

# TEACHER GUIDE



recommended for ages 5 and up

**January 11 - February 17, 2018**

by Allison Gregory

adapted from the book series by Barbara Park

directed by Krissy Vanderwarker

*produced by special arrangement with  
Playscripts, Inc. ([www.playscripts.com](http://www.playscripts.com))*

teacher guide prepared by Brenna Barborka, Anna Freed,  
Amanda Playford, and Sarah Whitcomb

**Box Office &  
Group Sales:**  
**(312) 922-1999**

**at DePaul's Merle Reskin Theatre**  
60 E. Balbo Drive, Chicago  
*(please note: not a mailing address)*

**THE  
THEATRE  
SCHOOL**  
AT DePaul University

[theatre.depaul.edu](http://theatre.depaul.edu)  
[theatreboxoffice@depaul.edu](mailto:theatreboxoffice@depaul.edu)  
[theatregroupsales@depaul.edu](mailto:theatregroupsales@depaul.edu)

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Teacher Guides are developed by The Theatre School at DePaul University.

Complimentary guides are distributed to teachers, and are available online for all ticket purchasers. They are intended as a tool to facilitate learning, discussion, and an enhanced theatre experience for our audience.  
• • •

theatre.depaul.edu

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## Chicago Playworks Program Goals:

- To provide a live theatre experience for students, teachers, administrators and families in the Chicago metropolitan area.
- To provide theatre of the highest quality that is interactive, entertaining and relevant; theatre that reflects the life experiences of students who live in an urban, multi-racial and multi-cultural city.
- To serve principals, teachers and students in their pursuit of Illinois learning standards.
- To integrate performances and teacher guide information/activities into the classroom curriculum.
- To offer our performances within a workable, convenient time frame.
- To contact principals and teachers with valuable and solid information that will help them to make choices that fit their students' needs.



# Welcome, TEACHERS!

Hi Teachers!

We are excited to welcome you at DePaul's Merle Reskin Theatre for the second play in our 2017-2018 Chicago Playworks season, *Junie B. Jones is Not A Crook*, directed by Krissy Vanderwarker.

We have spent the last month creating this packet to introduce your class to the world of Junie B., the themes present in the play, and guided activities to increase comprehension along the way.

In creating this production, the director wanted to stress the importance of childhood in a person's life, and we want to fill the Merle Reskin Theatre with a common childhood activity -- coloring! For your class's first activity, we ask that you make copies of the coloring exercise on page 10 of this packet. Ask your students to color it however they wish and bring it with you to our theatre. Compare the drawing to our scenic design.

We thank you for supporting Chicago Playworks and our production of *Junie B. Jones is Not a Crook*!

See you at the theatre!

Brenna Barborka, BFA3/Theatre Arts  
Anna Freed, Intercultural Communications  
Amanda Playford, BFA3/Theatre Arts  
Sarah Whitcomb, BFA3/Theatre Arts

# Welcome, STUDENTS!



Hi students!

Welcome to *Junie B. Jones is Not A Crook* at DePaul's Merle Reskin Theatre. We can't wait for you to meet Junie B. and her friends!

Before we enter Room 9, we need to go over some ground rules so we can all have a fantastic time with Junie B.!

First-of-all, Junie B. can get really excited about things, so she can be easily distracted. Please don't talk during the play or she might hear you! We want to make sure she sticks to telling her story, not yours, up on that stage. Don't be a crook and steal her spotlight!

Also, remember that the theatre is not a place for eating and drinking. It's a place where you can watch all of the excitement of Junie B.s' life unfold right before your eyes. So please throw away all food, drinks, and gum before taking your seat at the play. Let's respect the theatre, and respect our friends!

Thank you all, and get ready to be wowie-wow-wow-ed by the show!

Brenna Barborka, BFA3/Theatre Arts  
Anna Freed, Intercultural Communications  
Amanda Playford, BFA3/Theatre Arts  
Sarah Whitcomb, BFA3/Theatre Arts



# Synopsis

Junie B. Jones introduces us to Grace and Lucille. They are her two best friends in the whole wide world. Junie B. shows off her fancy new mittens to her friends that were bought for her by Grampa Frank Miller.

