

GRACE FOR PRESIDENTE



TEACHER RESOURCE GUIDE

Grace for President

TABLE OF CONTENTS

About Playhouse Square	3
Coming to The Theater	4
About the Show	6
Key Terms & Events	7
Pre-Show Activities	9
Post-Show Activities	18
Resources	24
Curriculum Standards Index	25
English/Language Arts	25
Fine Arts	27
Mathematics	28
Social & Emotional Learning	28
Social Studies	29



EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in English Language Arts (2017), Fine Arts (2012), Mathematics (2017), Social and Emotional Learning (2019), and Social Studies (revised 2019).

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.

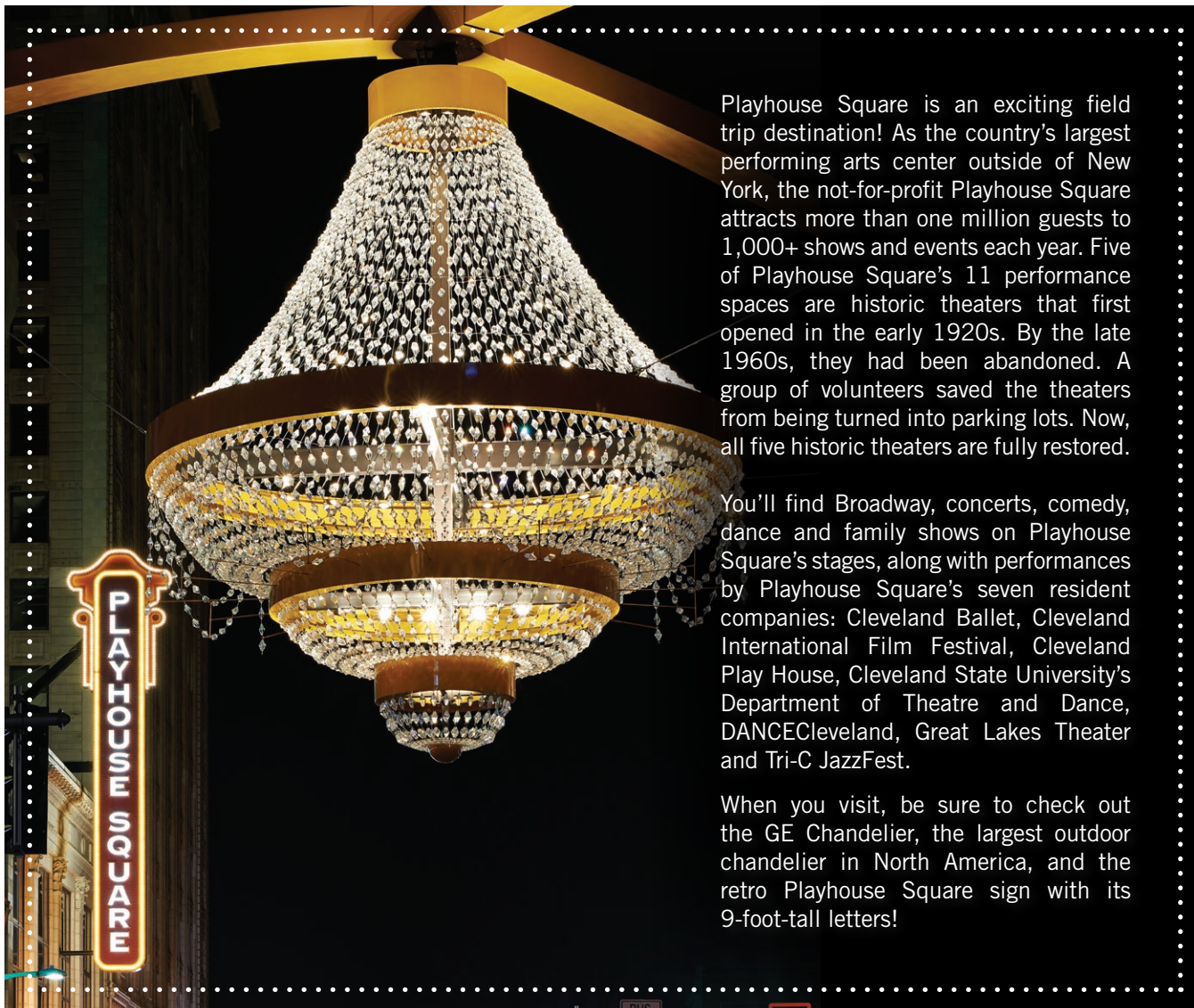
The lessons and activities in this guide are created and adapted by Davida Pantuso in partnership with Playhouse Square's Education Department. Excerpts from the self-produced Casa Mañana *Grace for President* guide have also been included.



The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.

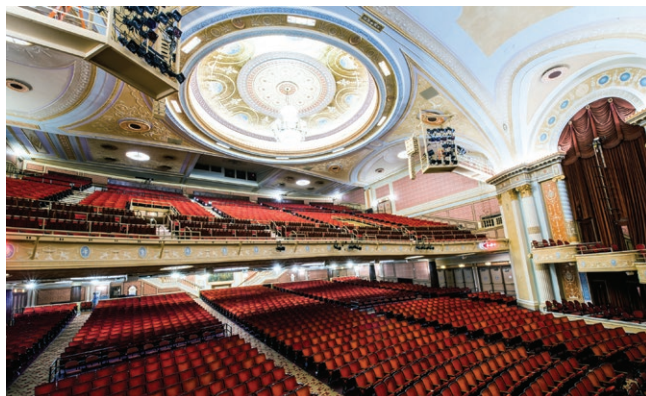
ABOUT PLAYHOUSE SQUARE



Playhouse Square is an exciting field trip destination! As the country's largest performing arts center outside of New York, the not-for-profit Playhouse Square attracts more than one million guests to 1,000+ shows and events each year. Five of Playhouse Square's 11 performance spaces are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances by Playhouse Square's seven resident companies: Cleveland Ballet, Cleveland International Film Festival, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the GE Chandelier, the largest outdoor chandelier in North America, and the retro Playhouse Square sign with its 9-foot-tall letters!



