

# CURRICULUM CONNECTIONS

## SEUSSICAL



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## Know Before you Go:

- Arrive at the theater 15 to 20 minutes before show time. Allow extra time for Broward County traffic. We are unable to start a show late.
- Please stay on the bus until greeted by a SEAS usher. At that time, please give the usher your BUS document and the usher will escort you to the theater.
- Remember to watch our Know Before You Go Video:

<https://tinyurl.com/ElementarySeasWelcome>





Dear Educators,

We are excited to present this Curriculum Connection (Study Guide) as a valuable resource to support your teaching journey. This guide has been carefully designed to offer engaging and meaningful activities for use in your classroom before and after seeing a S.E.A.S. performance at The Broward Center's Amaturro Theater, The Parker, or Miniaci at NSU. Each section is structured to make it easier for you to integrate cross-curricular connections, providing a seamless experience for students to deepen their understanding while exploring the creative process.

The activities and lessons in this guide have been intentionally crafted to complement Florida's B.E.S.T. standards. By utilizing these resources, you will be able to foster a dynamic and creative learning environment while ensuring students meet key academic goals. We encourage you to adapt the materials to best fit your classroom's needs and objectives, empowering students to think critically and creatively across all disciplines.

We want to take a moment to express our sincere appreciation for the passion and dedication you bring to your classrooms every day. Your commitment to infusing art-full moments into education not only enriches your students' learning experiences but also ignites their curiosity and creativity. Thank you for inspiring the next generation of thinkers, creators, and innovators. We are truly grateful for the impact you have on your students' lives. Consider joining the Teacher's Lounge (QR code below) to be notified of special events and discounts just for Teachers.

Don't forget to distribute your S.E.A.S. stickers when you return to school (after the trip) and share the magic that is Student Enrichment Through the Arts!



Teacher's Lounge



# Theater Etiquette

*There is so much that goes into creating a show for the stage. Behind the scenes, there are people who control the lights and the sound, the sets and the props. There are directors, writers, producers, musicians, and choreographers. So many people work together to create the performance you and everyone in the audience watches.*

It is helpful to remind students of appropriate audience etiquette by explaining and discussing WHY these rules of behavior are important:

- Restroom visits are best made prior to the performance.
- Listen carefully to the ushers and your teachers. This gets everyone to your seats quickly and ensures a pleasant experience.
- Turn watches and cell phones to silent.
- Walk single file, hold hand rails as you use the steps for your safety.
- Listen carefully to each performer. They are working hard to entertain and inform with lots of clues about the story.
- Refrain from TALKING. This allows everyone to enjoy the show without distraction. Sometimes we think that if we whisper it is okay. But, if everyone in the audience whispers, it becomes disruptive.
- Laugh if something is funny, but not too loudly, you don't want to miss any dialogue.
- Photography and recording are not permitted.
- Pay attention to the lighting, scenery, costumes and music. All of these elements help provide more details to tell the story in an interesting way.
- Applaud (clap) and laugh at the right moments. This shows the performers that you respect and appreciate their work.



# FROM PAGE TO STAGE

An adaptation in theater is when a book, short story, novel, or even a poem is transformed into a stage performance, like a musical or play. The original story is usually kept at the core, but parts may be changed or added, such as songs, dialogue, or characters to make it work better for a live audience.

## VOCABULARY OF AN ADAPTATION

**Adaptation:** Something that has changed so that it can be presented in another form.

**Author:** A person who writes something such as a book or an article.

**Characters:** the individuals portrayed by actors in a play or musical.

**Composer:** A person who writes music.

**Director:** A key creative figure in theater responsible for overseeing the artistic aspects of a production.

**Lyricist:** A person who writes the words of a song.

**Playwright:** A person who writes plays.

**Scriptwriting:** Turning narration into dialogue and scenes.



### ***Here are 10 of the most famous stage adaptations:***

Les Misérables

The Lion King

Wicked

Matilda the Musical

Harry Potter and the Cursed Child

The Phantom of the Opera

To Kill a Mockingbird

Hamilton

The Wizard of Oz

Oliver!

