2020-2021 Theatre For Young Audiences Season
Adapted By John Glore
From the Book by Madeleine L'Engle
Directed by Laurel Crowe
*Especially for Grades 3rd-8th

(NOTE: Standards listed below include those for reading *A Wrinkle in Time* in addition to viewing the professional production of the show.)
Georgia Standards of Excellence:

About Georgia Ensemble Theatre

The Georgia Ensemble Theatre (GET) in Roswell is a professional theatre company founded in 1992 under the direction of Artistic Director Robert J. Farley. Bob came to Atlanta with experience that spanned from Alaska to Broadway. He was first introduced to Atlanta theatre through the Alliance Theatre Company. While at the Alliance, Bob became very interested in taking theatre to outlying communities. GET’s first full season of plays began in 1993 and the 2020-2021 Season includes a four-play Theatre for Young Audiences series: *A Wrinkle in Time, Dragons Love Tacos, Aesop’s Fables* (an original play by Alex Koceja as commissioned by Georgia Ensemble Theatre), and now in its 27th year touring to metro-Atlanta schools, *And Then They Came for Me: Remembering the World of Anne Frank*. The GET Conservatory also provides theatrical training to adults and young people in the areas of acting, movement, vocal technique, and more.
About Theatre Etiquette

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<th>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.</th>
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<tbody>
<tr>
<td>- Please stay seated during the performance.</td>
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<td>- Show respect to the performers and other people in the audience by not talking during the performance.</td>
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<td>- Appropriate responses such as applause or laughter are always welcome.</td>
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<td>- Use of cell phones (including text messaging) and cameras are not allowed during the performance at any time! Please turn them off.</td>
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Setting
The Murray house and various locations throughout space and time (Uriel, Camazotz, Home of Aunt Beast).

Characters
Meg Murray - The book's heroine and protagonist, a homely, awkward, but loving high school student who is sent on an adventure through time and space with her brother and her friend Calvin to rescue her father from the evil force that is attempting to take over the universe. Meg's greatest faults are her anger, impatience, and lack of self-confidence, but she channels and overcomes them, ultimately emerging victorious.

Charles Wallace Murray – Meg's extraordinarily intelligent five-year-old younger brother who is capable of reading minds and understanding other creatures in a way that none of the other Murry children can.

Mother/Mrs. Murray – Meg's mother and an experimental biologist who works out of a lab in the Murry home. She is at once a brilliant scientist and a loving mother who cooks meals for her family on her Bunsen burner. She also writes loving letters to her absent husband every night.

Father/Mr. Murray – Meg's father and a physicist who works for a top-secret government agency on experiments with travel through space-time in the fifth dimension. In trying to tesseract to Mars (i.e., travel through a tesseract, or wrinkle in time), he is captured and imprisoned on the dark planet of Camazotz. When the plot begins, no one on Earth has heard from him for over a year.

Calvin O'Keefe – A popular boy and talented athlete in Meg's high school who accompanies the Murry children on their adventure. Calvin comes from a large family that does not really care about him, but he nonetheless demonstrates a strong capacity for love and affection, and shows a burgeoning romantic interest in Meg.

Mrs. Whatsit – The youngest of the three celestial beings who accompany the children on their adventure. Meg initially comes to know Mrs. Whatsit as the tramp who stole bed-sheets from their neighbors and then sought shelter from a storm in the Murrys' warm kitchen. She later learns that Mrs. Whatsit gave up her existence as a star in order to fight the Dark Thing.

Mrs. Who – The second of the three celestial beings who accompany the children on their adventure. She usually speaks in quotations from famous thinkers and writers because she

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finds it too difficult to craft her own sentences. When the children first meet Mrs. Who, she is sewing sheets in the haunted house in their neighborhood.

Mrs. Which – The oldest of the three celestial beings who accompany the children on their adventure. Mrs. Which has difficulty materializing and is usually just a shimmering gleam. Her unconventional speech is usually rendered in capitalized words, with the first consonants repeated several times.

