

Honus and Me

By Steven Dietz

Adapted from the book by Dan Gutman

Directed by **Dwayne Hartford**
Scenic Design by **Kim Williamson**
Costume Design by **D. Daniel Hollingshead**
Lighting Design by **Rick Paulsen**
Sound Design by **Christopher Neumeyer**
Stage Manager: **Sam Ries**

The Cast

Joey Stoshack. Israel Jiménez
Honus Wagner. Joseph Kremer
Mom. Katie McFadzen
Dad. D. Scott Withers
Miss. Young. Debra K. Stevens
Birdie et al. Louis Farber
Ty Cobb et al David Dickinson
Coach et al. Tim Shawver

September/October 2009
Tempe Center for the Arts

Appropriate for grades 1-8

Production Support:
Arizona Commission on the Arts
Cardon Children's Medical Center
Friends of Tempe Center for the Arts
Tempe Municipal Arts Commission



Welcome to Childsplay's Resource Guide for Teachers and Parents

BROUGHT TO YOU BY



WHERE EDUCATION AND IMAGINATION
TAKE FLIGHT

We hope you find this guide helpful in preparing your children for an enjoyable and educational theatrical experience. Included you'll find things to talk about before and after seeing the performance, resource materials and classroom activities that deal with curriculum connections and a full lesson plan.

The Story: *Honus and Me* is the story of Joey Stoshack, a kid who is crazy about baseball but is teased and labeled the "Strike – Out King" by his Little League opponents. As if he didn't have enough trouble, Joey's problems get worse when he discovers the most valuable baseball card in the world – Honus Wagner's T-206 card – while cleaning an elderly neighbor's attic. He knows the card could really turn things around for him and his mother and maybe even get his parents back together again, but he struggles with the question of whether the card really belongs to him. As he grapples to decide on the proper thing to do, the card reveals an amazing power. It turns out to be a kind of a time machine and transports Joey back to the seventh inning of the 1909 World Series between the Detroit Tigers and Pittsburgh Pirates. Joey meets the Pirate's famous short stop, Honus Wagner, and even gets the chance to play against the Tiger's Ty Cobb! Through this adventure, Honus is able to give Joey the wisdom he needs to return home and face his troubles with confidence, both in baseball and in life.

Themes/Curriculum Ties:

American history • time travel • moral dilemmas • 6 pillars of character • baseball • intergenerational relationships • bullying • listening • honesty • magic realism • page to stage • collecting • values of "things"

"There ain't much to being a ballplayer, if you're a ballplayer." ~Honus Wagner



About Childsplay:

Childsplay is a professional non-profit theatre company of adult actors, performing for young audiences and families.

Our Mission is to create theatre so strikingly original in form, content or both, that it instills in young people an enduring awe, love and respect for the medium, thus preserving imagination and wonder, the hallmarks of childhood, which are the keys to the future.

What We Do:

In addition to our weekend public performances, we also offer three theatre experiences for our school audiences: Field Trips, School Tours and Artist in Residence Programs. Field trip performances, where students come to the theatre and see a production, can be booked by contacting Beth Olson at 480-921-5757. School Tour Performances, where we come to your school or other location and perform, can be booked by contacting Jaime Fox at 480-921-5751. Artist in Residence Programs, which can be individually designed to meet the needs of your school or can be based on one of our many existing formats (page to stage, creating original work, use of drama to teach curriculum), can be booked by contacting Patricia Black at 480-921-5750



Our Home:

The Sybil B. Harrington Campus of Imagination and Wonder at Mitchell Park (formerly Mitchell School) is where you'll find our administrative offices, costume shop, prop shop, rehearsal spaces, and Academy classrooms. We love to hear from our audiences. Send your letters and reviews to:

Address: 900 S. Mitchell, Tempe, AZ 85281

Phone: 480-921-5700

Email: info@childsplayaz.org **Web:** www.childsplayaz.org

We perform at the Tempe Center for the Arts
700 W. Rio Salado Parkway
Tempe, AZ 85281

Theater Etiquette:

It's helpful to review the rules of theater etiquette before seeing a show, especially since this may be the first live theater experience for some of your students. Please take a moment to discuss the following pointers prior to seeing the performance:

- Use the restroom before seeing the show as we do not have intermission during our school performances.
- Stay seated during the performance.
- Be respectful to the performers and other people in the audience by not talking during the performance. Remember, the actors can see and hear the audience just like the audience can see and hear them.
- Appropriate responses such as applause or laughter are always welcome.
- Food, candy, gum and beverages will not be allowed in the theater/during the performance.
- Use of cell phones (including text messaging), cameras or any other recording device is not allowed in the theater/during the performance at any time.
- Following the performance (time permitting) there will be a brief question/answer session where audience members will have an opportunity to ask the actors questions about the production.