Les Misérables by Victor Hugo

Based on Disney's animated film (inspired by Hamlet)

Wicked by Gregory Maguire (a reimagining of The Wizard of Oz)

Matilda by Roald Dahl

Harry Potter series by J.K. Rowling

Le Fantôme de l'Opéra by Gaston Leroux

To Kill a Mockingbird by Harper Lee

Based on the Alexander Hamilton biography by Ron Chernow

The Wonderful Wizard of Oz by L. Frank Baum

Oliver Twist by Charles Dickens

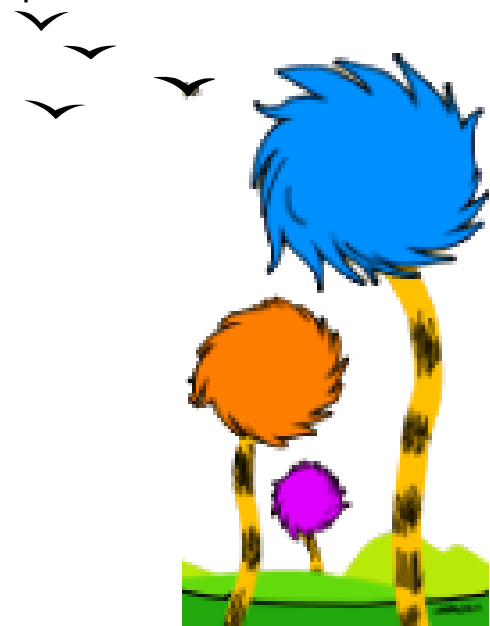
# Seussical Synopsis

Seussical brings together Dr. Seuss's much loved books, Horton Hears a Who!, Horton Hatches the Egg, and the story of Gertrude McFuzz. Narrated by the Cat in the Hat, it centers on Horton the Elephant's quest to save the people of Whoville, who live on a tiny speck of dust.

The play begins with Horton splashing in a pool when he hears a faint cry for help that no one else can hear. The animals in the Jungle of Nool make fun of Horton, but he refuses to ignore the Whos in Whoville, especially little Jojo, who becomes his friend. Horton places the speck of dust on a clover but it is stolen by the evil eagle, Vlad Vladikoff and dropped in a huge field of clover.

While Horton desperately searches for his clover, Gertrude McFuzz, who has a new tail like showy Mayzie's, tries in vain to get his attention. Mayzie appears and convinces Horton to stop searching for the Whos and to sit on her egg instead, but while he is doing this, he is captured by hunters and sent to a circus.

Gertrude finds Horton and tells him she has located the Whos, but there is still more trouble when the animals of Nool put Horton on trial and threaten to boil the speck of dust with Whoville on it. Horton entreats the Whos to make themselves heard, Jojo gives a great yell, and the animals of Nool finally hear the Whos. In the end, Horton hatches an elephant-bird that he and Gertrude decide to bring up together.





# Theater Vocabulary: From Script to Spotlight

- Play:** A story told live on stage by actors in front of a live audience.
- Musical:** A story told live on stage by actors in front of a live audience that also involves singing and dancing.
- Genre:** The style of a play.
- Plot:** The timeline of actions in the story from beginning to end.
- Setting:** Where a story takes place.
- Characters:** Who the story is about.
- Conflict:** A problem that the characters in the story have to face and overcome. A conflict arises when a character wants something but something else gets in their way.
- Objective:** What a character wants to achieve or solve in the story. In other words, a character's goal.
- Protagonist:** The story's **hero**. This is the character who is out to accomplish a goal or find purpose.
- Antagonist:** The story's **villain**. This character is usually against what the protagonist(s) needs to accomplish their objective or goal.
- Dialogue:** a conversation between two or more people in a play or musical.
- Moment Before:** an acting term that encourages actors to consider what is going on in their character's life just before the present moment.
- Blocking:** Movement the director give to the actors to show them where to go on the stage
- Choreography:** A sequence of dance moves assigned to a dancer in a musical number (song) that are used to help tell the story.
- Cue:** In theater, a cue signals when another action should begin. Ex: The actor's cue to enter the stage might be after they hear the thunder sound effect.
- Make-Up:** Artistically designed cosmetics to enhance an actor's portrayal of a character.
- Playwright:** The writer or writers of the play. Playwrights write the dialogue between characters in a play.
- Composer:** The artist who writes music for a musical.
- Lyricist:** the artist who writes words to the music in a musical.
- Actor:** the artist who embodies or puts themselves "in the shoes of" a character or characters in a play or musical to tell that character's story to the audience.
- Audience:** a group of people who attend a live event like a theatre performances to watch, listen, and respond to the event on stage.
- Director:** the artist who works with the writers, actors, and designers to tell a clear story on stage for the audience.
- Stage Manager:** The artist who manages the onstage and backstage areas before, during, and after a performance.
- Costume Design:** A costumer designer chooses and creates the articles of clothing that characters wear on stage to help tell the audience who the characters.
- Sound Designer:** an artist that creates the mood or atmosphere of the play through the use of sound, sound effects, and music in a play or musical.
- Props:** Objects used by a character on stage to help tell the story. Ex: A character may use a prop like an umbrella on stage if it is raining in that scene of the play.

