

**UNI**

University of  
Northern Iowa.

Theatre



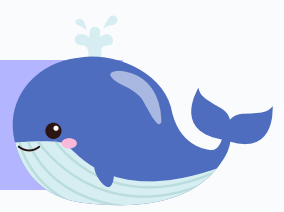
# Educator Play Guide

Spring TheatreUNI Tour

Play Written by

*Finegan Kruckemeyer*

# DEAR EDUCATOR,



The University of Northern Iowa's Theatre Department is proud to present *Suzette Who Set To Sea* as a local elementary school tour experience. We value access to the arts for our communities, and we wish to pursue opportunities that offer our children and their educators valuable resources to integrate quality arts experiences into their learning and teaching.

Please use this play guide to prepare your students for their experience watching the play as well as to extend their learning beyond the final bows. We have connected our activities and extension materials to Iowa Core Standards as well as the National Core Arts Standards for Theatre and Visual Arts; you can find the codes with each activity in the guide.

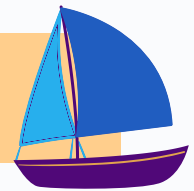
If you have any questions or feedback about the play itself or the activities within this guide, please contact Kendra Kahl, the coordinator of the Theatre for Youth & Communities emphasis at UNI ([kendra.kahl@uni.edu](mailto:kendra.kahl@uni.edu)).

Thank you for supporting quality arts experiences for your students and bringing integrated arts activities into your classroom!

## Kendra Kahl & the Theatre for Youth spring 2024 class

Hannah O'Connell, Mac Oleson, Richard Nissen, Peyton Robbins, Lauren Steelman, Sam Trumpold, & Trent Washburn

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# KNOW BEFORE YOU GO



## WHAT THE PLAY IS ABOUT

In a small seaside village where men build boats and women do not, young Suzette knows she is different – she longs for the sea and believes she is meant for something greater than a life on land. So when a mysterious event occurs, Suzette is forced to do that most difficult thing – prove herself worthy of her destiny.



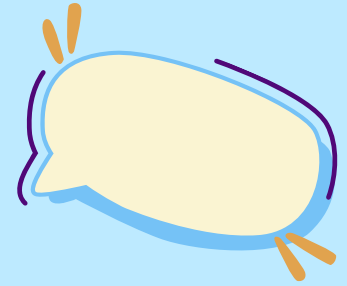
## THEMES

Family  
Adventure  
Bravery  
Equality

## TALK ABOUT IT!

Before attending the performance, ask your students questions to get them thinking about the themes of *Suzette Who Set to Sea*.

- Who is the bravest person you know? How do they show bravery?
- Describe a time when you were brave. How did it make you feel?
- If you could sail on a boat to anywhere in the world, where would you go? Who would you take with you?
- Did someone ever tell you that you couldn't do something just because you were a boy or a girl? How did it make you feel?



(SL.3.1) (DOK 1,2,3,4)

## YOUR ROLE IN THE SHOW

Before coming to see the performance, you may wish to have a conversation with your class about their role as audience members. Theatre can't exist without the audience, and performers respond to the laughter and reactions of the audience. Your students have an important role in the show!

Theatre is not like other forms of entertainment where students might be able to pause for a bathroom break, rewind to watch something again, or turn the volume up if someone next to them is talking. Encourage your students to watch and listen to the play intently. They won't want to miss opportunities to cheer on the characters or laugh when something is funny.

At the end of the play, applause is an opportunity for your students to thank the actors for their performance, and performers will bow to thank the audience for their participation in the show!

## SOMETHING'S FISHY...



There are fish in our story that are **endangered**, which means that there are so few of them they may go extinct! Explore endangered water creatures with your class using this presentation: [Endangered Marine Life Presentation](#). Then, have them create their own endangered fish puppets.

### Craft Materials:

- Construction Paper
- Glue
- Craft Sticks
- Crayons/Markers
- Scissors
- (Optional) Googly Eyes
- (Optional) Gems, Stickers, Beads, Etc.



