

# NEW VICTORY<sup>®</sup> SCHOOL TOOL<sup>®</sup>

2017-18 SEASON

RESOURCE GUIDE

## A SICK DAY

FOR MORRIS MCGEE



# THE NEW VICTORY THEATER

The New Victory Theater brings kids to the arts and the arts to kids. Created in 1995 on iconic 42nd Street, this nonprofit theater has become a standard-bearer of quality performing arts for young audiences in the U.S. Reflecting and serving the diverse city it calls home, The New Victory is committed to arts access for all students, teachers, kids, families and communities of New York to experience and engage with the exemplary international programming of theater, dance, circus, puppetry and opera on its stages. A leader in arts education, youth employment and audience engagement, The New Victory Theater has been honored by the President's Committee on the Arts and the Humanities with the 2014 National Arts and Humanities Youth Program Award, by Americans for the Arts with a national Arts Education Award, and by the Drama Desk for "providing enchanting, sophisticated children's theater that appeals to the child in all of us, and for nurturing a love of theater in young people."

The international productions on NEW VICTORY stages inform and inspire the work of the award-winning NEW VICTORY Education Program through a dynamic combination of school and public programs. Our school programs serve over 40,000 Pre-K through 12th grade students and teachers each season at almost no cost to the kids or their schools. Many of our partners are NYC-area Title I schools, with a high percentage of students who would be unable to experience live theater if it weren't for The New Victory. This nationally-recognized program exemplifies the organization's long-standing commitment to the intrinsic value of cultural participation in the lives of New York City kids.

The NEW VICTORY Education Department is committed to building impactful and long-lasting relationships with schools and after-school programs. We believe that creating strong and meaningful partnerships between schools and arts organizations allows school communities to deeply enrich their arts programs and infuse creativity across the curriculum. By annually enrolling in the unique and award-winning NEW VICTORY Education Partnership Program, schools take advantage of \$2 tickets to NEW VICTORY school-time and after-school performances, free classroom workshops led by highly skilled teaching artists, in-depth resources and professional development that allow teachers to incorporate the arts into their classrooms.

## NEW VICTORY® SCHOOL TOOL® Resource Guides

Available to Education Partners for every show in our season, NEW VICTORY SCHOOL TOOL Resource Guides provide educators with comprehensive materials that explore the artistry and key themes of each production. Filled with practical, ready-to-implement activities that allow any teacher to incorporate The New Victory into their classroom, the NEW VICTORY SCHOOL TOOL Resource Guides are designed to enrich the performance experience before, during and after the students' trip to the theater.

Please be advised that the unauthorized reproduction or distribution of NEW VICTORY® SCHOOL TOOL® Resource Guides for any purpose other than educational, such as for commercial or monetary gain, may constitute copyright infringement and may be punishable by law. For more information, please contact the NEW VICTORY Education Department at [Education@NewVictory.org](mailto:Education@NewVictory.org)

## CONTACT INFORMATION

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[Education@NewVictory.org](mailto:Education@NewVictory.org)  
646.223.3090

## Making Connections to Learning Standards

NEW VICTORY SCHOOL TOOL Resource Guides align with the Common Core State Standards, New York State Learning Standards and New York City Blueprint for Teaching and Learning in the Arts. We believe that these standards support both the high quality instruction and deep engagement that The New Victory Theater strives to achieve in its arts education practice.

## The NEW 42ND STREET® Youth Corps

Available for high school and college-age youth, the NEW 42ND STREET Youth Corps offers paid employment, job training, academic support and mentorship through jobs in the arts. At The New Victory you are greeted by the NEW VICTORY Usher Corps, a rigorous three-year program for New Yorkers ages 16-22, and at The Duke on 42nd Street you are greeted by the NEW 42ND STREET College Corps, a program offered to current CUNY students pursuing graduation. Participants of these programs are paid for their time as front of house staff and for participating in professional development workshops. In our administrative offices, the NEW 42ND STREET Apprentice Corps employs college and graduate students who want hands-on experience in the daily operations of a nonprofit performing arts organization. They are joined by members of the NEW 42ND STREET Fellows Corps, which provides career-launching employment and networking opportunities for former NEW VICTORY Ushers who are actively pursuing non-performing theater careers. Together, these four programs of the NEW 42ND STREET Youth Corps expose students to invaluable life skills and the power of live performance.



NEW VICTORY® SCHOOL TOOL® Resource Guides are made possible by a generous gift in memory of Fr. John R. Scarangelo, OFM whose lifelong passion for the theater was a powerful influence on all who were fortunate to know and love him.





## INSIDE

- PAGE 4** What Guides NEW VICTORY Education:  
Our Guiding Pillars!
- PAGE 5** Inside the Show/Company  
Closer Look  
Where in the World
- PAGE 7** Inside the Art Form
- PAGE 8** Unit Plan Brainstorm

## BEFORE

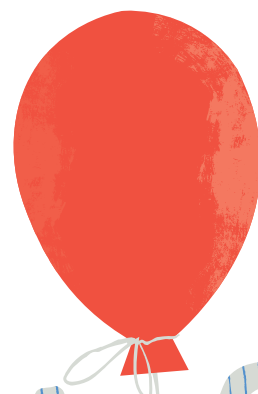
- PAGE 10** Activity: Routine Investigation
- PAGE 11** Resource for Families
- PAGE 12** Creativity Page: Morris McGee and Me

## EN ROUTE

- PAGE 15** Heads Up!
- PAGE 16** Creativity Page: Who's On the Bus?
- PAGE 17** Trip Guide

## AFTER

- PAGE 20** Performance Reflection
- PAGE 21** Activity: Get Well Soon!
- PAGE 22** Creativity Page: A Friend for Morris McGee
- PAGE 23** Creativity Page: That's What Friends Are For



A SICK  
DAY

FOR MORRIS MCGEE



# WHAT GUIDES NEW VICTORY EDUCATION: **OUR GUIDING PILLARS!**

*Want to know what guides the work we do in New Victory Education? We'll tell you!  
The Guiding Pillars on this page are the foundation of how we strive to cultivate  
collaboration and creativity for everyone!*

## **PLAY**

How is the work sparking imagination,  
encouraging joy in learning  
and evoking laughter?

