The Phantom Tollbooth
Enchantment Theatre Company
For 135 years Regions has been proud to be a part of the Middle Tennessee community, growing and thriving as our region has. From the opening of our doors on September 1, 1883, we have committed to this community and our customers.

One area that we are strongly committed to is the education of our students. We are proud to sponsor TPAC’s Humanities Outreach in Tennessee (HOT). What an important program this is – reaching over 30,000 students, many of whom would never get to see a performing arts production without this local resource. Regions continues to reinforce its commitment to the communities it serves, and in addition to supporting programs such as HOT, we have close to 200 associates teaching financial literacy in classrooms this year.

Thank you, teachers,

for giving your students this wonderful experience. You are creating memories of a lifetime, and Regions is proud to be able to help make this opportunity possible.
Dear Teachers,

We are delighted to bring *The Phantom Tollbooth* to the Tennessee Performing Arts Center for student audiences!

Enchantment Theatre company is known for their original work based on classic stories from children’s literature, using its signature blend of masked actors, pantomime, magic, large-scale puppets, and original music.

The performance invites exploration into imagination, theatrical staging, storytelling, humor, friendships and more.

The lessons in this guidebook are designed to involve students in hands-on exploration of language, mapping a journey with sound effects, and the use of mime and masks – and you’ll find a short list of cross-curricular ideas to spark your own lessons.

As always, we are grateful for the work you do to involve students in learning through the arts, and we look forward to seeing you in the theater!

Best Wishes,

TPAC Education Staff

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**The Phantom Tollbooth**

Performance Guide for Teachers
by Cindy Pride

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Cross-curricular suggestions for exploring the play!
Talking About the Performance

Before the Performance....

• Have you ever wondered what it would be like to visit another place? Tell about three things you would wonder.
• If you were traveling alone would you be scared or excited and why?
• Are words or numbers more important and why?
• Do you like learning new things in school? Why or why not?

After the Performance.....

• What surprised you about the performance?
• What was your favorite part of the performance and why?
• How did the performers use mask and mime? Give an example
• How do you think Milo feels about learning now?
• What idioms did you hear used in the play?

About this Production

The Phantom Tollbooth author Norton Juster, and illustrator Jules Feiffer, have authorized this new production by Enchantment Theatre Company. The original adaptation was written by Artistic Directors Jennifer Blatchley Smith, Landis Smith, and Leslie Reidel. Enchantment Theatre’s Study Guide describes the different theatrical devices used to bring the story to life.

Here are some of the things you and your students can expect to see:

MASKS: In the show, the actor who plays Milo doesn’t wear a mask but the rest of the actors will wear masks to help them become characters such as the Kings and Princesses, Faintly Macabre, and Dr. Dischord.

Other actors will wear dog/bug masks to help them become Tock and Humbug. Masks have been used in theatre since its earliest beginnings, and they help to transform the actor and to transport the audience to another world.

MIME: Mime is acting without speaking or making any noise. In The Phantom Tollbooth, the performers act out the story with their bodies and gestures, but they do not speak.

WORDS AND MUSIC: There is recorded narration spoken by Susan Sweeney throughout the show to help the audience follow the story. Original music and songs composed by Charles Gilbert especially for this production add to the drama and atmosphere.

PUPPETS: Some of the characters in the story are played by actors wearing masks and costumes. Other characters—the Spelling Bee, Alec Bings, and the Gelatinous Giant—are played by puppets. ROD PUPPETS (manipulated by sticks) and HAND PUPPETS will be the primary puppet devices you’ll see.

SCENERY: Most of the scenery will be projected onto three screens across the stage – so you’ll see Milo’s bedroom, the cities of Dictionopolis and Digitopolis, and the lands Milo travels through – all projected on these screens. There will also be some scenery pieces to help create the environment of the play such as, the Tollbooth, Dr. Dischord’s lab table, and the house of the Giant-Midget-Fat-Thin Man.

LIGHTING: Special theatrical lights will help create the mood and the world of the story.
Learn More About the Book’s Author and Illustrator

- [Listen to an interview](#) with Norton Juster, courtesy of Cotsen Children’s Library, Princeton University.
- [Listen to another interview](#) with Norton Juster on New England Public Radio’s *In Contrast* podcast with Ilan Stavans.

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Enchantment Theatre Company has produced original theatre for school groups and families since 2000, when it was established as a non-profit arts organization in Philadelphia. The company presents only original work based on classic stories from children’s literature, using its signature blend of masked actors, pantomime, magic, large-scale puppets, and original music. Building on the more than 30 years of theatrical experience of its artistic directors, Enchantment has quickly become known for high quality imaginative productions, not only in its home city but throughout the United States, Canada, and Asia.

