Friedburg
- Andrew ..................................................................................................................Daniel Short
- Lizzie ...................................................................................................................Rebecca Winebrenner
- George ................................................................................................................Chase Will
- Teddy ....................................................................................................................Ryan Albrecht
- Faith .....................................................................................................................Kaleigh Jones

- Director ...............................................................................................................Aimee S. Reid
- Stage Manager ..................................................................................................Sarah Maxwell

**Who Was Rudyard Kipling?**

Joseph Rudyard Kipling (1865-1936) was an English writer who spent much of his life in India.

Best known for his stories for children and the soldiers serving in British-occupied India, some of his known titles include *The Jungle Book*, *The Just So Stories*, and “The Man Who Would Be King.”

As the play suggests, Kipling did have three children—John, Josephine, and Elsie. Josephine died of pneumonia in 1899.

Kipling was awarded the Pulitzer Prize for Best Literature in 1907.
Theatre Etiquette

A live theatre performance can be very exciting. Since this may be some of our audience member’s first show, please go over the following prior to the performance:

- Arrive at the performance on time.
- Please stay seated during the performance. After the play is over, remain seated—the actors will be conducting a brief talk-back.
- Visit the restroom before the performance begins.
- The use of cell phones (phone calls or texting) and recording devices are not allowed during the performances at any time.
- Please do not talk to your neighbor during the performance. If you like something you see, go ahead and applaud for the actors—it lets them know you like what they’re doing!

Questions To Ask Before The Performance

- What is the difference between a live theatre show and television?
- Have you ever pretended to be an animal? What animals do you like to pretend to be?
- Do animals sometimes look strange to you, or do strange things? Like what?
- What kind of things do you like to do with your family?

Questions To Ask After The Performance

- Elsie and her father tell some pretty fantastic stories. What kinds of stories do you like to tell?
- The Camel was so lazy, it made his friends upset that they had to do all the work themselves. What would you do if someone was being lazy and made you do all the work?
- The Elephant’s Child had a “satiably curiosity” but it got her in big trouble! Do you ever get in trouble because you’re curious?
Just So Stories Word Search

Limpid       Python        Djinn        Parsee
Excruciating Insatiable   Rhinoceros   Camel
Elephant     Crocodile     Kolokolo     Equinox
Best Beloved Incantations Trunk        Scenery
Costume      Prop          Character    Treehouse Troupe

Definitions

Character- A person from a story
Props- Objects used on the stage during a performance
Scenery- pieces of furniture used to make a setting
Costumes- A set of clothes worn by an actor or performer while on stage
Excruciating– Very painful
Insatiable– can’t be satisfied
Equinox– when the Sun crosses the Equator, making day and night the same length
Incantations– words spoken in a spell (Like the Djinn!)
Lesson Plan: A New Animal In The Jungle

Target Grades: K-4

Lesson Overview: Students will use creation stories, established as well as their own, to explore animal movement and characteristics,

Length of Lesson: 30-45 minutes

Drama Standard
Producing/Performing. Grade 2. 1: Create movements and voices of characters to communicate feelings and ideas in dramatic or theatrical contexts (e.g., skits, puppetry, pantomime, improvisation and storytelling).

Language Arts Standard
Text Types and Purposes. Grade 2. 3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Instructional Plan
Framing: Instruct students to think of an animal, silently. Ask for volunteers to stand up and act out the animal they were thinking of, using movements and sound. After students have shared, ask how the class knew what animal the students were acting out. What did they do with their hands? Their faces? The way they stood? Their voices? Encourage the students to explain their techniques for acting their animals.

Main Activity: Read “How the Kangaroo Got His Hop” (see Appendix A) to the students. Ask students to take out pencil and paper. They should select another animal and create a story of how that animal got its specific trait (like how a dog got its cold nose, or how a bird got its beak). They should be sure to write in as many details as possible, including the places the story takes place as well and the actions, thoughts, and feelings of the characters in the story.

