SCHOOL DATES

September 15 – October 14, 2011

WWW.FIRSTSTAGE.ORG
Dear Teachers and Parents,

We are delighted you are joining us for our 25th Anniversary Season, and our production of SEUSSICAL! Based on the beloved stories, characters, artwork, and rhymes of Dr. Seuss, SEUSSICAL will transport you to a world filled with adventure and excitement. Oh the thinks you will think, as we join Horton on his journey to save the Whos and an unborn baby egg—because a person’s a person no matter how small.

Enclosed in this enrichment guide is a range of materials and activities intended to help you discover connections within the play through the curricula. It is our hope that you will use the experience of attending the theater and seeing SEUSSICAL with your students as a teaching tool. Use this guide to best serve your children—pick and choose, or adapt, any of these suggestions for discussions or activities. We encourage you to take advantage of the enclosed student worksheets—please feel free to photocopy the sheets for your students, or the entire guide for the benefit of other teachers.

Enjoy the show!

Julia Magnasco
Education Director
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First Stage Policies

- The use of recording equipment and cameras are not permitted during the performance.
- Food, drink, candy and gum are not permitted during the performance.
- Electronic devices are not permitted in the theater space.
- Should a student become ill, suffer an injury or have another problem, please escort him or her out of the theater space.
- In the unlikely event of a general emergency, the theater lights will go on and the stage manager will come on stage to inform the audience of the problem. Remain in your seats, visually locate the nearest exit and wait for the stage manager to guide your group from the theater.

Seating for people with disabilities: If you have special seating needs for any student(s) and did not indicate your need when you ordered your tickets, please call our School Sales Specialist at (414) 267-2962. Our knowledge of your needs will enable us to serve you better upon your arrival to the theater.
SEUSSICAL begins with a boy discovering a strange red-and-white-striped hat. Intrigued by thoughts of who might wear such a hat, the boy picks it up, and the cat in the Hat magically appears. The song “Oh, The Thinks You can Think” begins as the cat in the Hat creates the enchanting world of Dr. Seuss. As the boy steps into this fantastical world, he becomes the character JoJo and joins the full cast of SEUSSICAL’S characters for the song. The cat invites the audience to imagine what kinds of “thinks” are lurking and leads the audience into the world of Seuss.

The first stop is the Jungle of Nool, where Horton the Elephant is enjoying a typical day—until he hears a tiny cry for help coming from a speck of dust. He realizes that there must be a person living on that dust and vows to protect it. He places it on a clover for safekeeping. But the other jungle animals hear nothing, and they are not convinced of Horton’s sanity for talking to invisible people. They voice their judgment cruelly in Biggest Blame Fool, and only Gertrude McFuzz defends him. No matter what they say, Horton still believes that there is a person who lives on the speck of dust.

The cat introduces what is happening on the dust to the audience: a new world full of tiny people called Whos. They introduce themselves with Here on Who. The Mayor and his wife explain the problems of living on a speck of dust, but they also address a personal problem as well: their young son, JoJo, is always in trouble for his crazy imagination. They just got back from a parent-teacher interview and agonize over what to do with their son’s uncontrollable thinks in How to Raise a Child.

Throughout the litany of JoJo’s bad behavior, we learn that the cat is responsible. Mr. and Mrs. Mayor send JoJo to his bath, with the admonition “couldn’t you try thinking just a bit less, dear?” But once in the tub, JoJo imagines a link between him and the sea, and he is joined by magical fish and other creatures in It’s Possible/McElligott’s Pool.

Mr. and Mrs. Mayor enter at the end of the song, admonishing JoJo for spilling water onto the floor. They scold him for ruining the ceiling and flooding the den and exclaim that they will deal with him tomorrow. Back in the Jungle of Nool, Horton is also alone, thinking, away from all those who are calling him crazy. The two lonely thinkers connect with each other, and an instant friendship is born in Alone in the Universe.
There is one person in the jungle who doesn't believe Horton's insane, and that's his next-door neighbor, Gertrude McFuzz. She realizes how caring and kind Horton has always been, and she wants to get closer to him; but, as she says, "Who'd notice a bird with a one-feather tail?" in The One-Feather Tail of Miss Gertrude McFuzz. Enter Mayzie Bird, another resident of the jungle, with the most beautiful tail Gertrude has ever seen. She's nearly out of her mind with jealousy, but Mayzie explains how she got her tail, and how Gertrude can get one too—with a little help from the doctor in Amazing Mayzie. Gertrude doesn't need to be told twice. She runs to the doctor and takes as many of the magic pills as she can swallow in Amazing Gertrude.

