



Fall 2012

Dear Educators,

Thank you for bringing your students to our first KidSeries production of 2012-13, *Duck For President*. We are delighted you have chosen Lifeline Theatre, and we hope your experience here will be fun, entertaining, and educationally rewarding.

Enclosed is our Study Guide for the play. The guide includes a thorough play synopsis, writing and drama activities, discussion topics to prepare your class for the field trip, and a number of easy-to-copy worksheets for your class, which are best used after your field trip as a way to bring the learning back to the classroom. We hope you will find the packet beneficial towards enhancing your Lifeline experience and allow you to integrate the play's themes with your classroom teaching.

Towards the back there is a teacher comment form and student review sheet, ready for copying. Your feedback is invaluable to helping improve our materials. If you would like to receive the form electronically, just email me at lea@lifelinetheatre.com and I'll send it to you. We'd also love to receive your student reviews, as we take to heart their response to the show.

Right beside the study guide, we have enclosed a few materials about other education programs we offer here. If you are interested in learning more about these programs, do not hesitate to call me at 773-761-4477 x707 or send an email. We aim to meet your goals.

Thank you again for your support of Lifeline Theatre, and we'll see you at the show!

Sincerely,

Lea Pinsky, *Education Director*



KidSeries 2012-13



EDUCATOR STUDY GUIDE

Our season is...

Fall 2012: DUCK FOR PRESIDENT

Winter 2013: THE MYSTERY OF PIRATE GHOST

Spring 2013: THE EMPEROR'S GROOVY NEW CLOTHES

Lifeline Theatre ★ 6912 North Glenwood ★ Chicago, Illinois 60626 ★ 773-761-4477

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ABOUT LIFELINE KIDSERIES PRODUCTIONS

Lifeline Theatre's KidSeries is committed to bringing children's literature to the stage to entertain, educate and empower both kids and adults. Our goal is to help students develop greater appreciation of literature and theatre as art forms, to excite kids about reading, as well as to teach them about various subjects within each individual show. We encourage you to use this study guide to enrich your students' experience of Lifeline's KidSeries, and to enhance the educational value of the performance you attend.

HOW TO BE PREPARED AUDIENCE MEMBERS

Before the Play: Discuss Appropriate Behavior

Have a discuss with your students about proper theatre etiquette. For example, it's okay to clap and laugh, but it's not okay to talk to your neighbor. Have students compare and contrast the difference between watching a movie and watching a play. Ask if students have been to a play before. If so, what play? What was the experience like? What do they think this particular experience will be like? If the students have not been to Lifeline before, have them think about what they might expect: a big theatre or a small one, many seats or only a few, young actors or older ones, etc.

After the Play: Reflect on the Experience

Ask students if they enjoyed the play. Based on this experience, would they like to see other plays? If they've seen plays before, how did this play compare? Was it better? Funnier? More enjoyable? What happened that they were expecting to happen? What happened that they weren't expecting? How was seeing a play a different experience than seeing a movie?

Have the students write a review of the play. Use the attached form or have them write a paragraph or two on their own. Encourage the students to be specific about why they enjoyed a certain part of the play. If they liked a scene because it was funny, have them explain *why* it was funny to them, what the characters *did* or *said* that was funny, etc. Have the students draw a picture or make a collage of their favorite scene or character. Have them show their picture to the class and explain why that scene or character was their favorite. We invite you to send the reviews and pictures to Lifeline – we enjoy reading them and learn from student feedback.

TRADITIONAL PLAYS VS LITERARY ADAPTATIONS

Lifeline Theatre's KidSeries productions are often musical adaptations of picture books and short stories for children. We encourage you to discuss the elements of each version and compare/contrast the two both before and after you see the play.

Before the Play: Get to Know the Original Story

Read the story to your students, or have them read the book themselves, before the production. After reading the book, discuss it with your students, using these questions as launch pads:

- Who are the characters in the story?

- What happens in the beginning of the story? The middle? The end?
- What is your favorite part of the story? Why?
- Who is your favorite character? Why?
- Is there a character in the story you don't like? What makes you dislike this character?
- What do you think you will see on stage as the actors tell this story?
- How might the play be different from the story? How might it be the same?

Beginning, Middle and End

To encourage sequential thinking, have students act out the beginning, middle and end of the story. Split the students into three groups (or more, depending on the number of students in your class) and have one group enact the beginning, have the next group enact the middle, and the final group the end. Have the students watching the performances help the group to remember any parts they may have left out. Give the groups the chance to redo their performances, including any elements suggested by their classmates.

