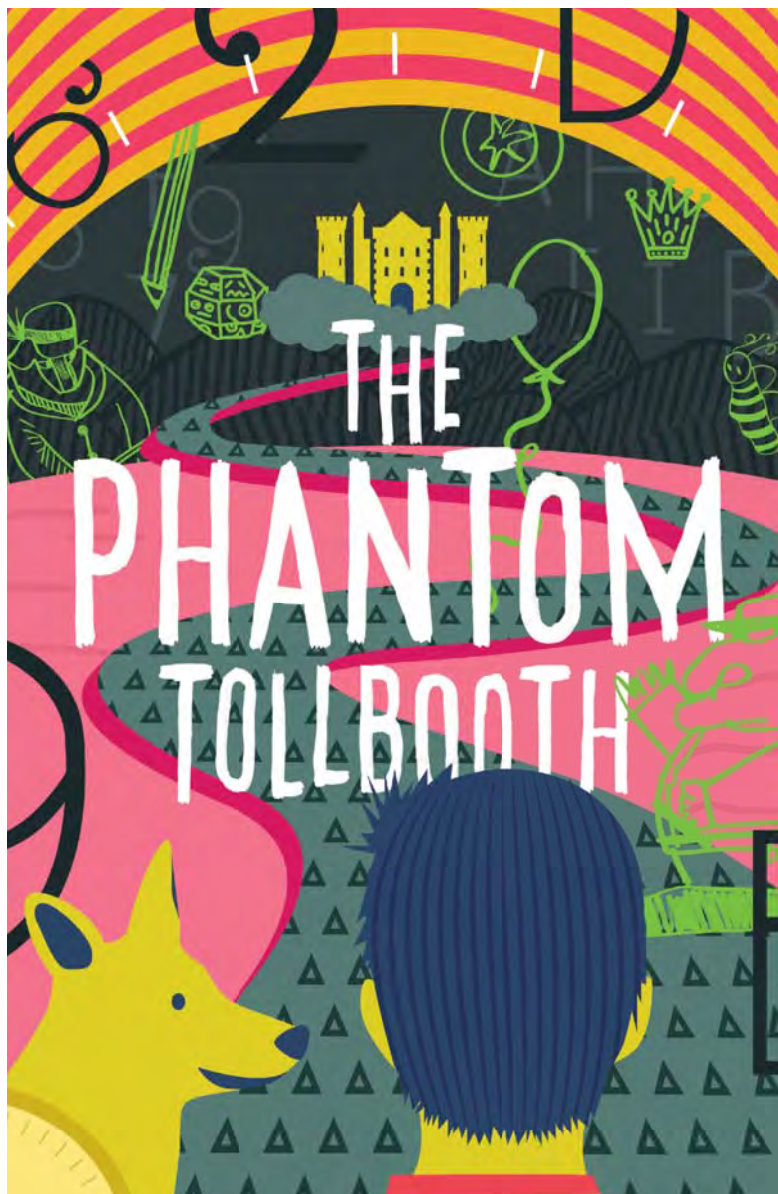


# Teacher Guide

THE  
**THEATRE  
SCHOOL**  
AT DePaul University



by Susan Nanus  
based on the book  
by Norton Juster  
directed by David Catlin

Partner Level Season Sponsor



teacher guide prepared  
by JD Garrastegui, Morgan Greene, and Gen Zoufal

October 7 - November 15, 2014

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

Web Site: [theatre.depaul.edu](http://theatre.depaul.edu)  
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# THE THEATRE SCHOOL

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## AT DePaul University

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

Guides are distributed free of charge to teachers and other ticket purchasers and are available on the web. They are intended as a tool to facilitate learning, discussion, and an enhanced theatre experience for our audience.

• • •

The Theatre School  
DePaul University  
Merle Reskin Theatre  
60 E. Balbo Drive  
Chicago, IL 60605

Visit our Website!  
[theatre.depaul.edu](http://theatre.depaul.edu)

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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, and multi-ethnic 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.

# Welcome, Teachers!

We are thrilled to have you with us at DePaul University's Merle Reskin Theatre for the Chicago Playworks production of *The Phantom Tollbooth*. We invite you into this fantastic adaptation of the classic story, written by Susan Nanus, based on the book by Norton Juster, and directed by David Catlin.

We have designed this guide to be a companion in your classroom as your students investigate the world of the play. Inside these pages, you will find activities, themes, and concepts that will inspire discoveries before and after seeing our production. You will also find Illinois/Common Core Learning Standards to connect our activities and exercises to your required curriculum.

## Look for:

### Milo's Rhyme and Reason:

for themes found in our play



### Tock's Tips:

for curriculum based activities inspired by our play



### Azaz's Activities:

for creative and fun activities for your students to complete



Good luck uncovering the magic behind *The Phantom Tollbooth*!

