

100 YEARS

OF  **ORLANDO
FAMILY
STAGE**

IN PARTNERSHIP WITH UCF

Cue to Cue

RESOURCE GUIDE

for Educators and Audience Members



Lilly and the Pirates THE MUSICAL

CELEBRATING 100 YEARS



UNIVERSITY OF
CENTRAL FLORIDA



EDYTH BUSH
CHARITABLE FOUNDATION



SEASON PRESENTED BY


Advent Health
for Children

WITH SUPPORT FROM

UNITED ARTS
CENTRAL FLORIDA

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Adapted from **LILLY AND THE PIRATES**
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Welcome to Cue to Cue, an educational resource guide created to help teachers, parents/guardians, and young audience members enhance the experience of watching *Lilly and the Pirates The Musical*.

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Florida State Standards

Big Themes

- Courage
- Adventure
- Self-Reliance
- Determination
- Loyalty

Short Show Description

Lilly is ten years old and worried about everything. To keep her concerns at bay, she diligently records them in her worry book. While her non-worrying scientist parents set off in search of a rare fruit fly, Lilly stays behind with her eccentric great-uncle, a librarian with a few secrets and disappearing books. But when the news arrives that her parents are shipwrecked, Lilly must confront her biggest fear -water- and set sail for the legendary Shipwreck Islands. Along the way, she battles doubts, discovers courage, and outsmarts a band of hilarious, treasure-obsessed pirates who may or may not be as fearsome as they seem to save her parents.

Play Synopsis

A Campsite at Night

Lilly, a worrisome and imaginative ten-year-old, sits in a tattered tent, reading by flashlight from her favorite adventure series about Millicent Murray. When Millicent faces a swarm of white sharks, Lilly slams the book shut in fear. She begins imagining other worst-case scenarios and writes them down in her worry book (*"Put It in the Book"*).

She hears a voice in the night—it is her scientist parents returning from the field. Her father waves a letter, announcing the discovery of an ancient scroll revealing the location of the Frangi-Pangi Fruit Fly (*"The Frangi-Pangi Fruit Fly"*). They explain that their search will take them to the remote and dangerous Shipwreck Islands. Hoping she will join them, they invite Lilly on this once-in-a-lifetime journey. But Lilly, afraid of water, refuses to go by boat. Instead, she agrees to stay with her great-uncle Ernest, a librarian in Mundelaine, while her parents continue their expedition.

The Bus to Mundelaine

Lilly arrives in the gray, empty town of Mundelaine (*"The Road to Mundelaine"*). At the bus station, she spots a pirate-like man and nervously asks if he is her great-uncle Ernest. He shows no interest until she mentions her parents are on Shipwreck Island. Suddenly intrigued, he presses for more, but just then, her actual great-uncle arrives.

The pirate-like man retreats, watching closely as Lilly meets Uncle Ernest, who insists she just call him "Uncle Ernest." He claims he is happy she is there, but it sounds like he is reading from a guidebook titled *A Visit from Your Great-Niece*. When Lilly asks about pirates, especially the strange man, Ernest dismisses it as someone going to a costume party. As they leave, the pirate-like man reappears, giddy at learning more about Shipwreck Island.

Uncle Ernest's House

That evening, Lilly and Uncle Ernest sit at the kitchen table, staring at a gray casserole. He admits he no longer knows how to cook since the library books with recipes are gone. Lilly asks if she can visit the library, and though Ernest insists there is not much to do, he agrees to take her.

Suddenly, a seagull flies through the window with a message from her parents. Lilly reads their notes aloud, each one expressing love and updates from their journey (*"Seagulls!"*). She shares that books are her best friends and asks if the library has any Millicent Murray titles. Ernest says they might, or used to. When she reminds him her parents are on Shipwreck Island, he spits out his water in shock. Trying to cover it up, he claims he swallowed a bug.

