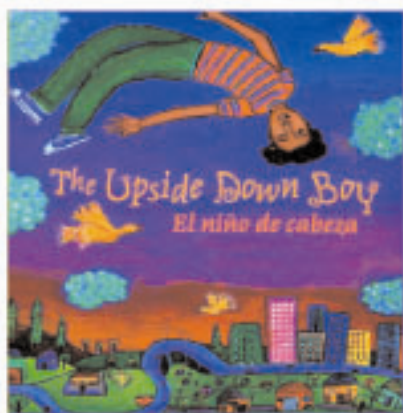




# Making Books Sing

## PUBLIC SCHOOL 52 *Anthology 2004*



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## MAKING BOOKS SING at Public School 52

Now in our eighth year, Making Books Sing is a children's theatre and arts education organization that explores award-winning contemporary children's literature through high-quality, **FULL-SCALE THEATRE PRODUCTIONS** appropriate for children ages 4 – 14. Attendance at our productions is deeply enriched through **COMPREHENSIVE EDUCATIONAL MATERIALS** and **IN-DEPTH, HANDS-ON ARTS EDUCATION RESIDENCY EXPERIENCES** for children, teachers and families. Their extraordinary creativity is captured in an Anthology, tailored to each partner school.

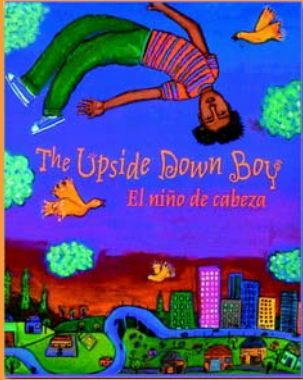
This Anthology will give you insight into the Making Books Sing programs and student achievements at **PUBLIC SCHOOL 52**. This marked our second year at Public School 52, a large school in Sheepshead Bay with a very diverse student population. The second grade teachers were so happy with the residency last year they decided to have a longer residency this year with eight sessions for seven classes! Gifted teaching artist Ric Oquita agreed to teach a marathon of seven classes a day, giving each second-grade class the opportunity to write a play based on one of their favorite books. Congratulations to all on another wonderful year at P.S. 52!

MAKING BOOKS SING, Inc.  
in association with Queens Theatre in the Park, Lovinger Theatre at Lehman College  
and Kingsborough Community College

**The Upside Down Boy**  
**El Niño De Cabeza**

Music by Cristian Amigo  
Lyrics by Juan Felipe Herrera  
Book and Additional Lyrics by Barbara Zinn Krieger  
Based on the bilingual memoirs by Juan Felipe Herrera

A contemporary Latino musical that captures the rhythms and culture of Mexico and brings to the stage this inspirational book by a foremost Mexican-American poet



Everything is upside down for 11-year-old Juanito when his Mexican migrant family settles in Queens so he can attend school.

Loving parents and a sensitive teacher help plant his feet on the ground through poetry, art and music.

January-February 2004

*Our deepest thanks to Patricia Radigan, Project ARTS Liaison; Ric Oquita, Teaching Artist; and all of the participating teachers and students at Public School 52.*

## *Ric Oquita, Teaching Artist*

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This was my second year working with the second-grade classes at Public School 52. Over the course of eight sessions, I prepared seven classes to see Making Books Sing's musical adaptation of *The Upside Down Boy* and then collaborated with the teachers and students to write plays based on books with themes related to New York City immigration.

### *Participating Classes*

*Class 2-201: Ms. Gail Farrugia, Teacher*

*Project: Where on Earth is My Bagel? based on the book by Frances and Ginger Park*

*Class 2-246: Ms. Michelle Garavuso, Teacher*

*Project: Keep the Quilt, based on the book, The Keeping Quilt, by Patricia Polacco*

*Class 2-239: Mrs. Fran Levine, Teacher*

*Project: The Memory Coat, based on the book by Elvira Woodruff*

*Class 2-244: Mrs. Sherie Lopez and Ms. Erica Spadaro, Teachers*

*Project: A Chair for My Mother, based on the book by Vera B. Williams*

*Class 2-240: Ms. Patricia O'Rourke, Teacher*

*Project: Spoken Memories, based on the book by Aki Kaurismäki*

*Class 2-131: Ms. Esther Rattiner, Teacher*

*Project: Grandfather's Hat, based on the book, The Keeping Quilt, by Patricia Polacco*

*Class 2-213: Ms. Jennifer Shabtai, Teacher*

*Project: Annushka's Voyage, based on the book by Edith Tarbescu*

To prepare the students and teachers to see *The Upside Down Boy* and for our eight-session residency, I borrowed the metaphor of going upside down and promised the students that we would experience great changes like Juanito. We linked the action of executing a cartwheel with the skills needed to write a play: *Balance, Action, Flexibility, Strength, Courage, Focus, Practice* and a *Solid Landing*.

In Session One, I explained that to begin we needed to stand on two feet in a balanced position and look ahead of us, like thinking about the **Plot** of a play. In Session Two, as we began to move forward we would think about the **Action** in the play. In Session Three, we would lift off the ground, employing a flexible body and imagination to create **Characters** in a play. Session Four introduced the strength needed to fight gravity and identify the **Conflict** in our play. By Session Five, we would be completely upside down, using all of our courage to explore the **Climax** in our play. In Session Six we focused on returning to earth as we found a **Resolution** to our play. In Session Seven we agreed that it would take **Practice** to do a good cartwheel just as it would to write, edit and rehearse a play. Session Eight, our Sharing Day, was the culmination of our cartwheel and the **Ending** of our play, which included a presentation.

To begin **Session One** I taught the students our warm-up with which we began every session. The students identified the Plot and central Characters in the book *The Upside Down Boy* by creating frozen statues. We then explored the themes of the book by playing a game called “The Wind Blows”, during which the wind would blow for any student who shared similar experiences with characters in the book. After teaching the students the song “Upside Down Boy”, which identified Juanito’s inner conflict of confronting great changes in his life, I asked the students to think about the differences between the book and the play they were going to see.

**Session Two** started with a series of physical **Statues** of the characters and **Tableaux** (or group statues) based on significant moments in the book and the play. Using these exercises the students identified differences between the book and the play. They noted the addition of a character named Calvin, a bully in the play, who antagonized Juanito and heightened the Conflict in the story. We then explored the **Plot** of the class' chosen book by creating physical statues of significant events in the story. With the extraordinary support of Mrs. Lopez and Ms. Spadaro, the students began a study of their book *A Chair for My Mother* by using illustrations to get ideas for their play. I thoroughly enjoyed working with this class throughout the residency and marveled at how they flowered as young playwrights.