After the Play: Compare/Contrast the Story to the Play

- How were the book and the play different?
- How were the book and the play the same?
- What elements of the play surprised you, based on your knowledge of the book?
- Which did you enjoy more, reading the book or watching the play?
- What was your favorite part of the play? Was that your favorite part of the book too?
- Were there any characters in the book that were not in the play?
- Were there any characters in the play that were not in the book?
- Some parts of the play are different from the book. Why do you think the playwright added or subtracted certain parts?

JOBS IN THE THEATRE: BEHIND THE SCENES

Before the Play: Prepare Your Students to Observe All the Roles

When we create a play at Lifeline, we have a community of artists working together to make a complete production. Ask students to be particularly observant during the performance for the parts of the show that are done by the various people listed below:

Playwright/Adaptor/Author - writes the play

Composer - writes the music for the show

Lyricist - writes the words (or "lyrics") for the songs in the play

Director - directs the play; makes decisions about costumes, lights, sets, etc.

Choreographer - creates and teaches the actors the dances in the show

Lighting Designer - designs and hangs the lights for the show; designs lighting changes

Set Designer - designs and builds the scenery and props for the show

Sound Designer - designs and records the sound effects for the show

Costume Designer - designs and makes the costumes for the show

Stage Manager - helps the director during rehearsals; sets props and scenery before each performance; runs the sound and lights during the performance

Actors - perform the play

After the Play: Discuss the Students' Observations

Ask the students about what they noticed about the “behind-the-scenes” jobs:

- How did the costume designer make the actors look like the characters they were playing?
- What about their costumes helped you to know what kind of people or animals they were?
- Did you have a favorite costume in the show? Which one? Why was it your favorite?
- If there were animal costumes, how did the costume designer create them so that they would look more like animals than people?
- What are some of the locations the play took place in?
- How did the set designer make the settings look realistic?
- What sound effects did you hear in the play? How did those sound effects help you to know what was happening in the play?
- Why do you think the composer chose the styles of music he did? What sorts of music would not make sense with the story?

ABOUT THE ACTIVITY ENCLOSURES

The enclosed educational activity sheets are beneficial to deepening your field trip experience at Lifeline Theatre. Please let us know what parts are helpful to you and where you would like additional materials. There is a teacher feedback form and student survey to copy for your class, and we hope you will take the time to let us know what you thought of both the show and the study guide. We do this work for you and your students, and we want to make it work!



DUCK FOR PRESIDENT
October 20- November 25, 2012



**THE MYSTERY OF
PIRATE GHOST**
January 12- February 17, 2013



**THE EMPEROR'S
GROOVY NEW CLOTHES**
March 23 – April 28, 2013

KIDSERIES SEASON 2012-13

Lifeline Theatre's programs are partially supported by Alphawood Foundation; The Arts Work Fund; Elizabeth F. Cheney Foundation; CityArts grant from the City of Chicago Department of Cultural Affairs and Special Events; Gaylord and Dorothy Donnelly Foundation; The Richard H. Driehaus Charitable Lead Trust; Illinois Arts Council, a state agency; MacArthur Fund for Arts and Culture at Prince; The Rhoades Foundation; The Polk Bros. Foundation; S&C Foundation; The Saints; The Service Club of Chicago; and the annual support of businesses and individuals.

A Closer Look at.. DUCK FOR PRESIDENT

Based on the book written by Doreen Cronin ★
Illustrated by Betsy Lewin ★ Adapted by James E. Grote
Music by George Howe ★ Directed by Shole Milos



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Synopsis of the Play

Activity: Who Runs What? (a social studies matching activity)

Activity: Why It's True People Should Vote For YOU (an art activity)

Activity: Speech! Speech! Speech! (a persuasive writing activity)

Activity: I Demand a Recount (a math activity on addition)

Further Classroom Adventures: Drama Games relating to *Duck For President*

Student Review Sheet

Teacher Comment Form

SYNOPSIS OF THE PLAY

Duck and his friends, Hen, Cow and Pig all live on the farm owned by Farmer Brown. Running a farm is very hard work and all the animals have to do lots of chores every day... especially Duck, who has the most to do as he needs to be kept out of trouble. Farmer Brown works hard too, making sure everything gets done correctly.

