MERMAID THEATER’S
GOODNIGHT MOON AND
THE RUNAWAY BUNNY

STUDY GUIDE
ORDWAY | Education
WWW.ORDWAY.ORG/EDUCATION • 651.282.3115
Experience Joy.Centerstage with your students!

Join the thousands of students and teachers whom we welcome into our theaters each year to experience the transformative power of the arts!

We collaborate with artists, community leaders and activists in communities throughout the Twin Cities through our Taking Our Place Centerstage initiative, produced with Soultouch Productions and Robin Hickman, which centers the work of communities of color. More at Ordway.org/topc

We look forward to seeing you at the Ordway for Goodnight Moon And The Runaway Bunny!

Shelley Quiala
Vice President of Arts Education and Community Engagement

MEET THE EDUCATION TEAM

Shelley Quiala
Vice President of Arts Education and Community Engagement

Dayna Martinez
Artistic Director of World Music & Dance and the International Children’s Festival

Erin Matteson
Education Manager

Lex Knowles
School Programs Coordinator

Jenea Rewertz-Targui
Arts Learning Manager

Tommy Sar
Community Engagement Coordinator

Sarah Wiechmann
Education Sales Associate

Study Guide Sections

<table>
<thead>
<tr>
<th>Page</th>
<th>Study Guide Sections</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My Review</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Activities and Discussion Questions</td>
<td>9-12</td>
</tr>
<tr>
<td>3</td>
<td>Resources</td>
<td>13</td>
</tr>
<tr>
<td>4-6</td>
<td>Frequently Asked Field Trip Questions</td>
<td>14</td>
</tr>
<tr>
<td>7</td>
<td>Performance Evaluation</td>
<td>15-16</td>
</tr>
<tr>
<td></td>
<td>Bus Reimbursement Form</td>
<td>17</td>
</tr>
</tbody>
</table>
Coming to the Theater

Your Role as an Audience Member

Audience members play a special and important role in the performance. The performers are very aware of the audience while they perform and each performance calls for different audience responses.

Lively bands, musicians and dancers may desire audience members to clap and move to the beat. Other performers require silent focus on the stage and will want an audience to applaud only when they have completed a portion of their performance.

As you enjoy the show, think about being a part of the performance.

- What are the differences between attending a live performance and going to a movie or watching television?
- What are some different types of live performances? Name a few as a class.
- What kind of responses might an audience give in each circumstance?
- What are the different cues that a performer will give you so that you know how to respond? For example, might they bow or pause for applause?

Also, remember that a theater is designed to magnify sound, and even the smallest whispers or paper rustling can be heard throughout the theater. When you come to the Ordway, you are part of a community of audience members and you all work together to create your theater experience.

Audience Member Checklist for Review at School

☐ Leave your food, drinks and chewing gum at school.

☐ Remember to turn off all cell phones before the performance begins.

☐ When the house lights dim, the performance is about to begin. Please turn your attention toward the stage.

☐ Cameras and other recording devices are not allowed in the theater.

☐ Talk before and after the performance only. Remember that not only can those around you hear you, the performers can too.

☐ Appropriate responses such as laughing and applauding are appreciated. Pay attention to the artists on stage; they will let you know what is appropriate.

☐ Open your eyes, ears, mind, and heart to the entire experience!

☐ After the performance you will be dismissed when your school is called from the stage. Remember to check around your seat for everything that you brought into the theater.
About the Ordway

As a center for the performing arts, the Ordway takes on three different roles:

Hosting
The Ordway is home to the following Arts Partners; they program their own seasons and use the Ordway as their performance venue:

• The Minnesota Opera
• The Saint Paul Chamber Orchestra
• The Schubert Club

Presenting
The Ordway also programs their own performance seasons. Musical theater tours such as Evita and Camelot are a part of the Theater Season. The Ordway also produces musical theater such as A Christmas Story, the Musical. The Target® World Music and Dance Series include companies on national and international tours, such as Nachito Herrera and his Cuban Orchestra and CONTRA-TIEMPO.