We continued into **Session Three** exploring the **Characters** in each of our chosen books. Ms. Farrugia’s students adapted the book *Where on Earth is My Bagel?*, a story about a Korean boy who dreams of eating a New York bagel. The students had a wonderful time exploring the characters in the book and bringing them to life, finding a unique physicality and voice for their characters. I was tickled by Cristina’s earnestness as the central character Yum Yung and Ryan who chose to speak in a southern drawl as Farmer Ahn.

Ms. Shabtai’s class adapted the book *Annushka’s Voyage*, a story about two sisters who emigrate to New York from Russia. During their improvisations, to heighten the character’s inner desire to stay together, the students discovered the profound need the sisters had to stay close to one another. I asked the students to create a ship on which the sisters might lose one another. The students created many new characters traveling with the sisters, each from a different country with his or her unique history, further connecting to the theme of immigration

In **Session Four**, we explored the **Conflict** in every play. Both Ms. Garavuso’s and Ms. Rattiner’s chose to adapt the book *The Keeping Quilt*, a story in which author Patricia Polacco. While identifying the conflict in the story, Ms. Garavuso’s students created bullies who tried to take away Patricia’s quilt and her memories. Ms. Rattiner’s students connected the quilt with their own stories of treasured objects. Inspired by the story, Qais told us a story about his Grandfather’s Hat, which like Patricia Polacco’s quilt was very special to him. The class chose a Grandfather as the central character who sits in his backyard surrounded by his Grandchildren. During our improvisations, the students decided the conflict of the play was that the Grandfather was very ill.

During **Session Five** we concentrated on writing the **Climax** of our plays. Mrs. Levine’s students adapted the book *The Memory Coat*, a story about two young Russians who

emigrate to New York. During this session the students agreed that the climax of their play took place when the main character, Grisha turned his special coat inside out after a doctor on Ellis Island had marked it as a sign to send him back to Russia. The students also added a storm would pass at the climax of their story and imagined a design concept that included costumes, scenery, lights and sound for special effects of thunder and lightning.

**Session Six** was dedicated to solving the problem and writing a **Resolution** to the play. Ms. O'Rourke's students adapted the book *Spoken Memories*, a story about a young girl, Mari, an immigrant recently arrived in the United States. This brave student speaks her story for the first time in front of her classmates. Guided by Ms. O'Rourke's passion to understand and empathize with Mari's story more deeply, the students wrote about the challenges faced by immigrants and the courage required to share personal history. In the story, Mari is separated from her father, who moves from Italy to the United States to look for work. The students decided to reunite Mari with her father, who at the end of their play surprises her at school. The teacher and students impressed me with the sincerity of their writing and I especially marveled at their technique of using flashback in their play. Ms. O'Rourke collaborated beautifully throughout the residency, identifying classroom goals and making literacy connections during our playwriting sessions.

In **Session Seven**, we used our Rehearsal to ask questions about our scripts and elaborate our ideas while **Editing** the plays. We were able to **Practice** each play at least once on its feet. I was delighted when Ms. Farrugia and her students presented the props they had created for each character in their play, *Where on Earth is My Bagel?*, some of which can be seen in this anthology.

Our Sharing Day was the **Ending** of our play, and the completion of our cartwheel. With both feet back on the ground, we celebrated our playwriting journey in paired presentations of the student created adaptations. I spent twenty minutes before the Sharing with each class, rehearsing their play, reviewing the arc of the residency and saying goodbye to the students.

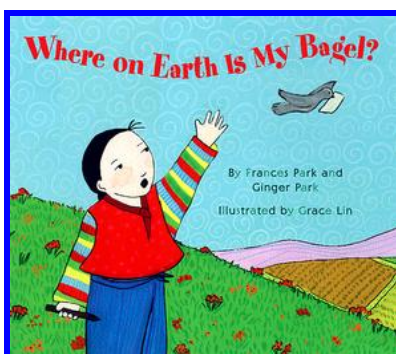
Mrs. Levine class was paired with Ms. Garavuso's class; Ms. Farrugia paired with Ms. O'Rourke's class; Mrs. Lopez and Ms. Spadaro's class paired with both Ms. Rattiner and Ms. Shabtai's classes. The Sharing was especially memorable because of the pride with which the students performed their plays. Ms. O'Rourke's play moved many of the students in Ms. Farrugia's class. They told stories of their own experiences dealing with separation, like Mari, the central character in their book. Angel, in Mrs. Lopez's class, praised Ms. Shabtai's students with a rich list of adjectives like "*wonderful, amazing, excellent*" The teachers were very proud of their students, especially because many students were absent and understudies filled in at the last minute.

The remarkable students at Public School 52 learned the power of collaboration and the magic of telling their story with confidence. Many thanks to all of the teachers and students for their participation. A very special thanks to Patricia Radigan, Project ARTS Liaison, for her constant support and enthusiasm.

# WHERE ON EARTH IS MY BAGEL?

based on the book by Frances and Ginger Park

Adapted by Class 2-201  
Ms. Gail Farrugia, Teacher



Time: An afternoon in 1996  
Place: Countryside in Korea  
Setting: Yum Yung is next to a lake  
Theme: *Try Something New*

## Characters:

Yum Yung:	Kristina	Baker's	
Farmer Ahn:	Ryan	Assistant:	Francesca
Corn:	Jonathan, Eric	Pot:	Christopher, Steven J.
Fisherman Kee:	Cara	Birds:	Lakenzwa, Michael
Fish:	Joshua, Summer, Steven D.	Wheels:	Lakenzwa, Michael
Beekeeper Lee:	Rowan	Bagel:	Steven J.
Bees:	Nelson, Denis	Narrators:	Lakenzwa, Michael
Honey:	Victoria		
Baker Oh:	Mohamed		

## BAGEL SONG

(The ensemble enters, going to their positions on stage and snapping to the rhythm.)

WHERE ON EARTH  
IS MY BAGEL?  
WHERE ON EARTH  
IS MY BAGEL?  
WHERE ON EARTH  
IS MY BAGEL?  
THERE IT IS!

YUM YUNG

I want a Bagel!

(Yum Yung reaches to the sky and the chorus repeats the gesture.)

HONEY

I am tasty because I can heal you every time you're sick.

YUM YUNG

I want a bagel!

FISH

We are good because we can make you healthy.

YUM YUNG

I still want a bagel!

CORN

We are healthy because we make muscles.

YUM YUNG

I want to try something new!

(The Bagel appears doing a Bagel Dance.)

BAGEL

I AM TASTY.  
I AM YUMMY.  
I HAVE FISH, CORN AND HONEY.

I AM TASTY  
I AM YUMMY  
I HAVE VANILLA SPRINKLES IN ME.

SCENE TWO: YUM YUNG LOOKS FOR A BAGEL

(Yum Yung travels to Farmer Ahn.)