Among the many in the jungle who are convinced that Horton is crazy, few are nastier than the Wickersham Brothers in Monkey Around. They manage to snatch the clover—with all the Whos on it—away from Horton, and lead him on a wild chase through the jungle in Chasing the Whos. They give the clover to Vlad Vladikoff, a mighty bird, who carries it far away and drops it in a huge field of clovers—all of them identical to the one with the Whos.

Horton begins his agonizing search through the clovers. He is so absorbed in his search that he doesn't see Gertrude, who has followed him to show off her brand-new tail, in the hopes of winning his affection in Notice Me, Horton. Discouraged, she leaves. While still looking through the clovers, Horton comes across Mayzie, who is up in a tree, sitting on a nest. She convinces the already time-pressed elephant to give her a break by sitting on her egg for the afternoon in How Lucky You Are—Reprise. Against his better judgment, Horton agrees, and Mayzie takes off. But the afternoon stretches into night, then a week, then a month in Horton Sits on an Egg. And then during the cold winter months, Horton encounters the worst danger of all—hunters!

The circus makes a stop in Palm Beach, a favorite vacation spot of the fickle Mayzie, who is still bored in How Lucky You Are—Reprise. She heads to the circus for a diversion and comes face to face with Horton, still sitting on her egg in her nest. Horton is thrilled to see her, thinking he can finally return back to the Jungle and the Whos. But Mayzie has realized she's just not ready for the responsibility of the egg, and leaves it in Horton's hands in Amazing Horton. Disappointed, but still not beaten, Horton comforts the egg in Alone in the Universe—Reprise. He is joined by Mr. and Mrs. Mayor and JoJo for Solla Sollew, a ballad about going home.

Another unexpected visitor shows up to visit Horton at the circus—Gertrude McFuzz! When she explains to Horton everything that she's gone through to find him, he finally realizes just how amazing she is in All for You. And, most amazing of all, she's managed to find his clover as well, reuniting Horton and his Whos.

But Gertrude isn't as alone as she thinks she is. Several of the other jungle animals have followed her, intent on taking Horton back to the Jungle of Nool to stand trial for criminal insanity. Despite his protestations, he is found guilty, and the clover is to be boiled in hot oil in The People Versus Horton the Elephant.

Desperate, Horton implores the citizens of Who to make them heard. They yell as loudly as they can, but still Horton is the only one that hears. Finally, JoJo, the smallest of them all, comes out with a wild and wonderful word that nobody has ever heard before. All the jungle animals hear it and are astounded. JoJo has saved Who and proven that Horton is not crazy.

But there is still one egg left to hatch—Mayzie's, of course! Horton's long incubation duty is finally over, and a beautiful new creature is born—an elephant bird! He and Gertrude vow to take care of it together Alone in the Universe—Reprise.
Although the Geisels enjoyed great financial success for many years, the onset of World War I and Prohibition presented both financial and social challenges for the German immigrants. Nonetheless, the family persevered and again prospered, providing Ted and his sister, Marnie, with happy childhoods.

The influence of Ted’s memories of Springfield can be seen throughout his work. Drawings of Horton the Elephant meandering along streams in the Jungle of Nool, for example, mirror the watercourses in Springfield’s Forest Park from the period. The fanciful truck driven by Sylvester McMonkey McBean in The Sneetches could well be the Knox tractor that young Ted saw on the streets of Springfield. In addition to its name, Ted’s first children’s book, And To Think That I Saw It On Mulberry Street, is filled with Springfield imagery, including a look-alike of Mayor Fordis Parker on the reviewing stand, and police officers riding red motorcycles, the traditional color of Springfield’s famed Indian Motocycles.

