



Fall 2010

Dear Educators,

Thank you for bringing your students to our second KidSeries production of 2010-11, *Somebody Loves You, Mr. Hatch*. We are delighted you have chosen Lifeline Theatre, and we hope your experience here will be fun, entertaining, and educationally rewarding.

Enclosed here is our Study Guide for *Mr. Hatch*. The guide includes a thorough play synopsis, cast bios, 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. Last year, we made big changes to the format of the guide, and it has been wonderful to receive your positive feedback. We hope you will continue to find the packet beneficial towards enhancing your Lifeline experience and allow you to integrate the play's themes with your classroom teaching.

Last but not least, 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 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. **When you send back these response forms, you will be entered in a drawing for free tickets to other plays at Lifeline.**

Right beside the study guide, we have enclosed a few materials about other education programs we offer here, including **NEW on-site and at-school mini-residencies as optional add-ons to your matinee field trip**. If you are interested in learning more about these programs, do not hesitate to call me at 773-771-4477 x706 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 Productions 2010-11

Companion Guide for Teachers

FALL: Click, Clack, Moo: Cows That Type

WINTER: Somebody Loves You, Mr. Hatch

SPRING: Arnie The Doughnut

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

Discuss with your students 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 show;
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

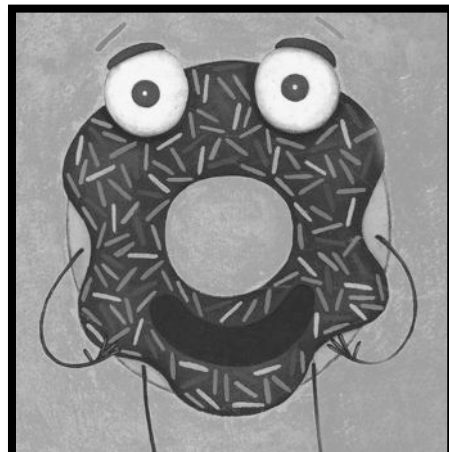
The enclosed educational activity sheets are beneficial to deepening your field trip experience at Lifeline Theatre. Please let us know what parts are helpful to you and where you would like additional materials. There is a teacher feedback form and student survey to copy for your class, and we hope 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!



**CLICK, CLACK, MOO:
COWS THAT TYPE**
Oct 16- Dec 5, 2010



**SOMEBODY LOVES YOU,
MR. HATCH**
Jan 8- Feb 27, 2010



**ARNIE THE
DOUGHNUT**
Mar 19- May 15, 2010

KIDSERIES SEASON 2010-11

Lifeline Theatre's programs are partially supported by Alphawood Foundation; The Arts Work Fund; Elizabeth F. Cheney Foundation; The Chicago Community Trust; CityArts 3 grant from the City of Chicago Department of Cultural Affairs; Gaylord and Dorothy Donnelley Foundation; The Richard H. Driehaus Charitable Lead Trust; Lloyd A. Fry Foundation; Illinois Arts Council, a state agency; MacArthur Fund for Arts and Culture at Prince; The Albert Pick, Jr. Fund; The Rhoades Foundation; The Polk Bros. Foundation; S&C Foundation; Taproot Foundation; and the annual support of businesses and individuals.

a closer look at
**SOMEBODY LOVES YOU,
MR. HATCH**



Based on the children's book by Eileen Spinelli
Adapted by Frances Limoncelli ★ Music by George Howe ★ Directed by Ann Boyd

