

THE VELVETEEN RABBIT

STUDY GUIDE

ABOUT THE SHOW

This play is adapted from the original "The Velveteen Rabbit" or "How Toys Become Real," written by Margery Williams in 1922.

The story takes place in a Nursery and nearby Garden at the turn of the century. The story is set in England but our play will take *many* liberties with the "turn of the century" style because much of the music is Pop/Contemporary. Thus, the tone, style and even language of the play will have a much more contemporary feel.

The show opens with an introduction by the Skin Horse who is the oldest and wisest of toys in the Nursery. He sets up the premise of the show which is, ***be yourself and you will be loved. If you are loved, then you are real.*** The Skin Horse will weave in and out of the scenes, acting as a Narrator as well as one of the toys in the Nursery.

The play continues with the Boy receiving the Velveteen Rabbit as a present from his family. The Velveteen Rabbit is immediately The Boy's favorite gift, better than any of the other toys and goodies he has received. There are many other presents to open, however and The Boy is called away to open the rest of his presents - the Velveteen Rabbit is forgotten.

Thus begins the Velveteen Rabbit's secluded life in the nursery. He is set apart from the other toys as he has no clockwork or mechanical parts. He is simply stuffed with sawdust and has no particular identity. His only friend is the Skin Horse and the Velveteen Rabbit looks forward to their long talks late at night in the Nursery.

One night, the Velveteen Rabbit asks the Skin Horse, "What is real?" The Skin Horse, in song, then tells the Velveteen Rabbit what real is, and if he is very patient and strong, he will someday become real.

The Velveteen Rabbit follows the Skin Horse's advise and his quest to become real begins. The play unfolds with the heartwarming story of how The Boy rediscovers the Velveteen Rabbit, they become best of friends and have wonderful times in the Nursery and Garden. When The Boy becomes ill, however, the Velveteen Rabbit has to be more patient than ever as he waits for his friend to get better.

We soon find out from Nana, The Boy's Nurse, that the Nursery must be rid of Scarlet Fever Germs and the Velveteen Rabbit must be thrown out with the rest of the nursery toys. But the Skin Horse tells the Velveteen Rabbit that because he was real to The Boy, he will now be real to everyone. The Velveteen Rabbit learns that patience, strength and a child's love all added up to becoming the real rabbit he always dreamt he could be.

PRE PERFORMANCE ACTIVITIES

1. Read the book, "The Velveteen Rabbit" to the class, or if dealing with advanced grades, have the children read the story out loud, taking turns. There are many versions of "The Velveteen Rabbit" available in bookstores or your library. There is certainly a version available to suit any grade level.
2. Ask the children to write a book report about the story and read it aloud in class. For younger students, ask them to draw a picture of their favorite part of the story and present it to the class.
3. Ask the students what "being real" means to them.
4. Tell the students about the time period and location of the story. Ask the older students to find English words or phrases that are "turn of the century English" in flavor. Discuss the use and meaning of those words in class.

Some of those vocabulary words are:

Velveteen	Bracken	Hawthorn Bush
Burrow	Sawdust	Clockwork
Fowlhouse	Scarlet Fever	Thicket

5. Point England out on a map to the students. Explain to them that the play that they will be seeing is **based on** the book and is not exactly like the book. The show is much more contemporary in style and tone. Ask the children to anticipate differences.
-

POST PERFORMANCE ACTIVITIES

1. Discuss the play with the students. What was their favorite scene in the play? Their favorite song? Their favorite character?
2. Discuss the idea of the show being an "adaptation." Ask the students to point out the differences between the book and the play. Discuss the different ways the two different mediums achieve the same result.
3. Ask the students what their favorite toy is. Draw a picture of this toy and explain to the rest of the class why it is their favorite.
4. Discuss the importance of taking care of your toys. Talk about the difference between a toy being worn out and a toy being abused.
5. Ask the children to put themselves in the Velveteen Rabbit's place. How would they feel? Could they be patient? Discuss how in their own lives, can the students be more patient.
6. Assign the characters and recreate a scene from "The Velveteen Rabbit."

