ORLANDO REPERTORY THEATRE IN PARTNERSHIP WITH UCF

## CUETnOUE

A RESOURCE GUIDE FOR EDUCATORS AND AUDIENCE MEMBERS

Welcome to Cue to Cue, AN EDUCATIONAL RESOURCE GUIDE CREATED TO HELP TEACHERS, PARENTS/GUARDIANS, AND YOUNG AUDIENCE MEMBERS ENHANCE THE EXPERIENCE OF WATCHING Seussical The Musical.

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## BIG IDEAS IN SEUSSICAL THE MUSICAL

- Faith
- Community
- Family
- Imagination
- Injustice
- Friendship
- Loyalty


## OH, THE THINKS YOU CAN THINK

A strange and fantastic red-and-white-striped top hat appears on an empty stage, full of possibilities. A Boy enters and is drawn toward the magical hat. The Cat in the Hat suddenly materializes. "I can see that you've got quite a mind for your age," quips the Cat as he begins singing about the power of imagination ("Oh, the Thinks You Can Think"). Throughout the song, famous characters are introduced who will figure into the musical: Horton the Elephant; Gertrude McFuzz, the bird with the one-feather tail; the Whos of Whoville, including the Mayor and his Wife; Mayzie La Bird; the Sour Kangaroo; and the Citizens of the Jungle of Nool. As the energizing opening number comes to a close, the Boy and the Cat use their imaginations to transport everyone to the Jungle of Nool, and the adventures begin.

## HORTON HEARS A WHO

Horton is splashing in a pool when he hears a distant cry for help. ("Horton Hears a Who"). He follows the sound to a tiny speck of dust floating through the air and realizes that there are people living here, people so small that they cannot be seen: the tiny citizens of Whoville. Horton vows to help them and places Whoville safely onto a soft clover just as Sour Kangaroo and her baby arrive. The Sour Kangaroo thinks Horton is crazy for talking to a speck of dust, and she and the rest of the Jungle Citizens mock him for his delusions. ("Biggest Blame Fool"). The Wickersham Brothers, a group of rascally monkeys, join in the fun of teasing Horton. The Cat in the Hat weaves through the number, taking on the persona of a talk show host who interviews everyone in the jungle, including Mayzie La Bird and her backup group of Bird Girls. The one person who stands up for Horton is his neighbor, Gertrude McFuzz, who is not noticed by anyone, most of all Horton.

## LIFE ON WHOVILLE

The Cat in the Hat, who is continuously present, throws the Boy into the story, and he becomes JoJo, son to Mr. and Mrs. Mayor of Whoville. Horton is left alone and discovers much more about the Whos and their tiny town of Whoville ("Here on Who"). He assures them of his belief that "a person's a person no matter how small." Meanwhile, Mr. and Mrs. Mayor are back from the PTA and are both very unhappy with Jojo because his "Thinks" have gotten him into trouble at school ("How to Raise a Child").

Jojo is scolded and told to "take your bath and go to bed," but the Cat in the Hat has another idea... and Jojo's imagination gets the better of him again. ("Oh, the Thinks You Can Think - Reprise") Magically, his bathtub becomes McEligott's Pool, full of fantastical fish ("It's Possible")! The fun is interrupted when Mr. and Mrs. Mayor rush in - Jojo has flooded the house with bathwater.

## ONE TRUE FRIEND

Meanwhile, Horton sits alone guarding the clover ("Alone in the Universe"). Horton and Jojo hear each other and become friends when they realize that their imaginations are so much alike - "one true friend in the universe who believes in me."

## AMAYZING FEATHERS

In another part of the jungle, Gertrude has just written her 437th love song about Horton ("The One Feather Tail of Miss Gertrude McFuzz"). She believes that Horton does not notice her because of her pathetically small and uninteresting tail. Mayzie appears with her Bird Girls and offers advice ("Amayzing Mayzie"). This leads Gertrude to Doctor Dake (played by the Cat in the Hat) and his pills for "amayzing" feathers. After taking too many pills, Gertrude is very happy as her tail begins to grow ("Amayzing Gertrude"), but the Cat in the Hat warns that trouble is brewing.

