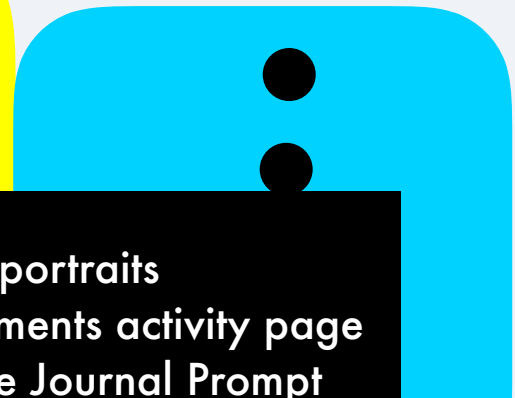
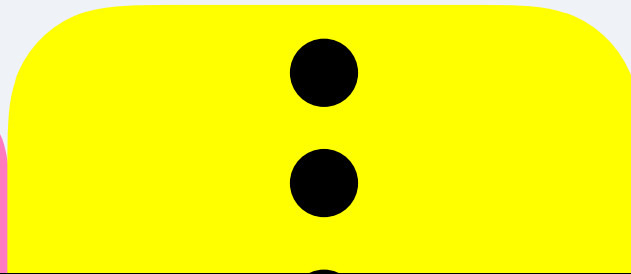


this girl laughs, this girl  
cries, this girl does nothing

BY FINEGAN KRUCKEMEYER

# PLAYGUIDE MATERIALS

For teachers, parents and K-8 students  
Spring 2018



## Page Contents:

1- Big Ideas

2,3- Meet the Playwright

4,5- Before/After play questions

6- Adventuring activity page

7, 8- Geography activity page

9- Character portraits

10- Story Elements activity page

11- Lighthouse Journal Prompt

12,13- Puppetry activity page

14- Write us!

15- Letter to Parents

visit <https://www.uaf.edu/theatrefilm/current-season/> for ticket prices and showtimes for more info call Box Office at 474-7751.. Showing at The [Salisbury Theater](#) is in the Fine Arts Complex, off the Regents' Great Hall, on the Fairbanks campus. WHERE: UAF Salisbury Theatre, 1718 Tanana Drive, Fairbanks, AK 99775 Directed by Abigail Van Patter

# The Big Ideas! OF THE PLAY

Themes, Thoughts, and “Big Idea” Discussion Questions about the play.

**Summary:** The story follows the lives of three sisters, Albiene, Beatrix, and Carmen, who are born minutes apart from each other to a loving family that lives in the woods and works in humble ways to get by. All three girls, although they are the same age, grow into unique children that each learn about the world in different ways. After tragedy takes their mother from them and their step mother convinces their poor father to abandon them in the woods, they each venture out into the world in different directions to find their home again. One stays where they were left in the thick and untamed wilderness, one goes east towards the rising sun, and one goes west with the sun warming her back as she goes. Each must overcome obstacles in her way, learn from them, and grow with these new strengths each has until they meet again 20 years later.

**Discussion topics:**

1. What is the “Essential Question” of the play? i.e. Each girl asks: “Which Way do I Go?” or “Will the triplets find their way home again?” Ask your students what they think the “BIGGEST QUESTION” in the play is, and if it is answered.
2. Family/youth
  1. Family tree: Grandparents, Parents (biological/step), (aunts, uncles,) children, siblings (bio/step/ adopted). Who is in your family tree?
  2. Abandonment: What does it mean to abandon something? Someone? What could be a cause for this action?
  3. Should adults always be in charge and make decisions for young people?
  4. Define fairness. If something is unfair, should a young person speak up?
3. Leadership/service
  1. All three sisters lead in different ways, when/at which points?
  2. All three sisters serve in different way, and have different feelings about it, when/at which points?
4. Courage
  1. All three sister exemplify courage at some point in the story, when?
5. This is a journey piece. Dealing with loneliness and sorrow, joy and forgiveness, all three very different children go on their own journeys to “find their identity.” This adventure is filled with a sense of ambiguity and self discovery that is true to the world we live in today. It explores family connection and delves deep into what it means to be a part of a community. By asking the question: Which way do I go? What is ambiguous about the world YOU live in? Tell us about YOUR community, who makes up that unique group? If you were in this story, which way would YOU go?

