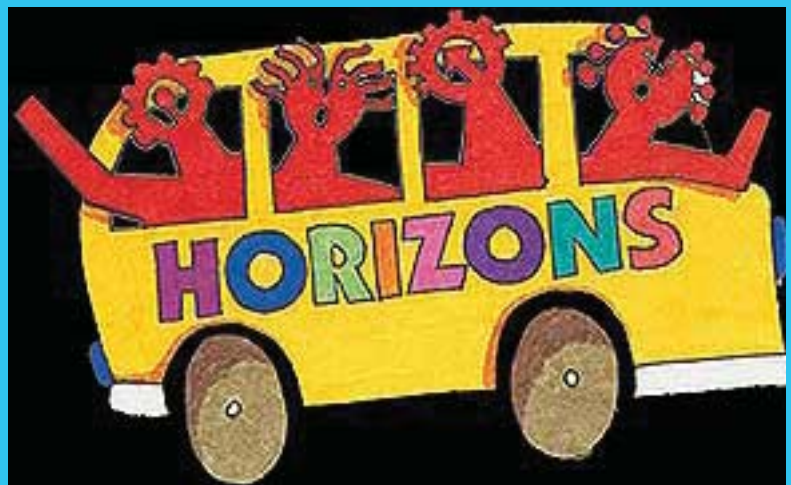


2010-2011  
Educator's Resource Guide

# Horizons School Matinee Series

Stuart Little  
Tuesday, April 12, 2011  
10:00 a.m./ 12:30 p.m.



# Young Auditorium

## Horizons School Matinee Series

Dear Teachers,

Thank you for choosing to attend a Horizons School Matinee Series performance at Young Auditorium. We strive to provide programs that enhance your curriculum and allow you to explore arts integration in the classroom with your students. To help meet that goal, we offer a resource guide for each performance. This resource guide has been designed to help you prepare your students with before activities that help them engage in the performance and after activities that encourage them to evaluate the performance and make relevant personal and academic connections. Within the guide you will find a variety of activities that can be used to enhance the core subject areas as well as the creative arts. Wisconsin Model Academic Standards are listed at the end of the guide to help you link the activities to your lesson plans. The materials in this guide reflect the grade range recommended by the performing arts group. As teachers, you know best what the needs and abilities of your students are; therefore, please select and/or adapt any of the material to best meet the needs of your particular group of students.

It is also part of our mission to provide teachers with support in their efforts to integrate arts in their curriculum and bring teaching artists into the classroom to work directly with students. Please visit our website [www.uww.edu/youngauditorium](http://www.uww.edu/youngauditorium) for more information about Reaching New Horizons: Arts Integration in the Classroom, our new professional development series for teachers, and the Horizons Outreach Program.

As you prepare for your visit to Young Auditorium, please do not hesitate to contact our staff. We are happy to assist you in making your trip a positive and memorable experience for your students.

Thank you for your support!  
Young Auditorium



# Young Auditorium

UNIVERSITY OF WISCONSIN-WHITEWATER

## Credits

Editor:  
Shannon Dozoryst,  
Education and Outreach  
Coordinator

“Classroom Connections,”  
provided by Theatre IV.

Horizons Educator’s  
Resource Guide content  
prepared by Shannon  
Dozoryst

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## ABOUT YOUNG AUDITORIUM AT UW-WHITEWATER

The Young Auditorium is located on the University of Wisconsin-Whitewater campus and serves both the campus and public communities. The auditorium presents the highest quality arts and entertainment programming in a wide variety of disciplines for diverse audiences. There is something for everyone each season at Young Auditorium, including touring Broadway shows; classical, jazz, rock, pop, and folk music; family entertainment; school matinee performances; world-class ballet and opera; comedy; and lectures - all under the big, blue roof.

The ground breaking for the auditorium in June 1991 was made possible through the Irvin L. Young Foundation. The Foundation, along with the auditorium, honors an individual whose name has long been associated with philanthropy and humanitarianism throughout the state of Wisconsin and around the world. From humble beginnings, without the advantages of a high school or college education, Mr. Irvin Young used his time, talents and strong entrepreneurial spirit to establish a variety of successful businesses. Inspired by a business trip to Africa and the commitments he formed there, Mr. Young established the Irvin L. Young Foundation in 1949. Mrs. Fern Young continued her husband’s benevolence until her death in January 2002. Thousands of people, both at home and abroad, have been positively affected by their kindness. It is our goal that, by bearing Mr. Young’s name, we continue in his path of serving Wisconsin residents for years to come.

