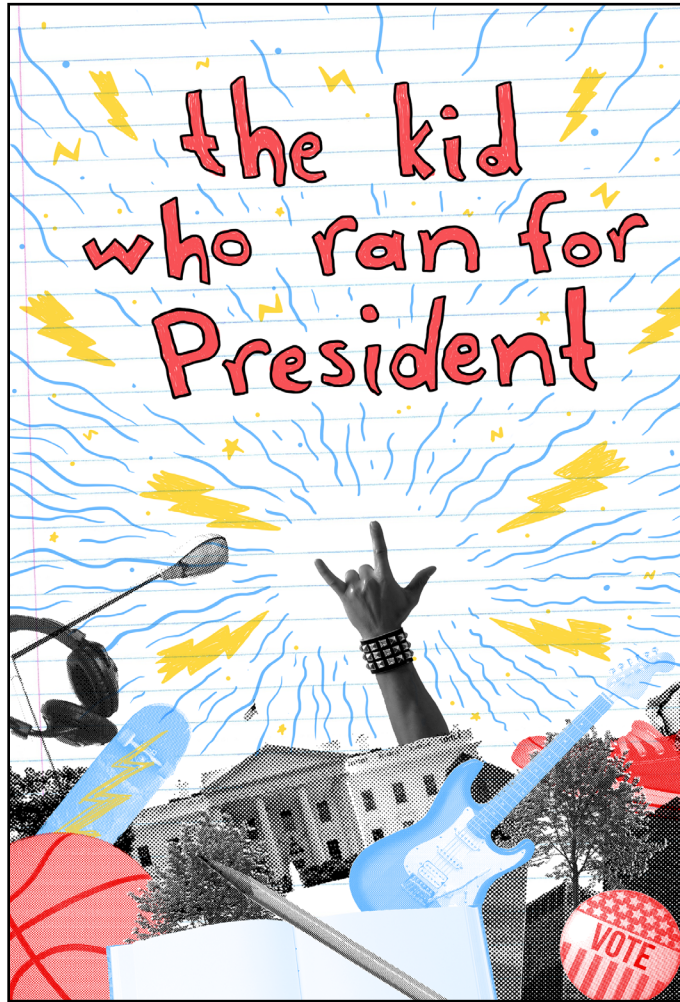


TEACHER GUIDE



recommended for ages 6 and up

October 6 - November 12, 2016

by Jeremiah Clay Neal
from the book by Dan Gutman
directed by Ernie Nolan

*produced by special arrangement with
THE DRAMATIC PUBLISHING COMPANY of Woodstock, Illinois*

teacher guide prepared by Hannah Greenspan,
Elizabeth Hampson, Levi Jacobson, and Allegra Larson

**Box Office &
Group Sales:**
(312) 922-1999

at DePaul's Merle Reskin Theatre
60 E. Balbo Drive, Chicago
(please note: not a mailing address)

**THE
THEATRE
SCHOOL**
.....
AT DePaul University

theatre.depaul.edu
theatreboxoffice@depaul.edu
theatregroupsales@depaul.edu

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Teacher Guides are developed by The Theatre School at DePaul University.

Complimentary guides are distributed to teachers, and are available online for all ticket purchasers. They are intended as a tool to facilitate learning, discussion, and an enhanced theatre experience for our audience.

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Dramaturgy:
Hannah Greenspan
Elizabeth Hampson
Levi Jacobson
Allegra Larson

Dramaturgy Advisor:
Ernie Nolan

Faculty/Staff Editors:
David Keohane
Ernie Nolan
Laura Rice
Leslie Shook

Chicago Playworks
Artistic Director:
Lisa Portes

Box Office:
(312) 922-1999

Group Sales Representative:
Laura Rice
(312) 922-1999

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Chicago Playworks Program Goals:

- To provide a live theatre experience for students and teachers in the Chicago metropolitan area.
- To provide theatre for Chicago's children that reflects their experiences in a contemporary, urban, multi-racial and multi-cultural environment.
- To serve principals, teachers, and students in their pursuit of Illinois State Learning Goals.
- To integrate performances and teacher guide information/activities into the classroom curriculum.
- To offer our performances within a workable, convenient time frame.
- To contact principals and teachers with valuable and solid information that will help them to make choices that fit their students' needs.

**CPS Vendor #37159
CPS IAMS Check #258247**



Welcome, Teachers!

Thank you for coming to see *The Kid Who Ran For President*, and for bringing your students with you! This musical is based on a combination of two books by Dan Gutman: *The Kid Who Ran For President* and *The Kid Who Became President*. It was adapted for the stage by playwright and composer Jeremiah Clay Neal and is directed by Ernie Nolan.

This guide is designed to help you and your students bring this musical to life. You will find themes and activities that will help you discuss the production in class after you see it. You will also find Illinois Learning Standards throughout the guide that connect the activities and curriculum connections to what you are teaching in your classroom right now!

Keep your eye out for:



Congressional Concepts:

Thematic Information



Supreme Studies:

Curriculum Connections and Learning Exercises



Presidential Projects:

Activities and Projects

(Don't worry, we'll teach them about the branches of government, too!)