# A BRIEF BIOGRAPHY

A PLAYWRIGHT FOR YOUNG AUDIENCES and now  
A CHILDREN'S BOOK AUTHOR...FINEGAN KRUCKEMEYER

Before I was a writer, I was a reader, and thought words were things for taking in, instead of sending out. I ate up stories as fast as I could find them, and enjoyed rainy days as much as sunny ones because of this. Which was good, because I grew up in the south of Ireland, and there were a lot of rainy days.

Then at age eight, my family and I flew halfway round the world to Australia, and started a new life here. There was a new school and new friends and a new park right across the road, and all us local kids played outside a lot, so I started enjoying sunny days as much as rainy ones. But always the love of words remained.



Sometimes their magic was revealed to me by others – like the day someone told me to spell RACECAR backwards and see what it made.

And sometimes the magic revealed itself – like the day my wife Essie gave me a card saying 'SEE LEAF FALL'. And I stared at those words for a while, until they had shuffled around to say: 'FEEL ALL SAFE'. And I did.

Sometimes you and a friend can end up saying exactly the same sentence at exactly the same time, and it makes you both laugh big wonderful laughs.

And sometimes you read a book, and hear an idea about the world explained back to you, in a way that makes perfectly perfect sense. And all you're looking at are some inky lines on a page. And those lines have been stuck together to make letters, those letters words, those words sentences. And that author has never met you – but somehow those words, those letters, those inky lines, they forget to be as simple as that. Instead they make you put the book down on your lap, lean your head back in your chair and look at the ceiling and think: 'Yes. Yes that is exactly the way the world is'.

Some people have been so scared of the power of stories, that they have burnt books. And some others have been so sure of the power of stories, that they have remembered them over thousands of years. They have passed them on without paper or pencil, from the mouth of a grandparent to the ear of a child – so that some stories have lasted longer than the countries they exist in.

It is hard to believe that once upon a time, before words, a thing had to be seen ('there is a stream full of fish') to exist. And if you wanted someone else to know about that thing, you had to take them there and point ('here is a stream full of fish'). But then along came language, and suddenly a picture in your head could be carried many miles, and then shared with a person ('over those hills is a stream full of fish').

Suddenly we could be amazed not just by what we could see (because not everyone can get everywhere, to see everything). Instead, we could be amazed by what we were invited to imagine. We could be amazed from afar.

So for all these reasons and a million more, I read, and I write.

And sometimes I teach. And what I teach is that absolutely anyone can become a writer, if they want to. All you need to do is love words, and love stories, and decide that the ones you've been reading are good, but that there's one story slowly forming in your brain which you can't seem to find in any book you open. If that happens, then maybe it's your turn to write it down, and to share those words with people.

Because that's the best thing about words – they're great for sharing.



## From Stage to Page:

What went into your decision to turn this play into a book?

As to it becoming a book it was simply about the tangible pleasure of it one day sitting upon a bookshelf - of my being able to pick it up, open the cover and read it aloud to my son moe.

cheers. fin

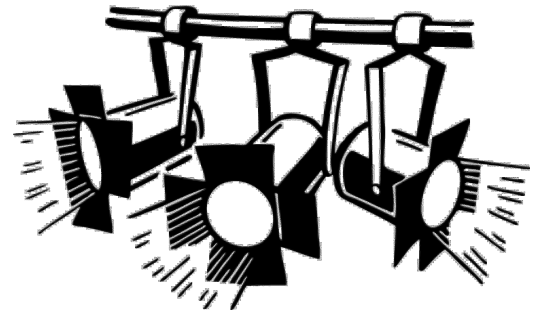
# Before the show

## classroom activities

1. Discuss with your class the difference between realism and Fantasy.
2. Could any of the events in the play's story happen to you? (wicked step parent, abandoned in the woods, fighting vikings, turning a lighthouse into a submarine, saving villages, talking animals, having the power to make the sun come out, being able to survive on your own in the woods as a child, etc)
3. Discuss other types of writing styles, fairytales, legends, fables, and myths.
4. Compare and contrast.
5. Discuss likes and dislikes in these literary genres, tackling themes, character types, and reoccurring actions.
6. Ask students to make predictions about the play they are going to see, based on the knowledge they have about the structure of fairytales and fiction.
  1. For example: How do you imagine a battle will be depicted on a stage? How do you imagine TIME might pass on stage? Discuss with your class the difference between realism and Fantasy.
7. Could any of the events in the play's story happen to you? (wicked step parent, abandoned in the woods, fighting vikings, turning a lighthouse into a submarine, saving villages, talking animals, having the power to make the sun come out, being able to survive on your own in the woods as a child, etc)
8. Discuss other types of writing styles, fairytales, legends, fables, and myths.
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11. Ask students to make predictions about the play they are going to see.

