



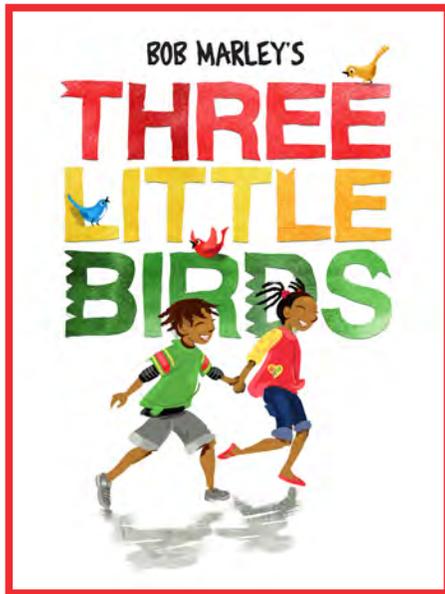
Resource Guide | for Educators and Audiences

We include information about our production along with creative activities to make connections both before and after the show. For educators, all activities are aligned to the Common Core Standards and North Carolina Essential Standards. Look for the symbol below throughout the guide.



NCES-TheaArts.(K-5).TA.A.1: Analyze literary texts and performances. NCES-TheaArts.(K-5).TA.A.1.1: Recall the basic parts of a story, such as characters, setting, and events.

Mainstage production
ages 6 and older



Based on a story by
Cedella Marley

Music and lyrics by
Bob Marley

Adapted for the stage
Michael J. Bobbitt

Arrangements, orchestrations,
additional music & lyrics by
John L. Cornelius, II

Director / Choreographer
Dr. Shondrika Moss-Bouldin

Music Director
Charlene Thomas

Themes explored

Jamaica, folklore, adventure,
music and rhythm, Bob Marley

Synopsis

The village of Cattawood Springs, Jamaica begins to wake up from the song of the little birds on the island. Soon, everyone is awake, and moving to the rhythm of the island ... except for Ziggy, who is watching TV. His mother Cedella encourages him to go outside, but he refuses and makes up excuses for why he can't go. She gives him a push, and when he's outside he sees his friend, Nansi. When she compliments his hair, he runs away.

The Duppy appears, an evil spirit bird who steals the hair of others. He wants Ziggy's beautiful hair to add to his collection but Ziggy doesn't see him.

Ziggy is talking to the birds of the island. His best friend is Doctor Bird. Ziggy's mother, Cedella, says he should cage the bird, and have "real friends." But Ziggy is scared to go outside, he is most scared of the hurricanes that strike the island, but also of the Duppy. Cedella says his hair will protect him, that it has an "earth force" that is powerful. She also says, that if Ziggy can get him to count to eight, he will defeat the Duppy.

Nansi comes by and Ziggy's mother pushes him out the door again, telling him to play outside while she goes to sell spicy jerk chicken to the tourists at the port. She promises that Ziggy and Nansi can join her later that night to eat what is left of the chicken, if they bring water from the community well.

Ziggy and Nansi begin to play "Brown Girl in the Ring", she teases him about different ways to scare off the Duppy and that they should bring ocean water instead of the well water. The Duppy begins to follow them but decides he must split up the friends first before he can take Ziggy's hair. He starts a fight between them over which is better, Ziggy's birds or Nansi's spiders. The two separate and now they are both lost.

Doctor Bird finds Ziggy, and along with the other birds, sings to him about the history of Jamaica and its intersection of different cultures including Africa, China, Spain and England.

Elsewhere, the Duppy finds Nansi and tries to trick her. But before he can, she runs away, and Ziggy enters. The Duppy introduces himself, but Ziggy thinks it is Nansi trying to trick him again. Ziggy finds the real Nansi, and the two of them run from the Duppy. Eventually, they are trapped, and Ziggy remembers the game Nansi taught him earlier. It works for a while, but then they must trick the Duppy to count to eight. They do so by having him count Nansi's spider's legs. The Duppy's hair falls out, and the two children run to the port to find Cedella.

They celebrate by eating the jerk chicken, and Ziggy is no longer scared of the island. Together, they share "the rhythm of the island" with the tourists!

