

**THE THEATRE SCHOOL
'18-'19 CHICAGO PLAYWORKS SEASON**

GO, DOG. GO!

**STORY BY P.D. EASTMAN
ADAPTED BY ALLSION GREGORY & STEVEN DIETZ
MUSIC BY MICHAEL KOERNER
DIRECTED BY KRISTINA FLUTY**



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Welcome, Teachers!

Welcome to your guide to the Chicago Playworks production of *Go Dog. Go!*, adapted by Allison Gregory and Stephen Dietz with music by Michael Koerner. This show is recommended for all ages. This guide is designed to help you and your students unpack what you are about to see on stage both before and after the play. This packet is aimed to create important dialogue in the classroom through activities based on themes of the play.

Just like a road trip, we want to take you on a journey. The guide is meant to put the play into your classroom.

Thank you for supporting Chicago Playworks and our production of *Go, Dog Go!* I hope you enjoy the show!

-Mary Kate O’Gara, BFA3,
Dramaturgy/Criticism and Art, Media, & Design

Map Key

You will see these icons pop up in our journey. Take a look at what they mean and let's hit the road!



Speed Up! Let's get up on our feet and play! These activities can be applied to further explore a concept or theme in the play.



Pause those paws! Highlights the applicable themes within the production. These parts of the guide are meant to create dialogue.



Map Making Fun and creative projects that connect to the concepts within the play. These engage the students in making projects.

Hop in!

Before we get going on our road trip, there are a few important things we need to go over:

- You may wish to use the restroom before seeing the show as we do not have intermission during our school performances.
- Stay seated during the performance.
- Be respectful to the performers and other people in the audience by not talking during the performance.
- Appropriate responses such as applause or laughter are always welcome.
- Food, candy, gum and beverages are not allowed in the theater during the performance.
- Use of cell phones, cameras, or any other recording device is not allowed during the performance at any time.

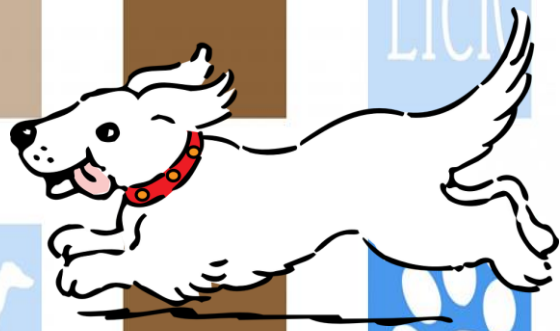
Now it's time to buckle up and enjoy the ride!

Have fun!

- MC Dog

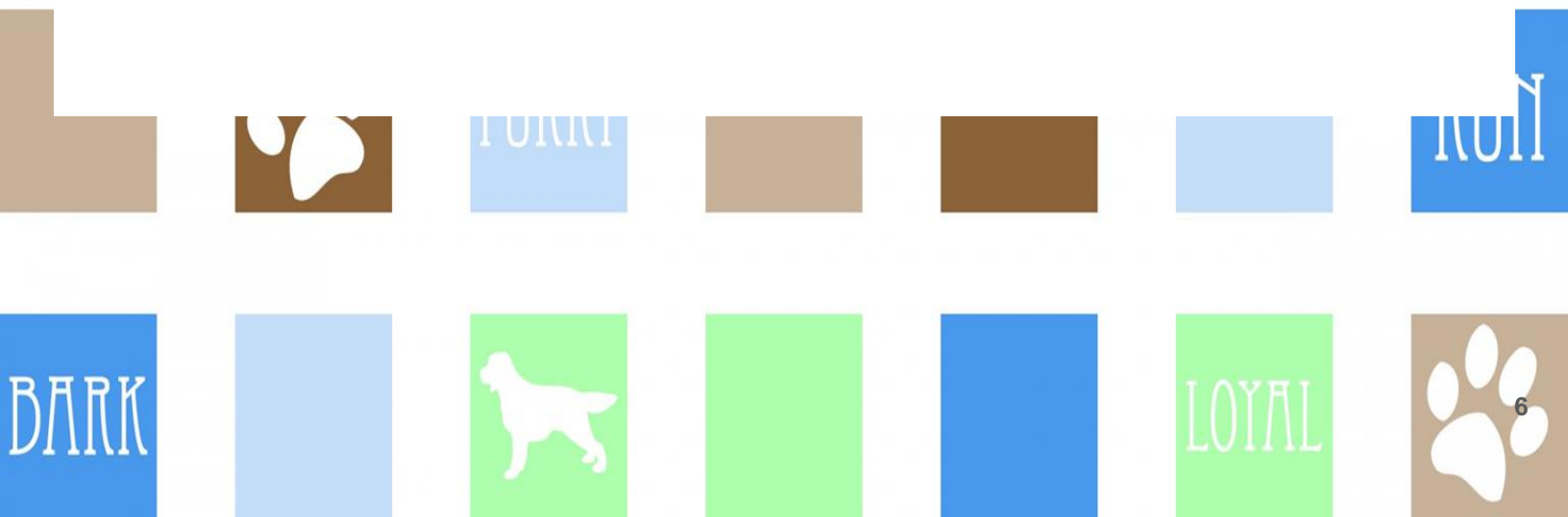


Synopsis



P.D. Eastman's classic children's book comes to life on stage in an exploration of movement, color, and space. The dogs delve into life with gusto, creating a visual spectacle for the audience to feast upon. They play. They howl at the moon. They sing and dance and climb trees.