## After the show

1. What was the first thing you notice when you entered the theatre? What did you notice on the stage?
2. What about the set? Talk about the things you remember. Did the set change during the play? How was it used? Was there any OTHER space that was used during the play?
3. How were the lights used? How did they help tell the story? Did they change the mood of the play? how? How about the use of projections, shadows, and stop motion? How were they utilized, and was it effective storytelling?
4. Was there music in the play? How did it add to the performance?
5. Let's talk about the actors? Do you think they brought life to the characters? Did you feel caught up in the story? What things do you think the actors had to work on in order to make you believe they were the character?
6. If you were acting in this play, which character would you want to play?



7. If you were to be a part of this production, which sounds the most fun to you? Acting, working on the set, designing the lights, directing the show, making the costumes, creating all of the props and puppets, the sound designer, or being the stage manager (the person to runs the performances!)?
8. How is the play different than being at the movies?
9. The triplets are all child protagonists in this story (heroes), but each in their own ways. Can you list the different ways that you saw the sisters heroism in this story?
10. Each of us is a “hero” in our own story. Can you tell a real life story about yourself having an adventure in order to achieve your dreams?
  1. In your story, which character do you relate to the most?
  2. What obstacle?
11. Why do you think Father abandons the triplets in the woods?
12. How would you describe Eleanor?
13. How do the triplets change throughout the play?
14. What does the sun represent in Beatrix life?
15. What does “ the weight of the world” mean to Carmen?
16. What does “ cake” mean to Albienne?
17. Where do each of the girls go on their adventures?
18. Describe their personalities. Which sister do you relate to?
19. Of all the things that happened to the sisters, what do you think was the best? The worst? Why?
20. How do the sisters travel in the play?
21. If you were going to have an adventure, like the sisters, where would you want to go? How would you want to travel? Who would you want to see?

### Creative writing activity:

Albienne, Beatrix, and Carmen go on many adventures in this play, from submarine lighthouses to fighting vikings. What would happen if these these sisters went on *different* adventures than depicted in the play? Within those 16 years of traveling, where else might they have gone, or seen, or done during that time? **Have your students explore new ideas and concepts in a poem, short story or a play!**

# Making Choice & Adventuring

## What would you pack, where are you going, and why?

### Identity

Discuss this topic with your class. What does "identity" mean to you? For the triplets it meant knowing themselves, knowing who they were within and outside the triplet set, and what happiness looks like for themselves.

The pursuit of "Who am I?" - in order to appreciate each other, the sisters had to go through their own experiences, and discover who they were as individuals first.

Making choices- just because they are triplets does not mean they make the same choices. Discuss the feeling of pressures in groups to make choices that are not your own, and how important it is to speak up for yourself. Discuss decisions the triplets made in this story and how it effected their final outcome. Each one of the sisters had a defining "choice" moment, discuss this. (Albienne on bridge, Carmen kicking people out of house, Beatrix in Grey city.)

Because of the play's circumstances, Albienne, Beatrix, and Carmen do not have a chance to pack a suitcase for their 16 year journey around the world.

If they DID have a chance to pack bags, what do you think they would have packed?



