

Presented by
Two Beans Productions

November 8, 2017
10 a.m. & 12:30 p.m.



Stephens Auditorium

IOWA STATE UNIVERSITY™

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Dear Teacher,

We have created the following study guide to help make your students' theatre experience with the production, *THE CAT IN THE HAT*, as meaningful as possible. For many, it will be their first time viewing a theatrical production. We have learned that when teachers discuss the play with their students before and after the production, the experience is more significant and long lasting. Our study guide provides discussion topics, as well as related activities. These are just suggestions; please feel free to create your own activities and areas for discussion.

We hope you enjoy the show!

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Author: DR. SEUSS (From Seussville.com)



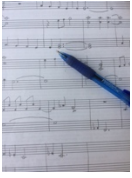
The magical master of rhyme and word play, Dr. Seuss, otherwise known as Theodor Seuss Geisel, has been captivating the minds of children and adults alike for 80 years (with his first novel being published in 1937). With his quirky, mischievous characters and original writing, his books have inspired movies and productions worldwide.

Theodor, or Ted, to his family and friends, didn't want to write true stories, necessarily, but rather, good stories. He also worked as a cartoonist, publishing his cartoons under the name, T. Seuss in 1927 - which marked the first time he used the name Seuss. In 1928, he used Dr. Seuss for the first time. Although he wasn't a Doctor, he did consider pursuing a PH.D. in English. However, he left graduate school to pursue his career as a cartoonist.

Success didn't happen right away for Dr. Seuss. He married his wife, Helen, in 1927 and they moved into an apartment on New York's lower west side while he tried to establish himself as a cartoonist.

He scraped by for a year until one of his cartoons was seen by an Advertising Executive from the Flit company, and he was hired to draw cartoons for them.

Song writing and Rhyming:



After reading the story to students in class, break them up into groups of two or three and challenge them to write a song or poem based on their favorite part of the story.

They can start by taking a line from the story and using it as their "hook" or "refrain."

- A **hook** in a song is the lyric that catches the ear of the listener and is usually the title of the song. For example, in 'Row, Row, Row Your boat' the hook is exactly that. It is also a returning point for the song writer as they start a new verse. The hook is often found at the beginning or end of each verse.

- A **refrain** is a phrase, line, or group of lines that is repeated throughout a poem.

They can also think about the rhymes which Dr. Seuss has already set up for them in the text. For example:

- The sun did not shine
- It was too wet to play
- So we sat in the house
- All that cold, wet day.
- I sat there with Sally.
- I sat there we two.
- And I said
- "Oh how I wish we had something to do!"

Already, students have a rhyming verse for their song or poem. What might be the hook of this verse that they could return to?

Also, have them think about what the music of this song would sound like? Folk music, rock, lullaby, etc.

The Cat in the Hat / (Core Standards: Literature)



The source material used for the production, *The Cat in the Hat*, is the Dr. Seuss book of the same title. Read the story to students in class before they see the production. Then have students try to retell the story using the following specifics based on their grade level:

Kindergarten: With prompting and support, have students answer questions about key details in the text. For example:

- What was the weather like outside before the Cat in the Hat came to visit?
- Where was the children's Mother?
- What pet did the children have?

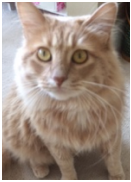
Grade 1: Have students retell the story they just heard in their own words.

Grade 2: Have students retell the story they just heard in their own words, identifying the who, what, where, when and why of the story.

Grade 3: Have students retell the story they just heard in their own words, and identify the main idea or theme of the story, referring to events in the text.

Grade 4: Have students retell the story they just heard in their own words, referring to and quoting accurately from the text.