Ted left Springfield as a teenager to attend Dartmouth College, where he became editor-in-chief of The Jack-o-Lantern, Dartmouth’s humor magazine. Although his tenure as editor ended prematurely when Ted and his friends were caught throwing a drinking party, which was against the prohibition laws and school policy, he continued to contribute to the magazine, signing his work “Seuss.” This is the first record of the “Seuss” pseudonym, which was both Ted’s middle name and his mother’s maiden name.

To please his father, who wanted him to be a college professor, Ted went on to Oxford University in England after graduation. However, his academic studies bored him, and he decided to tour Europe instead. Oxford did provide him the opportunity to meet a classmate, Helen Palmer, who not only became his first wife, but also a children’s author and book editor. After returning to the United States, Ted began to pursue a career as a cartoonist. The Saturday Evening Post and other publications published some of his early pieces, but the bulk of Ted’s activity during his early career was devoted to creating advertising campaigns for standard oil, which he did for more than 15 years.

As World War II approached, Ted’s focus shifted, and he began contributing weekly political cartoons to PM magazine, a liberal publication. Too old for the draft, but wanting to contribute to the war effort, Ted served with Frank Capra’s signal corps (U.S. Army) making training movies. It was here that he was introduced to the art of animation and developed a series of animated training films featuring a trainee called Private Snafu.

While Ted was continuing to contribute to Life, Vanity Fair, Judge and other magazines, Viking Press offered him a contract to illustrate a collection of children’s sayings called Boners. Although the book was not a commercial success, the illustrations received great reviews, providing Ted with his first “big break” into children’s literature. Getting the first book that he both wrote and illustrated, And to Think That I Saw It On Mulberry Street, published, however, required a great degree of persistence—it was rejected 27 times before being published by Vanguard Press.

The Cat in the Hat, perhaps the defining book of Ted’s career, developed as part of a unique joint venture between Houghton Mifflin (Vanguard Press) and Random House. Houghton Mifflin asked Ted to write and illustrate a children’s primer using only 225 “new-reader” vocabulary words. Because he was under contract to Random House, Random House obtained the trade publication rights, and Houghton Mifflin kept the school rights. With the release of The Cat in the Hat, Ted became the definitive children’s book author and illustrator.

After Ted’s first wife died in 1967, Ted married an old friend, Audrey Stone Geisel, who not only influenced his later books, but now guards his legacy as the president of Dr. Seuss Enterprises.

At the time of his death on September 24, 1991, Ted had written and illustrated 44 children’s books, including such all-time favorites as Green Eggs and Ham, Oh, the Places You’ll Go, Fox in Socks, and How the Grinch Stole Christmas. His books had been translated into more than 15 languages. Over 200 million copies had found their way into homes and hearts around the world.

Besides the books, his works have provided the source for eleven children’s television specials, a Broadway musical and a feature-length motion picture. Other major motion pictures are on the way.

His honors included two Academy awards, two Emmy awards, a Peabody award and the Pulitzer Prize.
Lynn was born on October 1, 1948 in New York and spent most of her childhood in Neptune, New Jersey. She graduated from Syracuse University in 1970 with a degree in journalism. While she knew that she wanted to come to New York city after graduation, she never really considered writing for musical theater. “I'd only seen one musical, FIDDLER ON THE ROOF, I loved it, but it didn’t compute”, she told Show Music Magazine. Instead, she spent many years in advertising, working her way up from copy secretary to senior vice president at Mccaffrey and Mccall where Schoolhouse Rock was developed. In 1978, she formed her own production company and created a series of educational programs for children. In 1982, on a whim, she auditioned for the BMI Musical Theater Workshop, where she met Stephen. They began working together the following year.

Stephen was born in Pittsburgh on September 18, 1960, and graduated from the Cincinnati College Conservatory in 1982. Unlike Lynn, he knew from age 12 that he wanted to write musicals, and composed his first score at age 14. His mentor was Lehman Engel, founder of the BMI Workshop. Stephen entered the workshop right after graduation, and the rest is history.

