

The Broward Center for the Performing Arts

And

The Performance Project, Inc

present



STUDY GUIDE



Dear Educator,

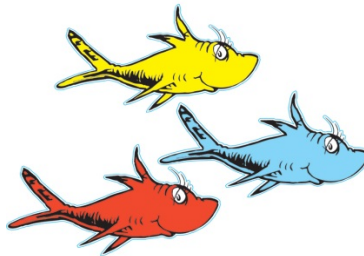
This study guide has been developed to assist you in preparing your students for this awesome theatrical experience. It will help develop a plan so your trip here can be as meaningful as possible. These pages contain a little of everything: social studies, language arts, math, science, etc. So please feel free to integrate this into any type of curriculum.

Enjoy the show!

BEFORE THE SHOW

Preliminary Discussion

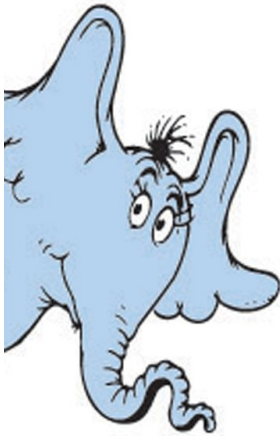
1. You may want to read *Horton Hears a Who*, *Horton Hatches the Egg* and *Gertrude McFuzz* and review the plot and characters with your students.
2. One of the themes in the show is loyalty. Have your students look up the word in the dictionary. Ask your students what it means to them; discuss examples of how you can be loyal to someone.
3. Dr. Seuss is known for creating nonsense words in his stories. Can you think of any made up words you remember from his books? Listen for them as you watch the show.
4. One song in the show is called "Oh, the Thinks You Can Think." Discuss what a think could be.



The Story

After an introduction to the characters in a song called "Oh, the Thinks You Can Think," the action begins with Horton the elephant splashing in a pool in the Jungle of Nool. He hears a cry for help that no one else can hear coming from a dust speck. The animals in the jungle don't believe him and make fun of him. The dust speck turns out to be the planet of Who, the tiniest planet in the sky. The population of Who introduces themselves in the song "Here on Who." A little Who boy, Jojo, is scolded by his parents for thinking outlandish thoughts. Jojo and Horton sing the song "Alone in the Universe" about how nobody understands them. Back in the jungle, Gertrude McFuzz, a bird, is sad because she has a tail with only one feather and Horton never notices her. She talks to the very showy bird, Mayzie who suggests she visit the doctor for some feather growing pills. Gertrude overdoes it and gets a huge tail as a result. The animals are still torturing Horton about the dust speck he has placed on a clover. They get the evil eagle, Vlad Vladikoff to steal the clover and drop it into an entire field of clovers. Horton begins searching the field for the Whos on the dust speck. As he searches, Gertrude arrives and tries to get him to notice her new tail but he is so busy that she gives up and leaves. While Horton searches, Mayzie the bird calls to him from

her nest. She complains that she is bored sitting on her egg and she asks if Horton could sit on it for her while she takes a break. Horton agrees and ends up sitting on the egg for months until some hunters find him and take him and the tree to New York where they sell him to a circus. Horton is very sad until Gertrude finds him. She tells him the story of her tail which is now back to one feather. But her best news is that she found his clover and saved the planet of Who. Their troubles are not over however because the jungle animals put Horton on trial for talking to a dust speck and sitting on an egg. They plan on boiling the speck so Horton urges the Whos to shout as loud as they can so they can be heard. Little Jojo gives a great yell and the jungle animals finally hear him. They all vow to protect the planet of Who along with Horton. Finally, Horton's egg hatches and out comes an elephant bird. Horton and Gertrude decide to take care of it together and combine their strengths, Horton's on land and Gertrude's in the air.



All of the books referenced in the play are:

- *Horton Hears a Who*, 1954
- *Horton Hatches the Egg*, 1940
- *Green Eggs and Ham*, 1960
- *Oh, the Thinks You Can Think*, 1975
- *McElligot's Pool*, 1956
- *The Cat in the Hat*, 1957
- *I Had Trouble Getting to Solla Sollew*, 1965
- *Yertle the Turtle and Other Stories (Gertrude McFuzz)*, 1958

Activity: Researching an Author

It's always an interesting activity to find out about the life of the author. Sometimes it gives clues as to why he/she wrote the way that that did.

