



THEATRE IV Classroom

Connections

Teacher Resources



In the Classroom For Teachers & Students Grades K - 5

The Town Mouse and the Country Mouse and the Classroom Connections Study Guide are produced in support of the following Virginia Standards of Learning: Language Arts K.1, K.2, K.3, K.6, K.8, K.11, 1.1., 1.2, 1.8, 1.9, 1.12, 2.2, 2.3, 2.8, 2.11, 3.1, 3.5, 3.10, 4.1, 4.2, 4.4, 4.7, 5.1, 5.5, 5.8; Social Studies 2.3, 3.6, VS.1(i), VS.9(a), USI.2(d); and Music K.11, 1.11, 2.10, 3.14, 4.14, 5.12.



At the Library

City Dog, Country Frog by Mo Willems. Jon J Muth, Illustrator.

The City Kid & the Suburb Kid by Deb Pilutti, Linda Bleck (Illustrator)

City Mouse - Country Mouse (And Two More Mouse Tales From Aesop), John Wallner (Illustrator)

Town Mouse Country Mouse by Jan Brett



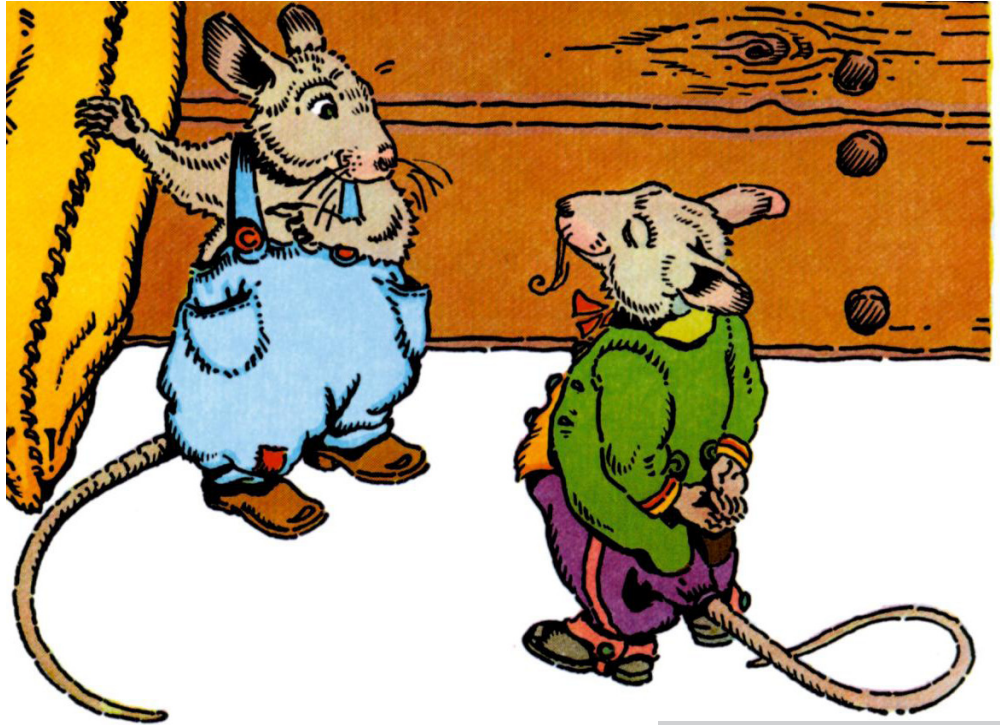
On the Web

Aesop's Fables (University of Massachusetts, Amherst)
www.umass.edu/aesop/index.php

Wikipedia: Aesop's Fables
http://en.wikipedia.org/wiki/Aesop%27s_fables

THE TOWN MOUSE AND THE COUNTRY MOUSE

Book by Ford Flannagan,
Music and Lyrics by Michael Strong and K Strong
Musical Arrangements by Michael Strong



Theatre IV's production of *The Town Mouse and the Country Mouse* is based on the age-old fable whose moral - in a nutshell - reminds us that "there's no place like home." When Mandy van Mouse, a big-city music agent, becomes lost while traveling on vacation, she finds herself in the country at the house of Delmer Mouse and his family. Delmer has just asked Jocelyn Mouse to marry him, and the family is happy and celebrating. Will all that change when Mandy van Mouse offers Delmer a shot at fame and fortune in the "big city?" Will Delmer give up Jocelyn and his quiet country life to be a star? Or will Mandy van Mouse decide that she's not such a city-slicker after all? Your students will love this free-wheeling musical that is sure to have them tapping their toes and giggling.