The Mundelaine Library

The next day, Lilly visits the dreary, nearly empty Mundelaine Library. Uncle Ernest sits behind the circulation desk as patrons arrive asking for books. He apologizes repeatedly. Nothing they need is available. Lilly is troubled. People are searching for help and ideas, but the shelves are bare. She asks why everything in Mundelaine feels so gray. Ernest explains that the town sold nearly all the books to a man who shredded them into toilet paper. He reflects on what the library used to be (*"Uncle Ernest's Lament"*).

Lilly asks again about the Millicent Murray books. While Ernest goes to check, she browses the sparse shelves. As she searches, the pirate-like man returns, watching her closely. Lilly finds a title, *The Prudent Mariner's Guide to Shipwreck Island*. Just as she opens it, the man approaches.

Ernest returns and asks if he can help. The man points at the book, saying he is looking for one with a treasure map to Shipwreck Island.

Ernest tells him that is the only copy. Before the man can respond, Lilly quickly says she would like to check it out.

Ernest stamps the book and informs the man he can place a hold, but will have to wait two weeks. When asked for a library card, the man hands over a dried human ear, then awkwardly tucks it back into his pocket. Upon hearing he must read and write to apply, he quickly excuses himself and leaves.

Backyard at Uncle Ernest's

That evening, Lilly takes out the trash, holding the Shipwreck Island book behind her back.

The pirate-like man appears, now carrying a birdcage. He demands the book, claiming her parents should not be on Shipwreck Island.

Lilly says they are scientists. He insists there is no science there.

They stare each other down and begin a tug-of-war over the book. Suddenly, a wildly dressed woman, Mrs. Teagarden, steps outside, yells for him to let go, and startles him off. She tells Lilly to come inside before he returns. Lilly follows her in, and Mrs. Teagarden says they need to talk.

Mrs. Teagarden's House

Inside, Mrs. Teagarden asks why the dreaded pirate Redheart was near her home. Lilly asks if Mrs. Teagarden is a pirate too and why Redheart is following her. When Lilly mentions her parents are on Shipwreck Island, Mrs. Teagarden says only pirates can know certain information.

To learn more, Lilly must take the Pirate's Oath. She places her hand over her heart and reads it aloud ("The Pirate's Oath"). Mrs. Teagarden declares her an official pirate and explains that Redheart is after the treasure of William Barnacle ("The Legend of William Barnacle"). Barnacle was a clever scholar who became a legendary pirate. His treasure, more valuable than gold, was lost during a storm near Shipwreck Island. Lilly panics at the thought of her parents being there with a pirate.

Suddenly, Mrs. Teagarden's parrot, Aristotle, squawks, "Follow the heart!" Lilly is amazed. She realizes the parrot once belonged to William Barnacle. It flies outside to join a flock of seagulls landing in Uncle Ernest's backyard. One carries a message from her parents.

Uncle Ernest's Backyard/Chast to the Docks

Lilly explains that her parents send daily messages by seagull, but now dozens have landed at once. Mrs. Teagarden says this means they have been shipwrecked. Lilly reads the note: "Have hit reef. Sinking." She panics, wishing she had written more in her worry book.

Mrs. Teagarden says they must try to find them, though no one knows how to reach Shipwreck Island. Lilly holds up the guidebook. Mrs. Teagarden is stunned. They are lucky Redheart did not get it.

Lilly becomes overwhelmed and starts to hyperventilate. She says she needs to write in her worry book, but before she can, Redheart appears with a sword and birdcage. He demands the book and the parrot.

Mrs. Teagarden tells Lilly to run. They try, but Redheart blocks them. A slow-motion chase begins ("What Would Millicent Murray Do") as Lilly imagines what her hero would do. Mrs. Teagarden leaps into a small docked boat and raises the sail. After hesitating, Lilly jumps aboard.

They sail away as Redheart struggles with Lilly's scarf. Lilly turns green from seasickness. Mrs. Teagarden advises her to vomit downwind, and Lilly does. She eventually recovers.

On the Sea

Lilly tells Mrs. Teagarden she feels worse, not better. She hates the water and misses her parents. Mrs. Teagarden points out dolphins nearby and says they bring good luck. They may even be the same dolphins her parents saw.