Dr. Seuss



The pen name Dr. Seuss was chosen by Theodor Seuss Geisel (1904-1991) when he dropped out of college to work in advertising, drawing political cartoons and writing children's books. By the time he died, he had written and illustrated 44 children's books which were translated into 15 languages and for which he won the Pulitzer Prize. Nearly thirty of his books have been adapted for television or video in addition to development of a Broadway musical and at least one major motion picture.

Your Trip to the Theater

Preliminary Discussion



Find out how many of your students have seen or been in a play. Discuss the ways in which theatre is similar to and different from movies, television and other live events such as concerts or sports events.

Please have your students consider the following questions regarding the theater...

- What behaviors are acceptable at a live theatre performance?
- What behaviors are NOT acceptable?
- How can audience behavior influence a performance in a positive manner?
- How can audience behavior affect a performance in a negative manner?
- What other points/ observations would you consider in this discussion?

Theater Etiquette

To make the experience an enjoyable one for all, please review the following theater etiquette with all your students and chaperones before attending the performance.

- Arrive on time
- Cameras and audio or video recorders are not permitted in the theater
- Turn off or silence all cell phones, pagers, watch alarms and other electronic devices.
- Food, candy, beverages and gum are not allowed in the theater
- Avoid talking and making unnecessary noise during the performance
- Walk while in the theater
- Keep feet off the seats and do not step over seat backs
- Do not lean over balcony railings or attempt to throw or drop anything from the balconies.

About This Particular Show of Seussical:

The Broward Center for the Performing Arts in partnership with The Performance Project School of the Arts has created a brand new program starting with this show. Our Performance Workshop/Mentor Program takes young performers, 7-18 years old and has them take acting, singing and dance classes for 8 weeks. After that time they are ready for rehearsal with the adults who act as mentors. The show you are seeing today is this wonderful integration of students and professional adults as they all learn from each other.

Behind the Scenes

When you go to the theater, all you will see are the actors. But in fact it takes MANY more people to create magic on the stage. See if you can match the number (job title) to the letter (description of job).

1. Sound Engineer
2. Costume Designer
3. Properties Manager
4. Technical Director
5. Scenic Artist
6. Master Electrician
7. Light Designer
8. Master Carpenter
9. Actor
10. Artistic Director
11. Set Designer
12. Stage Manager

- ___a. finds or creates all props or small items used on stage.
- ___b. paints all scenery; implements any unique painted effects.
- ___c. maintains lighting equipment, hangs, focuses, programs and runs the light board.
- ___d. designs the scenery used in a show.
- ___e. maintains all sound equipment, monitors microphones and runs sound board during performances.
- ___f. responsible for selecting shows each season. Oversees hiring of directors, designers and actors.
- ___g. oversees set construction and the hiring of scene shop and backstage crew.
- ___h. hired to play a role on stage.
- ___i. designs all costumes worn onstage.
- ___j. oversees all rehearsals and is in charge of all aspects of the show during performances.
- ___k. creates all lighting effects on stage.
- ___l. builds scenery and supervises other carpenters.



AFTER THE SHOW

LANGUAGE ARTS

Art and Creative Writing

Write your own children's story...

Dr. Seuss is known for creating incredible imaginary animals and plants. You and your class can create collective imaginary animals. Have students work in groups of three. Fold a piece of paper in three sections horizontally so that you only see one third of the page. The first student draws a head on the top section and continues drawing a bit onto the middle third. Refold the paper so that the second student can see only the bit drawn on the middle section of the paper. The second student draws the torso and continues the drawing a bit onto the bottom third of the paper. In the same way, the third student draws the bottom half of the animal. Open up the paper to see the incredible new animal.

Then ask your students to name the animal and write a story about it. You may want them to include information on what habitat their new animal would live in, what it would eat and the new animal's general disposition.

Poetry/Rhyming

Go through some of Dr. Seuss' books and compile a list of 10 words. Next, find at least two words that rhyme with each word. Using the new list of words, create a short poem in the style of Dr. Seuss.



Making an Outline

The beginnings of writing a good book report:

Read a Dr. Seuss book then fill in the blanks in the following outline.