YUM YUNG

Farmer Ahn, do you have my bagel?

FARMER AHN

What on earth is a bagel?



YUM YUNG

It's round with a hole in the middle. (She draws a bagel in the air with her finger.)

FARMER AHN

Is that a bagel?

(Pointing to a wheel. The wheel dances in a circle.)

YUM YUNG

No, that's not it.

(Yum Yung travels to Beekeeper Lee.)

YUM YUNG

Beekeeper Lee, do you have my bagel?

BEEKEEPER LEE

What on earth is a bagel?

YUM YUNG

It's round with a hole in the middle.

BEEKEEPER LEE

Is that it? (Pointing to her hat.)

YUM YUNG

No, that's not it.

(Yum Yung travels to Fisherman Kee.)

YUM YUNG

Fisherman Kee, do you have my bagel?

FISHERMAN KEE

What on earth is a bagel?

YUM YUNG

It's round with a hole in the middle.

FISHERMAN KEE

Is that it? (Pointing to a fish. The fish dances in a circle.)

YUM YUNG

No, that's not it.

(Yum Yung travels to Baker Oh.)



YUM YUNG

Baker Oh, do you have a bagel?

BAKER OH

Why do you want a Bagel?

YUM YUNG

I always eat the same thing. I want to try something new.

BAKER OH AND BAKER'S ASSISTANT

No, but that bird might help you.

(The Bird gives Yum Yung a note.)

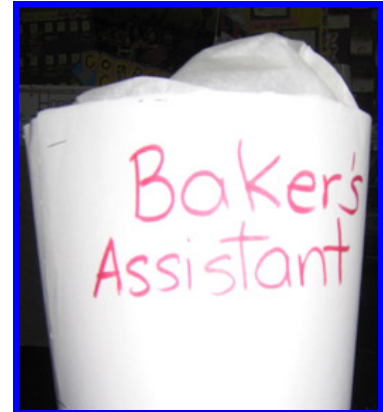
BIRDS

Tweet, Tweet, Tweet! Here is a note for you with the ingredients on how to make a bagel.

(The Birds fly away. Baker Oh reads the note.)

BAKER OH

Now, I need corn, honey, salt and flour.



BAKER'S ASSISTANT

(to Fisherman Lee) Can I have salt water?

FISHERMAN KEE

Sure.

(The Fisherman gives Salt Water to the Baker's Assistant. Baker Oh puts the Salt Water in the Pot.)

BAKER'S ASSISTANT

(to Farmer Ahn) May I have some Corn, please?

FARMER AHN

Sure.

(The Fisherman gives Corn to the Baker's Assistant. Baker Oh puts the Corn in the Pot.)

BAKER'S ASSISTANT

(to Beekeeper Lee) May I have some honey?

BEEKEEPER LEE

Sure.

(Beekeeper Lee gives a Bee to the Baker's Assistant. Baker Oh puts the Honey in the Pot.)

TRY SOMETHING NEW: SONG

ALL

TRY SOMETHING NEW  
MIX A NEW STEW  
WE FOUND A CLUE  
JUST FOR YOU

(During the song the Salt Water, Corn and Honey turns into a Bagel. The Bagel begins to dance.)

YUM YUNG

There's my bagel!

(Yum Yung takes the bagel and slowly takes a bite.)

YUM YUM SONG

YUM, YUM  
YUM, YUM  
YUM, YUM  
YUM, YUM

(Everyone watches Yum Yung eat the bagel with anticipation.)

YUM YUNG

Thank you guys. I love this bagel.

ALL

Hooray!

YUM YUNG

My, I will have to write about how tasty it is in my notebook.

ALL

Let's have a Bagel Parade!

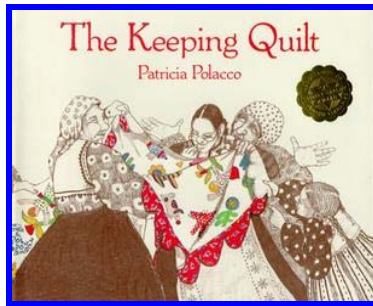
(Everyone exits the stage dancing behind the Bagel.)

THE END

# KEEP THE QUILT

based on the book *The Keeping Quilt* by Patricia Polacco

Adapted by Class 2-246  
Ms. Michelle Garavuso, Teacher



Time: Saturday, July 4<sup>th</sup>, 1996  
Place: Russia and New York  
Setting: In a park during recess  
Theme: *Always Remember Where You Come From*

## Characters:

Patricia: Cynthia  
Patricia's Friends: Andrew, Jennifer  
Bullies: Jashawn, Anthony, Darien  
Soul Memories-  
Dancers in Russia: Ben, Jennifer  
Russian Traveler: Cassandra  
Clothesline: Brandon, Sally Ann  
Baby: Lelana  
People with a Huppa: Robert, Tulendo  
Grandma: Sally Ann  
Grandpa Sasha: Ben

## OPENING SONG: SATURDAY IN THE PARK

SATURDAY IN THE PARK  
I THINK IT WAS THE FOURTH OF JULY  
SATURDAY IN THE PARK  
PRETENDING WE CAN FLY IN THE SKY (repeat)

## SCENE ONE

(Patricia and her two friends are in the park. They play on the slides. Patricia takes out her quilt. Her friends look at the quilt and ask about it.)

JENNIFER

Where is the quilt from?

PATRICIA

I can't remember. I can't remember.

SOUL MEMORIES

(whispering) Try to remember!

PATRICIA

I remember! From Russia.

JENNIFER

What is the bottom made of?

PATRICIA

I can't remember. I can't remember.

SOUL MEMORIES

(whispering) Try to remember!

PATRICIA

I remember. It's from an old coat.

(As Patricia begins to tell the story of the quilt, spirits from the quilt's past begin to appear. A tableaux of images circle around Patricia and her friends. The first statue takes place in Russia as Cassandra puts the coat on Robert.)

ANDREW

How did you make it?

PATRICIA

I'm trying to remember ...

MAKING THE QUILT: SONG

SOUL MEMORIES

SEW THE QUILT  
TO REMEMBER  
PASS THE QUILT  
DON'T FORGET (repeat)

PATRICIA

I remember the quilt hanging on a clothesline.

(Characters appear creating the Hanging the Quilt on a Clothesline tableaux.)

SOUL MEMORIES

SEW THE QUILT,  
TO REMEMBER.  
PASS THE QUILT.  
DON'T FORGET.

PATRICIA

I remember Grandpa got married under it as a Hoopah.

(Grandpa appears under the Hoopah as a Groom.)

SOUL MEMORIES

SEW THE QUILT  
TO REMEMBER  
PASS THE QUILT  
DON'T FORGET

PATRICIA

I remember it covered babies that were born.