Some of the early projects Lynn and Stephen worked on included a musical version of the film BEDAZZLED and a one-hour musical version of THE EMPEROR’S NEW CLOTHES.

Lynn Ahrens

Lynn Ahrens won theatre’s triple crown—the 1998 Tony Award, Drama Desk Award and outer critics circle Award—for the score of the Broadway musical RAGTIME (book by Terrence McNally) and received two Grammy nominations for its cast recordings. Also in 1998, she received two Academy Award nominations and two Golden Globe nominations for the songs and score of Anastasia, Twentieth Century Fox’s first feature animation. Most recently Ms. Ahrens was represented on Broadway with book and lyrics for SEUSSICAL (Grammy nomination) and off-Broadway with lyrics for A MAN OF NO IMPORTANCE at Lincoln Center Theatre (book by Terrence McNally, 2003 outer critics circle Award, Best Musical). She wrote book and lyrics for the long-running Broadway hit ONCE ON THIS ISLAND (London’s Olivier Award, Best Musical, two Tony nominations); book and lyrics for LUCKY STIFF (Helen Hayes Award, Best Musical); lyrics, MY FAVORITE YEAR (Lincoln Center Theatre). All the above have music by long-time collaborator Stephen Flaherty. Ms. Ahrens is the lyricist and co-book writer for A CHRISTMAS CAROL (music by Alan Menken, co-book by Mike Ockrent) which has run for ten years at Madison Square Garden. For her work in network television as a songwriter, creator and producer, Ms. Ahrens has received the Emmy Award and four Emmy nominations. Her songs are a mainstay of the renowned animated series Schoolhouse Rock. She is a member of ASCAP, the Academy of Motion Picture Arts and sciences and the National Academy of Recording Arts and Sciences; she serves on the Dramatists Guild Council and the Board of Directors of Young Playwrights, Inc; she co-chairs the Dramatists Guild’s Jonathon Larson Musical Theatre Fellows Program.

Stephen Flaherty

Stephen Flaherty has written music for theater, film and the concert hall. He won the Tony, Drama Desk and Outer Critics Circle Awards for his music for the Broadway production of RAGTIME. Mr. Flaherty was also nominated for the Grammy Award for the recordings Songs From Ragtime and Ragtime: Original Broadway Cast Recording. Other Broadway composing credits include: SEUSSICAL (Drama Desk and Grammy Award nominations), ONCE ON THIS ISLAND (Tony nominations for Best Score and Best Musical; Olivier Award for London’s Best Musical), MY FAVORITE YEAR (Lincoln Center Theatre) and Neil Simon's PROPOSALS (Incidental Music). He is also the composer of A MAN OF NO IMPORTANCE, which was produced in New York by Lincoln Center Theatre, Gertrude Stein’s A LONG GAY BOOK (directed and adapted by Frank Galati), and the musical farce LUCKY STIFF. Film work includes Anastasia (Academy Award nominations for Best Score and Best Song; 2 Golden Globe nominations). His concert pieces have been performed at the Hollywood Bowl and Carnegie Hall among others. The Ahrens and Flaherty Songbook, a collection of his theatre and film songs written with lyricist Lynn Ahrens, has been published by Warner Bros. Publications. Stephen is a member of the Dramatists Guild Council.
PRE-SHOW QUESTIONS

1. In SEUSSICAL, many of the characters feel like no one truly understands them. Have you ever felt this way? Have you ever stood up for something different than everyone else? How did it make you feel?

2. Some of the characters in SEUSSICAL are very caring, including Horton. He helps Mayzie sit on her egg and helps save Whoville. Have you ever helped a friend or even someone you didn’t know? How did that make you feel when you were done?

3. Dr. Seuss is known for creating nonsense words in his stories. Can you think of any made up words you remember from his books? Listen for them as you watch the show!