## HORIZONS SCHOOL MATINEE SERIES

The mission of the Horizons program is to support the curriculum of schools by providing culturally diverse programs and outreach opportunities for K-12 students. This will be accomplished through 1) providing performances and hands-on, interactive outreach opportunities that cultivate an appreciation for the performing arts among young people that will last throughout their lives and 2) supporting teachers through professional development opportunities in the arts. It is our vision that someday every K-12 student in the auditorium’s service region will attend a Horizon’s performance and/or participate in an outreach event each year.

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# Stuart Little

by Joseph Robinette • based on the book by E.B. White

## Teacher Resources



### In the Classroom

Theatre IV's *Stuart Little* and the Classroom Connections Study Guide are produced in support of states' standards, as well as those set by the National Council of Teachers of English (NCTE) for students in grades K - 5.



### At the Library

*Stuart Little*  
*Charlotte's Web*  
*The Trumpet of the Swan*  
by **E.B. White**

In 1970, E.B. White was awarded the **Laura Ingalls Wilder Medal**. The award honors an author or illustrator whose books have made an important and lasting contribution to literature for children. Other authors who have received this award are **Dr. Seuss**, **Maurice Sendak** and **Marcia Brown**.



### On The Web

The following websites have activities and information related to E.B. White and *Stuart Little*:

<http://oncampus.richmond.edu/academics/education/projects/webquests/machines/>

[www.factmonster.com/spot/stuartlittle1.html](http://www.factmonster.com/spot/stuartlittle1.html)

[www.emints.org/ethemes/resources/S0000803.shtml](http://www.emints.org/ethemes/resources/S0000803.shtml)

[www.eduplace.com/kids/tnc/mtai/white.html](http://www.eduplace.com/kids/tnc/mtai/white.html)

<http://falcon.jmu.edu/~ramseyil/white.htm>



### Play Synopsis:

From the loving heart of **E. B. White**, author of *Charlotte's Web*, comes this merry musical from Theatre IV about a noble mouse who jumps head-long into adventures big enough to match any imagination. The play brings to life this fantasy classic where Stuart, a mouse, is born into the Little family. Although he is quite different from other members of the family, Stuart is loved by all - except perhaps Snowbell, the family cat. Stuart's adventures include getting caught in a window shade, sailing a boat, making friends, and embarking on the journey of a lifetime. By turns funny, tender and exciting, *Stuart Little* mixes gorgeous child-size puppets with live actors to work theatrical magic.

### About E.B. White:

The author Elwyn Brooks (E.B.) White was born in 1899 in Mount Vernon, New York. After college, he worked as a reporter, and in 1927 he became a writer for *The New Yorker* magazine; later he wrote a column for *Harper's* magazine. Even though E.B. White was already a successful writer, he wanted to try something new. He decided to write stories for the children in his family. In 1945, he started publishing these stories as books. In addition to *Stuart Little*, he wrote *Trumpet of the Swan* and *Charlotte's Web*. Today these three books are considered classics of American Children's Literature.



## You can do it!

### Make a Book:

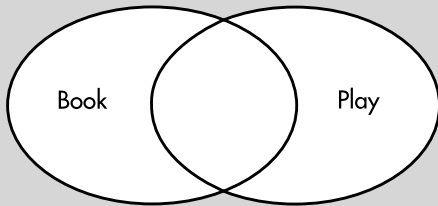
Illustrate the following pages and fill in the page numbers. Put the pages in order.

Illustrate a cover for your book and make a title page including the title of the book and the author (you!). Add a page for your favorite part of the story!



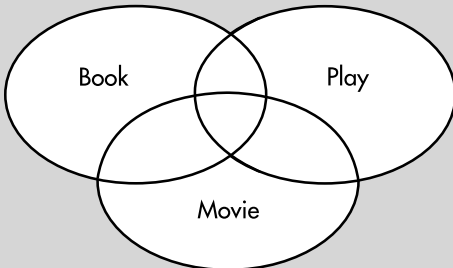
### Easy Activity

Read the book *Stuart Little*. Then compare the book and the play. Use a diagram to show what is alike and what is different.



### Challenge Activity

Watch the movie, *Stuart Little*, and diagram what is alike and different about the three versions of the same story.



# Stuart's Journey



By: \_\_\_\_\_

Stuart meets a bird named Margalo.