Children's Theatre of Charlotte is proud to partner with Wells Fargo
as the exclusive corporate sponsor of the 2018-19
Mainstage production Resource Guides.



On your way to ImaginOn

The Story Jar



The Story Jar is a unique sculpture outside the McColl Family Theatre. It's an ever changing exhibit that features items from current and past shows at Children's Theatre of Charlotte. Our current show is *Bob Marley's Three Little Birds*. Can you find all of the items listed below?

feathers watering can
parrot spider with web

About our theatre

Founded in 1948, Children's Theatre of Charlotte has opened young minds to the wonders of live theatre for more than half a century. Today, it continues to be one of the most technically imaginative and resourceful theatres in the country. Annually, it reaches nearly 300,000 young people and their families through our Mainstage productions, Resident Touring Company and its Education Department's classes and workshops. Children's Theatre of Charlotte shares a space with the Charlotte Mecklenburg Library at **ImaginOn: The Joe and Joan Martin Center**. Learn more about Children's Theatre of Charlotte at ctcharlotte.org.

Audience expectations

Young audiences should know watching live theatre isn't like watching more familiar forms of entertainment: they can't pause or rewind it like a DVD, there are no commercials for bathroom breaks, nor can they increase the volume to hear it if someone else is talking. Encourage your students to listen and watch the play intently, so they may laugh and cheer for their favorite characters when it's appropriate.

At the end of the play, applause is an opportunity for students to thank the actors. Live theatre only exists when an audience is present, and your students' energy and response directly affects the actors on stage! Here are some other guidelines to keep in mind while you are watching the performance:

- Respect others during the performance. Stay seated and keep your hands to yourself.
- Please turn off all cell phones and other electronic devices during the performance.
- Photography and video of the performance is prohibited by copyright law.
- We do not permit food and drinks in the theatre.



NCES-TheaArts.(K-5).TA.CU.2: Understand the traditions, roles, and conventions of theatre as an art form. NCES-TheaArts.3.TA.CU.2.1: Illustrate theatre etiquette appropriate to the performance situation.



Theatre 360 connections

Theatre 360 provides a way to interact with Children's Theatre of Charlotte productions by extending the theatre experience for families and classroom—providing access to all! Best of all, many programs are free. Go to ctcharlotte.org/online/article/theatre-360 to view the full list of events throughout the year.

Audience engagement These interactive experiences located around ImaginOn are available from the first public performance of a production through the entire run of the show. We change the exhibits to reflect the uniqueness of each show.

Online engagement Whether you're a teacher or a parent looking for quality activities, we've assembled a collection of online games, websites and articles that deepen the connections of elements from the show. [Click here](#) for online content for *Bob Marley's Three Little Birds*.

Workshops and residencies Teachers, are you looking for a way for your class to make stronger connections with our shows? You can add our workshops, led by our professional teaching artists, before or after you view the performance. Or incorporate the arts into your everyday classroom through a residency created to fit your subject area. Contact our programs coordinator, Tommy Prudenti, at tommyp@ctcharlotte.org to book yours today!

Before the show

Vocabulary enrichment

hurricane *n.* a storm with a violent or forceful wind, in particular a tropical cyclone in the Caribbean

tresses *n. plural:* a long lock of hair

majestic *adj.* having or showing impressive beauty or dignity

rabid *adj.* (of an animal) affected with rabies

shrill *adj.* (of a voice or sound) high-pitched and piercing

superstition *n.* a widely held but unjustified belief in the supernatural, or a practice based on such a belief

feeble *adj.* lacking physical strength

superior *adj.* higher in rank, status, or quality

embrace *v.* accept or support (a belief, theory, or change) willingly and enthusiastically

rhythm *n.* a strong, regular, repeated pattern of movement or sound

timid *adj.* showing a lack of courage or confidence; easily frightened

“licked him” *v. idiom:* to take action against someone, and win; to beat up

Pick three words from the list and use them in an original sentence or paragraph. You can also draw a picture, illustrating the definitions.