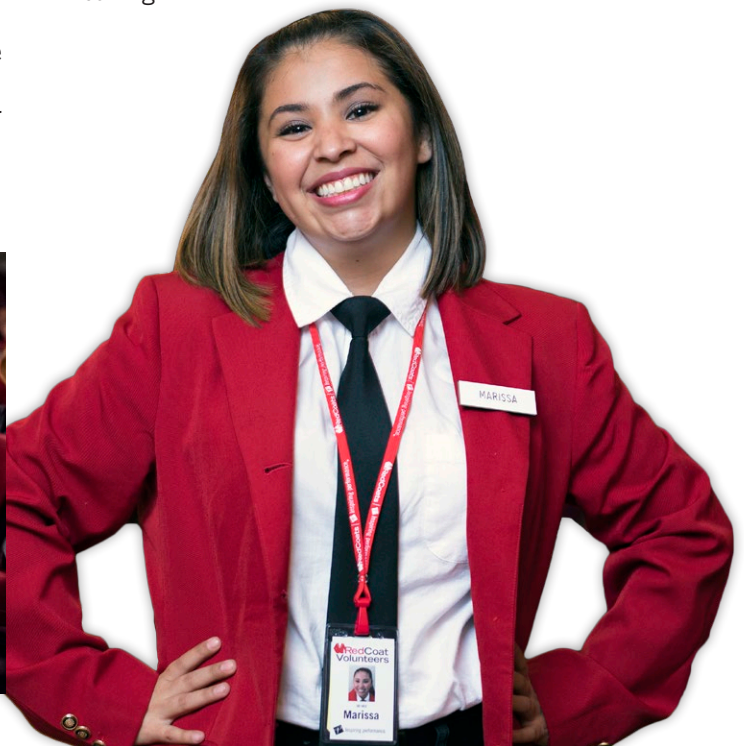
COMING TO THE THEATER

This discussion and attendance at one of our in-person School Matinee Performances address the following Fine Arts Ohio Learning Standards for Drama: K.1CE, K.5CE, K.6CE, 1.4CE, 1.5CE, 1.6CE, 2.5CE, 2.6CE, 2.3RE, 4.4CE, 4.6CE, 4.3RE

We look forward to welcoming you and your students to Playhouse Square! To prepare for a successful field trip, we encourage you to spend some time discussing the differences between coming to the theater and watching a television show or movie or attending a sporting event, especially if you have students who have not yet had the opportunity to attend a live theater performance. Cleveland has a vast arts district with many theatres at the professional and community level. Have any students attended a theatrical performance at Playhouse Square before? How about anywhere else in the community? At school?

Here are a few points to begin the discussion:

- You and your students will be greeted and helped to your seats by members of Playhouse Square's staff and "RedCoat" volunteers.
- The Mimi Ohio Theatre is a proscenium theater, featuring a large archway and raised stage. Learn about other features you'll see on the next page. Can you point them out when you get to the show?
- Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you, but the performers can also too.
- As you watch the performance, feel free to respond by laughing or applauding. Theatre is meant to excite, entice, and motivate its audience. It helps us to see a different perspective from our own.
- Food, drink and gum are not permitted in the theater for school matinee performances.
- Photography and recording of performances are not permitted.
- Mobile phones and other electronic or noise-making devices should be silenced and put away before the performance begins.
- When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.
- After the performance, a member of the Playhouse Square staff will come out on stage to dismiss each school by group number. Check around your seat to make sure you have all your personal belongings before leaving.

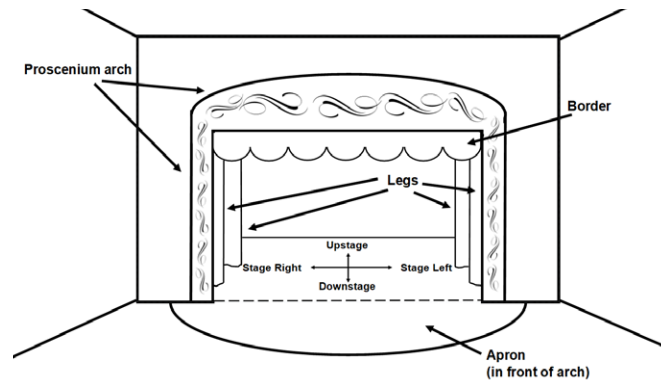


Parts of a Theater

Theater is both a place *and* a thing. It's the art of creating and producing plays, the act of performing plays, and it's a place where plays are performed. Theater can take place anywhere – at school, a big fancy building or even outside. The Mimi Ohio Theatre, our main stage for school matinee performances, is over 100 years old and seats over 1,000 guests.

There are many types of theatres, such as a thrust stage, amphitheater, or black box. The most common of them feature a proscenium arch, including the Mimi Ohio Theatre. The diagram at right shows an example of this, and other elements visible or related to a theater performance. Review the glossary below prior to the show and ask students to see how many they can point out during their visit. These terms may reappear in other pre- and post-show activities provided by this guide.

An exact paper model of the Mimi Ohio Theatre is also available for printing and linked on our Resources page. Work individually or as a class to assemble your own replica, learn hands-on about the parts of the theater, and stage your very own productions!



Glossary

Apron – the section of the stage floor which projects towards or into the auditorium. In proscenium theatres, it's the part of the stage in front of the proscenium arch, above the orchestra pit.

Blackout – an absence of stage lighting, often cued to distinguish the start or end of a show or scene

Borders and Legs – curtains or panels framing the stage. Legs are flown vertically to hide the wings or offstage areas. Borders are flown across the top of the stage.

Cast – a group of actors in a play

Character – a person in a novel, play or movie portrayed by an actor

Choreography – rehearsed movement or dance

Chorus – a group of singers and dancers in a play or musical

Costumes – the clothing worn by the actors onstage

Cyclorama – a curved, plain cloth filling the rear of the stage, often used as a sky backing or to project lighted backgrounds

Main Rag, or Main Curtain – Large, heavy curtain (often red) that separates the stage from the audience

Props – objects used by characters on stage, usually small enough to be carried easily

Proscenium – an arch framing the opening between the stage and the auditorium in some theaters

Scene – a division of an act or play. Often, scenes change when characters or set pieces change to indicate a new place or time.

Set – the environment of the play; scenery and furniture used on the stage

Stage directions – movements or placements of actors on stage

- **Onstage** means standing where an audience is able to see you. **Offstage** usually means outside of view but still on the actual stage.
- If you are stand in the center of the stage, you are **center stage**. If you are standing center stage, you are facing **downstage** and the area behind you is **upstage**.
- If you are standing center stage, facing the audience, **stage right** is to your right and **stage left** is to your left.

ABOUT THE SHOW

Based on the best-selling book by Kelly S. DiPucchio
Book, music and lyrics by Joan Cushing
Originally produced in 2016

When Grace's teacher reveals that the United States has never had a female president, Grace asks "Where are the girls?" as her third grade teacher rolls out a poster of all 44 U.S. presidents. Frustrated by the lack of female faces in the White House, Grace decides she wants to be the first female president. Grace immediately starts off her political career as a candidate and initiates a mock school election. She seems the likely winner until the most popular boy runs against her.

In this timely story, the basics of elections, from campaigns to the complexity of the electoral college are explained in a way that is clear and age appropriate. It takes Grace and her class through an explanation of the U.S. electoral process and a description of her campaign. While the other candidate, Thomas, trusts that all the boys will vote for him and thus does the minimum to reach out to the other students, Grace's integrity leads her to work on realizing her campaign promises – a cleaner, safer school with better food – even before the election.

Offering an inspiring example of perseverance, courage, and independent thought of how to choose our leaders, *Grace for President* takes the audience, Grace and her classmates on a musical theater journey through the throes of campaigning and pep rallies, service projects and posters, as Grace and her classmates discover what it takes to be the best candidate.



