



the
Rose

CLASS SHOW GUIDE 2019-20



Dr. Seuss's

The Cat in the Hat



Pre-Show Activities

Theater Etiquette

IN-CHAIR ACTIVITY • 10-15 MINUTES

Objective: To actively explore proper theater behavior.

Discussion: "Etiquette is a word we use to describe the way people behave when they are in social situations with other people. What is the proper etiquette when you see a play? How should you behave during the show? Is it the same way you should act when watching a movie at home or playing outside? Is it okay to laugh during a play if you think it is funny? Is it okay to talk to your neighbor during the performance?"

Brainstorming: As a class, create a list of ways that audience members might behave, good and bad, while in the theater. Write these behaviors on the board in two different columns: one for "Good Theater Etiquette" and one for "Bad Theater Etiquette."

Modeling: Pick two students to come and sit in chairs in front of the class. Ask them to act out one of the "Bad Theater Etiquette" behaviors (with the teacher if desired) for ten seconds. Then have the class discuss why the behaviors were inappropriate and how they could be fixed. Now have the two students act out one of the behaviors under "Good Theater Etiquette" and discuss why this behavior is better.

Activity: Give the entire class one of the scenarios from their list of bad behaviors, like talking to their neighbor or not paying attention. Have the class act out this behavior for ten seconds then ask the students how they think this behavior makes the actors or the other audience members feel. Have them fix the behavior and act out this new scenario for twenty seconds. Repeat with a few other bad behaviors from the list.

Yes, Lets!

OUT-OF-CHAIR ACTIVITY • 15-20 MINUTES

Objective: Students will warm up their bodies, voices, and imaginations by thinking of different activities to act out together.

Discussion: "In *The Cat in the Hat*, The Cat comes into the house and does not follow directions. The Cat wants to have fun! He has to think quickly of fun things to do, making sure Sally and her brother Conrad are not listening to the Fish."

Brainstorm: If your class has read the book, *The Cat in the Hat*, have them brainstorm activities the Cat introduced to the kids. If your class has not read the story, have students think of different activities they could do while inside or outside. Write the different ideas on the board.

Modeling: Clear the desks to the sides of the room and have the students spread out in their own space. Start by choosing an activity the Cat could introduce and ask the group to act out that action, with each student working in their own space. For example, the Cat brought in a ball and balanced on it. To suggest the action, the teacher would say (using a voice like The Cat if desired), "Let's balance on a ball!" The class would then respond by saying, "Yes, lets!" Then each member of the class would silently act out balancing on a ball in their own space.

Activity: Give a student (or series of students) the opportunity to suggest different parts to act out together, continuing with the "Yes, let's!" dialogue. You could have the students try each of the suggestions individually or build off them. For example, now that they are "balancing on a ball," a student could ADD "Let's hold an umbrella!" ("Yes, let's!") "Let's put a cake on top of the umbrella!" ("Yes, let's!") "Let's light candles on the cake!" ("Yes, let's!"), etc.

Extension: Instead of asking for suggestions from the class each time, you could establish one student as "*The Cat in the Hat*." This student could wear a special hat, or stand in a special place. This student will be responsible for coming up with ideas for their classmates to do. Students could also write each of these "Let's!" statements down and then later create an illustration to go with their list of crazy activities suggested by The Cat.

UPCOMING SHOWS



A Bucket of Blessings

BEST FOR Pre-K - 2nd Grade

INTERACTIVE PRESCHOOL PRODUCTION • 30 MIN.

By Madhuri Shekar. Adapted from the book *A Bucket of Blessings* by Surishtha and Kabir Sehgal.

In the majestic mountains of India, Monkey spends her days playing with her animal friends in a lovely jungle, but she notices that it has become hot and dry and the rain hasn't fallen in the rainforest for many weeks. Monkey's mother tells her of an old legend that a dancing peacock can bring the rains. But when Monkey and her friend Baby Elephant try dancing to no avail, she decides she must go on a quest to find the magical Peacock and return water to the jungle.

Ella Enchanted A NEW MUSICAL

Ella Enchanted

BEST FOR 2nd - 6th Grade

FRESH FAIRYTALE FUN • 65 MIN.