After showing off her mittens, Junie B. plays with Grace, and they see Lucille being chased by a "stranger boy." The boy turns out to be Handsome Warren. Warren is the new boy in Room 8, and all of the girls have a crush on him.



Junie gets too excited about her mittens and begins to annoy her classmates with them. Because of the distraction, Junie B.'s teacher Mrs. takes her mittens away until recess. Junie B. causes more distractions, like hitting her classmate Jim and standing on her chair, but she gets her mittens back at recess.

At recess, Junie breaks up with Ricardo, a boy from Room 8. She goes to talk to Handsome Warren with Grace and Lucille. The three girls fight over Warren. Junie B. then notices that the mittens she set down on the ground have gone missing! Mrs. decides to take Junie to the office so that she can look for her mittens.

Junie B. doesn't find her mittens, but she does find a new pen on the ground that she decides to keep. She still misses her mittens and thinks that maybe Grampa Frank Miller will buy her new ones. That doesn't happen.

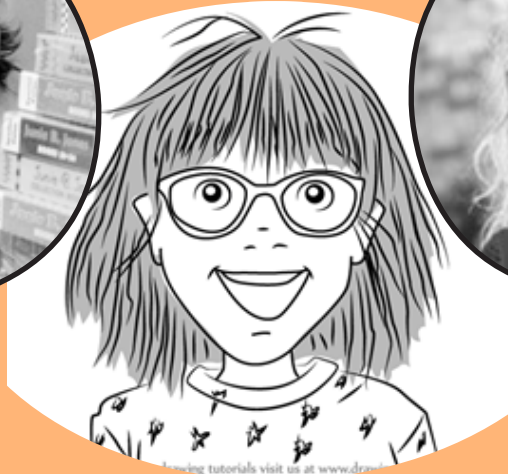
Junie B. decides to return the pen when she realizes that she would be sad if someone took something that she loved, too. She even finds her mittens, and they weren't even stolen! It was just an accident.



# Meet the Authors



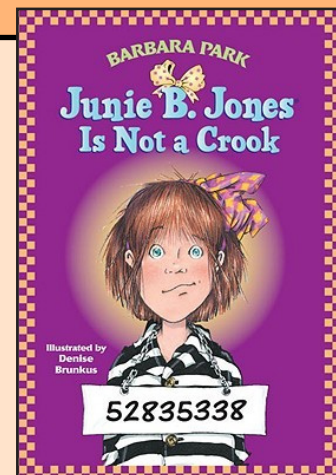
**Barbara Park**  
nytimes.com



**Allison Gregory**  
allisongregoryplays.com

**Barbara Park** was an American author most famous for children's books, including the Junie B. Jones series. Junie B. has sold over 55 million copies in North America alone, making Park one of the best selling children's authors to date. She lived in Arizona until she died in November 2013 after a long battle with cancer. Her books are still enjoyed by millions today.

**Allison Gregory** adapted the book *Junie B. Jones is Not a Crook!* for the stage. She is known for adapting many other children's books such as *Go Dog Go!*, *Junie B. in Jingle Bells*, *Batman Smells!*, and *Peter and the Wolf*. Allison has written many of her own plays as well, such as *uncertain terms* and *Motherland*. She currently lives in Austin, Texas.



**Common Core Standards:** CR.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

# The ABCs of Adapation



## A DAPTATION

An adaptation is when a book, play, poem (or something else!) is changed into a book, movie or TV show. The play you're seeing is an adaptation of the Junie B. Jones books.

## BEGINNING

In the beginning, Junie B. Jones was just a book character, but in the play adaptation, Junie B. Jones is no longer in a book! Instead, the writer based the play on the book.

## C REATE

In order to change a book to a play, the writer chose to create and change around some of the ideas. The writer created a play based on *Junie B. Jones is Not a Crook* and *Junie B. Jones Loves Handsome Warren*.

**Common Core Standards:** CCR.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

# Before You Watch

This is an activity meant to be done **before** going to DePaul's Merle Reskin Theatre to see *Junie B. Jones is Not a Crook!* Let your class know that this is a game meant to help them get into the world of the play. Also, the class will learn a little more about each other. You (the instructor) will read a statement, and if the student thinks this applies to them, they can raise their hand. They should notice who else in the class also raises their hands.