ABOUT CASA MAÑANA

Located in Fort Worth, Texas, Casa Mañana, or "The House of Tomorrow," is the oldest theatre in the city! It began presenting live Broadway musicals in 1936, but it looked a lot different from today. The original building seated 4,000 guests, was open-air and had the world's largest revolving stage. A large moat surrounded the stage and fountains that projected a wall of water, which doubled as the stage curtain.

This incredible building was later torn down due to rising costs and the threat of World War II. Eventually, the entire complex was dismantled and recycled for the war effort. In 1958, construction began on a new building design featuring a geodesic dome. The current structure is fully-enclosed, air-conditioned, holds over 1,000 people and is a thrust stage, which means that the audience can sit on three sides of the stage.

Casa Mañana strives to create, nurture and advance live professional theatre unparalleled in artistic excellence. It was one of the country's first theatres to produce theatre for young audiences through its Children's Playhouse in 1963, a pioneer in the field of theatre education and continues to be a well-respected theatre school. Recently, Casa Mañana's Performing Arts Conservatory was listed first in regional theatre training programs by backstage.com.

Learn more at www.casamanana.org



KEY TERMS & EVENTS

The Electoral College – our country's system for electing a president by having state representatives, known as electors, cast their votes for the candidate who received the most popular votes in his or her state

How does it work?

Each state is assigned a number of electoral votes equal to the number of senators (each state has two) and the house representatives it has, which is based on how many people live there. So, the more people a state has, the more electoral votes it has. Whoever wins the most electoral votes in the state wins ALL the electoral votes in the state.

Did you know that California has 55 representatives because of their population whereas Alaska, though our largest state, only has 3 because it has less people?

When it comes to the Electoral College, Math matters! In total, there are **538** electoral votes. To win an election, candidates need at least **270** votes, or the majority. How do we know that there are **538** electoral votes? We add the number of Senators, Representatives of Congress, and the Electors for Washington, D.C.

As an equation, it would look like this:

435 House Representatives + **100** Senators + **3** Electors from Washington, D.C. = **538 ELECTORAL VOTES!**

14th Amendment – an addition to the U.S. constitution that granted citizenship and equal rights to anyone born in the United States or who became a citizen of the country, including African Americans and enslaved people freed after the Civil War

15th Amendment – an addition to the U.S. constitution saying the right to vote could not be denied based on race, color or previous condition of servitude. It gave black men, including former slaves, the right to vote.

19th Amendment – an addition to the constitution giving women the right to vote

26th Amendment – an addition to the U.S. Constitution that lowers the voting age to 18

Beautification – the action or process of improving the appearance of a person or place

Campaign – work in an organized and active way toward a particular goal, typically a political or social one

Candidate – a person who seeks office

Constituents – a person who is part of a body of voters in a specified area who elects a representative to a legislative body

Democracy – government by the people, exercised by voting

Electoral College – our country's system for electing a president, where representatives, known as *electors*, cast their votes for the candidate who received the most votes in his or her state

Electoral votes – votes cast by the electors. Each state is assigned a number of electoral votes equal to the number of senators and representatives it has. States with more people have more votes!

Federal Voting Rights Act – a 1965 law that outlawed voting practices that treated certain people less favorably or made it harder to vote, such as requiring literacy tests to prior to voting

Grandfather clause – an exception that allows an old rule to continue to apply to existing situations while a new rule will apply to all future cases

Law – a rule defining correct actions and behaviors

Nominate – to suggest or formally enter someone as a candidate for election or award

Poll – a questioning of people to obtain information or opinions; the casting, counting or recording of the votes of a body of people

Popular votes – the sum of individual votes from regular people in each state. Electors then cast their vote for whoever wins this majority.

Qualifications – skills or traits that make someone suitable for a job or activity

Rallies – mass meetings of people showing support for a cause or making a political protest

Representative – a person appointed to speak for others, usually in government

Rights – what the law says you can do or have

Tally – calculate the total number of something; a current score or amount

Vote – when someone chooses one thing over another

WOMEN IN POLITICS

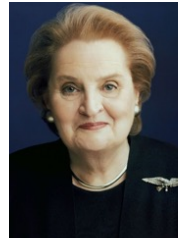
In *Grace for President*, the title character Grace is shocked to learn that a woman has never been elected President of the United States. Though this remains true to date, women have made great strides in government representation since the book's publishing in 2008. Take a moment to celebrate some of the pivotal moments for females in politics, and the great women who made it happen.

In 2020,
women held
a record
127 seats
in Congress



Victoria Woodhull – Known as the first woman to run for President of the United States, Woodhull announced her candidacy in 1872 – almost 50 years before women could vote! She was also the first woman to start a weekly newspaper, *Woodhull & Claflin's Weekly*, which addressed

women's rights and equality.



Madeleine Albright – a former ambassador to the United Nations (1993) and the first female U.S. Secretary of State from 1997-2001. Born in Prague, Czechoslovakia [now in the Czech Republic], she immigrated to the United States in 1948 at the age of 11.



Jeannette Rankin – First female member of the U.S. Congress, elected in Montana in 1916, four years before the 19th Amendment guaranteed women the right to vote. Famously a pacifist, she voted to keep America out of the World War I and World War II conflicts during her two non-

consecutive terms. She also worked to expand labor rights and health care for woman and infants.



Nancy Pelosi – the first female Speaker of the U.S. House of Representatives, elected in 2007. She made history a second time by regaining the position again in 2019 after a 2011 loss – the first person to do so in more than six decades. She is currently serving her fourth term (2007-2011, 2019-2023).



Hattie Caraway – First woman elected to the U.S. Senate, serving from 1932-1945. In 1933, she also became the first woman to chair a Senate committee, and the first woman to officially preside over the Senate in 1943.



Hillary Clinton – a former first lady (1993-2001), Senator of New York (2001-2009) and Secretary of State (2009-2013), who ran for president in 2016. She was the first woman to top the presidential ticket of a major political party in the United States, becoming the closest a woman has ever come to winning the U.S. Presidency.



Shirley Chisholm – First Black female elected to Congress, serving seven terms in the U.S. House of Representatives after being elected in 1968. She was also the first Black woman to run for president of the United States (1972).



Kamala Harris – a former Senator of California (2011-2017) who became the first female, Black and South Asian American Vice President in 2020, serving with President Joe Biden. It was just the fourth time a woman had appeared on a presidential ticket.



Ketanji Brown Jackson – the first Black woman to serve as a U.S. Supreme Court Justice in the 232-year history of the Court, joining the bench during the summer of 2022.

