



Theatre For Young Audiences Version

Book  
by  
Timothy A. McDonald

Music and Lyrics  
by  
Bryan Louiselle

Based on the *Flat Stanley* Books by **Jeff Brown**  
Illustrations by **Scott Nash**

Greetings and welcome to *The Musical Adventures of Flat Stanley!*

This version of the show has been developed specifically for theaters wanting to produce the show for young audiences.

TYA, or "Theater for Young Audiences," has a long and noble history. When you produce a musical for young audiences you are introducing them to the magic of theater and isn't that a great thing to do?

You are also nurturing not only the next generation of writers, directors and performers, but also the next generation of audiences. Many think this is the single most important thing we can do in the theater, and I agree.

This study guide provides teachers and parents with all the tools necessary to turn a day at the theatre into an interactive educational experience. It contains biographies of the show's creators, the history of the story, curriculum connections in a variety of content areas, and activities to do before and after the production.

Please take advantage of these resources and thank you in advance for making the world a better place!

Enjoy the show!

Timothy A. McDonald  
iTheatrics.com

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Study Guide Produced by iTheatrics

# Plot Synopsis

Our rapping narrators introduce us to the **LAMBCHOP FAMILY**, including our title character **STANLEY** (*Flat Stanley*). Stanley and his little brother, **ARTHUR**, are in their bedroom and Stanley is sharing his hopes to leave his boring life behind and go on adventures (*Anything Else But This*). As Stanley is falling asleep **CORKY**, the bulletin board, warns him to be careful about what he wishes for because crazy things could happen.

In the morning, Stanley's family discovers that he was flattened when the bulletin board fell down on him. Even though Stanley is okay being flat, **MRS. LAMBCHOP** is quite worried. She decides to see if anyone can help Stanley (*The Way You Were Before*) and she rushes him to see a **DOCTOR, PSYCHIATRIST**, and **TRAINER**. No one is able to find any problems with Stanley, except for the fact that, well, he's flat.

Arthur rushes in quite sure that he is going to be in big trouble with his parents. The **COOL KIDS** convince Arthur to turn Stanley into a kite and Arthur leaves him stuck in a tree. Being stuck in a tree makes Stanley start to think that it isn't so great being flat (*Being Flat*). That is until a letter carrier, **MRS HERMES**, encourages him to travel the world by sending himself everywhere in an envelope (*Where in the World*). This new thought thrills Stanley and he decides to begin his adventures!

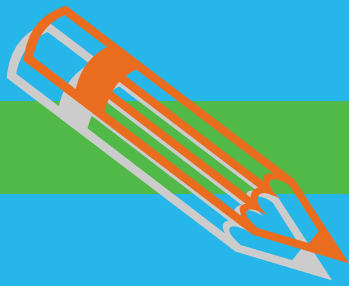
With his family's blessing, Stanley starts his adventure visiting a friend in Los Angeles.

But before he can find his friend, Stanley meets a **TALENT AGENT** who decides that Stanley could be a star (*T-A-L-E-N-T Spells Talent*). She encourages Stanley to visit her old friend in Washington, D.C. to figure out where his talent lies.

Stanley mails himself to D.C. and gets delivered to the National Archives where he meets **DUSTY**, the curator, and **INDIE**, the Declaration of Independence. Yes, the scroll talks. After Stanley learns a little bit more about Indie (*Life, Liberty, and the Pursuit of Happiness*), Indie encourages Stanley to continue his adventures in Paris. While Stanley mails himself to Paris, Arthur sends him a letter (*Dear Stanley*).

In Paris, Stanley goes to The Louvre and meets two paintings; **MONA LISA** and **JOHNNY**. After a quick French lesson (*Parlez Vous Francais*), Stanley saves the day and the paintings by catching **THE SNEAK THIEF**. As Stanley is being congratulated he receives another letter from home (*Dear Stanley*). Before he has too much time to think about his family, he gets a call from the Talent Agent. Stanley has been cast in a movie filming in Honolulu, Hawaii.