# Dr. Seuss Up Close

## Did you know...

The pen name Dr. Seuss was chosen by Theodor Seuss Geisel (1904–1991) when he dropped out of college to work in advertising, draw political cartoons and write children's books. His self-granted "doctorate" title is now known around the world by adults and children alike.

Dr. Seuss has been awarded a bevy of prizes, including seven honorary doctorates. Although his advertisements and his Hollywood screenplays are successful, it is for his children's books, which have been translated into over 15 languages and for which he was awarded a Pulitzer Prize, that he is best-loved.

Since his first published book in 1937, *And to Think That I Saw It on Mulberry Street*, Dr. Seuss has divided his attention between the "Big Books" and the "Beginner Readers". The Big Books, like the Horton stories, center on moral and ethical messages. They include *Yertle the Turtle*, *How the Grinch Stole Christmas*, and *The Lorax*. The Beginner Readers are intended to make reading fun and include the extremely popular *The Cat in the Hat* and *Green Eggs and Ham*. In his 44 books, messages against injustices, with fun at their core, remain timeless. In *The Lorax*, his moving book about environmental destruction, Dr. Seuss wrote: "UNLESS someone like you cares a whole awful lot, nothing is going to get better. It's not." In charging children with the task of challenging injustice, Dr. Seuss honors young people and recognizes their capacity to ignite transformation. It is no wonder that his writing is loved by students, teachers and social activists alike.



Dr. Seuss National Memorial Sculpture Garden, Springfield, MA



# Seussical: Loyalty

**"I meant what I said And I said what I meant,**

**An elephant's faithful**

**One hundred percent."**

**- Horton the Elephant**

**TO DO: Look up the word loyalty online or in the dictionary.**

1. What does it mean?

2. Horton promises to care for Mayzie's egg. How does he keep his promise?

Name someone else who is loyal in the show?

• Give two examples of how you can be loyal to someone.

1. \_\_\_\_\_

2. \_\_\_\_\_

• Is it difficult to be loyal like Horton?

yes \_\_\_\_\_ no \_\_\_\_\_

• Why are so many promises broken and responsibilities ignored?



# Seussical: Community

"The Who's in Your World."

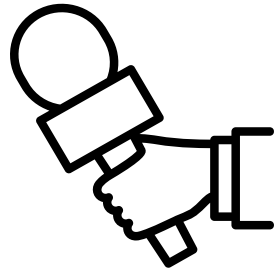
**If we are all to live well together in this world it is important we feel compassion for people we know and people who we don't know...**

...For example, the people in North Carolina who lived through extreme flooding, or the people in Japan who have to deal with the destruction caused by a tsunami, or even the Hurricanes that tear through Florida.

## **Directions:**

Identify someone in your family, school or community that has overcome great obstacles. Use the list of questions below to set up an interview. Add a few questions of your own:

1. How did you feel when you first realized the situation was happening?
2. What did you do to stay safe or protect your loved ones during the event?
3. Were there any unexpected challenges you faced that you hadn't prepared for?
4. How did you cope with the emotional stress or fear during and after the event?
5. What kind of support did you receive from your community or family?
6. How did the disaster or obstacle change the way you view life or your priorities?
7. What advice would you give someone who might be going through a similar situation?
- 8.
- 9.
- 10.



