

# ***Theater Etiquette***



Each year, thousands of teachers, students, bus drivers and parents take part in CSB/SJU's Education Series. To make your theater experience the best it can possibly be, we've provided a few helpful hints to follow at the theater.

*It is our hope that a review of these procedures will answer any questions that you or your students may have.*

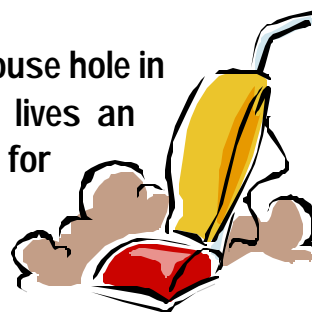
- *Please make an effort to bring a minimum of one adult chaperone for every fifteen students.*
- *Prepare your students to enter the theater in single file in the order of seating. Position your chaperones in such a way as to maximize adult supervision of your group.*
- *Trips to the restroom must wait until your group is seated in the theater. Then, if necessary, students may go in small groups with the teacher's permission. Please chaperone younger students.*
- *To make the theater experience enjoyable for all, we do not permit:*
  - Food, gum or drinks*
  - Radios, cameras, tape or video recorders*
  - Inappropriate behavior*

*Following the performance, a member of the CSB/SJU Fine Arts Programming Department will dismiss schools from the theater.*

## ***Thank you and enjoy!***

## Plot Summary

Ralph is an adventurous young mouse who lives in the mouse hole in Room 215 of the Mountain View Inn in California. He lives an ordinary mouse life, creeping about the room for crumbs for the family's dinner and trying to calm his mother's fears of hotel dangers of maids with vacuums and bellboys with mousetraps.



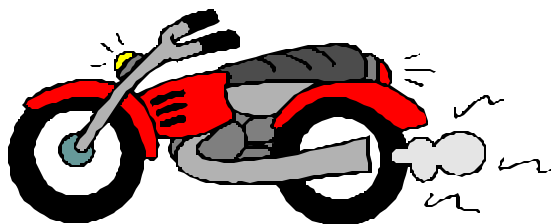
One day, Keith, a young boy who is on vacation with his family from Ohio, occupies Ralph's room. Ralph is excited about the boy, because children often leave crumbs that could feed his whole family. He is even more excited when he sees the toys Keith has brought with him, including a bright, shiny, mouse-sized motorcycle!



Ralph can't wait to try it out...until he finds himself trapped in a wastebasket with the boy's motorcycle. He waits anxiously until Keith arrives. When he discovers the mouse and the motorcycle, the boy and the mouse work out a deal, so that they can both play with the toy.

Unfortunately for Ralph, the motorcycle brings him not only adventure, but also some bad luck. When the maid discovers a hole Ralph chewed in some blankets, the whole management is on the lookout for mice. Furthermore, Keith is sick and needs aspirin, but all the shops are locked for the night. But what will Ralph do when he is the only one who can help Keith?

Ralph is the only one small enough to fit through the cracks and find an aspirin somewhere in the hotel. His quest takes him throughout the hotel and even outside, where he has to avoid the owl's watchful eyes. With a little luck (and some help from Keith's toy ambulance), Ralph is able to save the day. As a reward for his bravery and responsibility, Keith gives the motorcycle to Ralph.



## *Beverly Cleary*

# About the Author

Beverly was born Beverly Bunn in Oregon in 1916. She grew up on a small farm, but later moved with her family to Portland to attend grammar school. For Beverly, this was an exciting event because there would be a library right in town – no more waiting for books to be sent from the State Library.

As a young girl, Beverly struggled with reading. Thanks to a helpful teacher, Beverly soon spent so much time reading books and using the library that even the librarian was inspired. The librarian planted a small seed in Beverly's mind – that Beverly might one day write books for children herself.

As a college student, Beverly attended a junior college in Ontario, California, as well as the University of California at Berkeley. She studied English literature and French grammar, and also met Clarence Cleary, whom she later married. After graduation, Beverly attended the School of Librarianship at the University of Washington, Seattle.

As a librarian, Beverly met all sorts of children. The children came to Beverly, wanting to know where to find children like themselves, who lived in small neighborhoods and played games with their friends. Beverly met this need by writing her first book about a third grade boy named Henry. Ms. Cleary and her husband, Clarence, moved to California, where Beverly continued to write books for children. The Clearys are parents to grown twins.

In 1995, the Beverly Cleary Sculpture Garden was opened in Portland, Oregon, just blocks from the real Klickitat Street. In the garden in Grant Park, fans of Cleary's books can see sculpture of several characters, including Ramona.

