



Spring 2012

Dear Educators,

Thank you for bringing your students to our final KidSeries production of 2011-12, *Naked Mole Rat Gets Dressed*. 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 773-771-4477 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 2011-12



EDUCATOR STUDY GUIDE

Our season is...

Fall 2011: THE 13 CLOCKS

Winter 2012: HOW TO SURVIVE A FAIRY TALE

Spring 2012: NAKED MOLE RAT GETS DRESSED

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 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?

- The set for this play is laid over the set for Lifeline's MainStage show that is also currently playing. What elements of the set do you think are for that show, and what elements are added on for the KidSeries show?
- 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!



THE 13 CLOCKS

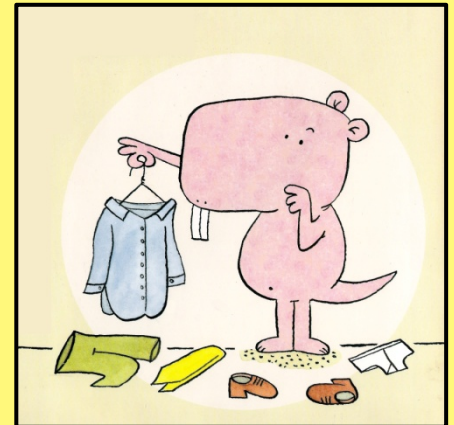
Oct 15-Dec 4, 2011



HOW TO SURVIVE

A FAIRY TALE

Jan 7- Feb 26, 2011



NAKED MOLE RAT

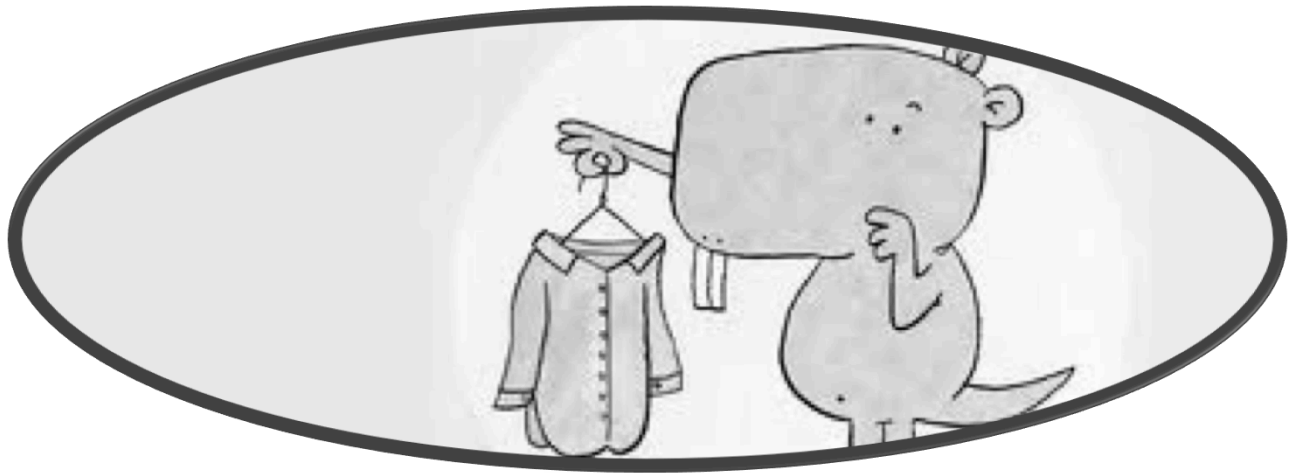
GETS DRESSED

KIDSERIES SEASON 2011-12

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 Donnelley 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..

Naked Mole Rat Gets Dressed



Based on the book by Mo Willems ★ Adapted by Robert Kauzlaric
Music by Paul Gilvary ★ directed by Paul S. Holmquist

CONTENTS

Synopsis of the Play

Activity: My Dream Career (an expository writing activity)

Activity: Match that Outfit! (a social studies/history activity)

Activity: Help Wilbur get to Grand-pah's proclamation (a maze)

Activity: Give This Mole Rat Some Clothes! (an art activity)

Further Classroom Adventures: Drama Games relating to *Naked Mole Rat*...

Student Review Sheet

Teacher Comment Form

SYNOPSIS OF THE PLAY

There are three things one must know about naked mole rats: they are part mole, part rat, and they are all naked. However, one naked mole rat is not naked: Wilbur.