OUTLINE

TITLE: _____ AUTHOR: _____

A. Introduction (1 sentence)

B. Character's Names

1. _____
short description _____

2. _____
short description _____

3. _____
short description _____

C. Plot (3 sentences)

1. _____

2. _____

3. _____

D. Setting (3 description phrases)

1. _____

2. _____

3. _____

E. Conflict (2 sentences)

1. _____

2. _____

F. Resolution (2 sentences)

1. _____

2. _____

G. Theme (2 sentences)

1. _____

2. _____

H. Conclusion (1 sentence)

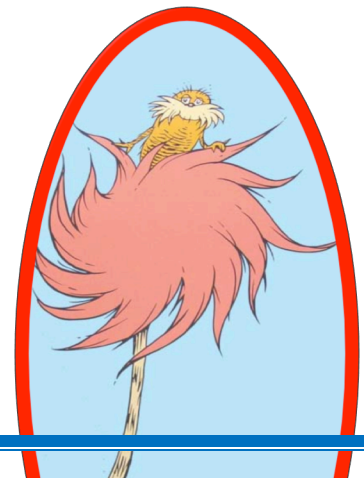
1. _____

SCIENCE

Nature and Conservation

Discussion 1

By putting them in a safe place where he can watch over them, Horton makes sure the "Whos" are safe.



- Define and discuss a species/animal that is becoming extinct.
- What are some ways that humans can help protect other species of animals?
- If humans move animals to a new habitat how does that affect the Animal and how will it affect the other animals left in the habitat?

Discussion 2

When Horton discovers the Whos, no one believes him because he can't prove that they exist. Only by speaking up for themselves at the very last second are the Whos able to save themselves. But what happens when there is no evidence that something bad might be happening? How do we decide how to act? While the threat to the Whos was very immediate and visible, how do we learn to protect our world when it comes to threats we can't see?

- What is pollution? How many different kinds of pollution can you name? Is pollution there even if we can't see it?
- What is global warming? Are humans responsible or is it a natural phenomenon? How can we tell?
- What could cause a species to become extinct? What could cause a species to overpopulate?
- If your students have read Dr. Seuss's *The Lorax*, ask what the numerous effects of cutting down the Truffula trees were. What could the Once-ler have done differently?

Activity: Experiment – Water Pollution

BACKGROUND:

Water in lakes, rivers, and swamps often contains impurities that make it look and smell bad. The water may also contain bacteria and other microbiological organisms that can cause disease. Consequently, water from most surface sources must be "cleaned" before it can be consumed by people. Water treatment plants typically clean water by taking it through the following processes: (1)**aeration**; (2)**coagulation**; (3)**sedimentation**; (4)**filtration**; and (5)**disinfection**. Demonstration projects for the first four processes are included below.

OBJECTIVE:

To demonstrate the procedures that municipal water plants may use to purify water for drinking.

MATERIALS NEEDED:

4 5 Liters of "swamp water" (or add 2 1/2 cups of dirt or mud to 5 liters of water)

- 4 1 **Two liter plastic soft drink bottle** with its cap (or cork that fits tightly into the neck)
- 4 2 **Two liter plastic soft drink bottles**, one with its bottom cut off and one with the top cut off
- 4 1 **large beaker (2 cups) or measuring bowl** that will hold the inverted two liter bottle or you can use another two liter plastic soft drink bottle with its top cut off so the other bottle will fit inside of it.
- 4 2 **tablespoons of alum** (potassium aluminum sulfate available in the spice aisle at grocery stores)
- 4 1 **1/2 cups fine sand** (white play sand or beach sand)
- 4 1 **1/2 cups coarse sand** (multi-purpose sand)
- 4 1 **cup small pebbles** (washed, natural color aquarium rocks work best)
- 4 1 **coffee filter**
- 4 1 **rubber band**
- 4 1 **tablespoon** (for the alum)
- 4 1 **large spoon** (for stirring)
- 4 **A clock** with a second hand or a stopwatch

PROCEDURE:

1. Pour your "Swamp Water" into the two liter bottle with a cap. Have students describe the appearance and smell of the water.
2. **Aeration** the first step in the treatment process, adds air to water. It allows gases trapped in the water to escape and adds oxygen to the water. Place the cap on the bottle and vigorously shake the bottle for 30 seconds. Continue the aeration process by pouring the water into another bottle or the beaker, then pouring the water back and forth between them about 10 times. Once aerated, gases have escaped (bubbles should be gone). Pour your aerated water into your bottle with its top cut off.
3. **Coagulation** is the process by which dirt and other suspended solid particles to chemically "stick together" into floc (clumps of alum and sediment) so they can easily be removed from water. Add two tablespoons of alum to the aerated water. Slowly stir the mixture for 5 minutes. You will see particles in the water clinging together to make larger clumps. This makes it harder for them to get through a filter at the plant.
4. **Sedimentation** is the process that occurs when gravity pulls the particles of floc to the bottom of the cylinder. Allow the water to stand undisturbed in the cylinder. Observe the water at 5 minute intervals for a total of 20 minutes. Write down what you see - what is the appearance of the water now? At a treatment plant, there are settling beds that collect floc that floats to the bottom, allowing the clear water to be drained from the top of the bed and continue through the process.
5. Construct a filter from the bottle with its bottom cut off as follows (see illustration below):
 - a. Attach the coffee filter to the outside neck of the bottle with a rubber band.