The many different kinds of Cats (Core Standards: Writing & research)



The Cat in the Hat is a mischievous guest but in reality, besides the domestic house cat, there are several different breeds of cats or felines. Have students research, write and present a paper selecting a feline from the list below. Questions they can answer include:

- Where does this feline live?
- Does this feline like a cold or hot climate?
- What is the typical life span of this feline?
- What does this feline eat?
- How fast does this feline run?
- Is this species of feline endangered?
- Would this feline make a good pet? Why or why not?

Cats:

- Tiger
- Panther
- Siamese Cat
- Lion
- Maine Coon Cat
- Leopard
- Jaguar
- Cheetah
- Cougar
- Lynx
- Snow Leopard

Activity: Cat Curiosity

When the children are bored because of the rain, and they don't know what to do, the Cat in the Hat comes in and starts to cause mischief. The children are then faced with how to handle this trouble maker. Have students discuss a time when they knew someone was doing something wrong and either what they did to stop it, or how they could've stopped it.

The cure for boredom:

The poet, Dorothy Parker said the cure for boredom is curiosity. Discuss this quote with students. What are they curious about? How can their curiosity spark activity? What do they do at home when they're bored? Perhaps try one of their suggested activities in class on a rainy day when it is 'too wet to play.'

Activity: Create a cat



What you will need for each student:

- 2 sheets of construction paper (whatever color you would like your cat)
- A scissors
- A glue stick
- A black marker or crayon
- 2 different sized jars, 1 medium and 1 large

Instructions:

- Place the jars on the construction paper and trace the bottoms of them.
- Cut out the two different sized circles.
- Place the smaller circle on top of the larger circle for the cat's head and body (as in the picture at the top of the page). Glue together.
- Using the other piece of construction paper, draw a tail, 2 triangles to use for ears and 2 small circles to use for feet. Cut out and glue on your cat.
- Then draw on a face with a marker or crayon.

We are delighted to have you as our guest and want your experience to be an enjoyable one. Attending a live performance is very different from watching television or going to the movies. You are not simply watching what is happening on the stage; you play an active role. The artists have worked very hard to prepare this performance for you, so please remember the golden rule:

Treat others the way you would like to be treated.

Here are a few guidelines to help you—and your fellow audience members—enjoy the performance:

Be Prepared

- Arrive early. Please plan to arrive at the theater at least 15 minutes before curtain time. Be generous in your estimation of travel and parking time.
- Plan ahead to meet anyone in your group who travels separately. Once inside the theater, ‘saving seats’ for friends will only prove frustrating to all involved.
- Remember to turn off all beepers, cell phones, and watch alarms before entering the theater (And then double check!) and leave all laser pointers, cameras, etc. at home.

Be Courteous

- Walk, don’t run, when entering or leaving the theater. The term “break a leg” means good luck to the performers not the audience!
- Do not take food or drink into the theater, and please – NO GUM!
- Please take children out of the theater if they become restless and disrupt other’s ability to listen.
- Actors love to hear applause—it shows how much you enjoyed the performance. If you like something, applaud– if not, don’t. It’s rude to boo or whistle.

Be Aware

- It’s ok to talk *quietly* with those sitting next to you before the performance; however, when the lights dim, it’s time to be quiet and direct your attention to the stage.
- Practice the International Sign of “Quiet Please!” by **silently** raising your finger to your lips to politely remind a neighbor or friend. You communicate your wish for quiet without adding to the distraction. Excessive noise or motion can disturb not only other audience members, but the performers as well.
- Take everything you brought with you when you leave. Once the cast has taken their bows and the house lights come up, check under your seat for any items (coats, backpacks, etc) you might have placed there.

Be Open

- A good audience member is open to new sights and sounds. Enjoy!



GETTING TO AMES

Stephens Auditorium is part of the Iowa State Center located at the corner of University Boulevard (formerly Elwood Drive) and Lincoln Way in Ames, Iowa. Plentiful parking is available on all sides of the building. Please follow traffic directors’ instructions if you are asked to park in a specific location. Handicapped-accessible and limited-mobility parking is available on the west side of the auditorium.