JD Garrastegui, BFA 3/Dramaturgy  
Morgan Greene, BFA 4/ Theatre Arts  
Gen Zoufal, BFA 4/ Theatre Arts



## Welcome, Students!

Teachers, please share this note with your students  
before the production.

Welcome to DePaul's Merle Reskin Theatre and the Chicago Playworks production of *The Phantom Tollbooth*, written by Susan Nanus, based on the book by Norton Juster, and directed by David Catlin.

You are about to begin a fantastic journey into a world of imagination; but first, there are a few things to think about before you begin. When you are playing with your friends or watching your favorite TV show you can say anything you want but there are different rules for the theatre. The actors rely on the audience's attention and energy in order to give you their best performances. Make sure to not talk to your friends during the play and sit in your seat just like you would sit in a desk at school, keeping your hands and feet to yourself. You can talk about your favorite moments from the play and stretch out once the play is over.

So that everyone can enjoy the enchantment of *The Phantom Tollbooth*, make sure to turn off your cellphones. No calls or texts are allowed. Remind your teacher or chaperone to turn off their cellphone, too. You wouldn't want to miss directions to Digitopolis, would you? We ask that you do not take any pictures of our mysterious world and instead treasure your memories with Milo.

Another reminder: no gum, food or drink is allowed in the theatre. We wouldn't want anything distracting you from following Milo's odyssey.

**Get ready to pass through the phantom tollbooth.  
Here we go!**

JD Garrastegui, BFA3/Dramaturgy  
Morgan Greene, BFA4/Theatre Arts  
Gen Zoufal, BFA4/Theatre Arts



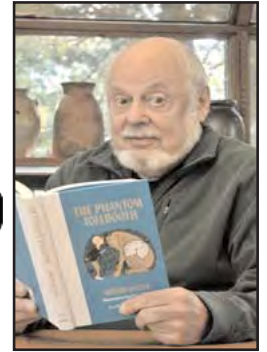




## Tock's Tips: About Our Play

### About the Author

"Like most good things that have happened in my life  
*The Phantom Tollbooth* came about because  
I was trying to avoid doing  
something else." – Norton Juster



Norton Juster was born in Brooklyn, New York, in 1929, right before The Great Depression. He recalls, "I had been an odd child: quiet, introverted and moody. Little was expected from me. Everyone left me alone to wander around inside my own head." After attending the University of Pennsylvania for architecture, Juster joined the Navy for 3 years. During his service, he discovered an interest in writing, and he began creating the character of Milo. "There was no rhyme or reason in his (Milo's) life. My thoughts focused on him, and I began writing about his childhood, which was really mine," Juster said. This brainstorming led to his first book, *The Phantom Tollbooth*, which was illustrated by Jules Feiffer and published in 1961 by Random House. Receiving rave reviews upon publication, the now-acclaimed children's classic continues to be held in high regard for its imaginative wordplay and sophisticated storytelling. Juster followed this success with many other works for young readers including *The Hello, Goodbye Window*, which won The Caldecott Medal in 2006 and *The Dot and The Line*, which was made into an Academy Award-winning animated film. He currently resides in Amherst, Massachusetts.

### Adaptation

An **adaptation** is a story or work of art that has been created from the basis of an original work, reimagining its form of storytelling. *The Phantom Tollbooth* was originally published as a children's novel in 1961. However, the story was so popular that many adaptations followed including our play written by Susan Nanus in 1977. You may be familiar with other adaptations from novels, including *Alice in Wonderland*, *The Cat in the Hat*, and *The Chronicles of Narnia*.

### The Genre of Our Play: Fantasy

*The Phantom Tollbooth* is a **fantasy**, which means its story contains magic elements and enchanted worlds. Other examples of fantasies include *The Wizard of Oz*, *Harry Potter*, and *A Wrinkle in Time*. Can you think of any others?



**Common Core Standard: CCSS.ELA-LITERACY.RL.3.5**

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.



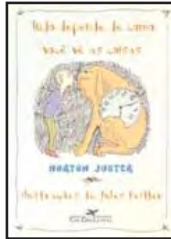
# Azaz's Activities:

## *The Phantom Tollbooth Near and Far*

*The Phantom Tollbooth* has reached worldwide acclaim and has been published in places near and far. Match the book cover below to the country on the map. Draw a line to the X that corresponds with the given country.



