



**ORLANDO
FAMILY
STAGE**

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Cue to Cue

RESOURCE GUIDE

for Educators and Audience Members

THE LIGHTNING THIEF

THE PERCY JACKSON
MUSICAL

THEATRE FOR YOUNG AUDIENCES EDITION

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Adapted from the book *The Lightning Thief* by Rick Riordan

Welcome to Cue to Cue, an educational resource guide created to help teachers, parents/guardians, and young audience members enhance the experience of watching *The Lightning Thief: The Percy Jackson Musical (TYA Edition)*.

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Big Themes

- Identity
- Heroism
- Family
- Friendship & Belonging

Short Show Description

Percy Jackson is about to be kicked out of boarding school. Again. And that's the least of his troubles. Lately, mythological monsters and the gods of Mount Olympus seem to be walking straight out of the pages of Percy's Greek mythology textbook and into his life. Worse, he's angered a few of them. Zeus's master lightning bolt has been stolen and Percy is the prime suspect. Now Percy has ten days to find and return Zeus's stolen property and bring peace to a warring Mount Olympus. To succeed on his quest, Percy will have to do more than catch the true thief. He must come to terms with the father who abandoned him, solve the riddle of the Oracle that warns him of betrayal by a friend, and unravel a treachery more powerful than the gods themselves.

Full Synopsis

Expelled...Again

Percy Jackson is in the middle of a class trip to the Metropolitan Museum of Art when something strange happens. The substitute teacher, Mrs. Dodds, pulls him away from the rest of the class and, after turning into a Fury, attacks him. Percy is saved by Mr. Brunner, the Latin teacher, who throws him a pen which transforms into a sword. Percy disintegrates the Fury and everything turns back to normal. However, Percy is dismayed to find himself expelled for leaving the school group. He is confused that neither Mr. Brunner nor Grover Underwood, his best friend, remember what happened and heads home to give his mom the bad news ("Prologue/The Day I Got Expelled").

The Beach

At home, Sally Jackson is disappointed that her son has been expelled for the sixth time, but she soon decides that Percy could benefit from some time away. She offers to take him to the beach for the weekend and begs her husband Gabe, Percy's overbearing stepfather, to let them go. At the beach, Sally tells Percy how she met his father there one weekend. Percy resents his father for abandoning them, but Sally reassures him and tells Percy that his differences

make him stronger ("Strong"). Grover interrupts their conversation to warn Sally that a Minotaur is hunting Percy. To Percy's astonishment, Grover reveals his true form as a Satyr: half-man-half-goat. The Minotaur arrives and Sally sacrifices herself to save Percy. Percy angrily kills the Minotaur with the sword Mr. Brunner gave him at the museum, but passes out soon after. Grover carries him to safety but, before he wakes up, Percy dreams that he meets a man in a Hawaiian shirt who gives him a conch shell ("The Minotaur/The Weirdest Dream").

Camp Half-Blood

When Percy awakes, he finds himself in the presence of Mr. D, the director of Camp Half-Blood. Mr. D impatiently explains that he is Dionysus, the Greek god of wine and drama. To Percy's amazement, Mr. D tells him that he is a demigod, the son of a human and a Greek god ("Another Terrible Day"). Mr. Brunner appears at the camp and reveals that he is really Chiron, an immortal centaur and the son of Kronos. Chiron tells Percy that one of the gods will send a sign to claim him as their son, but Percy cannot shake off the resentment he feels towards his father. Percy meets Luke Castellan, the son of Hermes, who welcomes him to the camp and tells Percy that several demigods at the camp do not yet know who their godly parents are ("Their Sign").

Capture the Flag

As Percy gets used to the camp, he meets several other demigods living there, including Clarisse (the daughter of Ares), Silena (the daughter of Aphrodite), and Katie (the daughter of Demeter). The students prepare to play Capture the Flag, with Annabeth Chase (the daughter of Athena) taking charge of the game. Annabeth tells Percy to hide in the boys' bathroom and stay out of the way. However, Percy is targeted by Clarisse, who has taken an instant dislike to him. Just as Clarisse is about to "pulverize" him, the toilets suddenly shoot water out and drench Clarisse ("Put You in Your Place"). Percy realizes that he was set up by Annabeth and furiously accuses her of using him as bait. Annabeth is unapologetic, but wonders how he defeated Clarisse. She is concerned when Percy tells her how the water reacted to his predicament.

The Trident and the Oracle

Suddenly the sign of a trident appears in the sky. Poseidon has claimed his son but this knowledge strikes fear into everyone as thunder begins to roll. Chiron and Mr. D tell Percy that the lightning bolt of Zeus has been stolen and Percy is now the main suspect. The three main gods (Zeus, Poseidon, and Hades) swore never to have children with mortals, but Poseidon broke that oath and Percy is the result of his broken promise. In order to save himself, and prevent war between the gods, Percy must go on a quest to retrieve the missing

bolt. This is confirmed by the Oracle of Delphi, which resides in the attic of the main camp building ("The Oracle"). Chiron is worried that Percy's presence in the camp puts them all in danger and he tells Percy that he has two options: accept the quest or leave. The prospect of yet another undeserved expulsion frustrates Percy and he laments that everything always turns out wrong, no matter how hard he tries ("Good Kid").