Albienne



Beatrix



Carmen

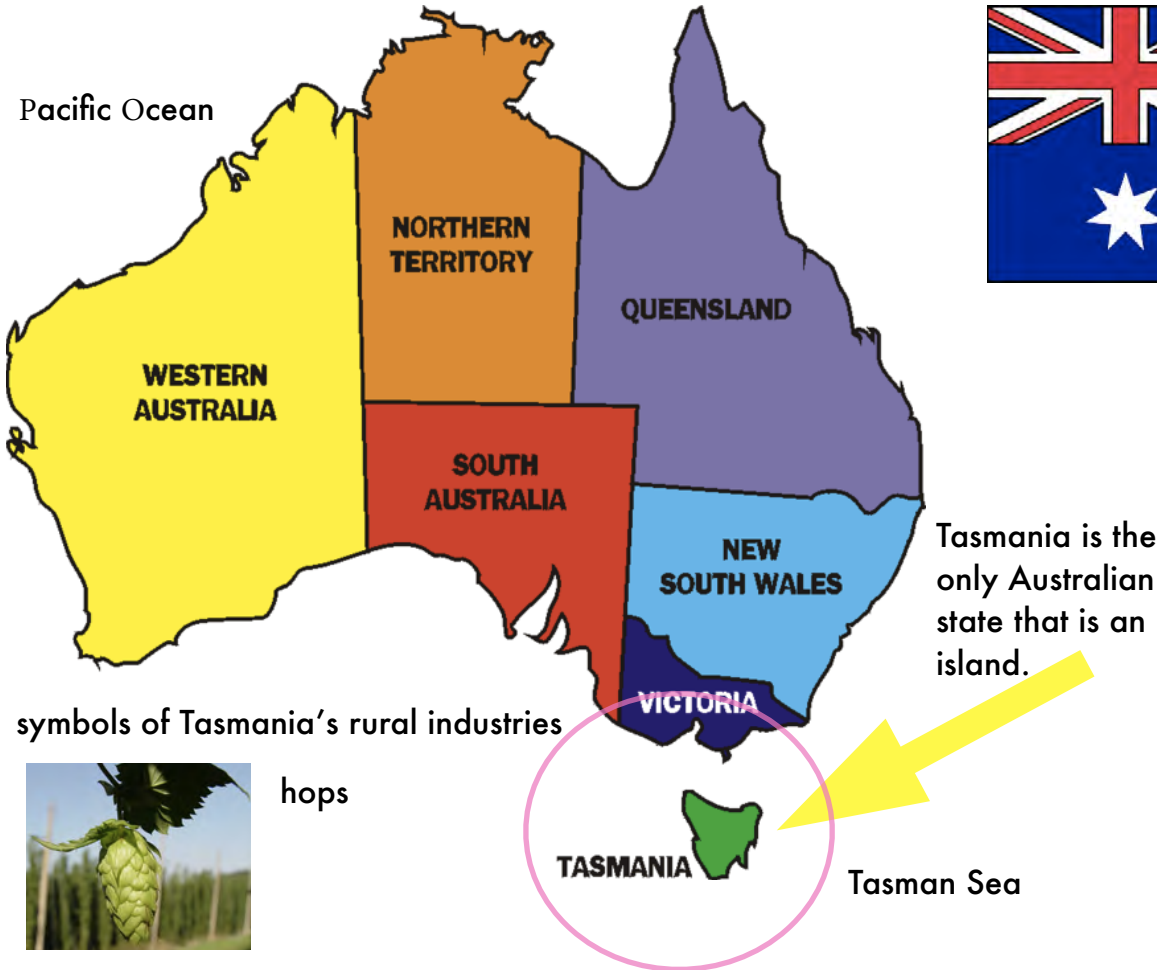
What would YOU pack if you were going on an adventure around the world?



# GEOGRAPHY FACTS

OUR PLAYWRIGHT LIVES IN TASMANIA.

Let's explore!



hops



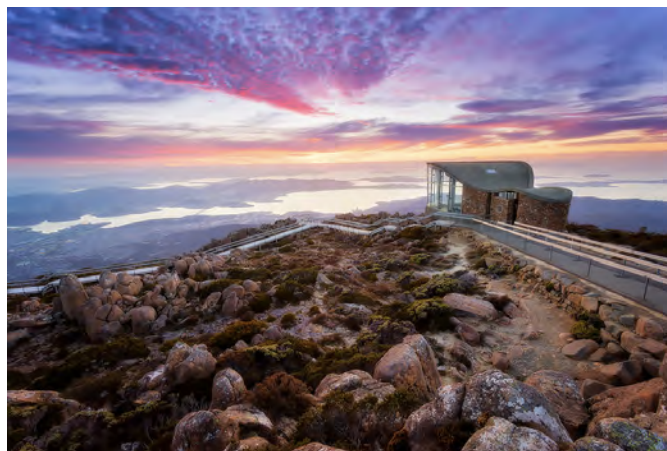
wheat



apples, Tasmania is often called "Apple Isle"



sheep



Mount Wellington: The mountain is home to many different landscapes: rainforest, forest, impressive rock formations and sometimes, snow.