Aesop's Fables

Fables attributed to Aesop, who is believed to have lived in ancient Greece between 620 and 560 BC. A fable is a fictional story that features animals, mythical creatures, plants, inanimate objects or forces of nature. These are anthropomorphized (given human qualities), and that illustrates or leads to an interpretation of a moral lesson (a "moral").

“THE TOWN” AND “THE COUNTRY”

Read the descriptions below, then categorize each picture into the proper category of the venn diagram. Remember, some items will be common to two or more categories. On the back, write a description of the play setting. Explain whether it is rural, urban, or suburban.

rural: The homes in rural communities are separated by farms, woodlands, and meadows. People living in rural communities usually have to drive into a suburban community to do their shopping at stores. Rural communities are very quiet places.

urban: Urban communities include cities. They have more apartment buildings than houses, many office buildings, skyscrapers, stores, and lots of people. They also have cars, subways, buses and other forms of public transportation. Urban communities are very busy places.

suburban: Suburban communities are usually located near urban communities or cities. They are towns where people live in homes or apartment buildings. There are stores in these communities to meet the needs of the residents, but no large skyscrapers. Some people living in suburban communities drive to the cities to work.

The diagram consists of three overlapping circles. The top-left circle is labeled "rural", the top-right circle is labeled "urban", and the bottom circle is labeled "suburban".

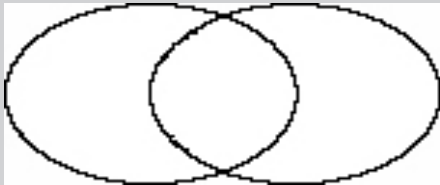
- Urban icons:** A skyscraper, a train, and a road.
- Rural icons:** A tractor, a deer, and a farm with a barn and windmill.
- Suburban icons:** A road sign with "NORTHERN AVENUE" and "WESTERN DRIVE".

MAKE A BOOK!

1. Illustrate each event from the story on the “book pages” to the right.
2. Cut and sequence the pages to create a book.
3. Number the pages in your book.
4. Add a book cover with an illustration.
5. Staple the book pages together.

★ Easy Activity:

Read *Town Mouse, Country Mouse* by Jan Brett. Compare the book and the play. In what ways are the characters, setting, and plot alike? In what ways are they different?



★ Challenge Activity:

In the play, *The Town Mouse and The Country Mouse*, Delmer learns that some things are more important than the promise of fame and fortune. What happens to make him realize this? Do you think he made a wise choice by leaving the big city and returning to the country? Why or why not?

<div style="text-align: right;"><input type="checkbox"/></div> <p>Mandy van Mouse promises Delmer that she will make him a star.</p>	<div style="text-align: right;"><input type="checkbox"/></div> <p>Delmer Mouse sings for Mandy van Mouse.</p>
<div style="text-align: right;"><input type="checkbox"/></div> <p>Mandy van Mouse becomes lost in the country on her way to her vacation.</p>	<div style="text-align: right;"><input type="checkbox"/></div> <p>Delmer Mouse asks Jocelyn Mouse to marry him.</p>
<div style="text-align: right;"><input type="checkbox"/></div> <p>Delmer decides that he’s got everything he needs right in the country.</p>	<div style="text-align: right;"><input type="checkbox"/></div> <p>Jocelyn’s feelings are hurt when Delmer leaves the country.</p>

SIMILES IN “THE TOWN” & “THE COUNTRY”



Simile: a figure of speech in which things different in kind or quality are compared by the use of the word like or as (as in eyes like stars)

In the play, Mandy van Mouse has some trouble with her similes. Work with a partner and come up with three conclusions to each simile:

Mandy van Mouse: “I feel like I could sleep like...like...something that sleeps a lot – what?”

“Why, this mouse is gonna light up this town like a...like a – what?”

