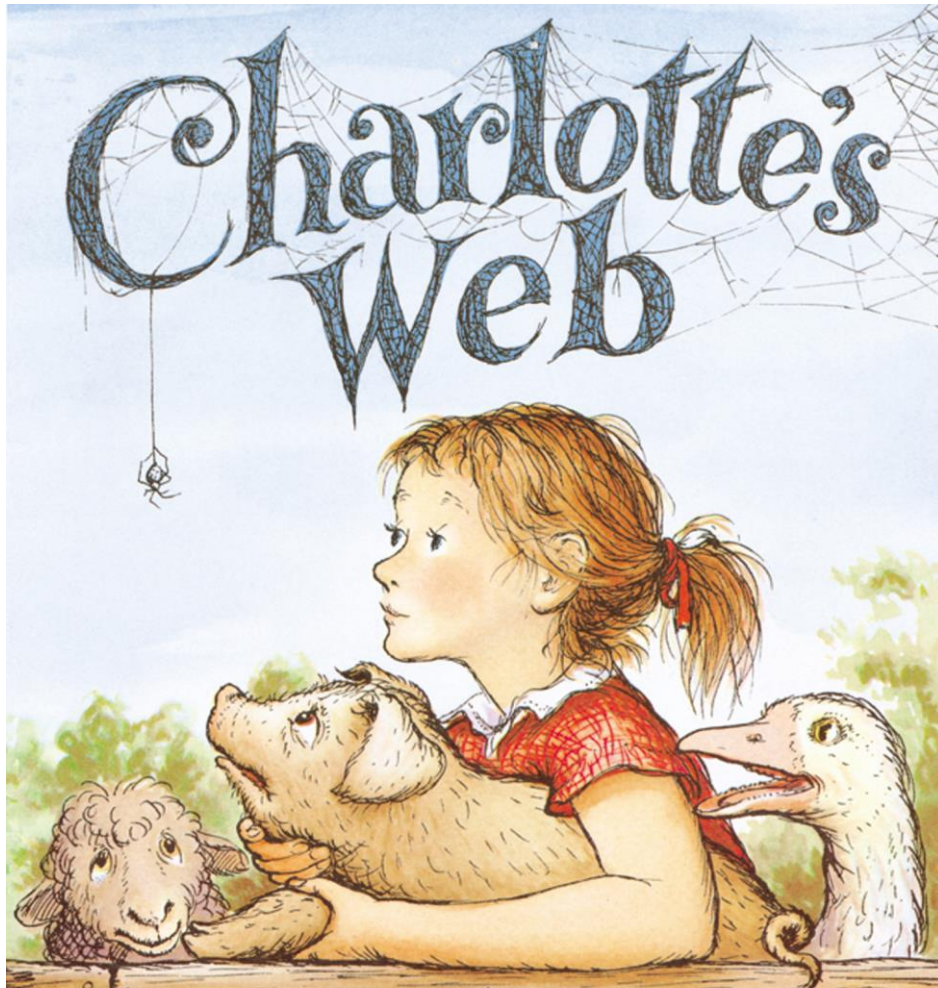


A Teacher's Resource Guide for



Illustrations © renewed 1980 by Estate of Garth Williams.
Reprinted with permission from HarperCollins Publishers.

Produced by

THEATREWORKSUSA

Presented by the
Center for the Performing Arts at Penn State

Monday, November 10, 2014

10:00 a.m.

Eisenhower Auditorium

Support provided by the McQuaide Blasko Endowment

**Busing Subsidy provided in part by
Bill and Honey Jaffe Endowment**

Table of Contents

Welcome!	p. 3
How to be a Good Audience Member <i>PA Academic Standards for the Arts and Humanities</i>	p. 4
About the Center for the Performing Arts <i>PA Academic Standards Mathematics</i>	p. 6
About the Story and the Production of <i>Charlotte's Web</i> <i>PA Academic Standards Career Awareness and Preparation</i>	p. 6
Facts about Spiders <i>PA Academic Standards for Science and Technology</i>	p. 8
Fun Sheet: Barns <i>Kindergarten PA Learning Standards for Agriculture and Society</i>	p. 11
Activity: Barnyard Chase! <i>PA Learning Standards for Early Childhood</i>	p. 12
Fun Sheet: Puzzle	p. 14
Fun Sheet: Word Search	p. 15
Fun Sheet: Connect the Dots	p. 16
Activity: Friendship <i>PA Academic Standards for Family and Consumer Sciences</i>	p. 17
Activity: Caring for Animals <i>Pa Academic Standards for Reading, Writing, Speaking and Listening</i>	p. 18
Activity: Reader's Theater Script for <i>Charlotte's Web</i> <i>PA Academic Standards for Reading, Writing, Speaking and Listening</i>	p. 19
Activity: Musical Score for "Some Pig" <i>Kindergarten PA Learning Standards for Production, Performance and Exhibition</i>	p. 24
Learn More: at the Library and on the Internet	p. 25

Welcome!

Thank you for choosing to participate in the 2014-2015 season of the Center for the Performing Arts Informance Series—a living laboratory of live theatre! The teachers' resource guide provides you with information on **THEATREWORKSUSA**'s production of *Charlotte's Web*.

