

threesixty°  
presents

J M BARRIE'S

# PETER PAN

## Teacher Guide

Photo: Kevin Berne

### ABOUT THE SHOW:

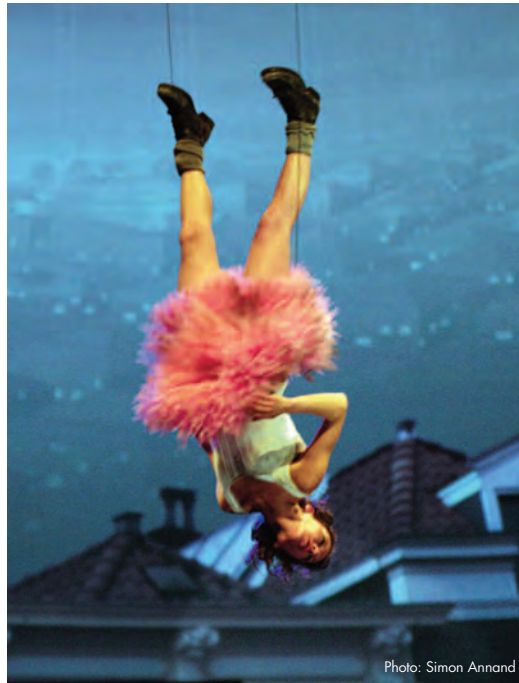
PETER PAN was produced and created by the innovative and unique threesixty° company. The threesixty° experience is different from most theatrical productions especially in its venue. The company created a 1,200-seat outdoor, weather proof, circular pavilion with unimpeded views for all. The imposing 100-foot high external structure suspends the auditorium and enables the characters to fly unhindered by traditional tent poles.

Since PETER PAN is the most famous flying show in the world, the company wanted to create something special for the audience to experience instead of tiny figures flying far away in the distance. In J. M. Barrie's original production in 1904, the special effects were primitive and limited. This production of PETER PAN utilizes the world's first fully 360 degree projected movie in conjunction with live theater. **It is not a film**, rather it is a CGI digital landscape that allows the audiences a unique viewing experience. In this threesixty° experience, live actors tell the story combined with unique puppetry, aerobatics, singing and sword fighting all intertwined with the special CGI movie. Through the CGI imaging, the audience is taken up into the air with the actors and experiences the sensation of soaring through the sky with a spectacular 360 degree view.

### PERFORMANCE ETIQUETTE REMINDERS:

Smart audience members remember these theater etiquette rules:

1. Be an engaged and respectful listener. The show requires your full attention!
2. Refrain from talking to your neighbor. Students enjoy the performance more if they can hear and pay attention uninterrupted.
3. Applaud if you like something. Normally, the audience applauds at the end of an act or scene. However, performers appreciate spontaneous response to their performance. Great audiences applaud when they are impressed with a scene or laugh when something is funny.
4. Entering and exiting the performance space in an organized and calm manner is important for the safety of you and the artists performing.



## PRE-SHOW ACTIVITIES:

### Group Discussion:

1. In the premier performance of PETER PAN in 1904, the roles of Captain Hook and Mr. Darling were played by the same actor. This tradition has continued for over 100 years. Why do you think J.M. Barrie wanted the same actor to play both of these roles? What does it tell you about each character and what does it add to the story?
2. Historically, the staged productions of PETER PAN utilized a small dancing light accompanied by a bell or tinkling sound to portray the character of Tinker Bell. Why do you think most productions chose to portray her as a light or sound? What would be the theatrical benefits of seeing a light or sound as a character?

In the threesixty° production, Tinker Bell is portrayed by an actress. What does it add to the production when Tinker Bell is played by a live actor as opposed to a light or sound? What non-verbal communication is conveyed when utilizing an actual person for the role?

3. PETER PAN is an exploration of the imagination and the world of make-believe. Some people argue that electronic games, movies and even technology do not engage the imagination and instead places the audience in a passive, non-creative role. How do your students engage their imaginations? What activities allow them to imagine new ideas, worlds, characters, solutions or possibilities? What are their thoughts about the role of technology and the use of imagination?

### Look & Listen:

Before you attend the performance, ask your students to look and listen for these interesting performance details. Discuss what was heard and seen after the performance.