Tasmania hosts an annual yacht race every Easter, called 'The Three Peaks' race. The race incorporates sailing and long distance running. In between each of three legs of the yacht race, one crew member must run 60 meters up a mountain and back again.





# GEOGRAPHY FACTS part 2

OUR PLAYWRIGHT LIVES IN TASMANIA.

NAME: \_\_\_\_\_

## Where is it? Time to get out a map!

How well do you know the geography of Tasmania?

There are six numbers marked on the map below. Each one represents the approximate location of one of the places in the list. Write the name of each place next to the number that represents its location.



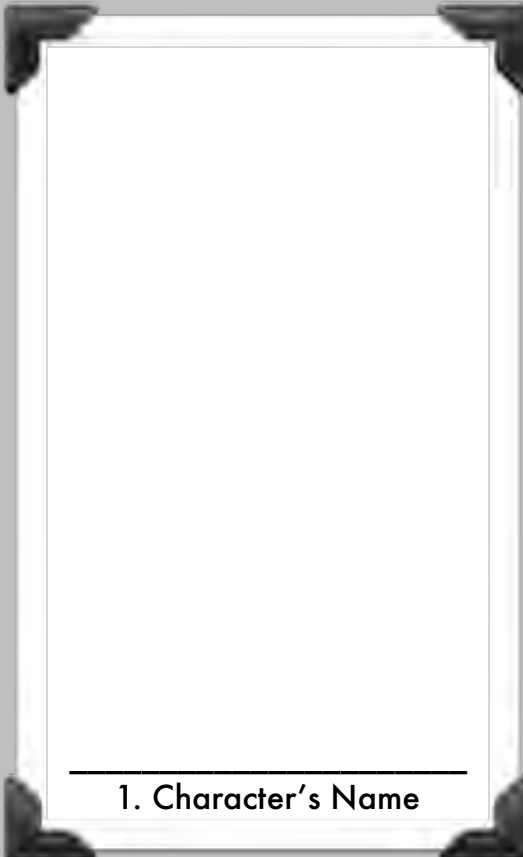
### Answers

**Locations:**  
Beaconsfield  
Devonport  
Hobart  
Launceston  
Port Arthur  
Swansea

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

# CHARACTERS: PORTRAIT & TRAITS

THERE ARE MANY DIFFERENT **CHARACTERS** IN THIS STORY, WITH MANY DIFFERENT **TRAITS**. ( A) Choose ONE character, (B) Draw it's portrait in the frame, (C ) follow the steps in number order around your picture, and don't eave out any details!

 <p>1. Character's Name</p>	<p>2. What do you know about the character? (draw conclusions)</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>3. Character's Problem:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>4. <b>How</b> did the character <b>solve</b> the problem:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>5. List the character's <b>TRAITS</b>:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>6. How did the characters <b>change</b> throughout the play/ story?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

# STORY ELEMENTS: now you try!


THIS GIRL LAUGHS... is a work of **fiction** and fiction books have four parts (elements):