Producing
The Ordway is a member of the Independent Presenters Network, which allows for collaborations to produce large musical productions with other performing arts centers. Such musicals are Disney’s Beauty and the Beast.

The Ordway also presents the annual Flint Hills International Children’s Festival, a week-long festival of international artists performing work to our youngest audience members. The dates for the 2015 Festival are May 26-31.

Fun Facts!

Did you know...
The Ordway has two theaters?
• Ordway’s Music Theater, 1900 seats
• Ordway’s Concert Hall, 1100 seats (coming soon!)

The Ordway first opened twenty-nine years ago on January 1, 1985, as the Ordway Music Theatre!

More than 350,000 patrons come the Ordway each year.

What’s in a Name?
The name Ordway comes from Lucius Pond Ordway (1862-1948) a Saint Paul businessman and early 3M investor. His granddaughter, Sally Ordway Irvine (1910-1987) built the center and decided to use the Ordway name.

Sally Ordway Irvine traveled to Europe with architects to visit opera houses and theaters when planning the design of the Ordway.

For more information about the Ordway and Arts Partners visit www.ordway.org

Schools from all over the region attend the Ordway’s student performances. 50,000 seats were filled by students and teachers last year!
About the Company

Who is Mermaid Theatre of Nova Scotia?

Mermaid Theatre of Nova Scotia is known for adapting children’s literature into magical stage productions—using puppetry, original music, and innovative scenic effects.

Mermaid Theatre of Nova Scotia began as a puppet theater company in 1972. It has since grown into a touring company, bringing its unique style of storytelling to children around the world. About 5 million people have had the opportunity to experience a touring production of Mermaid Theatre.

In addition to its touring productions, Mermaid Theatre owns and operates its own performing arts center, the Mermaid Imperial Performing Arts Centre (MIPAC), in Windsor, Nova Scotia. It also creates puppets that are used in other theatre and film productions, and offers puppetry workshops for children of all ages through its Mermaid Institute of Puppetry Arts.

Mermaid Theatre finds it important to maintain the two facets of its organization:

1. Using puppetry and original music to introduce a love of literature to young audiences around the world through its touring productions.
2. Providing educational and presenting activities to its local and regional audiences at MIPAC

Mermaid Theatre’s Mission is:

- To introduce family audiences at home and abroad to the excitement of innovative theatre and the performing arts;
- To serve as cultural ambassadors for Nova Scotia and for Canada;
- To provide a touring showcase of Atlantic Canada’s artists;
- To encourage literacy and the love of reading;
- To promote the art of puppetry through live performances as well as by means of instruction at all levels;
- To encourage creative self-expression among adolescents through the non-professional, Youtheatre.

To learn more about Mermaid Theatre, you can visit their website: http://mermaidtheatre.ca/about/who-we-are/
About the Performance:
Goodnight Moon & The Runaway Bunny

The Runaway Bunny

In The Runaway Bunny, a young bunny wants to run away. His mother tells him, “If you run away, I will run after you.” The bunny imagines herself transforming into all kinds of creatures and objects, but each time, the loving mother bunny describes the ways she will bring the young bunny home.

Goodnight Moon

In Goodnight Moon, Rabbit goes through a bedtime ritual by saying goodnight to everything in his room and in his imagination! Rabbit says goodnight in a rhyming poem.

The story’s famous first words are: “Goodnight room, Goodnight moon. Goodnight cow jumping over the moon. Goodnight light, and the red balloon…”

Discussion Questions:
1. Do you have a bedtime ritual? If so, what is it?
2. What are some special items or people you would say goodnight to before going to sleep?

Discussion Questions:
1. What objects or animals would you turn into to try and hide?
2. Have you ever had imaginary adventures? If so, what were they?
About the Performance:
The Books’ Creators

Image of Margaret Wise Brown, courtesy of Brooklyn

AUTHOR
Margaret Wise Brown (1910-1952)
Margaret Wise Brown is the author for both Goodnight Moon and The Runaway Bunny. Margaret became one of the first children book authors that focused on the writing. Most children books during her time were created by artists, so the main focus was on the illustrations. Margaret changed that with her first book, When the Wind Blew, in 1937. Prior to writing children’s books, Margaret graduated from Hollins College and worked as a teacher. She wrote several books during her lifetime, including writing books for The Little Golden Book series in the 1950s.