■ PRE-SHOW ACTIVITIES

Classroom Connections Video Workshop (Grades 1-4)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

Social Studies: 1.Gov.8, 2.His.2, 2.Gov.11, 3.His.1, 3.Gov.10, 4.His.1, 4.Gov.15, 4.Gov.16

Social & Emotional Learning: A1.1.a, A1.1.b, A1.2.a, A1.2.b, B1.3.a, B1.3.b, C2.2.a, C2.2.b

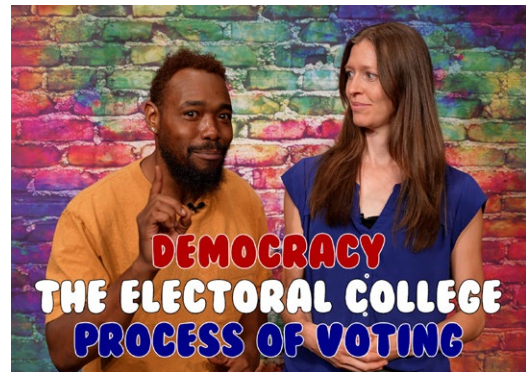
Fine Arts: Music: 1.1CE, 1.1PR

Playhouse Square teaching artists design workshops to actively explore and connect with the art forms and themes students will see during the performance. Join AJ and Molly as they learn about the importance of voting and its history in our country, learn a song about the Electoral College, and travel to the Social Justice Institute.

Run time: 23:36

Guest stars:

Ayesha Bell Hardaway, Co-Director of The Social Justice Institute at Case Western Reserve University, Mark Chupp, Co-Director of The Social Justice Institute at Case Western Reserve University



Additional Terms

Direct Democracy – a type of democracy where the people vote directly on every piece of legislation

Representational Democracy – the type of democracy practiced in the United States, where the people vote to elect officials who will represent their ideas and concerns in government

Social Justice – the idea that everyone should have the same fundamental rights, regardless of their race, religion, status or other characteristics.

Electoral College Song Lyrics

Electoral College is not a school
It's the way we choose our president, vice president
Our democracy is a wee indirect!

538 electoral votes at stake
The one who wants to win the race for president
Must win the states

Every state has a number
Different from the next state over
Ohio has 18

The more people living in a state
The more electoral votes they get
Ohio has 18

So in every state:
People over age 18
Vote for who they want to lead
Then they tally up the votes

And the candidate who gets the most
Gets all electoral votes for that state
They get all electoral votes for that state

Back when our country was still brand new
The men who wrote our constitution were split in two
They couldn't agree how to elect
The President, Vice President
What process is best?

One half wanted the people to decide
"No, it should be congress" the other half decried
And so was born: a compromise
"We'll do a bit of both and let the states decide!"

So of the 538 electoral votes at stake
the one who wants to win the race for president
Must get at least 270 votes from the states!
They must get at least 270 votes from the states!

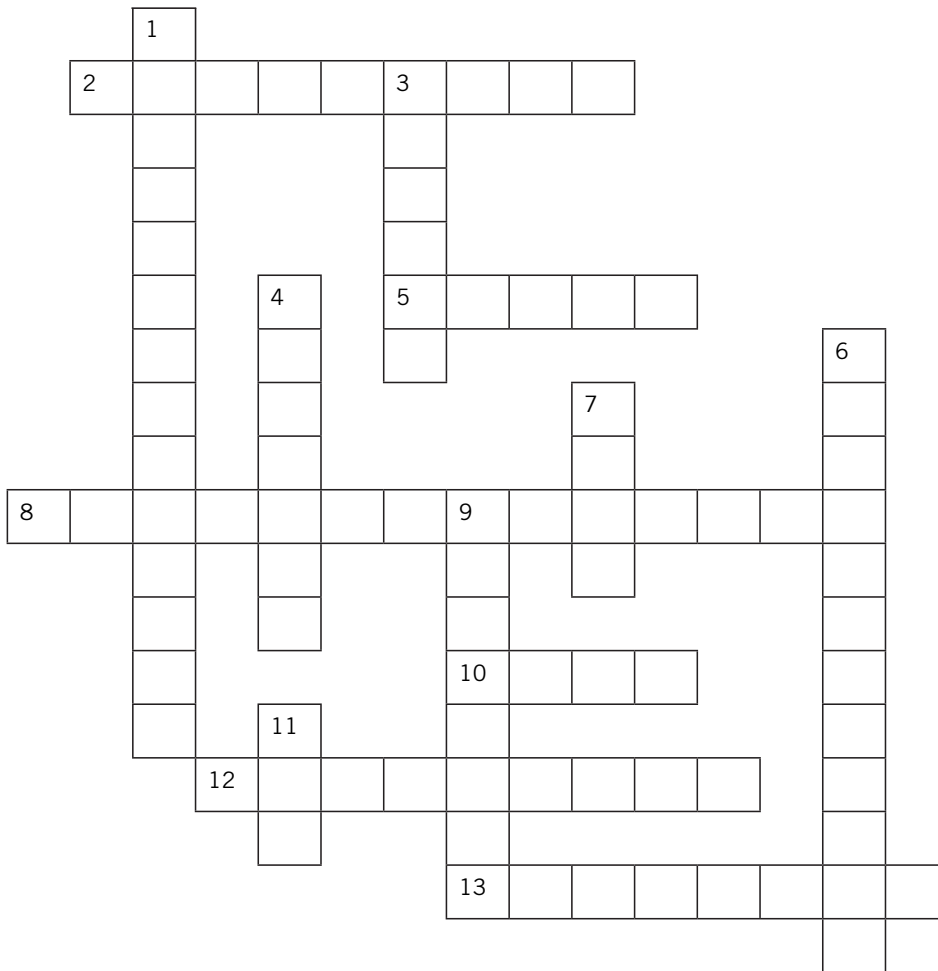
Electoral college is not a school...

Voting Vocabulary (Grades 1-4)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

English/Language Arts: L.1.4, L.2.4, L.3.4, L.4.4

With your students, review the vocabulary words listed in the Key Terms & Events section of this guide. Individually or in groups, have students complete the crossword puzzle below to familiarize themselves with these campaign-related words used in *Grace for President*.



ACROSS

- 2. Government by the people, exercised by voting
- 5. Calculate the total number of something; a current score or amount
- 8. Skills or traits that make someone suitable for a job or activity
- 10. A questioning of people to obtain information or opinions; the casting, counting or recording of the votes of a body of people
- 12. A person who seeks office
- 13. To suggest or formally enter someone as a candidate for election or award

DOWN

- 1. A person appointed to speak for others, usually in government
- 3. What the law says you can do or have
- 4. Mass meetings of people showing support for a cause or making a political protest
- 6. A person who is part of a body of voters in a specified area who elects a representative to a legislative body
- 7. When someone chooses one thing over another
- 9. Work in an organized and active way toward a particular goal, typically a political or social one
- 11. A rule defining correct actions and behaviors



Presidential Word Wall (Grades 1-4)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

English/Language Arts: L.1.4, L.2.4, L.3.4, L.4.4, L.4.5c

The book *Grace for President* has lots of vivid language throughout the book. Help students understand words that may be unfamiliar to them before reading the book. This will also help students follow along as they watch the play. A list of suggested words is provided, but feel free to adapt the list according to your students' needs. For this activity, we will use a version of the Frayer Model, and a template has been provided. Give each student two to three words. Students will find the definition of the word using a dictionary. They will then write their own definition for the word along with a drawing, a synonym, and an antonym. Students who have the same words can compare their work or participate in a peer editing session. As they finish, have them display the words on a wall.