Beverly Cleary has written many books for children, including *The Mouse and the Motorcycle*, *Henry Huggins*, and the popular Ramona series. Two Ramona books, *Ramona and Her Father* and *Ramona Quimby, Age 8*, earned the author a Newbery Honor each, while her novel *Dear Mr. Henshaw* was awarded the Newbery Medal for Children's Literature.

Sources:

For information on Cleary and her books, plus games and activities:

[http://www.edupaperback.org/authorbios/Cleary\\_Beverly.html](http://www.edupaperback.org/authorbios/Cleary_Beverly.html)

<http://www.beverlycleary.com>

For Sculpture Garden information:

<http://www.multcolib.org/kids/cleary.html>

# Lesson Plans

## *Keith's Summer Vacation*

**Curriculum Ties:** Social Studies, Geography

**Suggested grade levels:** 4-6

**Objective:** Students will use a map or atlas and their map skills to tell about one of the states on Keith's route from Ohio to California.

**Materials:** Map or atlas, paper, pencils. Optional: map pins, yarn



**Connection:** Keith, the young boy in the story, travels with his family from Ohio to California for their summer vacation.

### **Procedure:**

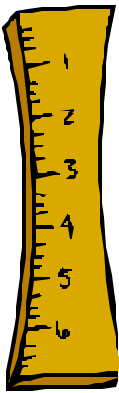
- Using the map, locate Ohio. Point out the capital, the starting point for this vacation. Ask the students: In what region of the country is this state located? What states border on Ohio? Which way will you have to go to get to California?
- Also using the map, locate California. Point out San Francisco, the Gridley family's final destination. Ask the students: In what region of the country is this state located? What states border California? Which state(s) will you probably go through if you are coming from Ohio?
- Using the map and the atlas, plan a route for Keith and his family. Which states will they travel through? Will they be able to go in a straight line, or will their trip take them on some twists and turns? If you have a map or atlas that includes interstate highways, you may want to choose an actual route to show where the family might travel. It will be important for students to know where they are coming from and where they are going next, so you may want to make a list of the order they will travel the states (there will be at least nine, depending on the route chosen).
- Once you have briefly sketched Keith's route (optional: mark it on the map using yarn and map pins), split the students into groups. Each group should focus on one state. What landmarks will they pass? How many miles will they travel on their destination? Older students may even want to find the actual roads that the family might use in their state.
- Distribute the Summer Vacation Worksheet (p. 11-12) to the groups for help in planning the different legs of the trip.

**Additional resources:**

<http://www.ipl.org/div/kidspace/stateknow/skhome.html> - A site filled with information on every state: population, historical sites, and so on. Includes links to encyclopedia articles and recommended reading.

<http://www.50states.com> - Some advertising, but lots of information on each and every state.

## *Mouse Proportions*



**Curriculum Ties:** Math, Art

**Suggested grade levels:** 3-6

**Objective:** Students will measure an everyday object and use proportions to find the measurements of the object and draw it ten times its actual size.

**Materials:** Large rolls of butcher paper, markers or crayons, rulers, yardsticks/meter sticks, pencils, scratch paper



**Connection:** Drawing larger than life items will allow students to see how big everyday objects feel to Ralph the mouse.

**Procedure:**

- Ask the students what it would be like to be a mouse. What would be different? What would be hard? What would be easier?
- Explain to the students that Keith, the boy in the story, is about ten times bigger than Ralph the mouse. Therefore, things that Keith uses seem about ten times too big for Ralph. They will pretend that they are a mouse and will draw items as Ralph sees them. Example: If Ralph is about 12 cm (5 in) and Keith is about 120 cm (50 in), then an object in Keith's world that was 6 cm (thumb length) would seem 60 cm (about waist high) to Ralph!
- Brainstorm everyday items that Keith might use: a pencil, a toothbrush, a book, a shoe, a pint of milk, a chair and so on. Allow students to choose different items. (Items that are in the classroom would be most helpful.) Ask the students to measure these items. Metric or standard measurements may be used, but metric is usually easier for multiplying.
- Students may work in groups or individually. Remind students to write down the original measurement of the object. Students should measure length and width.

(Older students may want to measure depth as well.) Multiply these measurements by ten.

- Using a large piece of butcher paper and a meter stick, mark the larger length and width of the object. Draw the object to fit these dimensions that are ten times the actual size. Color it to make it look realistic!
- Have more time? Ask students to imagine that Ralph is a very small mouse and that everyday objects are *fifteen* times his size. Calculate the measurements with even bigger proportions.
- Have even more time? Ask students to write a story about what they would do if everything was ten times larger than they were. If they were Ralph's size, how would they use some of these new "jumbo" objects?
- (Note: Choose smaller items to draw if you have limited resources, or choose one very large item and mark its dimensions outside or in the gym.)