## **DISCOVERY**

What methods are we employing and questions  
are we asking to encourage opportunities for  
meaning-making, deepening understanding, inquiry,  
curiosity, risk-taking and learning about oneself,  
ones' peers, and the world around us?

## **COMMUNITY**

How are we encouraging ensemble and  
collaboration within the communities  
we work with?

## **ART FORM**

How are we honoring and exploring  
the technique of the art forms  
presented on our stage?

## **CREATE**

How can we activate art-making and creativity  
to explore the art form in each production?

## **ARTS FOR ALL**

How is the work accessible  
to and inclusive of everyone?

# INSIDE

A behind-the-curtain look at the artists, the company and the art form of this production

## COMMON CORE STANDARDS

**Reading:** 1; 2; 3; 9

**Speaking and Listening:** 1; 2; 3

**Language:** 1

## NEW YORK STATE STANDARDS

**Arts:** 1; 2; 3

**English Language Arts:** 1; 2; 3; 4

## BLUEPRINT FOR THE ARTS

**Theater:** Theater Making

Developing Theater Literacy

Making Connections

**Visual Art:** Art Making

Literacy in Visual Arts

Making Connections

## Summary

Every day, Morris McGee takes the No. 5 bus to his job at the zoo. Every day, he lovingly attends to the elephant, the tortoise, the penguin, the owl and the rhinoceros (who always has a runny nose). Every day, that is, until it's Morris who has the sniffles! Based on a Caldecott Medal-winning book by Philip C. Stead, this charming puppetry performance about one creature of habit and his kindhearted coterie will warm your heart and chase away the winter chills.



## A SICK DAY FOR MORRIS MCGEE



Where in the world is  
**A SICK DAY FOR MORRIS MCGEE**  
from?

**JERUSALEM, ISRAEL**



## FUN FACTS

A SICK DAY FOR MORRIS MCGEE is an adaptation of a Caldecott Medal-winning book by Philip C. Stead titled *A Sick Day for Amos McGee*.

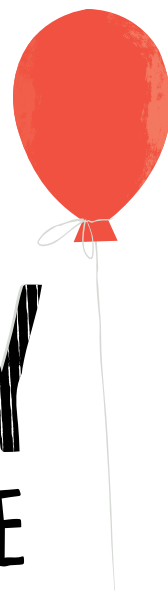
The Train Theater originally started out performing in a train car in Jerusalem. Hence, their name!

Jerusalem, the capital of Israel, is one of the world's oldest cities. Aside from Morris's beloved zoo, Jerusalem has over 60 museums and 70 cultural centers. That's a lot for a city of only 48 square miles!

Every year, the Train Theater hosts The International Festival of Puppet Theater in Jerusalem. This year will be the festival's 26th anniversary!

PUPPETRY + FRIENDSHIP  
+ ADAPTATION ×  
NARRATION =

**A SICK DAY**  
FOR MORRIS MCGEE



## A Closer look:

Though they focus primarily on puppets, the Train Theater also develops new ways to introduce other art forms to their audiences. The Train Theater was founded in Jerusalem in 1981 by four independent puppeteers with different artistic backgrounds, ranging from visual art to literature to philosophy. Haddas Ophrat, one of the company's founders, started the School of Visual Theater in Jerusalem in 1986 to break down barriers between different artistic disciplines.

The Train Theater has performed all over the world, winning international prizes for their work in puppetry. Beyond performing, the Train Theater uses puppetry to make the world a better place. They've created many programs that help their community, from performing at children's hospitals to helping young artists create innovative puppetry.

The show's creator and performer, Maayan Resnick, received the book *A Sick Day for Morris McGee* in Kindergarten. She then developed the show, including the set and puppets, with items that were already in her art studio!

The Hebrew version of the book is titled *A Sick Day for Morris McGee* (יגמ-סיחמ-אירב-היהת) vs. the English title *A Sick Day for Amos McGee*. Although the company isn't exactly sure why the book publishers decided to change the protagonist's name, their theory is that they did so because "Amos" is a very common name in Hebrew. In contrast, "Morris" is a foreign-sounding name!

**A SICK DAY**  
FOR MORRIS MCGEE





## PUPPETRY

When an object is animated and manipulated by a performer giving the illusion of independent movement, this is known as puppetry! Examples of puppetry include the Muppets, and the puppets in *Sesame Street* and the Broadway production of *The Lion King*. There are many kinds of puppets, such as marionettes, hand puppets, rod puppets and shadow puppets. In *A SICK DAY FOR MORRIS MCGEE*, which is told through a style of puppetry called Tabletop Puppetry, you'll notice that the performer, who is not hidden at all, uses her hands to manipulate the puppets and other objects while music, sound effects and lighting are used to help create or enhance the environment and action of the play.

## ADAPTATION

Many plays you see on stage often originated as books, movies and stories that were adapted by playwrights and—in collaboration with a director or collective theater ensemble—retold in new, innovative ways. Examples of this are *The Curious Incident of the Dog in the Nighttime* (adapted from a novel) and *Mary Poppins* (adapted from novel to film and stage). The Train Theater's production of *A SICK DAY FOR MORRIS MCGEE* is adapted from Philip C. Stead's children's story, *A Sick Day For Amos McGee*, which features illustrations by Erin E. Stead.

## WHAT DO YOUR STUDENTS KNOW NOW?

Prior to exploring *A SICK DAY FOR MORRIS MCGEE* with your students, find out how much they already know about **ANIMALS**. In addition, allow them to explore the themes: **COMMUNITY** and **FRIENDSHIP**.