CCSS.ELA-Literacy.L.(K-5).4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Move to the beat

Ask students to walk or move freely around the room, aiming for open spaces and being careful not to bump into others. Instruct them to “freeze” occasionally and also to vary their speeds or qualities. Expand this activity to explore how reggae music, specifically Bob Marley’s music affects their movement. Play a variety of his songs: *Redemption Song, Get Up, Stand Up, Three Little Birds, etc.*

After students have responded to several songs, get everyone in a circle and ask how the music changed their mood or movement. How did his music make you feel? Did the music make you want to dance or would you rather sit still? What is the meaning behind some of the lyrics? Who are the three little birds?



NCES-Music.(K-2).MU.ML.1.3: Execute extended rhythmic patterns using body, instruments, or voice. NCES-Music.(K-5).MU.CR.1.2: Understand the relationships between music and concepts from other areas.



Rhythm All Over the World

Jamaica has a rich history of being an intersection for many cultures throughout the world. In one of the songs from the show, “One Love”, the different birds sing how their ancestors either arrived from or experienced these different cultures. Count or sing along with the languages represented in the show!

One, Two, Three, Four, Five, Six, Seven, Eight

Uno, Dos, Tres, Cuatro, Cinco, Seis, Siete, Ocho

Yī, Èr, Sān, Sì, Wǔ, Liù, Qī, Bā

Ek, Do, Theen, Chaar, Paanch, Chay, Saath, Aath

Moja, Mbili, Tatu, Nne, Tano, Sita, Saba, Nane

ENGLISH

SPANISH

MANDARIN CHINESE

HINDI

SWAHILI

Worksheet for before the show

NAME _____

COPY PAGE

See if you can match the words and phrases with their definitions. After watching *Bob Marley's Three Little Birds*, what words did you hear and remember from the show? Can you add more to the definitions after watching the show?

Definition

Words

- | | | |
|--|-----|----------------|
| 1. a basic unit in musical time | ___ | Plantain |
| 2. "Grown up business" | ___ | Anansi |
| 3. in folklore, a trickster spider | ___ | Reggae |
| 4. repeated pattern of sound | ___ | The Duppy |
| 5. in folklore, an evil spirit | ___ | Jonkonnu |
| 6. a type of music from Jamaica | ___ | "Likkle muore" |
| 7. a fruit, similar to a banana | ___ | Beat |
| 8. "See you later" | ___ | Mongoose |
| 9. an animal, similar to a ferret | ___ | Rhythm |
| 10. a type of Jamaican dance, usually at Christmas celebrations | ___ | "Big man ting" |

Before the show

The BIG QUESTIONS before the show

1. What do you think it would be like to live on a tropical island? What is the weather like? What kinds of things could you do every day for fun? The story takes place in Jamaica. What do you already know about Jamaica?
2. At the beginning of the play, Ziggy wants to stay inside and watch TV. Have students imagine that Ziggy is coming to visit them, but all he wants to do is stay inside. Brainstorm a list of activities they could do outside together.



CCSS.ELA-Literacy.SL.(K-5).2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. NCES-HealthEd.1.NPA.3.1: Recognize the benefits of physical activity.

Worksheet key for before the show

| | |
|---------------|------------------|
| Plantain (7) | Likkle muore (8) |
| Anansi (3) | Beat (1) |
| Reggae (6) | Mongoose (9) |
| The Duppy (5) | Rhythm (4) |
| Jonkonnu (10) | Big man ting (2) |

Share your message

In Bob Marley's music, he sings to the world that we shouldn't worry because "everything's going to be alright." Have students create a message they'd like to sing to the world, something positive that inspires people. The message should be simple and clear, only one to two sentences.

Students can create colorful posters with their messages. Post these around the classroom or in the hallways at school. Collaborate with music teachers to create a song to include in the message!



CCSS.ELA-Literacy.W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons. NCES-VisualArts.(K-5).VA.V.3: Create art using a variety of tools, media, and processes, safely and appropriately.

