



STUDY GUIDE FOR

CITY HOUSE

and the

COUNTRY MOUSE

Adaptation by Kevin M Reese

TO THE PARENT/TEACHER

This guide has been provided to help children benefit the most from experiencing a live theatrical event. The activities described herein are only suggestions. Please feel free to pick and choose the things that will most benefit your children in the time you have available. It is our hope that the performance is not only entertaining, but is a valuable educational experience as well.

You will find that some of the activities contained in this guide are geared for younger, some for older children-- but there is something for everyone. Please feel free to reproduce and distribute any of the enclosed pages and activities for your use in conjunction with this play, but do not infringe upon the copyright.

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A Note for the Producing Organization

How to use this Study/Activity Guide

In this age of political correctness and dwindling budgets, we have found that the more diverse a theatrical experience can be, the better. The Study/Activity Guide includes a collection of whole curriculum activities. If the administrators feel that the play not only meets the entertainment needs of the students, but also meets educational needs as well--you will find it easier to sell your houses.

1. Use parts of it, all of it, or none of it. You are welcome to add your own logo to the title page. There are other places in the copy where you may replace "KMR Scripts" with your theatre, company or school name. Feel free to personalize this guide. However, DO NOT INFRINGE ON THE COPYRIGHT. In other words, don't change the copyright notice or the authorship of anything provided you by KMR Scripts.
2. Feel free to add other activities, coloring pages, or lessons to this guide. This guide was produced to be handed out to teachers who saw the original production. Times change. You may find that some of the activities or information are out-dated. Feel free to modify them for the benefit of your production's needs.
3. You'll notice that some of our guides have more pages/activities than others. Again, our study guides were developed for the target audience of the original production. Our longer shows generally have more pages because they are for a broader audience base. Our shorter shows are for younger audiences, thus the study guides are shorter with less activities.
4. Ideally, the guides should be distributed to the teachers of each class AT LEAST a week prior to their seeing the production. This will give the teachers time to prepare the students for the performance. They can read various versions of the story and go over the audience participation guidelines. The more prepared the students are when they sit down to view the show, the better their overall experience will be.

Theatre Etiquette

1. ***Audience Behavior.*** Attending a theatrical performance is a social event. Just as the way you act (and behave) in church or temple is different than the way you act on the playground, there is certain behavior that is appropriate in a live theatre. Discuss with your children the types of behavior that are appropriate when they are members of an audience.
2. ***Live Theatre.*** Explain that they need to act differently when they're watching a live play than if they're watching a movie in a theatre. Live actors can hear the audience's laughter and applause as well as their talking to their neighbor or rustling papers. And their responses-- appropriate or not-- really do affect the actors' performance. The end line is: How would they want to be treated if THEY were up on the stage.
3. ***Write to the actors.*** After you see the show, have your students write a letter to their favorite character or draw a picture of their favorite character or scene and send it to the theatre. The actors would LOVE to hear from your students. The actors may even have time to send a reply of some sort to your class. Because of the volume of mail they receive, replies to individual students may not be possible-- but they'd still love to hear from you! Their address:

[Theatre Name
Address
Phone
email/web site]

4. ***Audience Participation.*** Normally, audience members should never talk during the play--and especially not talk directly to the actors (it distracts other audience member and may even make the actors forget their lines). But this play is unique in that we offer the audience special opportunities to participate in the production. They will probably not be asked to come onstage, but there are various times throughout the production where the actors will ask them questions or ask them to use their imaginations and pretend they are animals, trees, or people. At those times we encourage the audience to participate and/or answer them wholeheartedly (but not in an overly loud yell). Over the years, this has become one of the hallmarks of our productions.

Activities & Discussion

City Mouse & Country Mouse

1. **STORY CIRCLE.** Have the children make up their own version of *City Mouse and the Country Mouse*. Have them sit in a circle. Pick one child to begin the story and go clockwise around the circle, allowing everyone a chance to add to the story. You may have to limit each child's contribution to one story event (some children are avid storytellers!).
2. **REVIEW.** Have the students write a review of the play. How was this play different than other versions of the story? What were their favorite parts? Their least favorite? Did anything happen that they didn't understand or seemed confusing? Did they like the music or did it "get in the way of the story?" What did they think of the costumes and scenery? Help them understand that their opinions are most certainly valid and will most likely differ from that of others (and that is OK). Being able to objectively discuss their opinions and others' is a skill that will benefit them the rest of their lives.
3. **VISIT THE INTERNET.** If you have a computer at home or school and have access to the Internet, you can look at a special web site that is just for you! **Kevin M Reese**, the man who adapted the play *City Mouse & Country Mouse*, works for a company called **KMR Scripts**. They have a web site and there is a special area for kids. There are lots of fun (and safe!) things to do and you can even send the playwright a letter. You can find it by typing:

www.kmrscripts.com

Then click on the words; "Hey, Kids!" and it will take you to the Kids' area. You'll be surfing!

4. **CITY LIVING VS COUNTRY LIVING.** Everyone either lives in the city or in the country (suburbs, county, etc.) Where do you live? How is life different when you live in the city? In the country? Are the buildings different? Most people think where they live is the best, but others would like to live someplace else. If you could live anywhere in the world, where would you live?
5. **DRAW A MAP.** The City Mouse traveled quite a distance to see her cousin. Have the students draw and color a map. It should include: City Mouse's house, Country Mouse's house, the forest, the town, Mr. Barker's house, the Cat's house, and the roads that connect everything together. If they like, they may also include bridges, mountains, lakes or rivers, a King's Palace, etc.
6. **SUPER SELLER.** The salesman did everything he could think of to sell his candy bars. He even wore disguises, thinking that might help. Pretend that if you can sell something (a box of candy, a pencil, a bicycle etc.) to your classmates, you will win a million dollars. The only rule is: *you cannot lie or mislead your customer*. What clever ways can you come up with to make that sale? Make it a contest!

Color Page