Who was Honus (HAH-nus) Wagner?

Honus Wagner is said to be one of the greatest baseball players in history. In addition to being a brilliant shortstop, he was also a great hitter and base runner as well as a talented outfielder. He is perhaps best known for the T206 Honus Wagner baseball card. Released by the American Tobacco Company in 1909, it is said that approximately 200 were distributed before Wagner halted production of the card. There are two major theories surrounding Wagner's opposition to the card. The first and most popular theory is that Wagner did not want children buying cigarettes in order to get the card. The second theory is that Wagner wanted to be paid by the tobacco company for the use of his likeness. T206 tobacco cards are among the most widely sought after cards among current collectors. It is estimated that less than one hundred examples of the T206 Wagner have surfaced to date. A mint condition T206 Honus Wagner card sold to a private California collector in September of 2007 for the record price of \$2.8 million! There have been numerous books, both fiction and non-fiction, written about Honus and the T206. The play *Honus and Me* is based on the book by Dan Gutman.



Some Facts About Honus Wagner:

Given Name: Johannes Peter Wagner

Born: February 24, 1874

Died: December 6, 1955

Baseball Debut: July 19, 1897

Height: 5' 11"

Weight: 200 lbs.

Batted and Threw: Right-handed

Position: Short Stop (but played several others in his early career)

Team Affiliations: Louisville Colonels and Pittsburgh Pirates

Nicknames: The Flying Dutchman, Hans

Length of Career: 21 years

Some stats: Batted .300 for 17 consecutive seasons; had a total of 722 stolen bases in his career; had 8 National League Batting Crowns; was inducted into the Baseball Hall of Fame's Inaugural Class of 1936

Salary: \$10,000 per season (highest paid player in 1909)



Questions to ask before seeing the production:

- 1) Based on your knowledge of the book, what do you think will be challenging to stage in the play?
- 2) What does moral dilemma mean? What are some examples of a moral dilemma?
- 3) If you had the power to travel through time what year would you go to and why? Who would you want to meet and why?
- 4) What kinds of events and activities do we associate with various times of the year? For example, baseball is associated with summer...
- 5) Think about the phrase "as American as apple pie." What are other symbols of American culture?
- 6) What does valuable mean to you? What is the most valuable thing you own?
- 7) Lots of people have collections of various things. What types of things do people collect? What do you collect and why?
- 8) Positive self-esteem often comes from being successful at something (good grades, fast runner, etc.). What do you do that makes you feel confident? Is there something that you feel you are not good at that makes you feel less confident about yourself?

Questions to ask after seeing the production:

- 1) Do you think Joey was justified in wanting to keep the card? If you were Joey, what would you do with the baseball card: sell it, keep it, return it?
- 2) How does Joey's self-confidence improve throughout the course of the play?
- 3) How did the director and designers interpret the many locations in the play? How did they use one set for several settings?
- 4) Why do you think baseball cards and sports memorabilia have value and some are more valuable than others?
- 5) Joey isn't the only person who gives up the potential to make money. Who else does?
- 6) Where did the tradition of signing autographs come from and why are autographs valuable (monetarily or sentimentally) to people?
- 7) How have views on cigarette smoking changed or stayed the same between Honus' time and today?
- 8) Honus says "sometimes there's the easy thing—and then there's the right thing." Has there been a time in your life that you've chosen the right thing to do as opposed to the easy thing?

"I never have been sick. I don't even know what it means to be sick. I hear other players say they have a cold. I just don't know what it would feel like to have a cold - I never had one."

~Honus Wagner

Classroom and Homework Activities Connected to Arizona Education Standards:

5 Minute Activities:

1) Lead the students on an environmental walk through a ball park. Start off by asking them to close their eyes and see the players on the field. What else do you see at the park? Listen to the crack of the bat. What other sounds do you hear at a ball park? Smell the hot dogs cooking. What other smells and tastes are there? Ask the students to stand up and try the following working in their own space: catch a fly ball, stand in line and wait to buy your ticket, eat cotton candy, do the wave, or try any other ideas that the students come up with during the discussion.