Stanley heads straight to Hawaii. After shooting his scene (*Surfin' the U. S. A.*) he is surprised when he receives a big package in the mail. It's his family! Stanley is thrilled and the whole family is reunited and sings a big finale (*Where in the World Reprise*).



# The Creators



## **Timothy McDonald**

*(Book of the Musical, Additional Music and Lyrics)*

Originally from Northern California, Tim is the founder and Executive Director of iTheatrics. Tim was the founding director of Music Theatre International's Broadway Junior Collection® as well as creating the School Edition, KIDS Collection™ and TYA Collections of musicals with MTI. As an author of musicals, Tim was selected by the Roald Dahl estate to adapt *Charlie and the Chocolate Factory* for the stage.

Incorporating the score created by Leslie Bricusse and Anthony Newley, Roald Dahl's *Willy Wonka* premiered at the Kennedy Center in 2004 and toured the United States and is now scheduled for release for amateur and TYA licensing in 2007. Working with Macmillan McGraw-Hill, Tim developed a musical theatre curriculum for grades one through eight for the *Spotlight on Music Music* textbook series, which has repositioned the study of American musical theatre from an extra curricular activity to a part of the core curriculum. Most recently Tim is working on new musical based on the book *James and the Giant Peach* by Roald Dahl.

## **Bryan Louiselle**

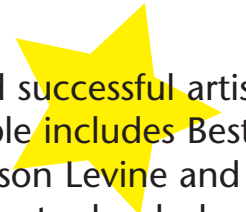
*(Music and Lyrics)*

Since 2002, Bryan has been the music supervisor, adaptor, arranger, orchestrator, conductor, and recordings producer for MTI/Disney KIDS & JR., and MTI TYA projects. He wrote additional lyrics for *The Aristocats* KIDS, *Alice in Wonderland* JR; and *Mulan* JR; and adapted the book for *A Year With Frog and Toad* KIDS. From 1998-2005, Bryan served as a conductor, arranger, composer, lyricist, producer, orchestrator and vocalist for Silver Burdett Ginn's *Making Music* music education textbook and CD program. In 2005-2006, he produced, orchestrated and conducted for MacMillan/McGraw-Hill's *Spotlight on Music* textbook series. Most recently, he is musical supervisor and adapter for the new stage version of Disney's *High School Musical*.

## **Scott Nash**

*(Illustrator)*

An enormously talented and successful artist whose work for young people includes *Besty Who Cried Wolf* by Gail Carson Levine and all six *Stanley Lambchop* chapter books by Jeff Brown.



# The Origins of Flat Stanley

Jeff Brown was inspired to write *Flat Stanley* one night when he was putting his two sons, Tony and J.C., to bed. In order to prolong the time before he had to go to bed, J.C. told his father that he was afraid that his bulletin board would fall on him in the night. Mr. Brown told J.C. that the board wouldn't fall, and if it did, it would fall so slowly that it wouldn't hurt him, just flatten him. After that evening, the three would make up stories about the adventures you could have if you were flat. Sometime later, Mr. Brown's friend who worked in children's literature suggested that the stories would make a good book. And *Flat Stanley* was born.

## Jeff Brown's Biography

**Jeff Brown** In addition to having a successful career as a children's book author, he was a story editor and assistant film producer in Hollywood. He was also a short-story writer and editor for such popular magazines as *The New Yorker*, *Esquire*, and *The Saturday Evening Post*. His books about the Lambchop family include *Stanley and the Magic Lamp*, *Stanley's Christmas Adventure*, and the *Flat Stanley* picture book.

### Quick Reference Guide: Stories to Read (Sorted by Book)

Books about Flat Stanley and the Lambchop Family:

*Flat Stanley*  
*Invisible Stanley*  
*Stanley and the Magic Lamp*  
*Stanley In Space*  
*Stanley's Christmas Adventure.*

# Places and Things Stanley Visits



## **A Brief History of the Declaration of Independence**

One of the most revered symbols of American history, the Declaration of Independence is considered to be the cornerstone of the foundation on which America was created. It was written to express the colonies' need to separate from Great Britain and listed "self-evident" truths including the fact that every person has the right to "life, liberty, and the pursuit of happiness." The Declaration of Independence was written in June of 1776 by Thomas Jefferson and was not signed until more than a month later. On July 2, 1776, twelve of the thirteen colonies in the Second Continental Congress voted to approve it. July 4, 1776, the day America celebrates as Independence Day, was not actually the day it was signed but the day it was read publicly in Philadelphia, Pennsylvania.