## Raise your hand if...

- You have ever lost something.
- You have ever had a crush on someone.
- You have ever been sent to the principal's office.
- You and your best friend have ever fought over something silly.
- You have a friend who is not the same gender as you.
- Someone has ever called you a mean name.
- You have ever called someone a mean name.
- You have ever stolen something.
- You have ever had a love interest.
- A teacher has ever taken something away from you.
- You have ever gone to the Lost and Found at school.
- You have ever lost a friend, even temporarily.



**Common Core Standards:** CCR.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCR.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.



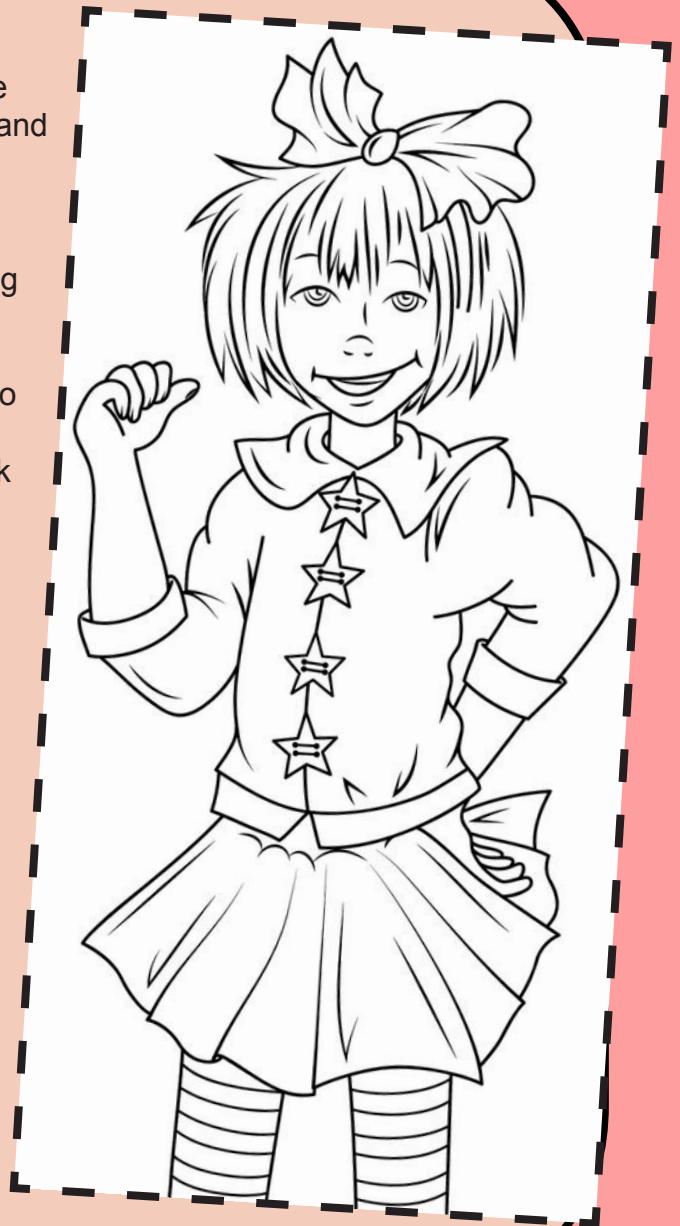
# Creation Station

As you explore this guide, you'll see that it's full of small coloring pages and blank space. This is on purpose!

In addition to having important content, most pages include coloring pages for your students, like this one here! Junie B. Jones is always active, and we want your students to be active, too. Encourage them to color, move, and create as you work through this guide.

Additionally, we encourage you to begin the discussion of Junie B. Jones by asking your students to color the next page. Encourage them to add their own designs, colors, and flair to the world of Junie B. Jones.