## MONKEY BUSINESS

The Wickersham Brothers are up to no good ("Monkey Around") and they decide to steal the clover with Whoville on it. They ambush Horton, grab the clover... and "Chasing the Whos" begins as the monkeys tease Horton and he huffs and puffs after them, all over the Jungle of Nool. The Cat in the Hat plays a helicopter newscaster, tracking the chase.

The Wickershams hand off the clover to "a black-bottomed eagle named Vlad Vladikoff," who flies off with the clover and drops it. The Whos drop directly into an enormous field of clover.

## NOTICE ME, HORTON

Horton begins looking for the Whos, clover by clover by clover. Gertrude has followed the chase and arrives with her now incredibly long and unwieldy tail, determined to tell Horton how she truly feels ("Notice Me, Horton"). But Horton does not notice her at all and just continues looking for the Whos. Gertrude leaves, rejected and sad.

## STUCK ON A NEST

Mayzie La Bird calls to him from her nest in a tree. She's bored to death ("How Lucky You Are") and she convinces Horton to sit on the nest for her while she takes a brief vacation ("Horton Sits on the Egg").

Seasons pass, and Horton is still stuck, sitting on the egg, the Whos are still lost in the clover, and Gertrude still cannot get Horton to notice her or her very long tail. Hunters suddenly arrive and capture Horton and the egg.

## HORTON IN THE CIRCUS

Horton is carried away by the hunters ("Egg, Nest and Tree"). After a long, arduous journey, Horton arrives in New York, where he is auctioned off to the circus ("Sold"). The "Seusseby's auctioneer" is played by the Cat, who allows the audience to bid on Horton.

The circus lands in Palm Beach, where we find Mayzie under a palm tree, bemoaning the monotony of vacationing ("Mayzie in Palm Beach"). She decides that she needs a change of scenery and heads to the circus, where she runs into Horton.

## HORTON AND HIS EGG

Horton begs Mayzie to take back her egg, but she decides that Horton would be a better parent for her egg than she could ever be ("Amayzing Horton"), so she gives him the egg for good and leaves before he can say no. Horton accepts the responsibility of caring for the egg ("Alone in the Universe - Reprise"), even though he worries about JoJo and the Whos. He sings the egg a lullaby ("Solla Sollew") that is echoed by Jojo and Mr. and Mrs. Mayor.

## GERTRUDE IS AMAZING

Gertrude, who has been searching, finally finds Horton, asleep in his cage at the circus. She has gotten rid of her unwieldy tail and has journeyed great distances and through much peril ("All for You") to find and rescue him. At the end of her number, she mentions one more thing: she also has found the Whos' clover! Horton finally notices that Gertrude is amazing.

## A CITIZEN'S ARREST

Just as Horton finds the Whos again, the Sour Kangaroo and the Wickersham Brothers arrive and make a citizen's arrest. They take Horton back to the Jungle of Nool, where he is put on trial, "for talking to a speck and sitting on an egg." The trial begins ("The People Versus Horton the Elephant"). Judge Yertle the Turtle sentences Horton to the Nool Asylum for the Criminally Insane, sentencing the speck of dust to be boiled in oil. Horton trumpets his protest and tells the Whos that they must yell to be heard; they have to prove they exist... and there is no time to lose!

## YOPP SAVES THE DAY

The Whos scream and make as much noise as they can, but, still, only Horton can hear them. Suddenly, Jojo comes up with a Think: a new word to shout that will be heard by everyone:YOPP! At the last minute, all of the animals of Nool hear Jojo's cry, and Whoville is saved. Just then, the egg begins to crack - all gather around as the new baby emerges - and they are astonished to see that it is... an Elephant Bird! Horton looks to Gertrude for help, realizing that she is his "one true friend in the universe," and she agrees: "You teach him earth and I will teach him sky." A new and very unusual family is formed ("Alone in the Universe - Reprise").