We encourage you to use this guide to integrate the arts into your classroom, particularly as related to the performance of *Charlotte's Web* that you and your students will be attending. This will help your students receive the full benefit of the theatre experience. Because we know that your classroom time is precious, we have pointed out subject area connections that follow the Pennsylvania Academic Standards and the Pennsylvania Department of Education and Department of Public Welfare Learning Standards for Early Childhood. We hope that you will find these materials worthwhile and meaningful for your students. Please note that this guide is for your use, and we encourage you to freely adapt it to suit the needs and interests as well as the age level of your students. Additionally, we have included the handout "How to Be A Good Audience Member" for you to distribute to your students prior to the performance.

By bringing your students to **THEATREWORKSUSA**'s production of *Charlotte's Web*, we get the opportunity to live our vision of enriching lives through inspiring experiences. Thank you and please let us know what you think: email Amy Vashaw at adv1@psu.edu.

We look forward to seeing you in our audience!

A handwritten signature in black ink that reads "Amy Dupain Vashaw". The signature is written in a cursive, flowing style.

How to Be a Good Audience Member

A **theatre** is a charged space, full of energy and anticipation.¹ When the **house lights** (the lights that help you see around you) go down, the excitement level goes up! Theatres are designed so that the voices of the singers and actors and the music of the musicians can be heard. But this also means that any sound in the **audience** (that's you!)—whispering, crunching your papers, talking, and wiggling—can be heard by other audience members and by the performers. This can spoil a performance for the performers and the other audience members.

The performers on stage show respect for their art form and for you, the audience, by doing their very best possible work. You show respect for the performers by looking and listening carefully.

Applause (clapping) is the your enthusiasm and to performers. Applaud at the Sometimes the audience performance, after a herself—a **solo**. Audience laughing if the action on the action is sad. You can show respect for the performers in many different ways, depending on the performance. You might sit quietly at a dance performance. You might clap and sing at a music performance.



best way for you to share say thank you to the end of a performance! will clap during a performer sings by him or members may feel like stage is funny, or crying if

At the end of the performance, the cast will take a bow for what's known as curtain call—reward them by acknowledging them with your applause. At this time you may rise from your seat to give a **standing ovation**.

Best Practices for watching *Charlotte's Web*

- Notice how costumes and lights add to the performance.
- Show the performers your respect. Do not talk or whisper during the performance. There is no open food, drink or gum in the theatre. There are no cell phones allowed—including text messaging.
- Listen carefully and watch closely.
- Clap at the end! Wilbur and the other performers will take a bow. If you really like it, give the actors a **standing ovation** (rise from your seat and clap really hard)!
- Enjoy! **THEATREWORKSUSA** performs for you—they have worked very hard to bring the production of *Charlotte's Web* to the Center for the Performing Arts and to share it with you.



CHARLOTTE'S WEB (L to R): Top: Rhett Ransom Pennell, Larissa Paige Kokarnot, Cullen Douglas Bottom: Robert Chew, Fred Maliszewski photo by Jean-Marie Guyeux

¹ PA Academic Standards for the Arts and Humanities 9.4. Aesthetic Response C. Recognize that the environment of the observer influences individual aesthetic responses to works in the arts

Now, use this key to read about going to a show at the theatre!



Watch



Listen



Audience



Show



Clap



Like

Hooray! You are going to
theatre!



Charlotte's Web at the

When you



and



to a play, you are part of the



.



The

is an important part of the



. To

hear all the songs and what the actors say,

the



must



carefully! If you talk, people in

the



will not be able to hear. When the play ends,



to let the actors know you



the



.

About the Center for the Performing Arts at Eisenhower Auditorium



Eisenhower Auditorium is almost 40 years old. Notice that the lobby and the upstairs conference room are the only places where there are windows.

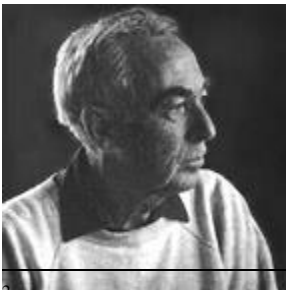
On the stage we want it perfectly dark and plain. Then we add the lights and props.

2,500 seats means 2,500 people can come see a show at the Center for the Performing Arts! How many seats are in your classroom? How many classrooms do you have in your school?²

About the Story and the Production of *Charlotte's Web*

Pictures, words, and characters can inspire young minds when they turn to literary treasures for companionship, recreation, comfort, and guidance. This treasured tale, featuring mad-cap and endearing farm animals, explores bravery, selfless love, and the true meaning of friendship.

Author E. B. White's loving story of the friendship between a pig named Wilbur and a little gray spider named Charlotte comes to life in **THEATREWORKSUSA's** production of ***Charlotte's Web***. The story opens on a farm with the birth of a litter of pigs and Farmer Arable getting ready to destroy the tiniest one, the runt. Farmer Arable's daughter Fern pleads to save him, with the promise that she will take over the bottle-feeding and special care required for such a little pig. Wilbur flourishes and then moves to Uncle Homer Zuckerman's farm where he meets many new animals—Goose and Gander, Sheep, and Templeton the Rat. But with Fern not around so often, he feels lonely. Also, now he has another problem: how to avoid winding up in the slaughter house. Enter Charlotte the spider, a fine writer and a true friend, who assures Wilbur she will save him. Charlotte hits on a plan to fool Farmer Zuckerman—she will create a “miracle”. Spinning the words “Some Pig” in her web, Charlotte weaves a solution which not only makes Wilbur a prize pig, but ensures his place on the farm forever.