*Have you ever seen a show that featured only one performer?*

*A SICK DAY FOR MORRIS MCGEE features puppetry. What type(s) of puppetry do you like? Why?*

*Have you ever read A Sick Day for Amos McGee? What about other works by Philip C. Stead?*

*Have you ever seen a stage adaptation of a book or short story? What was it?*

*Was there ever a time when you took care of someone that wasn't feeling well?  
What did you do to help them feel better?*

# A SICK DAY FOR MORRIS MCGEE



## AMOS VERSUS MORRIS (ELA, THEATER)

Discover the world of adaptation by exploring the source material with your students! Sit in a circle, read *A Sick Day for Amos McGee* with your class and talk about how certain aspects and characters might be brought to life theatrically! After you've seen the New Victory's presentation of *A SICK DAY FOR MORRIS MCGEE*, compare and contrast the play with the book you read together. Ask your students questions like: *Which elements were the same as in the book? What was different between the play and the book? How could we, as a class, tell the story in our own way?* Finally, create your own class adaptation of the book! To support this unit, use the **Creativity Page: Morris McGee & Me** in the **Before** section.

## OUR CLASS PET (VISUAL ART)

Morris McGee is a zookeeper with a menagerie of animal friends. Have your students explore what it means to care for an animal! Ask your students questions like: *If we had a class pet, what would it be? What would its name be? How would we take care of it? How can we turn our classroom into a space that can be shared by us and our class pet?* As a class, use open-ended materials to create that pet—as a tabletop puppet! **Note:** *Your class pet could also be imaginary!* Next, tell your students that, using open-ended materials, they are going to create a habitat for this class pet that will “live” on their desks. Research the natural habitats of your chosen animal. After each student builds a habitat for the class pet for their desk, ask for a student volunteer to present their habitat to the class. As the student shares, ask him/her to also include a soundscape of what they think their environment sounds like. Each week a new student(s) is responsible for the care of the pet, so that all students share in the growth of their new animal friend. To support this unit, use the **Creativity Page: That's What Friends Are For** in the **After** section.

## AFTER MORRIS MCGEE (THEATER)

Turn your classroom into a theater and your students into performers! In *A SICK DAY FOR MORRIS MCGEE*, Morris has a collection of animal confidants who all work together to save the day. Step into role as Morris McGee and have your students step into role as his animal friends. Ask them questions like: *If you could be any animal in the world, what kind of animal would you be? Where would you live? How would we recognize each other?* Explore the physicality of all of the animals and the sounds they make. With your students, create a live-action sequel to the story you saw on stage. Guide the creative process by asking students questions like: *What happened to Morris and his friends the next day? If Morris and his animal pals went on an adventure, where might they go? In the show we saw, Morris got sick (the story's conflict) and his animal friends took care of him to help him feel better (the story's resolution). What could be the conflict and resolution of our play?* Take some time to create your theatrical work of art, then present your play to another class! To support this unit, use the **Creativity Page: Morris McGee & Me** in the **Before** section.

## LET'S TELL A STORY! (THEATER, ELA)

*A SICK DAY FOR MORRIS MCGEE* has been adapted from a children's book and told through puppetry. Work with your students to do the same for another story that you are reading or have read as a class! Create puppets using shadow puppetry, paper bags or cutouts and popsicle sticks! Once the puppets have been created, students can share aloud what/who their puppet is and how their character engages in the action of story. Then, perform your puppet masterpiece for another class! To support this unit, use the **Creativity Page: A Friend for Morris McGee** in the **Before** section.

# A SICK DAY FOR MORRIS MCGEE



# BEFORE

Ready-to-implement classroom activities that explore the themes and artistry of the show

## COMMON CORE STANDARDS

Speaking and Listening: 1; 3

Language: 1

## NEW YORK STATE STANDARDS

Arts: 1; 2

English Language Arts: 1; 2; 3; 4

## BLUEPRINT FOR THE ARTS

**Theater:** Theater Making

Developing Theater Literacy

Making Connections

**Visual Arts:** Art Making

Literacy in Visual Arts

Making Connections



## A SICK DAY FOR MORRIS MCGEE

# ROUTINE INVESTIGATION

Morris McGee has a daily routine: he wakes up, gets ready and at 7:23AM, he puts on his hat and takes the bus to work. Find out what your students' daily routines are and explore them as a class!

1. Ask your students to think about what they do every day before they come to school. Ask them questions like: *What time do you wake up? Does someone wake you up or do you have an alarm clock? What do you do to get ready? How do you get to school? What is the first thing you do when you get into the classroom?* As students respond, scribe their answers on the board or large chart paper.
2. As a group, have students physicalize what it looks and feels like to wake up by asking questions like: *What does it feel like to sit up in bed in the morning? Do you stretch when you wake up? Do you yawn? Do you scratch your sides or your belly? How do you brush your teeth, style your hair or eat breakfast?* **Note:** Feel free to explore these out of sequence at first and then put them into sequential order in preparation for the next few steps.
3. After you've explored the physical aspects of a morning routine, begin to discover the emotions one might feel when waking up and moving through their morning routine! Offer prompts like: *When you first open your eyes in the morning, what emotion do you feel? What emotions do you feel when you stretch or yawn?* **Note:** It may be beneficial to have a pre-written list of emotions on the board or large chart paper for this portion of the activity. Once you've explored all of the aspects of students' morning routines, put them in an order as you did in **Step 2**, adding in the emotions!
4. Now that you've gone through physicalizing students' morning routines and have added emotions into the mix, it's time to theatricalize them by putting it all together! Using objects and furniture found in your classroom, create an apartment or house complete with a bedroom, bathroom, kitchen and dining room—like a theater set.
5. Using the set you've created, have different volunteers show the class their morning routine without using words. Encourage the audience to narrate or guess what is taking place, where it's happening and how the student performing is feeling!
6. Finally, have a group discussion about the similarities and differences between everyone's morning routines.

**Bonus:** To deepen this activity, extend the exploration to students' full daily routines!

## REFLECTION QUESTIONS:

What was your favorite part of this activity?

What was it like to build a set out of classroom furniture?

How did it feel to act out your morning routine in your classroom?

What did you learn about your classmates' morning routines?

What surprised you about this activity?