**CHARACTERS:** are people, animals (Like the badger!!), or things, that take part in the story



**SETTING:** is where and when the story takes place



 **PROBLEM:** is something that causes trouble for the characters

**SOLUTION:** is how the problem in the story is solved



# Journal Prompt

## classroom activities

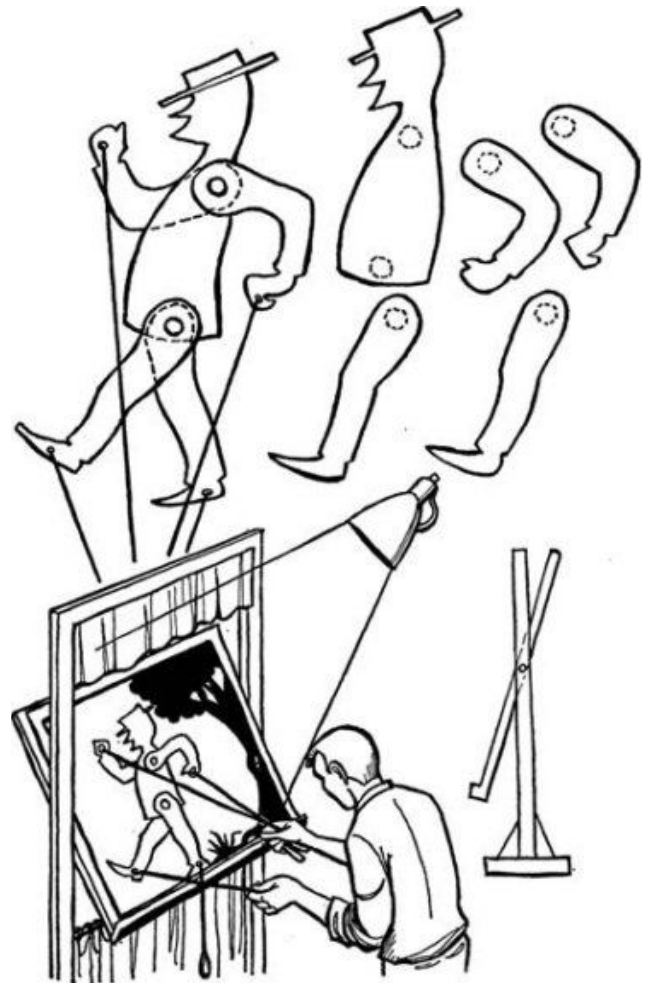
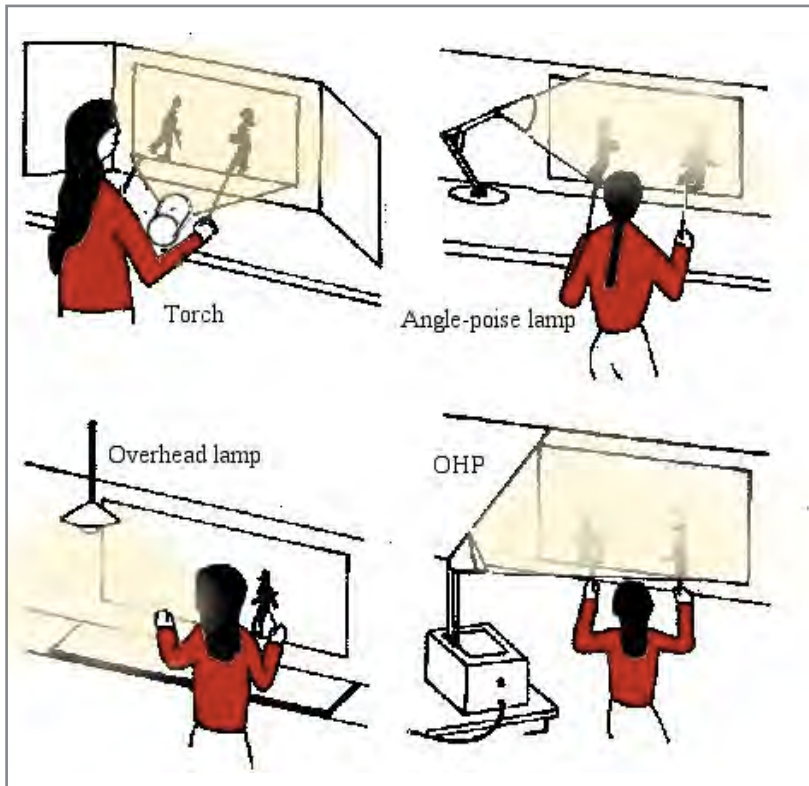
You are Beatrix. You just built the lighthouse submarine, rolled over the dunes, across the beach, and into the sea. Write a journal entry about your adventures! What do you see? Don't forget to mention your new friend! What do you have to eat/drink in that submarine?



# Puppets and Silhouettes

## classroom activities

Shadow puppetry is a kind of **rod puppetry**. The name suggests how it is used; a shadow is cast using a cloth screen with a projector or a very bright light from behind. The figures are commonly translucent enough for some colors to pass through the puppet, as well. They are made from materials like colored plastics.



Add color to your pictures with colored paper or light gels.



Add movement to your puppets by cutting each limb out separately, and attached them with round-head paper fasteners.

You can also use your own body shapes, hands, or objects to create pictures, and tell stories in shadow.

What did you see in the play?

# Create your Own!

classroom activities : Make your own Shadow Puppet theatre and puppets!