4. JoJo, the Who, gets in trouble for splashing water in the bathtub as he imagines the wonderful things in McElligot’s pool. What are some things you daydream about? When is it alright to daydream, and when isn’t it? See if you can set aside some time this week to daydream—daydreaming is good for you!
The Costume Designer is a very important part of a theater crew. The Costume Designer’s main concern is to illuminate a character’s traits by what that character wears. Costumes give the audience an idea of a character’s personality, and they also help to portray the time and setting of the play, as well as the mood and style of the piece. A Costume Designer can do all of this by the type of fabrics they choose for the costumes, the colors and the accessories, and even the shape of the clothing. Once designed, the Costume Designer hands over the drawings and renderings to the seamstress who supervises the building of the costumes.

Below are the Costume Renderings for different characters you will meet in SEUSSICAL. Notice that although a majority of the characters in SEUSSICAL are animals and other fictional creatures, the costumes only suggest these traits.

Looking at the costume renderings below, see if you can notice the animal traits represented in each costume.
SONG AND LYRICS
MUSIC CLASSROOM ACTIVITY

Adapted from: http://www.lktyp.ca/media/SeussicalSG.pdf

SEUSSICAL—the Musical debuted on Broadway in 2000. Today, the music from SEUSSICAL can be acquired on CD, or online.

Pre-Show Activity:
• Have students listen to a number of the tracks from SEUSSICAL before seeing the show. Play excerpts from the songs and brainstorm emotion words for each one.

• Ask students how the musical style helps to establish a specific feeling? Is it the rhythm or the tempo that decides whether the song is cheerful or melancholy? Write down their responses.

• Then, play a song performed by the Sour Kangaroo or the Wickersham Brothers. These songs are sung in a Motown style. Ask students what they think these characters will look like and act like, based on the style in which they sing. Write these responses down.

• Finally, play a song performed by Gertrude or JoJo, who both tend to sing ballads. Again, ask students what they think these characters will look like and act like, based on the style in which they sing. Write down their responses.

Post-Show Activity:
• After students have seen SEUSSICAL, ask them how the musical styles helped to establish specific feelings during the show. Have students give examples of different scenes.

• Then, return to the character descriptions students created before seeing the show. Compare their character descriptions they came up with just from hearing the songs with the actual characters they saw in the show. What differences and what similarities were there between the class descriptions and the characters from the production?
Dr. Seuss wrote over 40 books! See the Recommended Reading section in this Guide for the entire list. Together as a class, see how many Dr. Seuss books you can read in one month. Create a chart on poster board with all of Dr. Seuss’ book titles listed on it. When someone in the class has read a book from the list, they must write one sentence describing their favorite part of the book next to the book’s title. When all the books on the list have been read, throw a Seuss-themed party with the class! Read aloud each Seuss title and the sentence sharing the favorite part of the book, and then celebrate with green eggs and ham and other Seuss-inspired treats.
Dr. Seuss loves to rhyme. Here are some fun rhyming activities for you to try on your own or with a partner. Once completed, compare your answers with other students in your class. Good Luck!

*The answers to these riddles are two one-syllable words that rhyme.*

**For example: A large feline = Fat Cat**

Try these on your own!

1. A married rodent = __________________________   ______________________________
2. A “hip” monster = ___________________________   ______________________________
3. A party at a convent = _______________________   ______________________________

*The answers to these riddles are two two-syllable words that rhyme.*

**For example: A magical woman who milks cows = Dairy Fairy**

Try these on your own!

1. A rabbit with a sense of humor = ___________________________   ______________________________
2. A fruit that needs a shave = ___________________________   ______________________________
3. A tired flower = _______________________________   _______________________________
Which Dr. Seuss character do you like best? Write a riddle about your favorite Dr. Seuss character for your school or classroom newspaper. Write five clues (in complete sentences) about your character. Use Dr. Seuss books to help you find interesting information for your riddle. Give your riddle to other classmates and see if they can guess the character!

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
4. __________________________________________________________________________
5. __________________________________________________________________________
Read the following questions and see if you can answer them. Then, read the responses to learn even more about incredible eggs!