VA: Cr1.1.Ka; VA: Cr2.2.3a; TH: Cr3.1.5b

### Craft Directions:

- Distribute craft supplies to students.
- Ask students to trace their hands on a piece of construction paper and cut out their traced handprint.
- Have students draw designs or add decorations to their handprint outline as if it were a fish.
- Ask students to glue a craft stick to the back side of the paper, leaving enough room to hold the stick like a handle.

### Animate the Puppets:

- Ask students to introduce their puppet to the rest of the class with the name of their fish and the type of endangered species their fish is (this can be either real or imagined).
- Each student can then talk as their fish, sharing a fun fact about themselves!

## WORD PLAY

(L.3.3) (DOK 2); (L.5.5) (DOK 1,2,3)

Finegan Kruckemeyer, the playwright of *Suzette Who Set to Sea*, uses word play throughout the story to enhance the humor of the piece. This comes in the form of **homophones** and **homonyms**.

**Homophones** - Two words that are pronounced the same but have different spellings and meanings.

- **Whale** - A very large marine animal
- **Wail** - A cry of pain, grief, or anger

**Homonyms** - Two words that are pronounced and spelled the same but have different meanings.

- **Stern** - A very serious demeanor
- **Stern** - The rear of a boat

When you see the show, see if you can pick out more examples of homophones and homonyms!

## HISTORY OF FIRST WOMEN IN THEIR FIELD

Suzette is a young girl in her village who does something no other girl has done! There are many other women in history who have been the first to do amazing things. Use the information on the next page to teach your students about real women pioneers who changed the world as we know it. This can be a paper you share with your class, or you can split students into small groups to research one of the women listed and present their information to the class.

SS.K.17; SS.2.20; SS.3.26; SS.5.22; (SL.5.4) (DOK 1,2,3)

# HISTORY OF FIRST WOMEN IN THEIR FIELD



**Marie Curie** was the first woman to win a Nobel Peace Prize and the first person to ever win two! She discovered the element of radium and did a lot of work with radioactivity. Radioactive compounds have been important in both science and medicine. Her work led to X-rays, which we use to see bones, and radiation, which we use to treat tumors.



**Harriet Tubman** was a spy and Union soldier during the Civil War. She was the first woman to lead an armed military operation, the Combahee Ferry Raid, which liberated 700 slaves. She is best known for her work with the Underground Railroad. "She was fearless, and she was courageous," said historian Kate Clifford Larson.



**Amelia Earhart** was a pilot with an independent and adventurous spirit. She was the first woman to fly across the Atlantic Ocean and the first person to fly over both the Atlantic and Pacific Oceans. She wrote and spoke about her adventures widely. She also worked as a social worker, helping immigrants, and introduced a clothing line for "the woman who lives actively."



**Tatyana McFadden** is an American Paralympic athlete. She has won 20 Paralympic medals. She began in short distance sprints, but has since expanded to longer races. In 2013, Tatyana won the Boston, Chicago, London, and New York marathons. This made her the first person – non-disabled or otherwise – to win the four major marathons in the same year.



**Junko Tabei** was a Japanese mountain climber, author, and teacher. In 1975, she became the first woman to reach the summit of the world's tallest peak, Mt. Everest. She went on to conquer the Summit Seven, or the tallest peaks on each of the world's seven continents. Her motivation slogan was "Do not give up. Keep on your quest."



**Loretta Perfectus Walsh** was the first woman to enlist in the United States navy. While women had been sailing the seas for centuries as pirates or other members of ship crews (sometimes dressing up as boys), Loretta was the first woman in the U.S. to be paid for her service on the seas. In fact, she was the first woman to be paid for military service other than nursing.



**Aretha Franklin** was a singer and songwriter known for hits such as "Respect," "I Say a Little Prayer," and "Ain't No Way." The 'Queen of Soul' was named the greatest singer of all time twice by the Rolling Stones. In 1972, she became the first female artist to be inducted into the Rock and Roll Hall of Fame.



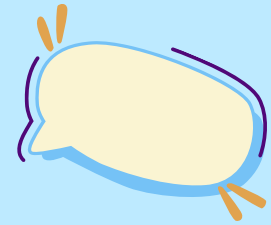
**Sally Ride** was an astronaut and physicist. She joined NASA in 1978 and became the first American woman to fly in space in 1983. She founded her own company in 2001 called Sally Ride Science, which motivates girls and young women to pursue careers in science, math, and technology.