The **Louvre Museum** is located in Paris, France and is one of the largest, oldest, and most famous museums and art galleries in the world. Over 8.3 million people visited the Louvre in 2006 to see the collection of some of the most recognizable artworks in the world, including the Venus de Milo, Madonna on the Rocks, and the Mona Lisa.

The **Mona Lisa** was painted in France by Leonardo da Vinci in the 16<sup>th</sup> century. It is an oil painting on poplar wood and is considered da Vinci's masterpiece. It took him four years to complete, and was originally purchased by the French king in 1507 for 4000 French ecus (coins), which would have been equivalent to \$10,000.

**The Blue Boy** is an oil painting by Thomas Gainsborough, an English artist who was a founding member of the Royal Academy in 1769. The Blue Boy was painted shortly after that (around 1770) and is almost six feet tall and four feet wide. It is currently on display at the Huntington Library in San Marino, California.

# Words to Know From the Show

**Archives** – a place where public records or historical documents are kept

**Atlas** – a book of maps

**Curator** – a person in charge of a museum or art collection

**Houdini** – a famous magician

**Hypnosis** – a trance state resembling sleeping that is brought about artificially that causes a person to be open to suggestions

**Psychiatrist** – a doctor who treats people with problems of the mind

**Sinatra** – a famous American singer and actor who was popular in the 1950's & 1960's

**Two Dimensional** – having the dimension of height and width

**Three Dimensional** – having the dimension of height, width and depth

Stanley goes surfing during his adventures, so here are a few cool surfing terms, dudes!

**A-Frame** – a perfect wave for surfing

**Hang Ten** – hanging your ten toes over the front of the board

**Shocka Nar Nar** – slang for good job or great wave

**Maytagged** – wiping out

## Pre-Show Activities

- 1) Print out and copy the last two pages of this study guide for everyone who will be attending the performance.
- 2) Go over the background information from the guide with your students.
- 3) Get a copy of any of the *Flat Stanley* books for your classroom. Read some of the stories aloud in class, or have students read the stories, to familiarize them with the characters and events they will see in the show.
- 4) In the musical, an actor will portray Stanley both before and after he is flat. Actors will also portray other flat objects he meets on his adventures including pieces of paper and paintings. Have students brainstorm ways in which they think this can be represented on the stage. As they come up with ideas, remind them to think of all aspects of theatrical performance including costumes, vocal quality, gestures, movements, etc.
- 5) Stanley travels to Los Angeles, Washington, D.C., Paris, and Honolulu during the show. Find these places on a map to see where in the world Stanley is traveling.
- 6) Find a copy of Leonardo da Vinci's *Mona Lisa* and Thomas Gainsborough's *The Blue Boy* either on the internet or from a book of famous paintings to show your students. Encourage them to discuss their thoughts about the paintings, and how they think the people in the paintings would talk if they came to life.
- 7) Make a copy of Flat Stanley (a template is located in the back of the guide) that you can bring with you to the theatre. Take a picture with your Flat Stanley in the theatre getting ready to watch the show
- 8) Discuss with your students the etiquette of being an audience member at a live theatrical performance. Items for discussion: appropriate responses, no chewing gum, no talking, going to the bathroom before the performance, etc.



# Post-Show Curriculum Connections



## SCIENCE

Stanley is able to function just fine even though he is flattened. Discuss what makes up a human body (blood, bones, organs, etc.) and the properties of each. Make a list of which parts of the human body can function if they are stretched and flattened and which cannot.

*National Standards for Science: Physical Science*



## TECHNOLOGY

*Flat Stanley* was originally written in 1964, when mailing a letter was the standard way to communicate. Think of the different ways letters are delivered today because of the advancements in technology. Create a chart that compares and contrasts these ways based on cost, delivery time, ease, etc.

