Presents

Seussical Jr.

BOOK BY Lynn Ahrens and Stephen Flaherty
MUSIC BY Steven Flaherty
LYRICS BY Lynn Ahrens
CO-CONCEIVED BY Eric Idle

Based on the works of Dr. Seuss

Study Guide Prepared by Jennie Lynn Godfrey
and the Casa Mañana Theatre Education Department

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TEKS

Kindergarten

110.11 (4) (B) ask and respond to questions about texts read aloud.

110.11 (6) (A) identify elements of a story including setting, character, and key events;

110.11 (6) (B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;

110.11 (8) (A) retell a main event from a story read aloud

110.11 (8) (B) describe characters in a story and the reasons for their actions.

110.11 (13) (E) share writing with others

110.11 (15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations.

110.10 (B) (E) retell or act out important events in stories

111.2 (8) (A) collect, sort, and organize data into two or three categories;

118.9 (B) identify rules that provide order, security, and safety in the home and school.

113.9 (B) explain how authority figures make and enforce rules.

113.11 (A) identify similarities and differences among people such as kinship, laws, and religion

113.11 (B) identify similarities and differences among people such as music, clothing, and food.

Grade 1

110.12 (7) (A) connect the meaning of a well-known story or fable to personal experiences

110.12 (9) (A) describe the plot (problem and solution) and retell a story’s beginning, middle, and end with attention to the sequence of events

112.12 (9) (B) describe characters in a story and the reasons for their actions and feelings.

112.12 (9) (B) analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver

112.12 (9) (C) gather evidence of interdependence among living organisms such as energy transfer through food chains and animals using plants for shelter.

113.11 (A) explain the purpose for rules and laws in the home, school, and community; and

113.11 (B) identify rules and laws that establish order, provide security, and manage conflict
113.13 (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;

117 (5) (A) discuss, practice, and display appropriate audience behavior

117 (5) (B) discuss dramatic activities; and

117 (5) (C) discuss the use of music, creative movement, and visual components in dramatic play.

**Grade 2**

110.13 (6) (A) identify moral lessons as themes in well-known fables, legends, myths, or stories; and (B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.

110.13 (8) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to identify the elements of dialogue and use them in informal plays.

110.13 (18) (A) write brief stories that include a beginning, middle, and end

112 (9) (C) compare and give examples of the ways living organisms depend on each other and on their environments such as food chains within a garden, park, beach, lake, and wooded area.

113.13 (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;

**Grade 3**

110.14 (7) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.

113.11 (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;

113.14 (12) (A) give examples of community changes that result from individual or group decisions;

113.14 (12) (B) identify examples of actions individuals and groups can take to improve the community

117.112 (6) (A) exhibit audience etiquette during live and recorded performances;

117.112 (6) (E) describe a variety of compositions and formal or informal musical performances using specific music vocabulary

117.113 (A) apply appropriate audience behavior consistently;
117.113 (5) (B) discuss and evaluate simple dramatic activities and performances; and
117.113 (5) (C) discuss the use of music, movement, and visual components in dramatic activities and performances.
THEATRE FACTS

The ABCs of Being a Great Audience Member

Applaud! When the show finishes and the actors come on stage to take their bows, make sure to applaud for their hard work. If you like something during the show, it’s OK to give a short round of applause, too.

Be respectful! Everyone’s attention should be on the actors on stage. To help with this, make sure to not talk to the people around you, kick the seat in front of you, or stand up during the show.

Cooperate with the actors. Sometimes, the actors need YOUR help to tell the story. If they ask the audience a question, go ahead and answer!

Theatre terminology

Actor: The people who use their imaginations to bring a character to life on stage.

Blackout: Before the beginning of a show, the lights on stage and in the audience all go out. Don’t worry, they will come back on very quickly!

Box Office: Tickets are sold at the box office.

Character: A person, animal or figure in a story.

Choreographer: The person who creates and teaches the dance moves to the actors.

Costumes: The clothing the actors wear on stage.

Designer: The people who create the look and sound of the show.

Director: The person with the vision for the show. He oversees the entire production.

Music Director: The person who teaches the music to the actors and helps them sound great!

Prop: Something an actor carries or uses on stage.

Set: The structures that create the physical environment of the production.

Stage Crew: The people who help backstage. The stage crew might move sets or help with costumes.