# A SICK DAY FOR MORRIS MCGEE





## Be a part of your kid's field trip to A SICK DAY FOR MORRIS MCGEE!

### WATCH

Check out the video trailer and a message from A SICK DAY FOR MORRIS MCGEE

[www.NewVictory.org/MorrisMcGee](http://www.NewVictory.org/MorrisMcGee)

While you're there, do the suggested Family Activities to learn more about the show.



### ASK

**After your kid visits the New Vic, talk with them about their theater-going experience! Use the prompts below to engage in a conversation with them about what they saw and how the show made them feel!**

#### BEFORE the show:

*What do you think it will be like to see a book brought to life through puppetry?*

*What are you most excited about for your trip to the theater?*

#### AFTER the show:

*What was your favorite part of the show?*

*Did anything about the show surprise you?*

*How did the use of puppets, storytelling and narration help tell the story?*

### VISIT

The New Victory is New York City's only performing arts theater exclusively devoted to kids, their families and classmates, bringing exhilarating stories, innovative art forms and unparalleled performers from around the world to its historic stage in Times Square. For a full list of shows in the New Vic 2017-18 season, visit [www.NewVictory.org](http://www.NewVictory.org).

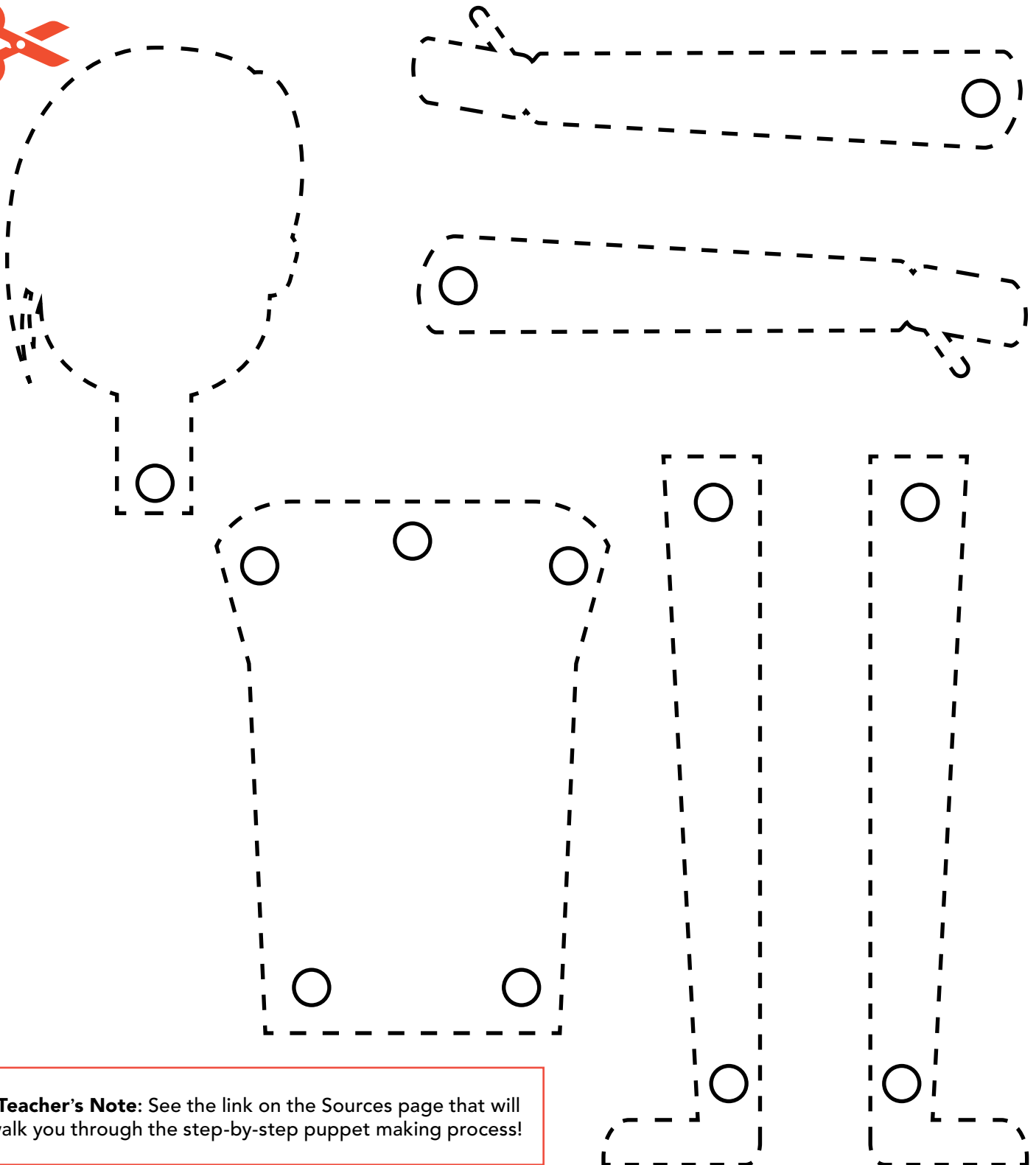
# A SICK DAY FOR MORRIS MCGEE



THE NEW VICTORY® THEATER  
NEW VICTORY® SCHOOL TOOL® Resource Guides

# MORRIS MCGEE AND ME

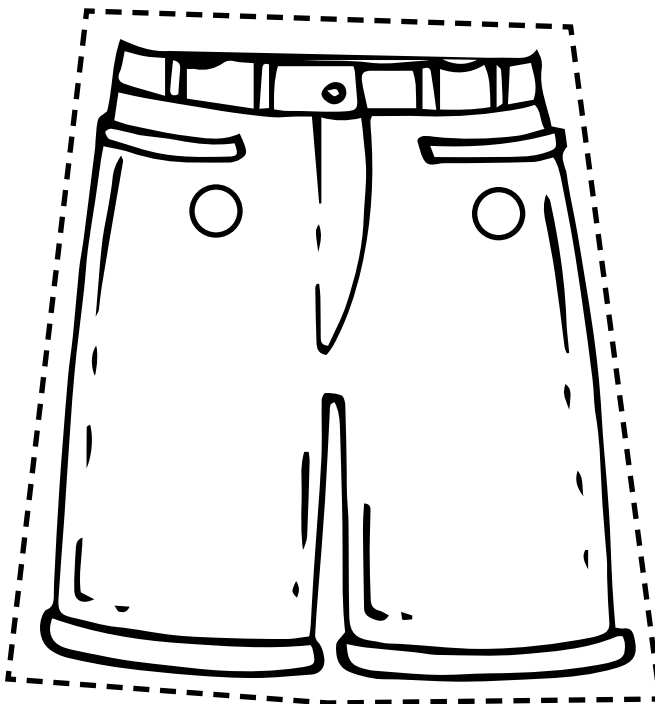
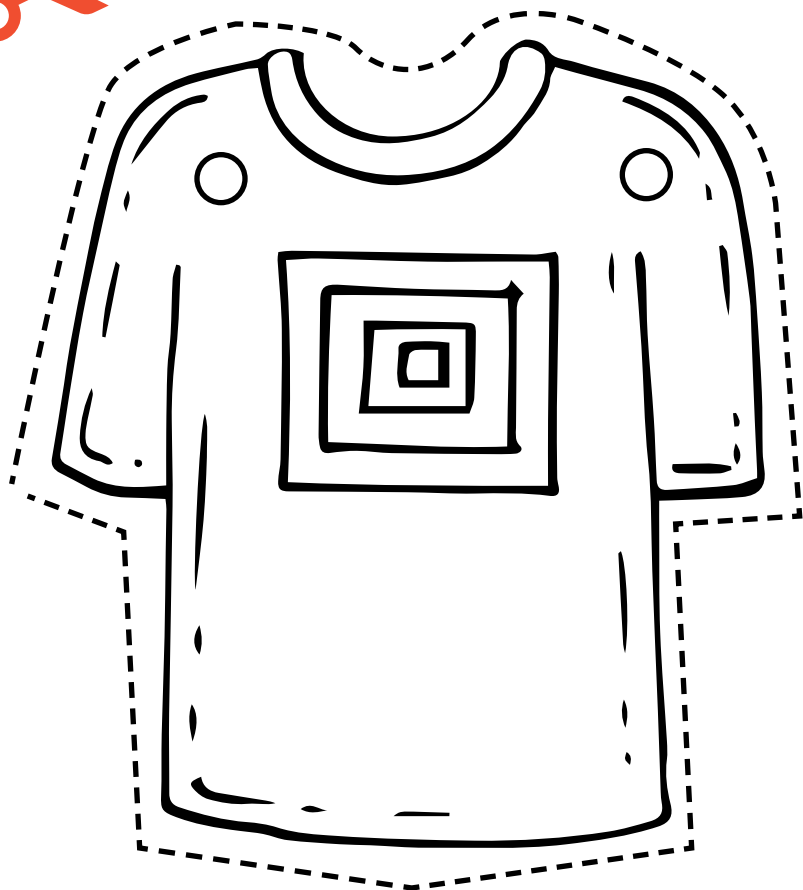
Morris McGee and his animal friends are brought to life through toy theater and puppetry. With an adult's help, cut out the figure below, grab some brass fasteners and create your very own version of Morris McGee! Then, use the clothing items on the following page, or design your own, to dress your new puppet friend!



**\*Teacher's Note:** See the link on the Sources page that will walk you through the step-by-step puppet making process!

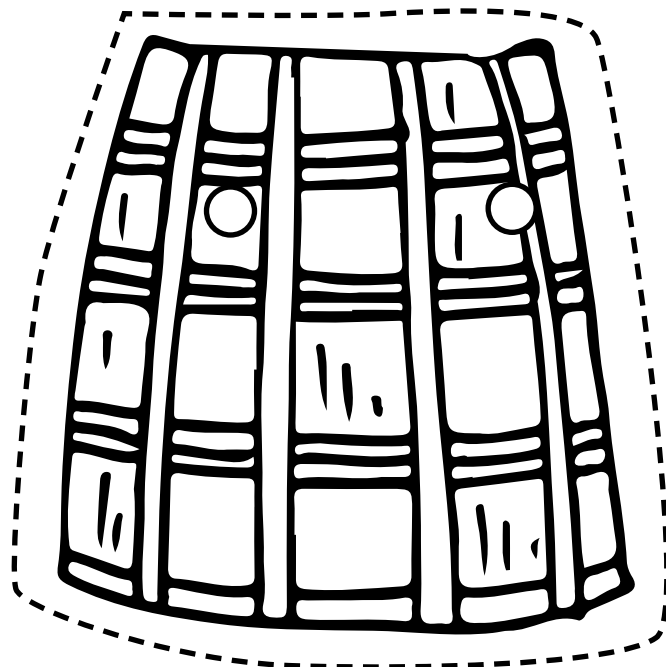
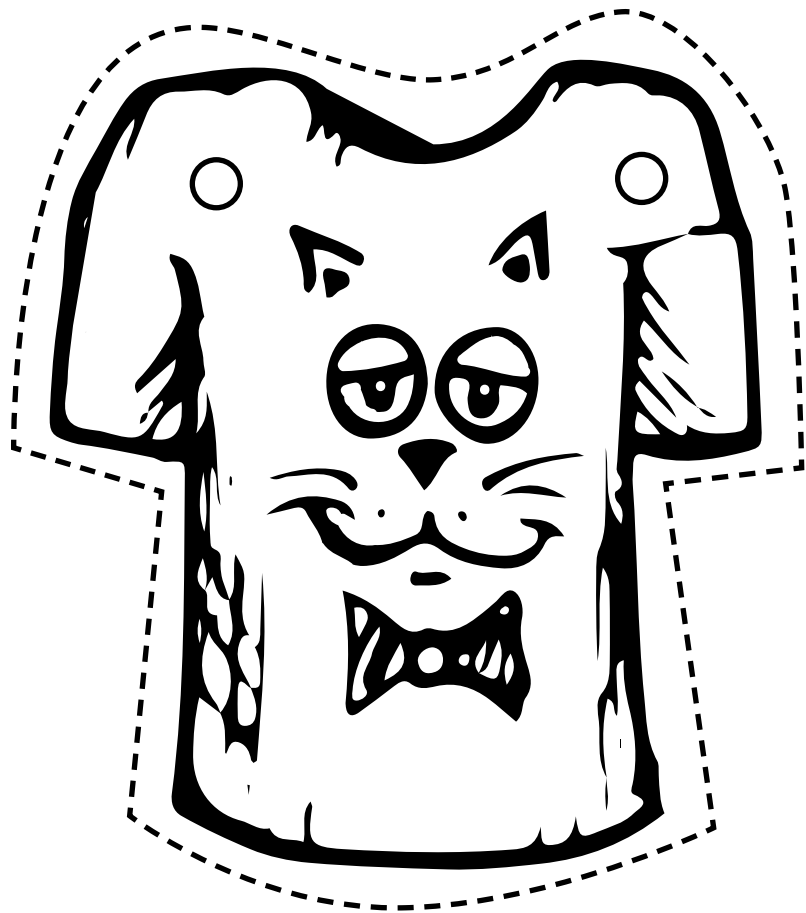