Remember, your students are the future leaders of the world. Who knows? One of them may become President one day. It's up to you to prepare them well.

Sincerely,

President Judson Moon



Hey future voters!

I would like to welcome you to DePaul's Merle Reskin Theatre and the Chicago Playworks production of *The Kid Who Ran for President*! This play was adapted by playwright Jeremiah Clay Neal from the book series by author Dan Gutman and is directed by Ernie Nolan. We have a crazy campaign ahead of us, so first I must fill you in on a few rules and regulations that will help to assure your place in this presidential race!

In order to get this race off to a clean start, imagine that the theatre is your own oval office – this is the office that the president of the YOU-nited states works in! Make every attempt to respect the actors onstage, as well as your fellow audience members, by refraining from chatting with your neighbor during the play. And although your seat in the theatre may not look like a desk, be sure to sit in it properly, ready to lead the people and tackle any task thrown your way!

In order to keep the Secret Service at bay, please be sure to turn off your cell phones and refrain from taking any photos during the show. Instead, try to capture photos of your favorite moments of the play with your mind so you can recall them whenever you want!

Finally, we try to keep our theatre clean, just as the staff at the White House tries to keep the president's home nice and tidy. In order to make sure this happens, please leave any gum, food or drink outside of the theatre.

If you remember to follow all of these guidelines, you'll show the world that kids can be responsible enough to run the YOU-nited states!

Judson Moon, signing off!

-President Judson Moon

WHAT TO WATCH FOR:

In our government, we have three different types of jobs. These can be seen in this teacher guide by the different categories: Congressional Concepts, Supreme Studies, and Presidential Projects. Congressional Concepts are based on the **Legislative Branch** of the government. **The Congress** is made up of people who write laws! Supreme Studies is based on the **Judicial Branch** of the government: judges who look at laws and think about whether they follow our **Constitution** or not. The **Supreme Court** is part of that process! Finally, the **Executive Branch** inspired our theme of Presidential Projects. The President carries out the laws and makes sure they are followed!



CONGRESSIONAL CONCEPTS:

Synopsis of *The Kid Who Ran For President*

Judson Moon, known to his friends as Moon, is an average twelve-year-old boy who goofs off in school and plays video games. Inspired by his best friend, **Lane Brainard**, Moon gets the idea to change the laws of our country and run for the president of the YOU-nited States!

But Judson Moon can't do it alone. First, he recruits **June Syers**, his former babysitter to become his running mate. Next, he creates a lemonade stand to raise funds for his campaign. Then, he even gets to be **Chelsea Daniel's** "first babe!" Just when it looks like Moon might do the impossible, **Pete Guerra** from Channel 3 News uncovers a campaign scandal that could ruin and destroy Moon's White House hopes.

Will Moon do the impossible by becoming the next leader of the free world? And will politics ever be the same again after Judson shoots for the Moon?



SUPREME STUDIES:

Meet the Playwright!

The Daily News

"Masterpiece," Critics say!

Dramaturg **Elizabeth Hampson** chats with playwright and composer of *The Kid Who Ran for President*, **Jeremiah Clay**, to find answers to some intriguing questions.

What inspired you to write an adaptation of these books?

I was definitely inspired by the voice of the author Dan Gutman. I thought the playful humor in his writing style would fit well with my style of writing. I really needed his blessing for the project, so I wrote a couple tunes and sent them his way. At the time there were a few others bidding for the rights for a play, but he liked the tunes, and we were allowed to proceed.



Playwright Jeremiah Clay

Can you tell us a little bit more about the process of adaptation?

I must have read those books 10 times each... some sections more than others. I tried to make an outline of major plot points, specifically where I thought a song could help tell the story. The first draft must have been 200 pages. It was way too long! It was then a process of cutting and trying to turn 3 pages of dialogue into one. The second draft was still too long and had too many characters. I had to try to find creative ways to skip forward in the story.

How long did it take you to write the play?

It took 6 months.

What was it like seeing the written play translated to the stage?

It was magical. The hardest part is letting the play go and really handing it over to the director and designers to bring it to life. I always want to have a say in this part of the process, mostly because I've been spending so much time thinking about the play that I have clear images in my head of what I think it should look like. But it's good to take a step back and let other brilliant people add their visions to the work, and then the show can breathe.



CONGRESSIONAL CONCEPTS:

Raise Your Hand If...

“Raise Your Hand If” is a game that can help students understand and unpack themes and events throughout the play in relation to their own lives. This game can be played before or after the play!

How to play: The instructor will begin by reading one of the statements listed below. If students agree, relate or find that the prompt is true to their life, he or she should raise a hand. Students can then be asked to share their stories and experiences with the class.

Raise Your Hand If...

- ... you have ever wanted to run for president.
- ... you have used your voice to change something.
- ... you have ever voted for something.
- ... you did something you weren't sure you could do.
- ... you have had to make a difficult decision.
- ... you have gathered a team together to achieve a goal.
- ... you have raised money for something.
- ... you have a best friend.
- ... you think of yourself as a leader.
- ... you think of yourself as a follower.