Stage Manager: This is the supervisor of the actors, designers, and stage crew. She helps everyone stay organized and informed of the many parts of the creative process!
About Casa Manana

You are visiting Fort Worth’s oldest, most famous live theater! Casa Manana began bringing live Broadway musicals to the area in 1936, but it looked a lot different from today. The original building was open-air, had a revolving stage surrounded by a moat and fountains, and seated 4,000 guests! This incredible building was unfortunately torn down, and the current geodesic dome was built in 1958. Casa Manana was one of the country’s first theatres to produce theatre for young audiences through its Children’s Playhouse. It was also a pioneer in the field of theatre education and continues to be a well-respected theatre school.

Casa Manana has brought in many famous performers and tours of popular musical theatre productions. Today, the organization produces its own shows, which means it uses its own creative team to create the look and feel of a show.

The theater holds over 1,000 people and is a thrust stage, which means that the audience can sit on three sides of the stage. At one time, the stage was in the round, which meant that people could sit on all sides of the stage to watch the show!

SHOW FACTS

Synopsis

Music Theatre, International says of this show:

Horton the Elephant, the Cat in the Hat, and all of your favorite Dr. Seuss characters spring to life onstage in *Seussical JR.*, a fantastical musical extravaganza from Tony winners Lynn Ahrens and Stephen Flaherty.

Transporting audiences from the Jungle of Nool to the Circus McGurkus, the Cat in the Hat narrates the story of Horton the Elephant who discovers a speck of dust containing tiny people called the Whos. Horton must protect the Whos from a world of naysayers and dangers, and he must also guard an abandoned egg that’s been left in his care by the irresponsible Mayzie La Bird. Although Horton faces ridicule, danger and a trial, the intrepid Gertrude McFuzz never loses faith in him. Ultimately, the powers of friendship, loyalty, family, and community are challenged and emerge triumphant!
About the authors

Lynn Ahrens and Stephen Flaherty won the Tony Award, Drama Desk and Outer Critics Circle Awards, and received two Grammy nominations, for their score of the Broadway musical Ragtime. In the same year, they garnered two Academy Award nominations and two Golden Globe nominations for the songs and score of Twentieth Century Fox's animated feature film, Anastasia.

Their theatre credits include Seussical (Grammy nomination, now one of the most frequently-performed shows in America); Once On This Island (eight Tony nominations, London's Olivier Award for Best Musical); My Favorite Year: A Man of No Importance (Best Musical, 2003 Outer Critics Circle Award); Chita Rivera: The Dancer's Life; Ragtime (2009 Broadway revival); Dessa Rose; Lucky Stiff; The Glorious Ones: Rocky (Hamburg and Broadway); and Little Dancer.

Theodor Seuss Geisel, known to his fans as Dr. Seuss, was born on March 2, 1904, in Springfield, Massachusetts. He published his first children's book, And to Think That I Saw It on Mulberry Street, under the name of Dr. Seuss in 1937. Next came a string of best sellers, including The Cat in the Hat and Green Eggs and Ham. His rhymes and characters are beloved by generations.

Main Characters

Cat in the Hat is the story's omniscient narrator. He is fun loving and enjoys rhyming. Pops up throughout the story to help the audience. Wise and attentive.

Gertrude McFuzz is Horton's one-feathered-tail bird neighbor. Gertrude is sweet and timid. Though kind and loyal, she is also self-conscious of her shortfalls.

Horton is our story's main character. He is a compassionate and gentle elephant. Commonly misunderstood because of his larger size. He is protective and loving of all creatures in the jungle.

Jojo, the Mayor's son, is a Who that is always finding trouble. Bright, creative, and inadvertently mischievous. Possesses a wildly expansive imagination and finds solace in his friendship with Horton.
Mayzie Labird is the most beautiful bird in all of the jungle. Oblivious to her self-centered ways, she relies on her talent of manipulation, and intoxicating beauty, to navigate her way through life.

Sour Kangaroo is the 'leader' of the jungle. She is loud, brassy, and stubbornly set in her ways. A caring mother, but unabashedly sassy and soulful.

DISCUSSION QUESTIONS

Before the Show

What do you already know about the works of Dr. Seuss? Can you name some of your favorite stories.

Seussical the Musical by Lynn Ahrens and Stephen Flaherty is a creative re-telling of some of Dr. Seuss' well-known stories, especially Horton Hears a Who, Horton Hatches the Egg, and Miss Gertrude McFuzz. If you haven't yet read these stories, do so now! How do you predict the musical story will be different from or similar to the Dr. Seuss classics? How do you think the authors will connect the plots of all of these stories?