Other Books by Margaret Wise Brown include:

- My World of Color
- The Moon Shines Down
- Two Little Trains
- Sneakers, the Seaside Cat
- The Little Fir Tree
- The Important Book

ILLUSTRATOR
Clement Hurd (1908-1988)
Clement Hurd was best known for his illustration works he created in collaboration with Margaret Wise Brown, which included Goodnight Moon and The Runaway Bunny. He attended St. Paul’s School in Concord, New Hampshire before going on to study architecture at Yale University and painting with Fernand Leger in Paris. In addition to illustrating books by Margaret Wise Brown, he provided illustrations to books written by his wife, Edith, and even illustrated a book for the famed, Gertrude Stein.

Optional Activity: Illustrate a Nursery Rhyme!

Materials:
- A copy of the words to the Itsy Bitsy Spider
- Crayons, markers
- Pencils
- Paper

Directions:
1. Recite with the class the nursery rhyme, Itsy Bitsy Spider:
   - The itsy-bitsy spider
   - Climbed up the water spout
   - Down came the rain
   - And washed the spider out
   - Out came the sun
   - And dried up all the rain
   - And the itsy-bitsy spider
   - Climbed up the spout again
2. After reciting the nursery rhyme as a class a few times, ask the students to pick one scene to illustrate or draw. For example, they could draw the spider going up the water spout, or the rain coming down, etc.
3. Give the students time to create their illustrations using available art supplies.
4. After the students complete their illustrations, have them present their illustration to the class.

About the Performance: Puppetry

What is Puppetry?
Puppetry is creating and using puppets in a **theatrical production**. A puppet is an object that can be made to represent a particular figure, such as a person or animal, or is just an **abstract** form. The puppet is then moved by a human to become like an actor in the show. The person moving the puppet is known as the puppeteer.

Puppets can be made out of a variety of materials, such as socks, brown paper bags, **paper mache**, wood, plastic, etc. Their construction can also be simple or complex, depending on what is needed for a particular show.

Types of Puppets
There are a **multitude** of puppet types. Here are some common puppets:
- **Finger Puppets**—a small puppet that fits on your finger
- **Hand Puppets**—a puppet controlled using one hand; the hand is inserted into the puppet and the opening and closing the puppeteer’s hand makes the puppet’s mouth move
- ** Marionettes**—a puppet that has its **limbs** and head connected to a control bar through a series of strings; the puppeteer tilts the control bar to move the puppet
- **Rod Puppet**—a puppet that is moved by a rod that goes through the puppet’s body to its head; small separate rods may be used to move the puppet’s limbs
- **Shadow Puppet**—a puppet that is cut-out of paper or other materials and is placed between a light source and screen to have its shadow projected

Puppets In the Show
In **Goodnight Moon** and the **Runaway Bunny** you will witness rod and table-top puppets being used. Table-top puppets are a variation of **Bunraku puppets** that originated in Japan.

Table-top puppets usually require more than one puppeteer to move the puppet’s head and limbs. The name of table-top puppets comes from the stage that is used is generally the height of the table that the puppeteers stand behind.

Like Bunraku puppets, the puppeteer is in full view of the audience in order to move the puppet. To keep the puppeteers hidden while using the puppets, a black light may be used.

In the performance of **Goodnight Moon**, a black light is used. Black light makes **fluorescent** colors glow in the dark, and makes anything black invisible. For the performance, the puppets and **scenery** are covered with fluorescent paint, which makes them stand out, and the puppeteers wear black, which hides them. This creates the **illusion** that the puppets are moving by themselves.

