



**ORLANDO
FAMILY
STAGE**

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Cue to Cue

RESOURCE GUIDE

for Educators and Audience Members



Allie Kazan and the Magic Mansion

March 4 - 31

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Welcome to Cue to Cue, an educational resource guide created to help teachers, parents/guardians, and young audience members enhance the experience of watching *Allie Kazan and The Magic Mansion*.

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Big Themes

- Believing in Yourself
- Friendship
- Facing Your Fears
- Magic is in You
- Teamwork

Short Show Description

You will not believe your eyes as finalists at the milestone anniversary of the Young Masters of Magic competition face-off for the prized Golden Key. Last minute replacement Allie Kazan joins the Great Marvellini and the young finalists at the Magic Mansion to compete. What could go wrong? Well, if the angry ghost of a former contestant has anything to say about it— EVERYTHING! As the contest is sabotaged and the magicians find themselves trapped in the basement, they have to work together to get back on stage and save Marvellini and the mansion from doom.

Full Synopsis

The Big Announcement

The world's most famous magician, the Great Marvellini, announces that a milestone Anniversary of the Young Masters of Magic competition is coming soon and five young magicians will compete: Magic Wanda, Jay-K Mars, Eric and Eva, and Max Best. ("Magic in the House") It will surely be a magical night.

The Phone Call

Allie Kazan, a quirky 15 year old, practices escaping from a trunk in her bedroom. She cannot get out and has to call for her mother to help. Mom warns her that she should be careful or she will get stuck in that trunk. Allie receives a phone call from Marvellini telling her that Max Best is out of the competition for lying about his age and Allie is next in line for the Magic finals! Allie accepts the spot and fantasizes about being on stage at the Magic Mansion. ("Magic Can Happen") She is very excited, but also nervous. Many years ago,

she embarrassed herself on Kids Got Talent and is unsure if the Magic Show is a good idea. Mom encourages her to be confident and everything will be fine.

Welcome to the Magic Mansion

Allie rushes to the Magic Mansion on a dark and stormy night. She meets Jay-K Mars, Magic Wanda, and Eric and Eva. The other magicians think they recognize Allie, but are not sure from where. Wanda shares that there is a rumor that Max Best tried to break into Marvellini's workshop and steal his secrets. Allie claims that would be impossible because you need Marvellini's Golden Key to get in.

They ring the bell and Marrellini tells them they must perform a magic trick to enter. ("Welcome to the Magic Mansion") Each magician completes a trick successfully, except Allie. She tries again and it works! As Allie enters the Magic Mansion, the ghost of Dudley Hammersmith, the great magician from the past, slips in after her.

Preparing for the Show

The magicians are backstage in a dressing room. The dressing room is full of posters of famous magicians from years past. As the magicians claim their spaces, Allie asks about the poster of Dudley Hammersmith. They tell her he was one of Marvellini's greatest rivals. Marvellini beat him in the magic competition years ago and he never got over it.

Wanda suddenly remembers that she saw Allie on Kids Got Talent. They remember that she got stuck in the trunk and her mother had to rescue her onstage and that she was crying. Allie tells them she is no longer doing the trunk trick and that she is a mentalist, a person who reads minds. She reads Wanda's mind and tells her what she ate last night. Is Allie's magic real?

Marvellini tells the magicians that the competition will start in fifteen minutes. The magicians begin to warm up for their presentations. ("Practice Makes Perfect") Allie struggles to keep up with the other magicians as they practice. They make fun of Allie and call her an amateur. As the contest is about to begin, the poster of Dudley Hammersmith comes to life and tells Allie to go home. Mom interrupts and wishes Allie luck before the performance.

A Show Gone Wrong

Marvellini begins the competition by announcing that whoever wins the Anniversary Young Masters of Magic competition will receive the Golden Key to the workshop that holds the secrets to all of Marvellini's greatest illusions. As Magic Wanda performs, Dudley Hammersmith appears and spoils her act, making it seem like Allie is the one interfering. ("Watch me! I'm Magic Wanda!") Jay-K Mars performs his act and Dudley interferes again, causing Jay-K's card tricks to go wrong. ("Hot Hand") The same thing happens when Eric and Eva perform their act. ("Vampires in the Night") Dudley has ruined all the acts so far. Marvellini announces they will take an intermission before continuing to figure out what is wrong. As they go backstage, Marvellini and Allie see the ghost backstage!

The Blame Game

In the dressing room, the magicians are upset and feel the contest has been rigged. They blame Allie for the sabotage and discover their props in her suitcase. ("Blame Game") Allie denies the accusations and tells them it is Dudley Hammersmith. They do not believe her. Allie tells them he is haunting the magic mansion for revenge from losing the competition years ago. As they argue, one-by-one, each of the magicians goes missing in the mysterious magic mansion. Allie wanders through the basement prop room looking for help. ("Help Me!") She discovers JAY-K and Wanda trapped in different illusions. She helps them out. They try to use the elevator to leave the basement, but they are trapped. They discover Eva trapped in a 'Saw-the-Girl-in-Half' box and Eric's head inside a 'Disembodied Head' box. As they try to find the rest of Eric to release him from the trick, Allie tells the others that their magic tricks and abilities are like superpowers and they can use them to escape and save the competition. ("The Magic Touch")

The Ghost Revealed

The ghost of Dudley Hammersmith appears in the basement. They quickly learn that Dudley is not a ghost, but a person. The magicians use their magic tricks and work together to fight and capture Dudley. ("Abracadabra") They remove his mask and discover that it is not Dudley Hammersmith...it is Max Best!