# Seussical: Creativity

Dr. Seuss is known for creating nonsense words in his stories.

Can you think of any made up words in his books?

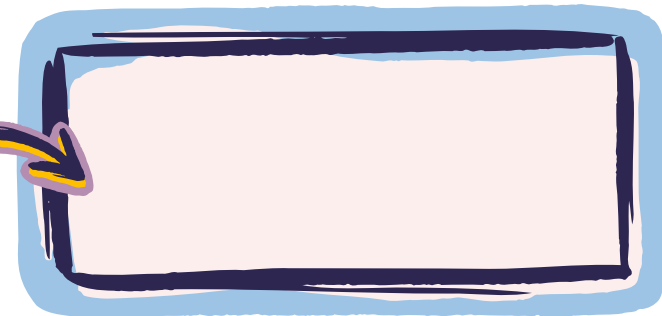
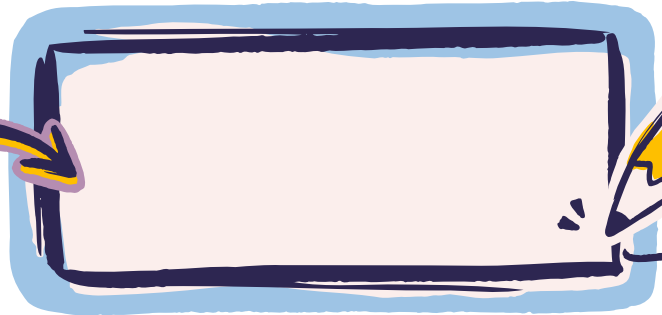
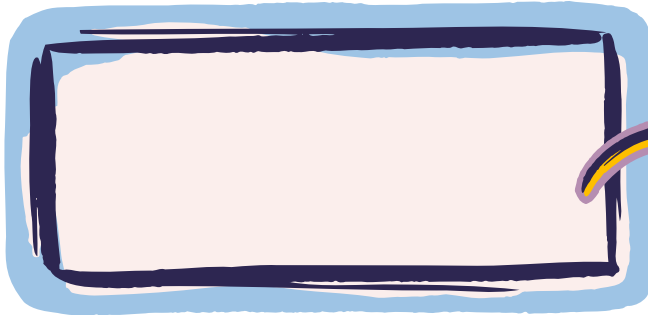
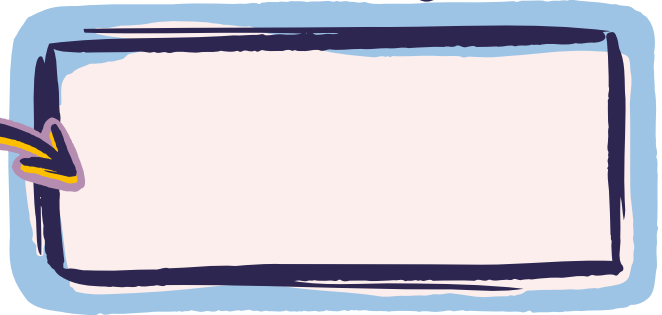
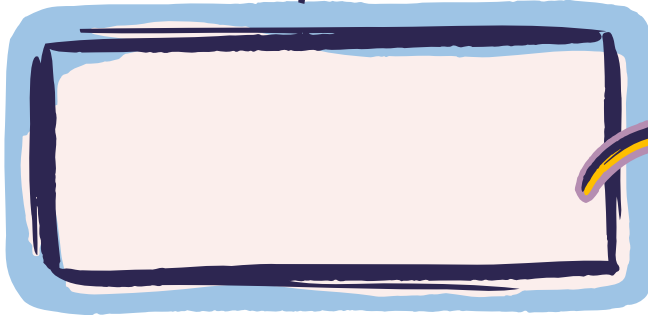
What made up words are in the musical?

One song in the show is called "Oh the Thinks you can Think."

Discuss with a partner what a "think" is? Now let's make up some words of our own!

**Made up word!**

**Meaning:**



**CHOOSE!**

**EASY!**

**BE SILLY**

# Seussical: Writing

Choose one of the writing prompts and create a story on the lines below:

- It's important to keep your promises because...
- It would be so fun to be in a circus because...
- If I could create my own planet, it would be...