*National Standards for Science: Applied Technology*

## ENGLISH LANGUAGE ARTS



### Reading

Have students read any of the *Flat Stanley* books by Jeff Brown. Have them discuss how they are similar to the musical and how they are different.

*National Standards for Language Arts: Content Standards 1 & 3*

### Story

After your students have seen the production, encourage them to make up their own adventures for Stanley. Have them turn them into a story. These stories can be written or told orally to the rest of the class.

*National Standards for Language Arts: Content Standards 6 & 12*

## Language

When Stanley is in Paris he learns a small amount of French to fit in which helps him to catch the Sneak Thief. Teach your students the same words that Stanley learns.

### English

Hello  
Goodbye  
Yes  
Thanks  
Please

### French

Bonjour  
Au Revoir  
Oui  
Merci  
S'il Vous Plait

*Taking It Further:* Find out if any of your students know the above words in another language that they can teach their other class members.

*National Standards for Language: Multicultural Understanding*



## VISUAL ARTS

Stanley visits The Louvre in Paris to look at some of the famous artworks including the *Mona Lisa* and *Blue Boy*. Get a copy of each of these paintings for your students to study. Next have your students draw, paint or color their own picture that is inspired by one of these paintings. Encourage them not to just make a reproduction, but to create their own unique piece of art.

*National Standards for Visual Arts: Content Standards 1, 2 & 3*



## THEATRE

Collect a number of costume pieces that your students think would be helpful to recreate some of the characters and scenes they saw in the show. Have them create new scenes based on other *Flat Stanley* adventures not included in this version.

*National Standards for Theatre: Content Standards 1 & 2*

# Post-Show Curriculum Connections (Continued)



## REFLECTION

Encourage each student who saw the production to take five minutes to think about the thoughts and feelings that the show inspired in them. Next, have them artistically express these feelings in a poem, picture, story or letter. Let them choose whichever form of expression they feel will best represent their individual experience. Encourage them to share these reflections with the other students in their class.

*National Standards for Theatre: Content Standard 8*



## SOCIAL SCIENCES

### Geography

Have your students pinpoint all of the places that Stanley visits during the show on a map. Discuss the similarities and differences between where you live and where Stanley visits. Depending on the grade level of your students, they can focus on a multitude of areas ranging from climate, language spoken, food, resources, etc.

*National Standards for Social Sciences: Geography Standards 1 & 2*

## 1+2 MATHEMATICS

Once Stanley is flattened by the bulletin board he becomes two-dimensional. Work with your students in understanding the difference between an object that is two-dimensional and an object that is three-dimensional. Have your students make a pie chart of the things they encounter in their everyday life dividing them into categories of two-dimensional and three-dimensional.

*National Standards for Mathematics: Measurement*



# "Where in The World Is Your Stanley?"

This activity is a wonderful way to really bring the world of *Flat Stanley* to life in your classroom. After seeing the musical it should be clear that Stanley loves to sing, dance and act. Luckily, people all over the world also love to sing, dance and act. Follow these simple instructions and turn your classroom into a museum celebrating the performing arts around the world.

- 1) Make a copy of Flat Stanley (page 12) for each of your students to color or decorate.
- 2) Create a template on the back of Stanley for the sender to write their name, address and e-mail address.
- 3) Help students brainstorm "Where In The World" they can send Stanley where he will meet other people who like to perform. Consider family and friends, or even performing arts centers across the country.
- 4) Have students mail their Stanley to the locations they have identified. Make sure to include a self-addressed envelope for Stanley to return home.
- 5) Include a letter written by the students with Stanley. Here is a sample:

*Dear Friend,*

*Thank you so much for agreeing to host my good friend, Flat Stanley, for a week! You should know that Stanley are big fan of the arts, so a visit to a musical, concert, play, dance performance or museum are favorite activities for him. I really hope that you can take some pictures with him. Please send them to me when you return so I can see what he did. Thanks a lot!*

- 6) Once your Stanley is returned, chart the locations he visited on a large world map in your classroom.
- 7) Hang a classroom clothesline to display your pictures for all to see.

# Flat Stanley Outline