**Vocabulary**

**abstract**: a non-representational object or subject of artwork

**adapting**: alter a text to make it suitable for film, broadcast television, or the stage

**ambassadors**: a person who acts as a representative of a specified activity

**architecture**: the art of designing and constructing buildings

**author**: a writer of a book

**Bunraku puppet**: large puppet needing three or more puppeteers to operate that was used in the traditional Japanese puppet theatre of Bunraku

**collaborative**: the process of producing by one or more parties working together

**company**: group of actors and technicians working on a show

**facets**: a particular feature

**illustration**: art work used in books to help tell the story

**illustrator**: a person who creates images for a story or book

**illusion**: something that can trick the senses; something that is different than

**imagination**: a mental image or idea

**imagery**: to use language to vividly represent or describe objects, actions, ideas, emotions, etc.

**innovative**: featuring new or original ideas or methods

**limbs**: an arm or a leg

**literacy**: the ability to read or write

**multitude**: a large number

**paper mache**: a substance made by mixing wet paper pieces with glue that when pressed together form molded objects

**plot**: also called storyline; the plan, scheme, or main story of a literary or dramatic work, such as a play, novel, or short story.

**poet**: a person who writes poems

**puppetry**: a form of theatre that uses puppets

**rhyming poem**: a poem that contains a repetition of similar sounds aka rhymes

**ritual**: a certain set of actions one does regularly

**scenery**: objects or backdrops used to provide a setting for a theatrical production

**scenic effects**: technical elements of a theatrical production that provide a setting or scenery

**self-expression**: the expression of one's feelings, thoughts, stories, or ideas

**Storytelling**: a traditional improvisational art form where the words and actions of the storyteller creates the experience/story for the audience.

**theatrical production**: any work of theatre, including a staged play or musical
My Review!

You are a reporter for your school's newspaper!
Write and illustrate a review article to inform others about the performance you just saw.

Title:

I saw________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

I heard_______________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

The music made me feel_____________________________________
________________________________________________________
________________________________________________________
________________________________________________________

The performance reminded me of_______________________________
________________________________________________________
________________________________________________________
________________________________________________________

My favorite part of the music was ______________________________
________________________________________________________
________________________________________________________
________________________________________________________

I wish I had seen more ___________________________
________________________________________________________
________________________________________________________
________________________________________________________

Name:
Activities and Discussion Questions

Grades K–2

Description: Students will collectively create their own Goodnight Moon story.

Duration: 45 minutes—1 hour

Objectives:
- Identify objects in students’ own sleeping areas
- Identify rhyming words and use them to create a group story

Materials:
- Board and chalk or marker
- Crayons, markers, or colored pencils
- Paper
- Copy of the book, Goodnight Moon

Directions:
1. As a class, read the book, Goodnight Moon.
2. Ask each student to draw a picture of their own sleeping area, labeling items that they would like to say goodnight to, like the rabbit in the story.
3. Ask the students to share some of the items they listed.
4. As a class, make a list of those things on the board.
5. Optional: Identify pairs of rhyming words on the board. If none exist, ask for more suggestions from the class.
6. As a class, compose your own Goodnight Moon story, using the non-rhyming or the rhyming words on the board.

Discussion:
1. What are your favorite things? Why?
2. How would your story be similar or different from Goodnight Moon?
3. How do you think the performers will use puppets to tell the story of Goodnight Moon?

Description: Students will identify an animal they would like to be and draw a picture of how to find them if they were hiding.

Duration: 45 minutes—1 hour

Objectives:
- Name animals and their characteristics
- Identify the animals’ environments, focusing on hiding places or places for shelter
- Communicate ideas through visual art

Materials:
- Paper
- Crayons, markers, or colored pencils
- Copy of The Runaway Bunny

Directions:
1. As a class, read the book, The Runaway Bunny.
2. Ask students to think about how the bunny uses its imagination to become a new animal.
3. Ask students to identify an animal that they would like to be, and its characteristics.
4. Ask students to think about the environment in which the animal lives and where the animal might go if they were hiding.
5. Ask students to draw the animal, its environment, and where it is hiding. Then, ask them to draw a person finding the animal. Ask students to describe their drawing (this can be done as a writing component or simply given orally to the class).

Discussion:
1. What animal did you choose? Why?
2. Where did the animal hide? Why?
3. How was your animal's choice similar or different from where the bunny runs away to or hides in the story?