By Karen Zacarias.

Music By Deborah Wicks La Puma

Adapted From The Book By Gail Carson Levine

Ella enjoys an enchanted but complicated life in the kingdom of Frell. When her well-meaning—but self-centered—fairy godmother, Lucinda, bestows a “gift” of obedience on Ella, she fails to consider the complicated consequences. Will Ella's true talent for learning languages—and a developing friendship with Prince Charmont—allow her to curtail the curse of her unwanted gift and live a life not controlled by others?

Want to book a workshop?

Workshops at Your School

The Rose offers several workshops that can take place AT YOUR SCHOOL. A professional Rose teaching artist can visit your classroom for one to five days in a one week time period to explore, through drama, a curriculum topic of your choice.

To register your class for a workshop that will take place at your school, please contact Melissa Richter at (402) 502-4625 or melissar@rosetheater.org.

Workshops at The Rose

A workshop AT THE ROSE is the perfect way to explore themes from a school field trip show or learn about the profession of theater. A professional teaching artist with a college degree in dramatic arts education will lead your class. To register your class for a Workshop at The Rose, please contact Melissa Richter at (402) 502-4625 or melissar@rosetheater.org.

Visit www.rosetheater.org for more information!



Free Funding Is Available for Field Trips! We understand that budgets are tight. That's why we're offering two great solutions to help pay for your school's field trip expenses. Both Nebraska Arts Council and Target Stores are offering financial assistance to help underwrite the cost of providing your students with experiences such as those provided by The Rose Theater. For more information, please visit www.nebraskaartscouncil.org (click "Grants" to see all categories) or www.target.com/fieldtrips.

Write To Us!

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Performing Arts
FOR CHILDREN AND FAMILIES

The logo for Dr. Seuss's *The Cat in the Hat* features the title in a playful, multi-colored font. The words "The Cat" are in blue and red, and "in the Hat" are in blue. On either side of the title is a small illustration of the Cat in the Hat, a red and white striped hat with a red bow, and a red and white striped body with a red bow. Above the title, the text "Dr. Seuss's" is written in a red, sans-serif font.

Dr. Seuss's The Cat in the Hat

Post-Show Activities

Making Statues

OUT-OF-CHAIR ACTIVITY • 10-15 MINUTES

Objective: Students will learn about the job of a director by using their imaginations to “sculpt” a partner into a statue or pose.

Brainstorming: Ask your students to review all the characters in the play. Then ask your students to think of different moments in the play *The Cat in the Hat*. List the different moments of the play on the board.

Modeling: Start by making a statue of The Boy and Sally in the story when their mom leaves and they start a day with nothing to do. Ask for 2 volunteers to be the statues. The volunteers turn into a “lump of clay” ready to be shaped into a “statue” by a director. Next, have the class raise hands to give suggestions on ways the body, head, arms, and then legs could be changed to make it clear what the characters are doing in this moment and how they feel. For example: “The Boy should have a bored look like this!” “Sally should hold her arms like this to show she is sad.”

Activity: In groups of three, one student is the “director” and the other two students can be the “statues.” The director tells his or her partners how to move in order to create a statue of two characters at one moment during the play. The statues cannot move unless the director tells them how to move. Once finished, encourage the directors to view each other’s statues in the museum we created. Then, have the students switch roles and suggest a new moment from the play.

Side Coaching: “Make sure you tell the statue how to move; please don’t physically move them. Think carefully about facial expressions on your statues! How are the characters feeling at this moment in the story?”

Extension: Break the class into larger groups of several students and have them work together to create larger statues. Work as a class to make one big statue. Encourage students to view and compliment each other’s work. The director (or teacher) can also tap individual “statues” on the shoulder to hear what a character might be thinking or feeling at that moment in the story.

Silly Stories

IN-CHAIR ACTIVITY • 10-15 MINUTES

Objective: Students will work together to tell a rhyming, silly story.

Discussion: “In the play we just saw, the characters all spoke in rhyme. What is rhyme? Excellent! Rhyming is a repetition of similar sounds in two or more words. Let’s work together to tell a rhyming, silly story about *The Cat in the Hat* coming to visit our classroom. You may want to discuss different rhyming patterns and establish one to follow for your story. (ex: ABAB, AABB, etc.)