# HEY TEACHER...TRY TABLEAU

Students can create a TABLEAU to retell a story or summarize a key event. For example, after reading a book or a historical event, students can work in groups to create a frozen scene that represents an important moment. This helps students grasp key plot points, character emotions, and overall themes, while also practicing critical thinking, problem solving and summarization skills.

## Introduction to Tableau-Creating Images

### With students standing in a circle, introduce Tableau

- A Tableau is a STILL IMAGE or PICTURE demonstrating an idea, person, or thing. It is as if a moment of action from a play, show or musical is frozen.

- Tableaus are SILENT
- Tableaus are strong when they use DIFFERENT LEVELS.



### Practice Multiple Levels

- Tell students to think about if there are levels between 1 and 10

1 is as low as you could possibly go,

10 is as high as you could go without jumping

5 is you standing still at normal height

Let's practice showing different levels. The teacher will call out different levels (1-10) and have students demonstrate those levels.

### Now let's practice Tableau

- Instruct students to practice individual still images by creating an image/picture of the prompt BY THEMSELVES of the following (provide one at a time) while they try to use different levels.

**Count 1-2-3 Freeze and then Relax in between each as the students create their Tableau.**

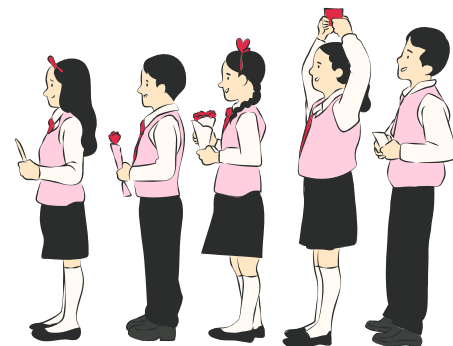
- How they are today
- A tree feeling
- A frog on a lily pad

### Tableau in GROUPS

- Have them find a partner or a group (teacher's choice)

Their job is to create TOGETHER AND WITHOUT TALKING a Fountain.

- Have student groups share their images with the rest of the class.



### TEACHER'S NOTE:

*Here are a few key reasons why tableau is particularly helpful for students:*

**1. Collaborative Learning:** It promotes teamwork. Students work together to create a scene, which helps them learn about collaboration, communication, and understanding different perspectives.

**2. Engagement and Focus:** Tableau keeps students engaged by giving them an active role in the learning process. Rather than passively watching, they are physically involved, which can help with focus and retention of the material.

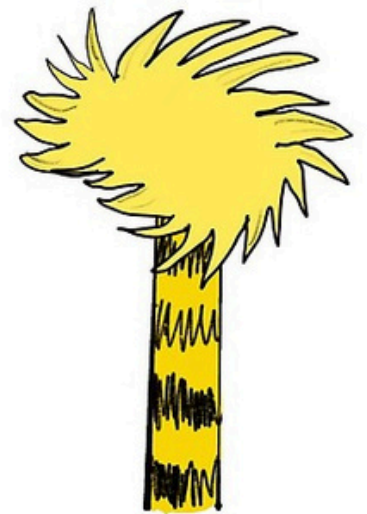
**3. Simplifies Complex Ideas:** For students, breaking down a story into key moments and actions (via tableau) makes it easier to understand complex ideas, emotions, or historical events, especially when the abstract nature of the story might be difficult to grasp.



# HEY TEACHER...TRY TABLEAU

In groups, have students try the following scenes as a Tableau:

- Horton trying to convince the animals that there aer people on the dust speck.
- Horton sitting on the egg and traveling the world.
- Jojo and the Who'd on Planet Who
- Gertrude and Mayzie discussing tails.
- Student's choice



# Seussical: Name that Book

Try to identify what Dr. Seuss story the following famous and iconic lines come from:

"I do not like green eggs and ham."

---

"The sun did not shine. It was too wet to play."

---

"I meant what I said and I said what I meant."

---

"You have brains in your head. You have feet in your shoes."

---

"Unless someone like you cares a whole awful lot, nothing is going to get better. It's not."

---

"Hop. Pop. We like to hop. We like to hop on top of Pop."