Activites and Discussion Questions 

**Description:** Students will get the opportunity to create their own puppet and use their puppet to bring the story of *The Runaway Bunny* to life.

**Duration:** 1 to 2 Classroom sessions

**Objectives:**
- Students will practice the art of puppet-making.
- Students will utilize communications skills.
- Students will practice creative and critical thinking skills.

**Materials:**
- A copy of *The Runaway Bunny*
- Chalkboard/whiteboard
- Brown paper lunch bag (one per student)
- Crayons, markers, or colored pencils
- Optional: art supplies, fabric pieces, yarn, craft googly eyes, glue, etc.

**Directions:**

**Part 1:**
1. As a class, read *The Runaway Bunny*
2. Ask the class to name the animals and people (e.g. tightrope walker, little boy, etc.) that were listed in *The Runaway Bunny* story.
3. Write their responses on the chalkboard/whiteboard.

**Part 2:**
1. Explain to the students that they are now going to pick one of the animals or people listed from the book to create a puppet of that animal or person.
2. Demonstrate to the students how the bottom of the paper bag will be come the puppet’s mouth.
3. Give each student a brown paper bag
4. Distribute the crayons, markers, or colored pencils as well as the variety of art supplies (if available).
5. Ask students to use their brown paper bag to make a puppet of their chosen animal or person. Ask the students to first draw the mouth along the line of the brown paper bag bottom fold before drawing the eyes, etc.
6. Once the students complete their puppet, have them practice their puppet making sounds with its mouth—open and close their puppet’s mouth while making its sound.
7. Ask the students to come up with a sound for their animal or person puppet. For example, the fish might go, “Blub, Blub,” the little boy might giggle, and etc.

**Part 3**
1. Explain to the students that you are going to read aloud *The Runaway Bunny* again, and when their puppet’s character is mentioned, they are to have their puppet open its mouth to make that character’s sound.

**Discussion:**

**Pre-Performance:**
1. What was it like creating a puppet to represent your chosen character in the story?
2. What was challenging about creating your puppet?
3. What was it like using your puppet while reading the story?

**Post-Performance**
1. How were the puppets used in the performance?
2. How did the puppeteers make the puppets come to life in the performance?
3. What stood out to you in the performance?
Activities and Discussion Questions

Grades 2-4

Description: Students will practice creating and reciting their own rhyming poem.

Duration: 1 to 2 Classroom sessions

Objectives:
- Students will practice and gain an understanding of rhyming poems.
- Students will utilize creative and critical thinking skills.
- Students will practice the concept of root words.

Materials:
- A copy of the worksheet on pg. 16 (one per student)
- Pencils/pens
- Twinkle Twinkle Little Star song (www.youtube.com/watch?v=yCjYiQPauU)

Directions:

PART 1
1. Give each student a copy of the worksheet on pg. 16
2. As a class (or by popcorn reading) read the poem, “Twinkle Twinkle Little Star” out loud.
3. As a class, identify the rhyming words in the poem by circling them on the worksheet (Hint: In this poem, they are at the end of each sentence)
4. Explain to the students the concept of word families. Word families come from the same root word. (For example, -ar is the root word for star, are, far, car, tar, and bar. Also, explain that -y words and -igh words are in the same word families even though their root words do not have the same letters. This is because they both make an “i” sound.
5. Ask the students to underline the root words in the circled rhyming words on their worksheet.
6. Ask the students to list other words that have the same root words that they found on the lines provided on the worksheet. (For example, “star” could have “car,” “tar,” etc.

PART 2
1. As a class recite the nursery rhyme, “Twinkle Twinkle Little Star” (Here is a video of the song: https://www.youtube.com/watch?v=yCjYiQPauU)
2. Ask the students to write their own rhyming poem using the tune of “Twinkle Twinkle Little Star.” Remind them of how word families at the end of each sentence can help you create a rhyming poem.
3. Ask for student volunteers to share their new rhyming poem to the tune of “Twinkle Twinkle Little Star.”