Enchantment has toured its original productions all over the world, appearing each year in 30-40 U.S. states. It has performed in such sophisticated urban arts venues as Lincoln Center in New York City and the John F. Kennedy Center in Washington, D.C., as well as in small town high school auditoriums and performance tents. In Philadelphia, Enchantment has appeared at the Kimmel Center and the Annenberg Center. The company has also toured in Asia six times, performing in Taiwan, Hong Kong, Malaysia, Indonesia, and Singapore. Enchantment has shared the stage with more than 65 orchestras nationwide in its special symphonic works that pair great stories with great music for the benefit of school and family audiences.

Enchantment highly values arts in education, and the company has maintained a vibrant education program in the Philadelphia area. The program brings teaching artists to local schools for in-depth residencies and tours portable Enchantment Everywhere productions to schools and community venues, making it more feasible for children and their families throughout the area to experience the magic of live theatre.
The Phantom Tollbooth -
About the Story  Reprinted with permission from Enchantment Theatre’s Study Guide

At the beginning of the story we meet Milo, who doesn’t understand why he has to learn the things he studies in school – none of it makes any sense to him. He’s bored and confused and nothing interests him. Then one day a mysterious Tollbooth appears in his bedroom, complete with a map and coins. Milo picks a spot on the map – Dictionopolis – and jumps into his toy car, deposits the coin, and travels through the tollbooth. Suddenly he’s in a new land and he meets Tock, the Watchdog, whose body is a loudly ticking alarm clock. Milo’s car is stuck and Tock rouses him to begin thinking, so the car will move. Tock loves automobile rides and joins Milo on his travels. Milo and Tock arrive in Dictionopolis and discover that words are the most important thing there. They go to the word market, where words are bought and sold, and they meet the Spelling Bee, an enormous bee, who offers to spell anything Milo can think of. Finally they meet Humbug, a large self-promoting bug. When the Spelling Bee and Humbug get into a fight, words are knocked off the vendor carts and Milo and Tock are accused of making mischief. Officer Shrift, who is policeman, judge, and jailer, puts them in prison for six million years.

In the dungeon Milo and Tock meet Faintly Macabre, the not-so-wicked Which, who explains that she used to be the Official Which and her job was to choose which words were used for each occasion. Faintly explains that everything has been turned upside down in the kingdom because the Princesses Rhyme and Reason have been banished and she tells Milo and Tock their story.

The Princesses kept order and balance throughout the kingdom but their brothers, King Azaz, the ruler of Dictionopolis, and the Mathemagician, the ruler of Digitopolis, were always fighting over which was superior, words or numbers. At last they demanded that their sisters decide which was greatest. The Princesses declared that words and numbers were of equal value but the Kings were furious and they banished their sisters to the Castle in the Air. The Castle floats above the Mountains of Ignorance and is surrounded by demons. Faintly explains that she’ll have to remain in the dungeon until the Princesses return. Milo and Tock offer to rescue the Princesses, and Faintly is delighted but also warns them that they’ll have to get permission from both kings and then travel through the dangerous mountains. She shows them how to leave – just push the button on the wall – and explains that Officer Shrift likes to put people in prison but doesn’t care about keeping them there.

Milo and Tock are invited to the Royal banquet, where everything is topsy-turvy, and they meet King Azaz, who admits that things have not been right in the kingdom since Rhyme and Reason were banished. He permits Milo and Tock to go on the journey to rescue the Princesses but insists that Humbug join them as their guide. King Azaz gives Milo a present – a box with all of the words he knows – “with them there is no obstacle you cannot overcome.”

The trio travel into the Forest of Sight, where they meet Alec Bings, a boy who stands in the air and sees through things. Alec introduces them to a man who is tall and small and fat and thin, depending on your point of view. Alec sees that Milo is on a quest to rescue the Princesses and gives him the gift of a telescope, with which he can “see things as they are and not how they appear to be.”

As Milo, Tock, and Humbug travel on, they encounter Dr. Kakofonous A. Dischord, who loves loud and dissonant noises, and his assistant, the Terrible DYNNE, a blue geni-like creature. Dr. Dischord makes noisy music that at first is fun but then gets too loud. Suddenly the Soundkeeper appears – the keeper of all sounds past, present, and future. She demands that everyone be silent and sends Dr. Dischord and the DYNNE away. She acknowledges that she’s gone too far in withholding all sound, but explains that the sounds in her valley
became uglier once Rhyme and Reason were banished. Milo tells her that they’re on a quest to rescue the Princesses. The Soundkeeper gives Milo a gift – a box of her favorite sounds.