Suggested Vocabulary Words

- campaign
- candidate
- constituents
- democracy
- election
- electoral votes
- issues
- nominated
- polls
- rallies
- slogan
- star-spangled

My definition:	Drawing:
Synonym:	Antonym:

Word:



My definition:	Drawing:
Word:	
Synonym:	Antonym:

My definition:	Drawing:
Word:	
Synonym:	Antonym:

I'm Running for President! (Grades 1-4)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

English/Language Arts: RL.1.3, RL.2.3, RL.3.3, RL.4.3, SL.K.2, SL.1.2, SL.2.2, SL.3.2, SL.4.2, L.1.1, L.2.1, L.3.1, L.4.1

Prepare your students for their trip to Playhouse Square by reading the book *Grace for President* (YouTube read-aloud available on resources page). After reading the book, ask your students to compare Grace and Thomas using key details from the story. Use the graphic organizer on the following page to help guide the discussion. Students should compare Grace and Thomas' campaign slogans, strategies, and the issues that mattered most to them.

Next, have your students 'run' for class president! Ask them to develop a campaign slogan, explain two strategies that they will use to run their campaign, and describe three of their top issues. Examples of class issues for their platform might be the length of recess periods, the need for a bigger library, or what's served for school lunches. How would they improve them? Students can use the I'm Running for President! poster template provided. Encourage students to use colors and vivid language. Display their campaign posters once they are finished.



Grace vs Thomas Graphic Organizer

THOMAS		
Campaign Slogan:	Campaign Strategy:	Issues:

GRACE		
Campaign Slogan:	Campaign Strategy:	Issues:

I'm Running for President!

<p>Name and Slogan:</p> <hr/> <hr/> <hr/> <hr/>	<p>Photo or Campaign Poster Design:</p>
<p>Strategy #1:</p> <hr/> <hr/> <hr/> <hr/>	
<p>Strategy #2:</p> <hr/> <hr/> <hr/> <hr/>	

<p>Issue #1:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Issue #2:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Issue #3:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Future Prez! (Grades 1-4)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

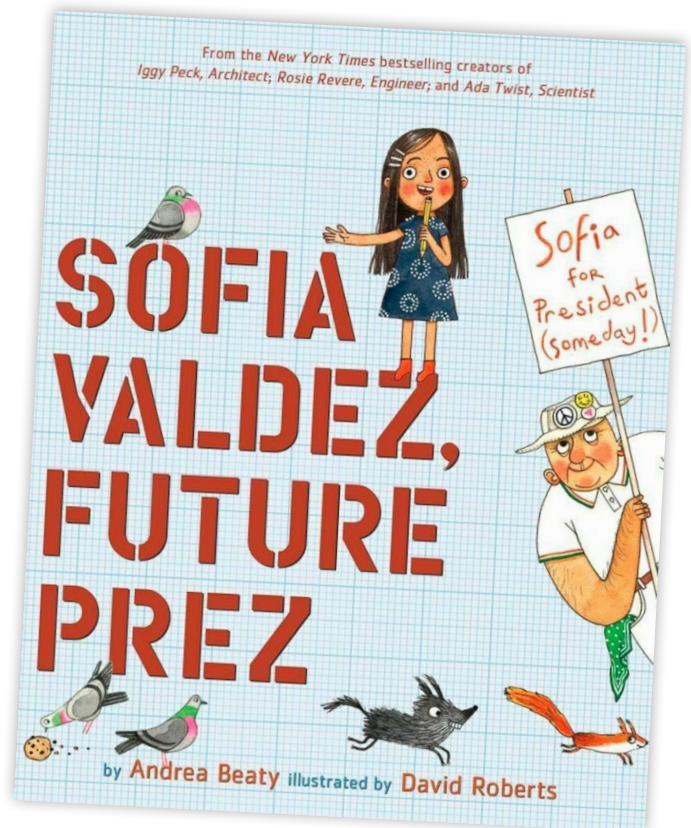
Social & Emotional Learning: C2.1.b, E1.1.a, E1.1.b, E1.2.a, E1.2.b

Social Studies: 3.Gov.10

English/Language Arts: SL.1.2, SL.2.2, SL.3.2, SL.4.2, L.1.1, L.2.1, L.3.1, L.4.1, RL.1.3, RL.1.9, RL.2.3, RL.3.3, RL.4.3

Andrea Beaty is a children's author who also wrote a book about a young girl becoming president, *Sophia Valdez, Future Prez!* Read the book or listen to the YouTube read-aloud linked on the resources page with your students and hold a brief discussion afterwards using the following prompts:

1. What problem is Sofia upset about and how does she attempt to solve it? Is this the only way that this problem can be solved?
2. Compare Sofia to Grace. What problem did Grace want to solve? Is there a different way that Grace could have solved that problem?
3. Was Sofia able to solve this problem on her own, or did she need help?
4. Again, compare Sofia to Grace. Was Grace able to solve her problem on her own, or did she need help?
5. What do you think are the qualities of a good leader? Did Sofia or Grace display good qualities for a leader?
6. Who would you vote for: Sofia or Grace? Why?



Extend this conversation by discussing how important it is for individuals to make their school and community a better place – just like Sofia and Grace did. Discuss how when we notice something that needs fixed and we fix it, it helps everyone. Have students think about their school. Is there something that they think needs to change? Brainstorm some ideas with your class and list them on your class board. Using the graphic organizer, have students select one idea that they would like to change. They should explain why this is important to change, and then they should list the steps that they would take to change it. Often, for change to occur, it is very helpful to recruit others. Have students identify who would be good helpers for their project. Remind students that it is okay if others select the same thing that needs to be changed, and it is also okay if students have different ways to solve it. If time permits, ask students to share their ideas for how they would solve the problem that they selected.

Future Prez! Graphic Organizer

Problem to solve:

Why it needs to be solved:

How to solve:

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Helpers:

Person #1:

Person #2:

Person #3:

Person #4:

Person #5:

POST-SHOW ACTIVITIES

The Votes are In! (Grades K-4)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

English/Language Arts: SL.K.2, SL.1.2, SL.2.2, SL.3.2, SL.4.2, RL.K.2, RL.1.2, RL.2.2a, RL.3.2a, RL.4.2

Mathematics: K.MD.2, 1.MD.4

Fine Arts: Drama: K.1RE, 1.1RE, 2.1CE, 3.1CE, 3.4RE, 4.4RE

Social & Emotional Learning: A1.1.a

In this activity, students will criticize the live performance. Reflecting on the show and voicing an aesthetic response is an important part of the theater-going experience. Begin by leading students in a discussion about what they saw:

- What was the show about? Summarize the story.
- What was the theme of the story, or lessons for the viewers? Was there more than one?
- What were your favorite parts of the show, and why? Favorite characters?
- Describe the events that took place during the show.
- What different production elements (music, lighting, costumes, etc.) did you notice in the show?
- How did the show make you feel, and why?