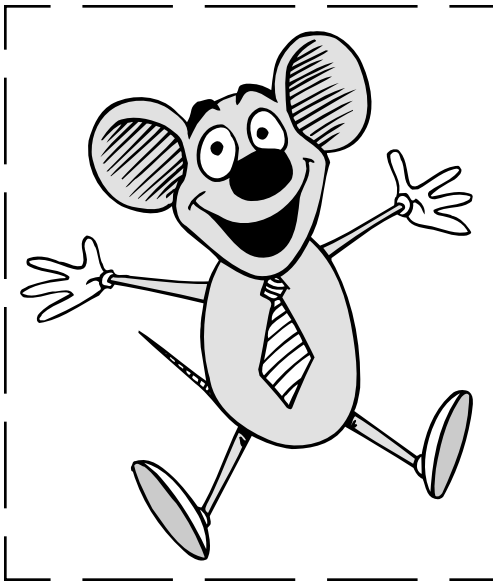
Stuart sails a boat.

Stuart comes to live with the Little family.



Stuart gets stuck in the window shade.

# Measuring in "Stuarts"



Cut out this 3 inch picture of Stuart Little to measure objects in your classroom or at home. Classify objects as "Taller Than" or "Shorter Than" Stuart Little


## How do you measure Up?

With a friend's help, measure how many "Stuarts" tall you are. Circle the right number:

I am...

- 14 15 16 17 18**  
**19 20 21 22**

"Stuarts" tall.

## Sizing Things Up:

Stuart Little's size both helps him and gets in his way. There are certain things Stuart can do because of his size - like sail a model boat. There are also certain things Stuart cannot do because of his size - like get out when he gets trapped in the window shade.

Make a list of things that you can do because of your size and things that you cannot do because of your size.


## Challenge Activity:

If a "Stuart" is 3 inches tall, how many Stuarts long is a 12 inch ruler? A 48 inch table? A 60 inch tall person?

## Extra Challenge:

If Snowbell the cat is eighteen times Stuart's size, how big is Snowbell (in inches)? How big is Snowbell (in feet)?



Imagine that you are 3-inches tall like me! What would you do that you can't do now?

Write a letter describing an adventure you might have if you were three inches tall.



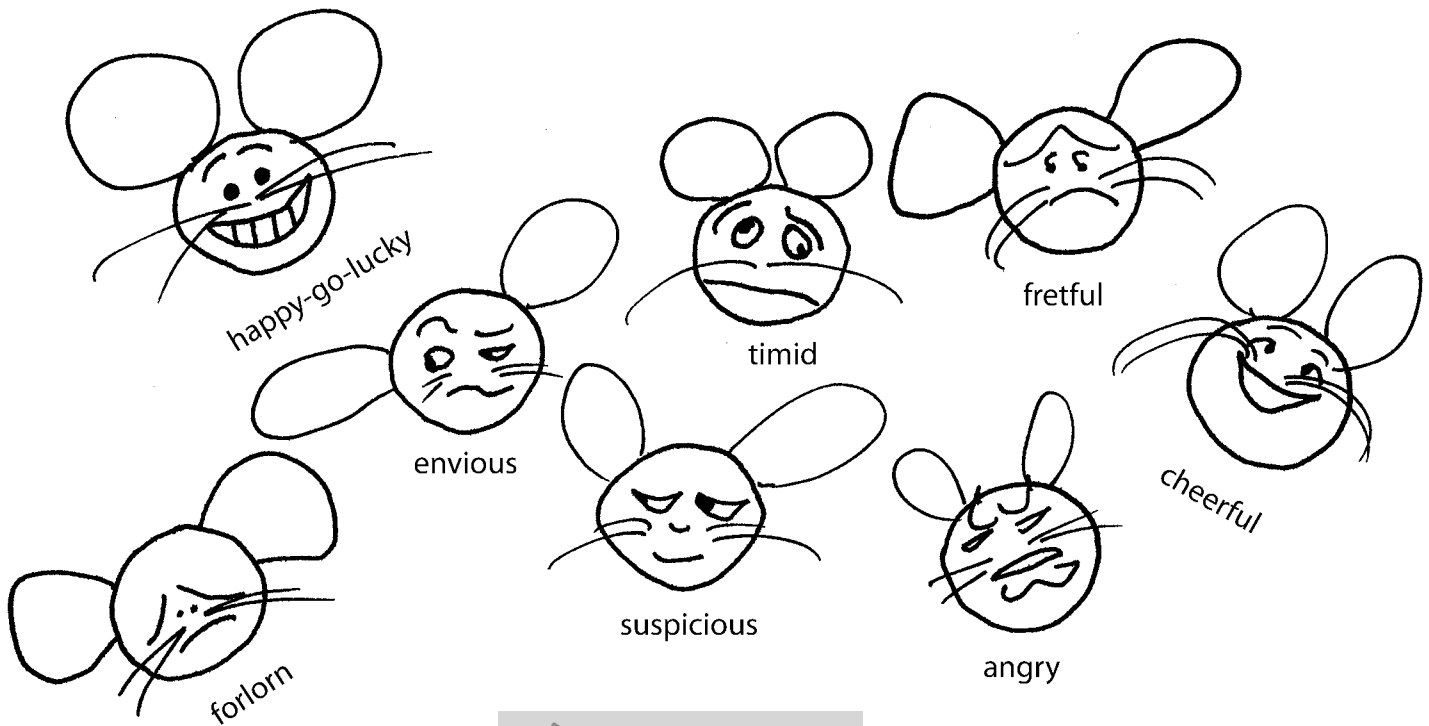
## Challenge Activity

Which character traits best describe Stuart Little? Cross off those that do not. Then, in the space provided, define the two terms that you think best describe Stuart's character in the play.