The trio travel on toward Digitopolis, where they come to a crossroads. They meet an unusual fellow, the Dodecahedron, a twelve faced man who’s called Dody for short. Dody leads them to the Numbers Mine in Digitopolis, where numbers are dug up like diamonds. Suddenly the Mathemagician appears. He looks like a wizard and has a long pencil like magical staff. Milo asks permission to rescue the Princesses, but the Mathemagician refuses to agree because King Azaz has permitted it. Milo tricks the Mathemagician into giving them permission and the Mathemagician gives Milo the gift of his own miniature magic staff. Milo takes his gifts and the trio begins the journey into the Mountains of Ignorance.

As they travel on they meet a nasty bird called the Everpresent Wordsnatcher, who “takes the words right out of your mouth.” Then the trio encounters a series of demons who Milo is able to overcome using his gifts. First they meet the Demon of Petty Tasks who charms them into doing a series of useless jobs. Milo overcomes the demon by using the magic staff, and they are able to escape. Then they meet the seemingly monstrous Demon of Mischief who tricks them with an offer for help but then sends them into a pit. Milo uses the telescope to see that he’s just a harmless little creature. The demon goes off in a huff and the trio climbs out of the pit. Lastly they encounter a Giant who is actually afraid of everything. Milo scares him off by bringing out the box of words. Humbug begins to get more and more frightened and decides he can’t go any further. Tock gets angry at Humbug and they get into a fight. Suddenly three horrible demons appear – the demons of Hatred, Fear, and Ignorance. The demons steal Milo’s gift bag but Tock is able to pull it away. Humbug fights off the demons and then the trio use the word box to scare the demons away – showing them the words love, courage, and wisdom. Milo thanks Humbug for his bravery, Tock and Humbug make up, and the three companions continue on.

They run up the winding stairs that lead to the Castle in the Air, as the demons howl below. The howls get unbearable but Milo remembers the Soundkeeper’s box of sounds and uses it to overcome the noise. Suddenly they arrive at the top and meet the Princesses. Milo tells them they would have gotten there sooner if he’d not made so many mistakes, but the Princesses reassure him that it’s clear that he’s learned a great deal from his adventure and that “whenever you learn something new, the whole world becomes that much richer.” Suddenly they hear a chopping noise and realize that the demons have chopped down the stairs to the Castle and they’re literally floating away.

“Well, time flies, doesn’t it?” said Princess Reason and Tock realizes that he can take them all down on his back. Tock leaps with everyone holding on to him and they land safely. They begin to run as monsters chase after them down the mountain. Milo and Humbug try to drive back the demons but the Princesses step forward and powerfully beat them back. At last the demons are defeated and Rhyme and Reason are restored to their rightful reign. Milo, Tock, and Humbug are declared heroes of the realm.

Milo says goodbye to the Princesses and sadly hugs Humbug and Tock farewell. Milo travels back to the Tollbooth, waving farewell to the Kings, Dr. Dischord and the Soundkeeper, Alec Bings, and Faintly Macabre. He passes through the Tollbooth and suddenly is in his bedroom – but almost no time has passed! He decides to go back on another adventure but the Tollbooth vanishes and in its place is a letter to Milo – encouraging him to find new places all by himself. Milo looks around his room and realizes that there are so many books there to read, things to invent, puzzles to solve, and the excitement of everything he didn’t know and could learn. “Well, I would like to make another trip,” he said, jumping to his feet, “but I really don’t know when I’ll have the time. There’s so much to do right here.”
The Idiom Slide

Context
In *The Phantom Tollbooth*, the author, Norton Juster, uses idiom to make the story more interesting. An idiom is a phrase that has an understood, non-literal meaning which sometimes makes it difficult for students without a shared context.

Overview
In this lesson, students will work in pairs to develop and demonstrate an understanding of idioms.

Materials
- Space for each group to work
- Set of written instructions (provided) for each pair
- List of ideas from *The Phantom Tollbooth* (provided) written on the board or on a poster large enough for all to see.
- Markers and white copy paper

Student Objectives
1. Students will determine the meaning of words and phrases as they are used in a text, distinguishing the literal from the nonliteral language.
2. Students will provide evidence of their understanding of idioms in a paper slide video.