# AFTER THE SHOW



## TALK ABOUT IT!

After the show, get a discussion going about some of the plot moments, show design, and themes. You can also use these prompts for journal entries!



- At the beginning of the story, Conroy says that it's weird that the captain is a lady. Did Conroy change his mind about Lucille being the captain after she told her story? Have you ever changed your mind about something?
- Why didn't the white hats and the blue hats get along? Can you think of similar situations from real life? What do you think the playwright was trying to say during this section of the play?
- When making a play, a lot of people work together to create what happens onstage. Designers create the costumes actors wear, the props and puppets actors use, and even the set where the play takes place. Did you see any design elements during the play that you thought were interesting? Why do you think the designers made the choices they did?

(SL.3.1) (DOK 1,2,3,4)

## SHIPS & SAILORS

It's time to join Lucille's crew! You will need a large, open space for your students to move. Ask your students to stand in the center of the space. You will take on the role of Lucille and call out "orders" that they will follow as shipmates.

Start off with directional orders:

- **Port** - Students will move to the left.
- **Starboard** - Students will move to the right.
- **Stern** - Students will move to the back.
- **Bow** - Students will move to the front.

Once students have these down, introduce the following:

- **Captain's Coming!** - Students will stand in place and salute. They cannot move from this position until you call...
- **At Ease!** - Students may drop their salute and prepare for their next order.
- **Boneholder Spotted!** - Students will make groups of 3 and act terrified together.
- **Hoist the Sails!** - Students will make pairs and mime pulling a rope together as if they were hoisting the sails of a ship.
- **Row the Boat!** - Students will mime rowing a boat with an oar.
- **Wave Ahead!** - Students will pinch their noses and puff up their cheeks as if they are holding their breath.

Optional: For an added challenge, you can introduce elimination. If students don't stay in salute for Captain's Coming!, move the wrong way, or don't find a group of 2 or 3, they are out.

# BUILD A BOAT LIKE SUZETTE!



In *Suzette Who Set to Sea*, Suzette's boat was attacked by the Bone Holder and received a lot of damage! Now, you get to design a new boat for Lucille, Pete, and Conroy's adventures that would stop the Bone Holder from damaging their boat.

K-2-ETS1-1; K-2-ETS1-2; 3-5-ETS1-1; EE.5-PS1-3

## Materials for Buoyancy Review:

- Container of Water (large enough to fit objects)
- Various objects, some of which float in water, some of which don't

## Buoyancy Review:

- "Let's review some key ideas about **flotation**. **Buoyancy** is required for a boat to sail. So, if your boat isn't buoyant, it will sink. What can we do to make your boats buoyant?"
- Test the objects that you have in the water to see which float and which do not.
- "What properties allow objects to float?"
- "Every object is being pushed down by **gravity**, and every object in water is being pushed up because of **buoyancy**. The trick to making something float is to not let the push of gravity be more than the push of buoyancy. This requires that boat-makers understand **density**."
- "Can everyone come up and squeeze in around one desk? This desk and all of us around it are VERY dense because we are tightly packed together. But, if we all return to our normal seats, we can become less dense again because we are more spread out."
- "It isn't so much about how heavy your boat is, but about how spread out that weight is!"
- "Sailboats are also **aerodynamic**, which means that air can easily move around them. This allows them to harness the wind in order to move along the water."

## Activity Version 1 - Drawing the Boat

### Materials:

- Worksheet for each student: [Worksheet Link](#)
- Markers/Crayons/Colored Pencils

### Directions:

- Using the worksheet, design a new boat for Lucille, Pete, and Conroy! What would help the boat float? What would keep the boat from getting damaged by the Bone Holder?

## Activity Version 2 - Creating a Boat Model

### Materials:

- Boat Materials: Popsicle Sticks, Sponges, Pipe Cleaners, Straws, Markers, Scissors, Paper, Etc.
- Connective Materials: Glue, Duct Tape, String, Etc.
- Container of Water

### Directions:

- Using the available materials, students will work in groups or individually to design a boat that will float *and* will help Lucille, Pete, and Conroy avoid damage from the Bone Holder.
- Once all boats have been built, each student or group may take a turn carefully placing their boats into the water and testing their buoyancy.