CONGRESSIONAL CONCEPTS:

The Power of Responsibility

Everyone likes being in charge, but being in charge carries responsibility. Teachers are responsible for their students' education, parents are responsible for your well being, and doctors are responsible for your health. As adults in our lives, they understand that these roles require a set of obligations. Because of this, we all count on these people. As a kid, Judson Moon in *The Kid Who Ran For President* takes on big responsibility early. And in this case, the whole country counts on him! Judson soon learns that when you are a leader, people depend on you.

Questions:

- What are some of the things that you're responsible for?
- Who do you count on in your life?
- What are some professions that require responsibility?



Illinois Learning Standards: *Social Science SS.CV.1.K.* Describe roles and responsibilities of people in authority. *Social Science SS.CV.1.1.* Explain how all people, not just official leaders, play important roles in a community.



CONGRESSIONAL CONCEPTS:

What's a Musical?

A **musical** is a theatre piece that combines dialogue, singing, and dancing to tell a story. This musical, *The Kid Who Ran for President*, was adapted from the book of the same name, written by Dan Gutman. Musicals are different from plays because characters sing when words alone are not enough to convey everything they are thinking and feeling. Music and dialogue share equal importance in a musical. Popular musicals include *The Lion King*, *Mary Poppins*, and *The Color Purple*. Recently, rap has been integrated into theatrical musicals. The most popular examples are Lin-Manuel Miranda's *In the Heights* (2008) and *Hamilton: An American Musical* (2015).



Illinois Learning Standards: *Fine Arts Goal 27 B.* Understand how the arts shape and reflect history, society and everyday life. *Fine Arts 27.B.1* Know how images, sounds and movement convey stories about people, places and times.



CONGRESSIONAL CONCEPTS:

You Can't Do Everything On Your Own

As we grow up, we have more freedom and ability to make our own choices. Sometimes we can do this on our own, but sometimes we need other people to help us! Good friends are always happy to help, even when we're not quite sure what we need. It can be hard to be a good friend, but it can be even harder to see how our friends are good to us.

In *The Kid Who Ran For President*, Judson has lots of friends who influence whether or not he should become the first kid president. When Judson first thinks about running for President, his best friend Lane is the one who actually helps him go for it! Judson makes ultimate decisions for himself, but his friends help to encourage him along the way. After all, without his friends, he couldn't have become President of the United States!

Questions:

- How are you a good friend to those around you?
- When have you felt supported by one of your friends?

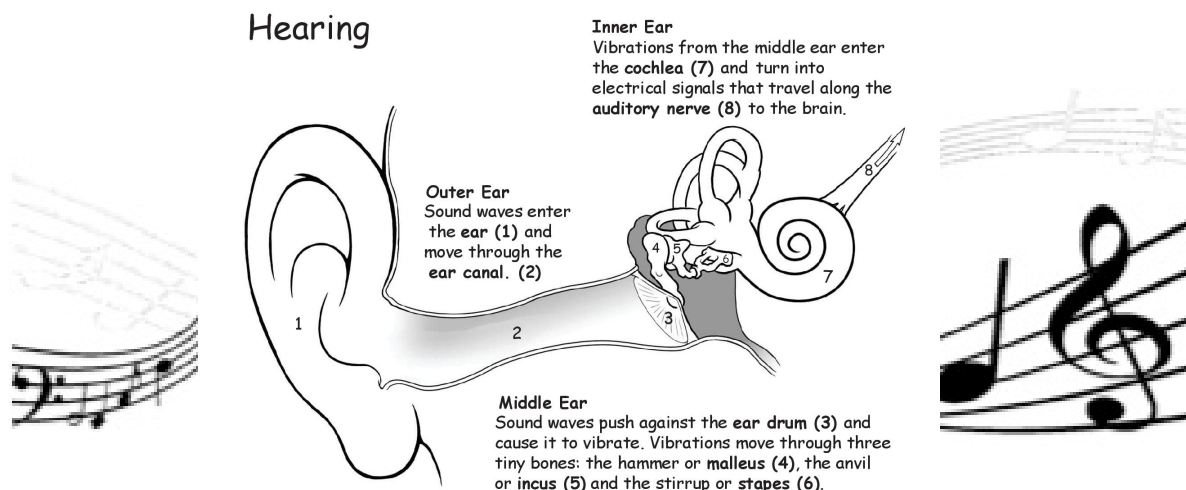


SUPREME STUDIES:

Good Vibes Only!

How do we hear sound? **Vibrations!** Vibrations are energy waves that move to and fro steadily. They are responsible for the sounds that we hear. Vibrations can also travel through different mediums and affect different senses. Sometimes you can feel a vibration in your feet when something heavy is dropped and makes a loud thud. Humming is another great example of vibrations creating a sound. Check out the diagram below to see just how these vibrations (sounds waves) travel through your ear!