Jamaican Children's Games

The games played by children in Jamaica are a mix of some familiar games with different names that are played around the world, and some that are unique to the culture of the island. Some of the most popular games played by children in Jamaica are: "Brown Girl in the Ring", "Dandy Shandy", "Puncienella Likkle Fella?"

Audience members that arrive early to the show, will be invited onto the stage to play some of these games with the actors! [Click here](#) to learn more about these games.

Bob Marley



Robert Nesta Marley, OM was a Jamaican singer-songwriter blending mostly reggae, ska and rocksteady in his compositions. He started in 1963 with the group the Wailers and forged a distinctive songwriting and vocal style that became popular with audiences worldwide.

The Wailers disbanded in 1974, and Marley pursued a solo career upon his relocation to England which culminated in the release of the album *Exodus* in 1977. It included the hit singles "Jamming" and "One Love."

He was a committed Rastafari infusing his music with a sense of spirituality. He popularized reggae music around the world and served as a symbol of Jamaican culture and identity.

[Click here](#) to learn more about Bob Marley.

After the show

The BIG QUESTIONS after the show

1. The Duppy is a character in Jamaican folklore who is seen as an evil spirit. He wants to steal the hair of children. What kinds of spirits or characters from other stories can you think of that might be similar to the Duppy? Could you create your own Duppy-like character?
2. Musical theatre combines songs, spoken dialogue, acting and dance. Each element helps to tell the story. Did any one song from the musical stand out to you in particular? Which song was it and why?



CCSS.ELA-Literacy.SL.(K-5).2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. NCES-TheaArts.2.TA.A.1.2: Analyze the relationships between events, characters, and settings. NCES-TheaArts.4.TA.A.1.2: Critique choices made about characters, settings, and events as seen, or portrayed in, formal and informal productions.

**“Life is full of danger,
but also adventure.”**

– Cedella, *Three Little Birds*

Create a brochure for Jamaica

First, define “tourist” and “tourism” to the class. Explain that tourists may visit Jamaica for many reasons including scenery, weather, culture and activities. With the entire class, list any elements you remember from *Bob Marley’s Three Little Birds*, then have the class research additional reasons tourists may visit Jamaica.

Explain that students will create their own travel brochure. Have them pick one element from their research to include in their advertisement (the beaches, Jonkonnu celebrations, reggae, etc.). Using the free website, [canva.com](https://www.canva.com), students can choose one of the brochure templates to create their layout. Teachers will need to register the accounts for the student. Items to include in their brochure:

- Pictures of the location or event
- A headline to create curiosity or state a benefit to entice a tourist to visit
- A block of text describing the location or event in greater detail
- Contact information

Finally, students should “pitch” their advertisement to the class, describing why they chose their brochure’s focus. Why will it make tourists come to Jamaica? Give evidence to support your answer.

For younger students, you may want to design a template for them to draw pictures and add their own text rather than using computers.



CCSS.ELA-Literacy.W.(3-5).2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCSS.ELA-Literacy.W.(3-5).8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. NCES-VisualArts.(K-5).VA.V.3: Create art using a variety of tools, media, and processes, safely and appropriately.



Reggae is a music genre that originated in Jamaica in the late 1960s. A 1968 single by Toots and the Maytals, “Do the Reggay,” was the first popular song to use the word reggae, effectively naming the genre and introducing it to a global audience.

Reggae is deeply linked to the Rastafari, an Afrocentric religion which developed in Jamaica in the 1930s, aiming at promoting Pan Africanism. Its music is a means of transporting vital messages. The musician becomes the messenger, and as Rastafarians see it, “the soldier and the musician are tools for change.”

Reggae uses guitar, piano, snare drums and horns as its main instruments. The music typically has a slower tempo and emphasizes syncopation and melodic bass lines.