After your discussion about the play, ask students to compare the play to the book. What did they notice that was similar? What was different? Consider these questions:

- What were some moments they recognized from the book?
- Were any moments from the book NOT included in the musical?
- What was added to the musical?
- Did the book and the musical follow the same sequence of events?
- Was the theme of the story the same, or different in the musical than the book? Were there any added lessons?

Next, allow students to vote on whether they preferred the book or the play. Give each student a sticky note. On your class board, create two columns: one for the book and the other for the play. Have students place their sticky note on one of the columns to create a bar graph. Alternatively, simulate an election by creating a voting booth/box where students can vote anonymously using the voting slip below. After each student has 'voted,' create a bar graph on the board to tally the results and announce the winner. Which won, and by how many?

Voting slip:

CUT ALONG THE DOTTED LINE



Grace for President, THE BOOK



Grace for President, THE MUSICAL

My Theater Review (Grades 1-4)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

English/Language Arts: L.1.1, L.2.1, L.3.1, L.4.1, W.1.8, W.2.8, W.3.1, W.3.4, W.4.1, W.4.4

Fine Arts: Drama: 1.1RE, 1.4CE, 1.2CE, 2.1CE, 2.2CE, 2.5CE, 2.1RE, 3.1CE, 3.4RE, 4.5CE, 4.4RE

A theater review is a short opinion article to inform others about a play being performed. Many people read reviews to decide whether they themselves would like to go see the production. They often contain thoughts about the props, costumes, actors, story and even the music. It also contains a rating. Five stars means that it was incredible, while one star means that it was not very good.

In this activity, students are going to write their own review to reflect on the experience they had while watching *Grace for President* at Playhouse Square. They may use the graphic organizer on the next page to organize their thoughts, then should compose an article sharing their opinion of the theatre elements (plot, story, lights, etc.) as well as the show overall. Examples of reviews for other productions of *Grace for President* are linked on the resources page.

If permitted, articles can be shared with us and the company by sending them via email to schoolprograms@playhousesquare.org or mail at:

Playhouse Square

Attn: School Field Trips
1501 Euclid Ave. Ste. 200
Cleveland, Ohio 44115



Grace for President Review

Review Title/Headline

By _____



Plot: What happened? Was there anything unexpected? Did you find the story interesting? Did the story have a theme (a moral) for viewers?

Characters: Who are the main characters? Did you have a favorite? Who was it, and why? How did the actors portray the characters (personality and appearance)?

Show Elements: Were there any cool parts about the set or lighting? How did you like the costumes or props? What other arts were used to create the show?

Opinion: Did you like the play? Why or why not? Did you have a favorite part?

Recommendation: Do you recommend a friend go see the play? Why or why not?

Counting the Vote (Grades 1-4)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

Mathematics: 1.OA.6, 2.OA.2, 3.NBT.2, 4.NBT.4

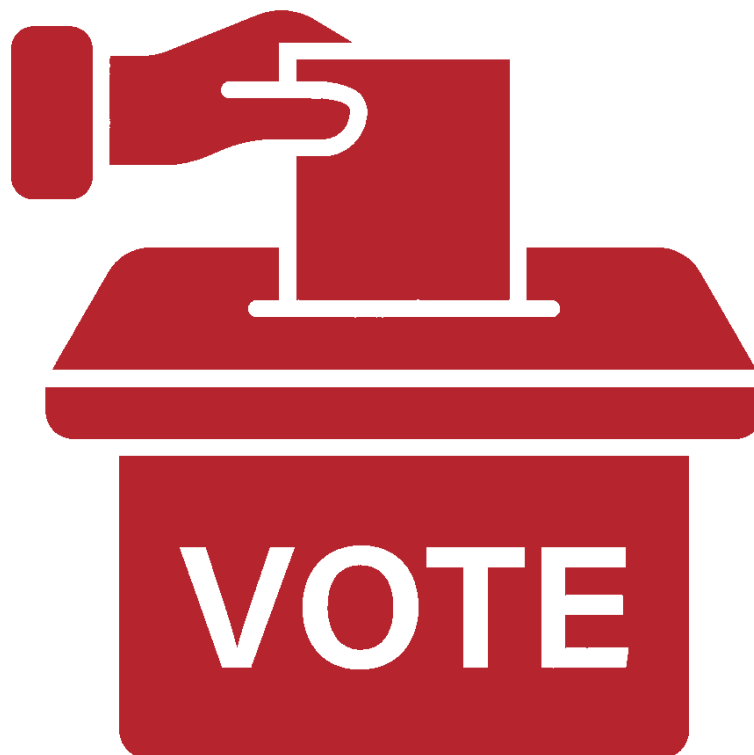
Grace's class learns about the Electoral College by assigning a state to each student and allowing them to assign that state's votes to a candidate of their choice: Grace or Thomas. The students quickly begin asking questions about why each state has a different number of votes. Take this opportunity to talk to your students about the Electoral College, explaining that each state has a specific number of electoral votes determined by the number of representatives it has. The number of representatives a state has is determined by the number of people living there – the larger the population, the more electoral votes the state has.

Whatever candidate wins the most electoral votes in each state, wins ALL the electoral votes for that state. The presidential nominee needs a majority, or 270, votes to win.