HANDOUT





HANDOUT





# EN ROUTE

Trip logistics and a brief student activity to be completed shortly before seeing the show

Provide this section to all teachers and chaperones attending the show!

## COMMON CORE STANDARDS

Reading: 1; 2; 3; 9

Speaking and Listening: 1; 2; 3

Language: 1

## NEW YORK STATE STANDARDS

Arts: 1; 2; 3

## BLUEPRINT FOR THE ARTS

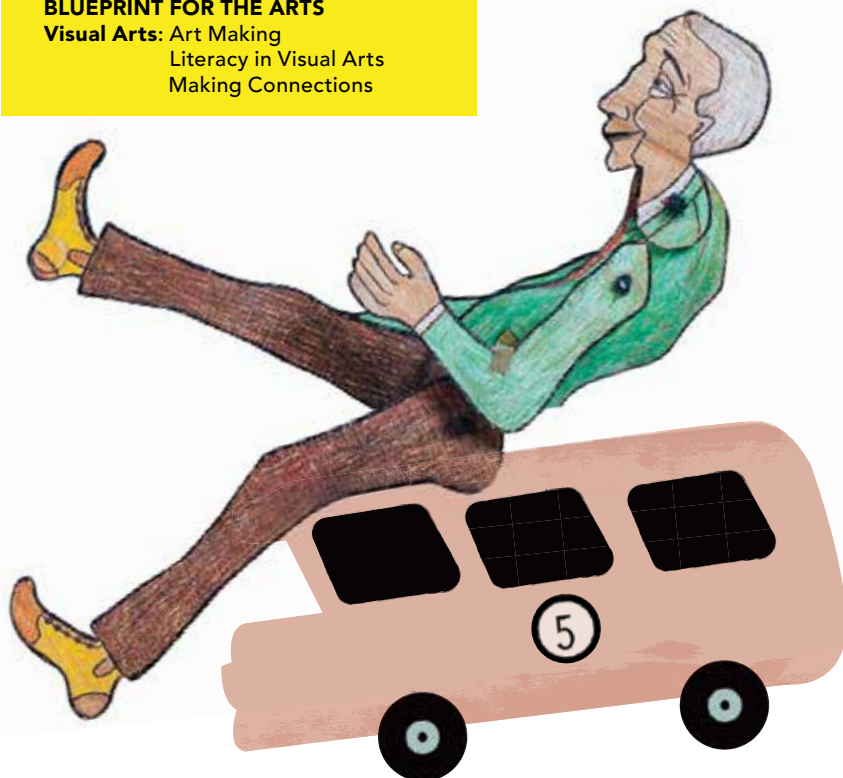
Visual Arts: Art Making

Literacy in Visual Arts

Making Connections

## Heads up!

A SICK DAY FOR MORRIS MCGEE is a puppet performance that demonstrates how love and friendship can make almost anything better! This production employs tabletop puppetry, narration and intricate set and prop design! Prepare your students to watch closely and see how the puppets and other story elements bring this story to life on stage.