---

"From there to here, from here to there, funny things are everywhere."

---

"Today you are you! That is truer than true!"

---

"Oh, the thinks you can think!"

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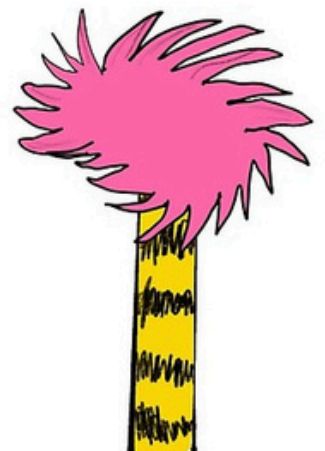


# Seussical: Post Show

## **POST-SHOW QUESTIONS:**

*Dear Teacher, Use these questions to guide classroom discussion, or as an exit slip after seeing Seussical!*

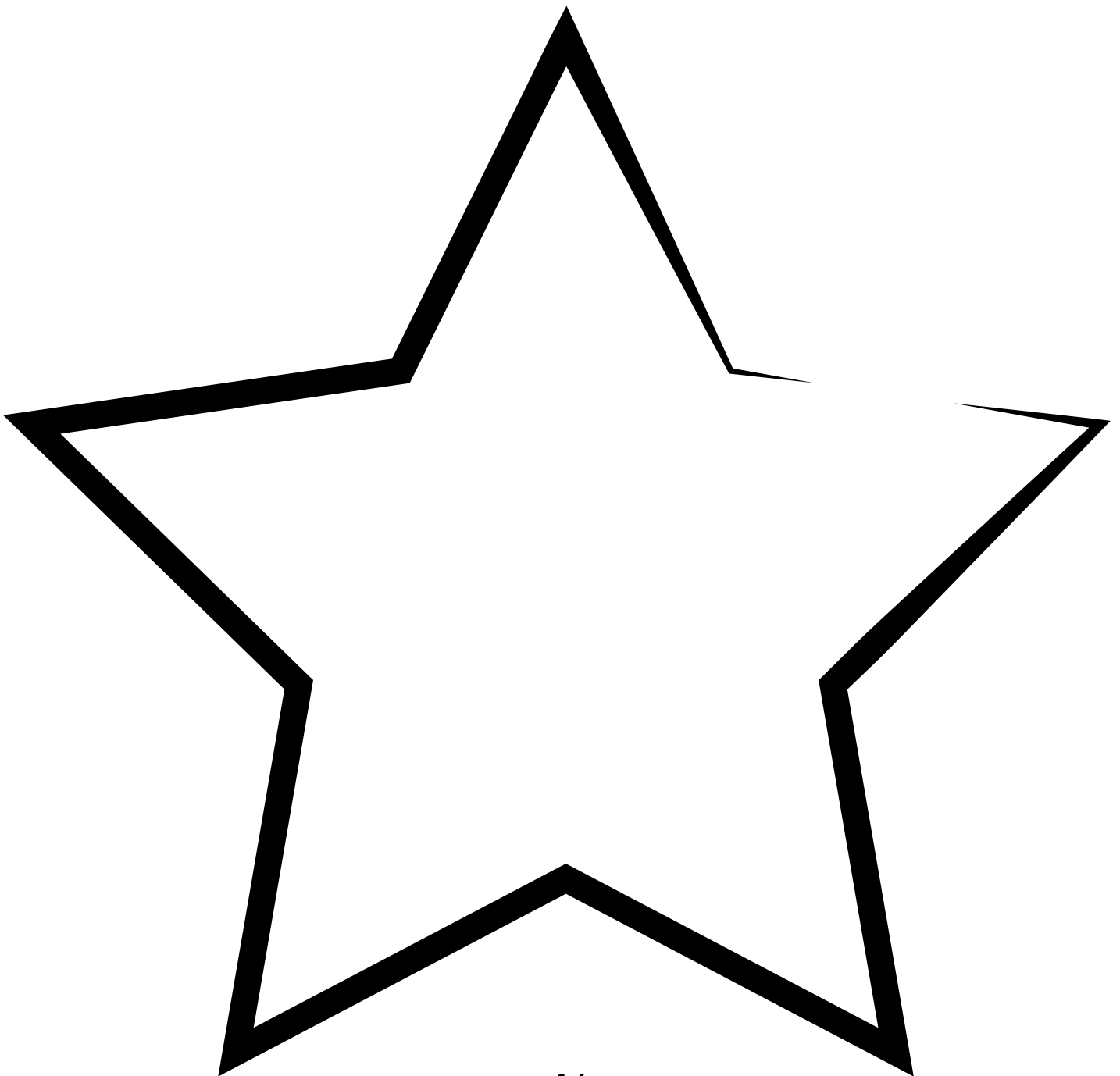
1. Why is it so difficult for Horton to convince the creatures in the Jungle of Nool that the Whos exist and should be saved?
2. Why is it especially important for children and young people's human rights to be protected?
3. Do non-human animals and other living things also have rights that should be protected?
4. In Seussical™, Horton follows through on his promise to care for Mayzie's egg.
5. What does it mean to make a promise?
6. Is keeping a promise a difficult thing to do?
7. Why are promises often broken and responsibilities ignored?