Turn the bottle upside down placing it in a beaker or cut-off bottom of a two liter bottle. Pour a layer of pebbles into the bottle - the filter will prevent the pebbles from falling out of the neck.

b. Pour the coarse sand on top of the pebbles.

c. Pour the fine sand on top of the coarse sand.

d. Clean the filter by slowly and carefully pouring through 3 L (or more) of clean tap water. Try not to disturb the top layer of sand as you pour the water.

6. **Filtration** through a sand and pebble filter removes most of the impurities remaining in water after coagulation and sedimentation have taken place. After a large amount of sediment have settled on the bottom of the bottle of swamp water, carefully - without disturbing the sediment - pour the top two-thirds of the swamp water through the filter. Collect the filtered water in the beaker. Pour the remaining (one-third bottle) of swamp water back into the collection container. Compare the treated and untreated water. Ask students whether treatment has changed the appearance and smell of the water.

* Advise students that the final step at the treatment plant is to add disinfectants to the water to purify it and kill any organisms that may be harmful. Because the disinfectants are caustic and must be handled carefully, it is not presented in this experiment. The water that was just filtered is therefore unfit to drink and can cause adverse effects. It is not safe to drink!

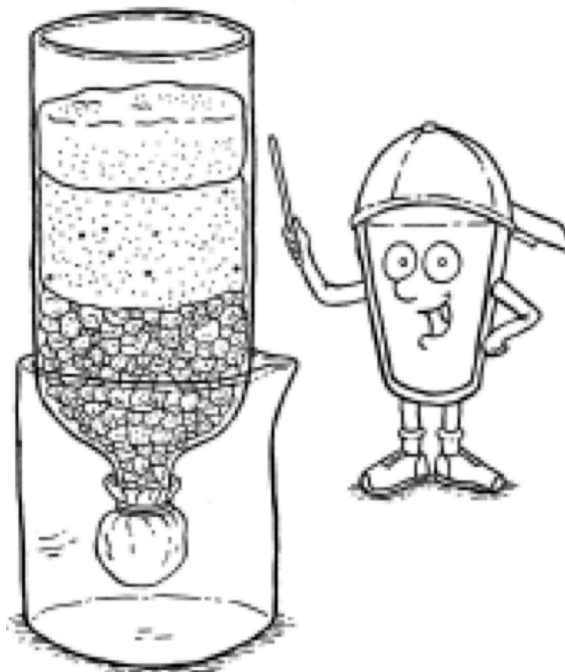
Fine Sand-----

Coarse Sand-----

Pebbles-----

Beaker-----

Coffee Filter-----



SOCIAL STUDIES

Community :

Discussion 1 -“The Whos in Your World.”

If we are all to live well together in this world it is important we feel compassion for people we know and people who we don't know. For example people in the

midwest who lived through hundreds of tornados or the people in Japan who have to deal with the destruction caused by the tsunami.

1. Ask your students to identify someone in your school, state, etc. (depending on their age) they do not know.
2. Encourage them to make a list of questions that they would like to ask this person if they had the chance.

Discussion 2

Gertrude thinks more feathers will get her noticed. Name some things your students wear or have that make them feel more important. Does having certain things really make people more important? In the end Gertrude realizes it's what she does not what she looks like that makes her important to Horton. What can people do to make them more important to others?

Discussion 3

Horton is rejected for being different. He is bullied because no one believes that he can hear the Whos. Why are people bullied for being different? Discuss the value of all people despite their differences or sometimes we call this diversity or multiculturalism ("a person's a person no matter how small"). You may want your class to create posters celebrating their differences.



Activity

Diversity Show and Tell

Description: Have students do some research into the cultural group that they identify with and then ask each student to bring in one item or fact related to his or her family's background. It might relate to a country of origin, home state/region in the U.S., or special customs and traditions they observe.

Connection Activity: Ask student to teach others one thing related to the item, such as its word in a native language or how the item is made. A discussion could follow into what cultural identity is and comparing North America to other parts of the world.