Percy is comforted by Luke, who hints that Percy's mom is bound to be in the Underworld with Hades, who is rumored to be the real thief of the lightning bolt. Hearing this, Percy decides to accept the quest and Annabeth and Grover insist on coming with him. Armed with a pair of winged shoes from Luke, the trio sets out into the woods ("Killer Quest"). When they come to the camp border, they are nervous about stepping out of protection from the monsters. Grover reveals that it is not the gods that protect the camp, but a tree. Grover tells Percy that Thalia Grace was Zeus' daughter. Grover was tasked with escorting her to Camp Half-Blood, but they were attacked on the way. Thalia sacrificed herself in order to save everyone else and Zeus turned her into a tree which now protects the borders of the camp. Grover blames himself for Thalia's death and is worried that Percy will reject him ("The Tree on the Hill"). However, Percy reassures Grover that he will always be his friend.

Aunty Em

A woman named Aunty Em appears and invites them in to see her display of statues. She is keen to take their picture, but Grover spots a statue that looks suspiciously like his Uncle Ferdinand. He soon realizes that the statue actually is his uncle and Aunty Em is therefore Medusa. Before she can turn them to stone, Percy decapitates her and decides to mail her head to the gods. While Grover heads out to check the surrounding area, Percy realizes that Annabeth is upset with him and questions why. She reveals that she has been studying and training for years in anticipation of a quest so that she can finally prove her worth to her mother. She is angry that Percy has suddenly shown up and automatically receives praise and a quest ("My Grand Plan").

Journey to Los Angeles

Percy, Annabeth, and Grover begin their quest by hopping onboard the Greyhound bus. However, they are immediately attacked by a group of Furies and the ensuing battle results in the explosion of the bus. ("Lost"). On the way, they are forced to fight Furies and Chimera. Finally, they hitchhike with Ares on his motorbike, who gives Percy a backpack. The trio narrowly avoid entering the Lotus Hotel and Casino in Las Vegas, and prepare to make their final journey to the Underworld. ("Drive"). Percy falls asleep and dreams of a man speaking with someone whom he refers to as "my lord".

The mysterious voice speaks of the sacrifices that must be made. ("The Weirdest Dream [Reprise]").

The Underworld

Finally, the trio arrive and are escorted by Charon, the ferryman to the Underworld. Percy narrowly avoids being dragged into the Tartarus by the winged shoes given to him by Luke. Percy realizes that the missing lightning bolt has been hidden in his backpack and wonders who placed it there. Hades appears and demands to have the lightning bolt. Hades also reveals he has Sally imprisoned. Finally accepting that he is the true son of Poseidon, Percy realizes that the shell in his pocket was a gift from Poseidon and blows into it, to reveal a portal out of the Underworld. ("Son of Poseidon").

Battle with Ares

Ares appears and tells Percy that he planted the bolt in his backpack. Percy faces Ares in battle and defeats him using his gift for controlling water. Poseidon then appears and lets Percy know that he is proud of him and that being a hero is never easy. Sally appears and the mother and son have a tearful reunion. Poseidon tells Percy that he will return the lightning bolt to Zeus and tells him he can stay at camp as long as he needs or return to his mother.

Return to Camp Half-Blood

Percy, Annabeth, and Grover return to Camp Half-Blood as heroes, but something is worrying Percy. He confides in Luke that he is still confused about everything despite their success. Luke tells Percy that he felt exactly the same after his own quest and inadvertently reveals that he was the real thief of the lightning bolt. He was the voice Percy heard in his dream, teaming up with Kronos in order to get revenge against the gods. With the truth revealed, Luke attacks Percy and encourages Annabeth to come over to his side and work against the gods with Kronos. Annabeth refuses and Luke attacks Percy again in order to make his escape ("The Last Day of Summer"). Percy decides he cannot stay safe at the camp and count on their parents to save the world. Annabeth and Grover agree that they have to step out on their own. Percy knows that war is coming, no matter what happens, and they must all be prepared ("Bring on the Monsters").

Pre-Show Discussion Questions

The following conversation starters will help you think about the themes in *The Lightning Thief: The Percy Jackson Musical (TYA Edition)*, as well as make some predictions about the production itself. Discuss the following before you join us at the theatre:

- 1.) Percy Jackson often feels like he's an outsider or that he's not "normal." Have you ever felt different? Describe how it made you feel? How did you deal with your feelings?
- 2.) Percy Jackson talks about having ADHD and Dyslexia. What do you know about these or other learning challenges that young people face?
- 3.) Imagine you just found out you were a demigod! What demigod power would you want to possess and why? What problem would you try to solve with your demigod power? Who is the first person you would tell about your new powers?
- 4.) Percy encounters several magical items throughout the story. You have been granted one magical item of your choice. What would this item be? What power would it have?

Post-Show Discussion Questions

We hope you enjoyed Orlando Family Stage's production of *The Lightning Thief: The Percy Jackson Musical (TYA Edition)*. Discuss the following questions after attending the performance:

- 1.) What was *The Lightning Thief: The Percy Jackson Musical (TYA Edition)* 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 *The Lightning Thief: The Percy Jackson Musical* (TYA Edition).

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.RL.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.RL.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.RL.1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral.

LAFS.K-8.RL.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.RL.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.