This show is a musical theatre production, which means it includes acting, singing, and dancing. What parts of the stories do you think the authors turned into songs? What type of music do you think they will use?

Have you ever been to a live theatre performance before? If so, share about what you did to be an excellent audience member.

After the Show

How was this production different from or similar to the Dr. Seuss books?

Was there anything that happened in the show that you did not expect to happen?

How did the music help tell the story of Horton, Jojo, and Gertrude McFuzz?

What was your favorite part?

If you could have designed the set or costumes, what would you have done differently? Would you use different colors or styles?
What was the main problem of the story? Were there any other, smaller problems that happened within the story? What were some ways that the characters tried to solve their problems?

What characters or stories did you recognize from Dr. Seuss' works? If you could add a new character to this story, who would it be and what would he or she do to help tell the story?
LESSONS and ACTIVITIES

Science: Animals in Their Habitats - Dr. Seuss Version!

1. There are many creatures, both real and fictitious, that are seen or mentioned in *Seussical*. From the list of real and *Seussical* habitats below, ask students to find the best place for each animal or plant to dwell. Once a habitat has been assigned to every plant and animal, discuss what physical and behavioral characteristics the animals possess that led to their decision.

2. Have the students choose one of the habitats from the list. Based on the habitat, have them draw their own Seuss plant or animal. Ask them to explain how the characteristics they gave their creation could help or hinder them in their habitat.

3. Now that the students have a plant or animal in a habitat, have them discuss what people could do to make that habitat better or worse for their creature. How would that change affect other creatures living in the habitat?

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<tr>
<th>Cat</th>
<th>Clover</th>
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<tr>
<td>Ga-zat</td>
<td>Pillberry Bush House</td>
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<td>Elephant</td>
<td>Forest</td>
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<td>Bird</td>
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<td>Monkey</td>
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<td>Minnows</td>
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<td>Fish</td>
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<td>Night Owl</td>
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<td>Bees</td>
<td>McElligot's Pool</td>
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<td>Dogs</td>
<td>River Walloo</td>
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<td>Turtle</td>
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<td>Elephant-bird</td>
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<td>Mouse</td>
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<td>Fox</td>
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Science: Living Things and their Habitats

1. Have students work in small groups to select a Seussical habitat from the previous page. If your students have invented a Seussical animal or plant, you can group them based on those habitats. If your students haven’t invented their own animal, assign each one an animal mentioned in Seussical and group them based on habitat.

2. Ask your students to improvise as their plant or animal: how they move around or exist in their space, how they get sustenance and where they live.

3. Once they have established themselves, encourage them to interact with the other “animals” or “plants” in their habitat. How would the animal/plant feel in its habitat? Strong? Comfortable? Afraid? How did your animal/plant behave towards others? Shy? Aggressive? Curious? Did your animal/plant fit into your habitat the way you originally thought that it would? What were the advantages of having some of the other plants/animals in your habitat? What about your animal/plant made it particularly well adapted to where it lived? What portions of your habitat are needed for your creature to survive? What is necessary for that portion of the habitat to remain in existence? What happens if those portions of the habitat vanish?

Science: Ways to Protect Threatened Animals

By putting them in a place he can watch over them, Horton makes sure that the Whos are safe. What are some of the ways that humans can help to protect other species of animals? If humans move them to a new habitat, how does that affect the animal and how will it affect the other animals left in the habitat and the habitat itself? What are some ways that humans can protect the entire habitat that animals live in? What different kinds of habitats should humans look to preserve and why.
Science: A Troubled and a Tiny Land...

Water in lakes, rivers, and swamps often contains impurities that make it look and smell bad. The water may also contain bacteria and other microbiological organisms that can cause disease. Consequently, water from most surface sources must be “cleaned” before it can be consumed by people. Water treatment plants typically clean water by taking it through the following processes: (1)aeration; (2)coagulation; (3) sedimentation; (4)filtration; and (5)disinfection. Demonstration projects for the first four processes are included below.

OBJECTIVE: To demonstrate the procedures that municipal water plants may use to purify water for drinking.

