**INTRODUCTIONS (0:00 - 0:05)**

**Verbal introduction of educator, dramaturgy, and topic. (0:00 - 0:05)**

*Hi! I’m Trisha and I’m here from The Theatre School at DePaul University. Pretty soon, you are a going to see a play that I’ve been working on, “The Cat in the Hat.” There are a lot of people that work on a play, can anyone tell me one job that you need to make a play?*

*Those are all great examples! I do a really cool thing on shows, I’m a dramaturg. Has anyone heard of a dramaturg before? Does anyone have any guesses as to what it might mean?*

*The word “dramaturgy” is made up of two parts. Drama is another word for theatre. “Turgy” means the “study of”. As a dramaturg, I work on a show as kind of a theatre detective. When the director or the actors have a question about the play that they are working on, they ask a dramaturg. A dramaturg will look at the script of the play, and any other information about the play and be a detective to find the answer to the questions.*

*Today, we are going to be talking about “The Cat in the Hat,” and how we created the show that you are going to see! Then, we are going to see how we can create our own adaptations. Can anyone tell me what an “adaptation” is?*

 *An adaptation is when you take a book, a poem, a short story, a movie or anything that*

*has already been created and you reshape it into a new form. For instance, “The Cat in*

*the Hat” was a book written by Ted Geisel in XX and then, it was turned into the play that you are going to see!*

**Introduction of students. (0:05 - 0:10)**

*So, before we start playing our games, I want to get to know our ensemble a little bit more. Can anyone tell me what an “ensemble” is?*

 *An ensemble is a group, like a team, that has to work together but for a play. All of the*

*actors in the show spent a lot of hours practicing to become an ensemble and we are*

*going to do the very same thing today.*

*I would love it if we could get to know our teammates a little better. Could we all go around and say our name and our favorite flavor of ice cream? For example, my name is Trisha, and my favorite flavor of ice cream is cake batter.*

**ACTIVITY #1: All We Could Do Was (0:10-0:25)**

*When we have an adaptation, we have to take the original piece that we are working with and make it into something different. In order to do that, you have to be really familiar with the original work. So for this game, we are going to get to know some of the words and phrases used within “Cat in the Hat” but just like any good theatre-makers, we are going to make the text active.*

1.) Students form a circle.

 2.) One person starts by saying “All We Could Do Was To Sit!” and pass a motion to their right. Each person continues to pass this around the circle by saying, “Sit!” and repeating the same pass to their right until they are stopped.

 3.) Rules are added on as the facilitator sees fit for time and difficulty sake:

 Fish: If a participant shakes their head and makes disapproving “fish” noises (much like the ones the Fish makes within the show) at the participant who just passed them the “sit,” the order of the “sit” reverses and the game continues.

 Out of the Box: Participant can choose instead of responding “sit” to point to the sky, and everyone in the circle must scatter and find a new part of the circle

 Would you like to shake hands: Instead of responding “sit,” a participant may choose to point to another person across the circle and say, “Would you like to shake hands” at which point, that person would continue passing the “sit” from the new part of the circle

 Bump!: If a participant respond with “Bump!” then the person to their right must

 jump (“How that bump made us jump!”) and the passing of “sit” will continue on with the person to their right

*Why is it important for people making an adaptation to know the text really well?*

 *This is important because if you are changing something, you have to be really purposeful about the changes that you are making. Have you ever read a book and then it was made into the movie? Was it exactly the same? No, we have to make changes but in order to do so in a way that honors the original text, we have to know the original text really well.*

**ACTIVITY #2: Tableaus (0:25-0:40)**

*When we think about The Cat in the Hat, are there just words? No! There are pictures too! Geisel did a lot of amazing artwork for all of his books, he started his career as a cartoonist so drawing is always what he did first whenever he was writing a book. He then would write the rhymes to go with it after he had finished doodling the whole book.*

*During the rehearsal process for Cat in the Hat, we spent a lot of time looking at the pictures from the book and recreating them with “Tableaus.” Can anyone tell me what a tableau is?*

 *A Tableau is a stage picture! It is usually frozen, so there is no moving in it.*

1.) Brainstorm scenes from Cat in the Hat, what do we remember about the book

 If copyright allows it, it would be preferable to have print-outs of specific panels available so that they participants could copy these panels.

 2.) Split participants into groups of 4 or 5. If possible, a facilitator should be assigned to each group to help them with the activity.

 3.) Secretly assign each group a scene from the book

 4.) They have five minutes to create a tableau of a scene from the book. Remember that

 it should be frozen.

 5.) Once the five minutes are up, each group shows the entire class their tableau.

 6.) The class must guess which scene from the book the students are portraying.

*How did you know which scene your classmates were portraying?*

*Did they always copy the book exactly?*

 *Not necessarily, they sometimes had to make changes because they weren’t creating an*

 *adaptation to an entirely different form! Some things that are possible in pictures are not*

 *possible in real life, but we can make changes and still be true to the story.*

**Story Book Tableaus(0:40-0:55)**

*Now, we are going to do the same thing but you choose the story that you are going to adapt! And instead of one scene from a show that you are trying to create, you need to get your audience to guess which fairytale you are portraying with three different tableaus!*

1.) Brainstorm some fairytales with the whole group

 Little Red Riding Hood

 Goldilocks and the Three Bears

 Cinderella

 Beauty and the Beast

 2.) Break into the same groups.

 3.) This time, they have ten minutes to create three different tableaus to tell the story of

 their fairytale.

 If the participants need an extra hint or are hesitant about accomplishing the

 activity, add that they may have one line of dialogue to help their audience guess

 their story

 4.) Once the tableaus are created, they can be shared with the entire class.

 5.) The class must guess what fairytale that their classmates are portraying. The

 facilitators should point out elements of the story that the tableau is portraying to the

 class to help them along.

*Why did we need three tableaus for this activity as opposed to our last activity?*

 *During the last activity, we already knew what story our classmates would be adapting,*

 *so we had a really helpful hint from the beginning. However, in this activity, we were*

 *going in with much less information, just like an audience to a show they have never*

 *seen. So it was necessary for our teammates to give us more indicators of the story they were adapting, so we could get a clearer sense.*

 *They were also portraying an entire plot as opposed to just a scene. So, just like most plots, we need to see how it develops and changes to know what story it is.*

**CONCLUSION (0:55-0:60)**

*Can someone tell me what an adaptation is?*

 *We are play detectives, we help put together clues and answer questions as well as ask*

 *them!*

*What are some important things to keep in mind when we are adapting a story?*

*What are some stories that you would like to adapt?*