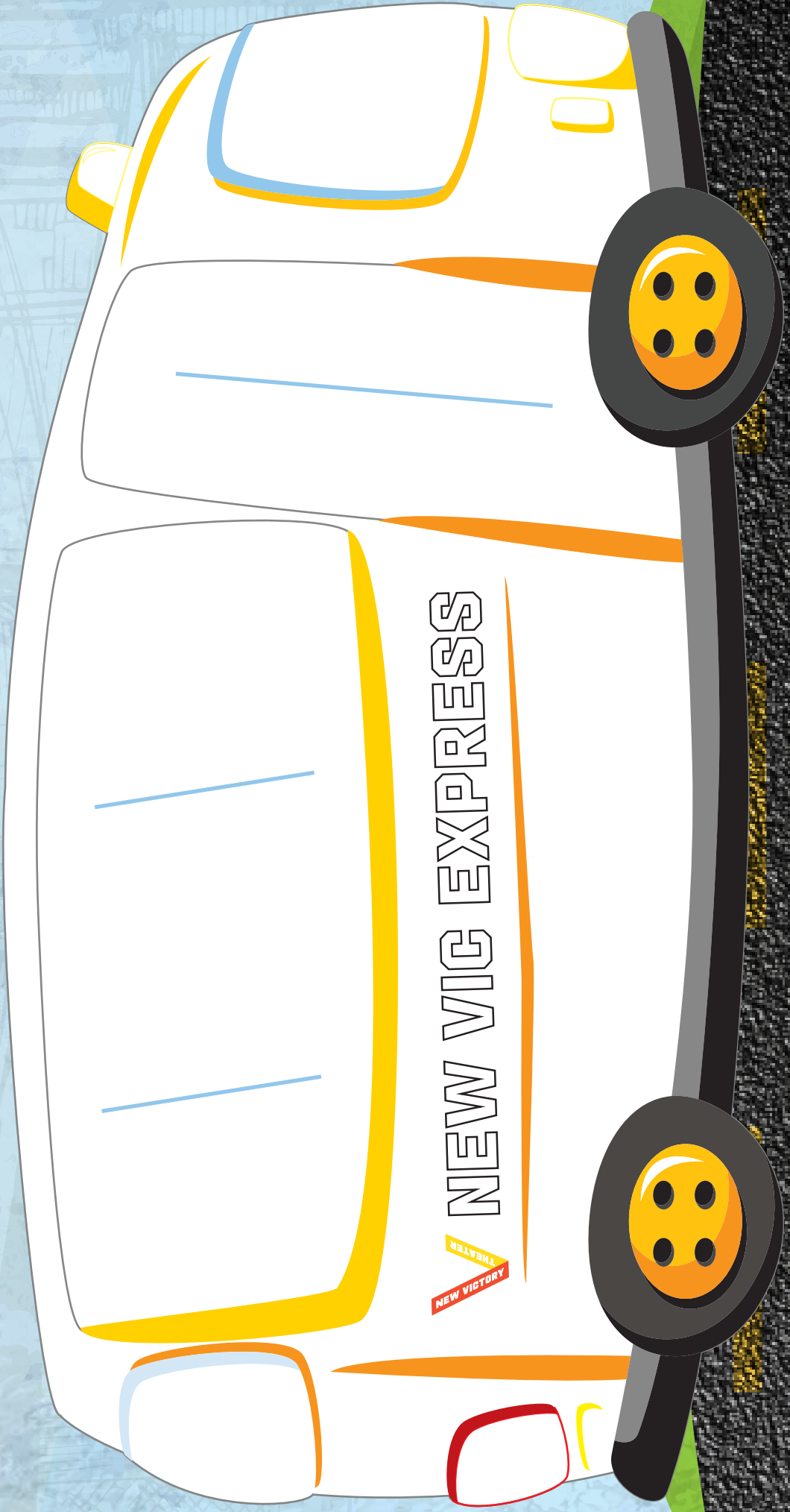


## A SICK DAY FOR MORRIS MCGEE



# WHO'S ON THE BUS?

Beep! Beep! It's time to board the New Vic Express! In A SICK DAY FOR MORRIS MCGEE, Morris rides the bus to the zoo every day with the same group of people—and maybe an animal or two. Imagine you're on the bus, on your way to see the show. Who's on the bus with you? Are they people? Are they animals? Are they intergalactic aliens? You decide! Draw what you imagine in the bus windows below! While you're at it, make the bus a work of art, too!



# TRIP GUIDE

Provide this resource to the School Trip Leader and all teachers/chaperones attending the performance.

## Before you leave school

We advise you to LEAVE ALL BAGS AND LUNCHES at school, if possible. If not, bags will be collected by NEW VICTORY staff and stored during the performance.

Plan to arrive at the NEW VICTORY venue at least 30–45 minutes before curtain time. The building opens one hour prior to curtain (i.e. 10am for an 11am performance). If you realize that your group is running late, please contact the theater DIRECTLY at **646.223.3020**. If you will be arriving by bus, please ensure that your driver drops your group off on the **north side** of 42<sup>nd</sup> Street between 7<sup>th</sup> and 8<sup>th</sup> Avenues.

## Arrival

When you reach 42<sup>nd</sup> Street, a member of the NEW VICTORY Front of House staff wearing a green vest will check in with the school trip leader.

If you arrive by bus, they will direct your bus to a location on the street where it is safest to unload the students.

It is important to wait until our staff checks in the School Trip Leader and Bus Driver before unloading the students.

They will record the bus number and give the School Trip Leader and the Bus Driver correlating tags.

**Please remember to have the School Trip Leader and the Bus Driver exchange cell numbers.**

The Front of House staff will give a time for the bus to return to pick up your school group.

## The question of lunch

NEW VICTORY venues are not equipped to host lunch/snacks. In the early autumn and spring months, nearby Bryant Park (42<sup>nd</sup> Street at 6<sup>th</sup> Avenue) offers a pleasant place for lunching, and there are also public restroom facilities.

## Seating

In order to make your experience at the theater as efficient and safe as possible, you will not be issued tickets. Your group will be assigned seats in advance by the Education Department. Your seating assignment will not be available prior to the performance. If you have any questions, please contact the Education Department at: [Education\\_Tickets@NewVictory.org](mailto:Education_Tickets@NewVictory.org).

## Accessibility

Wheelchair accessibility: Wheelchair seating must be requested in advance, at the time of the ticket request, and is subject to availability. Assisted listening devices are available for patrons who have hearing impairments.



# TRIP GUIDE

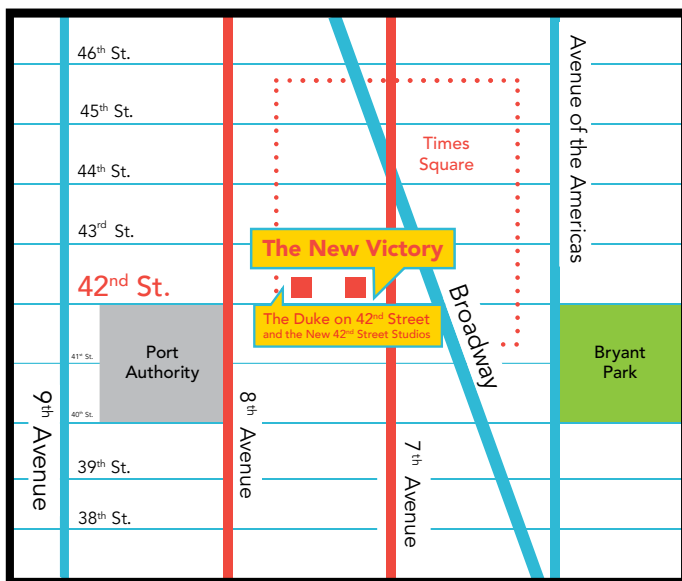
If you are traveling by bus, please also share this important information with the bus driver.