Examples could be:

The nursery conversation between the Velveteen Rabbit and the Skin Horse when the Rabbit asks, "What is Real?"

The scene when the Velveteen Rabbit meets the real rabbits.

FUN PAGES

A black and white line drawing of a rabbit wearing a tuxedo and a bow tie, holding a sign that says "BARK". The rabbit is standing on a path, surrounded by various vegetables like carrots and leafy greens.

(Tune: Battle Hymn)

① Little Peter Rabbit had a fly up on his ear,

And he ^②flicked it 'til it ^③flew a - way.

- Actions:**

- a) hands make rabbit ears b) fingers fly away c) point to ear d) flick ear

LOOBY LOO

Chorus D

Here we go Loo-by Loo, — Here we go Loo-by Light, —

Fine

Verse

1. You put your right hand in, — You put your right hand out, — You give your right hand a shake, shake, shake, and turn your-self a - bout. Oh,

- (After each verse, join hands and circle around on chorus.)

3. right foot
4. left foot
5. head
6. whole self

a) join hands, circle to left b) stop circling, do as words indicate throughout verse

Oh Mister Sun

Traditional

Brightly

Oh Mis - ter Sun Sun Mis - ter Gold - en Sun

Please shine down on me — Oh Mis - ter Sun Sun

Mis - ter Gold - en Sun Hid - ing be - hind a tree

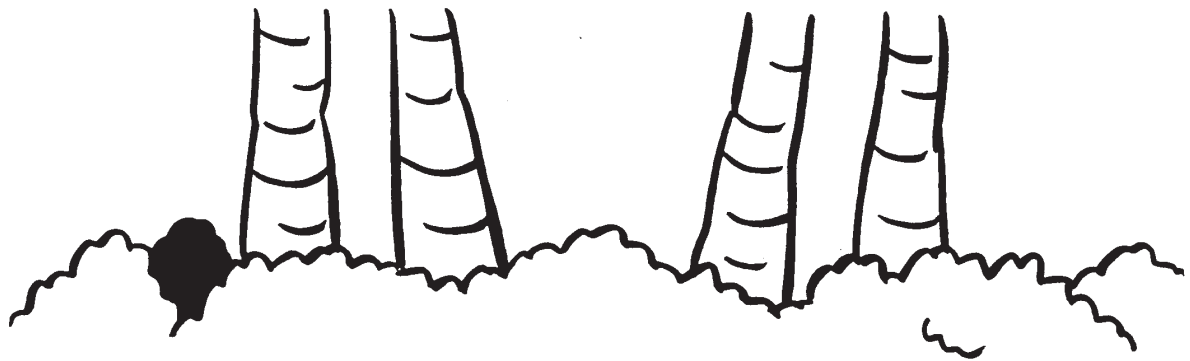
These lit - tle child - ren are — ask - ing you to please come out so they can