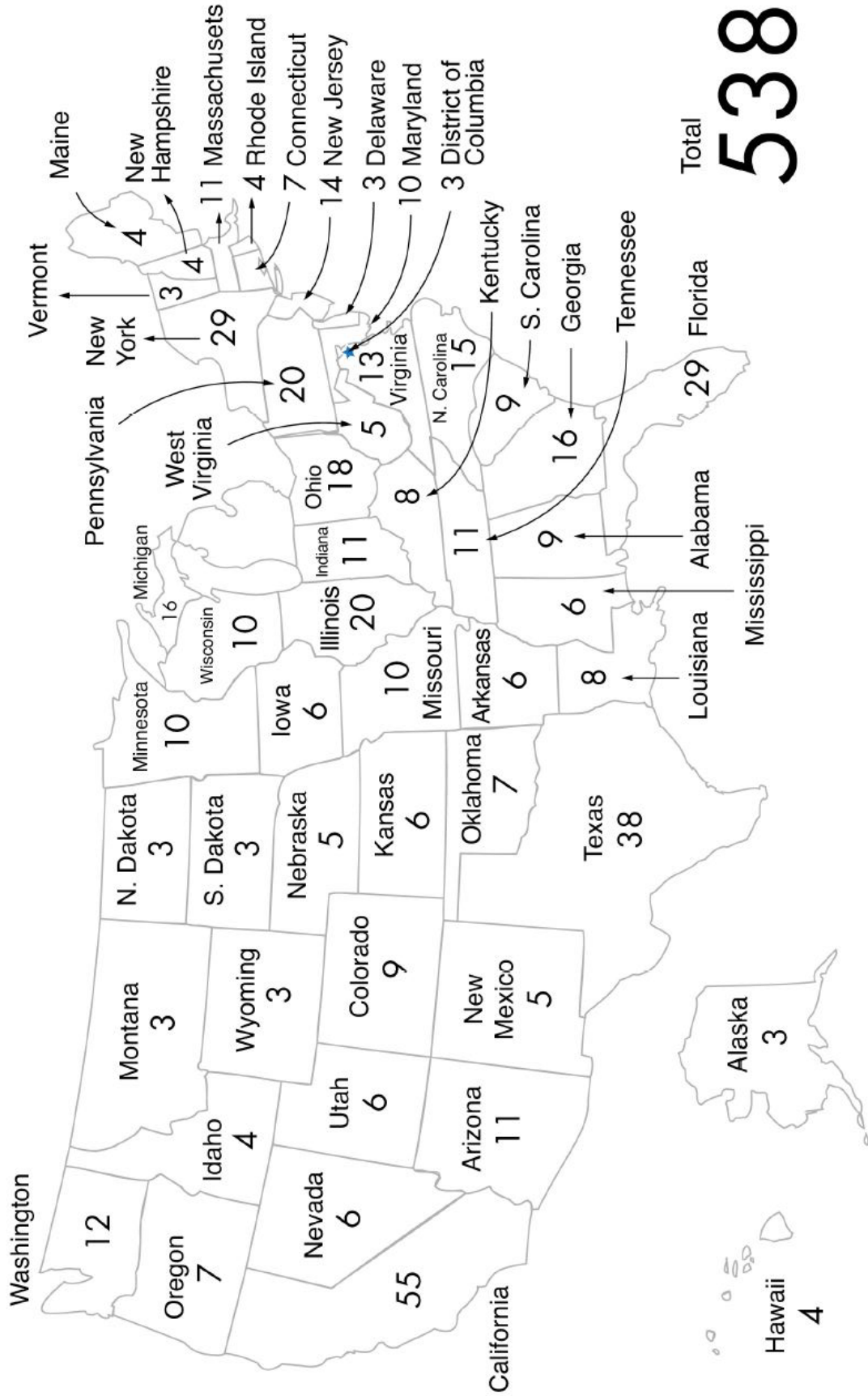
Divide students into pairs and provide each pair with a set of dice, two differently-colored crayons or markers, one electoral map and one recording sheet. Students will each roll their die once and compare numbers. Whoever rolls the higher number is the "winner" and can choose a state they would like to color in and add to their collection of electoral votes. Repeat. Each student should add their number of votes on the recording sheet to keep a running total. The first player to 270 electoral votes is the winner!

To reach the mathematics standards listed above, students should not use a calculator to tabulate their scores but may mentally add the numbers or use base ten concepts to perform the operations.

This activity is adapted from the Casa Mañana Study Guide for Grace for President.



ELECTORAL COLLEGE MAP





Counting the Vote Recording Sheet

PLAYER 1

PLAYER 2

RESOURCES

BOOKS



Grace for President, by Kelly DiPucchio and illustrated by LeUyen Pham

Sophia Valdez, Future Prez! By Andrea Beaty and illustrated by David Robe

Suggestions for Further Reading

Bold & Brave: Ten Heroes Who Won Women the Right to Vote by Kirsten Gillibrand and illustrated by Maira Kalman

Grace Goes to Washington, by Kelly DiPucchio and illustrated by LeUyen Pham

Lillian's Right to Vote: A Celebration of the Voting Rights Act of 1965 by Jonah Winter and illustrated by Shane W. Evans

She Persisted by Chelsea Clinton and illustrated by Alexandra Boiger

Thank You for Voting: The Past, Present, and Future of Voting, Young Readers' Edition by Erin Geiger Smith

The Night Before Election Day by Natasha Wing, illustrated by Amy Wummer

Vote for Me! by Ben Clanton'

Vote for Our Future! by Margaret McNamara and Micah Player

Vote for Our Zoo by Lori Mortensen and illustrated by Gina Perry

What's the Big Deal About Elections? by Ruby Shamir and illustrated by Matt Faulkner

WEB



Grace for President, YouTube read aloud. <https://youtu.be/l66lvCBm1Vw>

Sophia Valdez, Future Prez! YouTube read aloud. <https://youtu.be/agwNULOy2fk>

Social Justice Institute at Case Western Reserve University. <https://case.edu/socialjustice/>

“My Theater Review” Activity

“Reviews of *Grace for President* and *Fall Works*.” *Creative Loafing Charlotte*, October 26, 2016. <https://clclt.com/charlotte/reviews-of-grace-for-president-and-fall-works/Content?oid=3810418>

“Ballot-eers: ‘Grace for President,’ at the Circa ‘21 Dinner Playhouse through May 14.” *River Cities’ Reader*, April 25, 2022. <https://www.rcreader.com/theatre/ballot-eers-grace-for-president>

“How to Review a Play” The Writing Center, University of Wisconsin – Madison. <https://writing.wisc.edu/handbook/assignments/playreview/>

Ohio Theatre Letterbox Model

<https://www.playhousesquare.org/assets/doc/Printable-Ohio-model-4dad95fd76.pdf>

Classroom Connections Video Workshops

Grace for President Pre-show Video. Password: voteGrace. <https://vimeo.com/753937143>

CURRICULUM STANDARDS INDEX

English/Language Arts

Standard	Description	Grade	Activity	Page
SL.K.2	Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification is something is not understood.	K	I'm Running for President! Future Prez! The Votes are In!	13 16 18
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	1	I'm Running for President! Future Prez My Theater Review	13 16 19
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	1	Voting Vocabulary; Presidential Word Wall	10 11
RL.1.2	Analyze literary text development a. Demonstrate understanding of the lesson b. Retell stories, including key details	1	The Votes are In!	18
RL.1.3	Describe characters, settings, and major events in a story, using key details.	1	I'm Running for President! Future Prez!	13 16
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	1	Future Prez!	16
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).	1	I'm Running for President! Future Prez! The Votes are In!	13 16 18
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	1	My Theater Review	19
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	2	I'm Running for President! Future Prez! My Theater Review	13 16 19
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	2	Voting Vocabulary; Presidential Word Wall	10 11
RL.2.2a	Analyze literary text development. a. Determine the lesson or moral.	2	The Votes are In!	18
RL.2.3	Describe how characters in a story respond to major events and challenges	2	I'm Running for President! Future Prez!	13 16
SL.2.2	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).	2	I'm Running for President! Future Prez! The Votes are In!	13 16 18

W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	2	My Theater Review	19
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	3	I'm Running for President! Future Prez! My Theater Review	13 16 19
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	3	Voting Vocabulary; Presidential Word Wall	10 11
RL.3.2a	Analyze literary text development a. Determine a theme and explain how it is conveyed through key details in the text.	3	The Votes are In!	18
RL.3.3	Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.	3	I'm Running for President! Future Prez!	13 16
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	3	I'm Running for President! Future Prez! The Votes are In!	13 16 18
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	3	My Theater Review	19
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	3	My Theater Review	19
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	4	I'm Running for President! Future Prez! My Theater Review	13 16 19
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	4	Voting Vocabulary; Presidential Word Wall	10 11
L.4.5c	Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).	4	Presidential Word Wall	11
RL.4.2	Analyze literary text development a. Determine a theme of a story, drama, or poem from details in the text. b. Summarize the text, incorporating a theme determined from details in the text.	4	The Votes are In!	18
RL.4.3	Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words or actions).	4	I'm Running for President! Future Prez!	13 16
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	4	I'm Running for President! Future Prez! The Votes are In!	13 16 18
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	4	My Theater Review	19