Author E.B. White (1899 -- 1985) was an American writer. After graduating from Cornell University, White travelled around the country and worked as a reporter, writer, and an editor. In 1925, he began writing for *The New Yorker* magazine. In two of his children's books, *Charlotte's Web* (1952) and *The Trumpet of the Swan*

² PA Learning Standards for Early Childhood Mathematics 2.2.A—make estimates of a set of objects up to and including 20 objects; PA Academic Standards Mathematics 2.1.3B use whole numbers and fractions to represent quantities

(1970), the animals display human qualities as they talk and act like people. The underlying themes are love and friendship. His books have received many awards and honors, including a special citation from the Pulitzer Prize Committee for his literary contributions. *Charlotte's Web* was first published in 1952, has sold more than 45 million copies, and has been translated into 23 languages.

An illustrator creates pictures to help explain a story. **Illustrator Garth Williams** (1912 - 1996) grew up on farms in New Jersey and Canada. When Garth was 10, he and his family moved to the United Kingdom, where he studied architecture. His knowledge got him a job as an architect's assistant, and a scholarship to the Royal College of Art. He also helped in an ambulance during World War II. When he went back to the United States, he illustrated for *The New Yorker* magazine and for authors of books.³



Playwright Joseph Robinette based *Charlotte's Web* on the Newbery Medal-winning book by E.B. White (*Stuart Little, Trumpet of the Swan*). The production is directed by Rob Barron and the incidental music score is by Jeffrey Lunden. The scenic design is by James D. Sandefur, and the costumes are by Anne-Marie Wright. It began its national tour in the fall of 1993, and has been one of **THEATREWORKSUSA's** most popular productions ever since. The six actors and stage manager in *Charlotte's Web* rehearse for two weeks in New York City. Once the tour begins, the actors and stage manager arrive at the performance venue early in the morning to set up the scenery and to prepare for the performance. Following the show, they pack the set, costumes, and sound equipment into two large vans, drive to the next city, sleep in a hotel, and begin again.

THEATREWORKSUSA has a distinguished history of not only providing young audiences with their first taste of the performing arts, but also giving young actors, writers, directors and designers an early opportunity to work in this field. **THEATREWORKSUSA** is America's largest and most prolific professional not-for-profit theatre for young family audiences since 1961. Every year, the company tours approximately 16 shows from its ever-growing repertoire of 110 plays and musicals. In addition, it has an extensive multi-cultural guest artists roster, including storytellers, puppeteers, poets, and magicians. Under the direction of Barbara Pasternack (Artistic Director) and Ken Arthur (Managing Director), **THEATREWORKSUSA** is also one of the most honored theatres of its kind.

³ PA Academic Standards 13.1 Career Awareness and Preparation 13.1.3.F: Explore how people prepare for careers

Facts about Spiders

We know that Charlotte is a barn spider because the author E. B. White gives us clues in the story. The barn spider's scientific name is *Araneus cavaticus*. When Charlotte introduces herself to Wilbur we learn her full name is Charlotte A. Cavatica! Another clue is when one of Charlotte's daughters asks what her mother's middle initial was. She then names herself Aranea.

Parts of the body⁴

Spiders have eight legs.

“You have awfully hairy legs, Charlotte,” said Wilbur, as the spider busily worked at her task.

“My legs are hairy for a good reason,” replied Charlotte. “Furthermore, each leg of mine has seven sections—the coxa, the trochanter, the femur, the patella, the tibia, the metatarsus, and the tarsus.”

“Goodness!” said Wilbur, looking down at his own chubby legs. “I don’t think my legs have seven sections.”

“Well,” said Charlotte, “you and I lead different lives. You don’t have to spin a web. That takes real leg work.”

Spiders have two parts to their body: a cephalothorax (a blended head and thorax) and an abdomen. A narrow waist joins the parts. Most spiders have six or eight simple eyes. All spiders have two hollow fangs that are jaw-like, called chelicerae. Venom (poison) can be shot out into the prey to keep it from moving. The tip of the abdomen has a group of spinnerets that look like tiny fingers. These push out web silk. All spiders produce silk, which secretes (oozes out) as a liquid through the spinnerets. It gets hard when it is outside the body. Spiders use silk to make egg sacs for their eggs. They use silk to capture and hold prey. Silk is used for making shelters or retreats, and transferring sperm during mating.

Spider Webs

The spiral webs produced by orb weaver spiders like Charlotte are architectural wonders! The webs help spiders catch their prey (their food). Spiders feel the vibrations when the prey are caught in the web.

This is how Charlotte catches her prey:

⁴ PA Academic Standards for Science and Technology: Biological Sciences 3.3.4.B. Know that living things are made up of parts that have specific functions

“First,” said Charlotte, “I dive at him.” She plunged headfirst toward the fly. As she dropped, a tiny silken thread unwound from her rear end.

“Next, I wrap him up.” She grabbed the fly, threw a few jets of silk around it, and rolled it over and over, wrapping it so that it couldn’t move. Wilbur watched in horror. He could hardly believe what he was seeing, and although he detested flies, he was sorry for this one.

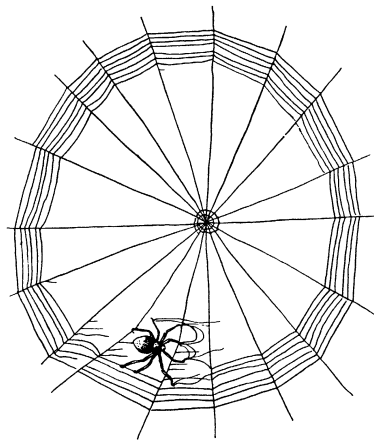
“There!” said Charlotte. “Now I knock him out, so he’ll be more comfortable.” She bit the fly. “He can’t feel a thing now,” she remarked. “He’ll make a perfect breakfast for me.”

