

SEE WHAT'S
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(with Common Core &
National Arts Standards)
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VOCABULARY

Fortunate: having good luck

China: a hard white material made of baked clay and used to make plates, bowls, rabbits, etc.

Dapper: dressed in attractive clothes

Dignified: serious and somewhat formal: having or showing dignity

Voyage: a long journey to a distant place

Muck: wet dirt or mud

Churns: to stir or mix something with force

Constellations: a group of stars that makes a shape and has a name

Rancid: having a strong and unpleasant smell or taste

Hobo: a person who has no money or place to live and travels many different places

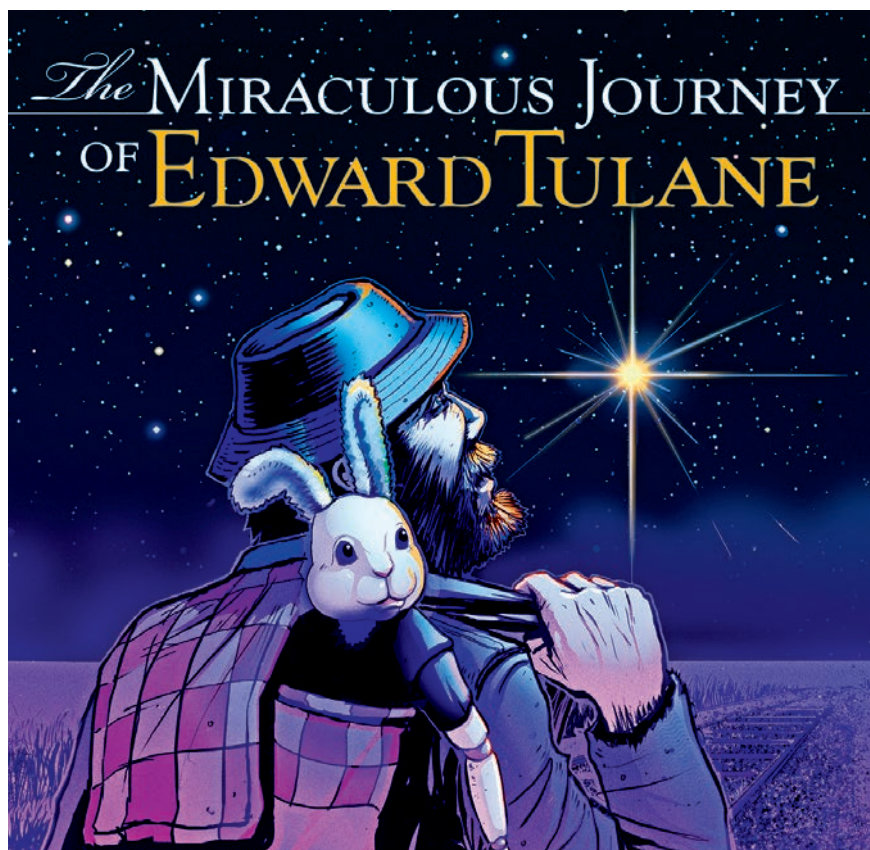
Boxcar: a part of a train that carries goods and supplies rather than people

Reckons: to believe that something is true or possible

Dreadful: very bad or unpleasant

Marvelous: extremely good or enjoyable

Miraculous: very wonderful or amazing like a miracle



FROM THE PEN OF **KATE DICAMILLO**
NEWBERY-WINNING AUTHOR OF *BECAUSE OF WINN DIXIE*,
THE TALE OF DESPEREAUX AND *FLORA AND ULYSSES*

ADAPTED FOR
THE STAGE BY
DWAYNE HARTFORD

SYNOPSIS OF THE PLAY

The story begins when a **fortunate** young girl, Abilene, receives a **china** rabbit from her grandmother, Pellegrina. Abilene names this **dapper** and **dignified** china rabbit Edward Tulane, and thinks of him as her best friend. While on a **voyage** with Abilene and her family, Edward winds up at the bottom of the ocean. He lands face down in the **muck**, and stays there until a storm **churns** the ocean, and a Fisherman named Lawrence finds him and teaches him the **constellations**. Edward lives with Lawrence and his wife Nellie for a time, but eventually ends up in a **rancid** garbage heap. Edward stays there until one day a **hobo** named Bull and his dog Lucy find him. Edward travels on **boxcars** with Bull and Lucy, listening closely to the stories he hears along the way, until he is flung off of the train. A woman finds Edward and uses him as a scarecrow until a young boy named Bryce rescues Edward. Bryce gives Edward to his sick little sister Sarah Ruth, as he **reckons** Edward will make Sarah Ruth feel better. Eventually, Bryce makes his way to Memphis. One night Bryce eats at a diner, but does not have enough money to pay so the diner owner does a **dreadful** thing. Edward wakes up in a doll shop, and remains there for a long time until one day something **marvelous** and **miraculous** happens.