## WHAT HAPPENS NEXT?

Lucille, Pete, and the crew have been on many adventures together such as battling a sea monster, surviving a scurvy outbreak, and getting picked up by a tornado! What adventures do you think they'll get into next now that Conroy is part of their crew?

Split students into groups of 4-6 to imagine what happens next in the lives of these characters. You can either have the groups create short scenes with dialogue or create tableaux (freeze frames) to show their ideas. Spotlight each group to see what shenanigans ensue for the crew!

**Possible Writing Extension:** Have students continue the story their groups created, composing a narrative version that includes a beginning, middle, and end.

21.3-5.ES.1; TH: Cr1.1.3.c; TH: Cr2-4.a; (W.3.3) (DOK 3, 4); TH: Pr6.1.4a

## PANTOMIME RELAY

When sailing a boat, the entire crew has to communicate with each other effectively to get the job done. Whether the sea is too loud, you've lost your voice, or, like One Leg Pete, you never had a voice in the first place, sometimes it's hard to communicate! If you're unable to use your voice, you still have to work together with your crew. For this activity, everyone must behave like One Leg Pete: to communicate you must ONLY use your body, you cannot use your voice at all.

### Directions:

- Split your students into even groups of 4-5. Each group is now a ship crew.
- Groups should line up next to each other in single file lines, all facing the same direction.
- The crew member at the back of the line will start as the Captain. For each round, the Captains will turn around and receive their first action from you.
- Once the Captain has received their action, they will turn back around and tap the crew-mate in front of them on the shoulder.
- That crew-mate will turn around and watch as the Captain performs the action given to them. The crew-mate's job is to repeat this process by turning around and tapping like the Captain did before. They will then recreate the action that they saw for that crew-mate.
- This process should repeat over and over until the front crew-mate has seen the action. Their job is to guess the original action. If they are correct and first, they win that round of the relay! If they are incorrect, the action starts back with the Captain.
- Rotate Captains so different students have different jobs during the activity.
- **Hint:** This activity functions like the game telephone, only with actions instead of words!

### List of Possible Actions:

- Hoisting a sail
- Catching a fish
- Swabbing the deck
- Washing the dishes
- Tying a rope
- Rowing in a row boat

TH: Pr5.1.3.a; TH: Pr5.1.1a

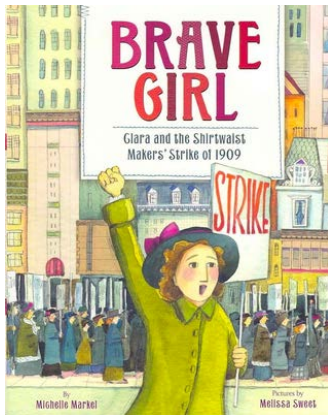


# FURTHER READING



Extend your learning with literature! These books offer further engagement with bravery, adventure, or sailing.

(RL.1.5) (DOK 2,3); (RL.3.1) (DOK 1,2,3)

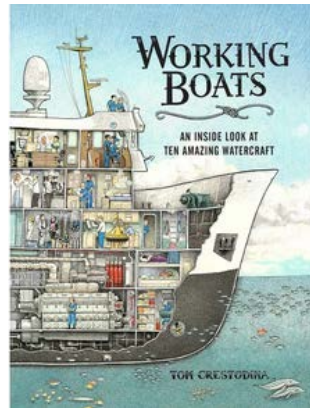


## **Brave Girl**

Michelle Markek

Grades 1-5

A young woman leads peaceful protesters in advocating for working rights.

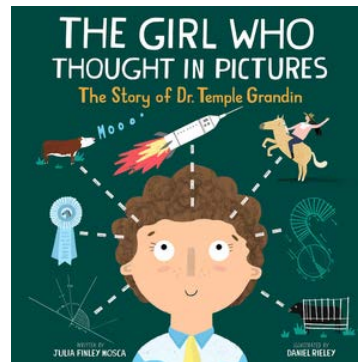


## **Working Boats: An Inside Look at 10 Amazing Watercraft**

Tom Crestodina

Grades 1-5

Explore detailed illustrations of modern boats being used today.