**Why do birds lay eggs and not carry their developing young inside them?**

There are many theories in response to this question. The most prevalent theory is because they fly birds lay eggs instead of carrying their young inside them. It would be hard to be pregnant and fly. It would make the mother bird too heavy to fly. However, pregnant bats fly, which challenges this theory. Bats have light bones, but they are not completely hollow. A bird’s bones are completely hollow, which would make it harder for them to support flying while pregnant.

Other theories suggest that in some species, if the mother is killed, the chicks may still have a chance to live on their own or to be raised by another bird such as the father. If a pregnant bat is killed her unborn babies are killed too.

While the number of eggs laid by a mother bird varies by species, it is true that eggs are often a source of food to other animals, and therefore have maintained their role as part of the food chain over time. In the species that lay a lot of eggs, it is easier and uses less energy to lay eggs, than to carry many pregnancies.

**Who else lays eggs besides birds? (Reptiles, Mammals, Amphibians, Fish, Insects?)**

All of the above. Most reptiles lay eggs. However, some reptiles like boa constrictors give birth to live young, as do many snakes in the viper family. Essentially some animals keep their eggs inside them until it is time to hatch or come out. There are only two types of mammals that lay eggs: the platypus, and spiny anteaters. They are both found in Australia and are known as monotremes (mammals that lay eggs). Most fish lay eggs, but still some give birth to live young. For example some sharks lay eggs and some sharks give birth to live young. Dolphins and whales are mammals and not fish. Most insects also lay eggs, but some flies give birth to live maggots.

**Are there any birds who do not lay eggs?**

No, all birds lay eggs.

**Can eggs breathe?**

Yes, the shell is very porous. This means it has very tiny openings that can not be seen without a microscope. Sometimes one may hear people talk about pores on their skin, some of these pores can be seen and act similar, but not completely like the egg shell pores. The large end of the egg contains more pores than the small end. Through the eggshell pores, carbon dioxide and moisture are given off, and oxygen and other gases are let into the egg.

**Why are some eggs white, others speckled, and some blue?**

Egg coloration is determined by the female bird’s diet and how she nests. Ground-dwelling birds often produce speckled or streaked eggs that blend in with the ground, gravel, or leaves where the parent birds build their nest. The designs, streaks, or speckles on the eggs also make each egg unique and easier for the parents to differentiate during rotation. Since many eggs are laid on different days it may also help birds to tell the eggs apart to prepare for the different days in which they will hatch.

**Does a big egg mean the bird will be big?**

Yes, typically the bigger the egg, the bigger the bird will be that will hatch out of it. The Ostrich lays the largest egg, and yet that egg is only about 2% of its body weight. Hummingbirds lay the smallest eggs that are 15% of their body weight. The ostrich is the largest bird, and the hummingbird is the smallest bird known presently.
Here is a recipe that is eggs-tremely tasty and easy to follow too!

**Ingredients**

- 2-4 ounces of ham
- 8 eggs
- 2 tablespoons of milk
- 1/4 cup of chopped chives
- 1/8 cup of chopped fresh parsley
- 1/4 teaspoon of salt
- 1/4 teaspoon of pepper
- 1 tablespoon of butter or margarine

**What You’ll Need**

- Knife, medium-size mixing bowl, wire whisk or eggbeater, large frying pan, spatula, serving plates

**Directions**

1. With an adult’s help, cut the ham into small pieces.

2. In a medium-size mixing bowl, combine the eggs, milk, ham, salt, pepper, chives, and parsley. Beat with a whisk until frothy.

3. With an adult’s help, heat a tablespoon of butter or margarine in a large frying pan over medium heat until the butter begins to sizzle. Then add the egg mixture to the pan.

4. Stir the egg mixture with a spatula until the eggs are firm and not too runny.

5. Transfer the eggs to individual plates. Garnish with a sprig of parsley. Serve with toast or warm rolls.

*Feeds 4 hungry green-egg lovers.*
Gertrude McFuzz thought she would be much more attractive and noticeable to Horton if she had a full-feathered tail like Mayzie. Paint a picture of Gertrude’s dream feather-tail, using real feathers as your paintbrush—perhaps Gertrude’s tail will be fluffy, long, or even multi-colored!