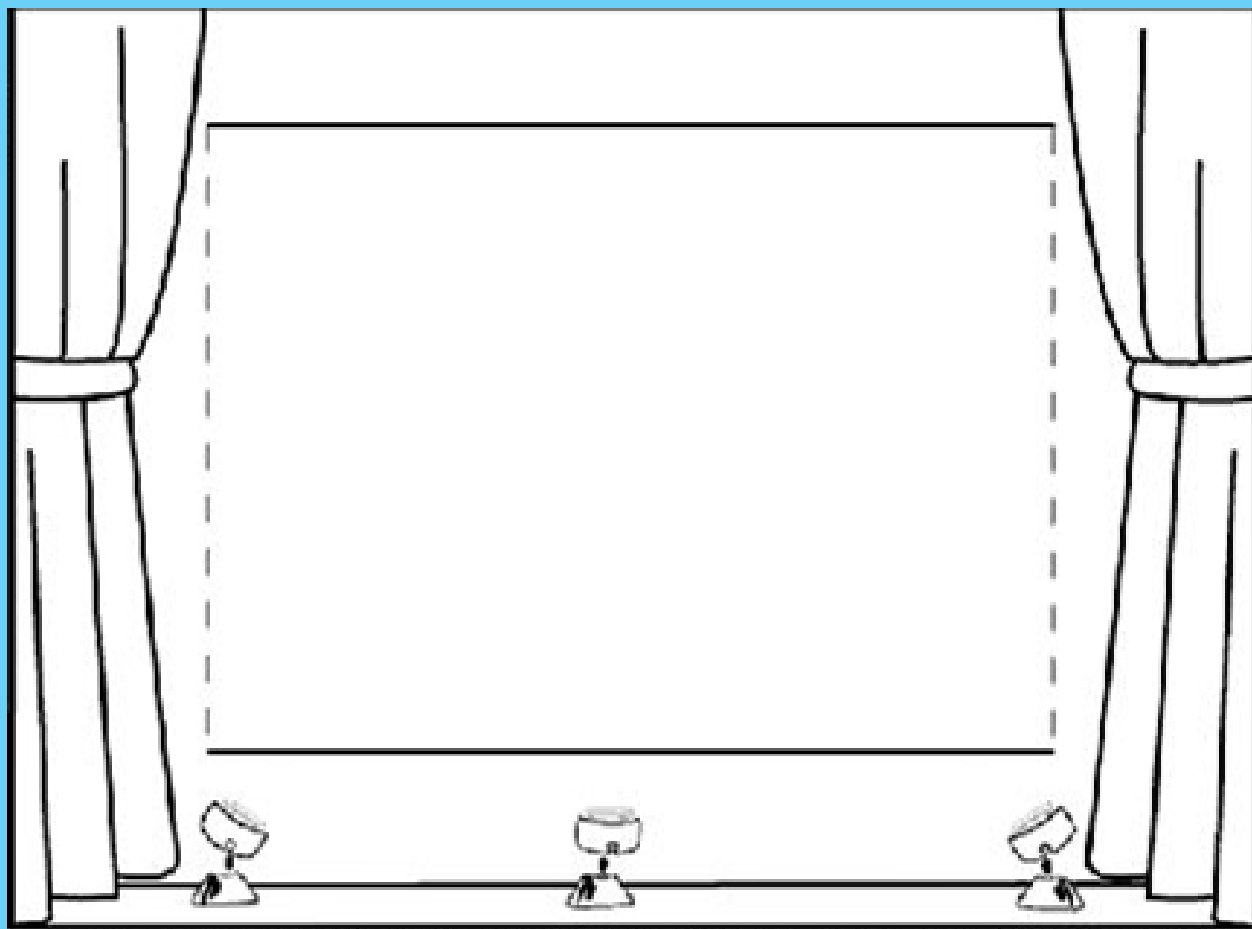
Once every student has colored in their design, you can put them on a bulletin board or wall. This way, students can see how different (or similar!) their ideas about Junie B. Jones are.



**Common Core Standards:** TH:Cr1.1.2 b. Collaborate with peers to conceptualize scenery in a guided drama experience (for example, process drama, story drama, creative drama). VA:Cr1.2.2 a. Make art or design with various materials and tools to explore personal interests, questions, and curiosity. VA:Cr3.1.2 a. Discuss and reflect with peers about choices made in creating artwork. VA:Re8.1.2 a. Communicate feelings when engaging works of art, and describe subject matter and characteristics.

# Creation Station

Since the Junie B. Jones you'll see is an adaptation, you'll get to see Room 9 come to life! Draw what you think Junie B. Jones' classroom, home or playground looks like below.



The picture you just drew is called a **scenic design**. A scenic design is what the people working on a play want it to look like.