When you sing, your vocal chords vibrate and that vibration travels all the way to your lips. That's why they may buzz! Singing is just like humming, except we are able to use the vibrations to make words as well as sounds. We can communicate our thoughts and feelings through these vibrations. Keep on vibing!



On a separate sheet of paper, brainstorm some possible answers to the questions below. Then compare your answers with a classmate!

What are some objects in your everyday lives that make vibrations other than your voice? (Think of appliances around your house!)

If slow vibrations make lower-sounding sounds, then what sounds do fast vibrations make? Why do you think this is?

Name some musical instruments you know about. What kind of sounds do they make? Where do you think the vibration is coming from?



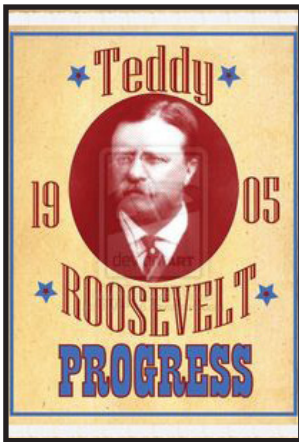
Illinois Learning Standards: *Science 1-PS4-1.* Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.



PRESIDENTIAL PROJECTS:

Create Your Own Campaign Poster!

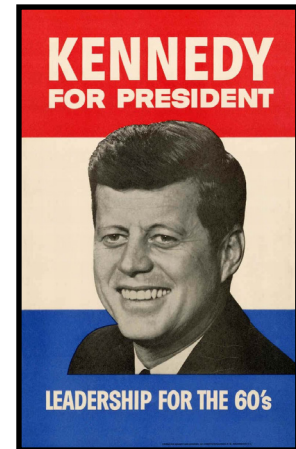
In order to gain support from the people, Judson creates a campaign poster. A campaign poster is very important for any election because it helps voters identify an image of who you are. An iconic campaign poster was created when Barack Obama ran for president of the "YOU-nited" States in 2008. Successful campaign posters usually include the name of the candidate, the year that they are running in, sleek design, and their catch phrase.



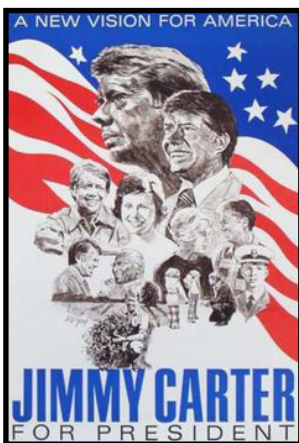
Theodore Roosevelt
United States President
from 1901-1909



Barack Obama
United States President
from 2009-2017



John F. Kennedy
United States President
from 1961-1963



Jimmy Carter
United States President
from 1977-1981



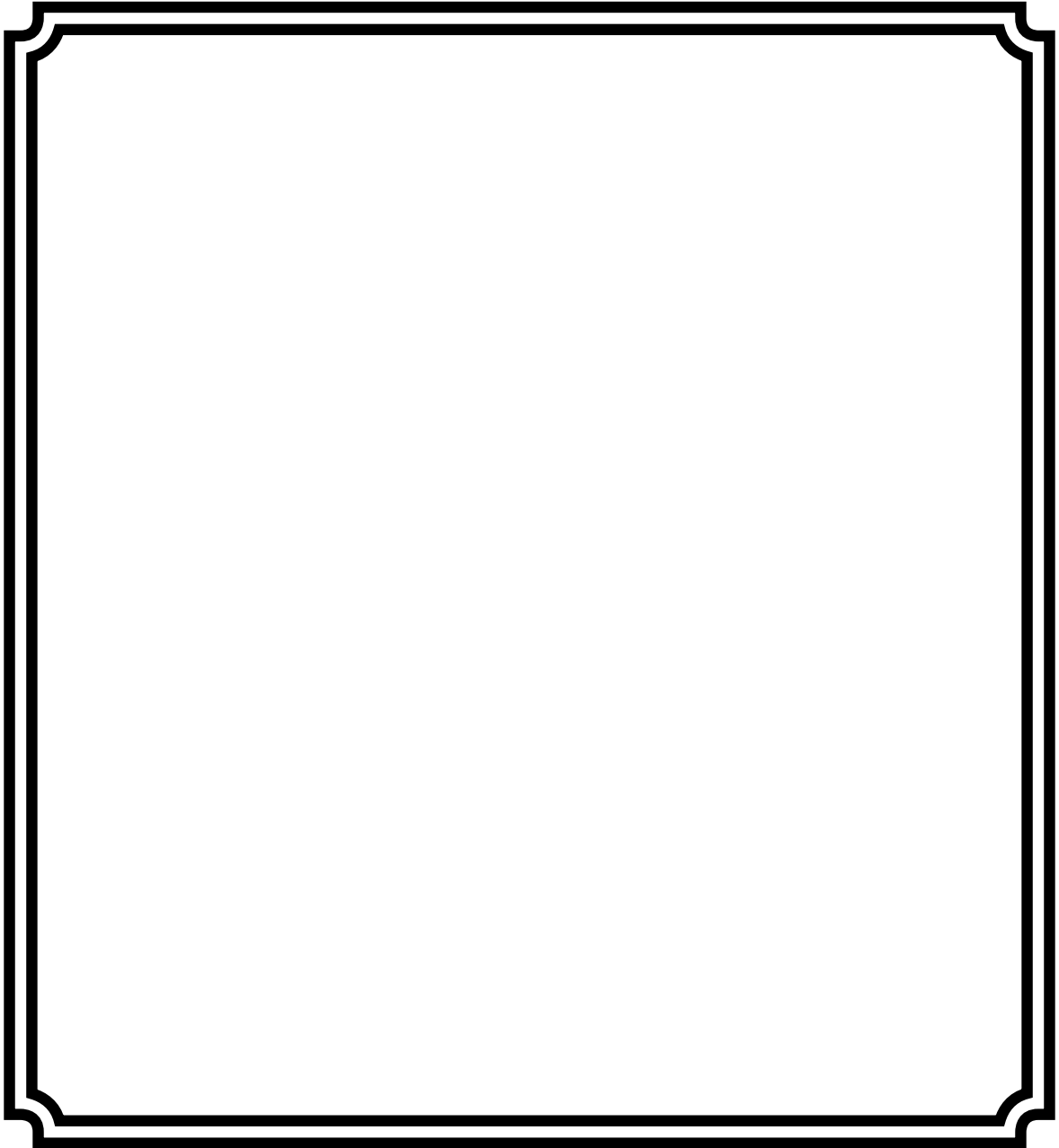
Shirley Chisholm
Presidential Candidate
in 1972