They return to the guidebook. In Chapter 7, Lilly reads a poem that reveals the way to Shipwreck Island: follow the star formation Scorpius, known as "The Heart." At that moment, Aristotle squawks, "Follow the heart." Mrs. Teagarden realizes the bird had been trying to say that all along.

She spots Scorpius in the sky and sets their course. But Lilly, shaking and scared, says she cannot keep going. She begs to turn back. Mrs. Teagarden calms her with a lullaby ("Make Waves") as Lilly drifts off to sleep. Storm clouds gather, blocking the stars.

The Storm

A rough wave jolts Lilly awake. She asks if they have arrived, but Mrs. Teagarden explains that Scorpius is now hidden behind storm clouds. They are lost. She asks if the guidebook offers anything else.

Lilly reads aloud: "The only way there is straight ahead." But with no stars, they cannot confirm their direction. Mrs. Teagarden says they will keep going anyway.

Suddenly, the wind picks up and waves crash. Lilly begs to turn around. Mrs. Teagarden checks her spyglass and sees Redheart is chasing them. They have no choice but to sail straight into the storm.

As the boat tilts, Lilly slides across the deck ("Into the Storm"). A grappling hook slams into their hull. Redheart pulls up alongside them and prepares to board.

Mrs. Teagarden urges Lilly to grab her cutlass. Though nervous, Lilly engages in a clumsy sword fight. She finally knocks Redheart back with the hilt, removes the hook, and they speed forward.

A huge wave crashes. Mrs. Teagarden is thrown from the helm and injures her shoulder. She tells Lilly she must steer the boat now. Lilly grabs the tiller as the storm rages on.

After the Storm/Shipwreck

The storm calms. Mrs. Teagarden points ahead. Shipwreck Island is in view. Lilly adjusts the tiller, steering toward a rock shaped like a heart. Aristotle squawks again, "Follow the heart."

Mrs. Teagarden warns the area looks dangerous ("What Would Millicent Murray Do Reprise"). A jagged rock splits the boat in two. Lilly and Mrs. Teagarden are thrown into the water.

Lilly panics, calling for help. Underwater, she imagines Millicent Murray, who tells her she already knows what to do. Lilly must let go of everything holding her down.

She empties her backpack, tossing out her Millicent Murray book and the guidebook, but it is not enough. Millicent tells her to let go of her worry book. At first, Lilly refuses, but then realizes it is the heaviest thing she carries. She drops it and rises to the surface, gasping for air.

Aristotle points her toward Mrs. Teagarden, still submerged. Lilly climbs onto wreckage, pulls her to safety, and uses the cutlass as a tiller. A wave pushes them ashore. Mrs. Teagarden is unconscious.

Shipwreck Island

Mrs. Teagarden coughs and comes to. Lilly is relieved but worried that their boat is destroyed. A rugged pirate appears, dragging a large chest. He demands to know what they want. Lilly steps protectively in front of Mrs. Teagarden.

The pirate realizes they are connected to the scientists. Aristotle squawks, "Follow your heart," and the pirate is overjoyed to see his parrot. Lilly recognizes him as William Barnacle. He recognizes Mrs. Teagarden as Emmaline. She explains they are old friends and that Lilly brought the book and the clues that led them here.

Lilly asks about her parents. Barnacle says they are safe and fascinated with fruit flies. Before they can leave, Redheart bursts in with a drawn sword. He demands the treasure. Barnacle opens the chest to reveal books. Redheart is outraged. Barnacle explains that books are his treasure ("William Barnacle's Treasure"). Redheart does not believe him and moves in. Lilly appears on Redheart's boat and announces that she is now the captain.

Whoever has the boat gives the orders, according to the Pirate's Oath.

Everyone agrees to follow her. Lilly's mother appears and runs to embrace her. Lilly recounts her entire adventure. Her mother asks about Uncle Ernest, and Lilly says he is sad without the books. She says the people of Mundelaine need them again. Barnacle wonders if the books need people too.