Lesson Outline
- Discuss the idiom “it’s raining like cats and dogs”. Point out both the literal and non-literal meaning of the words.
- Show class a video of an age appropriate paper slide or how to make a paper slide presentation. These are readily available online with a quick google search.
- Divide class into groups of 3.
- Groups should spend 3-5 minutes discussing the idioms provided and selecting one to use in their paper slide video/presentation.
- 5-10 minutes distinguishing literal and non-literal meaning for their idiom. The following link may provide research assistance on idioms. [http://oels.byu.edu/student/idioms/idiomsmain.html](http://oels.byu.edu/student/idioms/idiomsmain.html)
- 15 minutes creating their paper slides (see instructions below).
- 5 minutes practicing their paper slide presentation.
- Record presentations by iPad, chrome book or cell phone and email to teacher.
- Paper slide share and reflection questions- “Why is it important to know literal and non-literal meanings of words to understand idioms?” and “How has your understanding of idioms changed after watching our paper slide video share?”
Instructions for Your Paper Slide Presentation

1. Slide one: Title Slide – introduce your idiom.

2. Slide two: The Literal Understanding – Example: If your idiom is “it’s raining cats and dogs!” explain that cats and dogs are falling from the sky. (pictures are GREAT here)

3. Slide three is easy. Just write this title for the slide: But What The Author Really Means is........

4. Slide four: Nonliterally – Explain in words and picture (GREAT here too) what the author intended with the use of their idiom. If your idiom was it’s raining cats and dogs, then you would draw a picture of it raining very hard and explain in writing the author was describing a hard rain.

Idiom List

- How time flies
- Bee in your bonnet
- Get your just desserts
- Bite off more than you can chew
- Half-baked idea
- Drive a bargain
- Pull the switch
- Lower the boom
- Tow the line
- Money doesn’t grow on trees does it?
- Making mountains out of molehills
- Split hairs
- Leaving no stone unturned
- Hangs by a thread
- In one ear and out the other
- Out of the frying pan and into the fire
- You don’t have to bite my head off
A Journey to the Lands Beyond

“....I’m riding on a road I’ve never seen, going to a place I’ve never heard of, and all because of a tollbooth which came from nowhere.”

Context
In The Phantom Tollbooth, Milo, travels through a magic tollbooth to the Lands Beyond. On his journey, Milo visits the kingdoms of Dictionopolis and Digitopolis, he travels through the Forest of Sight and the Mountains of Ignorance on his way to the Castle in the Air.

Overview
In this lesson, students will recount Milo’s story through the creation of a story map and. To enhance their story recreation, students will select musical backgrounds for each of their map locations.

Materials
- Space for each student to work.
- Large paper, markers, highlighters or colored pencils, scissors, glue.
- Pre-selected music bank for students to make musical selections. Provided through QR codes below. Provide print out for each student to cut and paste.

Student Objectives
1. Students will recount stories, determine the central message, lesson or moral and explain how it is conveyed through key details in the text.
2. Students will demonstrate ability to enhance a story with the addition of music.

Lesson Outline-Part One
- Read aloud the About the Story section from the guidebook. On first reading, have students listen for the following information.
  o Where did Milo’s story begin? Where did it end?
  o What was the order of the places he visited?
    - Dictionopolis
    - Forest of Sight
    - Digitopolis
    - Mountains of Ignorance
    - Castle in the Air
• On their large paper background have students identify locations for each area listed above. Remind students that Milo is on a journey and locations should be placed in order of his direction of travel.

• Next, provide students with a copy of the text and highlighters or colored pencils. Students should scan through the text looking for three key details about each location on their map (this could be done by whole class with an overhead or smart board.) Once details are established, students should return to their maps and add the key detail information in pictures or words.

Lesson Outline- Part Two

• Reread the About the Story with the class. This is a great time for student read aloud practice. Have students listen for the following information.
  o At the beginning of the story, what confused Milo?
  o What advice does the Princesses have for Milo about learning new things?

• Going back to their maps, have students add somewhere at the beginning a sentence about what confused Milo at the start of his journey and a sentence at the end about what Milo learned from the Princesses.

Lesson Outline- Part Three

• Have students scan the text again for what sounds they hear in the story. Using this information and their imagination about what each place may sound like students will create a sound scape for their map.

• Provide each student a copy of the QR page and play the sounds for the class. Students should select a sound for each of the locations on their map. QR codes can be cut and pasted on the map so viewers may access their sound scape.

• Provide students an opportunity to talk about their work. Have them practice with peers discussing Milos journey and what he learned along the way. Next, hang them in the hall with instructions on how to use the QR codes and invite fellow teachers, administrator and guest to visit.
Add Sound Effects for the Journey!