## OH, THE THINGS YOU WILL FIND

As the show ends and all are united, the Cat hints that many more adventures are likely to occur "if you open your mind, oh, the thinks you will find" ("Oh, the Thinks You Can Think - Reprise"). All the characters vanish, leaving The Boy alone onstage with the red-and-white-striped hat, which embodies his limitless imagination. As he puts it on, it falls over his eyes, putting the stage into BLACKOUT!

## PLAYWRIGHT \& COMPOSER | STEPHEN FLAHERTY

Stephen Flaherty is the composer of the Broadway musicals Anastasia (Tony nominations) Ragtime (Tony, Drama Desk, OCC Awards, two Grammy nominations), Seussical (Grammy, Drama Desk nominations), Once On This Island (Tony Award, Olivier Award, Best Musical) and Rocky. Additional Broadway credits include Chita Rivera:The Dancer's Life (original songs) and Neil Simon's Proposals (incidental music). Stephen has also written four musicals at Lincoln Center Theatre: The Glorious Ones (OCC, Drama Desk nominations), Dessa Rose (OCC, Drama Desk nominations), A Man of No Importance (OCC, Best Musical, Drama Desk nomination), and My Favorite Year. Other theater includes In Your Arms (Old Globe), Little Dancer (Kennedy Center), Lucky Stiff (Playwrights Horizons), and Loving Repeating: A Musical of Gertrude Stein (Chicago's Jefferson Award, Best New Musical.) Film credits include Anastasia (two Academy Award and two Golden Globe nominations), the documentary After The Storm, and Lucky Stiff. Mr. Flaherty's concert music has premiered at the Hollywood Bowl, Boston's Symphony Hall, Carnegie Hall, the Guggenheim Museum, and Symphony Space. Stephen and Lynn Ahrens have worked in collaboration for over 32 years. Stephen and Lynn are members of the Dramatists Guild Council and co-founders of the Dramatists Guild Fellows Program. In 2015, they were inducted into the Theater Hall Of Fame.AhrensAndFlaherty.com.

## PLAYWRIGHT \& LYRICIST \| LYNN AHRENS

Lynn Ahrens won Tony, Drama Desk, and Outer Critics Circle Awards and received two Grammy nominations for Broadway's Ragtime. For Twentieth Century Fox's animated feature film Anastasia, she was nominated for two Academy Awards and two Golden Globes. She and longtime collaborator, Stephen Flaherty, received the Oscar Hammerstein Award for Lifetime Achievement, and in 2015 they were inducted into the Theater Hall of Fame. Broadway credits include: Anastasia (Tony nominations); Once On This Island (Olivier Award, Best Musical;Tony Award); Seussical (Grammy nomination); My Favorite Year; Chita Rivera:The Dancer's Life; Rocky; Madison Square Garden's A Christmas Carol; Ragtime (20I0 Broadway revival). Off-Broadway and regional credits include: Lincoln Center Theater's Dessa Rose, The Glorious Ones (both Drama Desk-nominated), and A Man of No Importance (Outer Critics Circle Award, Best Musical); Lucky Stiff, Little Dancer (Kennedy Center world premiere). Film and television credits include A Christmas Carol (NBC-TV); Camp (IFC Films); Schoolhouse Rock (ABC-TV), and others. She is a Council member of the Dramatists Guild of America, a co-founder of the Dramatists Guild Fellows Program, and a Lilly Award winner for Lyrics.
www.ahrensandflaherty.com

## POST-SHOW DISCUSSION QUESTIONS

I. What did you notice when you first entered the theatre? Describe the stage.
2. What was the setting of the story? Did the set and scenery help to establish the show's location? What specific things did you notice about the set and stage lights: color, shape, and texture? Did you notice anything about the set or lights that you thought was unique?
3. Seussical The Musical is a montage of famous Dr. Seuss books. Which characters and settings did you recognize? How did the designers bring the books to life through costumes and set design?
4. Which character do you relate to the most? Why? What words describe that character?
5. What did the characters learn about themselves or the world in the play? Was there a moral or lesson?
6. What did you notice about the actors and their performances? How did they use their voices and bodies to bring characters to life?
7. What was the story about? Describe the beginning, middle, and end. What was the climax of the story? Why? If you had to summarize the play in one sentence, what would it be?