A Note from the Playwrights: P.D. Eastman's timeless work honors the joyous simplicity of the world around us. Therefore, in crafting a stage version of *Go, Dog. Go!*, it is not our intention to "fill out" or "open up" the story in the style of many traditional adaptations. We have, in fact, added virtually no words of our own. "Expanding" the book in this way would, we believe, rob it of its essential wondrous and loopy anarchy. Instead, we hope to celebrate and explore the existing words and pictures.



Acceptance



Throughout the play, Hattie asks MC Dog if he likes her hat. Hattie is sad until MC Dog finally says that he likes her hat. Can you remember a time that someone did not like something that you were wearing? How did that make you feel? If someone is wearing something that you do not like, should you tell them? Why or why not?

Acceptance is when you understand and welcome someone for who they are. Acceptance means that you see another person who is as unique as you are as a new friend. When you accept someone, you celebrate your differences.



Pause Those Paws!



Want to practice acceptance? One of the easiest ways to practice acceptance is to think before you speak. Is what you are about to say kind? Helpful? True? How do you want people to treat you? Can you think of any ways to be kind to people?

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Multiculturalism



In *Go, Dog. Do!* there are many different types of dogs. There are red dogs, yellow dogs, black dogs, green dogs, and white dogs, to name just a few. Even though they all look different, they all get along and have a good time. The dogs do not treat each other differently just because they look different. In fact, the dogs celebrate their differences with each other!



Pause Those Paws!

What makes you different? Has someone ever treated you differently because of how you look? How did that make you feel?



SS.IS.1.K-2 Create questions to help guide inquiry about a topic with guidance from adults and/or peers.
Identify And Manage One's Emotions And Behavior. 1A.1a Recognize and accurately label emotions and how they are linked to behavior. 1A.1b Demonstrate control of impulsive behavior.
Recognize The Feelings And Perspectives Of Others. 2A.1a Recognize that others may experience situations differently from oneself. 2A.1b Use listening skills to identify the feelings and perspectives of others.



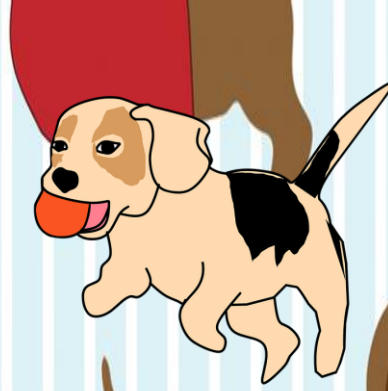
Map Making

Draw Yourself as a Dog!

Draw yourself as a dog! Think about how you would play and what you would eat if you were a dog. What would your friends look like? Would they also be dogs?

MA:Cr1.1.1 a. Express and share ideas for media artworks through brainstorming, sketching, and modeling.
MA:Re8.1.1 a. With guidance, identify the meanings of a variety of media artworks.
MA:Pr4.1.1 a. Combine varied content (for example, arts, media, literary, science) in media artworks for presentation (for example, an illustrated story).

Physical Comedy



Physical comedy is how actors use their bodies to make us laugh. In *Go, Dog. Go!*, the actors do a lot of tricks to make us laugh. Can you remember seeing something in the play that made you laugh? There are many different types of physical comedy.

Slapstick comedy is a form of comedy that has actors pretend to get hurt in a way that is silly. One example of slapstick is *The Three Stooges*. The three brothers always find themselves doing silly antics to make us laugh, like walking into a wall or pouring a bucket of water over someone's head. Though this is funny to an audience, it is not funny to do this in real life because someone could get hurt, and they might not think it is funny.



Another example of physical comedy is miming. **Miming** is a type of acting that requires a whole lot of imagination. Mimes paint a picture using their body, and they pretend to have props or be in a specific setting.



Speed Up!

Let's get on our feet! Think of an activity you like and try to mime it out. That means you pretend that you are doing the activity. Have your classmates guess what you are doing. What do you like to play? What do you do for fun? Show us!



TH:Pr6.1.1 a. With prompting and support, use movement and gestures to communicate in an informal drama.
TH:Cn11.1.1 a. Apply skills and knowledge from different art forms and content areas in a guided drama experience (for example, process drama, story drama, creative drama).



Map Making

What's an adaptation?

An adaptation is what happens when an author wants to share their take on a particular story. *Go, Dog. Go!* was originally a picture book written by P. D. Eastman. Playwrights Allison Gregory and Stephen Dietz took the book and made into a play. There is also music by Michael Koerner. The play version of *Go, Dog. Go!* is not the same as the book. Teachers, read the book to your class and spot the differences between the book and the play.

The Book

The Play

CCR.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCR.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCR.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Teacher Resources/Webliography

Illinois State Learning Standards

<http://www.ilclassroomsinaction.org/standardsbooks.html>

Synopsis and Note From the Playwrights

<https://www.sct.org/About/Past-Productions/2010-11-Season/Go-Dog-Go>

Images

Mimes:

<https://www.flickr.com/photos/janlewandowski/3210986710/>

The Three Stooges:

[https://upload.wikimedia.org/wikipedia/commons/8/87/Three Stooges_1959.jpg](https://upload.wikimedia.org/wikipedia/commons/8/87/Three_Stooges_1959.jpg)