EDWARD'S JOURNEY

Follow Edward on his journey. Who are these characters Edward meets along the way? What happens in each place he visits?

He begins his journey on Egypt Street...



Who does Edward meet on Egypt Street?



Who pulls Edward out of the Ocean?



Who does Edward Travel with on the trains?



Who does Edward stay with outside of Memphis?

What do you think happens next?



Who does Edward see at the end of the play?



Illustrations by Bagram Ibatoulline

DISCUSSION QUESTIONS

- How does the story Pellegrina tells at the beginning of the play relate to Edward's journey?
- Why is Pellegrina disappointed with Edward? Have you ever been disappointed about something? How did it make you feel?
- Why do you think Nellie and Lawrence treat Edward like a child? And why does Lolly, their daughter, throw Edward away? How would you feel if someone threw your favorite toy away?
- Why does Bryce give Edward to Lucas the doll mender? How do you think Bryce felt when he gave Edward away?
- After Lucas mends Edward, Edward doesn't want to be purchased. Why do you think he feels that way? What changes his mind?
- After spending time with each character, how does Edward change? What does he learn? Who is someone in your life that changed you? How so?
- What do you think happens after the play ends?
- What is the difference between being beautiful on the outside and beautiful on the inside? How does this idea relate to Edward's journey?
- Why do you think it's important to love others and be loved?
- On his journey, Edward has many different adventures. Which adventure was your favorite? Why?

CLASSROOM ACTIVITIES



BRINGING ILLUSTRATIONS TO LIFE

The artist Bagram Ibatoulline created the original illustrations for *The Miraculous Journey of Edward Tulane*. With your class, think of the important moments in the story that you might like to see illustrated or photographed. If you are reading the book as a class, you might think about what illustrations you might add to the book. Invite students to use their bodies to create frozen images or tableaux of the possible illustrations/images from the story. When looking at the frozen images, ask: What do you see bodies doing? Who do you think is in this image? What do you think is happening? What do you see that makes you say that? Photograph and print the frozen images. Make a class book of the illustrations.

COMMON CORE STANDARDS

RL.2.7.K-12 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

NATIONAL CORE ARTS STANDARDS

Anchor Standard #1. Generate and conceptualize artistic ideas and work.
Anchor Standard #5. Develop and refine artistic work for presentation.



CREATE YOUR OWN JOURNEY

Bring in your own toys or stuffed animals to class. Imagine a journey for your toys or stuffed animals. Where might they travel? Who might they meet? What adventures might they have? What might they learn? Design a map of their journey. Mark where they go and the people they meet along the way. Share this map with others. Encourage students to share the different characters their toy or stuffed animal meets. What do they sound like? How do they interact with your toy or stuffed animal?

COMMON CORE STANDARDS

RL.2.K-12 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

NATIONAL CORE ARTS STANDARDS

Anchor Standard #2. Organize and develop artistic ideas and work.
Anchor Standard #6. Convey meaning through the presentation of artistic work.



ADAPT EDWARD TULANE

The Miraculous Journey of Edward Tulane started out as a novel by Kate DiCamillo, and later was adapted into a play by Dwayne Hartford. Adaptation means that you take a story in one form (like a book) and change it to another form (like a play). As a class, read a chapter of the book, and compare this chapter to what you saw in the play. How was the play different from the book? How was it the same? Using your discoveries, think about how you might adapt the book of Edward Tulane into another form. How might you adapt the story of Edward Tulane into a short film or a poem? Pick a new form and create your own adaptation!

COMMON CORE STANDARDS

RL.2.K-12 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

NATIONAL CORE ARTS STANDARDS

Anchor Standard #2. Organize and develop artistic ideas and work.
Anchor Standard #6. Convey meaning through the presentation of artistic work.

WRITE A JOURNAL



Abilene cares deeply about Edward. How do you think she felt after she lost Edward at sea? What do you think she did after she lost Edward? Imagine you are Abilene. Write a journal entry from her point of view about the day she lost Edward.

COMMON CORE STANDARDS

RL.2.K-12 Describe how characters in a story respond to major events and challenges.
W.2.K-12 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.

NATIONAL CORE ARTS STANDARDS

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

EDWARD INTERVIEW



Stage a “reunion talk show” for all of the characters in the story. Invite students to take on different character roles and answer questions about their life with Edward and what their lives were like after Edward left.

COMMON CORE STANDARDS

RL.2.3.K-12 Describe how characters in a story respond to major events and challenges.
RL.2.6. K-12 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

NATIONAL CORE ARTS STANDARDS

Anchor Standard #6. Convey meaning through the presentation of artistic work.