Closing Activity: Place the students in small groups. Assign or allow them to volunteer to act out one of the stories written by the students. Emphasize that they should use their bodies and voices to create the character, and that each person in the group needs to participate. Encourage them to include the details written into the story, like setting and sound effects.

Old Man Kangaroo running from Yellow Dingo Dog. Image from the original The Just So Stories. Illustrations by Rudyard Kipling.
Appendix A—“The Sing-Song of Old Man Kangaroo”

Not always was the Kangaroo as now we do behold him, but a Different Animal with his four short legs. He was grey and he was woolly, and his pride was inordinate: he danced on an outcrop in the middle of Australia, and he went to the Little God Nqa.

He went to Nqa at six before breakfast, saying, “Make me different from all other animals by five this afternoon.”

Up jumped Nqa from his seat and on the sand-flat and shouted, “Go away!”

He was grey and he was woolly, and his pride was inordinate: he danced on a rock-ledge in the middle of Australia, and he went to the Middle God Nquing.

He went Nquing at eight after breakfast, saying, “Make me different from all other animals; make me, also, wonderfully popular by five this afternoon.”

Up jumped Nquing from his burrow in the spinifex and shouted “Go away!”

He was grey and he was woolly, and his pride was inordinate: he danced on a sandbank in the middle of Australia, and he went to the Big God Nqong.

He went to Nqong at ten before dinner-time, saying, “Make me different from all other animals; make me popular and wonderfully run after by five this afternoon.”

Up jumped Nqong from his bath in the salt-pan and shouted, “Yes! I will!”

Nqong called Dingo—Yellow-Dog Dingo—always hungry, dusty in the sunshine, and showed him Kangaroo. Nqong said, “Dingo! Wake up, Dingo! Do you see that gentleman dancing on an ashpit? He wants to be popular and very truly run after. Dingo, make him so!”

Up jumped Dingo—Yellow-Dog Dingo—and said, “What, that cat-rabbit?”

Off ran Dingo—Yellow-Dog Dingo—always hungry, grinning like a coal-scuttle, —and ran after Kangaroo.

Off went the proud Kangaroo on his four little legs like a bunny.

This, O Beloved of mine, ends the first part of the tale!

He ran through the desert; he ran through the mountains; he ran through the salt-ponds; he ran through the reed-beds; he ran through the blue gums; he ran through the spinifex; he ran till his front legs ached.

He had to!

Still ran Dingo—Yellow-Dog Dingo—always hungry, grinning like a rat-trap, never getting nearer, never getting farther,—ran after Kangaroo.

He had to!

Still ran Kangaroo—Old Man Kangaroo. He ran through the ti-trees; he ran through the mulga; he ran through the long grass; he ran through the short grass; he ran through the Tropics of Capricorn and Cancer; he ran till his hind legs ached.

He had to!

Still ran Dingo—Yellow-Dog Dingo—hungrier and hungrier, grinning like a horse-collar, never getting nearer, never getting farther; and they came to the Wollongong River.

Now, there wasn’t any bridge, and there wasn’t any ferry-boat, and Kangaroo didn’t know how to get over; so he stood on his legs and hopped.

He had to!
Appendix A (cont) “The Sing-Song of Old Man Kangaroo”

He hopped through the Flanders; he hopped through the Cinders; he hopped through the deserts in the middle of Australia. He hopped like a Kangaroo.

First he hopped one yard; then he hopped three yards; then he hopped five yards; his legs growing stronger; his legs growing longer. He hadn’t any time for rest or refreshment, and he wanted them very much.

Still ran Dingo—Yellow-Dog Dingo—very much bewildered, very much hungry, and wondering what in the world or out of it made Old Man Kangaroo hop.

For he hopped like a cricket; like a pea in a saucepan; or a new rubber ball on a nursery floor.

He had to!