All the animals hate doing chores and are tired and grumpy at the end of each day. Duck thinks there are more important things to do than chores, like play games and relax! Duck says that if he were in charge that he would let the animals do whatever they wanted, and no chores. So the animals decide to hold an election to vote Duck in as the new Farmer. Farmer Brown is not happy, but all the animals join together and Duck is voted in as head of the farm.

Duck soon learns that running a farm is no fun at all, and he has to work all day, every day. He has no time for fun, and can't keep any of the fun promises he made to his fellow farm mates, which doesn't make them happy! But Farmer Brown doesn't mind; now he has plenty of time to read the paper and drink his coffee.

The animals decide that it would be much more fun if Duck ran for Governor. They hatch a campaign plan and Pig becomes Duck's gubernatorial campaign manager. The animals set off on a campaign, shaking hands, kissing babies and marching in parades. It all pays off when Duck wins the election by a mere two votes, and takes his seat, returning the farm to Farmer Brown.

Duck soon finds out that running a state is just as difficult as running a farm. When the job proves almost too difficult for Duck, all the other animals pitch in. They remind Duck that he made a lot of promises to the people of the state when he ran for Governor and now he must work hard to honor those promises.

Still, Duck is unhappy, and with a little hinting from Pig, he decides to run for President. Pig organizes Duck's entire campaign, and the animals make posters, signs and even presidential T.V. commercials. But the campaign for President is not easy, and Duck's trickster ways are brought to light during the open presidential debate! Somehow the animals manage to pull it off and Duck is elected president. Once again, Duck finds out that the job he wanted is very hard work! He must be on his best behavior, and willing to put in long hours at the office. So after much deliberation, Duck hands his position as president over to Vice President Pig.

Duck and all the other animals head back to the farm (except for Pig who stayed in Washington DC to be President), and they all agree that running a farm is a lot more fun than running a country. Duck even found a job he really likes doing- writing his Autobiography!

Who RUNS What?

In Duck for President, we learn about a bunch of different elected positions, and what each position is in charge of. Test your knowledge below!

Match the leadership position to the place that that person is in charge of.

| | |
|-----------|-------------|
| Farmer | A Country |
| Mayor | A State |
| Governor | A School |
| Principal | A Business |
| President | A City |
| Teacher | A Farm |
| CEO | A Classroom |

Bonus questions: only three of the positions are ELECTED positions. What does ELECTED mean and which positions are they?