Activity: Inform the students that they will be creating a story by each contributing one short sentence at a time. For example, one student could start by saying “Once there was a funny CAT,” with a second student in the row saying, “He wore a tall striped HAT.” A third student could add, “The cat came to a house one rainy DAY.” Then a fourth student could add, “He brought some crazy games to PLAY!” and so on. Continue with the story until each student has had a turn to contribute a sentence and the story has an adequate ending.

Side Coaching: Before starting, the class might brainstorm a list of rhyming words that might come up in the story. Also, the teacher could walk behind students as they are giving their words to help keep the order of rhyming. Coach them with sentence structure to ensure this story is making sense.

Extension: This could also be a writing activity. The class could work together to create a few rhyming sentences to create the BEGINNING of the story. Students could then work in pairs to write sentence pairs that tell about short events that happen in the MIDDLE of the story. Then the class could share those before working together to come up with a few rhyming sentences to END the story.



Creating A Machine!

OUT-OF-CHAIR ACTIVITY • 10-15 MINUTES

Objective: Students will work together to use their bodies and voices to create a machine.

Discussion: "In the play we just saw, *The Cat in the Hat* used a machine to help Sally and her Brother clean up the house. Looking at the machine we could see it was designed to look like several cleaning tools in one big machine."

Brainstorming: Have the class come up with a list of the different cleaning tools and sounds they might make. For example: a vacuum (sucking sound), duster (swish), spray bottle, mop, sponge. Write the cleaning tools and corresponding sounds on the board.

Modeling: Select a few volunteers to come to the front of the class and assign them a movement and sound (for the modeling it does not have to be a cleaning tool). Ask them to demonstrate the movement and sound individually. Then once each person has shared, ask them to find a way to work together to create one machine.

Activity: Split the class into groups. Have each group pick a cleaning tool and sound (can be from board if they are struggling). Have each group work together to create a repetitive movement and sound for their cleaning tool. Once each group has created their movement and sound they will then share them with the class. Ask the students to collaborate and put their sounds and movements together. What does this machine do? What is this machine called?

Extension: Once the students have explored the cleaning machine from *The Cat in the Hat*, have them expand to create machines that can help them with math, music, history, science and other school subjects.

A Day in the Life of *The Cat in the Hat!*

OUT-OF-CHAIR ACTIVITY • 15-20 MINUTES

Objective: The students will use movement, sound, emotion, and their imaginations to explore the worlds of *The Cat in the Hat* characters and create their own characters.

Discussion: "When actors become characters, they must change how they use their bodies and voices. The actors in *The Cat in the Hat* had to change their bodies and voices to bring characters in the play to life on the stage. How did the actor playing *The Cat in the Hat* use his voice to pretend to be *The Cat in the Hat*? How did the actors playing Thing 1 and Thing 2 use their bodies to make you believe they were those characters? Let's work together to change our bodies and voices and use our imaginations to become the different characters we saw."

Modeling: Gather the class in a circle. Ask them how their bodies would change to become different characters from the play. "How would The Boy walk? What would his arms look like? His face? After each suggestion is made, have every student practice it with their bodies. Repeat for the other characters in the story.

Activity: Tell the students to move around the room as themselves. Make sure they are all keeping their hands and feet to themselves in their own acting space without speaking. Next, tell them to freeze. Now have them pick a character from *The Cat in the Hat* (or, if you prefer, another Dr. Seuss story). Using the suggestions from modeling, have them change their bodies to become their character. Have them move around the room as their character without speaking. Freeze again. Now add voices. Have the students introduce themselves to each other in character. How do they feel about the other characters? How does this affect how they interact? Freeze.

Side Coaching: "Now you are going to act out a day in the life of your character. Give the students about a minute or two to act out each moment in their day. How does your character wake up in the morning? How do they get ready for the day? What chores do they have to get done? What does your character do for fun? Your character is sneaking into the woods to steal from the rich and give to the poor. What do they pack? Who do they invite? How does your character get ready for bed?" Have all the characters go to bed and freeze. Then get back into your circle and discuss your favorite part of your day.