- LISTEN: Listen to Peter Pan as he flies away with the Darling children to Neverland. What does he call Wendy by mistake? What does it mean?
- LOOK: Look at the puppets used in the performance. How are they operated? Can you identify any of the materials used in the puppet construction?
- LISTEN: Listen for the distinct sounds that signify a Neverland animal or character. Do any animals or characters create specific sounds to warn of their approach? What do the sound effects add to the story?
- LOOK: Look at the sets and how the actors enter and exit scenes. Did you see any trap doors? What was the most interesting way an actor entered or exited a scene?





## ABOUT THE AUTHOR:

### **James Matthew Barrie: (J.M. Barrie)**

James Matthew Barrie was born on May 9th, 1860 in Scotland. He was the 7th of ten children and the 3rd boy. They were a poor family but their mother Margaret loved books and read classics like ROBINSON CRUSOE to her children around the hearth. James loved to hear stories and wrote many stories for his own amusement. Growing up, James was diminutive in height with high-pitched boyish voice. Even as an adult, he stood only 5 feet 3 inches tall. In January of 1866, tragedy struck the Barrie family. The 2nd oldest brother and favorite son, David, fell while playing on the ice, hit his head and died. His death filled the family with sadness and their mother fell into a deep depression. To help his mother with her grief, James dressed in David's clothes and pretended to be David around his mother. This was James' first foray into acting and allowed him a venue to pretend to always be a boy. In addition to play-acting for his mother, James wrote and performed plays for the neighborhood children. From 1873-1878, James attended the Dumfries Academy and it was here that he saw his first professional theater performance. This performance inspired him to start a theatrical society at his school.

After Dumfries, James attended Edinburgh University from 1878-1882 with an intense desire to become a professional writer. After graduating, he wrote reviews of plays and books, furthering his love for the theater. Later, he wrote articles for London magazines and by 1888 the St. James Gazette had published many of his articles under a pseudonym. In 1891 his novel, THE LITTLE MINISTER, was published and considered successful. In the same year, he wrote a play called ISBEN'S GHOST that received moderate success and a one year later in 1892, his play WALKER, LONDON was a huge success.

During the production of WALKER, LONDON, James met the star of the play, an actress named Mary Ansell. Mary was an intelligent and stylish aspiring actress. The two eventually married in 1894 in Scotland. While honeymooning in Switzerland, the newlyweds purchased a St. Bernard puppy and named him Porthos. The beloved Porthos eventually became the inspiration for the character of Nana.

Back in London, James walked every day in Kensington Gardens with Porthos. It was in Kensington Gardens that James first encountered the Llewelyn Davies family. Arthur and Sylvia Llewelyn Davies had five sons: George, John, Peter, Michael and Nicholas. James entertained the boys, told them stories, performed magic and created elaborate pirate games often times involving Porthos in a key role. It was during these games in Kensington Gardens that James and the boys first shot an imaginary Peter Pan down from a tree with a blunt arrow. As James grew closer to the Llewelyn Davies family, his marriage to Mary fell apart.

In 1904, James wrote his masterpiece, PETER PAN. From the beginning, James had a vision for the stage production of PETER PAN, and he knew he wanted his characters to actually fly across the stage. During production, several security measures were put in place to keep the flying and other special effects secret from the public until opening night. Before opening night, when the flying harnesses were complete, James invited the Llewelyn Davies boys for a test run to soar through the theater. The show opened on December 27th, 1904 in London and was considered an immediate success.

In 1906, the novel PETER PAN IN KENSINGTON GARDENS was published. One year later, Mr. Llewellyn Davies died of cancer. On his deathbed, Mr. Davies' appointed James, now known as Uncle Jim, guardian of his sons in conjunction with their mother Sylvia. In 1909, James reluctantly granted his wife a divorce and in the following year, 1910, Sylvia Llewelyn Davies died. In 1910, James was the sole guardian and provider for all five Llewellyn Davies sons, now age seven to seventeen. James constantly edited and reworked the production of PETER PAN and as a result, it was not until 1928 that the play version of PETER PAN was published.

On June 19th, 1937, at 77 years of age, James died of pneumonia. Upon his death, James gifted the copyright of PETER PAN to the Great Ormond Hospital for Sick Children in London. This gift entitled the hospital to all the proceeds from the sale of any book, play or associated sale of PETER PAN with the stipulation that the total sum earned never to be revealed. This is known as, "The Peter Pan Gift."



## CHARACTERS:

### THE DARLING FAMILY

**Nana:** A Newfoundland Dog who has been taken on as a Nanny for the three Darling children. Having a Nanny to help care for your children was customary in homes of this type in 1904. The Darling's however do not have enough money to hire a conventional nanny.