# What a Mouse!

Trait #1: \_\_\_\_\_

Trait #2: \_\_\_\_\_



The play *Stuart Little* is based on the book *Stuart Little* by E.B. White. The book and the play are alike in many ways. The **characters** include Stuart, George, Mrs. Little, and Mr. Little. Both are **set** in New York City, and both include these **events** which make up the **plot**: Stuart meets Margalo. Stuart sails his boat. Stuart travels to find Margalo.



## Easy Activity

# Who's Who?

Fill in the blanks using the word list...

**author:** A person who \_\_\_\_\_ a book.

**illustrator:** A person who creates \_\_\_\_\_ for a book.

**characters:** The \_\_\_\_\_ in the story.

**setting:** \_\_\_\_\_ the story occurs.

When and where

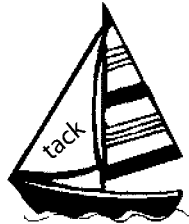
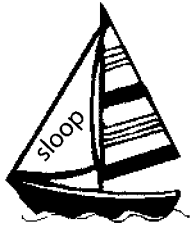
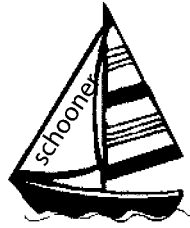
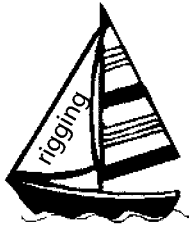
pictures

writes

people or animals

# Captain Stuart's Lingo

Use a dictionary to define the sailing terms below.



## Dictionary Tip

To look up words in the dictionary, use **Guide Words**. **Guide Words** appear at the top of each dictionary page. They are alphabetically arranged (in ABC order) and are the first and last words to appear on that page.



## Challenge Activity

In the play, Stuart and Dr. Carey talk about another sailor. Here is a part of what they said:

Dr. Carey: Why he doesn't know a *squall* from a *squid*.

Stuart: Or a *jib* from a *jibel*!

Dr. Carey: Or a *luff* from a *leech*!

Stuart: Or a *deck* from a *dock*!

Dr. Carey: Or a *mast* from a *mist*!

Stuart: Or a *bow* from a *bowl*!

Which of these words describe parts of a boat? Write them in the boat to the right.

## Extra Challenge

Two of these words are spelled the same, but have different meanings. Identify these words, and record their meanings.

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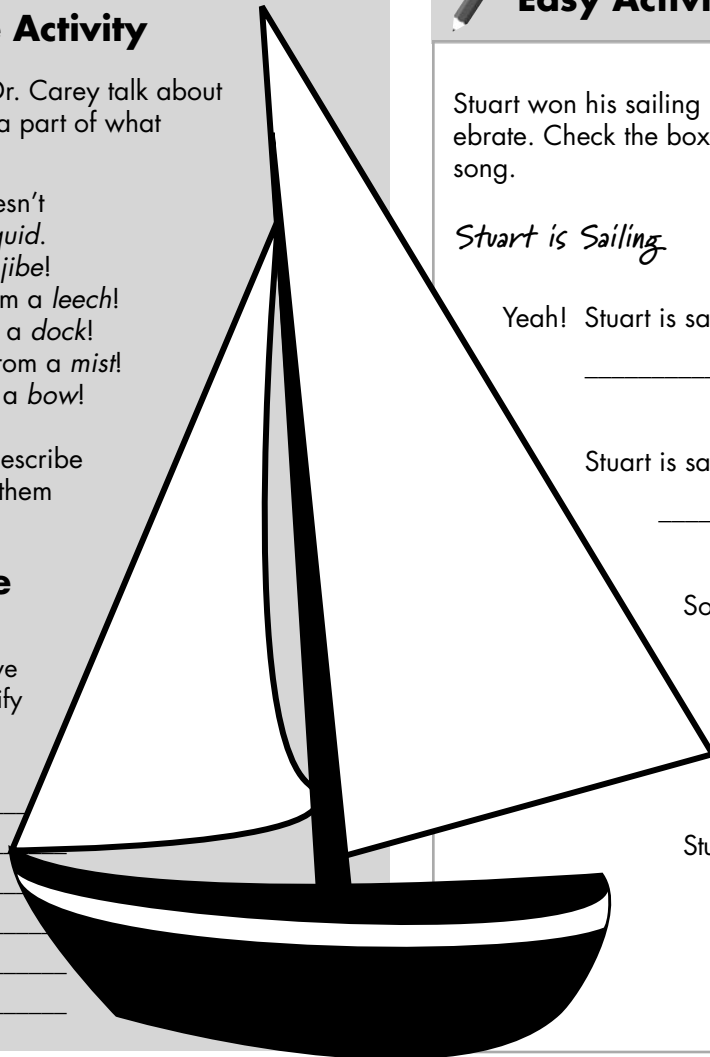
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## Easy Activity