Illinois Learning Standards: *Social Science SS.CV.2.2.* Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. *Social Science SS.CV.3.4.* Identify core civic virtues (such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles (such as equality, freedom, liberty, respect for individual rights).



In the space provided below, create your own campaign poster! Be sure to think about the ways our past presidents attempted to win the people's votes! Was it a stunning graphic? A beautiful headshot? Or a super catchy slogan? Maybe all three! Put your creativity to the test, and decide for yourself!



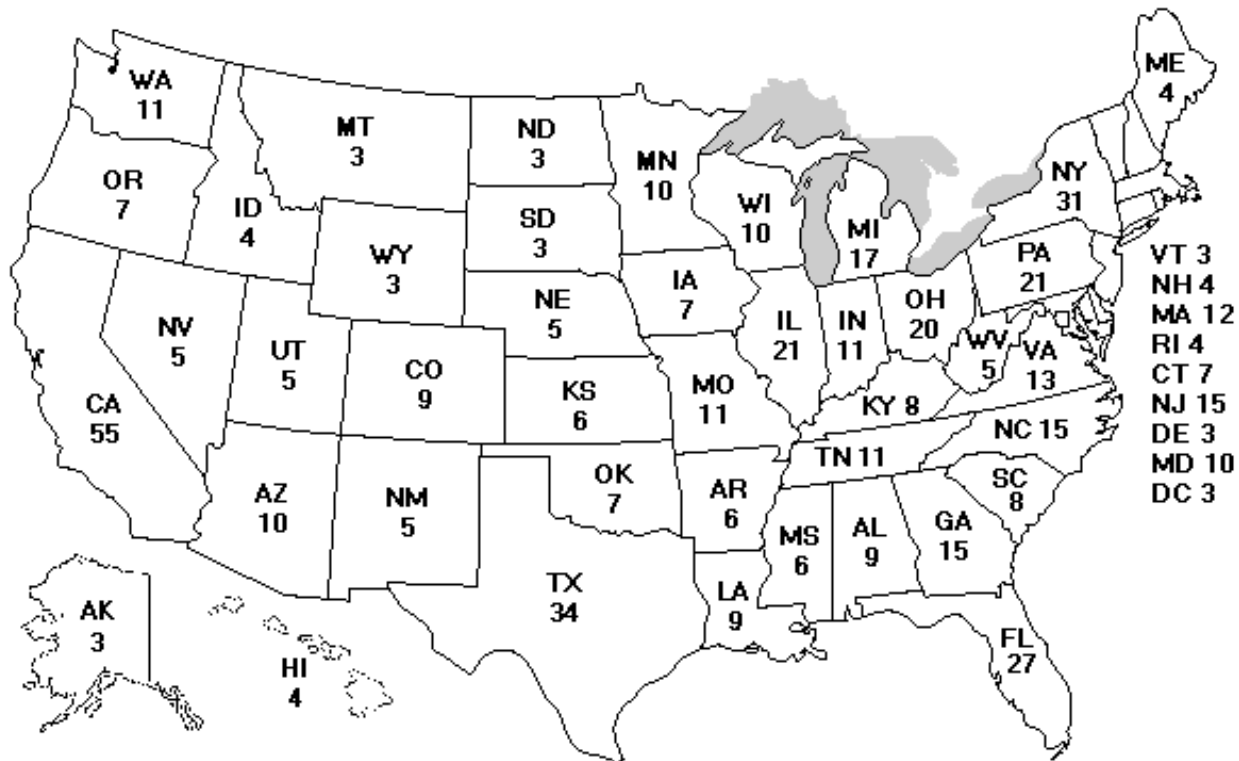
Illinois Learning Standards: *Fine Arts 26.B.1d. Visual Arts.* Demonstrate knowledge and skills to create visual works of art using manipulation, eyehand coordination, building and imagination.
Fine Arts 26.B.2d. Visual Arts. Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.