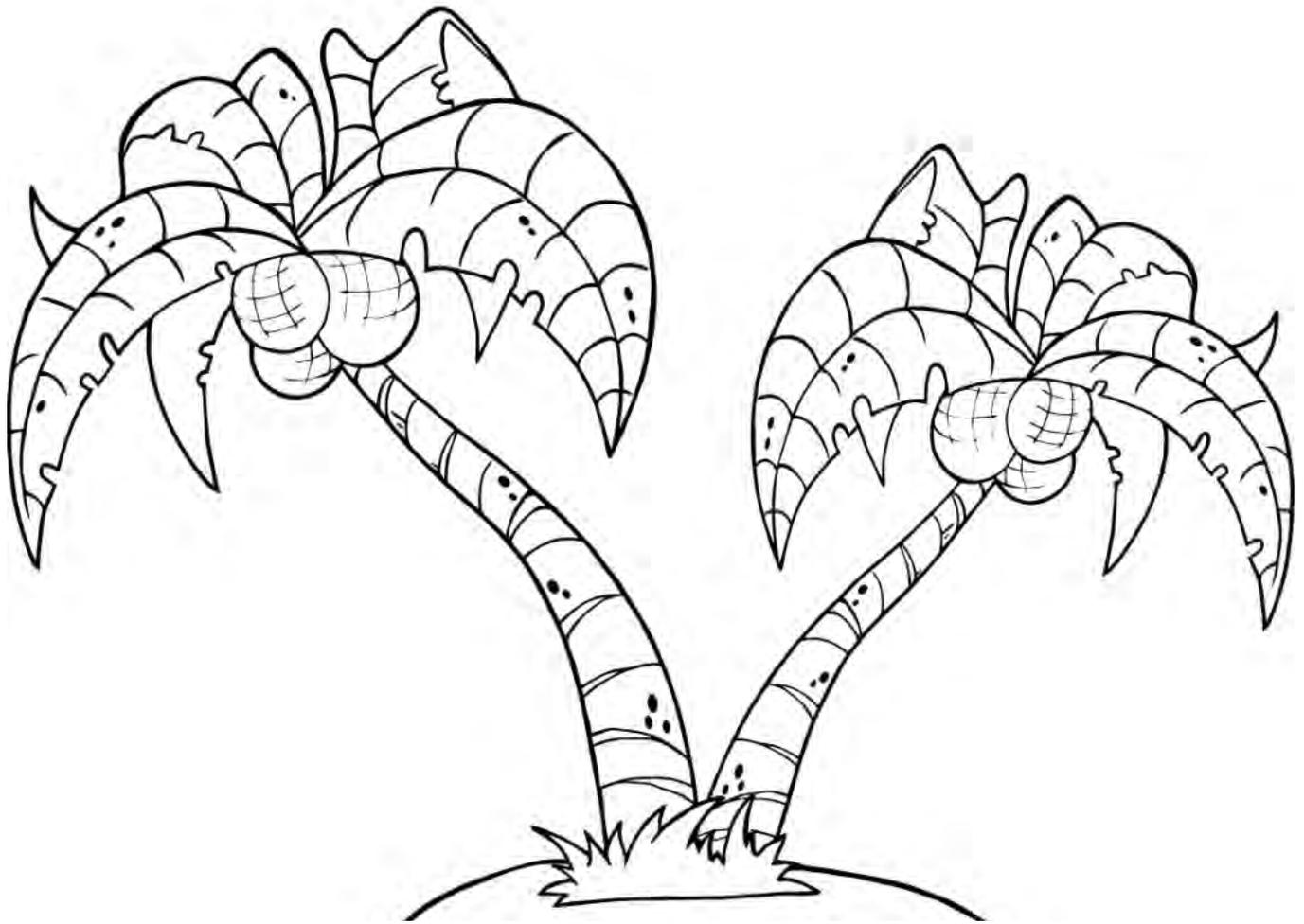
In November 2018, reggae was added to a list of global cultural treasures by UNESCO. [Click here](#) to learn more about reggae.

Worksheet for after the show

NAME _____

COPY PAGE

After the show, using what you learned about Jamaica from watching *Bob Marley's Three Little Birds*, color the picture. Add characters you remember from the play!