Turn to a partner next to you, and explain your drawing to them. Why did you add the furniture you did? How did you decide what to add in the scenic design?

A **scenic designer** is the person who thinks up the environment for plays. The scenic designer for this play looked at the books for inspiration.

# The Girls of Room 9



In *Junie B. Jones is Not a Crook*, you meet Junie B., Grace, and Lucille, the three main girls from Room 9. Throughout the play, these girls face challenges specifically because they are girls.

Junie B. gets picked on by Jim and Ricardo about the baldy spot on her head.

Lucille is chased by Handsome Warren, and Junie B. and Grace feel like they need to save Lucille from the “evil stranger boy.”

Handsome Warren calls Junie B. a nutball because she is not like the other girls.

Lucille believes that as long as you are a pretty and precious girl, boys will automatically love you.

## Discussion Questions

Why do you think these things happen to girls like Junie B. and her friends?  
Do you think certain girls and boys are treated differently?

**Feminism** is the belief that girls, boys, and everyone should be equal! Sometimes boys are expected to act in certain ways, and sometimes girls are expected to act in certain ways. In Junie B.’s world, the characters all face challenges about how they are treated and how they are expected to behave, but sometimes the girls and the boys have different experiences.

## Discussion Questions

1. Do you think it is good or bad when everyone is treated equally? Why?
2. Have you been treated differently because of your gender?
3. What are some things that boys do that girls don’t? What are some things that girls do that boys don’t? Why do you think girls and boys sometimes do different things?

# Room 9's Obstacle Course

This activity will depict the challenges faced by people of different genders.

Groups will lead a blindfolded individual through a series of obstacles in the classroom in order to get to the Lost and Found box. Like Junie B., the students must find their own way back to their special lost objects. Groups must lead the individual so that they do not touch any of the obstacles on their way to the Lost and Found box.

Introduce the activity to the class, and divide the students up into small groups. Give suggestions of directions that the groups may tell their blindfolded subject, like "turn left/right" or "take a small/large step." Pick volunteers from each group to be blindfolded, and have them exit the room while the other students rearrange the space. They may use various objects like boxes, books, desks, paper, or chairs to create the obstacle course. Each of the groups will then lead their volunteer through the maze of obstacles.

Once each group has directed their blindfolded volunteer through the obstacle course, take a moment to reflect on how the groups interacted. Ask questions like:

1. How successful were you in getting your person to the Lost and Found box?
2. Who in each group took charge in giving directions? Was it one person or did you all work together? Why do you think that happened?
3. To the blindfolded individuals, how did it feel to be told what to do? Did you feel like you were in control? Why or why not?
4. How did the girls give directions? How did the boys give directions? Was it the same or different?
5. Before the activity started, who did you think would be giving more directions? Who did you guess would be following along?
6. Did you say certain things or behave in certain ways because of your gender?
7. How do you think this game could be like real life?
8. Do you relate more to the direction-giver or to the blindfolded person? Why?



**Common Core Standards:** CCR.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

# Room 9's Exploding Atoms



This activity is designed to start a dialogue about feminism.

First, create statements that will evoke a range of opinions in the students.

**For example:**

- *Junie B. Jones should focus more on Warren.*
- *Boys are tougher than girls.*
- *Moms should make dinner, and Dads should mow the lawn.*

The whole class should stand in one large circle. Read the statement. If the student agrees with the statement, they should come as close to the center of the circle as possible. If the student does not agree with the statement, they should stand as far away from the center of the circle as possible. Falling in the middle is okay, too.

Make sure students feel like a space has been created where they can feel safe to ask questions.

When appropriate, stop and unpack the students' responses to the statements. For example, you could ask, "*Why did you move to the center?*" Or, "*Please turn to the person next to you and share why you're standing there.*" Reset the group for the next question.

After the activity is done, reflect on the activity with questions: *How did this change the student's thinking? Where did we agree? Where did we not? Why did we not agree?*

**Common Core Standards:** CCR.R.6 Assess how point of view or purpose shapes the content and style of a text.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.RL.2.3 Describe how characters in a story respond to major events and challenges.



# What Makes a Crook?

In the play, Junie B. struggles with doing the right thing. She always thinks she's acting morally, but sometimes the other characters have to point her in the right direction. Junie has a few moral dilemmas in *Junie B. Jones Is Not A Crook*.