Standards: LAFS.K-4.RL. I.I, LAFS.K-I.RL.I.2, LAFS.K-4.RL.I.3, LAFS.3.RL.2.6,TH.K.C.3.2,TH.I.S.3.2,TH.2.O.2.I,TH.3.C.I.2, TH.4.C.3.I,TH.I.C.2.2,TH.K.C.2.I,TH.3.O.I. 2

## Language Arts <br> Word Wall

## Directions

Draw a line from the word to its meaning. Use context clues from the play, the root word, and if needed, look up the definition using a dictionary resource.

## Example:

| unusual | not visible to the eye |
| :--- | :--- |
| sinister | looking or sounded bizarre |
| unfurled | a tiny spot |
| invisible | evil or criminal |
| outlandish | the ability to do something that frightens one |
| patient | to spread out from a folded state |
| speck | the line at which the earth's surface and the sky appear to meet |
| lunatic | a physical feeling |
| courage | not commonly occurring |
| pitiful | a maniac |
| sensation | deserving pity |
| horizon | able to accept problems without anxiety |

## Extension:

Pick three words from the list and use them in an original sentence or paragraph. You can choose to write about the play or something else. You can also draw a picture, illustrating the definitions in the words you choose.

Standard: LAFS.K-6.L.3.3.5

## Bell Work

## Directions

Dr. Seuss was a master at creating new words. Read a Dr. Seuss book as a class and try to find as many words as you can that he created. Write down all the words and their definition. Next, create your own original word and a definition inspired by Seuss. Write a sentence with the word and share it with a classmate. Can they use context clues to understand what it means?

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## Language Arts <br> Oh the Rhymes You Can Mak!

## Directions

Dr. Seuss loves to rhyme. In fact, he does it all the time! You, too, can think of words that sound the same. Look at a picture or read a word from the following list, try and name as many words as you can that sound like the original word!

Cat
Tree
Think
Small
Who
Fish
Blue
Red
One
Extension: Write your own poem about your favorite things that rhyme using the ABBA poem format!

## Vssual Arr/ELA ELTAaome <br> Who are the Whos?

## Directions

In Seussical The Musical, the Whos are played by actors. What if they were played by puppets? Discuss the Who characters. What do you remember about them? What kind of clothing did they wear? What was unique about their characters? Recalling all the details from the play, design your own Who puppets. What materials will you use to create them? How small will they be? Could you make finger or hand puppets? Use cardboard, fabric, or even socks. Share your puppets as a class and practice moving them around the room. What will your classroom's Whoville look like?

## Social Studies <br> "A person is a person, no matter how small."

## Directions

Horton stands up for the Whos throughout Seussical The Musical. Until they are finally heard, no one believes they are real or important. Horton's line:"A person is a person, no matter how small" is very powerful. He believes the Whos should be treated equally and with the same respect and dignity as everyone else. Our own country's history is full of discrimination similar to what Horton experienced with the Whos. Before certain laws were put into place, not everyone had the same rights. Although America was founded on the principle that "all men are created equal," many different groups of people in our country have not always been treated that way and some still do not. Discuss what the word equal means to you. Why is it important to treat people fairly? Compare what happened in Seussical TYA to moments from The Civil Rights Movement. What similarities and differences do you see in the events? Why are these stories so important?

Standard: SS.2.C.2.3

Extension: If you were to fill in the blank:"A person is a person, no matter $\qquad$ ", what would you write? Write a persuasive essay standing up for someone or something you feel has been wronged or not treated equally. Share as a class.