Use the following phrases to create similes of your own, they can be serious or silly! Draw a line to connect a word on the left to a word on the right.

fast

ox

strong

peacock

intelligent

elephant

stylish

cheetah

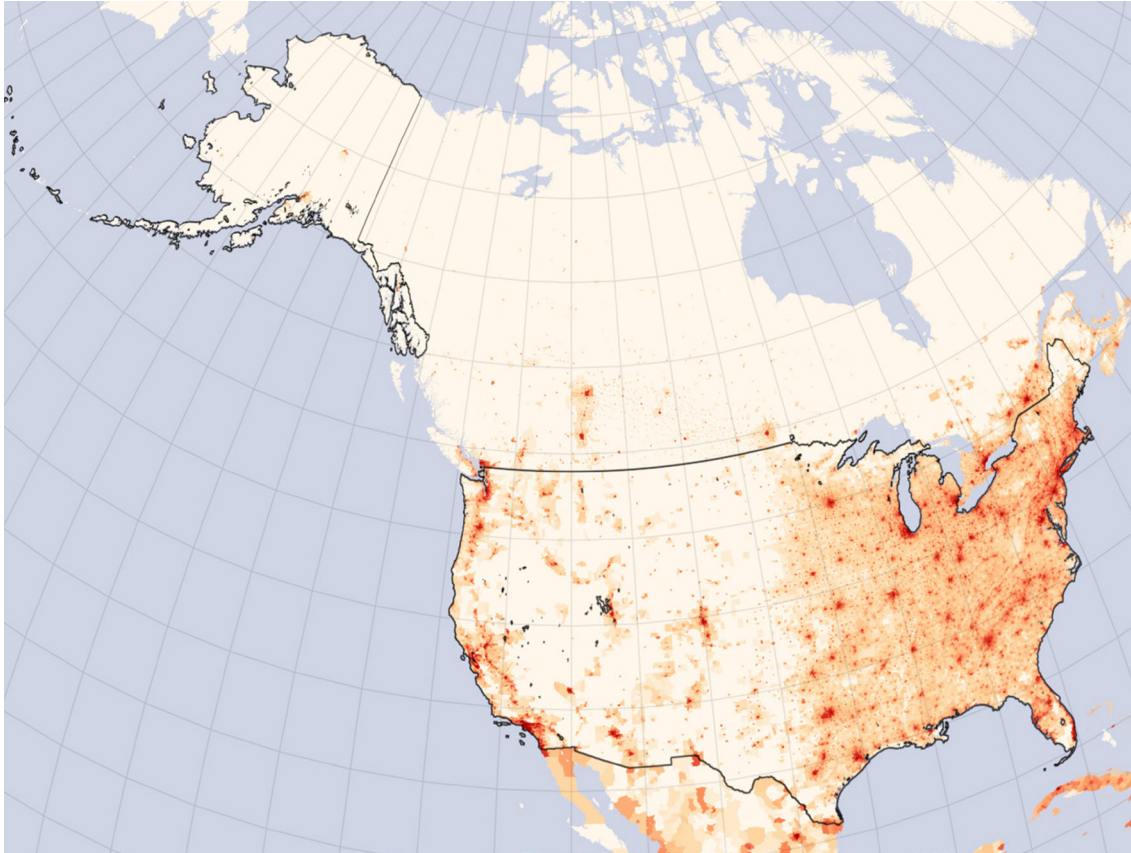
AS A

Think about your own best character trait. If someone were to describe you using a simile, what might they say? (For example, “She is as smart as a whip.” or “He is quick like lightning.”)

USING MAPS

In the play, *The Town Mouse and the Country Mouse*, each character learns that they love the place they call home. Use the population map below to discuss and answer the following questions:

1. Can you find large cities like New York, Miami, Chicago, and Los Angeles on this map? How about large Canadian cities such as Montreal and Toronto?
2. What part of the United States seems to have the most population density - the NE, NW, SE, or SW?
3. Look at the definitions below. Which state is more densely populated, New York or Utah?
4. Explain why you think Alaska and Canada are ***sparsely*** populated.



Above: Map showing the population density of the U.S. and Canada as of 2005. Courtesy of the National Aeronautics and Space Administration (NASA), accessed at: http://eoimages.gsfc.nasa.gov/images/imagerecords/7000/7052/us_population_2005/lrg.jpg.