MATERIALS NEEDED:
- 5 Liters of "swamp water" (or add 2 1/2 cups of dirt or mud to 5 liters of water)
- 1 Two liter plastic soft drink bottle with its cap (or cork that fits tightly into the neck)
- 4 Two liter plastic soft drink bottles, one with its bottom cut off and one with the top cut off
- 1 large beaker (2 cups) or measuring bowl that will hold the inverted two liter bottle or you can use another two liter plastic soft drink bottle with its top cut off so the other bottle will fit inside of it.
- 2 tablespoons of alum (potassium aluminum sulfate available in the spice isle at grocery stores)
- 1 1/2 cups fine sand (white play sand or beach sand)
- 1 1/2 cups coarse sand (multi-purpose sand)
- 1 cup small pebbles (washed, natural color aquarium rocks work best)
- 1 coffee filter
- 1 rubber band
- 1 tablespoon (for the alum)
- 1 large spoon (for stirring)
- A clock with a second hand or a stopwatch
PROCEDURE:

1. Pour your “Swamp Water” into the two liter bottle with a cap. Have students describe the appearance and smell of the water.

2. Aeration the first step in the treatment process, adds air to water. It allows gases trapped in the water to escape and adds oxygen to the water. Place the cap on the bottle and vigorously shake the bottle for 30 seconds. Continue the aeration process by pouring the water into another bottle or the beaker, then pouring the water back and forth between them about 10 times. Once aerated, gases have escaped (bubbles should be gone). Pour your aerated water into your bottle with its top cut off.

3. Coagulation is the process by which dirt and other suspended solid particles to chemically “stick together” into floc (clumps of alum and sediment) so they can easily be removed from water. Add two tablespoons of alum to the aerated water. Slowly stir the mixture for 5 minutes. You will see particles in the water clinging together to make larger clumps. This makes it harder for them to get through a filter at the plant.

4. Sedimentation is the process that occurs when gravity pulls the particles of floc to the bottom of the cylinder. Allow the water to stand undisturbed in the cylinder. Observe the water at 5 minute intervals for a total of 20 minutes. Write down what you see - what is the appearance of the water now? At a treatment plant, there are settling beds that collect floc that floats to the bottom, allowing the clear water to be drained from the top of the bed and continue through the process.

5. Construct a filter from the bottle with its bottom cut off as follows (see illustration below): a. Attach the coffee filter to the outside neck of the bottle with a rubber band. Turn the bottle upside down placing it in a beaker or cut-off bottom of a two liter bottle. Pour a layer of pebbles into the bottle - the filter will prevent the pebbles from falling out of the neck. b. Pour the coarse sand on top of the pebbles. c. Pour the fine sand on top of the coarse sand. d. Clean the filter by slowly and carefully pouring through 3 L (or more) of clean tap water. Try not to disturb the top layer of sand as you pour the water.

6. Filtration through a sand and pebble filter removes most of the impurities remaining in water after coagulation and sedimentation have taken place. After a large amount of
sediment have settled on the bottom of the bottle of swamp water, carefully - without disturbing the sediment - pour the top two-thirds of the swamp water through the filter. Collect the filtered water in the beaker. Pour the remaining (one-third bottle) of swamp water back into the collection container. Compare the treated and untreated water.

Ask students whether treatment has changed the appearance and smell of the water.

* Advise students that the final step at the treatment plant is to add disinfectants to the water to purify it and kill any organisms that may be harmful. Because the disinfectants are caustic and must be handled carefully, it is not presented in this experiment. The water that was just filtered is therefore unfit to drink and can cause adverse effects. It is not safe to drink!

Science and Social Studies: ...Our Future’s In Your Hand

When Horton discovers the Whos, no one believes him because he can’t prove that they exist. Only by speaking up for themselves at the very last second are the Whos able to save themselves. But what happens when there is no evidence that something bad might be happening? How do we decide how to act? While the threat to the Whos was very immediate and visible, how do we learn to protect our world when it comes to threats we can’t see?

Questions for the class to discuss or debate might be: What is pollution? How many different kinds of pollution can you name? Is pollution there even if we can’t see it? What is global warming? Are humans responsible or is it a natural phenomenon? How can we tell? What could cause a species to become extinct? What could cause a species to overpopulate? If your students have read Dr. Seuss’s The Lorax, ask what the numerous effects of cutting down the Truffula trees were. What could the Once-ler have done differently?
Science: How Did Horton Hear a Who?

This lesson is designed to help students understand that vibrations are responsible for the sounds we hear. Additionally, they learn that sound vibrations can travel through different mediums. Students experience vibrations using several of their senses: They feel the vibrations in their throat as they hum music, and on their lips as they play their straw kazoos. They see that when a ruler is struck, it vibrates, producing a sound. Drums are also used to show vibrations, as students watch grains of rice bouncing on the surface of the drum after it has been hit, and a laser pointer creates a laser show in the classroom when reflected off a vibrating mirror. Finally, students design a test that uses their sense of hearing to judge the effectiveness of different solids to transmit sound vibrations.