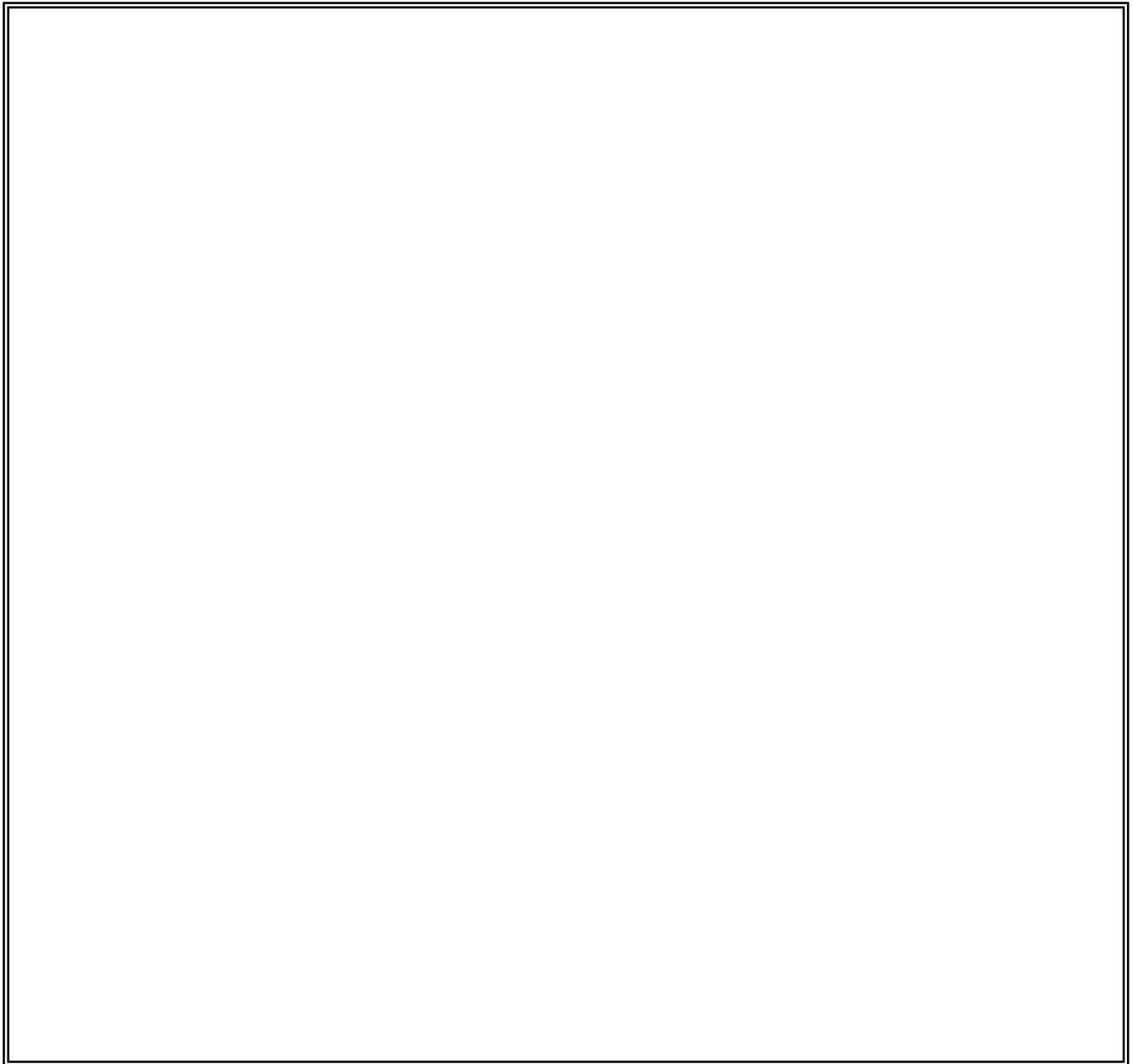
Elected means _____

_____.

The elected positions are:

WHY IT'S TRUE PEOPLE SHOULD VOTE **FOR YOU.**

Duck does a lot of Advertising during his campaign. He holds interviews, films commercials and makes lots of signs telling people why they should vote for him. If it were you, what kinds of things would you put in your poster to make people choose you instead of anyone else? On the next sheet, write what your speech would be to convince people you are the best person for the job.

A large, empty rectangular box with a thin black border, intended for the student to write their speech or reasons for why they should be voted for.

SPEECH! SPEECH! SPEECH!

Now that you have made your poster, it's time to "hit the campaign trail" and convince people to vote for you. What you need is a really good speech and ideas about what makes you a great leader.

In the space below, write out some thoughts about what you could put in your speech.

"Good afternoon, everyone. Thank you for coming. I am here to tell you why you should vote for me in this election for _____.

There are three reasons you should vote for me...

The first reason is because _____

_____ .

_____ .

The second reason is because _____

_____ .

_____ .

And the last reason is because _____

_____ .

_____ .

YES. If you vote for ME, I promise _____

_____ .

Thank you all, and have a great day!

I DEMAND A RECOUNT!

In Duck for President, the votes are so close in every election that Duck's competitor always demands that the ballots be re-counted to make sure the votes were right. Let's do a little recounting of our own and see what would happen in these situations...

1. STUDENT COUNCIL.

Duck runs for Student Council at your school. The votes are in.

Duck: 156

Student John Smith: 144



John Smith is furious! Duck JUST transferred from another school!

He demands a recount. In the recount, they find 5 extra votes for Duck and 7 extra votes for John.

Duck recount _____ Student recount _____ Who is the winner now? _____

2. HOMECOMING KING.

Duck met so many people through student council that he got nominated for Homecoming King in high school. The votes are in.

Duck: 645

Football Joe: 642



Football Joe can't believe it. He thought for sure that he was the most popular kid in school. He demands a recount. In the recount, they find 9 extra votes for Duck and 13 extra votes for Football Joe.

Duck recount _____ Football Joe recount _____ Who is the winner now? _____

3. MAYOR OF YOUR TOWN.

Duck loved being a leader at school so much, he decides to run for Mayor when he gets older. The votes are in.

Duck: 2704

Mayor Richards: 2693



Mayor Richards is stunned. No one has beat him in 20 years! He demands a recount.

In the recount, they find 25 extra votes for Duck and 31 extra votes for Mayor Richards.

Duck recount _____ Mayor recount _____ Who is the winner now? _____

GOOD JOB!!!

