



KidSeries Season

2014-15



EDUCATOR STUDY GUIDE

The Velveteen Rabbit (Fall 2014)
Lions in Illyria (Winter 2015)
The One And Only Ivan (Spring 2015)

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

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Lions In Illyria



Based on the play Twelfth Night, by William Shakespeare
Adapted by Robert Kauzlaric • Directed by Amanda Delheimer Dimond

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Introduction to the Student Matinee Program

Lifeline Theatre's award-winning adaptations of children's literature inspire a love of reading that will give flight to your students' imaginations and stay with them throughout their lives. Every year, Lifeline Theatre's KidSeries Student Matinee Program serves over 3,000 students, 35 schools, 120 classrooms, and 185 teachers with school-day performances of our season productions. Prior to every show, teachers receive this comprehensive Study Guide, complete with play synopses, pull-out activity pages that relate the play to other school subjects, and student/teacher reviews to send back to the cast. Following every school matinee, our cast engages the student audiences in post-performance Talk Backs. The actors ask and answer questions, encouraging deeper analysis of the play.

We are 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.

The enclosed educational activity sheets are beneficial to deepening your field trip experience at Lifeline Theatre. 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. 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!

HOW TO PREPARE FOR YOUR FIELD TRIP

Before the Play: Discuss Appropriate Behavior

Have a discussion 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? 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, 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, or vice versa?
- 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?

Synopsis of the Play

Two lion cubs, Violet and Sebastian, are on their way home from visiting their family, when a huge storm smashes their ship to smithereens! Luckily, the two cubs make it to shore, but not together. Violet goes to find the duke, a pouty peacock named Orsino, and ask him for a job. Meanwhile, Sebastian teams up with the ship's captain, an ex-pirate monkey named Antonia to find a place to stay until plans can be made.

For protection, Violet dresses up as a boy and calls herself "Cesario." At the Duke's house, Violet finds Orsino crying about his love for a beautiful gazelle named Olivia. Violet offers to be Orsino's messenger and help him woo the beautiful Olivia. But, when Orsino turns around, Violet falls head over heels in love with him! Wearing her fake mane, Violet goes off to woo the fair Olivia for her new crush Orsino.

When Violet first arrives at Olivia's house, Violet finds Olivia crying about the death of her brother. Violet and Olivia talk about their lost brothers, and Olivia agrees to hear what Orsino wants to tell her. When Olivia looks up and sees Violet (dressed as Cesario) Olivia falls in love!

Meanwhile, Olivia's brother, Sir Toby, a lazy warthog with an insatiable sweet tooth has invited his friend Sir Andrew, a rich Dodo bird with a passion for dancing, to woo Olivia—and eat lots of candy.

While Violet runs back and forth with messages from Orsino to Olivia, Maria, a tricky Hyena who works for Olivia, helps Toby think up a trick to play on Sir Andrew. Maria convinces Sir Toby to let her write a letter to Sir Andrew and make it look like it is from Olivia. In the letter, Maria tells Sir Andrew that he should wear yellow tights and a tutu to prove his love.

Meanwhile, Sebastian and Antonia have arrived in town. Antonia sends Sebastian to find a place to stay. When Antonia was a pirate, she and Orsino got into a big fight and Orsino banned her from ever coming back to Illyria.

Back at Olivia's house, Sir Andrew has found a Tutu and yellow tights. When Olivia sees him she laughs at his kooky outfit and dance moves and sends him away. Heartbroken and humiliated, Sir Andrew is ready to leave when Maria and Toby convince him that the only way to solve his problem is to fight Cesario

Neither Andrew nor Violet (Cesario) want to fight, but they face off anyways. Just as their swords are about to clash, Antonia rushes in to rescue Violet, thinking that she is Sebastian. Realizing that his trick has been found out, Toby runs off followed by Antonia, Violet, and Andrew.

In the midst of all the mistaken identities, Sebastian runs into Olivia, who thinks that he is Cesario. Orsino arrives at the house to woo Olivia himself when he sees Olivia with a lion that looks exactly like Cesario until...Cesario (Violet) appears! Violet removes the fake mane that she has been wearing and reveals to everyone that she is actually Violet, and a girl.

The two lion cubs are reunited, and Orsino and Olivia find true love; Orsino with Violet and Olivia with Sebastian. And they all live happily ever after!

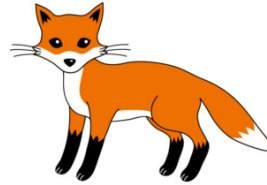
Think Up!

Shakespeare used a lot of rhyming words when he wrote plays.

Think up as many rhyming words as you can for the words below!



ICE



FOX



LOCK



BOW

Help Violet Disguise Herself!

Only boy lions have manes! Violet dresses up as a boy for protection when she washes up on shore all by herself.

Connect the dots by following the numbers from one to twenty to help Violet disguise herself with a mane. When you're done, color it in!

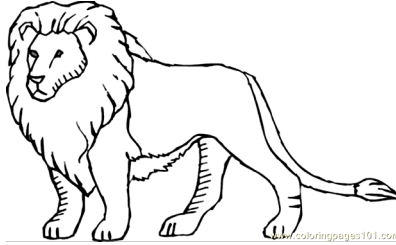


Guess Who?

Orsino is a peacock, Violet and Sebastian are Lions, Olivia is a gazelle, Toby is a warthog, Maria is a hyena, and all of them are different and unique! Can you guess which facts are about each animal?

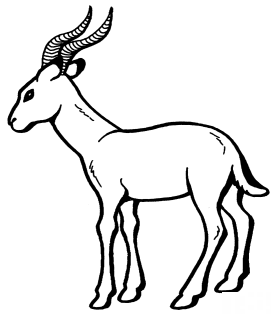
Draw a line connecting the boxes to their proper animal!