Social Studies: G1: S4: C2: PO3, Unique Characteristics

2) Take 3 minutes as a class to come up with and write down a list of things people collect. Take a poll to see how many people in your class collect any of the items. Which items are the most popular to collect and why?

Social Studies: G1: S5: C1: PO6, People Save Money for Goods

3) Solve the following word problems:

*If Honus Wagner was born February 24, 1874 and died December 6, 1955, how old was he in years? In days?

*If Honus's baseball debut was in 1897 and he played baseball for 21 years, in what year did he retire? How many years did he live after he retired?

*If a Honus Wagner T206 card is worth \$678,000, how long would it take a person to make this amount if they worked 40 hours per week and made \$20 per hour?

Math: S5: C1: PO1, Create contextual problems that require addition or subtraction with one- or two-digit numbers

15 Minute Activities:

1) Interview a senior citizen about their life. Here are some examples of questions to ask: What do you miss the most about life during your childhood or young adult life? What is the most dramatic change for you from that time and how has it affected you? What is different about life today as compared to when you were younger? If you could go back in time, what is the one thing you would do and why?

Social Studies: G3: S1: C1: PO4, Stories of the Past

2) Come up with a list of the pros and cons for keeping the card and a list of pros and cons for returning the card. Write about which choice you would make and why.

Writing: G4: S3: C1: PO1, Narratives

3) What is the highest price paid for a piece of sports memorabilia? Search the internet to research the top ten highest priced pieces of sports memorabilia.

Social Studies: G1: S5: PO4, Buyers and Sellers of Goods

4) Using the internet, compare the fashions of 1909 with today's fashions. First, choose an age and gender. Next, find an example from each time period of an outfit that a person of your chosen age and gender might wear and print them out. Post them in your classroom.

Social Studies: G1: S1: C1: PO3, Primary Source Research

5) Write a letter to Childsplay telling them what you thought about the show.

Writing: G2: S3: C3: PO2, Friendly Letter

30 Minute Activities:

1) Write a different ending for the play starting from the moment Miss Young enters with the gun. What would have happened if Miss Young hadn't done what she did to the baseball card? What would have happened to Joey and his family? To Miss Young? What about Birdie from the baseball card store?

Writing: G4: S3: C1: PO1, Narratives

2) Divide into groups of 3 or 4. Share the new endings you created in the above activity. Choose one that your group can play out as a scene. Talk about the characters and what happens in the beginning, middle and end. Assign the characters and play out the scene. Try the scene different ways until you come up with the way that works the best. Take turns sharing the scenes in class.

Theatre: Intermediate: PO202, Improvs and Scenes

3) Honus took a stand when he requested that his image not be used to sell cigarettes. Research other famous people who have taken a stand for or against something. Find at least three examples that you can share with the class.

Social Studies: G1:S1:C1:PO2, Research People of the Past

4) How are teams named? Research teams from major league baseball (you could also choose teams from the NBA, NFL, NHL, or NCAA) and find out how and why they were named.

Social Studies: G3: S1: C1: PO4, Stories of the Past

LESSON PLAN

Time Machine Travel Scenes

Target Grades: 4-8

Lesson Overview: Students will work together in small groups to create short scenes in which they travel in a time machine to another place and time.

Length of Lesson: 45-60 minutes

Instructional Objectives:

- Students will adhere to time limitations
- Students will use voice, body and imagination to create a character
- Students will work effectively as a team
- Students will utilize elements of plot (beginning, middle, end, conflict and resolution) to create an original scene

Arizona State Standards:

- **Theatre: S1: C1: PO204:** Collaborate in informal performances
- **Theatre: S1: C2: PO102:** Sustain a scene using appropriate language or movement with the teacher role-playing or giving clues.
- **Theatre: S1: C4: PO204:** Dramatize and document, both individually and in groups, scenarios that develop theme, plot, conflict, and dialogue.