**Michael:** The youngest of the Darling children, age 6.

**John:** The middle Darling child, age 10.

**Wendy:** Her full name is Wendy Moira Angela Darling, the eldest, age 12. The play is set on her last night in the children's nursery before she moves to a room of her own. She knows that she must grow up.

**Mrs. Darling:** Her first name is Mary and she is the mother to the three Darling children. It is suggested in this version that she has been to Neverland as a child with Peter Pan. Peter calls Wendy "Mary" by mistake during their flight to Neverland.

**Mr. Darling:** First name George, married to Mary Darling and father of Wendy, John and Michael. He works in an office in the City of London.

**Jane:** Wendy's daughter.

### NEVERLANDERS

**Peter Pan:** The boy who never grew up. Peter ran away to Kensington Gardens to live with the fairies. He overheard his parents discussing what he would be when he grew up, but he knew he wanted to be a boy forever and to have fun. He now lives in Neverland and is the Captain of the Lost Boys. He is the sworn enemy of Captain Hook after he cut off the pirate's left hand and flung it into the jaws of the Crocodile during a fight.

**Tinker Bell:** The fairy companion of Peter Pan, mischievous, magical and fiercely loyal.

**Tiger Lily:** A Princess, the leader of the Indian Braves, athletic, agile, fierce and gorgeous.

**THE LOST BOYS:** A gang of boys who fell out of their strollers as babies when no one was looking. When they were not claimed after seven days, they were sent to Neverland. They live in an underground home and fend for themselves without mother or father, under the leadership of Peter Pan.

**Slightly:** His full name is Slightly Soiled, as that was written inside his pinafore. He likes to whistle and his pet is the Ostrich.



**Tootles:** He is steady and humble and he does not experience as many adventures as the others because exciting things always seemed to happen when he's occupied doing something, like collecting firewood.

**Nibs:** John's counterpart.

**Curly:** Curly looks naturally guilty. He gets into trouble with Peter so often that he tends to admit responsibility for things whether he has done them or not. He is Michael's counterpart.

**THE PIRATES:** The enemies of the Lost Boys, Tiger Lily and her Braves. They live aboard their ship, the Jolly Roger, and terrorize the inhabitants of Neverland with dastardly deeds, under the leadership of Captain Hook.

**Captain Hook:** First name James, Captain of the Jolly Roger and the archenemy of Peter Pan ever since he sliced off one of the pirate's hands and threw it to a passing crocodile; in its place is a steel hook. He is a man of good breeding and education, afraid of nothing apart from the sight of his own blood and the Crocodile.

**Smee:** Hook's closest confidante, second in command and the boatswain of the Jolly Roger.

### CREATURES OF NEVERLAND

**Mermaids:** They are half-woman and half-fish living in coral chambers at the bottom of the lagoon. They are friends to Peter Pan but jealous of his relationships with other girls. One of them tries to pull Wendy from Marooner's Rock into the water.

**Mother Bird:** Appears to have fallen out of a tree and landed on the water. She floats around on a nest hatching her eggs. Mother Bird saves Peter Pan from Marooner's Rock.

**Ostrich:** A large bird with long legs and a long neck. The Ostrich is Slightly's pet.

**Crocodile:** The giant animal that has eaten Captain Hook's hand. It has also swallowed an alarm clock that ticks loudly from inside its belly and warns of its approach.





Photo: Kevin Berne

## SCENES FROM THE THREESIXTY° PRODUCTION OF PETER PAN:

### THE NURSERY

**A face at the window:** Mrs. Darling enters the nursery and is immediately startled by what she thinks is a face at the window.

**The bowtie:** Mr. Darling storms in, looking for his wife. They are hosting a dinner party of important people from Mr. Darling's firm, which could affect their future.

**The shadow:** Mrs. Darling explains she feels safer knowing Nana is there, as earlier she saw a face looking in the window. Nana tried to catch him, by pulling the window shut, but he escaped leaving his shadow behind.

**Nana banished:** Mr. Darling complains that Nana gets more consideration and sympathy than him. He angrily drags the dog from the nursery.

**Peter and Wendy talk:** The windows blow open, and Peter Pan flies in. Tinker Bell helps Peter find his shadow in the drawer. He tries to reattach it but fails and his frustration turns to tears. Wendy wakes and asks him why he is crying.