## You will need

printer/photocopier  
white A4 paper or parchment paper  
black cardstock or black construction paper

wooden skewers or thick straws or chock sticks  
cereal box  
tape  
glue stick  
a light source

Step 1- Open up a cereal box.  
Step 2- Cut out the front and back square panels, leaving about a 3/4" lip around.



Step 3- Reconstruct the box.  
Step 4- Cover only one side with paper.



Step 5- Draw characters with a white colored pencil or crayon onto the black OR cut out on white paper first and use as stencil.  
Step 6- Once cut out, tape characters to rod of choice.

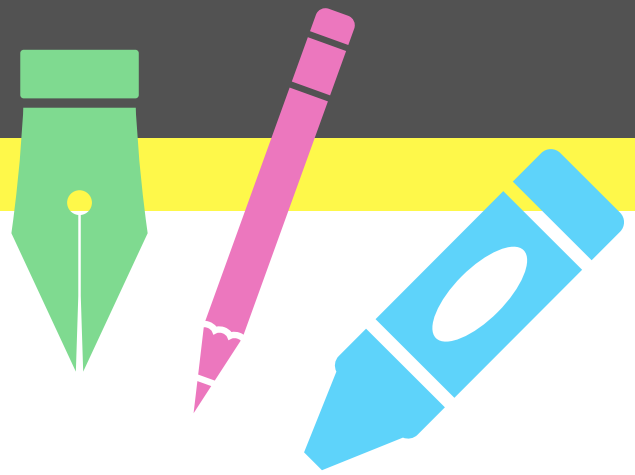


Step 7- Don't forget out scenery! You can cut out scenes that you tape directly to the screen.  
Step 8- Set up your lights and voila! You are ready to go. HINT: Phone flashlights work really well. LED lights are fantastic.



# Write us!

Send us a letter



## Write a Review (middle school)

Create an idea web by discussing everything you remember from the performance. Think about what you saw **FIRST**.

Opinions come later. Here are some questions to get you started:

What costumes did the actors wear? How did the different characters move? What did the set look like? What kinds of songs did you hear? What else can you remember?

Write a review with the following components:

1. Paragraph one: describe what you saw and heard at the performance.
2. Rate the show: one to five stars. Each star represents something you like about the play.
3. For each star in your rating, explain one thing you like about the performance (i.e. a four star rating equals four things you like about the production.) Be specific!
4. For each star under Five, explain one thing you didn't like about the performance (i.e. three star rating equals two things you didn't like about the show). Be specific!
5. Use the stages of the writing process to produce your review: outline, draft, review, revise, edit.
6. Publish your work by sending it to University of Alaska Fairbanks Theatre and Film Department! We would love to hear from you and we will write you back!

## Write a Letter (all grades)

As a way to reflect on the play, write Theatre UAF a letter. Our staff and would love to hear what you thought of the play or answer any questions about the production. Send your letter to:

**1718 Tanana Drive, Fairbanks, AK 99775**

# A Letter to Send Home

## Field Trip Letter

Dear Family,

Your child attended the University of Alaska Fairbanks, Theatre Department's production of *This Girl Laughs, This Girl Cries, This Girl Does Nothing*.

*This Girl Laughs, This Girl Cries, This Girl Does Nothing*, features fairytales characters including three sisters: Albienne, Beatrix, Carmen, a Narrator, a Father, a Step mother Eleanor, a man named Peter, an Old Lighthouse Woman, a lot of different villagers and talking animals. In the stage story of this now book, the triplets fight vikings, turn lighthouses into submarines, build houses in the woods, journey around the world, and dance in big cities!

Each sister is very different, but they are all three courageous in their our way, each kind, generous, and make strong choices. Ask your child to tell you about these choices!

Although this story starts out quite sad, the sisters find so much joy through friendships, nature, family, and each other. Ask your child about Albienne's adventure with the Vikings, Beatrix' adventure in the city, and Carmen's adventure in the woods.

Ask your child to describe how each character changed throughout the play. Ask if there were any unlikely friendships? And if they noticed any moments of forgiveness?

This play had a lot of instrumental music. Ask your child about the music. Ask them about the costumes, characters, and their most memorable moments. We hope that your child enjoyed the performance and will share some thought about the lay and their day with us at Theatre UAF !

Sincerely,

Abigail Van Patter  
(Director)