Stuart won his sailing race! Help compose a song to celebrate. Check the box with the correct words to finish the song.

### Stuart is Sailing

Yeah! Stuart is sailing one of the boats. See how it \_\_\_\_\_?  floats  car

Stuart is sailing along. He's even whistling a \_\_\_\_\_!  flute  song

So glad we found him, yes indeed!  
It really was a very great \_\_\_\_\_.  
 park  deed

So on we sail, we'll never forget.  
Stuart's the best mouse we've ever \_\_\_\_!  
 met  cat



# THEATRE IV

114 West Broad St.  
Richmond, VA 23220  
1 - 800 - 235 - 8687  
www.theatreiv.org

## Theatre IV Presents...

*Stuart Little*  
by Joseph Robinette  
Based on the book  
by E.B. White.

Theatre IV...

Bruce Miller  
Artistic Director

Philip J. Whiteway  
Managing Director

Written by  
Heather Widener, MAT  
Widener Consulting LLC

Designed by  
Kate Carpenter  
www.KateCarpenterdesign.com

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*We Set the Stage for Learning™*  
Theatre IV, Richmond, VA.

# More Teacher Resources...

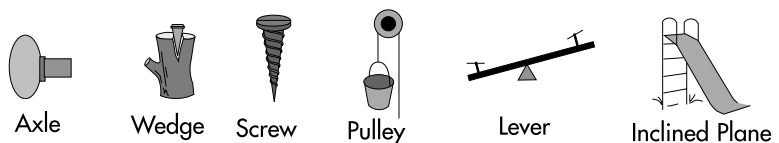
Additional Core Curriculum Activities

## Social Studies

- Gr. K When Stuart substitute teaches, he talks to students about **good rules**. They came up with: No swiping anything, No being mean, and No hurting feelings. Can you add to their list? What makes a rule good?
- Gr. 1 During Stuart's journey, he asks a repairman which direction he should travel. **Create a map** of the classroom, labeling North, South, East, and West. Discuss the importance of knowing directions when traveling.
- Gr. 2 Discuss the **difference between urban, suburban, and rural areas**. Classify the settings in the play according to urban, suburban, and rural. Elicit ideas about urban, suburban, and rural areas in your state.
- Gr. 3 In *Margalo's Song*, she describes "fields once tall with wheat,...pastures deep in fern and thistle,...[and] vales of meadowsweet." **Describe and illustrate** the type of region Margalo might have come from.
- Gr. 4/5 Stuart lives in New York City, NY. Based on the places in the play, including Central Park with its sailboat pond, Stuart's house, Dr. Carey's office, and the alley where the cats live, **create a map of Stuart's world**. Be sure your map includes a title, compass rose, and a legend, or a key, of symbols used. You may make up street names and other locations on your map. Extension: view an online map of NYC and look for patterns in the way that streets are named and organized.

## Science

- Gr. K/1 **Design a simple sink/float experiment** to discover what materials float and what materials sink. Suggestions include fabric, Styrofoam, plastic, wood, metal, glass (i.e., a marble), and paper. Ask students to classify objects they think will sink and float (hypothesis), and then test those objects and record observations. What materials would be best for Stuart's next boat?
- Gr. 2 What type of weather is necessary for Stuart to sail his boat? **Discuss wind energy**. What are the pro's and con's of relying on wind? Using a straw to blow through and a model sailboat, simulate the way wind acts on the sails to push the boat forward. Record your observations and sketch the sailboat, including vectors to represent wind direction.
- Gr. 3/4 Mrs. Little made Stuart a pair of ice skates using just paper clips! **Review simple machines**, using the following web resource: <http://sln.fi.edu/qa97/spotlight3/spotlight3.html> (also refer to the diagrams below). How could you use everyday objects to make Stuart-sized things (such as a toothbrush, a sliding board, a baseball bat, or even a Stuart-cycle that he could ride on his journey to find Margalo)?