(Characters appear in a Covering the Baby with a Quilt tableaux.)

SOUL MEMORIES

SEW THE QUILT  
TO REMEMBER  
PASS THE QUILT  
DON'T FORGET

PATRICIA

I remember it traveled to New York.

SOUL MEMORIES

SEW THE QUILT  
TO REMEMBER  
PASS THE QUILT  
DON'T FORGET

PATRICIA

I remember when my Grandma used the Quilt to warm herself.

SOUL MEMORIES

SEW THE QUILT  
TO REMEMBER  
PASS THE QUILT  
DON'T FORGET

PATRICIA

I remember when Grandpa covered Grandma with the Quilt at her funeral.

SOUL MEMORIES

SEW THE QUILT  
TO REMEMBER  
PASS THE QUILT  
DON'T FORGET

PATRICIA

I remember when the Quilt was passed to Mary Ellen and then to me.

SOUL MEMORIES

SEW THE QUILT  
TO REMEMBER  
PASS THE QUILT  
DON'T FORGET

(The Bullies enter.)

ANTHONY

I'm going to rip it and steal your memories!

ALL THE MEMORIES

No!

TELENDO

I'm going to cut the quilt into pieces!

ALL THE MEMORIES

No!

DARIEN

I'm going to take that quilt and throw it in the river!

ALL THE MEMORIES

No!

PATRICIA

Stop! I want to remember where I came from.

BULLY

I don't want you to remember where you came from.

SOUL MEMORIES

(whispering) Because you don't remember where you came from.

ALWAYS REMEMBER WHERE YOU CAME FROM: SONG

SOUL MEMORIES

ALWAYS REMEMBER WHERE YOU CAME FROM  
BE A FRIEND  
DON'T BE A BULLY  
DON'T FORGET  
NO MATTER WHAT

(The Bullies try to take away the Quilt but are frozen in place by the Memories and are unable to talk or move.)

SOUL MEMORIES

THE KEEPING QUILT  
IS FOR KEEPING  
DON'T LOSE THE QUILT  
NO MATTER WHAT

PATRICIA

You have your own Quilt. I remember where I came from. I'll keep the Quilt.

ALL

KEEP THE QUILT  
KEEP THE QUILT  
KEEP THE QUILT  
THE KEEPING QUILT!

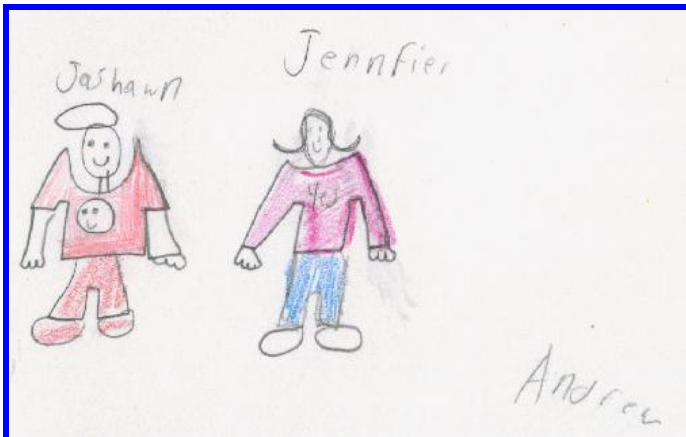
THE END



Cynthia's Set Design



Gary's Lighting Design



Andrew's Costume Design

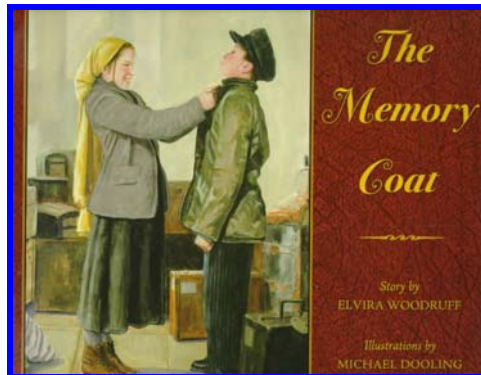


Sally Ann's Costume Design

# THE MEMORY COAT

based on the book by Elvira Woodruff

Adapted by Class 2-239  
Mrs. Fran Levine, Teacher



Time: 1892 at Sunset

Place: A Village in the Ukraine

Setting: There are a few houses around Grandma and Grandpa's house. Grandma has food on the table. Grisha is wearing a hat.

Theme: *Don't take anything that someone loves*

## CHARACTERS

Grisha: Pamela

Grisha's

Inner Voice: Nikki

Rachel: Amy

Rachel's

Inner Voice: Daniel

Rachel's Father: Lawrence S.

Grandma: Abby

Grandma's

Inner Voice: Jackie

Aunt: Ashley

Uncle: Alexa

Grandpa: Lawrence W.

Narrators: Daniel, Teddy

## SCENE ONE

(Grandma tries to take away Grisha's coat. Grisha is scared and angry. They may speak in Russian.)

## TAKE IT AWAY SONG

DON'T TAKE AWAY MY COAT!

GIVE US THE COAT!

WHAT DOES HE SEE

IN THAT OLD COAT?

GRISHA

FAMILY

HE FEELS HIS MOTHER'S TOUCH

RACHEL

WHAT?

FAMILY

HIS MOTHER'S TOUCH

RACHEL

DON'T TAKE AWAY MY COAT!

GRISHA

GIVE US THE COAT!  
WHAT DOES HE SEE  
IN THAT OLD COAT?

FAMILY

Give me your coat!

GRANDMA

Why should I give you my coat, Grandma?

GRISHA

It looks ugly.

GRANDMA

(In Russian) I want your coat because we won't get in the United States.

RACHEL'S FATHER

Leave my coat alone! (In Russian) I don't want you to take my coat away!

GRISHA

Give me your coat right now! (In Russian)

GRANDMA

Let me measure your arms.

AUNT

No, I won't.

GRISHA

That's a raggy old coat. We need to go to America.

UNCLE

He wants to keep the coat because his Mom gave it to him.

RACHEL



GRISHA'S INNER VOICE

Don't let them take away the coat!

GRANDMA'S INNER VOICE

I want to take the coat away because it's all ratty.

(Grisha starts to run away.)

RACHEL

(In Russian) Just leave him alone! That's his only memory left. You're breaking his heart.

GRANDPA

Just let Grisha keep his coat! (Grandpa hugs Grisha.) It's very soft and smooth. I remember when she made it. It has its mother's touch in it.

ALL

We have to pack to go to America!

GRANDPA

We have to leave tonight, or the boat will leave without us!

SCENE TWO: GRISHA AND RACHEL SOLVE PROBLEMS

Time: Evening

Place: On a boat headed to Ellis Island

Setting: There is the sound of water.