- Goofy Vocal
- Choc Ice
- Doorknobs
- Odd Number 6
- Epic Intro
- Function
- Re-Function
- Buzz Note
- Chicken and Cheese
- Clarinet Clock
- The Seagull
- Rondo #3
- Uncertainty
From Mime to Mask

Context
In Enchantment Theaters production of The Phantom Tollbooth, the cast uses the theatrical devices of mime and mask to bring the story to life for the audience. Mime is speaking and acting without words or noise. The characters in this production have no dialogue and rely on mime to portray the story. Masks have been used throughout the history of theater to help actors communicate character. While the character of Milo does not use a mask, all other characters use mask to identify and develop their characters.

Overview
In this lesson, students will explore the use of mime and mask in theater.

Materials
- Paper plates, string, scissors, glue, tape, pencils, markers, small material to decorate mask (feathers, cotton balls, buttons, scrap paper, magazine pages etc.)

Student Objectives
1. Students will use imagination to form and express thought, feeling and character.
2. Students will identify and hypothesize subject matter, symbols, and/or ideas in artwork of others.

LESSON OUTLINE
Part One
- Ask students to stand in place around the room. Using the following prompts, request students to imagine and react with their whole body but no sound or words.
  - “You just found out your best friend is moving to another school.”
  - “You are invited to visit your favorite sport or music idol for the weekend.”
  - “A big scary animal jumped out from behind a tree in front of you!”
  - “You don’t understand why something happened.”
- Give names to the emotions above (such as sad, happy, terrified, confused). Next, have students select three of the above emotions and move from emotions one, two and three. Again, stress that students are showing emotions with their bodies without words or sound. Have half the class show their emotion phrase while the other half watch and then switch.
- Ask students to reflect on how using their bodies helped describe what they were feeling? Encourage students to demonstrate their body motions when explaining. Close this session out by asking students to think specifically about their face and how they can manipulate their face to show emotions.

Part Two
- Divide class into pairs. Each student will need a paper plate and a pencil.
- In the pairs, each student should select one emotion for their partner to model. As one partner is the model, the other should sketch the modeled face on the paper plate. Just focusing on the outline of the eyes, eyebrows, nose and mouth.
• After students have their face outlined, ask students to think about their character to make artistic choices but encourage them not to tell their answers to their fellow students. Explain they will have a guessing game at the end. Offer the following guiding questions. Is their character a human, animal or mystical being? Is their character old or young?
• Provide students materials and time to decorate their mask attaching a string to the back so that it can be worn on the face.
• When all students are finished, lay the mask out gallery style on the tables with the following chart in front of each mask. Have students tour the gallery marking the charts with tally marks to identify the emotion, classification and age.
• When viewing is finished review results together and discuss. To extend this activity have students graph the data.

<table>
<thead>
<tr>
<th>EMOTION</th>
<th>CLASSIFICATION</th>
<th>AGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAPPY</td>
<td>HUMAN</td>
<td>YOUNG</td>
</tr>
<tr>
<td>SAD</td>
<td>ANIMAL</td>
<td>TIMELESS</td>
</tr>
<tr>
<td>CONFUSED</td>
<td>MYSTICAL</td>
<td>OLD</td>
</tr>
<tr>
<td>TERRIFIED</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Visual Examples from Enchantment Theatre

Masks, mime and puppetry are key theatrical methods expertly put to use by Enchantment Theatre Company.

*My Father’s Dragon*

*Peter Rabbit Tales*
Spark Ideas

- Wrap a big box with a surprise inside for the class and have it “delivered” to the classroom. Read the quote “if you’ve ever gotten a surprise package, you can imagine how puzzled and excited Milo was.” p.12 Have students write or draw about their surprise. (ELA)

- Read the quote found on page 54 “History is full of Humbugs“ and discuss with the group a humbug from history. (Social Studies)

- Read chapter 6 together as a class and create a short play for the students to perform about the land of Null. (Drama)

- Build a tollbooth with your class out of cardboard. (Engineering)

- Just like the directions given to Digitopolis, describe the distance from your classroom to the cafeteria, library and office in yards, feet and inches. (Math)

- The Mathmagician gave Milo a special staff that looked a lot like a pencil. With your magic staff complete the following just like Milo. 4+9-2x16+1÷3x6-67+8x2-3+26-1÷34+3÷7+2-5= (Math)

- Copy on transparent overhead film a quick drawing of a lethargian (you could also use a smiley face circle). Place several around the school and in the classroom while students are not watching. In the morning read the Special All Points Bulletin: Be on the lookout for Lethargians. They are irresponsible, lazy and slimy little creatures that have the ability to multiply themselves. They believe thinking and reasoning are unethical and cannot be allowed to stay in the school. They also have the ability to blend into their surroundings, making them very hard to catch. If you see a lethargian, please report to your teacher. (Observation)
Special Thanks

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