- Gr. 5 Stuart, despite his amazing abilities, is a mouse. **Research mice and their habitats**. What do mice need to survive? Where do they live, and where are they in the food chain? What animals prey on mice? What do mice eat? As a class, create an informational poster about mice and their habitats.

# Reflecting on the Performance

**Write a friendly letter** - As a way to reflect on the play, ask your students to write the Young Auditorium staff a letter. Our staff would love to hear what your students think about the Horizons productions they experience. For your convenience there is a letter template on the next page that is ready for you to reproduce for your students. This activity will provide your students with the opportunity to practice their writing skills by writing a critical evaluation of the Horizons performance for an authentic audience.

**Write a Review** - Create an idea map on the board by asking students to brainstorm everything they remember from the performance. The first part of this activity should be objective; remind students that they will be able to express their opinions when they write the review. Prompt students with the following questions: Was there music involved? If so, was it instrumental or what kinds of songs did they sing? In what different ways did the actors use their voices? What costumes did the actors wear? Did the actors wear masks? How did the different characters move? What did the set on the stage look like? What else can you remember?

- Instruct students to write a review that includes the following components:

- 1) A rating, out of five stars
- 2) One paragraph that objectively describes what you saw and heard at the performance
- 3) For each star in your rating, explain one thing you liked about the performance (e.g. a four star rating equals four things you liked about the show)
- 4) For each star under five, explain one thing you didn't like about the performance (e.g. a three star rating equals two things you didn't like about the show)
- 5) Use at least two of the new vocabulary words from this study guide or the performance in your review
- 6) Use the stages of the writing process to produce your review: pre-writing, draft, review, revise, edit
- 7) Publish your work by sending it to Young Auditorium! (Use the address on the letter template on the next page.) We would love to hear from you, and our education coordinator will write back!

**Create a Theatre Journal** - Download and reproduce the four *Theatre Journal* pages available on the Young Auditorium web site. [www.uww.edu/youngauditorium](http://www.uww.edu/youngauditorium) Copy the pages back-to-back and fold them down the middle into a booklet. There are a variety of writing and drawing activities to stimulate your students' imaginations before and after the play.



Young Auditorium  
Horizons School Matinee Series  
930 W. Main Street  
Whitewater, WI 53190

Dear Horizons:

My name is \_\_\_\_\_

I attend \_\_\_\_\_ School in \_\_\_\_\_ (city or town).

I just saw \_\_\_\_\_ (name of show).

I liked the performance because

My favorite part was when

One question that I have is

Signed

\_\_\_\_\_

# Wisconsin Model Academic Standards

The following academic standards are addressed in the activities that appear in the Horizons Educator's Resource Guide: Mercer Mayer

## ENGLISH LANGUAGE ARTS

### **Key Ideas and Details: Kindergarten**

2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.
10. Actively engage in group reading activities with purpose and understanding.

### **Key Ideas and Details: First Grade**

1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.

### **Key Ideas and Details: Second Grade**

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
3. Describe how characters in a story respond to major events and challenges.

### **Key Ideas and Details: Third Grade**

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

### **Key Ideas and Details: Fourth Grade**

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

## THEATRE EDUCATION

### A.4.1 Attend a live theatre performance and discuss the experience

- explain what happened in the play
- identify and describe the characters
- say what they liked and didn't like
- describe the scenery, lighting and/or costumes

### B.4.1 Pretend to be someone else, creating a character based on scripted material or through improvisation, using props, costume pieces, and ideas

### B.4.2 Create a human or animal character through physical movement with sounds and/or speech, using facial expressions

# Theatre Vocabulary A-Z

**Act:** 1. To perform a role on stage; 2. One of the main divisions of a play or opera, i.e. Act I, Act II

**Actor:** Someone who performs a role on stage

**Applause:** To show approval by clapping the hands

**Apron:** The part of the stage that extends in front of the main curtain

**Audience:** Spectators that listen to or watch a performance

**Backstage:** The part of the stage and theater that the audience cannot see

**Balcony:** A platform inside of a building extending out over part of the main floor, as in a theatre

**Blackout:** A fast shutdown of lights to darkness

**Bow:** To bend the head, body or knee in acknowledgement

**Box Office:** Refers to the ticket office where people can buy tickets for a show

**Cast:** The group of actors or performers in a show

**Catwalk:** A walkway above the stage used to gain access to equipment

**Choreographer:** A person who arranges dances or other movements

**Company:** The cast, crew, and other staff associated with a show

**Costumes:** Clothes worn by the actors on stage

**Crew:** People that perform the technical tasks for a show

**Cue:** The signal for an actor or crew member to do an action

**Curtain Call:** At the end of a performance, the acknowledgement of applause by actors taking bows

**Dialogue:** The spoken text of a play, conversations between characters

**Director:** Person who guides the actors in the development of a show

**Downstage:** The part of the stage nearest to the audience

**Dress Rehearsals:** A full rehearsal in costume, to practice the show as it will be on show night

Dressing Rooms: Room in which actors change into their costumes and apply make-up