Should she keep talking to Handsome Warren even though Lucille doesn't like it?

What should she do when she finds the person who took her mittens?

What should Junie do about the super cool pen she finds? Is she a crook if she doesn't return it?

We all think we should do the right thing all the time, but actually knowing what the right thing is can be really hard sometimes.

In short, **ethics** define what we think is the difference between right and wrong. Deciding between right and wrong and how we would handle certain situations helps us form our personal moral code.

Is Junie B. being ethical during the whole play?



Where can she improve? What does she get right?

**Common Core Standards:** CCR.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

# Junie B.'s Play Pretend

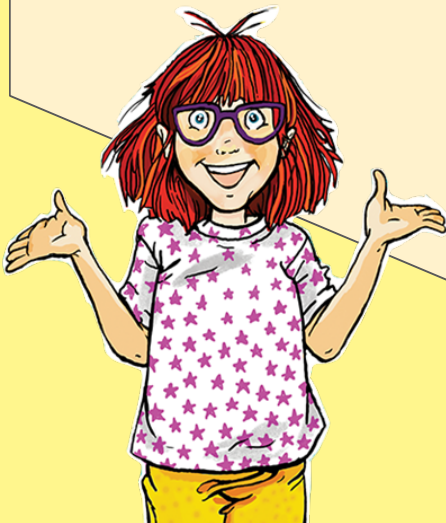
This activity allows the students to actually become Junie B. Jones and analyze what they would/should do in her circumstances.

Place one chair in front of your class. Ask for student volunteers to be Junie B. Jones. When a student is seated in the chair, start the discussion by asking what they would do if they were Junie B.

Start with simple questions to help them “get into character.” For example, you could ask *“Okay Junie B. Jones, what are the names of your two best friends?”* Then, once the student is comfortable, begin asking questions like *“Would you want to keep the pen?”* or *“What would you do if you found a pen that wasn’t yours?”* Do this with as many students as you like.

When the activity is over, unpack what just happened. Why did some students give different answers? What does that mean? What’s the right thing to do?

We encourage you to allow students to respond to each other in this activity. Although they may not stay focused on your originally post-activity questions, they may discover more about the topic at hand from peer-to-peer exploration.



**Common Core Standards:** SS.CV.2.2 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. SS.EC.1.2 Demonstrate how our choices can affect ourselves and others in positive and negative ways. SS.G.2.2 Identify some cultural and environmental characteristics of your community and compare to other places.

# Junie B.'s Artifacts

This activity will help connect the students to the play by putting them in Junie B.'s shoes.

An **artifact** is any object that is special or significant.

In *Junie B. Jones Is Not a Crook*, Junie is attached to two different artifacts throughout the play: her mittens and the pen. The mittens are special to her because her Grampa Frank Miller bought them. The pen, on the other hand, is special to her because she thinks it's cool. Both reasons are valid!

Have the students bring in an object to school that means a lot to them. It might be a blanket or stuffed animal or mittens of their own!

The students should then present their object and explain why they brought it. It might be for sentimental reasons like the mittens or aesthetic reasons like the pen. All kinds of objects are welcome!

Ask the students how they would feel if someone took the artifact they brought. What would they do if they saw one of their classmates holding their artifact? What would they do if they saw one of their classmates holding their other classmate's artifact without permission?

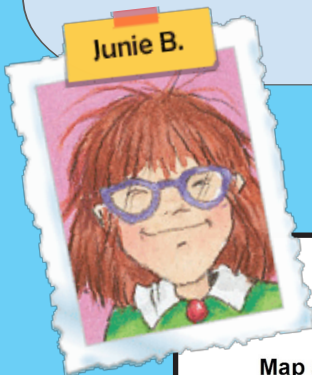


**Common Core Standards:** RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL.2.3 Describe how characters in a story respond to major events and challenges. RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

# Keep Exploring

Do you want to keep hanging out with Junie B. Jones? You can find more of her stories at the Chicago Public Library! Here's a map of some library branches around Chicago. To find your location, visit: [chipublib.bibliocommons.com/locations](https://chipublib.bibliocommons.com/locations).