**Acorn kiss:** Peter claims he doesn't know what a kiss is. Wendy is about to kiss him when, overcome by shyness, she gives him a thimble instead. In return, he gives her a kiss of his own: an acorn from his jacket which Wendy threads onto a chain around her neck.

**Flying:** After several attempts, a sprinkling of fairy dust and thinking their happiest thoughts, the children fly over London and into the starlight night sky toward Neverland.

### NEVERLAND

**First sight:** The Pirate's cannon fires and sends the children spinning through the sky. No one is hurt but Peter disappears, John holds onto Michael and Wendy spins off on her own followed by Tinker Bell.

**Lost Boys:** The Lost Boys and the Ostrich emerge from a hole in a tree trunk, discussing their mothers. Pirate Mullins is killed by Captain Hook.

**Tootles' Arrow:** Tinker Bell flies ahead and instructs the boys to shoot Wendy. Tootles shoots Wendy. The arrow strikes the acorn kiss hung around her neck. Peter banishes Tinker Bell for her behavior.

**Wendy House:** Peter builds a house around Wendy, who is still sleeping, to protect her from predators. The boys ask Wendy to be their mother.

**Hook and Smee:** Hook fears the Crocodile's clock will run out, so he won't be able to hear it coming, and it will finish him off. He wants Peter Pan dead as he can't bear his carefree, youthful arrogance.





## THE MERMAID'S LAGOON

**Marooner 's Rock:** On Marooner's Rock, Peter tells Wendy about Captain Hook and asks John and Michael to promise that if they meet the Pirates in battle they must leave Hook to him. At that moment, the Pirates can be heard approaching.

**Freeing Tiger Lily:** The Pirates bundle Tiger Lily onto the rock and are about to leave her to die. Peter tricks them into freeing her by doing a dazzling imitation of Hook's voice. When the real Hook arrives, Smee suggests they kidnap Wendy and make her their mother. Hook eventually realizes Peter is playing tricks and orders the Pirates to find him, dead or alive.

**The Lagoon Fight:** Peter and the Lost Boys engage in a huge battle. The Crocodile arrives while Hook and Peter fight on Marooner's Rock and Peter is wounded. Michael's kite appears and rescues Wendy. Peter is too weak to fly and left clinging to the Rock as the water rises.

## INTERMISSION

### THE HOME UNDER THE GROUND

**Peter returns:** Wendy tries to prepare the Lost Boys for bedtime. The Mother Bird rescues Peter off the rock with her nest. Wendy asks Peter what his feelings are for her and he explains they are those of a devoted son.

**A bedtime story:** Wendy explains that her mother would always leave the window open for them to return. Peter explains that when he tried to return to his own family, his mother had barred the window and a new child was in his bed. The three Darlings decide they must return home immediately and the Lost Boys want to go with the Darlings in hopes of being adopted.

**Kidnapped:** The Darlings and the Lost Boys are captured by pirates and taken to their ship. Captain Hook drops poison in Peter's medicine. Tinker Bell warns Peter and then drinks the medicine to save him. As her light fades she says that the only thing that can save her is if everyone believes in fairies.

### THE PIRATE SHIP

**Dying speech:** Hook prepares the Lost Boys to walk the plank. Proceedings are interrupted by the sound of a ticking clock. Pirates gather around the terrified Hook hiding him from the Crocodile. Peter leaps aboard, carrying a ticking clock, and goes into Hook's cabin.

**The Doodle-do:** A strange crowing sound emerges from the cabin. Peter frees Wendy. A great battle ensues and Peter and Hook square off. Hook, losing ground, emerges with a bomb that Peter captures and throws overboard. In defeat, Hook leaps from the ship, into the jaws of the Crocodile.

### THE NURSERY

**Waiting:** Mrs. Darling is asleep on the chair and Nana is asleep on the floor. Peter flies through the window with Tinker Bell, barring the window from the inside, so Wendy will think her mother doesn't want her back. Peter realizes that Mrs. Darling's need for Wendy is greater, so he unbars the window and flies away with Tinker Bell.

**The children return:** The children are reunited with Mr. & Mrs. Darling. The Lost Boys enter through the door. The Darlings agree to adopt everyone. Mrs. Darling asks if Peter wants to be adopted like the other boys. Peter refuses if it means he will have to grow up, go to school and get a job.