Rainy Day Ideas!

IN-CHAIR ACTIVITY • 10-15 MINUTES

Objective: Students will work individually to create a list of activities they could do on a rainy day.

Supplies: Paper with an outline of a raindrop. Inside the raindrop it can say, "When it rains outside I like to..."

Discussion: "In the play Sally and her Brother Conrad were bored because it was raining, and there was nothing they could do. Have you ever felt bored? What are some things that you can do if you are stuck inside?" If students give answers such as, "Watch movies, play my Xbox, go on the internet", raise the stakes and tell them the power is out. Write a list of these activities on the board.

Modeling: Have the students sit at their desks. Using some of the words from the board, draw yourself an example raindrop. Inside your example raindrop write the numbers, 1, 2 and 3. Tell the students you want them to list 3 things they could do on a rainy day and ask them to draw a picture.

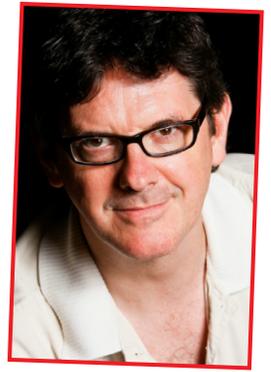
Activity: Walk around the room helping students decide on three activities. Once they have written out the activities they can draw pictures of these activities.

Extension: You can ask the students to write out their activities in sentences that rhyme with the other activities they selected. For example: "When it rains outside I like to read a book, make a fort in a nook and help my mom cook!"

Behind the Scenes Spotlight: The Director!

Meet the Artist, Kevin Ehrhart!

Kevin Ehrhart is one of the professional teaching artists at The Rose Theater and he is directing our production of *The Cat in the Hat*. Kevin has directed many shows at The Rose Theater, including recent productions of *Judy Moody*, *Madagascar: A Musical Adventure* and *Madeline's Christmas*. We asked him to tell us more about the experience of directing this beloved Dr. Seuss classic!



Q: Can you tell us a little about your job as a director? What does a director do to get a play ready for an audience?

A: The first thing I do to prepare to direct a play is read the script a few times. Each full read-through gives me new inspirations. After being inspired by the content of the script, I explore the inspirations in terms of production elements of sets, costumes, props, sound and lighting to prepare for the first design meetings with the technical staff. The next stage is an in-depth analysis of the script to tie in every element to the themes that inspired me before. This analysis will act as a sort of yardstick with which I will measure forthcoming ideas as I prepare for rehearsals. The rehearsals will allow me to play with the actors in a safe environment as we make discoveries and prepare a structure with which they can play with the audience.

Q: What is one of your rehearsals like for a show like *The Cat in the Hat*?

A: *The Cat in the hat* is about chaotic fun so my rehearsals will reflect that. Of course all of the chaos will be planned out and be contained in a fun sort of order. There will be days when we study clowning and days when we fly kites at the park. There will also be days when we stage things in the studio with tape lines on the floor.

Q: You have acted in many shows at The Rose Theater - in fact you've performed on stage in Rose Theater productions for more than 25 years! How does your experience as an actor help you to do your job as a director?

A: I believe my experience as an actor helps a great deal when I am directing. Having been on the performance side of things has provided me with a unique vocabulary with which I can communicate ideas as I collaborate with actors in a production. I attempt to create an environment for play that has allowed me to make discoveries as an actor in the past.

Q: *The Cat in the Hat* is a classic story by Dr. Seuss that has been loved by many generations. Did directing a story like that present any special challenges?

A: The fact that this story is so beloved is only encouraging to me as I work through the aspects that inspire me the most.

Q: What is your favorite part of being a director?

A: My favorite part of being a director is when I am collaborating with actors and we are finding ourselves lost in the story we are preparing to share.

Q: What is one of the most challenging things about your job?

A: One of the most challenging aspects of directing is making sure that I communicate my inspirations to the technical staff in such a way that the actors are not stifled as we create the show.

Q: Is there anything you hope audiences will notice about how you've directed this production?