Discussion Questions:

Pre-Performance
1. Was it challenging to find the rhyming words in “Twinkle Twinkle Little Star”? Why or why not?
2. Was it challenging to find the word families throughout the nursery rhyme? Why or why not?
3. What was it like coming up with your own rhyming poem to the tune of “Twinkle Twinkle Little Star”?

Post-Performance:
1. Did you hear rhyming words in the Goodnight Moon performance? If so, can you remember what they were?
2. What stood out to you in the performance?
3. Was there anything that surprised you in the performance? Explain your answer.

Twinkle Twinkle Little Star

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,

1. Go through the nursery rhyme and circle the rhyming words.
2. In the circled rhyming words, underline the root words (For example, the root word in “cat” is “-at.”
3. Looking at the root words you underlined above, can you think of other words that have the same root word? Write them on the lines below.

Now create your own rhyming poem with word families using the same tune as “Twinkle Twinkle Little Star”

__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
Resources

Local Resources

In the Heart of the Beast Puppet and Mask Theatre
https://hobt.org/
Founded in 1973, HOBT uses puppetry and masks to create poetic theatre. It produces original productions and touring performances in addition to its annual May Day Parade. HOBT also offers educational workshops.

Open Eye Figure Theatre
http://www.openeyetheatre.org/
Open Eye Figure Theatre provides the Twin Cities area with experimental object work and puppet shows. Each summer, Open Eye Figure Theatre provides family-friendly puppet productions to neighborhoods through its Driveway Tour.

Z Puppets Rosenschoz
http://zpuppets.org/
Z Puppets Rosenschoz uses imaginative scenic elements to bring its puppetry productions to life and offers educational workshops.

Book Resources

- Goodnight Moon, by Margaret Wise Brown and illustrated by Clement Hurd
- The Runaway Bunny, by Margaret Wise Brown and illustrated by Clement Hurd

Internet Resources

- https://wepa.unima.org/
- https://www.britannica.com/art/puppetry
Ordway School Performance Frequently Asked Questions

BEFORE ARRIVAL:
- Please include all students, teachers, and chaperones in your tickets order.
- Order buses to arrive at the Ordway 15-20 minutes prior to your performance start time.
- Performance Length:
  - Performing Arts Classroom performances are approximately 50-60 minutes long.
  - Broadway Songbook performances are approximately 90 minutes long.
Plan bus pick-up time accordingly.
- Please be aware of your bus number so the Ordway staff can better direct you once the performance is over.
- Inform students that there is no food, drink, or gum allowed in the theater.
- Remember to turn off all cell phones, pagers, or electronic devices before the performance begins.
- Study guides should be received 3 weeks prior to the performance and will also be posted online at www.ordway.org/education/studyguides/

WHILE AT ORDWAY:
Seating:
- Performances are general admission; groups will be seated by seating chart upon arrival.
- Seating is determined by many factors at the Ordway. We take into consideration special needs, group size, and grade level.
- Please allow ushers to seat your entire group, then you can rearrange students, and take groups to the bathroom, etc.

IN THE THEATER
- In case there is a medical emergency notify the nearest usher who will call the paramedic on duty.
- If an item is lost while your group is still at the Ordway please see an usher. If your group is no longer at the Ordway please contact the Stage Door at 651.282.3070.
- Ushers will do their best to respond to behavior issues; if you see students disrupting your students’ theater experience or that of other students, please notify an usher.
- Dismissal is determined by seating arrangement and will not necessarily reflect the order that buses are lined up outside. The Ordway staff will be stationed outside with bus order lists to help you find your buses. Often we have multiple buses for one school. Therefore, please remember your bus number.

AFTER LEAVING ORDWAY:
- Please return the survey in the back of the study guides. Any comments and suggestions are appreciated.
- Fill out and return the bus reimbursement sheet in the your performance study guide or online to receive your schools bus reimbursement.

If you have any additional questions, please call the education hotline at 651.282.3115 or e-mail Alan Post at apost@ordway.org
Thank you for choosing the Ordway and attending a Performing Arts Classroom for your field trip! Please take a moment to complete this evaluation following the performance.

Please return the evaluation as soon as possible. Your comments and suggestions are greatly valued, as they help us offer you and your students better services in the future. Thank you again!