This animal is known for it's laughter! It laughs to let others know there is food nearby.



This animal eats leaves off high branches by standing tall on its back legs

This animal lives in big groups called "prides"



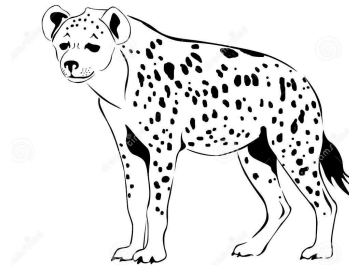
This animal scavenges for its food! It often eats other animals' leftovers

This animal uses its snout to dig in the ground for a tasty snack!



This animal has a roar so loud it can be heard 5 miles away!

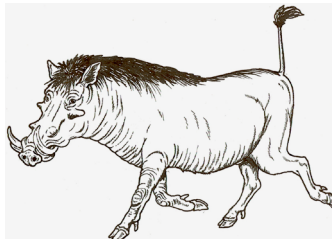
This animal is the largest bird that can still fly



This animal's name comes from the Arabic word "gazel," which means "love poems"

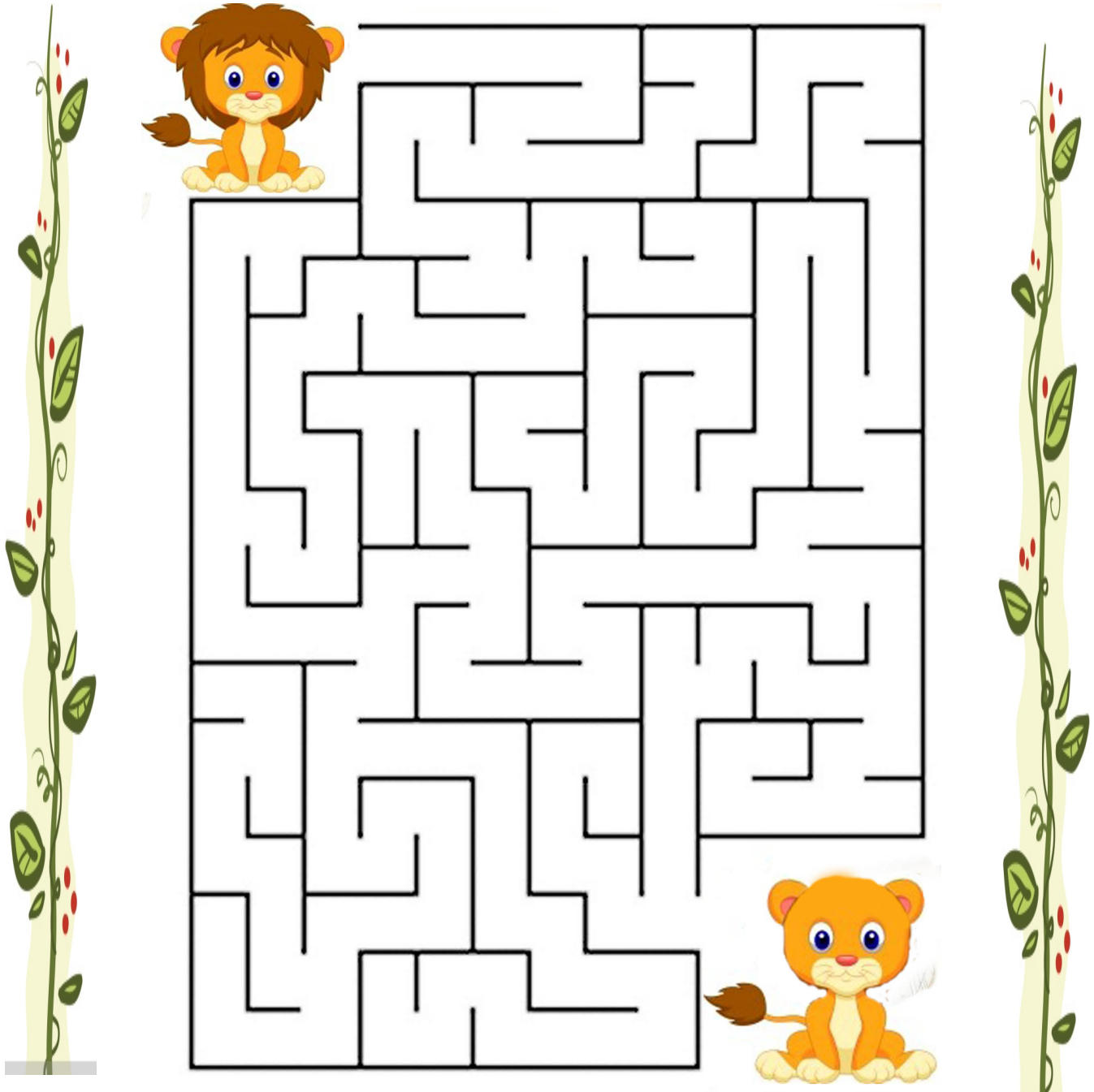
When it runs, this animal sticks its tail in the air like a flag!

The males of this animal have flashy colored feathers!



Help Sebastian Find Violet

Sebastian and Violet were separated by the storm!
Help guide Sebastian through the maze and back to Violet!



Imagine: How would you feel?

Imagine if you were in a new place all by yourself!

Would you feel scared? Excited? Lonely?

Someone You Love

On the lines below, write a letter to someone you love! What do they do that makes you laugh? What things do you like to do with them?

Dear _____ ,

Love,

Student Review of *Lions In Illyria*

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 characters the music 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: _____

Show your class saw: _____

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, or what did you like best?

What was the weakest part of the show for you, or what did you like least?

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 _____