Spain



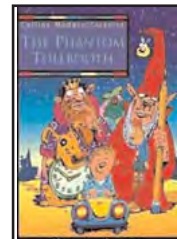
Portugal



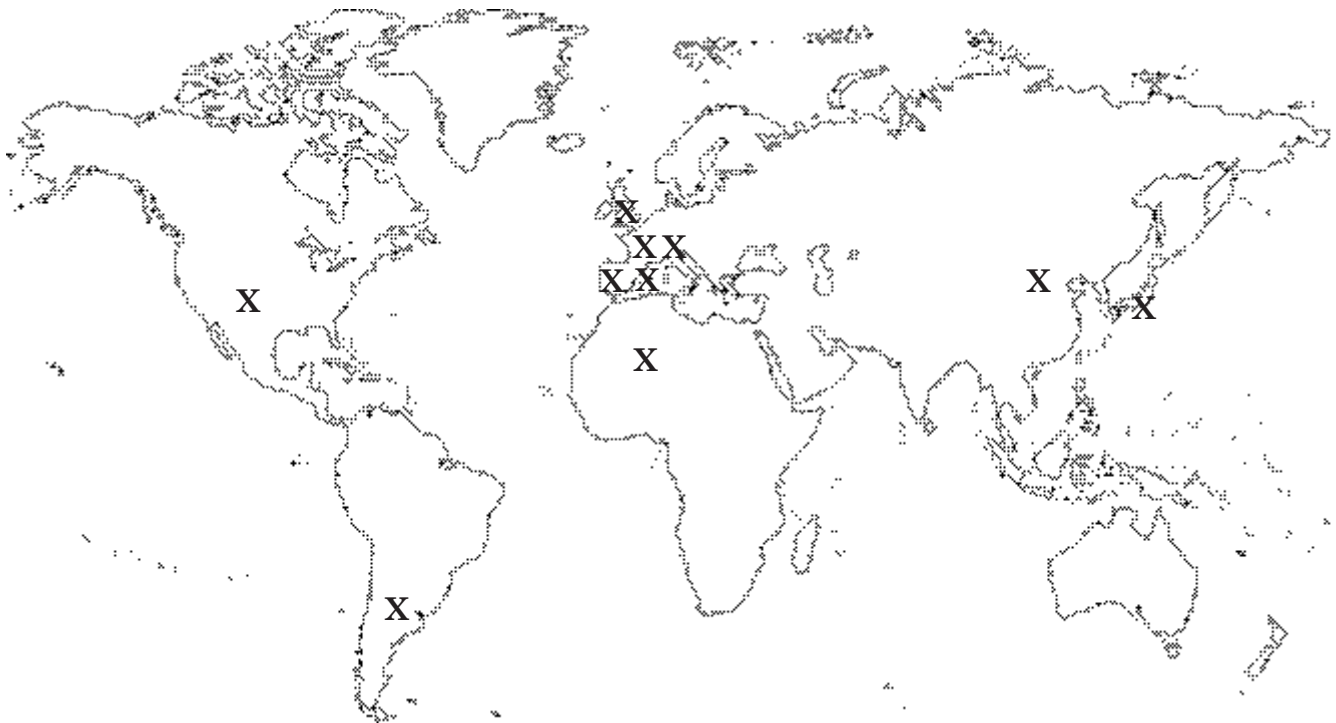
France/Mali



Germany



United Kingdom



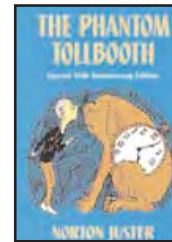
South Korea



China



South America



United States



# Synopsis



*The Phantom Tollbooth* begins with our hero, Milo, committing the one act that no kid should ever commit: being bored. While wallowing in world-weariness, Milo finds a mysterious box in his room with a note addressed to him saying, “For Milo, who has plenty of time.” When he peers inside, he discovers The Phantom Tollbooth. Filled with curiosity, Milo gets into his toy car and pays the toll. Once he crosses its threshold, Milo begins a journey through different lands in the Kingdom of Wisdom, such as Dictionopolis and Digitopolis. Along the way, he meets a colorful cast of characters including Tock the Watchdog and Humbug. Eventually, he is sent on a courageous quest by King Azaz and The Mathemagician to rescue the two Princesses of Wisdom, Rhyme and Reason. By expedition’s end, Milo’s awesome adventure proves to be anything but boring!



## Azaz’s Activities:

### Raise Your Hand If. . .

Raise your hand if...is a game that helps students discover the themes and topics within the play. This activity can take place before or after students have viewed the play.

In order to play: the teacher or facilitator begins with the questions below. They tell the students to raise their hands if they believe the statement is true to their experience. Feel free to ask the students for stories or examples that support their opinion, and encourage them to relate their answers to the play.

### Raise Your Hand If:

1. You have ever been bored. ➔ How did you solve this?
2. You have ever gone on a long trip. ➔ How long?
3. You have travelled somewhere very different from where you live.  
➔ What did you learn? How were the people different?
4. You have ever been lost. ➔ How did you find your way?
5. You have ever broken a rule. ➔ What were the consequences?
6. You have disagreed with your family. ➔ Did you compromise?
7. You have done something that you thought was impossible!  
➔ Did someone support your dream?