Equity: Short for American Actor's Equity Association, the trade union of actors, directors, designers and stage managers ([www.actorsequity.org](http://www.actorsequity.org))

Follow Spot: A hand operated lighting instrument that emits a high intensity beam of light used to follow an actor on stage

Front of House: Areas of the theatre in front of the proscenium arch, includes lobby areas open to the general public

Gel: Thin, transparent sheet of colored plastic used to color stage lights

Ghost Light: A light on a pole that is left on stage when nobody is there so the last person out and the first person in won't fall off the end of the stage in the dark

Green Room: Room close to the stage for the actors to meet and relax

House: 1. The audience inside the theatre; 2. The seating area inside the theatre

Intermission: A brief break between acts of a performance, usually ten to twenty minutes long

Load In/ Load Out: Process of moving a production in or out of the theatre

Matinee: A performance held in the daytime, especially in the afternoon

Musical: A play whose action and dialogue is interspersed with singing and dancing

Orchestra Pit: Sunken area immediately in front of the stage, intended to accommodate an orchestra

Props: Something other than scenery or costumes that is used in a performance, short for "properties"

Proscenium: The frame separating the stage from the audience

Rehearsal: A practice session in preparation for a public performance

Script: The text of a musical or play

Set: The complete stage setting for a scene or act

Sound Check: A thorough test of the sound system before a performance

Stage: the part of the theatre on which performances take place

Stage Manager: A person who is in charge of the stage and the related details of a performance.

● ● ● ● ● ● ● ● ●

Stage Right/ Stage Left: The left and right of the stage from the point of view of the actor on stage looking at the audience ●

Theatre: A building or area for dramatic performances ●

Understudy: Someone who studies another actor's part in order to be his or her substitute in an emergency ●

Upstage: The part of the stage furthest from the audience ●

Usher: A person who guides audience members to their seats ●

Wardrobe: The general name for the costume department ●

Wings: The out of view area to the left and right sides of the stage ●

● ● ● ● ● ● ● ● ●

### A Lesson in Theatre Etiquette

A fun way to review theatre etiquette with your students is to have them compare appropriate dress and behavior for the theatre with other activities such as attending a concert, going to a movie, swimming at the beach, going to a sports game, or going to the mall with family or friends. Divide the class into groups and assign each group a different activity. Have the groups list the appropriate dress and behavior for their activity and why. The groups can then briefly role play their activity and present their ideas to the rest of the class. After all groups have presented, discuss how we behave differently for a live theater performance than we do for other activities (such as watching TV or a movie).

Print copies and review the "Courtesy Counts" sheet in this guide with your students.

# Courtesy Counts

• Please share this information with your students . . . most children are unfamiliar with proper theatre behavior. Make sure you share these courtesies as a part of their experience, and be sure to select shows appropriate for their age & attention span. Have them use the restroom before the performance begins.

• **Produce positive energy**...Watching a live theatre performance is very different from watching a movie or television show. A live presentation has not been pre-recorded with the mistakes edited out. The audience's behavior and reactions can either add or detract from a performance. Each audience member affects those around him/her as well as the performers. Concentrate on helping the performers by producing only positive energy!

• **Find your seat**...An usher will show you where to sit. Walk slowly and talk quietly as you are seated.

• **Keep it clean**...Gum, food, and beverages are not allowed in the theatre!

• **Quiet on the set** . . . Young Auditorium is known for its excellent acoustics, so if you make a noise others will hear you (including the performers)! Please no talking, humming, unwrapping cough drops or candy, or foot tapping during the performance. Exceptions to this rule include shows that ask for audience participation. Applause and laughter are appreciated when appropriate.

• **Unplug** . . . Turn off pagers, cell phones, cameras, and watch alarms during performances. Better yet, leave them at home or school!

• **Only use your memory as a recording device** . . . Flash photography and video recording is not allowed during performances because the bursts of light are dangerous to the performers on stage and distracting to other patrons. Please keep recording equipment at home or school or conceal it in a jacket pocket or purse.