W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	4	My Theater Review	19
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Fine Arts

Standard	Description	Grade	Activity	Page
Drama.K.1CE	Demonstrate observation and listening skills in a theatrical context.	K	Coming to the Theater	4
Drama.K.5CE	Listen to and follow directions in both classroom and theatrical settings.	K	Coming to the Theater	4
Drama.K.6CE	Use basic, appropriate vocabulary while engaging in dramatic play and attending theatre productions.	K	Coming to the Theater	4
Drama.K.1RE	Share thoughts, emotions and ideas in response to a dramatic or theatrical experience	K	The Votes are In!	18
Drama.1.2CE	Identify the characters, time, place and major events in stories	1	My Theater Review	19
Drama.1.4CE	Use appropriate dramatic and theatrical vocabulary (e.g., character, time and place) to describe dramatic and theatrical experiences.	1	Coming to the Theater; My Theater Review	4 19
Drama.1.5CE	Demonstrate audience behavior appropriate for the forms and styles of theatre (e.g., live theatre, film, television, film and media).	1	Coming to the Theater	4
Drama.1.6CE	Identify how audience behavior differ among dramatic forms (e.g., live theatre, film, video and broadcast media).	1	Coming to the Theater	4
Drama.1.1RE	Explain personal and collective emotional responses to dramatic and theatrical works or experiences.	1	The Votes are In! My Theater Review	18 19
Music.1.1CE	Identify echo and call/response.	1	Preshow Video Workshop	9
Music.1.1PR	Demonstrate echo and call/response	1	Preshow Video Workshop	9
Drama.2.1CE	Describe the characters, setting, central ideas and plot in stories or dramatic and theatrical works.	2	The Votes are In! My Theater Review	18 19
Drama.2.2CE	Identify the theme of stories or dramatic and theatrical works	2	My Theater Review	19
Drama.2.5CE	Use appropriate dramatic and theatrical vocabulary (e.g., plot, setting) to describe dramatic and theatrical experiences.	2	Coming to the Theater; My Theater Review	4 19
Drama.2.6CE	Listen to and follow directions from instructor and peers in both classroom and theatrical settings.	2	Coming to the Theater	4
Drama.2.1RE	Identify factors that influence personal opinions about a dramatic or theatrical work or experience.	2	My Theater Review	19
Drama.2.3RE	Recognize and demonstrate acceptable audience behavior when participating in a drama experience.	2	Coming to the Theater	4
Drama.3.1CE	Identify the plot and retell the sequence of events in a story, play or theatre experience	3	The Votes are In! My Theater Review	4 19

Drama.3.4RE	Share personal opinions about a play or theatre experience and respectfully consider the opinions of others.	3	The Votes are In! My Theater Review	4 19
Drama.4.4CE	Use a variety of dramatic and theatrical vocabulary (e.g., theme, author, conflict, resolution) to describe a dramatic experience.	4	Coming to the Theater	4
Drama.4.5CE	Explain the plot, characters, conflict, resolution and theme of a dramatic and theatrical work or experience using descriptive language.	4	My Theater Review	19
Drama.4.6CE	Identify where dramatic and theatrical activities occur in the school or community	4	Coming to the Theater	4
Drama.4.3RE	Explain how a theatrical experience (e.g., live theatre production, film, video and media) impacts its audience.	4	Coming to the Theater	4
Drama.4.4RE	Justify personal opinions about a play or theatre experience.	4	The Votes are In! My Theater Review	18 19

Mathematics

Standard	Description	Grade	Activity	Page
K.MD.2	Directly compare two objects with a measurable attribute in common to see which object has “more of” or “less of” the attribute.	K	The Votes are In!	18
1.MD.4	Organize, represent and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than another.	1	The Votes are In!	18
1.OA.6	Add and subtract within 20, demonstrating fluency with various strategies for addition and subtraction within 10.	1	Counting the Vote	21
2.OA.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	2	Counting the Vote	21
3.NBT.2	Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations and/or the relationship between addition and subtraction.	3	Counting the Vote	21
4.NBT.4	Fluently add and subtract multi-digit whole numbers using a standard algorithm.	4	Counting the Vote	21

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A1.1.a	Identify basic personal emotions.	K-2	Preshow Video Workshop; The Votes are In!	9 18
A1.2.a	Recognize emotions as natural and important.	K-2	Preshow Video Workshop	9

B1.3.a	Identify and begin to use strategies to regulate emotions and manage behaviors.	K-2	Preshow Video Workshop	9
C2.2.a	Identify characteristics of positive citizenship in the classroom and school.	K-2	Preshow Video Workshop	9
E1.1.a	Identify a problem or needed decision and recognize that there may be multiple responses.	K-2	Future Prez!	16
E1.2.a	Identify strategies to solve a problem	K-2	Future Prez!	16
A1.1.b	Identify a range of personal emotions.	3-5	Preshow Video Workshop	9
A1.2.b	Identify that emotions are valid, even if others feel differently.	3-5	Preshow Video Workshop	9
B1.3.b	Apply strategies to regulate emotions and manage behaviors.	3-5	Preshow Video Workshop	9
C2.1.b	Social Awareness Identify reasons for making positive contributions to the school and community	3-5	Future Prez!	16
C2.2.b	Demonstrate citizenship in the classroom and school community.	3-5	Preshow Video Workshop	9
E1.1.b	Generate possible solutions or responses to a problem or needed decision recognizing that there may be more than one perspective.	3-5	Future Prez!	16
E1.2.b	Implement strategies to solve a problem	3-5	Future Prez!	16

Social Studies

Standard	Description	Grade	Activity	Page
1.Gov.8	Individuals have a responsibility to take action toward the achievement of common goals in homes, schools and communities and are accountable for those actions.	1	Preshow Video Workshop	9
2.His.2	Change over time can be shown with artifacts, maps, and photographs.	2	Preshow Video Workshop	9
2.Gov.11	Groups are accountable for choices they make and actions they take.	2	Preshow Video Workshop	9
3.His.1	Events in local history can be shown on timelines organized by years, decades and centuries.	3	Preshow Video Workshop	9
3.Gov.10	Individuals make the community a better place by taking action to solve problems in a way that promotes the common good.	3	Preshow Video Workshop; Future Prez!	9 16
4.His.1	The order of significant events in Ohio and the United States can be shown on a timeline.	4	Preshow Video Workshop	9
4.Gov.15	Individuals have a variety of opportunities to act in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.	4	Preshow Video Workshop	9
4.Gov.16	Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating and using information effectively to engage in compromise.	4	Preshow Video Workshop	9