play with you Oh Mis - ter Sun Sun Mis - ter Gold - en Sun

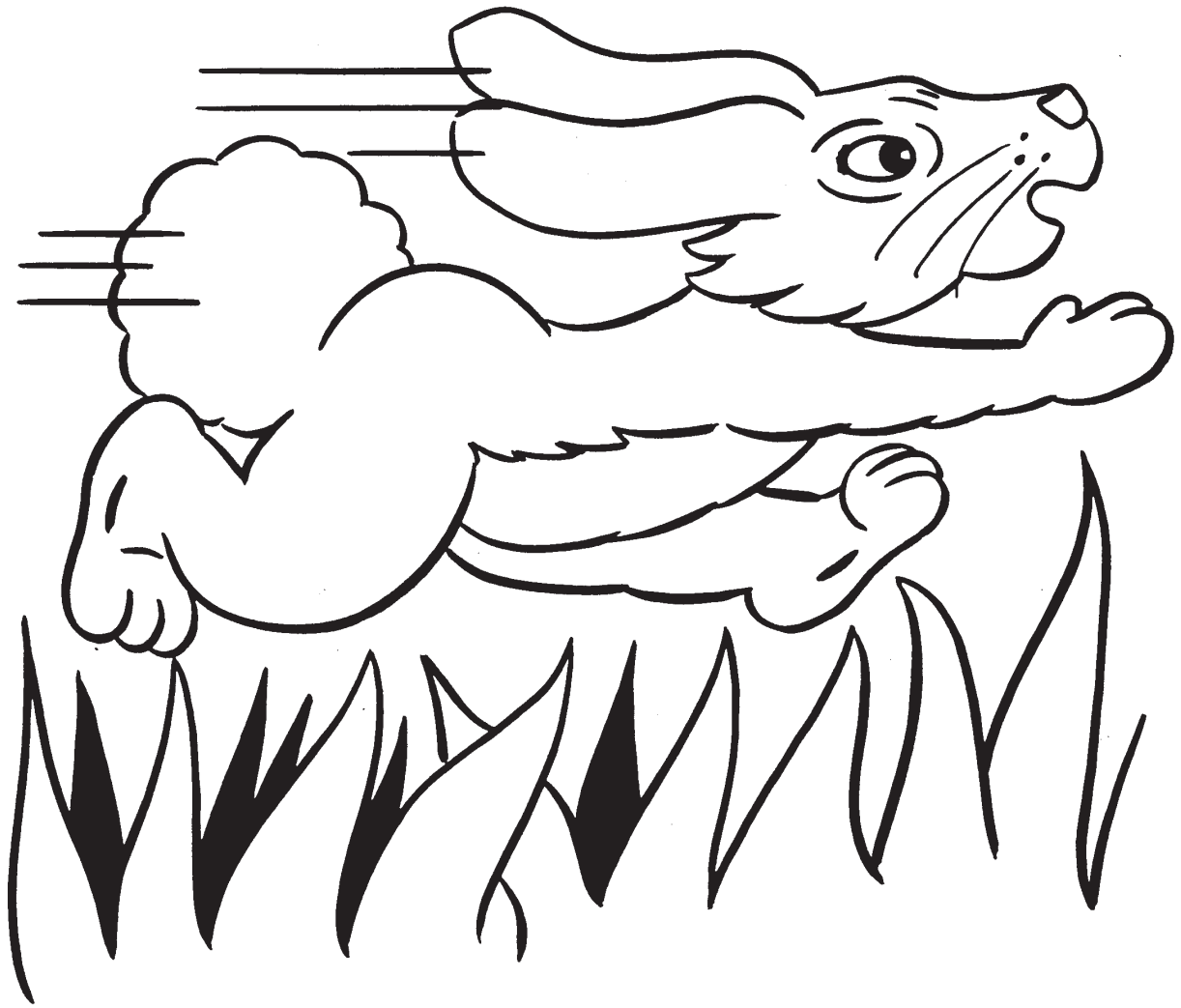
Please shine down on, please shine down on, please shine down on me.