Your Information

School: ________________________________

Your name: ________________________________

E-mail Address: __________________________

Grades of Students attended: ____________

Number of Students attended: ____________

Performance Review

How well did the show connect to the classroom? (i.e. curricular areas, graduation standards, social skills, etc.)

☐ Excellent
☐ Good
☐ Average
☐ Poor

I rated it this way because...

Other Suggestions: __________________________

Study Guide Review

Which sections of this guide did you use? (check all that apply)

☐ About the Ordway
☐ Coming to the Theater
☐ About the Company
☐ About the Performance
☐ Vocabulary & Behind the Scenes
☐ Understanding Music
☐ “My Review!”
☐ Activities/Discussion Questions
☐ Local/Internet Resources

Please write any comments or suggestions regarding the Study Guide:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

~continued on next page~
Performance Evaluation (cont.)

Experience Review

Rate your overall experience at the Ordway, please explain your answer:

☐ Excellent
☐ Good
☐ Average
☐ Poor
I rated it this way because...

__________________________________________________________________________

Did you and your students feel comfortable and welcome at the Ordway?

☐ Yes ☐ Indifferent ☐ No

What do you feel the value of Ordway's programming is to your students?

__________________________________________________________________________

__________________________________________________________________________

What overall improvements could be made?

__________________________________________________________________________

__________________________________________________________________________

Do you see cultural benefits for students attending the Ordway performances? (i.e. learning about the language, tradition, arts, etc. of other cultures)

☐ Yes ☐ Indifferent ☐ No

If yes, what cultural benefits do you see?

__________________________________________________________________________

__________________________________________________________________________

Do students attend the Ordway school performances:

☐ Multiple times a year
☐ Once a year
☐ Once every few years
☐ Other: __________________________

Please rate the most important factor when deciding to bring your students to the Ordway, one being the most important and five being the least.

___ Multicultural performances
___ Ticket Cost
___ Bus Reimbursement
___ Study Guides
___ Other: __________________________

Any Additional Comments:

__________________________________________________________________________

__________________________________________________________________________

☐ Please check here if we do not have permission to quote or paraphrase your comments or name in future publications or funding proposals.
17-18 Bus Reimbursement Form

To receive a bus reimbursement for attendance to one of the Ordway’s School Performances*, please:

☐ Fill out this form. All lines should be filled in.
☐ Attach a paid copy of your transportation bill. **
☐ Attach a completed evaluation or fill one out online (a link is emailed after the show)
☐ E-mail, mail, or fax all documents no later than 6 weeks after your performance to:

    Bus Reimbursements
    Education at The Ordway
    345 Washington Street
    Saint Paul, MN 55102
    Fax: 651.215.2135
    educationsales@ordway.org

Questions? Please call the education hotline at 651.282.3115

School Name ____________________________

School Address __________________________

City __________________ State ________ Zip ________

County __________________________________

School Phone __________________ Fax __________________

Order Contact Name ________________ & E-mail __________________

Office Contact Name ________________ & E-mail __________________

Performance __________________ Date and Time __________________

# of students ___________ # of buses for which you are requesting payment ____________

<table>
<thead>
<tr>
<th>City/Region/School District</th>
<th>Subsidy amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minneapolis Public Schools and Saint Paul Public School District</td>
<td>100%</td>
</tr>
<tr>
<td>Seven County Metro including Anoka, Carver, Dakota, Hennepin,</td>
<td></td>
</tr>
<tr>
<td>Ramsey, Scott &amp; Washington Counties</td>
<td>Up to $180.00 per Bus</td>
</tr>
<tr>
<td>Outside Seven County Metro</td>
<td>Up to $450.00 per Bus</td>
</tr>
</tbody>
</table>

*Eligible performances for bus reimbursement include those in the Performing Arts Classroom Series and the Children’s Festival School Week

** For all schools outside of the Saint Paul Public Schools (SPPS) and Minneapolis Public Schools (MPS), the Ordway will send the reimbursement check to your school. SPPS and MPS should request that district transportation forward their bus bill directly to the Ordway.