**An Afterthought:** Wendy appears as a grown woman singing to her daughter, Jane. Peter flies in and asks Wendy to come to Neverland. He has no idea how many years have passed. Wendy watches from the outside the nursery as Peter greets Jane with an elaborate Neverland bow.





## POST-SHOW ACTIVITIES:

### NEVERLAND MAP:

Neverland is a magical place created in the imaginations of the Darling children. Barrie believed that all children create magical places in their imaginations and that Neverland would always look different for each person. Ask the students if they can remember all the different places visited in the story of PETER PAN and list them on the board such as the Nursery, Neverland, the underground home, the Wendy House, Marooner's rock, the Pirate Ship and the mermaid's lagoon. Then ask your students to think about what other environments or places might be in their Neverland such as a forest, marsh, mountain, sea, beach, desert, jungle or even an ice cream factory. Ask your students to draw their own Neverland map filled with details from the play and new locations from their own imaginations. Include a map legend and compass.

**Social Science Standards:** Determining the relative location of objects using terms such as near, far, left, right, behind and front, distinguishing between land and water on maps, identifying map symbols, constructing maps, using cardinal directions, using map symbols and identifying geological features.

### THE NEVER ANIMAL PUPPET:

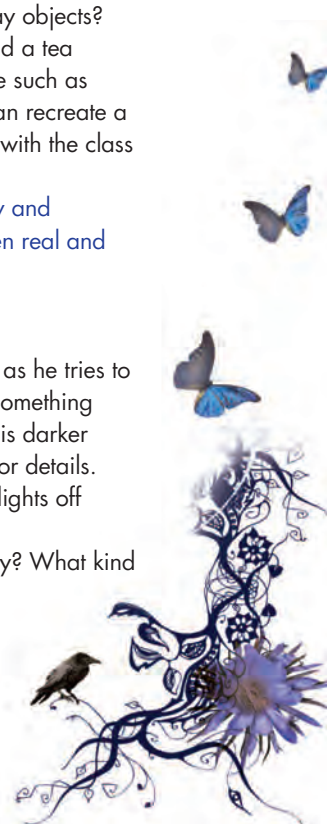
Ask your students if they can remember all the different animals from the show such as the Crocodile, Ostrich, Mother Bird and Nana the dog. Do they remember that all the animals were puppets operated by actors? The director and the designer of this production wanted everything used in the show to look like it could have been created in the imagination of a child out of objects and materials from every day lives. What kind of puppet could your students create from everyday objects? For example, could they construct a crocodile from coat-hangers and buttons or a bird from a feather duster and a tea towel? Students can work alone or in groups to create their own junk puppet. Collect everyday items from home such as empty bottles, coat hangers, empty cereal boxes or other recyclable materials. Each student or student group can recreate a Neverland animal or create a new Neverland creature of their own. Encourage students to share their puppets with the class along with an explanation of their creature and how it operates.


**Theater Art Standards Applications:** Using vocabulary such as pretend, imagination, movement, puppetry and audience to describe theatrical experiences, performing imitative movements, identifying the differences between real and imaginary characters and demonstrating emotional traits of a character through gesture and action.

### FINDING YOUR SHADOW:

At the beginning of the play, the audience discovers that Peter Pan lost his shadow in the Nursery and watches as he tries to retrieve it. How is your shadow created and can you ever lose it? A shadow is an image cast on a surface by something intercepting light. Light travels in straight lines and when something blocks the light the other side of that object is darker than the surrounding area. A shadow can define the outline and shape of something but does not show colors or details. Your class can experiment with shadows in the classroom. It is best to do these experiments in a room with the lights off using a simple flashlight. Allow every student a chance to experiment and record their answers.

1. What kind of shadow appears when you hold your hand close to the flashlight? Is the shadow clear or fuzzy? What kind of shadow appears when you hold your hand far away from the flashlight?



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2. Try working with an object like a water bottle or ball. What kind of shadow appears when you shine the light downward on the object? What kind of shadow appears when you shine the light to the side of the object?
  3. How do you have to hold the flashlight to create the longest and skinniest shadow? How do you have to hold the flashlight to create the widest shadow?
  4. How do you make the shadow disappear without turning off the light source?
  5. What happens if you add additional light behind the object?