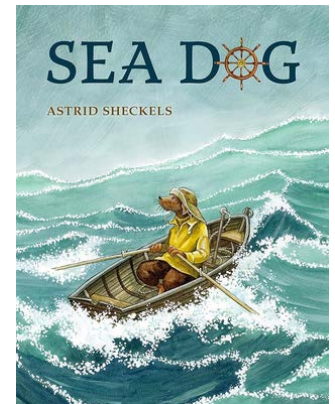


## **The Girl Who Thought in Pictures**

Julia Finley Mosca

Grades K-4

The life story of Temple Grandin, a brilliant female animal scientist.

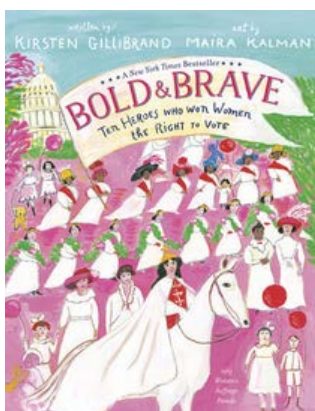


## **Sea Dog**

Astrid Sheckels

Grades PreK-3

Walter the dog learns to believe that with enough effort, he can be a great sailor.

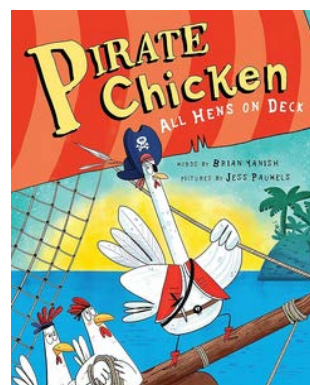


## **Bold and Brave**

Kirsten Gillibrand

Grades 1-5

The story of ten different leaders who all raised their voices for justice, to advocate for women's rights.

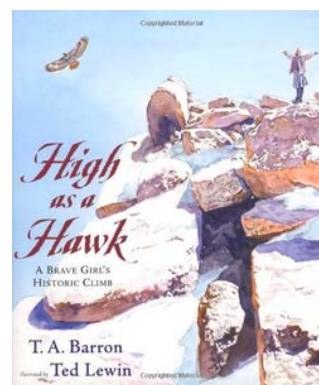


## **Pirate Chicken: All Hens on Deck**

Brian Yanish

Grades PreK-3

Lily and her chicken friends become pirates on the sea.



## **High as a Hawk**

T.A. Barron

Grades K-4

Eight-year-old Harriet sets off on a journey to become one of the youngest mountain climbers ever.



## **Dinosaur Lady**

Linda Skeers

Grades PreK-3

Mary Anning proudly visits the beach every day in search of dinosaur bones, and becomes a phenomenal paleontologist.



On behalf of the cast and creative team of *Suzette Who Set to Sea*, **THANK YOU** for inviting us into your school! If you would like to connect with us after the show, please send any mail to:

Kendra Kahl  
251 Communications Arts Center  
Cedar Falls, IA 50614-0371

Or email Kendra Kahl  
(kendra.kahl@uni.edu), the  
Theatre for Youth & Communities  
coordinator and director of the  
production.

## COMING NEXT SEASON!



### GRETTEL! THE MUSICAL

School Matinees: March 6 & 7, 2025

Performances at the Strayer-Wood Theatre at UNI

Before there was Hansel, there was Gretel! Based on the Russian source that is the origin story of the tale, this musical focuses on the girls and women at the center of the adventure. Featuring folk/rock music, the songs capture the darkness but also the humor and humanity of Gretel's journey to fetch the skull of undying light from Baba Yaga, one of the most fascinating witches of all time. On her way, Gretel meets the Black Knight, who holds the secrets of the stars in his cloak, and three horsemen, who carry the sun across the sky.

Once Gretel reaches Baba Yaga's hut on chicken legs, she confronts the witch. Baba Yaga sets three impossible tasks for Gretel to complete in exchange for the skull. In the tasks, Gretel discovers the positive power of her anger, the comfort of her compassion, the gift of her grief, and the truth of her own birthright, as she teaches herself how to survive.