## Directions to

THE NEW VICTORY THEATER OR THE DUKE ON 42ND STREET/  
NEW 42ND STREET STUDIOS  
**209 West 42nd Street**  
**229 West 42nd Street**

### BY SCHOOL BUS

It is safest to drop off and pick up your school group on **the north side of the street** in front of the venue. Turn onto 42nd Street from 7th Avenue so students can unload in front of the theater.



### During the show

42nd Street is extremely congested and has a high volume of traffic. According to the New York City Department of Transportation, vehicles are not allowed to sit idle or park on the street without special permission. Once your bus is empty, it is important that the bus driver find parking at a nearby location—see possible parking locations below.

If a driver chooses to park on 42nd Street, they do so at their own risk of being ticketed by the police. The New Victory Theater is not responsible for bus drivers who receive parking tickets.

### Possible parking locations

8th Avenue (both sides) between 38th and 39th Streets  
11th Avenue (both sides) between 39th and 40th Streets

### Pick up

Taking Midtown traffic into consideration, bus drivers should leave their waiting location approximately 10 minutes prior to the return time given by the Front of House staff. Front of House staff will also help find a spot on 42nd Street to safely load your student group after the show has ended.

### BY MTA, SUBWAY OR BUS

#### 1/2/3, N/R/Q/W/7

Exit the station at 42nd Street/7th Avenue. When you come out of the turnstile, take the stairs to your right. All NEW VICTORY venues are directly to the west of the subway station.

#### A/C/E to Port Authority

Exit at 42nd Street/8th Avenue. Walk to 42nd Street, turn east, and continue walking until you arrive at NEW VICTORY venues.

#### B/D/F/M

Exit at 42nd Street/6th Avenue. Walk west on 42nd Street until you come to 7th Avenue. The venues are on the north side of the street at 7th Avenue, next to the subway station.

The M10, M16, M27, M42, M104 buses all stop within one block of the venues.





# AFTER

Ready-to-implement classroom activities that offer the opportunity to reflect on and extend the experience of attending the performance

## COMMON CORE STANDARDS

**Speaking and Listening:** 1; 2; 3  
**Language:** 1

## NEW YORK STATE STANDARDS

**Arts:** 1; 2; 3  
**English Language Arts:** 1; 2; 3; 4

## BLUEPRINT FOR THE ARTS

**Visual Arts:** Art Making  
Literacy in Visual Arts  
Making Connections



## A SICK DAY FOR MORRIS MCGEE

**THE NEW VICTORY® THEATER**  
NEW VICTORY® SCHOOL TOOL® Resource Guides



## AFTER / PERFORMANCE REFLECTION

Following your trip to The New Victory, you may find that your students want to discuss the performance and their own opinions. Reflecting on the show and voicing an aesthetic response is an important part of the theater-going experience. Allowing your students the opportunity to articulate their thoughts and hear the ideas of their classmates will increase the impact of the theater experience.

**Engage in a conversation with your students** to help them process their thoughts and feelings about the show. On a large piece of chart paper, draw the outline of Morris McGee and use the prompts below to guide students through an active reflection. On the **OUTSIDE** of the outline, have students write or draw their favorite moments and favorite characters from the show. On the **INSIDE** of the outline of Morris, have students write or draw their own feelings about the story or moments that reminded them of a time when someone cared for them when they weren't feeling well.

Then, lead students in a discussion. *What were your favorite moments in the show? What did you notice about the use of puppets? How did the story make you feel? How did the performance make you think about friendship? Did the story remind you of your family, friends or people in your community? How so?*

### TEACHER TIP

Engaging in dialogue, asking questions and recalling observations are skills that we believe should be fostered and encouraged. When leading a performance reflection discussion, try the following model of critical response:

**Describe** (*I saw...*)

**Analyze** (*I wonder...*)

**Interpret** (*I think/feel...*)

**Evaluate** (*I believe...*)

**A SICK DAY  
FOR MORRIS MCGEE**



# GET WELL SOON!

1. Tell your students that the class is going to create “get well” cards to send to Morris McGee! To help them get started, ask your students the following questions: *Who are Morris’s friends? What did Morris’s friends do to help him get well? If you were Morris’s friends what could you do as a class to help him?*
2. Then, tell students that, as a class, they are going to send Morris McGee a get well card!
3. Ask students to work together to create a large greeting card to send! Students can decorate it as they see fit. **Note:** *Students can also create smaller cards in small groups.*
4. As students are creating their cards, ask them questions like: *What written messages can we include in the card? How can we decorate our card—by drawing, painting or collaging?* Also encourage them to discuss with you what makes them feel better when they’re sick.
5. When you’ve finished creating your card(s), seal them in an envelope and send them to Morris McGee at the address below. You may just get a response from Morris in return!

Mail all get well cards to:

Mr. McGee  
NEW VICTORY Education Department  
229 West 42nd Street, 8th Floor  
New York, NY 10036

## REFLECTION QUESTIONS:

.....  
*What parts of this activity were your favorite?*

*What was it like to do something nice for someone else?*

*How did it feel to work as a group?*

# A SICK DAY FOR MORRIS MCGEE



# A FRIEND FOR MORRIS MCGEE

Morris McGee is sick again and he needs your help to feel better! Think about what Morris's animal friends did to make him feel better. Use the large space below to draw a new animal friend for Morris. Use the smaller space to draw what your animal friend would do or give to Morris to make him feel well again!



**\*Teacher's Note:** Create a "Get Well Morris McGee" bulletin board where students can showcase their work!  
**Bonus:** You can directly connect this to the Activity: **Get Well Soon!** in this section.

# That's What Friends Are For

Morris McGee was sick in bed and his animal friends came to take care of him! In the space below, draw yourself below, helping someone in need. Maybe they're sad, sick or hurt. Once you've finished your drawing, give it to your teacher so they can add it to your Morris McGee art gallery!



## Sources

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# A SICK DAY FOR MORRIS MCGEE



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