Supplies: Paper, pencil

Instructional Plan

Warm-Up: Talk about the concept of time travel. Can you think of books, movies or TV shows where characters have time traveled? If you could travel to any place and time, where would you go and why? To get students' bodies moving and warmed up, create a time travel machine. Ask one student to go to the center of the room and begin a physical action that becomes an original part to this unique machine. One at a time, ask the students to add onto the machine by creating an action that interacts in some way with the students in the center. When the machine is fully created, ask each student to add a sound that corresponds well with their physical action.

Target Activity: Now that they have created the machine that allows them to travel, divide the students into groups of 3 or 4. The students should decide: where they would like to travel, the time period, the characters



they will meet there, and the action that occurs. Ask them to create a scene with a clear beginning, middle and end. Clarify a conflict and how it is resolved. The one requirement of this scene is that something needs to happen in the scene that changes an aspect of the present. After students have had time to create and rehearse their scenes, ask the groups to share their work. Remind the students watching the scenes that they should observe and be ready to discuss how the groups fulfilled the guidelines for creating the original scenes.

Assessment:

After each group shares their scene, ask them:

- Why did you choose this place/time period?
- Do you feel you collaborated well as a group? If there were challenges, how could you make that process smoother the next time?

Ask those who observed the scene:

- What was the beginning, middle and end of the scene?
- If the ending was not clear, what might the group do to create a more complete ending?
- What aspect of the present was changed by the time travel in the scene?
- Give examples of your classmates' use of their bodies, voices and imaginations to create effective characters

Extensions:

- Transcribe the dialogue from each scene in the correct script format.
- Record the performances of the scenes, and then watch them as a class. Have the students write a self critique of their performance.

Resources:

Here are some books to help inspire ideas: *Time Traveler's Journal* by Ed Masessa, *Max and Me and the Time Machine* by Gery Greer and Bob Ruddick, *Animorphs: In the Time of Dinosaurs* by K.A. Applegate, *Once Upon a Curse (Tales of the Frog Princess)* by E. D. Baker, *When You Reach Me* by Rebecca Stead, *The Prince of Fenway Park* by Julianna Baggott, *Artemis Fowl: The Time Paradox* by Eoin Colfer, *Found* by Margaret Peterson Haddix

Authors: Trish Black, Director of Education; Korbi Adams, Education Assistant; Katie McFadzen, Associate Artist

Books to Check Out:

Booklist prepared with the help of Tim Wadham, Member, National Board, Association for Library Service to Children

American History

The Brooklyn Nine: A Novel in Nine Innings

by Alan Gratz

We Are the Ship: The Story of Negro League Baseball by Kadir Nelson

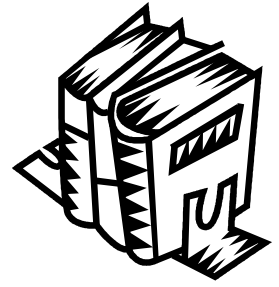
The Home-Run King by Pat McKissack

Penny from Heaven by Jennifer L. Holm

The T-206 Honus Wagner Caper by Janet Amann

The Card: Collectors, Con Men, and the True Story of History's Most Desired Baseball Card

by Michael O'Keefe & Teri Thompson



Time Travel

When You Reach Me by Rebecca Stead

The Prince of Fenway Park by Julianna Baggott

Artemis Fowl: The Time Paradox by Eoin Colfer

Found by Margaret Peterson Haddix

Moral Dilemmas

Ziggy and the Black Dinosaurs: Stars and Sparks on Stage by Sharon Draper

American Diaries: Alexia Ellery Finsdale, San Francisco, 1905 by Kathleen Duey

American Diaries: Sarah Anne Hartford, Massachusetts, 1651 by Kathleen Duey

6 Pillars of Character

Knee Knock Rise by Natalie Babbitt (Caring)

Twenty and Ten by Claire Huchet Bishop (Trustworthiness)

All Alone by Claire Huchet Bishop ((Responsibility)

The Courage of Sarah Noble by Alice Dalgliesh (Trustworthiness)

The Cricket in Times Square by George Selden (Respect)

House of Sixty Fathers by Meindert DeJong (Citizenship)

Fox Steals Home by Matt Christopher (Fairness)