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Synopsis of the Play

Activity: Rituals: an exercise in daily living

Activity: It's Okay to Make a Mistake: a writing exercise

Activity: Make a Valentine for Your Neighbor- an exercise in community

Further Classroom Adventures: Drama Games relating to *Mr. Hatch*

Student Review Sheet: **complete to receive DISCOUNTS to our shows!**

Teacher Comment Form: **complete to receive FREE tickets to our shows!**

SYNOPSIS OF THE PLAY

The play opens on a street in a small town, it is morning. Several neighbors are starting their day and happily greeting each other—Ms. Weed with her dog, Mr. Goober the mailman, and Tina Finn, a 9 year-old girl. They sing a song about what a beautiful morning it is and how nice it is to have such kind neighbors as each other. Suddenly, Mr. Hatch opens his front door and everyone gets quiet. He is an unsociable man who appears quite lonely and unsociable. Tina Finn tries to say hello; but he ignores her, sweeps his stoop, and goes back inside his house. The neighbors comment again on what an “odd duck” he is and continue singing about the glorious day. At the end of the song, Mr. Hatch reappears at his front door and leaves for work.

We next see Mr. Hatch at work, a factory, with two of his co-workers talking about him out of his earshot. They comment on the monotony of his predictability- every day, same lunch, same dessert, same predictable routine.

Mr. Hatch leaves work and heads home, stopping at the grocery store to buy his daily turkey wing. His neighbors see him on his errands and going inside his house, and once again comment on how odd and unsociable he is. The mailman has delivered the mail to everyone’s houses, and Mr. Hatch collects his—an unusual package wrapped in brown paper.

Mr. Hatch tears off the brown paper and opens the box to find a red, heart-shaped box, all satiny red with a pink bow on top. A box of Valentine’s Day chocolates, with a note! He reads the card aloud, which says “Somebody loves you.” Wow! Mr. Hatch is quite surprised to discover that he must have a secret admirer—he never has before. He wonders who it could be, and begins to get giddy and excited thinking about it.

The next morning, Mr. Hatch leaves his house in a completely new emotional state that none of his neighbors have ever seen in him before. He is lighthearted, happy, and social! He says hello to all of his neighbors and wishes them good days, all! At work, he is very pleasant, offering his co-workers chocolate and playing a game of cards. At the grocery store after work, he buys a different meat for supper and on his way home helps a girl on the see-saw at the park. His neighbors can’t believe how much Mr. Hatch has changed, and how generous, kind, and helpful he has become. They don’t know it is because of the unexpected package he received with the special note. He dances and sings with his neighbors, having the best time of his life. He makes many friends.

The next morning, the mailman knocks on his door with bad news. It seems that the package he delivered to Mr. Hatch was sent to the wrong address, and that it was not meant for Mr. Hatch at all. Mr. Hatch is devastated—he thought that someone loved him, but no one loves him! He leaves his house for work, discouraged and sad and lonely, just like he always has been. All his neighbors are confused and don’t understand what happened. The mailman explains to them about the package, and feel so bad for him. They all love him! They decide to throw him a surprise party to show him so. It works! Mr. Hatch is so touched by the gesture, and together they sing about friendship. He has learned that in order to be loved, you have to love first. He will never let himself be lonely again, with the love of his good friends and neighbors.

RITUALS

RITUALS are things we do over and over again at specific times or on specific days. They can be part of our daily routine or they can be a special event that happens just once a year. For Mr. Hatch, sweeping his stoop in the morning and eating the same meals every day are important rituals.

What RITUALS are part of your life? Fill out the box below.
Then, draw a picture on the back of one of your favorite rituals!

MY RITUALS by _____

THIS IS SOMETHING I DO A FEW TIMES A DAY:

THIS IS SOMETHING I DO ONCE EVERY DAY:

THIS IS SOMETHING I DO EVERY WEEK:

THIS IS SOMETHING I DO JUST ONCE A YEAR:

IT'S OKAY TO MAKE A MISTAKE!

In *Somebody Loves You, Mr. Hatch*, the mailman makes a MISTAKE in giving the box of chocolates to Mr. Hatch. They were meant for his neighbor but the mailman read the address wrong. He tells Mr. Hatch that it was an accident and Mr. Hatch forgives him.

Everybody makes a mistake sometimes, and it's okay. If the mistake you made AFFECTS someone else, it is important to tell that person about it and apologize if necessary.