#### Common Core Standards:

##### **CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

##### **CCSS.ELA-LITERACY.SL.2.1.B**

Build on others' talk in conversations by linking their comments to the remarks of others.

##### **CCSS.ELA-LITERACY.RL.2.3**

Describe how characters in a story respond to major events and challenges.



## Tock's Tips: A Land of Linguistics



**Linguistics** is the scientific study of language. After you see *The Phantom Tollbooth*, you will see how the play uses this unique science. Every time you talk to your friends or write an essay for school, you are working with linguistics!

At the beginning of the 20th century, attention shifted to the fact that languages change, along with language structures. The attention of the world's linguists turned more and more to the study of **grammar**—meaning the organization of the sound system of a language including the internal structure of its words and sentences. By the 1920s, the study of 'structural linguistics' was greatly inspired by ideas from **Ferdinand de Saussure**, who was developing skillful methods of analyzing language and grammar. This period also saw renewed interest in the study of languages that had never been written down, such as those of Native American tribes.

Linguistics has picked up steam in research and interest. Many academics have made the shift to Linguistics as their field of choice.

Linguistics has led us to have a better understanding of the languages around us so that we can all communicate to continue our journeys, just like Milo. How would Milo have navigated his way through the Kingdom of Wisdom without linguistics?



### Tollbooth Trivia!

Today, there are more than 6,500 languages spoken all over the world.



**Common Core Standard: CCSS.ELA-LITERACY.L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.





## Azaz's Activities: The Word Market

Come to the word market, where you can buy any word imaginable! (Except 'imaginable,; that just sold out. Sorry!) Below, you will find the words currently on sale today:

scrumptious

major

ignorance

and

ridiculous

reason

kingdom

the

clock

assistance

superb

needs

Each letter in a word costs 3 dollars.

So, how much money would you need to buy the word:

**T o l l b o o t h ?**

$3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3$

(9 letters X \$3 = \$27)



1. Using the list above, what word can you buy for \$18? \_\_\_\_\_
2. Using the list above, which word is the most expensive? \_\_\_\_\_
3. Using the list above, which word is the least expensive? \_\_\_\_\_
4. If you had a hundred dollars, what words would you buy from the market?
5. Include your purchased words from question 4 in a sentence:

**Common Core Standard: CCSS.MATH.CONTENT.2.MD.C.8**

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

# *Milo's Rhyme and Reason:*

## Use Your Time Wisely



At the beginning of the play, Tock says, “Time is important, but it's what you do with it that makes it so.” Throughout his journey in *The Phantom Tollbooth*, Milo realizes the truth in Tock’s advice. Although he starts his day bored, Milo chooses to fill the hours with incredible activities. In his quest, Milo learns that every moment counts because time flies.

Although every day is not filled with a journey through a phantom tollbooth, we can make the most of our time by going outside on a sunny day and using our imagination to lead us to new destinations. Have you ever had to use your time wisely to get where you want to go? By appreciating the present and past, we are able to plan for the future.



### *Tock's Tips: A Land of Linguistics*

By knowing how far you have to travel to get somewhere and how long it will take, you can manage your time more proficiently. In the United States, we usually measure distance in miles but what would happen if you had to measure something in a far away place? You may have to use the metric system! The metric system was created by Gabriel Mouton in 1670. It is a measuring system based in decimals.

In the metric system,  
**1 mile=1.609 kilometers**  
**1 kilometer = .62 miles**  
**1 kilometer = 1000 meters**

Convert the distances below and then help Milo get where he needs to go so he can save the day!

1. If it takes Milo 200 miles to get to Digitopolis from his house, how many kilometers does it take him to get there? \_\_\_\_\_
2. The doldrums go on for 10,000 meters! How many kilometers do the doldrums measure?  
\_\_\_\_\_
3. Milo is heading west 9 kilometers from The Kingdom of Wisdom and needs to tell the Princesses, but Rhyme and Reason only understand miles. How many miles west is he

**Common Core Standard: CCSS.MATH.CONTENT.2.MD.A.3**  
*Estimate lengths using units of inches, feet, centimeters, and meters.*