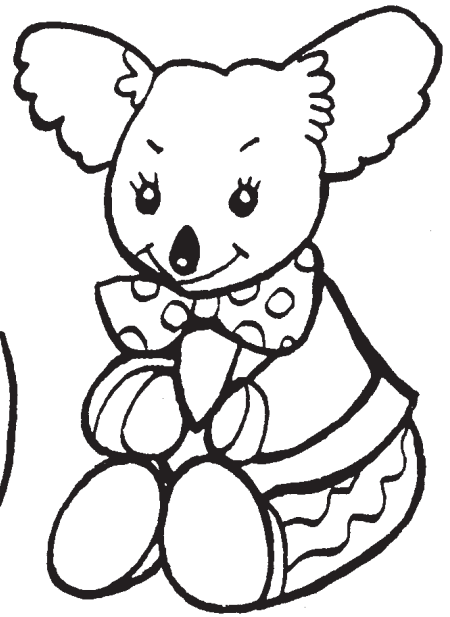
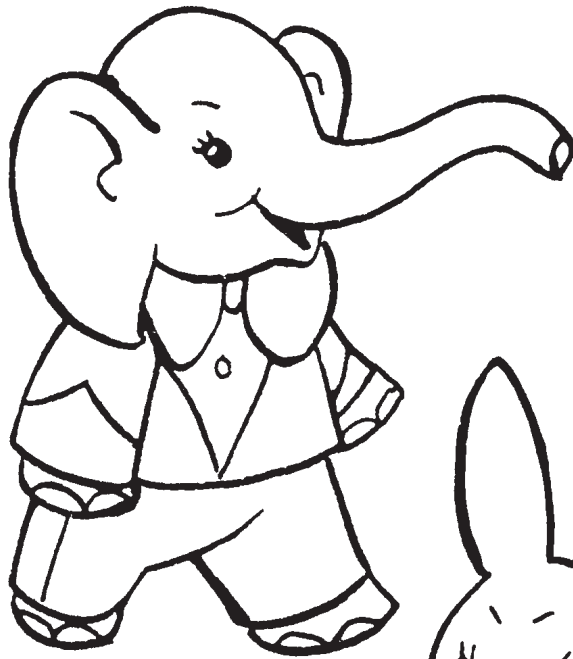




~~~~~



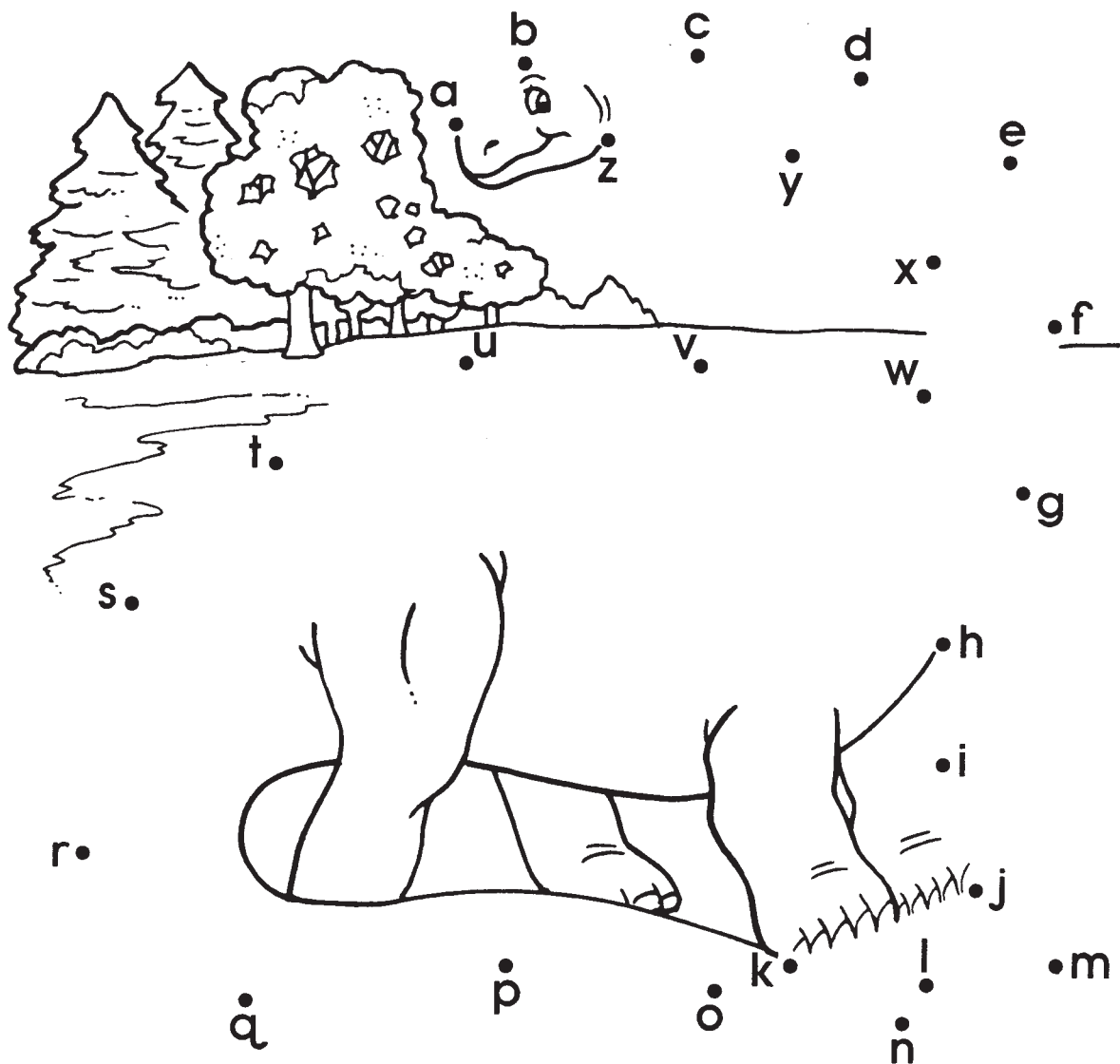
... and once again, they're off and running.



Name \_\_\_\_\_

# Seismosaurus

Connect the dots from **a** to **z**. Color.

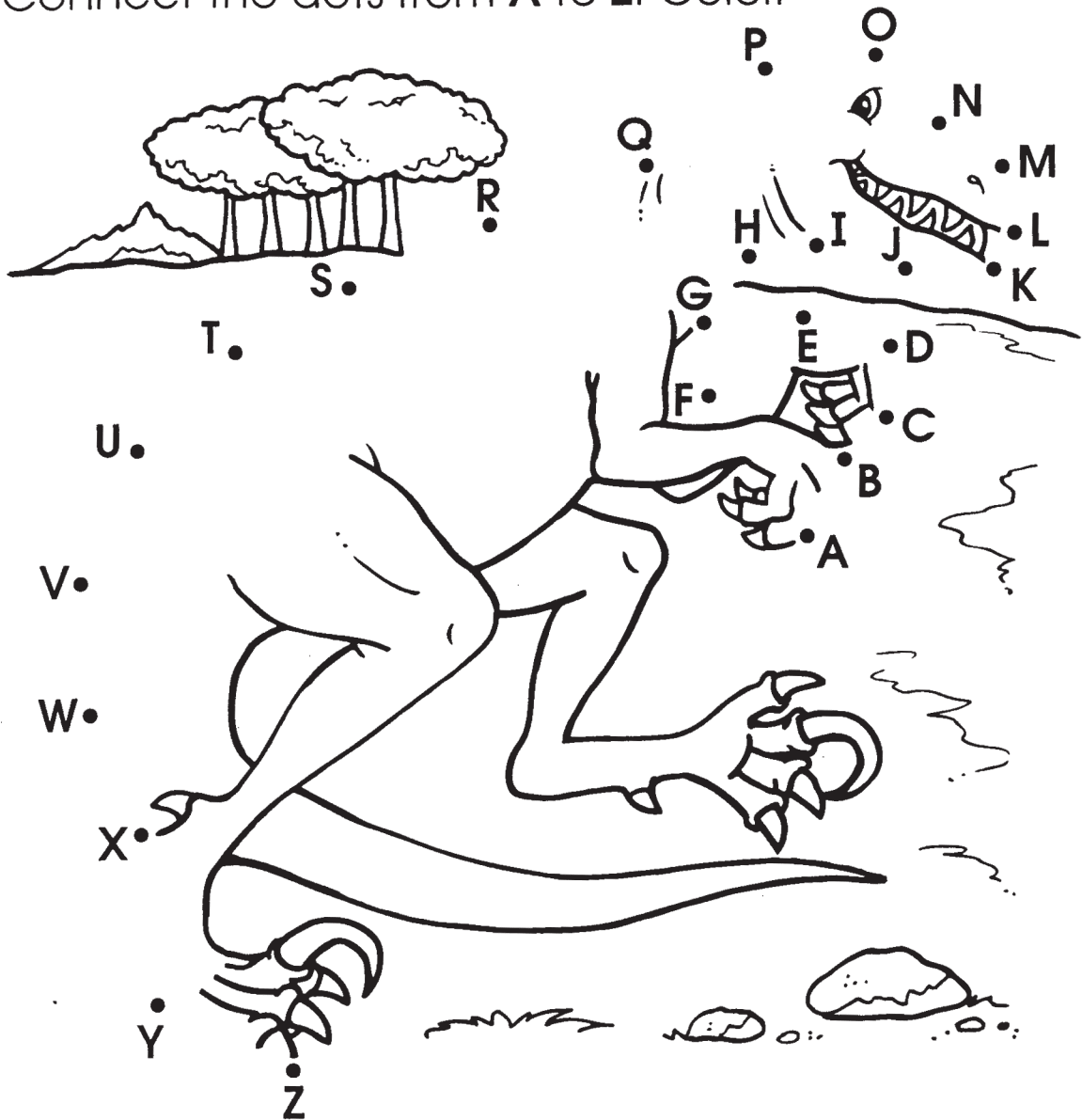