**Materials**

- Feathers (you can use feathers from a craft store, or feathers you collect outside)
- Glue
- Tempera paint
- Paper

**Directions**

1. Mix a little bit of glue with the tempera paint. Have different colored paints set out for students to use.

2. Provide students with paper and feathers. Instruct them to use feathers to brush the paint onto the paper.

3. If students wish, they may leave a few feathers on the painting to make a feather collage (When the paint dries, the glue mixed with it will make the feathers stick.).

4. Hang up the different feather paintings all illustrating Gertrude McFuzz’s beautiful feather tail!
Activity:

1. Engage students in a discussion about compassion to determine their pre-existing knowledge on the subject and to introduce them to a vocabulary of words related to compassion. Add your own definition to the examples given below. Ask:

   a. What is Compassion?

      • Compassion is understanding how another person feels.
      • Compassion is caring about others.
      • Compassion is showing concern through kind thoughts, words and actions.
      • Compassion is helping and giving.
      • Compassion is listening and being patient.

   b. Highlight acts of kindness and caring. Give examples of compassion from your classroom, your school, and your community.

2. After seeing the production of SEUSSICAL or reading the story Horton Hears a Who, ask students:

   a. What did Horton do that was so important? How do you think it made the Who’s feel that Horton cared so much? What would have happened to the Who’s if Horton didn’t protect them? What does, “a person’s a person no matter how small” mean?

   b. Once students have a chance to explore Horton’s compassionate actions, ask students: Have you ever done a good deed for someone else? How did it make them feel? How did it make you feel?

   c. Clear some space on a bulletin board or white board—this space will should be labeled “A Person’s A Person No Matter How Small—Share A Good Deed That Made You Feel Tall,” and it will be used to collect examples of compassion students are performing and witnessing in the classroom and at school.

   d. Cut out, or have students cut out small slips of green paper in the shape of a clover. Have these clovers accessible to students so that at any time, they can record an act of compassion on the clover and post it on the board.

   e. Encourage students to go up to the Compassion Board and read about the wonderful acts of compassion taking place in their classroom. Have them notice how the clovers keep growing!
When we do good things we become good people. This quote is from Aristotle. What do you think it means? How is Horton the Elephant a good “person?” What good things did he do for others, and how did others learn from his behaviors?

Either alone, with a friend, or as a class, brainstorm ideas of good things you can do for others—and what the possible outcomes of these good deeds will do for others and yourself! Research the following list of volunteer and activist opportunities you can get involved with—challenge yourself and your friends to get involved and make a difference in the lives of others and your life.

**Souperbowl of Caring** [http://www.souperbowl.org](http://www.souperbowl.org)
Souper Bowl of Caring is a national non-profit with the mission of transforming Super Bowl Weekend into the nation’s largest youth-led movement of giving and serving. We really like their approach to the idea of helping others.

**Idealist.org - Kids & Teens** [http://www.idealist.org/kt/](http://www.idealist.org/kt/)
If you're young, curious, optimistic, seeking help, or looking to help others, Idealist is for you. Thinking about volunteering? Start your search here. Have an idea for changing your neighborhood, your school, or the world? Find resources, project ideas and organizations that can help you get started. Have a problem that you need help solving? Find some help here. Teachers should explore the whole website.

**Do Something** [http://www.dosomething.org](http://www.dosomething.org)
These people take their name seriously. Their mission statement says: “We inspire young people to believe that change is possible, and we train, fund and mobilize them to be leaders who measurably strengthen their communities.” This is a very exciting website for anyone who wants to, well . . . do something.

**Kid Care Clubs** [http://www.kidscare.org](http://www.kidscare.org)
Develop a spirit of compassion and philanthropy in children by providing them with meaningful opportunities to help the sick, elderly, hungry, handicapped, and homeless. Kids Care offers hundreds of caring projects that help kids develop their charity muscles and become contributing members of the human community. They have developed projects for kids to do through their schools, churches, or community centers, as well as family charity projects that give families the opportunity to volunteer together.