IT- The disembodied brain that controls all the inhabitants of Camazotz with its revolting, pulsing rhythm. IT, identified with the Black Thing, is the embodiment of evil on this planet.

The Black Thing- A cold and dark shadow that symbolizes the evil forces that Meg, Calvin, and Charles Wallace must fight against in order to rescue their father.

The Man with Red Eyes- A robot-like inhabitant of Camazotz who tries to hypnotize Meg, Charles Wallace, and Calvin in the CENTRAL Central Intelligence building. The Man, like all of Camazotz, is totally controlled by the power of IT.

Aunt Beast- Meg's father and a physicist who works for a top-secret government agency on experiments with travel through space-time in the fifth dimension. In trying to tesser to Mars (i.e., travel through a tesseract, or wrinkle in time), he is captured and imprisoned on the dark planet of Camazotz. When the plot begins, no one on Earth has heard from him for over a year.

Note: Cast Size and Doubling of Actors
This production of A Wrinkle in Time features only six actors, with most actors playing more than one role. Doubling of actors requires distinction between characters. In this production, characters will be distinguished by costume, voice and other physical character traits.

Synopsis
Meg Murry and her little brother, Charles Wallace, have been without their scientist father, Mr. Murry, for five years, ever since he discovered a new planet and used the concept known as a tesseract to travel there. Joined by Meg's classmate Calvin O'Keefe and guided by the three mysterious astral travelers known as Mrs. Whatsit, Mrs. Who and Mrs. Which, the children brave a dangerous journey to a planet that possesses all of the evil in the universe.
Biography of the Author – Madeline L'Engle
American fiction writer Madeleine L'Engle (born 1918) is the accomplished author of numerous plays, poems, novels, and autobiographies for children and adults. She is perhaps best known for her children's book, A Wrinkle in Time, written in 1962 and winner of the 1963 Newbery Medal for Children's Literature. Two later works, A Wind in the Door and A Swiftly Tilting Planet, continue the theme and form a trilogy about time.

Donald R. Hettinga, in Presenting Madeleine L'Engle, wrote of the author: "Her vocation is that of storyteller and story itself is part of her story." As a young girl, L'Engle used writing to make sense of things. "Her fiction, while not rigidly autobiographical as, for example, Ernest Hemingway's," Hettinga continued, "is yet informed and sometimes shaped by the experiences of her life."

Biography of John Glore (Playwright)
John Glore is the Associate Artistic Director of South Coast Repertory (SCR), in Orange County, Calif. He is an award-winning playwright whose work for young audiences includes his adaptation of Madeleine L'Engle's A Wrinkle in Time, which debuted at SCR in 2010 and has since moved on to numerous productions nationwide; an adaptation of Jon Scieszka and Lane Smith's The Stinky Cheese Man and Other Fairly Stupid Tales, which had its professional premiere at the Coterie Theatre and has since had dozens of productions nationwide; and his newest, an adaptation of Laura Amy Schlitz's The Night Fairy, which has been produced at SCR and Imagination Stage in Washington, D.C. Other plays for young audiences include Wind of a Thousand Tales, Folktales Too, Rhubarb Jam, and The Day After Evermore. His plays for adults include On the Jump (produced by SCR and Arena Stage in Washington D.C.), The Company of Heaven, Preludes and Fugues, and City Sky (a scenario for a dance piece). With the performance trio Culture Clash he has co-authored adaptations of two plays by Aristophanes, The Birds and Peace. In addition to the theatres already named, his work has been produced at Berkeley Rep, Actors Theatre of Louisville, The Round House Theatre, The Children's Theatre Company, First Stage, Childsplay, Oregon Childrens Theatre, the Getty Villa and many others. He received a 2000 Playwrights Fellowship from the California Arts Council and has occasionally taught playwriting and related subjects at UCLA and Pomona College.
Vocabulary Words

**Tesseract** - In geometry, the **tesseract** is the four-dimensional analogue of the cube; the tesseract is to the cube as the cube is to the square. Just as the surface of the cube consists of six square faces, the hypersurface of the tesseract consists of eight cubical cells. The tesseract is one of the six convex regular 4-polytopes.