FURTHER CLASSROOM ADVENTURES

Drama Games relating to *Duck For President*

Once back in the classroom, we encourage you to maximize your students' experience at Lifeline by using drama to teach drama! In our residency program, we use theatre games to not only teach the basics of performance, but also to explore themes in the student matinees. Below are some games you can play with your class that touch upon some of the concepts conveyed in the story.

YES, LET'S (FOR WORKING TOGETHER ON THE FARM)

Ages: 3rd grade and above

Number of Players: Full Group

Goals: Improvisation, Imagination, Storytelling

How to Play: This game helps students practice saying "yes" to each other and building off of others' ideas. A first person "story" is narrated line by line. Each suggestion is followed by acting it out. For example, one student says "Let's go to the moon." Everyone says "Yes, let's!" and pantomimes going to the moon. The next person might say "Let's look for moon rocks." Everyone says "Yes, let's!" and pantomimes hunting for the rocks. The next person might say "Let's find the perfect rock." And so on...

CHOICES (FOR THE ACT OF VOTING)

Ages: Pre-K and above

Number of Players: Full Group

Goals: Listening, independent thinking, defending choices

How to Play: Explain to students that each corner of the room denotes a different choice. You are going to name four different things, pointing to each of the four corners, and students are to make a choice as to which corner best represents their feelings and go there as you count from 5 to 1. By the time you reach 1, everyone must be in a corner. Say, "You must make a choice. Standing in the middle of the room is not an option. Just because this is your choice today doesn't mean it would be your choice tomorrow, just choose for this moment." This exercise points up how difficult it can be for us to make an unpopular choice, or not go with our friends, even on seemingly inconsequential matters. Possible corner options (to be adjusted appropriately for age):

Spaghetti/Tacos/Pizza/Hamburger

Basketball/Football/Baseball/Soccer

Guitar Hero/Super Mario/Kingdom

Ice cream/Cookies/Candy/Bubblegum

Hearts/Wii

Tigers/Horses/Dogs/Bunny Rabbits

Blue/Red/Yellow/Orange

Christmas/Halloween/4th of July/Your

Winter/Spring/Summer/Fall

birthday

Nerds/Licorice/Reeses Peanut butter

cups/ M&M's

Going to the beach/Playing video games/Seeing a movie/Riding your bike

Harry Potter/ Junie B. Jones/ Boxcar Children/ Magic Tree House

PLEASE/NO (FOR GETTING WHAT YOU WANT, LIKE DUCK!)

Ages: All Ages

Number of Players: Partners

Goals: Imagination, Improvisation, Character, Persuasion

How to Play: One student stands on a chair. The second student must try to convince him or her to get off the chair, but can only use the word "Please." However, they can say this word any way they want - they can beg, plead, cajole, snipe, etc. They cannot touch the person on the chair. The person standing on the chair may only reply "No" (but again they can say it any way they like), unless they feel convinced to get down. If so, instead of saying "no" they climb down from the chair.

Student Review of *Duck For President*

By: _____

I give this play a (circle the number of stars): ★ ★ ★ ★ ★

My favorite part of the play was _____

because _____

_____ .

My favorite character was _____

because _____

_____ .

If I had choose what I liked best, I would choose (circle one)

the story the songs the characters the costumes the scenery

because _____

_____ .

KidSeries Teacher Comment Form

Please fill out as much of this comment form. Then either: 1) mail it to Lea Pinsky, Education Director, Lifeline Theatre, 6912 North Glenwood Avenue, Chicago, Illinois 60626; or 2) fax it to 773-761-4582. If your students have completed review sheets, please mail them or drop them off with this form. Thank you.

School: _____ Grade Level: _____ Number of Students: _____

On a scale of 1 to 10 (ten being the best), how would you rate the performance of *Duck For President*?

On a scale of 1 to 10 (ten being the best), how would you rate the study guide for *Duck For President*?

Have you attended a Lifeline KidSeries show before? ___ Yes ___ No

If yes, which one(s) have you seen?

Did you read your class the book before coming to see the show? ___ Yes ___ No

What was the strongest part of the show for you? _____

What was the weakest part of the show for you? _____

Would you bring your students to another performance at Lifeline? __ Yes __ No

Why or why not? _____

Which activities in the study guide were most beneficial to your students, and how did they benefit from those activities? (If possible, please give specific examples.)

Are there any other books you would like to see Lifeline adapt? Which books?

(optional) Name _____ Email _____