Baseball

In the Year of the Boar and Jackie Robinson by Betty Bao Lord

Ray and Me: A Baseball Card Adventure by Dan Gutman

Shoeless Joe and Me: A Baseball Card Adventure by Dan Gutman

Abner and Me: A Baseball Card Adventure by Dan Gutman

Babe and Me: A Baseball Card Adventure by Dan Gutman

Jackie and Me: A Baseball Card Adventure by Dan Gutman

Jim and Me: A Baseball Card Adventure by Dan Gutman

Casey Back at the Bat by Dan Gutman

Change-Up: Mystery at the World Series by John Feinstein

Bullying

Young Samurai: The Way of the Warrior by Chris Bradford

Amelia's Bully Survival Guide by Marissa Moss

Golden and Gray by Louise Arnold

Magical Realism

Sluggers: Water, Water Everywhere

by Loren Long

Interesting Internet Links:

www.honuswagner.com

~the official site of Honus Wagner

<http://web.baseballhalloffame.org/index.jsp>

~National Baseball Hall of Fame

www.dangutman.com

~Dan Gutman's website

www.exploratorium.edu/baseball

~the science of baseball

www.funbrain.com/math/index.html

~a fun online interactive baseball math game

www.mlb.com

~official site of Major League Baseball

www.dbacks.com

~official site of the Arizona Diamondbacks

www.baseball-almanac.com

~detailed site of baseball history

www.sikids.com

~Sports Illustrated for Kids

www.stoshack.blogspot.com

~Childsplay actor Israel Jiménez's blog about our production *Honus and Me*

Try This Writing Activity:

When *Take Me Out to the Ballgame* was written in 1908, by Jack Norworth with music by Albert Von Tilznerneither, neither of the authors had ever attended a game prior to writing the song! Today the song is traditionally sung during the seventh-inning stretch. Most everyone knows the chorus but did you know the song has other lyrics? Jack Norworth wrote another version of the song in 1928. Read both versions of the song and come up with your own lyrics. Find a recording online to help you learn the tune.

Your 2009 Version:

First Verse:

(Chorus)

Second Verse:

(Repeat Chorus)

1908 Version:

First Verse:

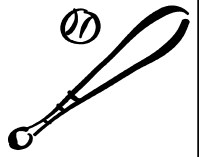
Katie Casey was baseball mad.
Had the fever and had it bad;
Just to root for the home town crew,
Ev'ry sou Katie blew.
On a Saturday, her young beau
Called to see if she'd like to go,
To see a show but Miss Kate said,
"No, I'll tell you what you can do."

Chorus:

"Take me out to the ball game,
Take me out with the crowd.
Buy me some peanuts and cracker jack,
I don't care if I never get back,
Let me root, root, root for the home team,
If they don't win it's a shame.
For it's one, two, three strikes, you're out,
At the old ball game."

Second Verse:

Katie Casey saw all the games,
Knew the players by their first names;
Told the umpire he was wrong,
All along good and strong.
When the score was just two to two,
Katie Casey knew what to do,
Just to cheer up the boys she knew,
She made the gang sing this song:
(Repeat chorus)



1927 version:

First Verse:

Nelly Kelly love baseball games,
Knew the players, knew all their names,
You could see her there ev'ry day,
Shout "Hurray," when they'd play.
Her boy friend by the name of Joe
Said, "To Coney Isle, dear, let's go,"
Then Nelly started to fret and pout,
And to him I heard her shout.

(Chorus)

Second Verse:

Nelly Kelly was sure some fan,
She would root just like any man,
Told the umpire he was wrong,
All along, good and strong.
When the score was just two to two,
Nelly Kelly knew what to do,
Just to cheer up the boys she knew,
She made the gang sing this song:

(Repeat chorus)

A lot has changed between 1909 and 2009! Do some research and find the answers to the following:



1) The cost of a ticket to a professional baseball game

1909=

2009=



2) The cost of one dozen eggs

1909=

2009=



3) The cost of a loaf of bread

1909=

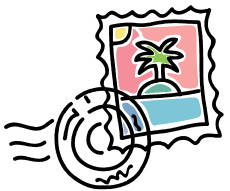
2009=



4) The cost of a new car

1909=

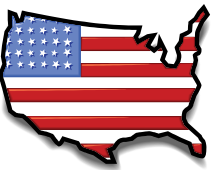
2009=



5) The cost of a first-class stamp

1909=

2009=



6) The population of the United States

1909=

2009=



7) The median income in the United States

1909=

2009=