For his class's Career Day, Wilbur arrives decked out in his finest clothing to give his presentation. The other naked mole rats are horrified and disgusted. Wilbur's best friend, Esther, is mortified. Wilbur is sent home to think about what he has done. In his absence, Esther is bullied into siding with the popular crowd and is told to reject her "weird friend."

Esther knows that dropping Wilbur as a friend is wrong and attempts to reason with Wilbur. She tells him that he should gradually wear clothes so that the rest of the naked mole rats can get used to the idea. Wilbur takes this into consideration.

The next day, however, Wilbur arrives at school dressed like an astronaut. The other naked mole rats reel in disgust. They tell Wilbur that he CANNOT wear clothing. Wilbur asks, "Why not?" but no one has an answer. Naked mole rats simply do not wear clothing. Wilbur is once again sent home.

Esther is bullied when she tries to stand up for her friend. Esther says that she will visit Grand-pah, the wisest, oldest, most naked mole rat of them all. Her classmates accompany her, hoping to hear Grand-pah when he banishes Wilbur from the naked mole rat colony.

Esther explains Wilbur's behavior to Grand-pah. Grand-pah tells the children to gather the colony: he will make a proclamation. Esther warns Wilbur about the proclamation. Wilbur is nervous: what will he wear? Wilbur decides to play it safe and dons a pair of socks.

All of the naked mole rats of the colony gather to hear Grand-pah's proclamation. They are shocked and awed when Grand-pah emerges wearing a bright blue suit! Grand-pah tells the naked mole rats that he was struck by Wilbur's question: why *don't* naked mole rats wear clothing? Grand-pah decided to try on clothing for himself and has discovered that he loves them! Grand-pah decrees that naked mole rats can be naked or they can be clothed. No exceptions! Everyone is happy to accept Grand-pah's proclamation, and celebrate with a party.

Match That Outfit!

Outfits can sometimes be specific to a period in history or even just a decade.
Match the outfit in the photo to the appropriate time period below.



Draw a line from the time period to the correct letter.

1950s

1980s

Middle Ages

1920s

Renaissance Era

Victorian Era

A

B

C

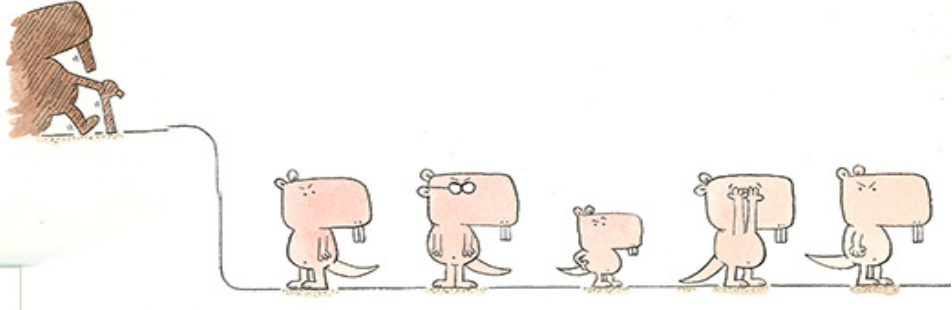
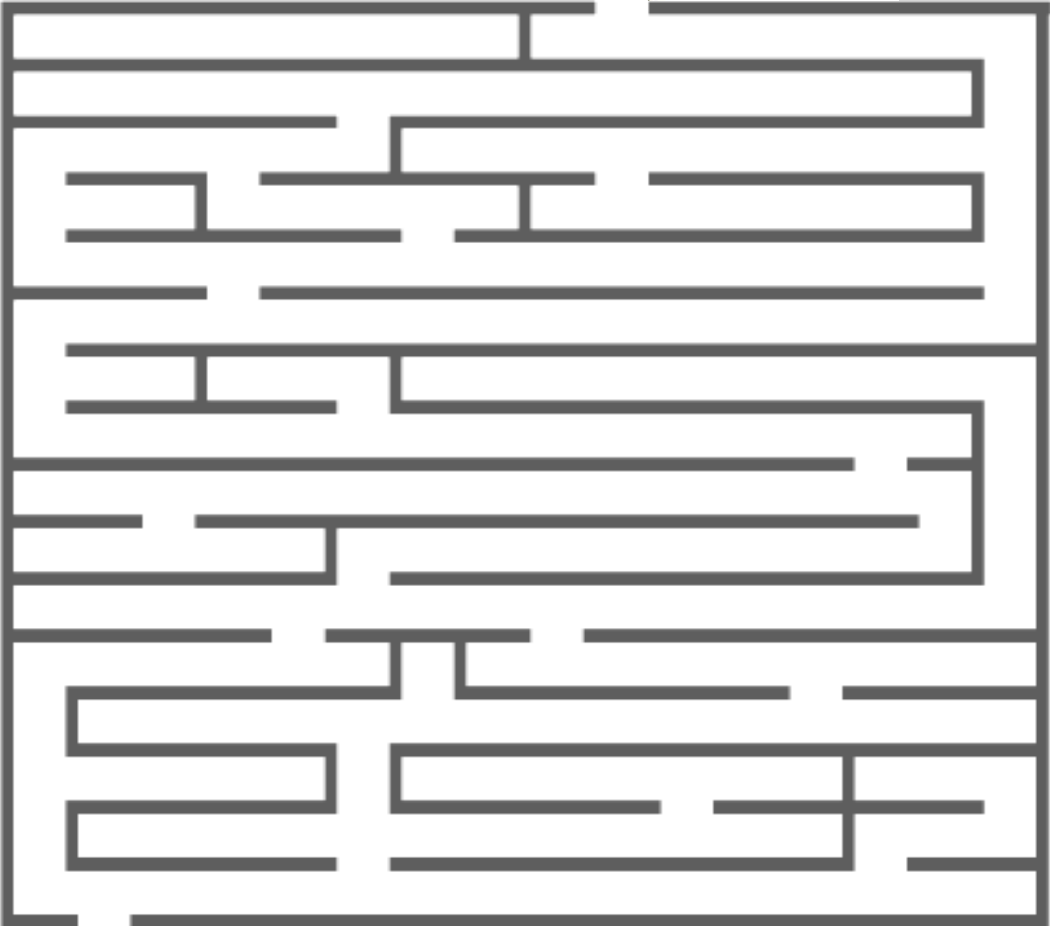
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E