“You mean you eat flies?” gasped Wilbur.

“Certainly. Flies, bugs, grasshoppers, choice beetles, moths, butterflies, tasty cockroaches, gnats, midges, daddy longlegs, centipedes, mosquitoes, crickets—anything that is careless enough to get caught in my web. I have to live, don’t I?”

The radial lines support the web and run from a central point to the edge. The orb lines run around and around the radial lines and form circles. This is how Charlotte worked on her web:

First she ripped out a few of the orb lines near the center. She left the radial lines alone, as they were needed for support. As she worked, her eight legs were a great help to her. So were her teeth. She loved to weave and she was an expert at it. When she was finished ripping things out, her web looked something like this:



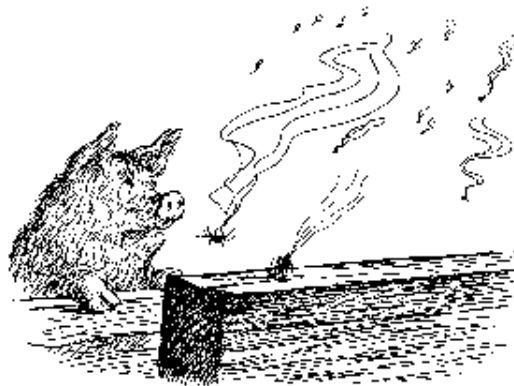
A spider can produce several kinds of thread. She uses a dry, tough thread for foundation lines, and she uses a sticky thread for snare lines—the ones that catch and hold insects. Charlotte decided to use her dry thread for writing the new message.

“If I write the word ‘Terrific’ with sticky thread,” she thought, “every bug that comes along will get stuck in it and spoil the effect.”

Spiderlings

Spiders lay eggs within a silken egg sac. It is often ball-shaped and either hidden in a web, affixed to a surface, or carried by the female. Spiders may produce several egg sacs, each containing up to several hundred eggs. Baby spiders (spiderlings) extrude silk threads so they can be transported by air currents. This process is called “ballooning.”⁵

Illustrator Garth Williams drew this picture of ballooning:

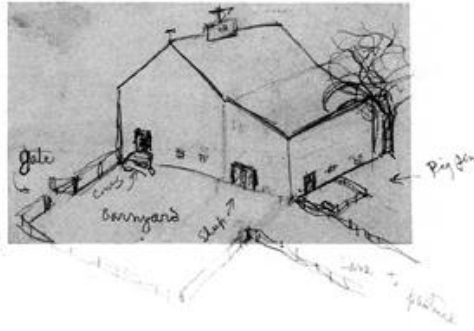


Author E.B. White describes ballooning this way in the story:

A warm draft of rising air blew softly through the barn cellar. The air smelled of the damp earth, of the spruce woods, of the sweet springtime. The baby spiders felt the warm updraft. One spider climbed to the top of the fence. Then it did something that came as a great surprise to Wilbur. The spider stood on its head, pointed its spinnerets in the air, and let loose a cloud of fine silk. The silk formed a balloon. As Wilbur watched, the spider let go of the fence and rose into the air.

Inside the egg sac hatch hundreds of eggs. Why do you think the baby spiders float away from where they were born? What might happen if they didn't leave the place where they were born?

⁵ Pre-Kindergarten Pennsylvania Learning Standards for Early Childhood SC3.3 Acquire knowledge about the characteristics of living things C: Understand that plants and animals have life cycles



Barns

In the book, Fern spends a lot of time in the barn where Wilbur lives.⁶ Even though it is a working barn, it is a place Fern loves to go. This is how author E. B. White describes the barn on Fern's uncle's farm:

The barn was very large. It was very old. It smelled of hay and it smelled of manure. It smelled of the perspiration of tired **horses** and the wonderful sweet breath of patient **cows**. It often had a sort of peaceful smell—as though nothing bad could happen ever again in the world. It smelled of grain and of **harness dressing** and of **axle grease** and of **rubber boots** and of new **rope**. And whenever the **cat** was given a fish-head to eat, the barn would smell of **fish**. But mostly it smelled of hay, for there was always hay in the great loft up overhead. And there was always hay being pitched down to the **cows** and the **horses** and the **sheep**.

The barn was pleasantly warm in the winter when the animals spent most of their time indoors, and it was pleasantly cool in summer when the big doors stood wide open to the breeze. The barn had stalls on the main floor for the **work horses**, tie-ups on the main floor for the cows, a sheepfold down below for the **sheep**, a **pigpen** down below for Wilbur, and it was full of all sorts of things that you find in barns: **ladders**, **grindstones**, **pitch forks**, **monkey wrenches**, **scythes**, **lawn mowers**, **snow shovels**, **ax handles**, **milk pails**, **water buckets**, empty **grain sacks**, and rusty **rat traps**. It was the kind of barn that **swallows** like to build their nests in. It was the kind of barn that children like to play in.

Ask students if they have ever visited a farm.

If so, what animals did they see? _____

What animal smells did they smell? _____

Find the tools listed in the paragraph above and write them here:

List the animals from the paragraph above: _____ fish?!!!