Worksheet for after the show

NAME _____

COPY PAGE

Add up the note values to complete the math problems below. Can you clap the rhythms using your hands or feet? On the back of this sheet, create your own musical notation math problems!

eighth note
½ beat



quarter note
1 beat



half note
2 beats



whole note
4 beats



$$\bigcirc + \bigcirc = \underline{8 \text{ beats}}$$

$$\text{quarter note} + \bigcirc = \underline{\hspace{2cm}}$$

$$\bigcirc + \text{quarter note} = \underline{\hspace{2cm}}$$

$$\text{quarter note} + \text{quarter note} = \underline{\hspace{2cm}}$$

$$\text{eighth note} + \text{quarter note} = \underline{\hspace{2cm}}$$

$$\text{eighth note} + \text{eighth note} = \underline{\hspace{2cm}}$$

$$\text{quarter note} + \text{eighth note} = \underline{\hspace{2cm}}$$

$$\bigcirc + \text{eighth note} = \underline{\hspace{2cm}}$$

$$\text{quarter note} + \text{quarter note} + \text{quarter note} = \underline{\hspace{2cm}}$$

$$\bigcirc + \bigcirc + \text{quarter note} = \underline{\hspace{2cm}}$$

If you enjoyed the show, travel to **ImaginOn** or your local **Charlotte Mecklenburg library branch** and check out these books. Check availability at cmlibrary.org.

Recommended for early readers

One Love
by **Mary Cedella**

In this illustrated version of Bob Marley's song, a young girl enlists her friends, family and community to transform their neighborhood for the better.

Blue Sky
by **Audrey Wood**

Throughout the day and into the night, a boy and his family observe the constantly changing sky.

The Princess and the Pea
by **Rachel Isadora**

In Africa, a prince sets out to find a princess to marry, and there is no shortage of so-called princesses. But how can he tell whether or not they are what they claim to be?

Tiger Soup: An Anansi Story from Jamaica
by **Frances Temple**

After tricking Tiger into leaving the soup he has been cooking, Anansi the spider eats the soup himself and manages to put the blame on the monkeys.

Recommended for elementary

My Life in Jamaica
by **Patience Coster**

Follows a Jamaican girl through a typical day as she describes her school, her chores, her leisure time activities and her family.

Doctor Bird: Three Lookin' Up Tales from Jamaica
by **Gerald Hausman**

An engaging collection of three trickster tales from Jamaica features Doctor Bird, a hummingbird gifted with wisdom and magical powers, who teaches Mongoose, Mouse and Owl some important lessons.

Recommended for upper elementary

Duppy Talk: West Indian Tales of Mystery and Magic
by **Gerald Hausman**

Includes six ghost stories from Jamaica which are based on the country's legends and have their roots in African folklore; each story is accompanied by a section about the teller of the tale.

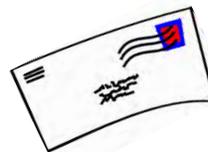
Every play Children's Theatre of Charlotte produces is created by a talented team of designers, technicians, actors and a director. As a class, discuss what you experienced when you saw the performance.

THEATRE CORNER

1. Name three things you noticed about the set. Did the set help tell the story? What sort of set would you have designed?
2. What did you like about the costumes? Did the costumes help tell the story? What sort of costumes would you have designed?
3. What role did lighting play in telling the story? How did the lights enhance what you were seeing?
4. Talk about the actors. Were there moments you were so caught up in the story you forgot you were watching a play?
5. Were there any actors who played more than one character? What are some ways you can be the same person but play different characters?



NCES-TheaArts.(K-5).TA.A.1: Analyze literary texts and performances. NCES-TheaArts.(K-5).TA.AE.1.2: Understand how costumes [and technical elements] enhance dramatic play.



Write to Us!

Children's Theatre of Charlotte
300 E. Seventh St.
Charlotte, N.C. 28202



CCSS.ELA-Literacy.L.(K-5).1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

The Kindness Project

With this season, Children's Theatre of Charlotte launches a unique endeavor, The Kindness Project.

We've commissioned three world-premiere plays—two this season, *Last Stop on Market Street* and *A Sick Day for Amos McGee*—that feature kindness as the central theme. We've invested in this project because we recognize the power simple acts of kindness hold.

As The Kindness Project grows, there will be multiple ways for you to get involved. Visit ctcharlotte.org/kindness to learn more.