WEBSITES TO VISIT

For additional information, resources and lesson plans about Edward Tulane, visit the following websites:

www.edwardtulane.com

www.katedicamillo.com

www.bagramibatoulline.com

DESIGN YOUR OWN EDWARD

Throughout the story, different characters find Edward. When they find him, they often dress him in new clothing and rename him. If you found Edward, how would you dress him and what would his or her name be? Design your own outfit for Edward below:

NEW NAME:

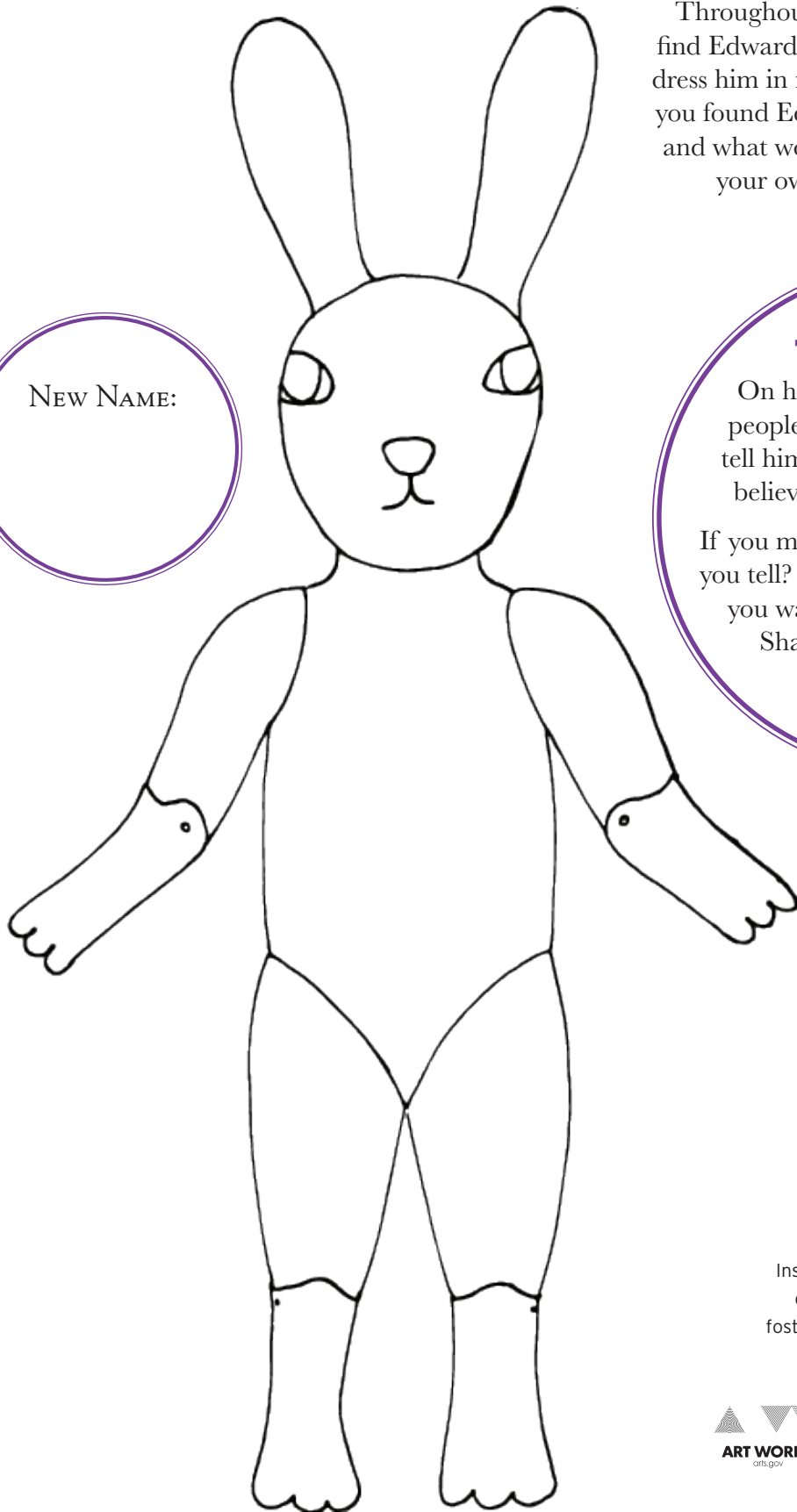
TELL A STORY

On his journey, many different people tell Edward stories. They tell him these stories because they believe he will remember them.

If you met Edward, what story might you tell? What story about you would you want Edward to remember?

Share your story with your classmates!

CC - W.2.8, SL.2.4
NS - 6,10



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MISSION

Inspired by the intelligence and emotional wisdom of young people, we create professional theater, foster inclusive community and nurture meaningful learning through the arts.



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