A: Absolutely not. My largest hope is to stay out of the way and allow this important story to be created a new for each audience that shares it with us.

Thank you for sharing your work with us, Kevin!

Explore More!

If you enjoyed *The Cat in the Hat*, be sure to check out these other great resources!

Related Books:

1) ***Green Eggs and Ham*** by Dr. Seuss

Ever refused to eat something you thought looked disgusting? What if you had a friend who kept trying to get you to eat it? Would you give in? This story takes us on a journey of being unwilling to try new things, overcoming stubbornness and discoveries. A Seuss classic, teaching us that new doesn't always have to be bad.

2) ***There was an Old Lady who Swallowed a Fly*** by Simms Taback

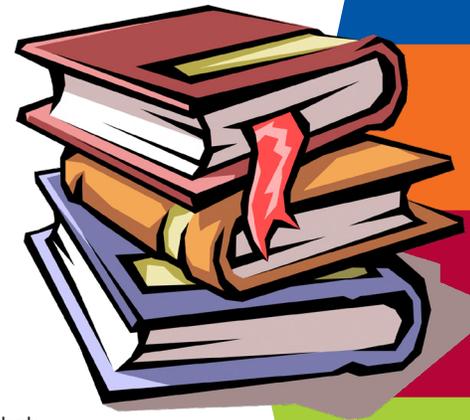
A well loved children's song, turned into a children's book! Flip open this story for pictures that guide your young reader into a word association sing a long! With this inventive die-cut artwork, Simms Taback gives us a rollicking, eye-popping version of the well-loved poem.

3) ***Curious George*** by H.A. Rey

The first adventure in this highly popular series about a curious little monkey. Curious George, caught in the jungle and brought back to the city by a man in a yellow hat, can't help being interested in all the new things around him, which sometimes gets him into trouble. With stories young audiences can connect to, and pictures to compliment the stories, this series is a favorite of all ages.

4) ***The Little Critter Series*** by Mercer Mayer

Now celebrating 30 year of stories where you watch Little Critter experience many childhood situations. Titles include, *Little Critter Sleeps Over*, *I Was So Mad*, *Just A School Project* and *Just Me and My Babysitter*.



Web Sites for Educators with Early Readers:

1) www.seussville.com/

Oh the places you'll go! This site has anything and everything Seuss! Filled with e-books, coloring sheets, games and activities, you and your student can get lost exploring the life and stories of Dr. Seuss!

2) www.pbskids.org/catinthehat/

PBS offers a great site with a look at an adapted Cat in the Hat television show. On this site you can access arts and crafts, episodes of the PBS show and school curriculum related games!

3) www.randomhousekids.com/brand/dr-seuss/activities/

This site is full of links for resources about different child hood characters, including some of Dr. Seuss' most famous creations! Explore activities with the Grinch and Horton while learning more about the life of Dr. Seuss

4) www.seussville.com/Educators/educatorClassroomResources.php

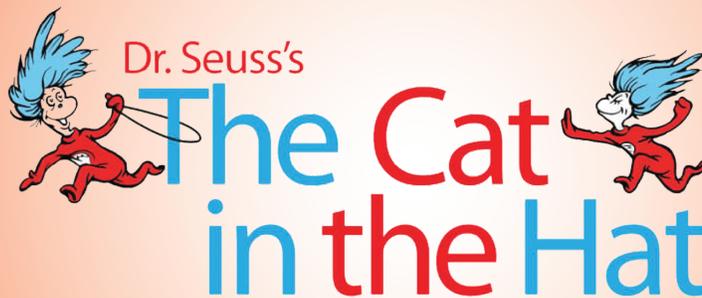
This page has some teaching resources devoted to Robin Hood. Includes Dr. Seuss printables, lesson plans, a learning library, links to NEA's Read Across America and much more!

5) www.scholastic.com/teachers/collection/dr-seuss-author-study

Scholastic has links to recent articles of Seuss news, activities and unit plans focusing on grades pre-k to second!

6) www.readingrockets.org/calendar/readacross

Reading Rockets is a great tool for promoting literacy and writing in the classroom! They even have an entire page dedicated to Read Across America, giving you access to tools for "Seuss in our Schools" month!



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