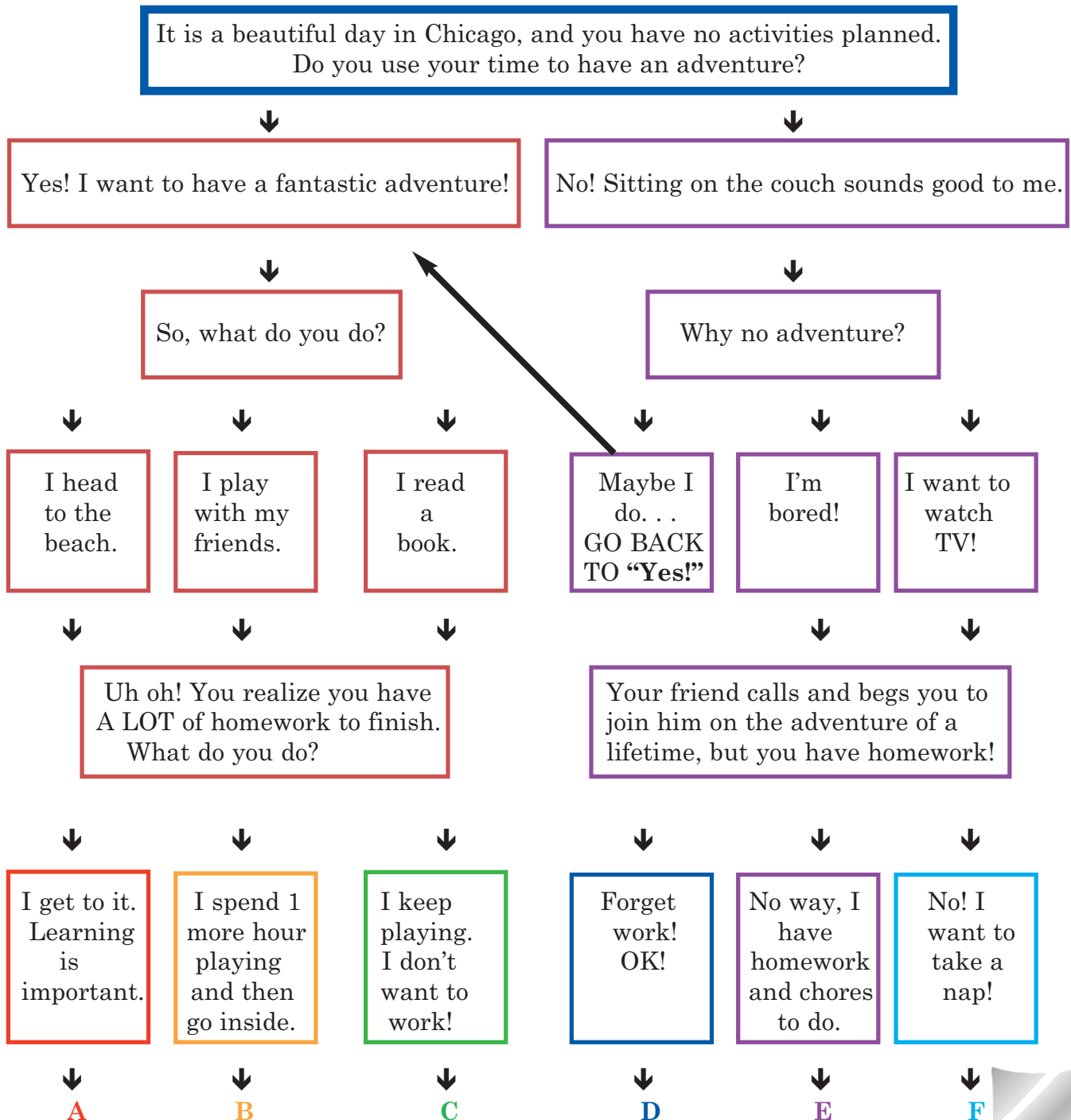


## Azaz's Activities:

### Choose How to Spend Your Time

#### Do You Make the Most of Your Time?

Take this quiz twice: once as yourself and once as Milo from *The Phantom Tollbooth*. How do your decisions differ from those of the character? Begin with the first box, and follow the arrows to the boxes you identify with. View your results on the next page.





## *Azaz's Activities:*

# Choose How to Spend Your Time Results!

### *If you got. . .*

- A:** You're a lot like Milo at the end of the story and are able to balance fun with responsibility. You have a fantastic time with your friends and ace your test. You're on the right track. Keep it up!
- B:** You finish your homework for school, but just in the knick of time! You finish the last sentences without proofreading and end up missing some points on the assignment. You enjoy being adventurous but need to watch out in case you become a procrastinator.
- C:** Your style is all fun and no work. You make the most of your adventure, but none of your homework is finished in class next day. Remember to take time to have adventures *and* study!
- D:** You end up having a great day but pay the price next day in school. None of your homework is finished, and you fall behind in the lesson of the day. Maybe next time you're bored, find a way to make an adventure out of your homework or invite your friend to a study session!
- E:** You don't have the best day ever, but you are prepared for school and use your time wisely. It's good to be a diligent student, but remember to use your imagination and spark your creativity.
- F:** Oh no! You are just like Milo at the beginning of the play. You fail your test the next school day, and your friends miss hanging out with you. Remember, it doesn't take a phantom tollbooth to go on a journey. Grab a book or head outside and explore—after finishing your school work!