⁶ Kindergarten Pennsylvania Learning Standards for Early Childhood Standard 4.4: Agriculture and Society B. Identify the components of the farming system (farmer's role, animals, buildings, land).

Activity: Simon Says, Barnyard Chase!

Story Background

When Wilbur was about two months old, Farmer Arable sold him to Fern's Uncle Zuckerman. Mr. Zuckerman did not allow Fern to take Wilbur out, and he did not allow Fern to get into the pigpen. But he told Fern that she could sit on the stool and watch Wilbur as long as she wanted to. Poor Wilbur, no more walks, no more rides in a stroller, no more swims. One afternoon in June, when Fern had not arrived for her usual visit, Wilbur wandered out into his small yard outside the barn. He stood in the sun feeling lonely and bored. When he was expressing his feelings, the goose watching him said,

"You don't have to stay in that dirty-little dirty-little dirty-little yard. One of the boards is loose. Push on it, push-push-push on it, and come on out!"

In a minute he had squeezed through the fence and was standing in the long grass outside his yard.

"Where do you think I'd better go?" Wilbur asked the goose.

Preparation for the playing the game

In order to develop a control mechanism (for when things get out of hand or when the energy level seems to be diminishing), let the children practice walking around the room in a normal manner. Tell them they must all stop, still as statues, when the leader shouts "Pause!" Do this six to ten times—until they all respond on cue—then continue with more instructions. You can suggest, for instance, that they are all walking on different surfaces: ice, floating blocks of ice in the ocean, hot coals, molten lava, peanut butter, sticky tar or gum, eggs, broken glass, etc. Before stopping these warm-ups, rehearse the pause technique once or twice more.

The game

Stand in two lines, opposite one another. One side gets to be pigs, and the other side gets to be geese. Choose a head goose (you may want to go first). The head goose calls out directions. When a pig does not follow the stated directions, the pig has to freeze. The last pig to continue to follow the directions gets to be head goose next.⁷

⁷ What to Do When the Lights Go On, by Maureen Gaffney and Gerry Bond Laybourne, Oryx Press, 1981

Directions to call out

“Anywhere you like, anywhere you like. Go down through the orchard, root up the sod! Go down through the garden, dig up the radishes! Root up everything! Eat grass! Look for corn! Look for oats! Run all over! Skip and dance, jump and prance! Go down through the orchard and stroll in the woods! The world is a wonderful place when you’re young.”

Run-run-run downhill, make for the woods, the woods! They’ll never-never-never catch you in the woods.”



Don’t just stand there, Wilbur! Dodge about, dodge about! Skip around, run toward me, slip in and out, in and out, in and out! Make for the woods! Twist and turn!

Nicely done, nicely done! Try it again, try it again!

“Run downhill!” suggested the cows.

“Run toward me!” yelled the gander.

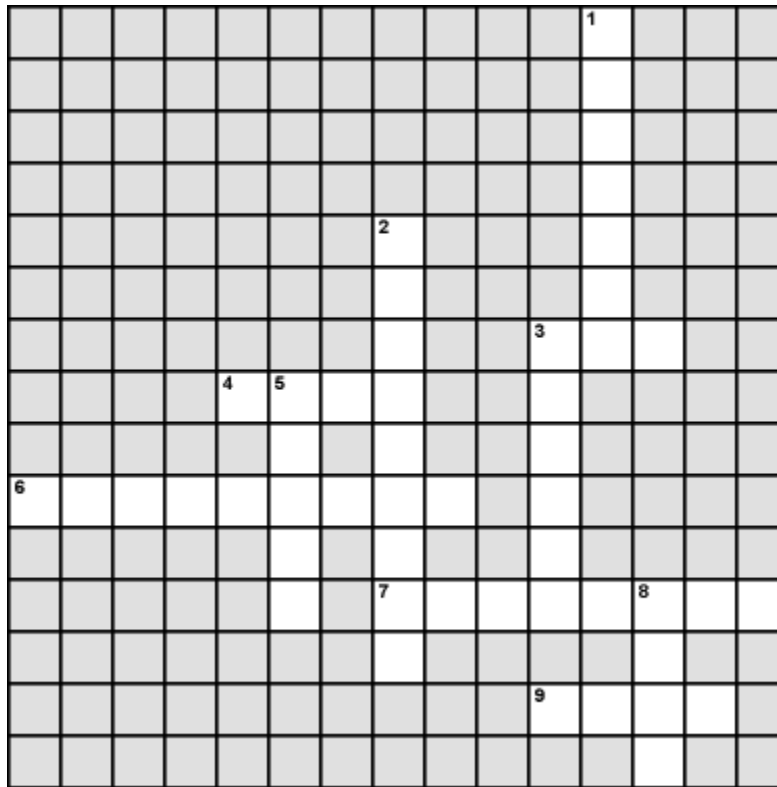
“Run uphill!” cried the sheep.

“Turn and twist!” honked the goose.

“Jump and dance!” said the rooster.

Activity: Puzzle

Charlotte's Web Puzzle by E. B. White



Across

3. Spun by spiders to catch their prey.
4. They took Wilbur to the County _____ to be judged.
6. The rat who likes unusual objects
7. One of the words Charlotte wrote in her web.
9. The young girl who loved Wilbur.

Down

1. The author of Charlotte's Web.
2. A very talented and smart spider.
3. One Terrific Pig!
5. Fern's brother
8. The place where Charlotte and Wilbur live.