# Seussical: S.E.L.

**Like a star that shines so bright,  
here are the things about me that are  
just right...**

Use the star below to draw or write all of the nice things you do.



# Student to Family Cooperative Activity Ideas:

- Create a home theater space: Dedicate a specific area in your home as a temporary theater space. It can be anywhere with a little bit of space to "put on a show". Create a cozy ambiance with lighting and comfortable seating.
- Create tickets and programs: Design and print them at home or even hand made. Deliver the tickets to family members, and the programs can include information about the performance, cast, and crew. This adds a touch of authenticity and excitement.
- Snack bar and concessions: Set up a snack bar or concessions stand with a variety of treats and refreshments. You can even create special themed snacks related to the performance you are watching.
- Interactive viewing experience: Encourage audience participation during the performance. For example, during a musical, you can sing along to the songs and clap during applause-worthy moments!
- Post-show discussions: After the performance, have a family discussion about the show. Share your thoughts, favorite moments, and discuss the themes or lessons portrayed. This can foster critical thinking and encourage creativity in your kids.
- **Remember, the goal is to create a memorable and immersive experience. Adapt these ideas based on your family's preferences and the resources available to you. The key is to have fun and enjoy the theater experience in your digs!**



## Additional Activity Ideas:

- Memory jars: Create a memory jar with your children. Write down favorite childhood memories on small pieces of paper and put them in a jar. Each week or month, take turns pulling out a memory and sharing it. This can spark conversations and lead to further discussions about your childhood experiences, and theirs too!
- Bedtime stories: Instead of reading traditional bedtime stories, take turns sharing personal stories from your childhood. These could be tales of adventure, funny incidents, or heartwarming experiences. This can create a strong bond between you and your children as you share personal narratives.
- Encourage your kids to create their own journals or scrapbooks to document their childhood memories. Take the opportunity to share your childhood stories as you help them with their own projects. You can even contribute by adding some of your own stories or mementos to their journals.
- What was your favorite song, band or genre growing up? Play a few songs for your child/children and let them play a few of their favorites for you!
- Create traditions with your child/children!: Establish special rituals or traditions that you can share. It could be a weekly movie night, cooking together on weekends, going for a walk after dinner, or singing at the top of your lungs before bedtime.



## Standards: Seussical

**Standards Alignment:** The activities in this guide are aligned with the standards listed below. When teachers incorporate the arts, they increase student engagement, offer multiple points for students to access the curriculum, and provide alternate means for students to demonstrate what they know.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.)	
Kindergarten through Grade 12/ English Language Arts	
ELA.K.12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K.12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K.12.EE.3.1	Make inferences to support comprehension.
ELA.K.12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K.12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K.12.EE.6.1	Use appropriate voice and tone when speaking or writing.



# My Theater Review

I saw: \_\_\_\_\_

Reviewed by: \_\_\_\_\_

This play/musical was about...

Here's a drawing of  
my favorite character:

It made me feel:

I learned:

I gave this play/musical .... stars.



**We'd love to hear from you! If you'd like to submit this review,  
please send to [jenriquez@browardcenter.org](mailto:jenriquez@browardcenter.org)**