• **Respect personal space** . . . Please keep feet on the floor, not on the seat or balcony rail in front of you. Shifting in your seat, wearing hats, or wandering in the aisles is extremely distracting to those around you; please stay in your seat until intermission or the final curtain.

# FOR YOUR INFORMATION

## (teachers & chaperones)

**PLACE:** All Horizons School Matinee Series performances will be held in Young Auditorium, on the UW-W campus. Musical Encounters concerts are held in the Light Recital Hall in the Greenhill Center of the Arts. You will be escorted from the auditorium to the recital hall if you are attending a concert.

**TIME:** The doors of the auditorium will be opened 30 minutes prior to curtain time. Please arrange your schedule so the buses will arrive with time for seating and a bathroom stop. Late arrivals will not be seated until there is an appropriate pause in the production.

**BUSES:** The east side of Lot 1 is reserved for buses that are staying for the duration of the Horizon's performance. Buses that are not staying will pull into Lot 2 and line up along the curb to drop off and pick up students. Please make sure that your bus driver receives the Bus Driver's Memo available on our website.

**WHEELCHAIR:** All entrances are wheelchair accessible. If you have upper level seats, use the elevator. Main floor seats are on the same level as the lobby. Please inform us at least 4 weeks in advance if you need wheelchair seating or any other special accommodations.

**RESTROOM:** Main floor men's and women's restrooms are located on each side of the auditorium. On the upper level, the women's restroom is on the south side and the men's restroom is on the north side of the building. Please try to limit your restroom visits to before or after the show.

**SEATING:** An auditorium escort has been assigned to your school. The escort will direct you to your seats. All seats are reserved; thus each group must adhere to the seating assignment and may use only the number of seats reserved. Please plan to have chaperones seated with the students under their supervision. Chaperones - please do not bring infants/babies to the school matinee performances.

After all the students and their respective chaperones have been seated, please settle in and remain seated during the entire show. No one should leave the hall until after the final curtain, except in the case of emergency. Leaving during the performance is exceedingly distracting for both the performers and members of the audience. If students must leave during the performance for any reason, re-entry into the auditorium will be allowed only when there is an appropriate pause in the program.

**CAMERAS/ RECORDERS AND CELL PHONES:** The use of cameras or recorders during any performance is strictly forbidden. Please do not bring them to the program. Cell phones must be turned off for the duration of the program. We encourage you to ask your students not to bring cell phones with them to the theatre.

FOOD, drinks, and chewing gum are not permitted in the auditorium.

EMERGENCY: Please contact the nearest usher in case of emergency.

LOST ARTICLES: Report lost articles to the house manager, or call 262-472-4444.

EXITING: Please disperse in an orderly manner. Teachers and chaperones have the responsibility of keeping their group together. Ushers are not assigned to oversee your exit from the building.

BUS PICK-UP: Your bus pick-up will be the same place as the drop-off.

LUNCH: Local fast food establishments and restaurants, as well as UW-W campus dining (262-472-1161) are happy to accommodate your group for lunch. Please make advanced arrangements to promote efficient service.

LUNCH SPACE: Schools may request a place to eat their bagged lunches. Young Auditorium can accommodate a very limited number of people eating lunch picnic-style seated on the floor. This must be scheduled in advance. You will receive an admission slip in the mail confirming lunch space, which you must bring along with your lunches.

We thank you, in advance, for cooperating in implementing these procedures, giving all audience members the opportunity to sit back, relax, and enjoy the show.

Thank you for coming – we appreciate having you as a part of the Horizons program!

SPECIAL NOTE: Please print the Bus Driver Memo/ Map from our website and give it to your driver on the day of the show!

## Policies

Please note the following policies are in place to ensure enjoyment for all!

The house opens at least one-half hour before the curtain.

A seat must be purchased for everyone attending an event, including teachers, chaperones, and bus drivers.

Timing is everything . . . so don't be late! Performances begin at 10:00 a.m. and 12:30 p.m. so plan to arrive at the theater 30 minutes early.

Patrons arriving late are seated only when there is a suitable pause in the performance.

UW-Whitewater/ Young Auditorium  
930 W. Main Street  
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#### **John F. Kennedy Center Partners in Education Program**

The Young Auditorium and School District of Janesville are members of the Partners in Education program of the John F. Kennedy Center for the Performing Arts, Washington D.C. Selected because of their demonstrated commitment to the improvement of education in and through the arts, the Partnership Team participates in collaborative efforts to make the arts integral to education. For more information, please visit <http://www.kennedy-center.org/education/partners/>.



NATIONAL  
ENDOWMENT  
FOR THE ARTS

A great nation  
deserves great art.



The Dorothy Remp Elmer  
Children's Arts Outreach Endowment