SUPREME STUDIES:

Electoral Equations

The **Electoral College** is a group of 538 people, known as electors, that help elect the president and vice president of our country every 4 years. Electors are chosen by **political parties** who nominate them at their **state conventions**. These electors are either state officials, party leaders or people who have connections with the candidates. When voters go to the polls on Election Day, they will select a candidate for president and vice president. In 48 states, the candidate who wins the majority of these votes, wins that specific states' electoral votes. This is called the **winner-takes-all** system.



This map shows the number of votes given to each state in the Presidential election. Use these numbers and your superb math skills to solve the word problems below!

1. If Judson Moon has electoral votes from California and Kentucky, how many electoral votes will he have?
2. How many votes will Judson have if he wins all electoral votes except those from Montana?
3. If Judson has votes from Alaska, Montana, North Dakota, South Dakota, Vermont, and Washington D.C., how many votes will he have?



Illinois Learning Standards: *Social Science SS.CV.3.3.* Compare procedures for making decisions in the classroom, school, and community. *Social Science SS.CV.2.4.* Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.



SUPREME STUDIES:

International Government

Different countries have different types of government. The type of government depends on who the leaders are and how they are chosen. A cool thing about these seven different types of government is that a country doesn't just have to be one! For example, **the United States is a democratic republic**. That means we have elected leaders (like the President), but we also have direct democracy (majority wins) votes in some cases.



DEMOCRACY

This government is "By the people, for the people."
Everyone who can vote has a say in what happens in the country, and ordinary citizens can run for office!



MONARCHY

There is a king or queen who is in charge, and sometimes has absolute power. Unlike a dictatorship, the monarch gained power through their family.



DICTATORSHIP

One person is in charge, and he or she has a lot of power.
The leader may or may not be elected and may use force or violence to stay in control.



THEOCRACY

The leaders of a religion are in charge, and claim that they act on behalf of religious ideas or their deity.



TOTALITARIAN

This is a country where one political party (people with similar ideas about how a country should be run) rules. They may control the country by force.



REPUBLIC

There is one leader, like a monarchy or dictatorship, but the leader is elected by the people. The United States is a republic because we elect a President every four years.



ANARCHY

There is no government! Anarchy sometimes happens after a war when different groups try to gain power.



Illinois Learning Standards: Social Science SS.CV. 1.2. Explain what governments are and some of their functions.
Social Science SS.CV.1.4. Distinguish the responsibilities and powers of government officials at the local, state, and national levels.



Exercise: Find out what government each country has and match it with the correct answer! Make sure that you match the entire name of the type of government.

Hint: Communism can also fall under the category of dictatorship.