At the library, you can visit Junie B. and her friends in Room 9 whenever you want! Visit and keep reading these great books, and others. For more info, please visit [www.chipublib.org/browse/kids](http://www.chipublib.org/browse/kids).

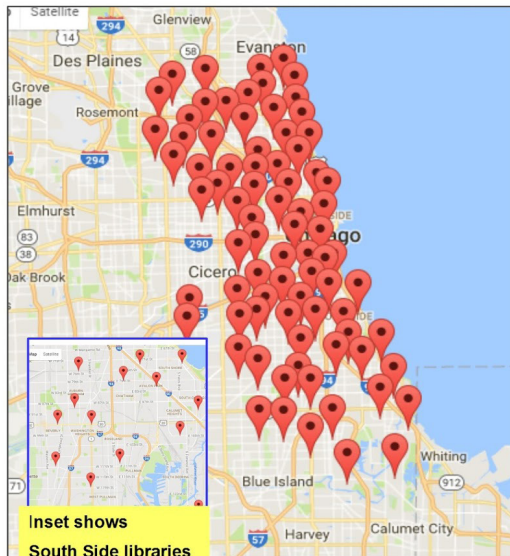


What about other stories like Junie B.'s? Don't forget to check out these other cool reads:

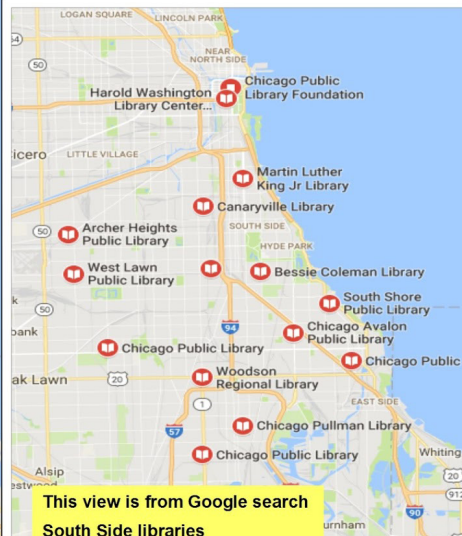
- *There's a Boy in the Girls' Bathroom* by Louis Sachar
- *The Magic Tree House* series by Mary Pope Osborne
- *Matilda* by Roald Dahl
- The *Eloise* series by Kay Thompson and Hilary Knight
- The *Ramona Quimby* series by Beverly Cleary
- *Harriet the Spy* by Louise Fitzhugh

## Chicago Public Library Locations

Map at left shows all CPL locations, while map at right shows locations on South Side of Chicago. See <https://chipublib.bibliocommons.com/locations/>



Inset shows  
South Side libraries



This view is from Google search  
South Side libraries

**Common Core Standards:** RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

# More Teacher Resources

Looking for more activities?  
We recommend checking out this website for  
drama-based instruction:

<http://dbp.theatredance.utexas.edu/>

Looking for more about the author?  
We recommend checking out this  
interview to inform your teaching:

[https://www.teachingbooks.net/  
interview.cgi?id=78&a=1](https://www.teachingbooks.net/interview.cgi?id=78&a=1)

Looking to teach more about ethics and  
social studies?

We recommend this study:

[https://www.sciencelearn.org.nz/  
resources/2149-teaching-ethics-in-  
primary-science](https://www.sciencelearn.org.nz/resources/2149-teaching-ethics-in-primary-science)

## Weblibliography

### About the author:

<http://juniebjones.com/author>

### About the playwright:

<http://allisongregoryplays.com/>

### Activities:

<http://dbp.theatredance.utexas.edu/content/>

### Curriculum Connections:

[http://www.ilclassroomsinaction.org/  
standardsbooks.html](http://www.ilclassroomsinaction.org/standardsbooks.html)

### Library:

<https://www.chipublib.org/browse/kids/>

### Library Locations:

<http://mappingforjustice.blogspot.com>  
<https://chipublib.bibliocommons.com/>



# TICKET REQUEST FAX FORM

CHICAGO PLAYWORKS 2017 - 2018 SEASON

FAX (773) 325-7682

PHONE (312) 922-1999

**THE  
THEATRE  
SCHOOL**  
AT DePaul University

The Theatre School at DePaul University Group Sales Office

Attention: Group Sales Representative

Email: [theatregroupsales@depaul.edu](mailto:theatregroupsales@depaul.edu)