MATH

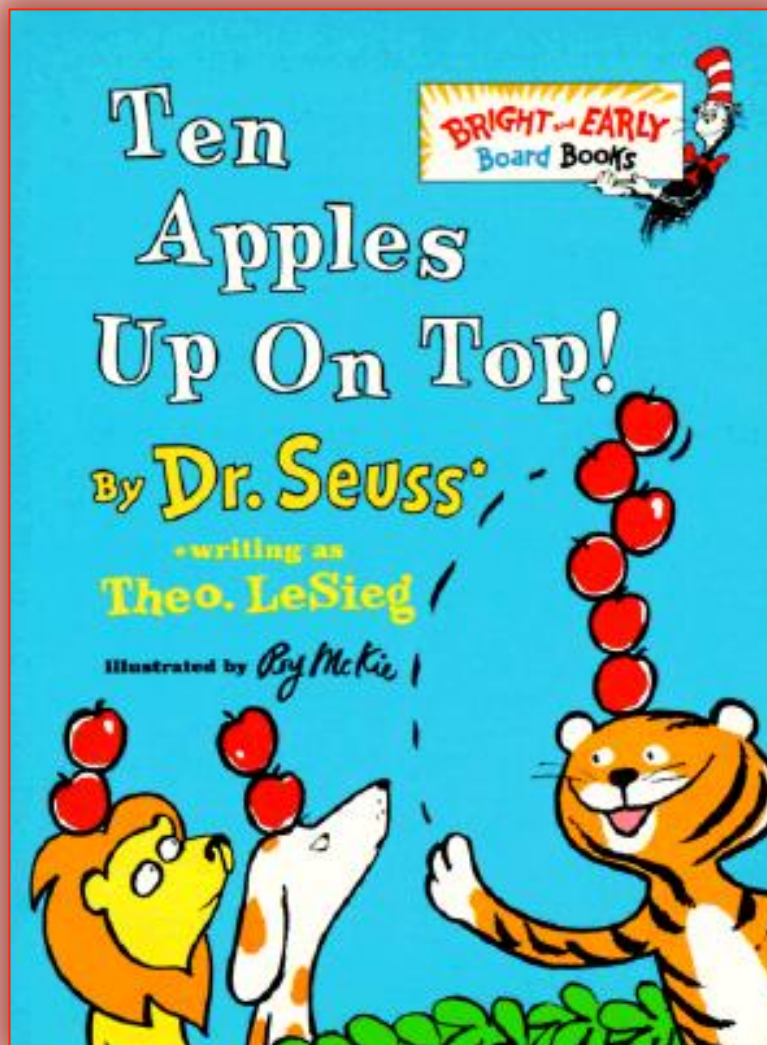
Read the Dr. Seuss book: *Ten Apples On Top*.

Activity 1

Count/write numbers by 5s starting with the number below each picture of the child.

Activity 2

For a more advanced challenge, count/write by the number written on the bottom.
Example: by 5s, 10s, 15s, 20s, etc.



How many apples are up on top?



5



10



15



20



25



30



35



40



45



50



THE ARTS

Discussion 1: Theater

Learn more about the theatre. Visit these web sites for games, history, terms and skits:

<http://library.thinkquest.org/5291>

<http://pbskids.org/zoom/activities/playhouse/index.html4>

Discussion 2: Performing Arts

Perform a Dr. Seuss book Reader's Theatre style. Visit these web sites for information on reader's theatre:

<http://www.aaronshp.com/rt/Tips.html>

<http://bms.westport.k12.ct.us/mccormick/rt/RTHOME.htm>

Discussion 3: Music

The music in *Seussical - the Musical* is presented in a variety of styles to establish character types and create a mood for each scene. For example, the Sour Kangaroo and the Wickersham Brothers sing in the Motown style while Gertrude and Jojo tend to sing ballads. Listen to the songs and identify the character traits that make the song style appropriate to Horton and Mayzie, or the Cat in the Hat. Play excerpts from the songs and brainstorm emotion words for each one. How does the musical style help to establish a specific feeling? Is it the rhythm or the tempo that decides whether the song is cheerful or sad? How does the musical style tell of place and time?

Activity: Music

In small groups (3 or 4 students) choose a favorite rhyming quatrain - 4 lines- from a Dr. Seuss book and create an original melody to accompany the words.

Once the melody has been created, practice singing it out loud in your group and present it to the class and/or teacher.....OR.....

In small groups, choose a favorite character or characters from *Seussical*. Using a Dr. Seuss writing style, write an original quatrain - 4 lines - that describes them.

Recite it for the class and/or teacher.

"You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose. You're on your own. And you know what you know. And YOU are the one who'll decide where to go."

Dr. Seuss