ORLANDO REPERTORY THEATRE

## Adoitional Risouriels

## The World of Dr. Seuss:

And To Think That I Saw It On Mulberry Street
The 500 Hats Of Bartholomew Cubbins
The King's Stilts
Horton Hatches the Egg
McElligot's Pool
Thidwick The Big-Hearted Moose
Bartholomew And The Oobleck
If I Ran the Zoo
Scrambled Eggs Super!
Horton Hears A Who!
On Beyond Zebra
If I Ran The Circus
The Cat in the Hat
How The Grinch Stole Christmas
Yertle The Turtle And Other Stories
The Cat In The Hat Comes Back!
Happy Birthday To You!
Green Eggs And Ham
One Fish Two Fish Red Fish Blue Fish
The Sneetches And Other Stories
Dr Seuss's Sleep Book
Dr Seuss's ABC
Hop on Pop
Fox In Socks
I Had Trouble In Getting To Solla Sollew
The Cat in the Hat Song Book
The Foot Book
I Can Lick 30 Tigers Today! And Other Stories
My Book About Me
I Can Draw It Myself
Mr Brown Can Moo! Can You?
The Lorax
Marvin K. Mooney Will You Please Go Now!
Did I Ever Tell You How Lucky You Are?
The Shape Of Me And Other Stuff
Great Day For Up
There's a Wocket in my Pocket!
Oh, The Thinks You Can Think!
I Can Read With My Eyes Shut!
Oh Say Can You Say?
Hunches In Bunches
The Butter Battle Book
You're Only Old Once!
I Am Not Going To Get Up Today
Oh, The Places You'll Go!

Language Arts Florida State Standards | Strand: Reading Standards for Literature | Cluster I: Key Ideas and Details (Text refers to the play, the script, or the content in this guide.)<br>AFS.K.RL.I.I With prompting and support, ask and answer questions about key details in a text.<br>LAFS.I.RL. I. I Ask and answer questions about key details in a text.<br>LAFS.2.RL.I.I Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.<br>LAFS.3.RL.I. I Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.<br>LAFS.4.RL. I.I Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.<br>LAFS.K.RL.I. 2 With prompting and support, retell familiar stories, including key details.<br>LAFS.I.RL.I. 2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.<br>LAFS.K.RL.I. 3 With prompting and support, identify characters, settings, and major events in a story.<br>LAFS. I.RL. I. 3 Describe characters, settings, and major events in a story, using key details.<br>LAFS.2.RL.I. 3 Describe how characters in a story respond to major events and challenges.<br>LAFS.3.RL.I. 3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.<br>LAFS.4.RL. I. 3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Language Arts Florida State Standards | Strand: Reading Standards for Literature | Cluster 2: Craft and Structure
LAFS.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.

## Language Arts Florida State Standards | Strand: Reading Standards | Foundational Skills (K-5) | Cluster 2: Phonological Awareness

LAFS.K-5.RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.
Language Arts Florida State Standards | Strand: Writing Standards | Cluster I: Text Types and Purposes
LAFS.2-5.W.I. I Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

## Language Arts Florida State Standards | Strand: Language Standards | Cluster 3: Vocabulary Acquisition and Use

LAFS.K-6.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade K-2 reading and content, choosing flexibly from an array of strategies.
LAFS.K-6.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

## Next Generation Sunshine State Standards - Social Studies

SS.2.C.2.3 Explain why United States citizens have guaranteed rights and identify rights

## Next Generation Sunshine State Standards - Visual Art

VA.K-5.S.I.I Experiment with art processes and media to express ideas.

## Next Generation Sunshine State Standards - Theatre Arts

TH.3.C.I. 2 Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production. TH.K.C.2.I Respond to a performance and share personal preferences about parts of the performance.
TH.2.O.2.I Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
TH.I.C.2.2 Identify elements of an effective performance.
TH.4.C.3.I Identify the characteristics of an effective acting performance.
TH.K.C.3.2 Share reactions to a live theatre performance.
TH.I.S.3.2 Describe characters and plot development discovered during dramatic play.
TH.3.O.I. 2 Discuss why costumes and makeup are used in a play.