Organization \_\_\_\_\_

Group Organizer \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Day Phone (\_\_\_\_) \_\_\_\_\_ Cell Phone (\_\_\_\_) \_\_\_\_\_ FAX (\_\_\_\_) \_\_\_\_\_

Email Address \_\_\_\_\_

PLAY

DATE

DATE

# OF TIX

*Augusta and Nobel*

1st Choice: \_\_\_\_\_

2nd Choice: \_\_\_\_\_

\_\_\_\_\_

*Junie B. Jones is Not a Crook*

1st Choice: \_\_\_\_\_

2nd Choice: \_\_\_\_\_

\_\_\_\_\_

*The Cat in the Hat*

1st Choice: \_\_\_\_\_

2nd Choice: \_\_\_\_\_

\_\_\_\_\_

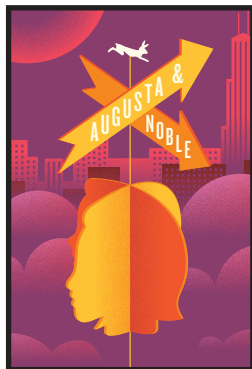
The Theatre School at DePaul's Group Sales staff will confirm ticket availability by FAX in the fall.

Signature of Organizer \_\_\_\_\_ Date \_\_\_\_\_

*Any FAX not signed or dated will not be processed immediately.  
Coordinators will be contacted to verify the authenticity of all faxed orders.*

17-18 ORDER FORM

2017-2018 Chicago Playworks Season  
at DePaul's Merle Reskin Theatre, 60 E. Balbo Drive, Chicago



**Augusta and Noble**

by Carlos Murillo

directed by Lisa Portes

recommended for ages 8 and up

**October 5 - November 11, 2017**

Tuesdays at 10 a.m.: 10/10, 10/17, 10/24, 10/31, 11/7

Thursdays at 10 a.m.: 10/5, 10/12, 10/19\*\*, 10/26, 11/2^, 11/9

Fridays at 10 a.m.: 10/20, 11/3+

Saturdays at 2 p.m.: 10/7>, 10/21, 10/28\*\*, 11/4+, 11/11; Sunday at 2 p.m.: 10/15



**Junie B. Jones is Not a Crook**

by Allison Gregory, adapted from the book series by Barbara Park

directed by Krissy Vanderwarker

recommended for ages 5 and up

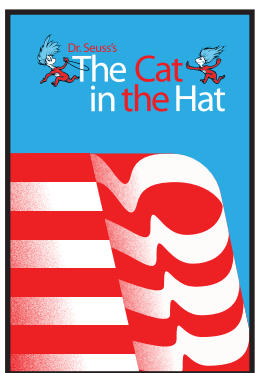
**January 11 - February 17, 2018**

Tuesdays at 10 a.m.: 1/16, 1/23, 1/30, 2/6, 2/13

Thursdays at 10 a.m.: 1/11, 1/18, 1/25\*\*, 2/1, 2/8^, 2/15

Fridays at 10 a.m.: 2/2, 2/9+

Saturdays at 2 p.m.: 1/13>, 1/20, 1/27, 2/10+, 2/17; Sunday at 2 p.m.: 2/4\*\*



**Dr. Seuss' The Cat in the Hat**

by Dr. Seuss

directed by Jeff Mills

recommended for ages 4 and up

**April 19 - May 26, 2018**

Tuesdays at 10 a.m.: 4/24, 5/1, 5/8, 5/15, 5/22

Thursdays at 10 a.m.: 4/19, 4/26, 5/10^, 5/17, 5/24

Fridays at 10 a.m.: 4/27\*\*, 5/11+

Saturdays at 2 p.m.: 4/21>, 4/28, 5/12 +, 5/19\*\*, 5/26; Sunday at 2 p.m.: 5/6~

+ASL/ American Sign Language Interpreting      \*\*Post-Show Discussion

^Audio Described Performance      >Post-Show Autographs      ~ Sensory Friendly Performance

Find details about the additional productions at  
The Theatre School on our website.  
[theatre.depaul.edu](http://theatre.depaul.edu)

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