He tucked up his front legs; he hopped on his hind legs; he stuck out his tail for a balance-weight behind him; and he hopped through the Darling Downs.

He had to!

Still ran Dingo—Tired-Dog Dingo—hungrier and hungrier, very much bewildered, and wondering when in the world or out of it would Old Man Kangaroo stop.

Then came Nqong from his bath in the salt-pans, and said “It’s five o’clock.”

Down sat Dingo—Poor Dog Dingo—always hungry, dusky in the sunshine; hung out his tongue and howled.

Down sat Kangaroo—Old Man Kangaroo—stuck out his tail like a milking-stool behind him and said, “Thank goodness that’s finished!”

Then said Nqong, who is always a gentleman, “Why aren’t you grateful to Yellow-Dog Dingo? Why don’t you thank him for all he has done for you?

Then said Kangaroo—Tired Old Kangaroo—“He’s chased me out of the homes of my childhood; he’s chased me out of my regular meal-times; he’s altered my shape so I’ll never get it back; and he’s played Old Scratch with my legs.”

Then said Nqong, “Perhaps I’m mistaken, but didn’t you ask me to make you different from all other animals, as well as to make you truly sought after? And now it’s five o’clock.”

“Yes,” said Kangaroo. “I wish I hadn’t. I thought you would do it by charms and incantations, but this is a practical joke.”

“Joke!” said Nqong from his bath in the blue gums. “Say that again and I’ll whistle up Dingo and run your hind legs off.”

“No,” said the Kangaroo. “I must apologise. Legs are legs, and you needn’t alter ‘em so far as I am concerned. I only meant to explain to Your Lordliness that I’ve had nothing to eat since this morning, and I’m very empty indeed.”

“Yes,” said Dingo—Yellow-Dog Dingo,—“I am just in the same situation. I’ve made him different from all other animals; but what may I have for my tea?”

Then said Nqong from his bath in the salt-pan, “Come and ask me about it to-morrow, because I’m going to wash.”

So they were left in the middle of Australia, Old Man Kangaroo and Yellow-Dog Dingo, and each said, “That’s your fault.”

(Taken from The Just So Stories by Rudyard Kipling.)
Want to Read More? Here Are Some Books Like *The Just So Stories*...

**Stories From Around the World** by Heather Amery. Grades Prek-2.

*The Voyages of Doctor Dolittle* by Hugh Lofting. Grades 4 and up.

*The Jungle Book* by Rudyard Kipling. Grades 3 and up.

*Aladdin and Other Tales from the Arabian Nights*. Grades 4 and up.

*Rikki-Tikki-Tavi* adapted by Jerry Pinkey from Rudyard Kipling’s *The Jungle Book*. Grades K and up.

*The Story About Ping* by Marjorie Flack. Grades Prek and up.

*Mary Poppins* by P.F. Travers. Grades 3 and up.

Materials Needed: craft sticks, templates (see Appendix B or select your own), coloring items, scissors, glue or adhesive of your choice.

**Activity:** Hand out templates and ask students to color in their animals. As they color, ask them to remember what happened to each of these animals during *The Just So Stories*. Once they are done coloring, have the students cut out their animals and glue them to the craft sticks. They have stick puppets now!

After the stick puppets are finished, brainstorm as a group what happened in the stories. As a whole group or in small groups, re-enact one or more of the stories in the play. Emphasize the voices and sound effects the students should use when acting out their character, as well as the movements their stick puppets should make when talking, walking, running, etc.

*How the Camel Got His Hump*  
Illustration by Rudyard Kipling
Appendix B—Coloring Templates

Camel

Elephant
Appendix B (cont)
We’re looking forward to coming to your school!

Treehouse Troupe 2012

Back row, left to right: Kaleigh Jones, Chase Will, Ryan Albrecht, Sarah Maxwell
Front row, left to right: Trina Friedburg, Daniel Short, Rebecca Winebrenner