Objectives

Define the word *vibration*

Show that vibrations make sound

Recognize that vibrations can be changed to alter the pitch of a sound

Determine that sound travels through solids as well as gases (air)

Suggested Time

One 60-minute block, plus two 45-minute blocks

Materials

plastic drinking straws

scissors

metal cans (variety of sizes: coffee cans, soup cans, cat food cans), clean and opened at both ends with a safe-edge-type can opener that produces smooth edges

large balloons (good quality)

several different instruments (bell, triangle, xylophone, drum)

chart paper

index cards

rulers

yardsticks (optional)

chopsticks or pencils (for drumsticks)

grains of rice
portable radio/CD player with deep base capability
small mirror
laser pointer
empty tissue box(es) (optional)
rubber bands (optional)

Before the Lesson
Depending on the skill level of your students, you may want to make the straw kazoos for them. Follow the instructions in "Make Your Own Gar Ginker" (below). If you decide to have students make their own, make copies of this handout for distribution.

Make a demonstration drum, as follows: Open and clean the cans. Cut off the neck of a balloon. Stretch the body of the balloon tightly over one end of a can. If students are unable to do this themselves, make a class set for them. (Note that if you blow through the cut-off neck of a balloon, you can make a "raspberry" sound and feel the vibrations in your lips.)

The Lesson

Part I: Introduction to Vibration
1. As a pre-assessment tool, and to activate prior knowledge, ask students:

How are sounds made?

How does sound get from the source (say, the teacher’s mouth) to your ears?

Make sounds with several different instruments. For example, ring a bell or strike a triangle, xylophone, or drum. Ask students if they can see these instruments vibrating. Ask them how the sounds get from the instruments to their ears. Record their ideas on chart paper.

2. Introduce the word vibration and define it: a rapid back-and-forth movement. Demonstrate vibrations by blowing air through your lips and making "car sounds" or a "horse snort".

3. Ask students to think of other things that vibrate (washing machines, toys, pagers, car engines, and so on). Have them touch their throat with the tips of their fingers and hum (or sing a song together). Ask them if they can guess how the humming sound is made. They should be able to feel their larynx vibrating. Tell them that the vibrations are what make the sounds. Next, ask students what other sounds they can make. Have them choose one.
4. Have students play their own straw kazoo. Ask students if they can feel the vibrations on their lips as they play the kazoo. Then ask them to think of words that describe the vibrations.

5. Demonstrate sound vibrations by placing a ruler on the edge of a desk, such that about eight inches of it hangs over the side. Place one hand on the four inches that remain on the desk, to hold the ruler securely. With your other hand, whack the end of the ruler that is hanging off of the desk. The ruler will vibrate up and down and produce a low sound.

After five minutes or so, collect the rulers and ask what they discovered (shortening the amount of ruler that hangs off of the desk causes the ruler to vibrate faster when it is struck, thus raising the pitch). Ask students what they think will happen if they use a yardstick instead of a ruler. Try it (optional).

**Part II: Visualizing Vibrations**

6. Using the drum made earlier from a can and balloon, beat the drumhead (stretched balloon) with a drumstick (a chopstick or the eraser end of a pencil). Ask students if they see any vibrations (they won’t). Then ask if they can hear them (they will). Explain that although it is hard to see, the drumhead is vibrating. Second graders will likely be able to make the connection between the sounds produced by their vibrating throats and rulers, and the sound produced by the vibrating drum. But before telling students that vibrations from the drumhead travel through the air to their ears, you might ask them for their ideas first.

7. Next, demonstrate three ways in which your students will be able to visualize vibrations:

- Put a few grains of rice on the drum and gently tap the drum with a drumstick. The vibrating drumhead will cause the rice to bounce. Next, speak loudly right next to the drum. Vibrations will travel from your mouth, through the air, and through the drumhead, once again causing the rice grains to bounce.

- Place a drum on the speaker of a portable radio/CD player. You may need to tip the player so that the speaker faces up. Put some rice on the drumhead and ask students to predict what will happen when you turn the radio on. When you turn on the radio, the vibrations from the speaker will travel through the air (and the sides of the drum), to the surface of the drum, causing the drumhead to vibrate and the rice to bounce.