United States

Denmark

Iran

Japan

China

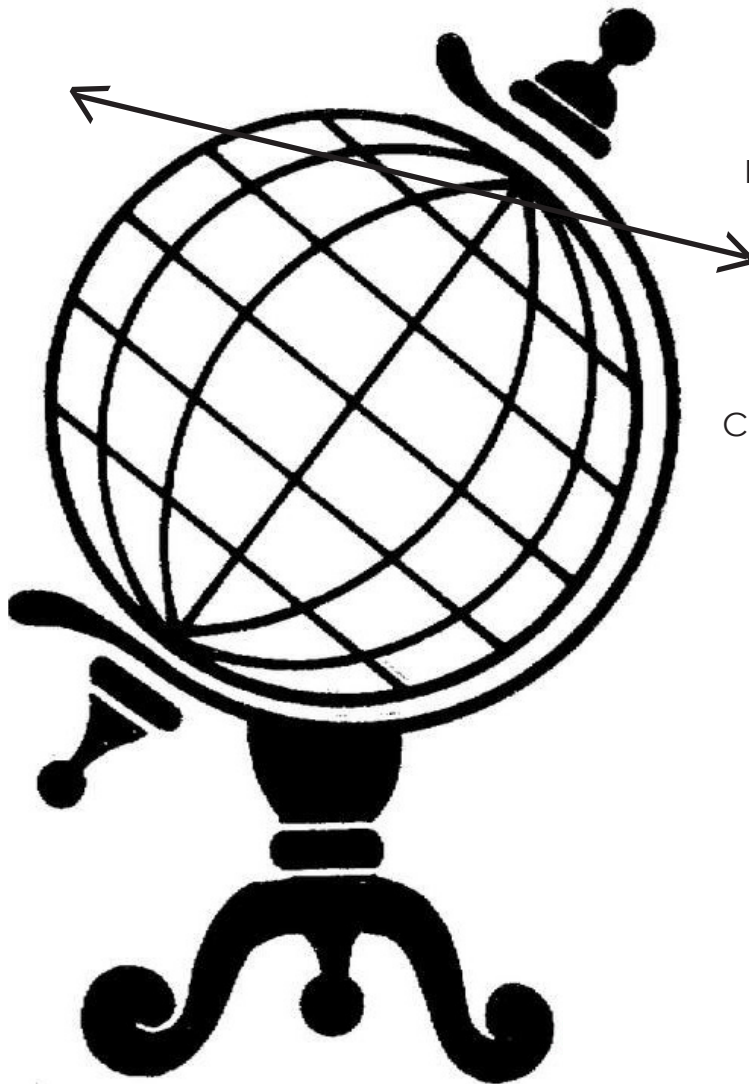
Turkey

South Africa

Nigeria

Argentina

The Vatican



Presidential Republic

Parliamentary Republic

Democratic Republic

Parliamentary
Constitutional Monarchy

Presidential Republic

"Absolute Monarchy"

Theocratic Republic

Communist State
(Republic)

Federal Presidential
Republic

Parliamentary
Constitutional Monarchy



Illinois Learning Standards: *Social Science SS.IS.3.K-2.* Gather information from one or two sources with guidance and support from adults and/or peers. *Social Science SS.IS.4.3-5.* Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.



SUPREME STUDIES:

The Constitution & Amendments

The Constitution is the supreme law of the United States. Written by our nation's founding fathers, this important document frames all government powers, as well as important restrictions on the government that protect us, the citizens. In addition to all of this, the Constitution also has 27 **amendments**. An amendment is an article that is added to the Constitution. Our friend, Judson Moon in *The Kid Who Ran For President*, adds an amendment to the Constitution!



The Constitution contains the preamble, 7 articles, and 27 amendments. The first 10 amendments are known as the **Bill of Rights**. The Bill of Rights guarantees and protects the personal freedoms of the citizens of the United States. Our friend, Judson Moon in *The Kid Who Ran For President*, adds an amendment to the Constitution! Over the course of our country's history, amendments have changed.



Some important amendments:

The First Amendment in the Constitution states that all citizens have the right to free speech, freedom of religion, freedom of the press, freedom of association, and the right to petition.

This First Amendment is very important because it establishes our most basic right: freedom! We, the citizens, are allowed to say anything that we'd like to, worship anything or anyone, and have the right to protest.

The Fourth Amendment prohibits or doesn't allow the government to search or gather evidence without a search warrant.

You know how you are very protective of your room? Well in order for someone to go into your room, they would legally need a search warrant. These are a part of your most basic rights.



Illinois Learning Standards: *Social Science SS.CV. 2.K.* Explain the need for and purposes of rules in various settings, inside and outside of the school. *Social Science SS.CV.2.1.* Identify and explain how rules function in various settings, inside and outside of the school.



SUPREME STUDIES:

Create Your Own Amendment!

As we have previously learned, sometimes amendments have been ratified or changed. Judson ratifies an amendment so that he can run for president. If you had the power to write your own amendment, what would it be? What would you like to add to our nation's Constitution?

In the space below, create your own amendment!



Illinois Learning Standards: *Social Science SS.CV.2.2.* Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. *Social Science SS.CV.4.3.* Describe how people have tried to improve their communities over time.



PRESIDENTIAL PROJECTS:

Save Your Pennies!

In our musical, Judson Moon needs money to fund his presidential campaign. In order to do this, he enlists the help of his friends and sets up a lemonade stand! Have you ever had your eye on something special at the store? Are you saving up for a special trip?

Collect your spare pennies by creating your very own change jar! Saving a little bit each time you get money is a smart way to save up for something special! Use any of the materials below to glue, stick, color, and paint your jar to reflect your personality or what you're saving for!

Materials Needed:

- 1 Mason jar
- Ribbon
- Stickers
- Glitter glue
- Paint
- Any extra craft materials



CONGRESSIONAL CONCEPTS:

Don't Be Afraid to Be You!

One of the biggest challenges of growing up is learning who we are and what we can do. This includes learning what our strengths are, what our limits are, and how other people perceive us. Judson Moon explores what makes him "him" during his campaign for president and how he is the right individual for the job. Being a president requires a strong, qualified public image, but Judson realizes that these qualities are also just as important to have in himself. It is important to understand what our strengths and weaknesses are so we can keep improving ourselves and the world around us.

Questions:

- Why is it important to know your strengths?
- Why is it important to know your limits?
- What are some things you enjoy doing but often hide when your friends are around?



Illinois Learning Standards: *Fine Arts State Goal 26:* Through creating and performing, understand how works of art are produced.



CONGRESSIONAL CONCEPTS:

Final Assessment - Debate!

It's time to test your knowledge of *The Kid Who Ran for President* and the educational activities we've presented in this guide! Your students will answer questions in your very own classroom "debate!"

Split your class into 3-4 groups of students. These will serve as the teams for the debate. As you ask each of the questions below, groups should appoint one representative to deliver an answer discussed and decided upon by the entire group. As each group answers, you can feel free to keep score or not, depending on the environment of your class and how competitive you'd like to make the game.