The sun is shining through a window upstage.

CHARACTERS

Rachel: Teddy

Grisha: Justin

Passengers: Matthew, Aiden, Brian

(Rachel tells stories and Grisha paints the stories.

They help one another overcome their fears and problems.)

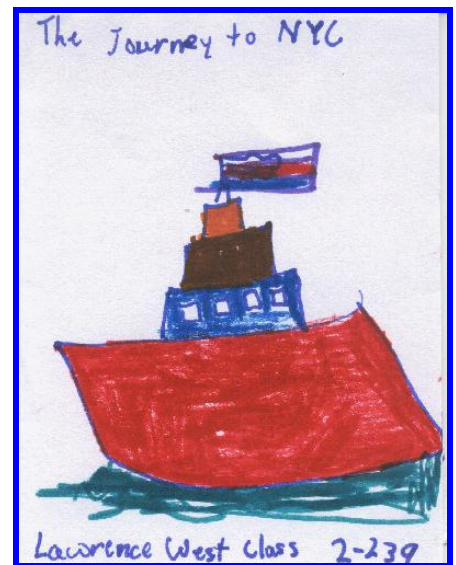
RACHEL

(In Russian) Do you want to hear a story?

ALL

Yes!

(Rachel begins to tell her story and Grisha acts it out.)



RACHEL

This is a story about a King who wanted to touch the sky.

(Rachel and the Passengers sing. As Grisha acts out Rachel's story for the passengers, he falls and hurts himself.)

ALL

I BELIEVE I CAN FLOAT: SONG

(sung to the tune of *I Believe I Can Fly*)

I BELIEVE I CAN FLOAT  
IF I FALL OFF THIS BOAT  
I THINK ABOUT IT EVERY  
NIGHT AND DAY  
START THE ENGINE  
AND SAIL AWAY

I BELIEVE I CAN TRY  
TO TOUCH THE SKY  
UNTIL I DIE  
BUT THE PEOPLE WILL CRY  
BECAUSE I WENT TOO HIGH  
WHEN I TOUCHED THE SKY



(Grisha falls.)

PASSENGERS

Holy Cow!

PASSENGER MATTHEW

I'm feeling sick.

GRISHA

Oh, no!

RACHEL

Grisha, are you OK?

GRISHA

I fell on a basket and hurt my eye. I'm bleeding.

RACHEL

Calm down, Grisha calm down.

(Passenger Brian helps Grisha up.)

PASSENGER BRIAN

Hurry up, slowpoke. I can see Ellis Island.

ALL

Look! We are arriving in America!

SCENE THREE: ELLIS ISLAND

CHARACTERS:

Grisha: James  
Grisha's  
Inner Voice: Erich  
Rachel: Samantha  
Rachel's  
Inner Voices: Abby, Dunia  
Grandma: Jade  
Doctor Sharleen  
Doctor Tanzib  
Doctor Nicole  
Immigrant J.B.  
Immigrant Meghan



Time: 10am

Place: Ellis Island

Setting: Southwest of Manhattan Island. There are a lot of people from Russia standing in line waiting to see two doctors. A blue sky and some clouds. Rachel is waiting in line to see a Doctor stage left. Grisha is being looked at by a Doctor on stage right.

GRANDMA

There is a huge line. We have to wait.

GRISHA'S INNER VOICE

Oh, no!

(A storm approaches and the immigrants and doctors begin to be blown about by the strong wind.)

THE STORM IS COMING SONG

ALL

THE LINES ARE MOVING UP  
AND THE STORM IS GETTING STRONGER  
THE DOCTORS ARE TOO SLOW  
WE CAN'T WAIT ANY LONGER

(A gust of wind knocks Grisha over.)

GRISHA

Ouch, I hurt my eye.

GRANDMA

Oh , great. It's a stormy night and now Grisha has a fat eye.

RACHEL

Everything will be ok.

GRANDMA

Can you move up the line? I'm getting really hot!

IMMIGRANT J.B.

Oh, man, we traveled for a long time. I'm sick of it!

(Doctor Tanzib inspects Grisha and touches his eye.)

GRISHA

Ouch!

DOCTOR TANZIB

You look bad. You'll have to go back to the Ukraine. I'll have to put an E on your coat.

(Grisha looks at Rachel who is in the other line.)

GRISHA

But, I traveled a long time to get here.

RACHEL

Oh, no! Doctor please let him go! Please!

DOCTOR TANZIB

He can't go to America. He is really sick and he is going to spread it to other people.

RACHEL'S INNER VOICES

We have to think of an idea.

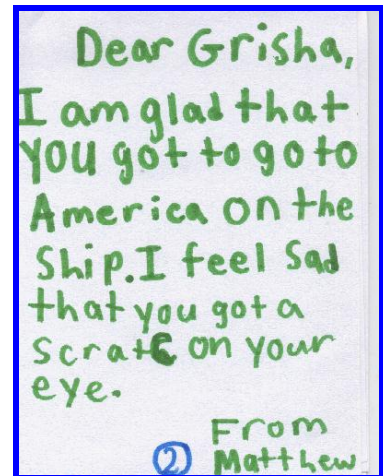
(Suddenly the storm gets stronger making loud thunderous sounds. Rachel takes Grisha stage left. Their inner voices follow behind them.)

RACHEL

Grisha, I have an idea. Turn your coat over.

(Grisha turns his coat inside out.)

Good, now go to another doctor. Let's try that Doctor.



(Grisha crosses to Doctor Sharleen.)

DOCTOR NICOLE

(inspecting Grisha) It's just a scratch. Just a little thing. Pack your bags. You can go to America.

GRISHA

Yes!

ALL IMMIGRANTS

Hooray!

DOCTOR THREE

I also see that you are fine.

ALL IMMIGRANTS

We are free! We are free!

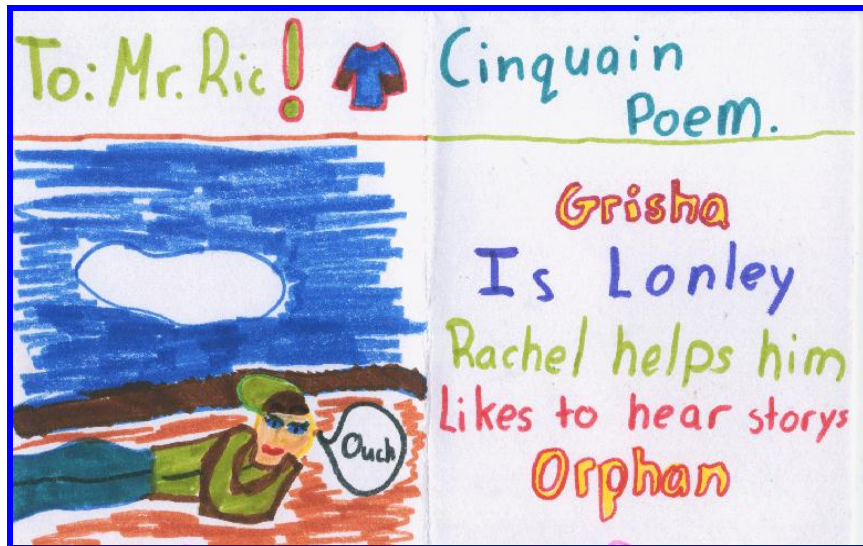
RACHEL

The storm has passed.