# *Milo's Rhyme and Reason:*

## Making the Impossible Possible



It seems impossible that a young person just like you could travel through a mysterious tollbooth and end up having the adventure of a lifetime. And yet, for Milo, it *IS* possible. Although something may seem challenging at first, when you create goals you get one step closer to accomplishing your impossible dream. Characters like Katniss Everdeen from *The Hunger Games*, the young wizards in *Harry Potter* or Matilda from Roald Dahl's classic story were able to accomplish incredible feats, regardless of their age.

In *The Phantom Tollbooth*, Milo is able to reunite the kingdom by believing in the impossible. Think about what the world would be like if people believed incredible inventions like airplanes or computers or even travelling to outer space was impossible!

Have you ever believed in something that seemed impossible? Sometimes, in order to enter into the vaults of history, we have to believe in the beauty of our dreams.

**Perseverance!**

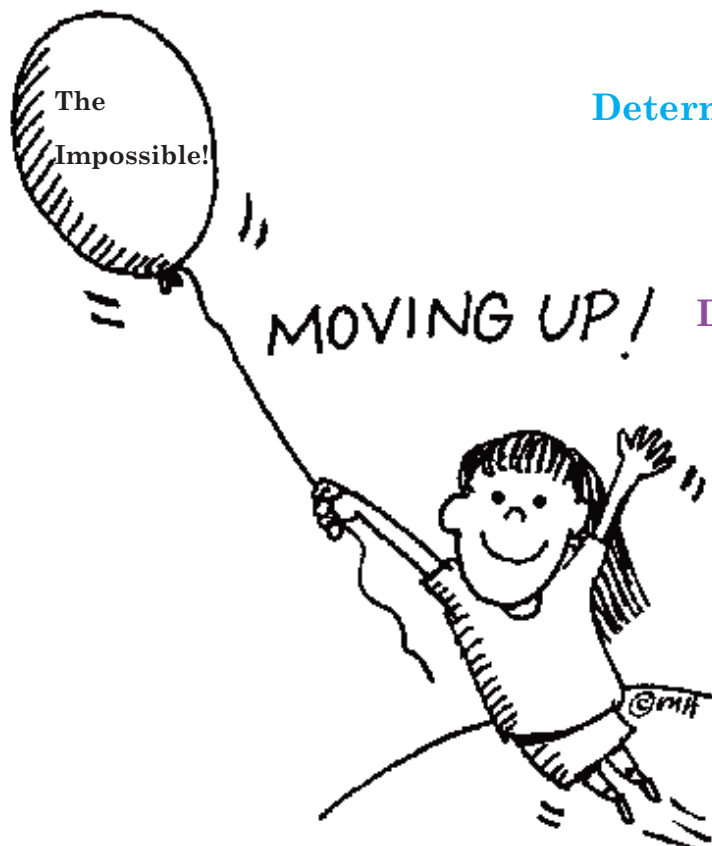
**Determination!**

**Hope!**

**Dedication!**

**Curiosity!**

**Bravery!**





## *Tock's Tips:* Exploring the Beyond

Have you ever wondered what it would be like to travel to a completely different world like Milo? **Astronauts** get to experience what Milo feels in *The Phantom Tollbooth* every time they go into space. An astronaut is a person who studies and trains to travel in a spacecraft. Space travel has an enriching and complex history far beyond the famous man on the moon.

The first specific government sanctioned organization devoted to space travel was established in the Soviet Union in 1957, closely followed by the United States in 1958. During this time, the **space race** between the two nations culminated in U.S. astronaut **Neil Armstrong** being the first human to set foot on the moon in 1969.

After that historic event, a steady progression of research and exploration in space continued to progress. NASA (National Aeronautics and Space Administration) has been the leading organization in international studies of outer space.

Today, **Richard Branson** and his company Virgin have been making strides in the quest to bring civilians like you and me into space. Virgin Galactic is in its final testing stages and is hoping to start sending people into space as early as late 2014!



Neil Armstrong



Richard Branson





## *Tock's Tips:* Grappling with Gravity

We may not think about it all the time, but gravity affects everything we do. For example, right now you are not floating away into space. You have gravity to thank for that.

*What is gravity?*

Basically, **gravity** is what keeps us attached to the earth. It is the force that allows an apple to fall from a tree and lets the baseball you just hit fly through the sky.

“The force of Gravity attracts objects to each other. This attraction is not noticeable unless one of the objects is very large, such as a planet. The area within which Gravity has an effect is called a **Gravitational Field**. The Earth and Moon both have gravitational fields, although the Earth’s is a lot stronger than the Moon’s because it is a much bigger object.”  
(*Usborne Science Encyclopedia*)

**Weight** and **mass** are two critical components of Gravity. Weight is the measure of the pull of Gravity on an object’s mass. Mass is the amount of matter that an object contains. Something’s mass never changes. The strength of the force of gravity between two objects is completely dependent on their distance and their respective masses.