- Turn off the radio and put a small mirror (reflective side up) on the surface of the drum. Turn off the classroom
lights. Direct a laser pointer at the mirror, such that it reflects the laser beam onto the ceiling. Ask students what they think will happen to the light spot on the ceiling when you turn on the radio. Then turn on the radio. As the music plays, the light spot will bounce around on the ceiling. Explain that the vibrations from the radio caused the mirror to vibrate, which in turn caused the reflection of the laser beam to bounce around. Have students place their hands on the speaker as the music plays. They will be able to feel the vibrations.

8. If your students have the skills to make their own drums, then let them do so. If not, hand out pre-made drums for them to play. Also, hand out drumsticks and grains of rice for them to bounce on the drumhead. Students may notice that different drums produce different sounds. Some drums may be higher or lower in pitch. Remind them of the ruler experiment, and explain that, if all other variables are equal, the size of the drum is related to the pitch of the sound it makes, just as the length of the ruler was related to pitch. If students are making their own drums, you can challenge some to make a drum with a very low sound, or a very high sound.

Credit: Adapted from http://www.pbslearningmedia.org/resource/phy03.sci.phys.howmove.lp_sound/sound-vibrations/

Make Your Own Gar Ginker:

A Straw Kazoo for You!

1. **Bite** down on one end of the straw to make it flat.
2. **Cut** the flattened end to make a **V shape**.
3. **Open** the flattened part of the straw a little.
4. **Put** the V in your mouth and **blow**.
5. **Experiment** with the length of your straw and the strength of your breath to change the sounds!

Credit: http://www.pbslearningmedia.org/resource/phy03.sci.phys.howmove.lp_sound/sound-vibrations/
ELA: Create and Illustrate!

1. Students work in groups of three: Fold a piece of paper into three sections horizontally so that you only see one third of the page. The first student draws a head on the top third and continues drawing a bit onto the middle third.

2. Refold the paper so that the second student can see only a bit drawn on the middle section of the paper. The second student draws the torso and continues the drawing a bit onto the bottom third of the paper.

3. In the same way, the third student draws the bottom half of the animal. Open up the paper to see the incredible new animal. Ask your students to name the animal and tell a story about it, or write a story below.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
ELA: Instructions on How to Raise a Child

Mr. and Mrs. Mayor sing a song about how a child does not come with any instructions. What if children DID come with instructions? Imagine that you have to write the instructions on how to raise a child, and record them below.

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

When you're finished, find another person who has a completed list of their own. Take turns sharing each of your ideas. Did you have any similar instructions? Why do you think that is? What were some differences? Pick one or two instructions and share why that list item was important to you.
Social Studies: A Person’s a Person, No Matter How Small

Horton spends a lot of time and energy ensuring the safety of the Whos. He finds this important because “a person’s a person, no matter how small.” What were some other examples of characters helping one another in *Suessical*?

Many of the characters from our story are very different from one another, yet they discover that they have similarities. Choose 3 characters from the list below and complete this Venn diagram to find out how they are similar to and different from one another.

- Cat in the Hat
- Gertrude McFuzz
- Horton
- Jojo
- Mayzie
- Sour Kangaroo
- Wickersham Brothers

Once you complete your diagram, think about someone from your class, school, or community that you do not know well. Below, write your thoughts on how you and that person might be similar.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Social Studies: The Case of the People Versus Horton the Elephant

Horton the Elephant was “charged with talking to a speck, disturbing the peace, and loitering [waiting around with no apparent purpose] …on an egg.” We sympathize with Horton because we understand him and trust him. Try to look at the story from another character’s viewpoint, such as the Sour Kangaroo. Why did they feel that Horton was “disturbing the peace” by looking after a speck of dust on a clover? For what reasons did the citizens of the Jungle of Nool bring Horton to trial?

On each side of the Scales of Justice, write the titles of “Horton the Elephant” and “Citizens of Nool.” The story tells us that Horton won the case, so write “Horton the Elephant” on the lower side. Write different facts of the case from each viewpoint.

OR, if you think that Horton was in the wrong, you may write “Citizens of Nool” on the lower side. If you choose this option, remember that you must justify your reasoning by providing factual evidence from the story. The evidence on the winning side must be “heavier” than the side that does not win the case.
Act It Out: Tableaux

A tableau is when actors stand in frozen, silent “pictures,” showing different parts of a story, like the kids in the photo above.

In a group of three to five, think of an event in the plot of *Seussical, Jr.* Each of you decide which character you will be, and create a tableau of that event. See if your classmates can guess which event you are trying to show! Remember - a tableau does not move or make sounds!