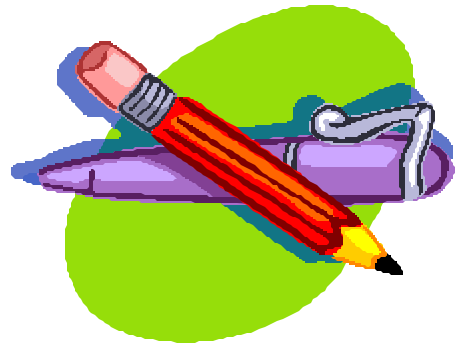
## What-If Writing

**Curriculum Ties:** Language Arts, Writing

**Grades:** 3 - 6

**Objective:** Students will write a creative piece about their favorite toy or animal.

**Materials:** Paper, pencils, colored pencils or crayons (optional), *The Mouse and the Motorcycle* by Beverly Cleary (optional)



**Connection:** Ralph is a talking mouse who uses a toy that runs on its own. Students will write about a similar topic.

**Procedure:**

- After reading a part of the book or seeing the play, ask the students to think about what it might be like if their favorite toys came to life or if their pets could talk. Who would you tell? What might that person say? What would you do with your toy or your pet?
- Instruct the students to write about one of the above topics. Encourage the students to include details and dialogue.
- After writing, share in groups or pairs to edit. Allow students to make changes and add to their pieces.
- Write a final copy and share with the class. Students may also want to draw a scene from their writing to illustrate it.

# Ralph's Role-playing



**Curriculum Ties:** Language Arts, Theater

**Grades:** 3-4

**Objective:** Students will read parts of Beverly Cleary's *The Mouse and the Motorcycle* and perform them for the class.

**Materials:** *The Mouse and the Motorcycle* by Beverly Cleary, pencils, paper

**Connection:** If done before viewing the production, students will have the opportunity to know what it's like to perform as a mouse.

## Procedure:

- With the class, read a portion of *The Mouse and the Motorcycle*. The first chapter is a good option, or try chapter eight or eleven for more characters and excitement.
- After reading, ask the students how they pictured Ralph and the other characters in the story. What did they look like? How did they move? What did they sound like? What are their surroundings like?
- Working in groups or pairs, allow the students to write a page or two about an adventure Ralph had. Creative students may want to write about an adventure Ralph could have.
- After students have written their new scene, allow them to choose parts and act out the scene with their group. Remind them to think about how a mouse might walk and talk, and show that while they are performing.
- After they have practiced, students who wish to do so may perform their scene for the class.
- After seeing the production, you may want to ask the students if they remember what it was like to perform for the class. How might the actors have been feeling while they were performing? What do you think they had to do to prepare for their roles?

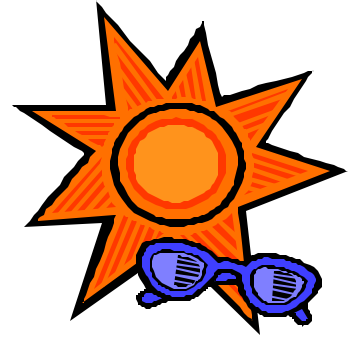


## ***Discussion Questions***

*Use these questions to get your students thinking after you see the production.*

1. What words would you use to describe Ralph?
2. What words would you use to describe Keith?
3. Why was Keith so friendly to Ralph?
4. If you were Keith, would you have let Ralph play with your favorite toy?
5. Ralph's mother was worried about the vacuum cleaner. What else might you worry about if you were a mouse?
6. What was the bravest thing Ralph did in the play?
7. What do you think Keith's mother would have done if she found out about the mice in Keith's room?
8. If you were a mouse on a motorcycle, what would you want to explore?

Name: \_\_\_\_\_



### *Keith's Summer Vacation*

*Keith Gridley and his family are on their way to California from Ohio. They will be driving a long way and will see a lot of the United States. Keith and his family need your help. You and your group are responsible for one state. Using a map or an atlas and this worksheet, answer the following questions about your state.*

1. My state is \_\_\_\_\_. Before they go to this state they will pass through \_\_\_\_\_. After they go through this state they will go through \_\_\_\_\_.

2. In the box below, sketch your state. Try to make it the same shape as it appears in your atlas. Mark the capital, another major city and one major water source, such as a river or lake.

3. What state(s) borders your state on the north?
  
4. What state(s) borders your state on the south?
  
5. Using the atlas, find two landmarks in this state, such as national parks or monuments. Describe each of them below. What are their names? What activities are available there?
  
  
  
  
  
  
  
  
  
  
6. Using the key on your map, estimate the number of miles Keith and his family will travel while they are in your state.
  
  
  
  
  
  
  
  
  
  
7. How many people live in this state?  
  
How many people live in the largest city?
  
  
  
  
  
  
  
  
  
  
8. Would you like to visit this state? Why or why not? Write a paragraph.