QUESTIONS:

1. What was Pete Guerra's job?
BONUS: What media outlet did he work for?
2. What drink did Judson and his team sell to raise money for his campaign?
3. What was Judson's and Lane's favorite hobby before Judson became president?
4. How did the Constitution change to make it possible for Judson to run for president?
5. Name as many forms of government as you can.
6. How many amendments make up the United States' Bill of Rights?
7. Who was your favorite character, and why?
8. Do you think Lane was a good friend to Judson? Why or why not?
9. If you were to choose a running mate, who would you choose, and why?
10. Why do you think people doubted Judson?



Illinois Learning Standards: *Social Science SS.IS.5.K-2. Ask and answer questions about arguments and explanations. Social Science SS.IS.6.3-5. Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.*

WEBLIOGRAPHY

The Electoral College

http://www.huffingtonpost.com/2012/11/06/what-is-the-electoral-college_n_2078970.html

<http://www.thisnation.com/question/051.html>

The Constitution and Ammendments

<http://constitution.laws.com/who-wrote-the-constitution>

<http://constitutioncenter.org/learn/educational-resources/constitution-faqs/>

<https://www.whitehouse.gov/1600/constitution>

Hearing and Sound

http://www.pbslearningmedia.org/resource/phy03.sci.phys.howmove.lp_sound/sound-vibrations/

ANSWER KEY

Good Vibes Only! (p. 9)

1. Toasters, Refrigerators, Hair dryers, etc.
2. Higher Sounds – the waves are moving at a faster pace.
3. Any musical Instrument

Electoral Equations (p. 12)

1. 63
2. 535
3. 18

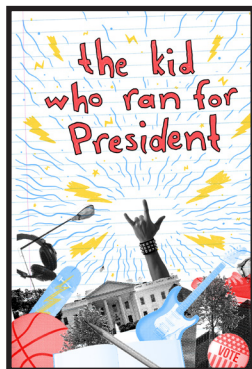
International Government (p. 14)

1. United States >> Democratic Republic
2. Denmark >> Parliamentary Constitutional Monarchy
3. Iran >> Theocratic Republic
4. Japan >> Parliamentary Constitutional Monarchy
5. China >> Communist State (Republic)
6. Turkey >> Parliamentary Republic
7. South Africa >> Parliamentary Republic
8. Nigeria >> Federal Presidential Republic
9. The Vatican >> Absolute Monarchy

Final Assessment – Debate! (p. 18)

1. News Anchor for channel 3
2. Lemonade
3. Playing video games
4. It allowed the age of those who run for president to be younger
5. Democracy, dictatorship, monarchy, theocracy, totalitarian, republic, anarchy
6. 10
- 7-10. Answers will vary.

2016-2017 Chicago Playworks Season
at DePaul's Merle Reskin Theatre, 60 E. Balbo Drive, Chicago



The Kid Who Ran for President

by Jeremiah Clay Neal, from the book by Dan Gutman
directed by Ernie Nolan
recommended for ages 6 and up
October 6 - November 12, 2016

Tuesdays at 10 a.m.: 10/11, 10/18, 10/25, 11/1, 11/8
Thursdays at 10 a.m.: 10/6, 10/13, 10/20**, 10/27, 11/3^, 11/10
Fridays at 10 a.m.: 10/21, 11/4+
Saturdays at 2 p.m.: 10/8, 10/22, 10/29**, 11/5+, 11/12; Sunday at 2 p.m.: 10/16



Night Runner

by Ike Holter
directed by Lisa Portes
recommended for ages 9 and up
January 12 - February 18, 2017

Tuesdays at 10 a.m.: 1/17, 1/24, 1/31, 2/9, 2/16
Thursdays at 10 a.m.: 1/12, 1/19, 1/26**, 2/2, 2/9^, 2/16
Fridays at 10 a.m.: 2/3, 2/10+
Saturdays at 2 p.m.: 1/14, 1/21, 1/28, 2/11+, 2/18; Sunday at 2 p.m.: 2/5**



Cinderella: the Remix

book and lyrics by Psalmayene 24, music by Nick tha 1Da
directed by Coya Paz
recommended for ages 5 & up
April 20 - May 27, 2017

Tuesdays at 10 a.m.: 4/25, 5/2, 5/9, 5/16, 5/23
Thursdays at 10 a.m.: 4/20, 4/27, 5/4^, 5/18**, 5/25
Fridays at 10 a.m.: 4/28, 5/12
Saturdays at 2 p.m.: 4/22, 4/29, 5/6**, 5/13 ~, 5/27; Sunday at 2 p.m.: 5/21+

+ASL/ American Sign Language Interpreting **Post-Show Discussion

^Audio Described Performance ~ Sensory Friendly Performance

Find details about 7 additional productions at
The Theatre School on our website.
theatre.depaul.edu

Box Office and Group Sales: (312) 922 - 1999

theatreboxoffice@depaul.edu

theatregroupsales@depaul.edu