**America's Second Harvest (formerly, Second Harvest)** [http://www.secondharvest.org/index.html](http://www.secondharvest.org/index.html)
Help end hunger. This is the largest hunger relief organization in the U.S. Their main activity is feeding hungry people by collecting and distributing food, and they could use your help. Come to this website to get involved, or even just to learn about hunger in America.

**Habitat for Humanity** [http://www.habitat.org/](http://www.habitat.org/)
Wanna build a house? Habitat for Humanity uses volunteer labor and donations of money and materials to build and rehabilitate simple, decent houses for low income families. Thousands of students and young people worldwide are spending school breaks or weekends on Habitat construction sites. Here’s how you can join them.
WHO SAID IT

1. Oh the thinks you can think! Oh the thinks you can think if you're willing to try....

2. I'll just have to save him because after all, a person's a person no matter how small.

3. Somebody's thinking different from us!

4. It's possible. Anything's possible.

5. Now Horton has found is. We're safe on a clover. But clearly our troubles are far, far from over.

6. Little friend, no one could have thinks such as ours.

7. Mr. Doctor! Oh, please, do you know of some kind of pill that will make my tail grow?

8. I won't be gone long, kid. I give you my word. I'll hurry right back, 'cause I'm that sort of bird!

9. Come old and young, come one and all! To the Circus McGurkus! The world's greatest show! On the face of the earth, or wherever you go!

10. But seeing you gives me true delight. Just for once I've done something right.

11. There's nothing that I wouldn't and I couldn't and I haven't gone through...all for you

12. Well Horton, we're taking you back. You're gonna be goin' in style. For talkin' to a speck and sittin' on an egg.

13. Do you hear what I hear? Do you see what I mean? They made themselves heard through they still can't be seen!

14. And JOJO was honored as “Thinker Non-Stop.”

15. Gertrude, what will I do? I am slow. I am fat. All I know is the earth. He'll need much more than that!

POST SHOW QUESTIONS

1. How was the musical, SEUSSICAL, different from the Dr. Seuss books you have read? There are several pieces of different stories in the show. How many different stories were used in the play?


3. Gertrude thinks more feathers will get her noticed. Name some things people wear or have that make them feel more important. Does having certain things really make people more important? In the end, Gertrude realizes it's what she does, not what she wears, that makes her important to Horton. What can people do to make them more important to others?

4. Horton is bullied for being different. At first, no one believes her can hear the Whos. Why are people bullied for being different? What does it mean, “A person's a person no matter how small?”
1. Oh the thinks you can think! Oh the thinks you can think if you’re willing to try.... **CAT**

2. I’ll just have to save him because after all, a person’s a person no matter how small. **HORTON**

3. Somebody’s thinking different from us! **SOUR KANGAROO**

4. It’s possible. Anything’s possible. **CAT, JOJO**

5. Now Horton has found is. We’re safe on a clover. But clearly our troubles are far, far from over. **MR. MAYOR**

6. Little friend, no one could have thinks such as ours. **HORTON**

7. Mr. Doctor! Oh, please, do you know of some kind of pill that will make my tail grow? **GERTRUDE**

8. I won’t be gone long, kid. I give you my word. I’ll hurry right back, ‘cause I’m that sort of bird! **MAYZIE**

9. Come old and young, come one and all! To the Circus McGurkus! The world's greatest show! On the face of the earth, or wherever you go! **CAT**

10. But seeing you gives me true delight. Just for once I’ve done something right. **MAYZIE**

11. There’s nothing that I wouldn’t and I couldn’t and I haven’t gone through...all for you **GERTRUDE**

12. Well Horton, we’re taking you back. You’re gonna be goin’ in style. For talkin’ to a speck and sittin’ on an egg. **SOUR KANGAROO, WICKERSHAM BROTHERS**

13. Do you hear what I hear? Do you see what I mean? They made themselves heard through they still can’t be seen! **HORTON**

14. And JOJO was honored as “Thinker Non-Stop.” **CAT**

15. Gertrude, what will I do? I am slow. I am fat. All I know is the earth. He'll need much more than that! **HORTON**