Answers:

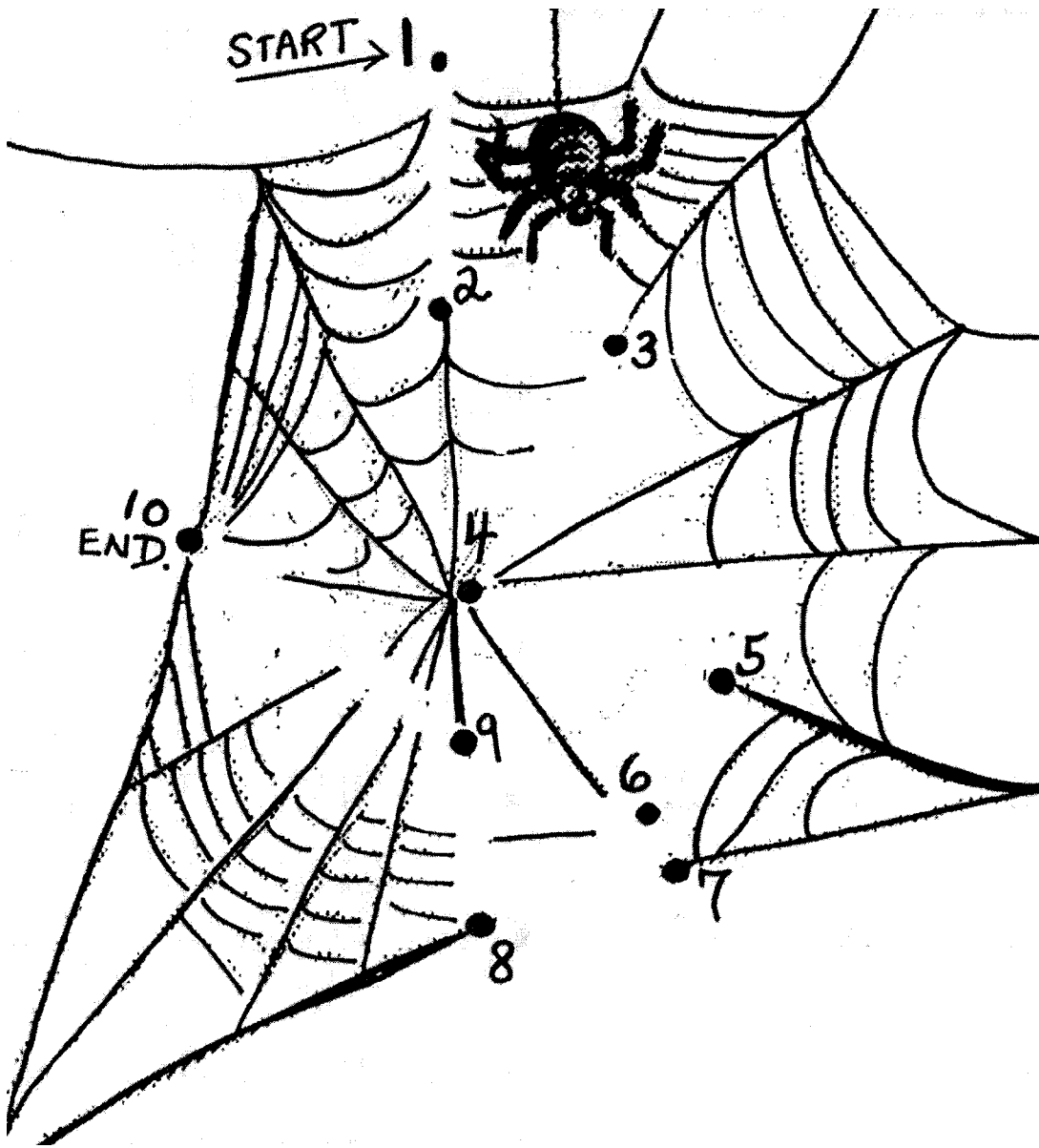
Across: 3. Web 4. Fair 6. Templeton 7. Terrific 9. Fern
Down: 1. E.B. White 2. Charlotte 3. Wilbur 5. Avery 8. Farm

Activity: Word Search

A	N	S	L	O	P	S	B
S	R	G	T	R	I	H	O
P	A	G	X	O	G	E	T
I	B	F	A	I	R	E	W
D	C	E	Z	N	W	P	W
E	R	J	M	U	D	T	T
R	U	N	T	Q	E	E	A
E	L	B	M	U	H	A	R

key: spider, rat, pig, gander, runt, fair, humble slops, sheep, barn

Activity: Connect the Dots



Activity: Friendship

A good book can touch the lives of children like a good friend. The pictures, words, and characters can inspire young minds as they turn to literary treasures for companionship, recreation, comfort, and guidance. In the book *Charlotte's Web*, Charlotte was a good friend to Wilbur. And she worked hard to solve the problem of how to save Wilbur's life.⁸

Break students into groups of three to four and ask the following questions:

What is a friend?

What do you like about your best friend?

Why do you think he or she likes you?

Have students create acrostic poems using the letters from one of the characters' names in *Charlotte's Web*. Have the words they choose reflect a quality or action of the character. It would be great to illustrate the poem!

Example of an acrostic poem:

Templeton

T Testy
E Egg
M Moocher
P Pesty
L Leftovers
E Eager
T Tight
O Omnivorous
N night



⁸ PA Academic Standards: Family and Consumer Sciences 11.2.Balancing Family, Work, and Community Responsibility H. Identify how to resolve conflict using interpersonal communication skills

Activity: Caring for Animals

Here are two questions:

What are three animals you might find on a farm?