Lilly suggests returning the books and creating a floating library. Everyone agrees, except Redheart, who sulks. Barnacle pulls out a book and reads a note. It tells the story of a young pirate who could not read or write but used red heart drawings to leave messages for his parents. That pirate was Redheart. Redheart realizes he was already famous. He asks Barnacle to teach him to write so he can tell his story. Barnacle agrees, and Redheart volunteers to help Lilly.

Lilly tells her mother she will return twice a month to exchange books. When the research is finished, she will bring them home. Her father appears and hugs her. Her mother says Lilly is now a pirate, librarian, and sea captain. Her father says he always thought she would be a scientist. ("Write Your Own Story") Lilly returns to Mundelaine with the books. Uncle Ernest greets her. As they look around, the library and the town begins to fill with color again.

Pre-Show Discussion Questions

The following conversation starters will help you think about the themes in *Lilly and the Pirates*, as well as make some predictions about the production itself. Discuss the following before you join us at the theatre:

1. Do you ever wonder or worry about something? How do you resolve your worry?
2. Have you ever done something really scary that you were unsure about doing? How did you feel after facing your fear?
3. What do you think of when you hear the word "pirates"? What would you do if you found a treasure map? What kind of treasure do you think you would find?
4. Treasure could mean different things to different people. What is something you treasure? What is something you collect and value? Are there things other than objects that you treasure?

Post-Show Discussion Questions

We hope you enjoyed Orlando Family Stage's production of *Lilly and the Pirates*! Discuss the following questions after attending the performance:

1. What was *Lilly and the Pirates* about? Describe the beginning, middle, and end. What was the climax of the story? Why? How would you summarize the play in one sentence?
2. What did you notice when you first entered the theatre? Describe the stage.
3. What was the setting of the story? Did the scenery help establish the show's location? What specific things did you notice about the scenery or stage lighting?
4. What did you notice about the actors and their performances? How did they use their voices and bodies to bring the characters to life?
5. Which character do you relate to the most? Why? What words describe that character?



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Florida State Standards

Getting Ready for your Field Trip

Detailed list of Florida State Standards satisfied by using Family Stage's Field Trips and this Resource Guide.

Language Arts (B.E.S.T.)

ELA.K12.EE.1 Cite evidence to explain and justify reasoning
ELA.K12.EE.3 Make inferences to support comprehension
ELA.K12.EE.4 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations
ELA.K12.EE.6 Use appropriate voice and tone when speaking or writing
ELA.K.C.2.1 Present information orally using complete sentences.
ELA.1.C.2.1 Present information orally using complete sentences and appropriate volume
ELA.2.C.2.1 Present information orally using complete sentences, appropriate volume, and clear pronunciation.
ELA.3.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
ELA.3.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
ELA.5.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.
ELA.6.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.
ELA.7.C.2.1 Present information orally, in a logical sequence, emphasizing key points that support the central idea.
ELA.8.C.2.1 Present information orally, in a logical sequence, supporting the central idea with credible evidence.
ELA.9.C.2.1 Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.
ELA.10.C.2.1 Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.
ELA.11.C.2.1 Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.
ELA.12.C.2.1 Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.

Theatre Arts

TH.K.C.2.1 Respond to a performance and share personal preferences about parts of the performance.
TH.K.C.3.2 Share reactions to a live theatre performance.
TH.1.C.2.2 Identify elements of an effective performance.
TH.2.O.2.1 Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
TH.3.C.1.2 Watch a play and describe how the elements of light costumes, props, and sound influence the mood of the production.
TH.3.C.2.2 Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
TH.3.O.2.1 Describe what happened in a play, using age-appropriate theatre terminology.
TH.3.S.1.3 Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.
TH.4.S.1.1 Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
TH.4.S.1.3 Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.
TH.4.S.3.3 Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.
TH.5.O.1.1 Explain an actor's choices in the creation of a character for a scene or play.
TH.5.O.1.3 Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.
TH.5.S.1.3 Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.
TH.68.S.2.3 Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
TH.68.H.1.5 Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.912.C.1.3 Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.3.3 Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.