GRISHA

Look at the beautiful rainbow!

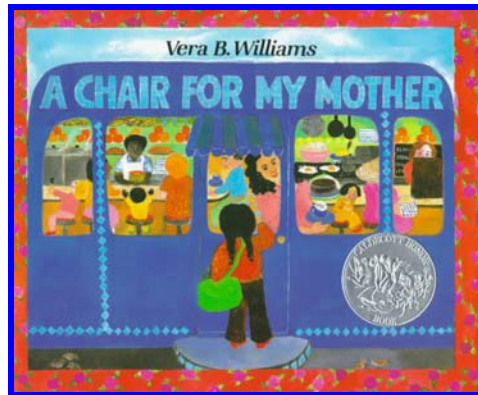
THE END



Amy

**A CHAIR FOR MY MOTHER**  
based on the book by Vera. B. Williams

Adapted by Class 2-244  
Mrs. Sherie Lopez and Ms. Erica Spadaro, Teachers



Time: 8am

Place: Kim's house

Setting: Mama is sitting in her favorite chair. She is in a robe. Kim is in her pajamas.

Theme: *We All Must Help Each Other*

**CHARACTERS**

Kim:	Tanel	House:	Alexis
Mama:	Anastasia	Firepersons:	Jonathan, Simone
Managers:	Algeria, Russell	Security Guard:	Ricardo
Uncle:	Saquan	Banker:	Marvin
Grandma:	Leslie	Salesman:	Justin
Neighbors:	Matthew, Angel, Tyraysha	Narrators:	Russell
Fire:	Reonna, Tahj, Alexis		

**SCENE ONE: MOM FEELS TIRED**

KIM

What happened?

(Mama groans.)

KIM

What's wrong?

MAMA

I'm tired.

KIM

Why are you tired?

MAMA

I've been working hard for the money, honey.

I'M TIRED: SONG

I'M AS TIRED AS AN OLD COAT  
I'M AS TIRED AS A CAT ON A MAT  
I'M AS TIRED AS A RAT IN A HAT  
HONEY, CAN YOU IMAGINE THAT?

(During the song, two tired workers enter from stage right carrying chairs, standing behind them. Two tired workers enter from stage left with chairs, place them stage left and sit.)

COMPANY

Curtain!

**SCENE TWO: KIM WORKS AT THE DINER**

Time: 2PM

Place: At the Diner

MAMA

I'm late for work!

KIM

Let's go!

9 TO 5: SONG

WORKIN' 9 TO 5, WHAT A WAY TO MAKE A LIVIN'  
BARELY GETTIN' BY, IT'S ALL TAKIN' AND NO GIVIN'  
THEY JUST USE YOUR MIND AND THEY NEVER GIVE YOU CREDIT  
IT'S ENOUGH TO DRIVE YOU CRAZY IF YOU LET IT  
9 TO 5, FOR SERVICE AND DEVOTION  
YOU WOULD THINK THAT I WOULD DESERVE A FAT PROMOTION  
WANT TO MOVE AHEAD BUT THE BOSS WON'T SEEM TO LET ME  
I SWEAR SOMETIMES THAT MAN IS OUT TO GET ME!

(During the song, Kim and Mama work quickly serving customers, washing the Diner and taking direction from the Managers. The customers eat and drink. The Managers give orders and look at their watches.)

MANAGER RUSSELL

Do your work.

MAMA

Yessir!

MANAGER ALGERIA

If you don't do your work, you are going to be fired.

MAMA

Yes, ma'am. I will do my work. Kim, do your best to help me at the diner.

KIM

Yes, mother. I will try to help you.

MAMA

Make sure you do what the Managers tell you.

KIM AND MAMA

Let's get to work.

ALL

Curtain!

### **SCENE THREE: THE FIRE**

Time: 6pm

Place: In front of Kim's House

### **THE FIRE SONG**

ALL

HISSESSSSSS

THE FIRE BURNS THE HOUSE (clap, clap)

AS IF IT WERE SOME JUNK (clap, clap)

THE FIRE PLAYS WITH IT (clap, clap)

AS IF IT WERE A TOY (clap, clap)

THE FIRE MOVES WITH IT (clap, clap)

AS IF IT WERE IN DANCING CLASSSESSSS

GOODBYE  
NO LIE  
DON'T CRY  
YOU'RE GONNA DIE  
HONEY PIE

FIRE

Don't burn me!

HOUSE

My chair!

MAMA

(A Fireman enters with a fire hose.)

We don't show no mercy.

FIRE

Call 911.

NEIGHBOUR

(The Firepersons enter stage left and douse the fire. The fire melts to the ground.)

Curtain!

ALL

**SCENE FOUR: THE NEIGHBORS HELP**

Time: 7pm

Place: In front of Kim's house

(Kim, Mama and Grandma look at the place where their house burnt down.)

We miss you!

KIM

We miss you chair.

MAMA

You were so beautiful.

GRANDMA

And soft.

KIM

And comfortable.

MAMA

ALL

Come back, please.

(Neighbors enter with food and help.)

NEIGHBOR ONE

Do you want some pizza?

NEIGHBOR TWO

We're very sorry your house burned down.

NEIGHBOR THREE

Here's a toy chair. I bought it at Pathmark.

ALL NEIGHBORS

Do you want some new clothes?

COMPANY

Curtain!

**SCENE FIVE: KIM COUNTS HER MONEY**

Time: Ten months later

KIM

This is so exciting! Mama, can you help me count our money?

MAMA

I'm sorry. I'm tired.

KIM

I need to count our money.

GRANDMA

OK, I'll help you.

(Kim and Grandma begin to count their money.)

**COUNT THE MONEY: SONG**

I'M COUNTING ALL THE MONEY  
JUST TO SEE HOW MUCH IS THERE  
I'M COUNTING ALL THE MONEY  
I COULD BE A MILLIONAIRE  
I'M COUNTING ALL THE MONEY  
FOR MY MOTHER'S COZY CHAIR  
CHICK-A CHICK-A CHICK-A CHING, CHING

GRANDMA

I can't believe we have saved two-hundred dollars. Now we can buy our chair!