What are three kinds of pets?

Find a partner, then together survey your classmates about the differences between farm animals and pets. Fill in the survey below with their answers.

What are three differences between farm animals and pets? Report to the class what you learned.⁹

Taking care of farm animals

Farm Animal:	Home	Food	Exercise
Farm Animal:	Home	Food	Exercise
Farm Animal:	Home	Food	Exercise

Taking care of pets

Pet:	Home	Food	Exercise
Pet:	Home	Food	Exercise
Pet:	Home	Food	Exercise

⁹ Pa Academic Standards addressed: Reading, Writing, Speaking and Listening 1.6.3 A. Listen to Others; E. Participate in small and large group discussions and presentations.

Activity¹⁰: Reader's Theater Script

Charlotte's Web

Cast:

Announcer	Fern	Lurvy
Narrator 1	Old Sheep	Mr. Zuckerman
Narrator 2	Wilbur	Templeton
Narrator 3	Charlotte	

Announcer: Welcome to our Reader's Theater presentation of *Charlotte's Web* by E. B. White. Our readers are as follows: (announcer lists the cast of readers. Children walk "on stage" as they are introduced and stand in the correct order.)

Narrator 1: *Charlotte's Web* is the story of a shy, modest pig named Wilbur and a beautiful gray spider named Charlotte.

Narrator 2: Wilbur and Charlotte both live on a farm with several other animals—a goose, a gander, some goslings, an old sheep, some lambs, and a rat named Templeton.

Narrator 3: Fern, the farmer's daughter, often came to the barnyard and sat on a stool watching and listening to the animals. She especially loved Wilbur.

Fern: You're looking fine and plump today, Wilbur. Your food must be agreeing with you.

Old Sheep: Don't you know what they're fattening you up for Wilbur?

Wilbur: No. What are you talking about?

Old Sheep: They're going to turn you into bacon and ham! Everyone is in on it—including John Arable.

Wilbur: (*sobbing*): Fern's father? Oh no! I can't believe it! Why would ANYONE want to kill me?

Fern: Oh, Wilbur. They're planning to kill you at Christmastime.

Wilbur: Stop! I don't want to die! Save me, somebody! Help me!

¹⁰ PA Academic Standards for Reading, Writing, Speaking and Listening 1.6.3 Speaking and Listening E. Participate in small and large group discussions and presentations

Charlotte: Oh quiet down, Wilbur.

Wilbur: (screaming): How can I be quiet! Is it true, Charlotte? Are they planning to kill me at Christmastime?

Charlotte: Well, the old sheep usually knows what she is talking about.

Wilbur: I don't want to die, Charlotte! I LOVE my manure pile! I LOVE my friends! I LOVE the fragrant air and the warmth of the sun!

Old Sheep: You LOVE to make a lot of noise, too!

Fern: Oh, poor Wilbur. We all love you so much. Please don't cry.

Wilbur: (screaming): I'm too young to die!

Charlotte: You shall NOT die, Wilbur.

Wilbur: What? Who's going to save me?

Charlotte: I am.

Wilbur: How? Tell me how.

Fern: Oh, yes. We all want to know how. Tell us, please.

Charlotte: I'm not sure just yet, but I want you to quiet down and stop carrying on in such a childish way. I can't stand hysterics.

Narrator 1: Charlotte thought and thought, day after day. She sat by the hour waiting for an idea to come to her.

Narrator 2: She had promised Wilbur she would save his life, and she was determined to keep her promise to him.

Narrator 3: Charlotte was, by nature, very patient. She knew from experience that if she waited long enough a fly would come into her web. Charlotte was sure that if she was patient once again, an idea would come her way. And sure enough, one morning in the middle of July, it did.

Charlotte: I know how to save Wilbur's life. I'll play a trick on Zuckerman. If I can trick a bug, I can trick a person. After all, humans are not as smart as bugs.

Wilbur: I wonder what Charlotte means. She is so clever, but I don't understand.

Narrator 1: That night while everyone slept, Charlotte worked on her web. She tore a large section out and wove the silken threads into something new and amazing.

Narrator 2: The next day was foggy and wet. Charlotte's web was truly a thing of beauty.

Narrator 3: Lurvy discovered the first miracle. Written in the middle of the web were the words: "Some Pig." Lurvy ran to tell Mr. Zuckerman.

Lurvy: I think you should come down to the pig pen right away, Mr. Zuckerman! Hurry!

Mr. Zuckerman: Is something wrong with the pig?

Lurvy: Well not exactly. Just come and see.

Mr. Zuckerman: "Some Pig!" It's a miracle. Our pig is completely out of the ordinary! It's written in the spider's web!

Narrator 1: Mrs. Zuckerman thought it was the spider who wasn't ordinary, but everyone who saw the web thought it was the pig who was special.

Charlotte: See how easy it is to fool people? Now, what shall I write next?

Lurvy: I think the next word we'll see in the web will be "Plump." That pig is really putting on weight.

Mr. Zuckerman: I hope we'll see "Mr. Zuckerman's Pig" in the web. After all, it is MY pig.

Fern: I hope Charlotte will write "Pretty" in her web. Wilbur is the prettiest pig I've ever seen.

Narrator 2: (Speaking to the audience): Does anyone else have an idea for Charlotte—a word that does NOT appear in the book? Raise your hand if you have an idea? [Note: Narrator 2 can call on two or three people in the audience who have their hands up.]