### **Shadow Tracing Activity:**

You can try to capture your own shadow. For this activity, divide students into pairs. Outside, in bright sunlight, ask one student to stand in a pose that creates an interesting shadow on the concrete or asphalt. Ask your partner to outline the shadow exactly as it is on the ground with chalk while the other student holds perfectly still. Label the shadow outline so you know who is who on the ground. Rotate so your partner has a turn. When the outlines are complete, ask both students to stand back from the outline and record their observations. Is your shadow smaller, bigger or the same size as you in real life? Which parts are more defined and why? Which parts are blurry and why? Walk around and observe other classmate's shadow outlines.

**Science Standards Applications:** Investigating, experimenting, recording observations and data with written statements, describing the relative position of objects by using two references, making new observations, understanding that light has a source and travels in a direction, understanding that sunlight can be blocked to create shadows, understanding that light is reflected from other surfaces, experimentation with how light striking an object affects the way the object is seen, conducting trials to test a prediction and drawing conclusions about relationships.

### **PETER PAN ROLE PLAYING:**

The story of Peter Pan is filled with a wealth of characters. Teachers, assign one character or creature from the character list to each student in your class. Ask your students to write a two-minute monologue from the perspective of that assigned character. Some possible questions to consider in writing your monologue are: Who is this character? How did they arrive in Neverland? What do they fear? What do they want or hope for in the future? Who are their friends? Where do they live? What do they like to eat? Encourage your students to invent the back story and history of their character. Give your students time at home to memorize their monologue and create a costume for their performance. Each student will present their monologue to the class. Evaluate these skills during delivery of the monologues: confidence, non-verbal communication, use of space, enunciation, volume & pacing.

**Theater Art Standards Applications:** Creating costumes and props in role playing, dramatizing stories, observing and describing the traits of a character, critiquing an actor's performance as to the use of voice, gesture, facial expression and movement to create a character and demonstrating emotional traits of a character through gesture and action.

**English Standards Applications:** Selecting a focus when writing, writing compositions that explain experiences, writing in complete sentences, using basic rules of punctuation and capitalization, recounting experiences in a logical order, reporting on a topic with supportive details and creating multi-paragraph compositions.

### **GROWING UP AND RESPONSIBILITY LETTER:**

Growing older and accepting responsibility is the key conflict between Peter and Wendy in the play. Peter fears reaching adulthood and all the responsibilities it entails while Wendy is eager to grow up. Ask your students to brainstorm what they fear about becoming an adult or what they hope to avoid in adulthood. What responsibilities and phases of adulthood are they eager to embrace? Ask each student to write a letter to their adult selves explaining their dreams and fears about growing older. What parts of childhood do they think will be left behind through the passage of time? What parts of childhood can they hold onto through adulthood?

**English Standards Applications:** Selecting a focus when writing, writing compositions that explain experiences, writing in complete sentences, using basic rules of punctuation and capitalization, recounting experiences in a logical order, reporting on a topic with supportive details, writing friendly, personal, persuasive or formal letters, writing descriptions that use sensory details to support experiences and creating multi-paragraph compositions.



### RESEARCHING PIRATE HISTORY:

Pirates like Captain Hook make great villains in stories. Your students can learn more about the history of real pirates and why pirates existed around the world. Start by asking your class what they already know about pirates. What did pirates look like? Where did they sail and live? What were some typical activities in the daily life of a pirate? What motivated pirates? List all the ideas, whether factual or imaginary on the board. Once the list is compiled, ask your students to research the answers to these questions at the library. Students will write in essay form their answers to these questions.

1. During what period of history were pirate ships the most active and why?
2. What trade routes proved to be the most lucrative in capturing ships and why?
3. What goods were considered the most valuable when capturing a ship?
4. Name three notorious pirate captains and their ships.
5. Which ports were pirate friendly and allowed the sale of stolen goods?
6. What jobs and duties were assigned to people on a pirate ship? How did these duties differ from the duties aboard a naval ship?
7. What are some of the more clever examples of tactics used by pirates to capture other ships?
8. Were women ever allowed to be pirates? If yes, what roles were given to them on a ship?
9. Name three famous sunken pirate ship sites anywhere in the world. If the information is available for the site, list the ship's name, how it sank and what it was carrying.
10. How did piracy end? What countries and people played a major role in ending piracy throughout the world?

**History Standards Applications:** Understanding the concept of exchange and the use of money to purchase goods, describing ways nations interact to resolve problems in trade and treaties, understanding the role and interdependence of buyers and sellers, understanding how limits of resources affect production and consumption, describing economies and systems of government, and describing how geography and climate influenced the way various nations lived.