“The further away an object is from the center of the earth, the less the pull of gravity on it”. This means that as you go up higher from the ground, you weigh less. In space and on the moon, you are practically weightless. Can you imagine what that would feel like?



## *Azaz's Activities:* Be a Space Playwright!

After seeing the play, write your own scene about *The Phantom Tollbooth*, and imagine if the world of the play was without gravity. How would your characters be different? What would it be like to move without the weight of gravity holding you down? Would you face any challenges?

Be a playwright! And remember to have fun and share your **adapted** scene with the class!

### **Common Core Standards:**

#### **CCSS.ELA-LITERACY.W.2.3**

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

#### **CCSS.ELA-LITERACY.W.3.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

#### **CCSS.ELA-LITERACY.W.3.10**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



## Azaz's Activities: Young Heroes

### Making the Impossible POSSIBLE

In *The Phantom Tollbooth*, Milo is a little kid who goes on to do big things. Kids all over the world have shown that even though they are small, they can be heroes.

#### Malala Yousafzai

Malala, from Pakistan, risked her life to speak out for what she knew was right. In her village, girls couldn't go to school to educate themselves so she began to organize protests. In 2012, she was shot, but she survived. She did not silence her voice or beliefs.



#### Kamal Pradhan

Twelve-year-old Kamal Napali, from Nepal, was faced with a very difficult situation when his brother, a 2-year-old toddler, fell into a narrow hole during a tsunami. Kamal was scared but was lowered into the hole because he knew he had to save his brother against all odds.



#### Riley Braden

Riley, from California, knew she was a good swimmer, especially for her age, but she never thought she would have to put those skills to action. At a party a baby fell into a pool. No adults noticed, and Riley swam and scooped the baby out of the pool, saving the baby's life.



#### Victor Flores

A 9-year-old boy from California, Victor had to think on his feet when his friend fell through thin ice on a pond by his grandfather's house. He ended up falling in as well but swam out and grabbed a pole to get his friend out of the freezing water.







## Azaz's Activities: My Hero Pledge

What are ways that YOU can be a hero? Maybe your pledge is to volunteer at a homeless shelter, start a recycling program or simply brighten someone's day. Fill out a hero pledge to set goals for the future that will help you be the best hero you can be.

I, \_\_\_\_\_, pledge to:

**Help**

\_\_\_\_\_  
\_\_\_\_\_.

*I will do this by:*

\_\_\_\_\_  
\_\_\_\_\_.

**Teach**

\_\_\_\_\_  
\_\_\_\_\_.

*I will do this by:*

\_\_\_\_\_  
\_\_\_\_\_.

**Encourage**

\_\_\_\_\_  
\_\_\_\_\_.

*I will do this by:*

\_\_\_\_\_  
\_\_\_\_\_.

**Inspire**

\_\_\_\_\_  
\_\_\_\_\_.

*I will do this by:*

\_\_\_\_\_  
\_\_\_\_\_.

**Common Core Standard: CCSS.ELA-LITERACY.W.3.4**

*With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)*

## After the Play:



What did you think of our production of *The Phantom Tollbooth*? Pretend you are the critic for the *Chicago Tribune* and write a review for the people in the city to read.

On a separate sheet of paper, be sure to include:

1. **Who** – Who did you see in the production? What actors played the characters? Who were the people that created the play? What types of people were in the audience?
2. **What** – What was the play about? What happened in the story? What was the main message of the play?
3. **When** – When did the story take place? What time was it? Also, when did you see the show? Did that affect your experience?
4. **Where** – Where did the story take place? Did it change locations? Also, where did you see the play? What was the theatre like?
5. **Why** – Why do you think it is important to tell this story? Why did you see the play?
6. **How** – How did the play make you feel? How do you think the play was created?

Also, don't forget to include what you enjoyed, what you wanted to see more of, and whether or not you would recommend the show to others!

# Bibliography

Norton Juster: <http://www.npr.org/books/authors/138025304/norton-juster>  
<http://www.underdown.org/juster.htm>  
NASA: <http://www.nasa.gov/>  
Linguistics: <http://www.linguisticsociety.org/>  
The Usborne Internet-Linked Science Encyclopedia  
Graphics: <http://school.discoveryeducation.com/clipart/>  
<http://www.clker.com/>

## Answer Key

Word Market:

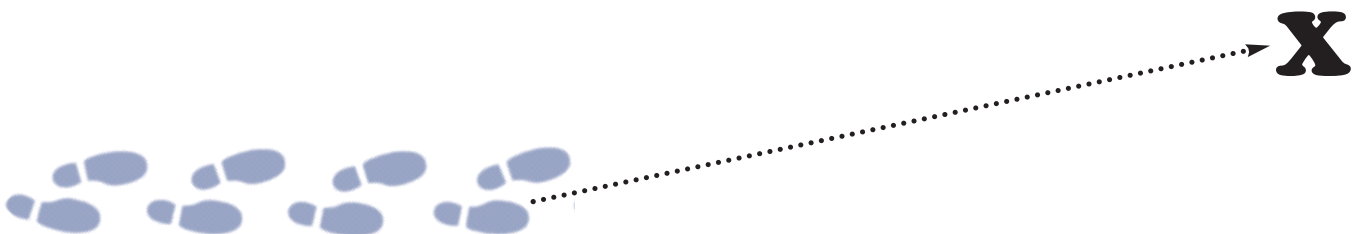
1. superb, reason
2. scrumptious
3. the/and

Navigation Station

1. 31.8 kilometers
2. 10 kilometers
3. 5.59 miles

## For Further Exploration

*The Phantom Tollbooth*: <http://www.scholastic.com/teachers/lesson-plan/phantom-tollbooth-extension-activities>  
Time Management: <http://pbskids.org/itsmylife/school/time/>  
Exploring Space: <http://science.howstuffworks.com/astronaut-videos-playlist.htm>  
Young Heroes: <http://barronprize.org/meet-winners>



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

2014-2015 Chicago Playworks Season

at DePaul's Merle Reskin Theatre, 60 E. Balbo Drive, Chicago

***The Phantom Tollbooth***

by Susan Nanus, based on the book by Norton Juster, directed by David Catlin

*recommended for ages 7 and up*

**October 7 - November 15, 2014**

Tuesdays at 10 a.m.: 10/7, 10/14, 10/21, 10/28, 11/4

Thursdays at 10 a.m.: 10/9, 10/16, 10/23+, 10/30\*\*, 11/6, 11/13

Saturdays at 2 p.m.: 10/11, 10/18, 11/1, 11/8\*\*, 11/15

Fridays at 10 a.m.: 10/17, 11/7

Sunday at 2 p.m.: 10/26+

***Symphony of Clouds***

by Margaret Larlham, directed by Ann Wakefield

*recommended for all ages*

**January 13 - February 21, 2015**

Tuesdays at 10 a.m.: 1/13, 1/20, 1/27, 2/3, 2/10, 2/17

Thursdays at 10 a.m.: 1/15, 1/22, 1/29, 2/5\*\*, 2/12, 2/19

Saturdays at 2 p.m.: 1/17, 1/24, 1/31, 2/14\*\*, 2/21

Fridays at 10 a.m.: 2/6+, 2/13

Sunday at 2 p.m.: 2/8+

***The Day John Henry Came to School***

by Eric Pfeffinger, directed by Ernie Nolan

*recommended for ages 8 and up*

**April 7 - May 16, 2015**

Tuesdays at 10 a.m.: 4/7, 4/14, 4/21, 4/28, 5/5, 5/12

Thursdays at 10 a.m.: 4/9, 4/16, 4/23, 4/30\*\*, 5/7, 5/14

Saturdays at 2 p.m.: 4/18, 4/25, 5/2+, 5/9\*\*, 5/16

Fridays at 10 a.m.: 4/24, 5/1+

Sunday at 2 p.m.: 4/12

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

2014-2015 Theatre School Season

at 2350 N. Racine, Chicago

**On the Fullerton Stage**

**In the Healy Theatre**

***In the Heights***

music and lyrics by Lin-Manuel Miranda, book by  
Quiara Alegria Hudes, conceived by Lin-Manuel Miranda  
directed by Lisa Portes

**October 3 – 12, 2014** (previews 10/1 & 10/2)

***Metamorphosis***

by Franz Kafka, adapted by Stephen Berkoff  
directed by Kelvin Wong

**February 6 – 15, 2015** (previews 2/4 & 2/5)

***The Duchess of Malfi***

by John Webster  
directed by Lavina Jadhvani

**April 17 – 26, 2015** (previews 4/15 & 4/16)

World Premiere!

New Playwrights Series

Title TBA, directed by TBA

**May 22 – 30, 2015** (previews 5/20 & 5/21)

***Vigils***

by Noah Haidle  
directed by Andrew Peters

**November 7 – 16, 2014** (previews 11/5 & 11/6)

***Elemeno Pea***

by Molly Smith Metzler  
directed by Brian Balcom

**February 13 – 22, 2015** (previews 2/11 & 2/12)

World Premiere!

MFA 15, a new play performed by graduating MFA Actors  
by TBA, directed by TBA

**May 15 - 24, 2015** (previews 5/13 & 5/14)

Check the web for performance dates and times.

details as of date of publication; subject to change. Check the web for ASL and Audio Described performances.

Web Site: [theatre.depaul.edu](http://theatre.depaul.edu)

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