Max is trying to trap the other magicians so they

cannot compete and he can win the Young Masters of Magic competition. Max escapes the basement and the other magicians run to the stage.

The Great Escape

Max begins his act by locking Marvellini in a Houdini escape trunk. ("Winning is Everything") They try to break him out. Allie tries to use her mentalist powers, but is scared. She envisions her mother encouraging her. ("Magic Can Happen Reprise") Marvellini is finally released but Allie has gone missing. They think she is now locked in the trunk, but discover Max is inside and in chains! Allie reveals herself safe and sound and she has the Golden Key! Marvellini banishes Max from the Magic Mansion forever.

The Winner

Marvellini announces that Allie has earned the Golden Key for her talent and generosity of spirit. Allie tells Marvellini that they all worked together and she wishes there were five keys. Marvellini reveals more keys and all of the magicians are winners. They all celebrate! ("The Golden Key/Finale")

Pre-Show Discussion Questions

The following conversation starters will help you think about the themes in *Allie Kazan and the Magic Mansion*, as well as make some predictions about the production itself. Discuss the following before you join us at the theatre:

- 1.) Do you know any magic tricks? What are they? What kind of magic would you like to learn? Card Tricks? Illusions? Disappearing Acts? Making things float?
- 2.) Have you ever been blamed for something you did not do? How did it feel?
- 3.) What is a skill that took you a long time to learn? How did it feel to not be successful at first? What helped you keep going?
- 4.) Sometimes you just cannot do things by yourself. You need others to help with their support or skills to get the job done. Describe a time when you used teamwork to complete a task.

Post-Show Discussion Questions

We hope you enjoyed Orlando Family Stage's production of *Allie Kazan and the Magic Mansion*. Discuss the following questions after attending the performance:

- 1.) What was *Allie Kazan and the Magic Mansion* 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?
- 2.) What did you notice when you first entered the theatre? Describe the stage.
- 3.) What was the setting of the story? Did the scenery help establish the show's location? What specific things did you notice about the scenery or stage lighting?
- 4.) What did you notice about the actors and their performances? How did they use their voices and bodies to bring the characters to life?
- 5.) Which character do you relate to the most? Why? What words describe that character?

Florida State Standards

Detailed list of Florida State Standards satisfied by using this guide and attending Orlando Family Stage's production of *Allie Kazan and the Magic Mansion*.

Language Arts Florida Standards

(Text refers to the play, the script, or the content in this guide.)

Reading/Text Analysis Standards:

LAFS.K-8.RI.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

LAFS.K-8.RI.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LAFS.K-8.RI.1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

LAFS.K-8.RI.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

LAFS.K-8.RI.1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral.

LAFS.K-8.RI.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

LAFS.K-8.RI.2.6 Distinguish their own point of view from that of the narrator or those of the characters.

LAFS.K-8.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Vocabulary Standards:

LAFS.2-8.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

LAFS.2-8.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

Writing Standards:

LAFS.K-8.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

WLK12.AH.5.7 Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.

Theatre Arts:

TH.K.C.2.1 Respond to a performance and share personal preferences about parts of the performance.

TH.K.C.3.2 Share reactions to a live theatre performance.

TH.1.C.2.2 Identify elements of an effective performance.

TH.1.S.3.2 Describe characters and plot development discovered during dramatic play.

TH.2.O.2.1 Re-tell what happened in the beginning, middle, and end of a story after viewing a play.

TH.3.C.1.2 Watch a play and describe how the elements of light,

costumes, props, and sound influence the mood of the production.

TH.3.C.2.2 Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.

TH.3.O.2.1 Describe what happened in a play, using age-appropriate theatre terminology.

TH.3.O.1.2 Discuss why costumes and makeup are used in a play.

TH.3.S.1.3 Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.

TH.3.S.3.3 Describe elements of dramatic performance that produce an emotional response in oneself or an audience.

TH.4.O.1.1 Describe what a designer and director do to support the actor in creating a performance.

TH.4.C.3.1 Identify the characteristics of an effective acting performance.

TH.4.S.1.1 Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.

TH.4.S.1.3 Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.

TH.4.S.3.3 Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.

TH.5.O.1.1 Explain an actor's choices in the creation of a character for a scene or play.

TH.5.O.1.3 Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.

TH.5.O.3.1 Describe a variety of theatrical methods and/or conventions that a group of individuals can use to communicate with audiences.

TH.5.S.1.3 Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.

TH.5.S.3.3 Use elements of dramatic and technical performance designed to produce an emotional response in an audience.

TH.68.O.1.2 Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements.

TH.68.S.2.3 Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.

TH.68.H.1.5 Describe one's own personal responses to a theatrical work and show respect for the responses of others.