KIM

Hooray!

COMPANY

Curtain!

**SCENE SIX: AT THE BANK**

Time: Later, the same day.

Place: The Bank

(Mama, Kim, Grandma and Uncle drive to the Bank.)

UNCLE

Here we are at the Bank.

MAMA

Thank you for the ride.

UNCLE

You are welcome.

(Mama, Kim and Grandma get out of the car as Uncle drives away.)

UNCLE

Bye. See you later. Call me when you need a ride back home.

(Kim, Mama and Grandma enter the Bank. Kim is holding her jar of coins.)

SECURITY GUARD

Good afternoon. Welcome to City Hall Bank.

GRANDMA

Where can I go to exchange our money?

SECURITY GUARD

At the counter.

MAMA

Let's get on line.

BANKER

How may I help you?

KIM

Can I exchange this money, please?

BANKER

Yes.

(Kim hands the Banker the jar of coins. The Banker counts the money.)

COUNTING THE MONEY SONG: REPRISE

CHICK-A CHICK-A

CHICK-A CHICK-A

CHICK-A CHICK-A, CHING

(The Banker gives Kim money in bills.)

BANKER

Have a nice day.

KIM

Thank you. You too.

COMPANY

Curtain!

**SCENE SEVEN: KIM BUYS A CHAIR**

Time: Later, the same day

Place: Furniture Store

SALESMAN

How can I help you?

NEIGHBOUR ONE

I would like to buy a nice chair, that's comfortable.

(The neighbor sits in different chairs.)

NEIGHBOR TWO

This one's hard. How much is it?

SALESMAN

Fifty dollars.

NEIGHBOR THREE

This one hurts my back. How much is it?

SALESMAN

One hundred.

NEIGHBOR ONE

How much is this one?

SALESMAN

Two-hundred dollars.

(Kim, Mama and Grandpa enter the store. Mama sits in the first chair.)

GRANDMA

Wow, so many chairs to choose from!

KIM

Let's sit on them.

MAMA

That's too hard.

(Mama sits in the second chair.)

MAMA

Too bumpy.

(Mama sits in the third chair.)

MAMA

Just right.

KIM

How much is this chair?

SALESMAN

Two-hundred dollars.

KIM

We have enough money for this chair. Do you really love it Mama?

I LOVE MY CHAIR SONG

MAMA

I LOVE IT!  
I LOVE IT!  
I REALLY, REALLY LOVE IT!

KIM AND GRANDMA

SHE LOVES IT!  
SHE LOVES IT!  
SHE REALLY, REALLY LOVES IT!

KIM AND GRANDMA

We're so happy!

MAMA

I LOVE IT!  
I LOVE IT!  
I REALLY, REALLY LOVE IT!

ALL

SHE LOVES IT!  
SHE LOVES IT!  
SHE REALLY, REALLY LOVES IT!

KIM

(to the Salesman) We'll take it!

SALESMAN

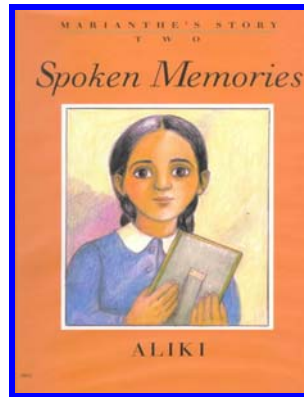
You've earned it. Here's your change.

THE END

# SPOKEN MEMORIES

based on the book by Aliki

Adapted by Class 2-240  
Ms. Patricia O'Rourke, Teacher



Time: Present and 1945  
Place: Present and a Village in Italy  
Setting: Mari's Classroom and Outside the Village in Italy  
Theme: *Look, Listen and Learn*

## CHARACTERS

Mari: Delilah  
Mr. J.: Jahleel  
Father: James  
Villagers: Eric, Angel, Lil, Alex, Camel  
Soldiers: Corey, Jahliel, Andrew  
Narrator: Hannah

(The Narrator enters and sets Mari's chair center stage.)

## NARRATOR

That is Mari. (Mari sits in her chair.) That is her teacher Mr. J. (Mr. J. stands beside Mari.) This is her classroom. (The students enter and sit on the floor behind Mari.) This could be your story.

## SCENE ONE: IN THE CLASSROOM

(Mari is sitting in a chair center stage. She is holding and looking at a photo of her father. The students are seated around her in a circle. It is Life Story Time. Mr. J. stands next to Mari.)

MR. J.

Class, Mari is going to tell you a story.

ALL STUDENTS

Hooray!

LOOK, LISTEN, LEARN: SONG

ALL

LOOK, LISTEN, LEARN,  
MARI TAKES HER TURN.

STUDENT ALEX

I WONDER WHAT SHE'LL SAY?

STUDENT ERIC

WHAT KIND OF STORY WILL IT BE?

STUDENT LILY

I WONDER WHAT SHE'S HOLDING

ALL STUDENTS

WHAT'S SHE HOLDING IN HER HAND?

ALL

LOOK, LISTEN, LEARN,  
MARI TAKES HER TURN. (repeat twice in descrescendo)

MARI

My name is Mari... I came from Italy.

STUDENT ELYSHA

What kind of things did you do in the village?

MARI

Chopping wood. Hanging clothes. Planting seeds. Hugging friends.

STUDENT YASMEEN

What do you eat in the village?

MARI

Rice, chicken and olives.

STUDENT ERIC

When someone doesn't speak your language, how can you communicate?

MARI

I draw a picture.

STUDENT COREY

If you draw and children can't relate to it, what do you do?

MARI

Go to Mr. J.

STUDENT JACKIE

What are you holding?

MARI

A picture of my father.

STUDENT JAMES

Why are you holding a picture of your father?

MARI

I remember... I remember ... I remember when I was a little girl my father needed to move away. (Mari points to her Father who appears as a Memory upstage.) That's my father holding me in his arms when I was just born...

LOOK, LISTEN, LEARN: REPRISE

ALL STUDENTS

LOOK, LISTEN, LEARN

MARI TAKES HER TURN (repeat twice)

STUDENT GINA

I WONDER WHAT'S GOING TO HAPPEN NEXT?

STUDENT HANNAH

I WONDER WHY HER FATHER LEFT?

STUDENT LILY

I WONDER WHAT'S GOING TO HAPPEN TO HER DAD?

ALL STUDENTS

LOOK, LISTEN, LEARN

MARI TAKES HER TURN

SCENE TWO: PEACE IN THE VILLAGE

Place: Village

(As Mari continues to remember, the Village materializes around the stage.)

MARI

...That's a villager digging in the garden. (Students become the Villagers, move to their place and freeze.) There's a child playing in the sand. There are two boys fighting. There was peace in my village.