Can you think about a time when you made a mistake and had to apologize to someone? If not, think about a mistake that someone in your family may have made. Write about it below.

THE MISTAKE

Written by: _____

Once _____ made a mistake. (Who made the mistake?)

(example: I)

The mistake was this: _____

(example: I was running in the house too fast and bumped

_____ into a picture on the wall. It fell down and the frame broke.

My mistake affected: _____ (Who did it affect?)

(example: my parents—it was their picture).

We solved the problem this way: _____

(example: I apologized and promised never to

_____ run in the house again. I did some extra chores to help pay for a new frame.

MAKE A VALENTINE FOR YOUR NEIGHBOR!

In *Somebody Loves You, Mr. Hatch*, all the people who live in the NEIGHBORHOOD care about each other very much. They help each other out and always speak positively to each other. Now it's your turn to do something for your NEIGHBOR! Think of someone on your block who you especially like, and write that person a valentine. Say thanks for how that person has helped you or been special in some way!
Color it, cut it out and drop it in your valentine's mailbox!



FURTHER CLASSROOM ADVENTURES

Drama Games relating to *Somebody Loves You, Mr. Hatch*

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, such as emotions, positivity, characters on the block, and community.

EMOTIONAL WHEEL: FOR THE THEME OF EMOTIONS IN THE PLAY

How to Play: Take half of the kids and position them in a circle. Take the other half and have them encircle the first half. Ask the students in the inner circle to turn out. Now you have a "wheel" of partners, facing each other. Now that the students are paired up, have the kids in the outside circle sculpt their partners (through mirroring if you like) to represent different emotions. Once the inner sculptures are completed, they stand still and the sculptors walk in a circle viewing the "gallery of emotions," seeing the many ways of representing a single feeling. Students take turns being sculptors and sculptures.

YES, LET'S: FOR THE THEME OF POSITIVITY IN THE PLAY

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...

LEAD WITH BODY PARTS: FOR THE THEME OF CHARACTERS IN THE PLAY

How to Play: In an open space, students are instructed to walk normally, and notice where they are holding their energy. Then, students are instructed to keep walking randomly, but to lead with their chest – whatever that means to them. It might mean the chest is the furthest forward body part, or it may mean that all of their energy is in their chest. Students are instructed to notice how it feels to move through space as a person who leads with their chest. Participants can be instructed to greet each other as this new "character." After a minute or so, instruct students to shake out and go back to walking normally, and then tell them to move by leading with their head, noticing how it feels different and creates a different "character." (Other body parts to lead with: hips, knees, toes, chin, shoulders, etc.) This is a wonderful game to help students physicalize character.

PASS THE PULSE: FOR THE THEME OF COMMUNITY IN THE PLAY

How to Play: Students sit in a circle and hold hands. A student who has gotten into place quickly and quietly is chosen to begin. When everyone in the circle is quiet, the student GENTLY squeezes the hand of the person next to them. That person then squeezes the hand of the person next to them, passing the pulse around the circle. The goal is for everyone to silently watch the pulse being passed around the circle, staying alert and ready for their turn. In time you may increase the difficulty by going as fast as possible (timing the revolutions is always an incentive), changing direction, or adding an additional pulse going the opposite direction.

Student Review of *Somebody Loves You, Mr. Hatch*

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 costumes the scenery

because _____

KidSeries Teacher Comment Form

Please fill out as much of this comment form to enter a drawing for **TWO FREE TICKETS** to one of our mainstage productions this year! 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 their review sheets, please mail them or drop them off with this form. Thanks!

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

On a scale of 1 to 10 (ten being the best), how would you rate the performance of *Somebody Loves You, Mr. Hatch*? _____

On a scale of 1 to 10 (ten being the best), how would you rate the study guide for *Somebody Loves You, Mr. Hatch*? _____

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?

To enter drawing for free tickets, please provide your name and email address so we can contact you (we won't share this information):

Name _____ Email _____