**Corporeal** – relating to a person's body, especially as opposed to their spirit.

**Tangible** - perceptible by touch.

**Void** - 1. a completely empty space. “the black void of space"
   - An unfilled space in a wall, building, or other structure.
   - An emptiness caused by the loss of something.

**Mega parsec** – is a million parsecs (mega- is a prefix meaning million; think of megabyte, or megapixel), and as there are about 3.3 light-years to a parsec, a **megaparsec** is rather a long way. The standard abbreviation is Mpc.

**Intolerant** - (of a plant or animal) unable to survive exposure to (physical influence).
Not tolerant of views, beliefs, or behavior that differ from one's own.

**Regulation** - a rule or directive made and maintained by an authority.

**Genetic** - relating to genes or heredity. "all the cells in the body contain the same genetic information"
   - Relating to genetics. "an attempt to control mosquitoes by genetic techniques"
   - Relating to origin, or arising from a common origin.

Pre-Show Conversation

1. The power of love helps to save our main character, Meg, and her family. How important do you think love is in the world? Is it more important to love or be loved?
2. Many stories examine the conflict between good and evil. What examples of goodness do you see in the world around you?
3. What were those experiences and how did you become stronger and wiser because of them?
4. The character Meg is the heroine of this story. What are some characteristics of heroes? Who are some of your personal heroes, and why?
RECOMMENDED READING
Other Series by Madeleine L’Engle

**Murry Family Series**
* A Wrinkle in Time
* A Wind in the Door
* A Swiftly Tilting Planet
* Many Waters

**O’Keefe Family Series**
* The Arm of the Starfish
* Dragons in the Water
* A House Like a Lotus
* An Acceptable Time

**Austin Family Series**
* Meet the Austins
* The Moon by Night
* The Young Unicorns
* A Ring of Endless Light
* The Anti-Muffins
* The Twenty-Four Days Before Christmas
* A Full House: An Austin Family Christmas

Other series by Madeleine L’Engle

**Katherine Forrester Vigneras Series**
* The Small Rain
* A Severed Wasp

**Camilla Dickinson Series**
* Camilla Dickinson
* A Live Coal in the Sea

Other books by Madeleine L’Engle

* And Both Were Young
* The Journey with Jonah
* Dance in the Desert
* Ladder of Angels: Scenes from the Bible
* Illustrated by Children of the World
* The Sphinx and Dawn: Two Stories
* The Glorious Impossible: Jesus Christ and His Family
* The Other Dog

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What is a Hero? (Social Studies)


*Two of Madeleine L'Engle’s personal heroes are Johann Sebastian Bach and Albert Einstein. When she wrote A Wrinkle in Time, L'Engle hoped Meg would be a hero to those who read the book.*

Think of some people or literary figures you would consider to be heroes. What are some of the similar characteristics these heroes share? Fill in these qualities of a hero below on the brainstorming web:

![Brainstorming Web](image-url)
In the table below, write down the name of three of your personal heroes, the characteristics of a hero they possess, and when and how they demonstrated these heroic qualities.

<table>
<thead>
<tr>
<th>HEROS NAME</th>
<th>CHARACTERISTICS OF A HERO</th>
<th>EXAMPLES OF HEROIC ACTIONS</th>
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How can you become a hero? What can you do to make a difference in the lives of your family, friends, community and world?

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DISCOVER A NEW STORY—COMBINING LITERARY GENRES (ELA)


A WRINKLE IN TIME combines elements of science fiction and fantasy.

SCIENCE FICTION is a genre of fiction in which the stories often tell about science and technology of the future. Science fiction has a relationship with the principles of science—these stories involve laws or theories of science. Science fiction texts also include a human element, explaining what effect new discoveries will have on us in the future. Science fiction texts are often set in the future, in space, on a different world, or in a different universe or dimension.