Geography Terms:

map: a drawing or picture showing selected features of an area, usually drawn to scale

population: the number of people living in a country or region

population density: the number of people living per unit of an area (for example, in each square mile)



THEATRE IV

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www.TheatreIV.org

Theatre IV Presents

The Town Mouse and the Country Mouse

Book by Ford Flannagan
Music and Lyrics by
Michael Strong
and K Strong
Musical Arrangements by
Michael Strong

Theatre IV

Bruce C. Miller,
Artistic Director

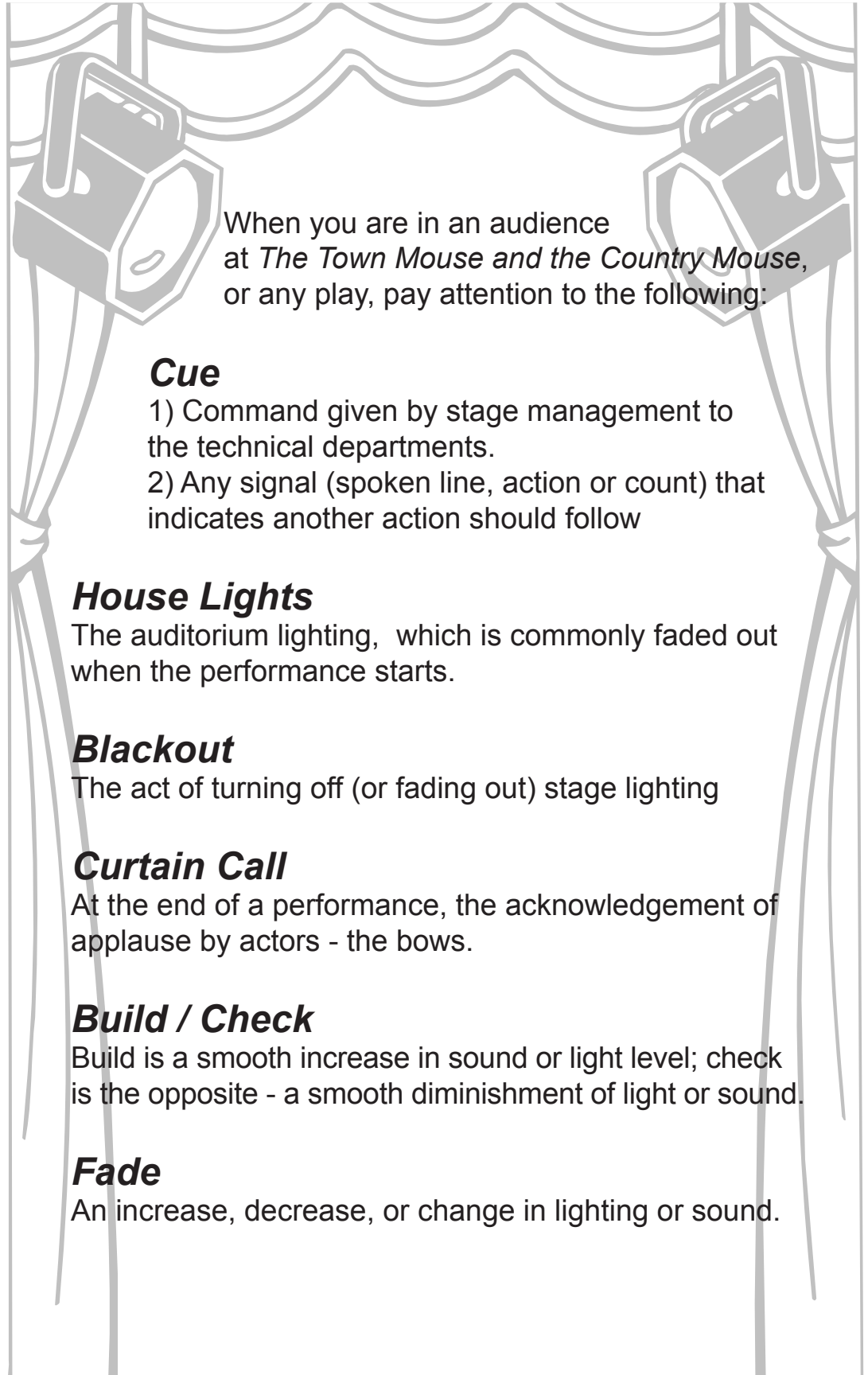
Phil Whiteway,
Managing Director

Classroom Connections
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CLUES AT THE THEATRE



When you are in an audience at *The Town Mouse and the Country Mouse*, or any play, pay attention to the following:

Cue

- 1) Command given by stage management to the technical departments.
- 2) Any signal (spoken line, action or count) that indicates another action should follow

House Lights

The auditorium lighting, which is commonly faded out when the performance starts.

Blackout

The act of turning off (or fading out) stage lighting

Curtain Call

At the end of a performance, the acknowledgement of applause by actors - the bows.

Build / Check

Build is a smooth increase in sound or light level; check is the opposite - a smooth diminishment of light or sound.

Fade

An increase, decrease, or change in lighting or sound.