F

Can You Help Wilbur?

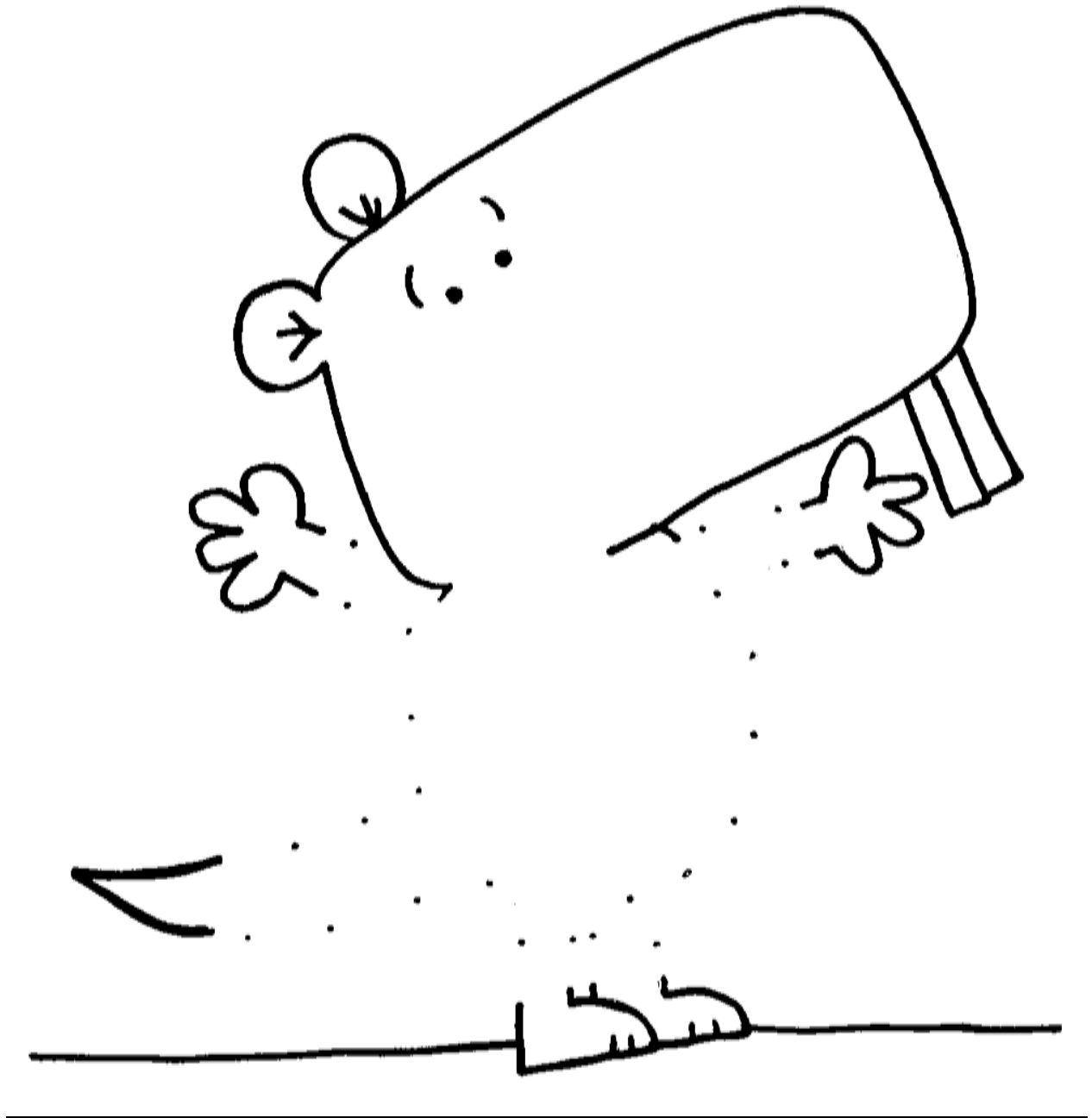
Wilbur is late for the hearing of Grand-Pah's Proclamation! Help Wilbur navigate through the maze and make it in time to hear Grand-Pah's speech.