I might have been the biggest creature ever to walk on earth!

Name \_\_\_\_\_

# Utahraptor

Connect the dots from **A** to **Z**. Color.

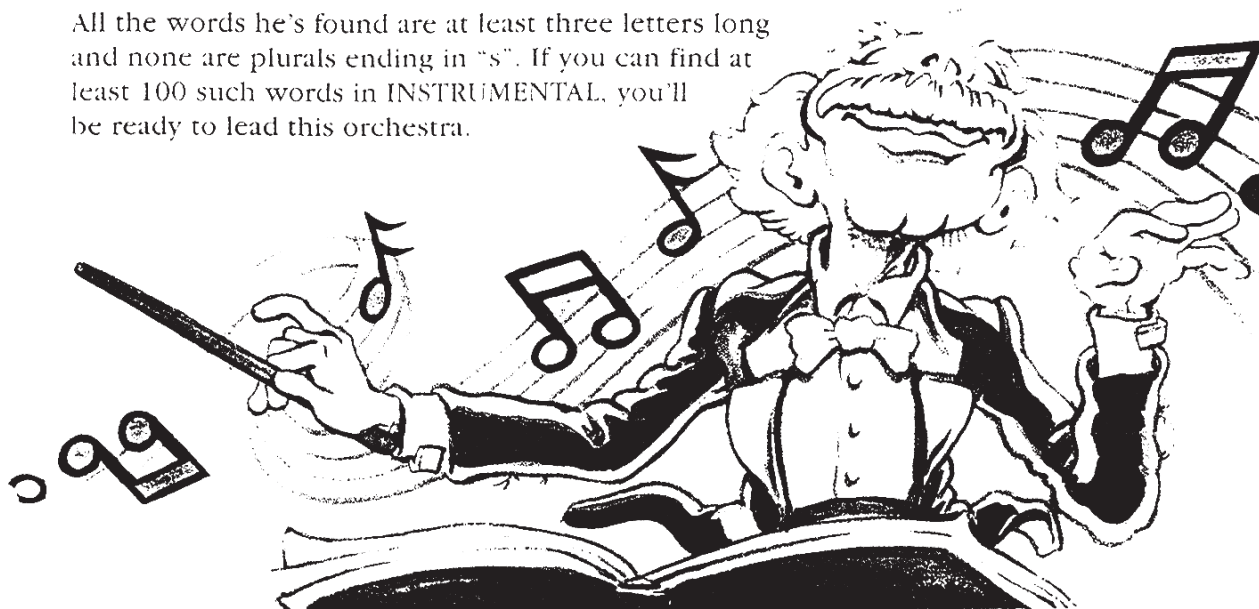


I had a fifteen-inch claw on the second toe of each foot.

# WHAT'S IN A WORD?

Our merry maestro has been trying to discover how many smaller words are hidden in the letters of INSTRUMENTAL.

All the words he's found are at least three letters long and none are plurals ending in "s". If you can find at least 100 such words in INSTRUMENTAL, you'll be ready to lead this orchestra.



## INSTRUMENTAL

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.