Narrator 3: Thank you for those ideas. I hope Charlotte was listening.

Old Sheep: The goose has suggested "Terrific, Terrific, Terrific." What do you think, Charlotte?

Charlotte: I like the word, "Terrific," but I think just one is enough.

Wilbur: But, Charlotte, I'm NOT terrific. I'm just average for a pig.

Charlotte: That doesn't make any difference. If people see the word "Terrific" in print, they will believe it. Humans are like that. Besides, you're terrific as far as I'm concerned, Wilbur.

Narrator 1: The next morning, Wilbur stood under the web in which the word, "Terrific," appeared. Everyone was excited and came to see the famous pig.

Templeton: What's going on here? What's all the excitement?

Old Sheep: Just the rat we didn't want to see. But now that you're here, Templeton, maybe you can make yourself useful. Next time you go to the dump, bring back some clippings from a magazine, will you?

Charlotte: I need new ideas to write in my web, Templeton. I'm trying to save Wilbur's life.

Templeton: Why should I care about what happens to Wilbur?

Fern: If Wilbur dies, his trough will be empty, and his leftovers are your chief source of food.

Templeton: Hmmmm. I guess you're right. Okay. I'll see what I can find at the dump.

Narrator 2: Templeton brought an advertisement from a magazine back from the dump. He carried it in his mouth.

Templeton: This ad says "Crunchy." Can you write that in your web?

Charlotte: Oh, no. "Crunchy" will make Zuckerman think of bacon. You'll have to go get another word, Templeton.

Templeton: I don't believe this! Do I look like a messenger boy? Why write about that silly pig, anyway? Write about ME, instead! You could write "Handsome" or "Smart" or "The Best Rat in the World."

Narrator 3: After some persuasion, Templeton made two more trips to the dump, and Charlotte finally had a new word... "Radiant."

Narrator 1: Everyone who came to see Wilbur when he was "Some Pig" and "Terrific" came back to see him looking "Radiant."

Narrator 2: Wilbur did his best to look radiant. He did all he could to make himself glow. He even did a flip with a back twist.

Narrator 3: Mr. Zuckerman decided to take his famous pig to the county fair. While they were at the fair, Charlotte wrote one more word in her web. The word was "Humble."

Narrator 1: Wilbur was awarded a special prize and fainted from all the excitement.

Narrator 2: Mr. Zuckerman was proud of Wilbur, and Wilbur knew his life would be spared.

Narrator 3: Wilbur was very grateful to Charlotte.

Wilbur: When I first met you, Charlotte, I thought you were blood-thirsty, but now you have saved my life. I don't deserve a friend like you.

- Charlotte: You have been a good and loyal friend, Wilbur. That, in itself, is a tremendous thing.
- Wilbur: You saved me, Charlotte, and I would gladly give my life for you.
- Charlotte: I'm sure you would. Thank you, Wilbur.
- Narrator 1: Charlotte and Wilbur were true friends to the very end.
- Narrator 2: Wilbur had a chance to repay Charlotte when he carried her egg sac back to the farm.
- Narrator 3: Wilbur never forgot what a wonderful friend Charlotte had been to him.
- Announcer: We will now sing a song entitled "Some Pig!" (Score on next page) *When the song is finished the announcer or another student thanks the audience for coming and invites everyone to enjoy refreshments and classroom displays.*



“Some Pig!” Musical Score¹¹

©1992 Mary Ellen Hicks

The musical score is written in G major (one sharp) and 4/4 time. It consists of four systems of music, each with a vocal line and a bass line. The first system is the Chorus, with chords G, C, Am, D, G. The lyrics are: "Some pig, Some -thin' big. Has hap -pened in that barn." The second system continues the chorus with chords D, G, C, Am, D, G. The lyrics are: "Some news, lose those blues! Wil- bur you're some pig!" The third system is Verse 1, with chords G, C, Am, D. The lyrics are: "Verse 1: If you feel ter- rif- ic, You'll have the folks a- gag. They'll read in print you're". The fourth system continues Verse 1 with chords A, D7. The lyrics are: "hea- ven- sent. Re- mem- ber, You're no hog!"

Verse 2: If you believe you're radiant,
Then let your bright light shine.
So don't feel down,
No need to frown.
Remember you're no swine!

Verse 3: Now you can still be humble,
Whether rich or poor,
Just be a friend,
Right to the end.
Remember you're no boar!

¹¹ Kindergarten PA Learning Standards 9.1: Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts C. Develop an understanding of melody as an important musical element

Learn More...

At the Library and on the Internet:

Charlotte's Web by E. B. White (1952) Harper & Row, Publishers, New York and Evanston

A Guide for Using Charlotte's Web in the Classroom
By Patsy Carey and Susan Kilpatrick, 1993, Teacher Created Materials, Inc.

Watch a cute movie about pigs:

Search Pigs on YouTube to view: The Smallest Pigs in the World, 2 minute video, by the Natalie Robins channel—url address:

<http://www.youtube.com/watch?v=fu-XUSFiuuQ>

Read about types of Barns

www.wisconsinhistory.org/hp/barns/learn.asp

And come again to the Center for the Performing Arts!



The Center for the Performing Arts (CPA) is located in the arts corridor of the Pennsylvania State University at University Park in central Pennsylvania. Visit its website www.cpa.psu.edu for information about upcoming performances.

Visit our website often, full of exclusive interviews and news of performers and performances coming to the CPA!