GIVE THIS MOLE RAT SOME CLOTHES!

Wilbur needs an outfit. Can you dress him up?

Draw what you would like to see Wilbur wear—
It can be casual, fancy, silly, serious, even a Halloween costume. Have fun!



FURTHER CLASSROOM ADVENTURES

Drama Games relating to *Naked Mole Rat Gets Dressed*

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.

FAMILY PORTRAITS: FOR THE COMMUNITY IN THE PLAY

Ages: All Ages

Number of Players: Small Groups

Goals: Physicalizing, Imagination, Character

How to Play: 5-8 students are brought to the front of the room, facing the audience. The teacher explains that they are going to be a family who is getting a group photograph taken. When the teacher says "1,2,3, click," the students must create a family pose with levels, making sure all faces can be seen, etc. Then ask students to use their imaginations to create family portraits using thematic costume prompts that will be given, such as: "The Astronaut Family- 1,2,3, Click!" or "The Cowboy Family! 1,2,3, Click!" Other ideas: Clown, Circus, Artists, Race Car Drivers, Animals....

DO THIS, DO THAT: FOR FOLLOWING THE CROWD...

Ages: K- 3rd grade

Number of Players: Full Group

Goals: Focus, Listening

How to Play: A version of "Simon Says." The leader says, "Do This" or "Do That" and changes position. If the leader says "Do This," everyone must change to match that position. If the leader says "Do That," then the class should not copy that position. This is a great game to play with younger students during transitions between games to maintain their attention and focus.

DR. KNOW-IT-ALL: FOR GRAND-PAH!

Ages: 3rd grade and up

Number of Players: Small Groups

Goals: Improvisation, Focus, Listening

How to Play: Have 3-7 kids stand up shoulder to shoulder facing the audience. This entire group is going to be "Dr. Know-It-All" and he/she really does know everything. The audience can ask Dr. Know-It-All any question they'd like and the Dr. will answer the question. The trick is the Dr. will speak one person at a time and one word at a time. Anything the Dr. says is correct and true. The only thing to keep in mind is that the answer should more or less make sense grammatically as a sentence. Bad example: "Elephants are big because up bellies north front away backwards under farts." A good example: "Elephants are big because they eat sprinkles and jump upside down." Neither makes much sense but the first example has poor grammar, so would be unacceptable.

Student Review of *Naked Mole Rat Gets Dressed*

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 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 *How To Survive A Fairy Tale*? _____

On a scale of 1 to 10 (ten being the best), how would you rate the study guide for *How To Survive A Fairy Tale*? _____

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 _____