FANTASY is a genre of fiction in which the stories are often placed in imaginary worlds or universes. Many times, animals and other imaginary creatures possess human qualities and can speak to other animals and creatures. Furthermore, many characters have special or magical powers and utilize scientific principles not yet discovered. A major theme in fantasy stories is the struggle between good versus evil.

List some qualities of A WRINKLE IN TIME that categorize the story as Science Fiction:

1. ________________________________________________________________________

2. ________________________________________________________________________

3. ________________________________________________________________________

List some qualities of A WRINKLE IN TIME that categorize the story as Fantasy:

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One question Madeleine L'Engle was often asked is why she began the book with the words “It was a dark and stormy night....” According to L'Engle, the phrase “a dark and stormy night” is one that is used to start lots of scary stories. Those words let you know the story is going to incite some fear!
Using your knowledge of Science Fiction and Fantasy genres, start a story of your own that incorporates elements of both genres...and begins with the phrase “It was a dark and stormy night.”
It was a dark and stormy night...
EXPLORING NEW WORLDS: POST-SHOW SCIENCE ACTIVITY


In A WRINKLE IN TIME, Meg, Charles, and Calvin travel to two different planets: Uriel and Camazotz. Their first stop is the planet Uriel, a Utopian world filled with joyous, Centaur-like beings who live always in a state of light and love.

On Camazotz, all the houses look the same. In identical front yards, children are bouncing balls and skipping rope in unison. The doors to each house open at the same time, and the paperboy comes by, throwing the paper to exactly the same spot at every house.

In the Venn Diagram below, fill in the different characteristics of the planet Uriel and Camazotz, as well as those of the planet Earth. In the areas where the circles connect, place the traits that these planets share with one another.

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Using the form below, make up your own planet in another galaxy. Describe the setting and the creatures that live there. What is life like on your imaginary world?

Planet’s name:

Planet’s Environment:

Planet’s Intelligent Life Forms:

Describe a day living on this new Planet:

What do the inhabitants believe is good and what do they think is evil?
Write a letter to your favorite actors/characters from this production. (ELA)
Tell them what you liked about the play, their performance, etc. Mail your letters to:
Georgia Ensemble Theatre
P.O. Box 607
Roswell, GA, 30077-0607
ATTN: A Wrinkle in Time

Georgia Standards of Excellence:

**Fourth Grade**
ELAGSE4RL3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions)

TA4.RE.1 Engage actively and appropriately as an audience member.
a. Participate as audience.
b. Demonstrate appropriate theatre etiquette

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Fifth Grade
ELAGSE5RL3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

ELAGSE5RL7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

ELAGSE5SL2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

TA5.RE.1 Engage actively and appropriately as an audience member.
   a. Participate as audience.
   b. Demonstrate appropriate theatre etiquette.

Sixth Grade
ELAGSE6RL3: Describe how a story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.

ELAGSE6RL7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

ELAGSE6RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

ELAGSE6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

TA6.RE.1 Engage actively and appropriately as an audience member.
   b. Analyze the relationship between an audience and a performer.
   c. Create guidelines for behaviors appropriate to a theatre experience.
   d. Model appropriate audience behaviors.

Seventh Grade
ELAGSE7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

ELAGSE7RL7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

ELAGSE7RL9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means or understanding how authors of fiction use or alter history.

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ELAGSE7SL2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study

TA7.RE.1 Engage actively and appropriately as an audience member.
b. Summarize the relationship between the audience and performers.
c. Predict how audience relationships will differ with venue and performance type.
D. Demonstrate appropriate audience behaviors.

Eight Grade
ELAGSE8RL3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

ELAGSE8RL7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

ELAGSE8RL9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.

ELAGSE8SL2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

TA8.RE.1 Engage actively and appropriately as an audience member.
b. Articulate why the relationships between the audience and performers is critical to the success of theatre productions.
d. Demonstrate appropriate audience behaviors.

For more information about Georgia Ensemble Theatre and our upcoming Theatre for Young Audiences programming, please contact us at tspires@get.org or (770) 641-1260 ext. 111.