(The Village scene comes to life as the villagers move to the rhythm of peace. Eric and Angel play together, Lil and Alex dig and Camel plays in the sand.)

PEACE SONG

SHARE PEACE  
SHADE, NIGHT  
SHEEP, SOFT  
SHINE, SUN

(Mari crosses upstage and stands next to her father.)

MARI

I am my mother and I am holding myself when I was born.

(Father and Mother celebrate Mari's birth.)

DAD

Happy Birthday!

ALL

HAPPY BIRTHDAY TO YOU

VILLAGER

Here's a charm.

ALL

HAPPY BIRTHDAY TO YOU

VILLAGER

Here's honey.

ALL

HAPPY BIRTHDAY DEAR MARI

VILLAGER

Here's bread.

VILLAGER

Here's milk.

VILLAGER

Here's an apple.

VILLAGER

Here's an orange.

ALL

HAPPY BIRTHDAY TO YOU  
Happy Birthday Mari!

(Everyone freezes at the end of the song.)

MARI

I remember... I remember ... I remember the war in Italy ...

LOOK, LISTEN, LEARN: REPRISE

ALL STUDENTS

LOOK, LISTEN, LEARN  
MARI TAKES HER TURN (repeat twice)

STUDENT GINA

I THINK PEOPLE MIGHT GET KILLED.

STUDENT JAHIEL

I THINK MORE AND MORE SOLDIERS WILL COME.

STUDENT KAMEL

I THINK HOUSES WILL EXPLODE.

SCENE THREE: WAR

Place: Outside the Village

(The actors create a tableaux of a war.)

WAR SONG

SHOOT, LOUD  
SHOUT, SCREAM  
SHOVE, DOVE  
SHAKE, BREAK  
(repeat)

MARI

I remember ... I remember ... I remember peace again and my father moved away.

LOOK, LISTEN, LEARN: REPRISE

ALL STUDENTS

LOOK, LISTEN, LEARN

MARI TAKES HER TURN (repeat twice)

SCENE FOUR: PAPA LEAVES

Time: 3pm

Place: Outside of Mari's Village

(Papa stands on one side of the stage and Mari and the Villagers on the opposite side. It is a gray day and many villagers are crying. A Villager brings Papa his suitcase.)

VILLAGER JACKIE

I'll miss him.

VILLAGER JAHLIEL

Me too.

VILLAGER LILY

I will, too.

UNCLE ROY

Where are you going?

PAPA

To New York.

UNCLE ROY

(bringing Papa his suitcase.) Can I go with you?

PAPA

No, you have to stay here with Mari.

UNCLE ROY

Don't worry.

(Mari comes to Papa and gives him a drawing.)

MARI

I will miss you. Here's a drawing to remember me. I will send many more to you.

PAPA

(Papa start to leave, stops and turns.) I feel insecure because I'll miss my family and my village.

VILLAGERS  
DON'T WORRY, WE'LL BE HERE FOR YOU.

PAPA  
(Papa start to leave, stops and turns.) I am scared because I might not get a job.

VILLAGERS  
YOU WILL HAVE GOOD LUCK.

UNCLE  
Don't worry. I will take care of Mari.

MARI  
Papa, I will write to you.

(Mari hugs her father.)

PAPA  
Goodbye, Mari. Goodbye, my old friend.  
(As Papa leaves, the company begins to wave and sing.)

LOOK, LISTEN, LEARN: REPRISE

ALL STUDENTS  
LOOK, LISTEN, LEARN  
MARI HAD HER TURN  
LOOK, LISTEN, LEARN  
MARI HAD HER TURN

LOOK, LISTEN, LEARN  
WE ALL WILL HAVE OUR TURN  
LOOK, LISTEN, LEARN  
WE ALL WILL HAVE OUR TURN

STUDENT ONE  
I remember when I came from Yemen.

STUDENT TWO  
I remember when my family came from the Ukraine.

STUDENT THREE  
I remember when my family came from China.

STUDENT FOUR  
I remember when my family came from Russia.

ALL

LOOK, LISTEN, LEARN  
WE ALL WILL HAVE OUR TURN (repeat once)

SCENE FIVE: BACK IN THE CLASSROOM

Time: Present

Place: Mari's classroom

MR. J.

Thank you for sharing your story with us, Mari.

ALL STUDENTS

We love your story, Mari.

(Papa and Uncle Roy enter the classroom and cross to Mari.)

PAPA AND UNCLE ROY

Surprise!

MARI

Papa! Uncle Roy!

(Mari hugs Papa and Uncle Roy.)

ALL

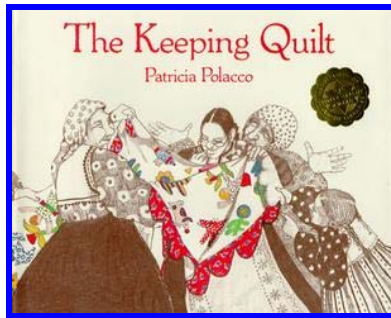
LOOK, LISTEN, LEARN  
MARI HAD HER TURN  
LOOK, LISTEN, LEARN  
YOU WILL HAVE YOUR TURN

THE END

# GRANDFATHER'S HAT

based on the book by Patricia Polacco

Adapted by Class 2-131  
Ms. Esther Rattiner, Teacher



Time: Morning  
Place: Grandfather's Backyard  
Setting: There are flowers, trees and butterflies. Grandpa sits in his wheelchair and his grandkids sit on the grass. There are chairs and a picnic table. It is Grandpa's Birthday party.

## Characters:

Grandpa: Brandon  
Grandchildren: Daijah, Kristine, Hussein, Raymond, Marzuq, Antoine, Amanda  
Groom: Chris  
Bride: Nailah  
Quilt Game  
Players: Ali, Cassandra, Larissa and Nailah(?)  
Quilt Makers: Amanda, Brandon, Christopher, Ryan  
Narrator: Daniel

## SCENE ONE

GRANDSON MARZUQ

How are you feeling grandfather?

GRANDPA

I'm feeling very sick.

GRANDDAUGHTER DAIJAH

Would you like some medicine?

GRANDSON HUSSAIN

Would you like your Quilt?

GRANDSON RAYMOND

Would you like me to read you a book?

GRANDDAUGHTER KRISTINE

Would you like to hold my stuffed animal?

ALL GRANDCHILDREN

Would you like to play a game?

GRANDPA

Yes, I would.

## SCENE TWO: THE QUILT GAME

ALL

MY QUILT IS A TREASURE  
IT GIVES ME PLEASURE  
(repeat)

(Nailah, Larissa Ali and Cassandra play the Quilt Game to cheer Grandfather up.)

## SCENE THREE: MAKING THE QUILT

GRANDPA

I remember when my family made the quilt.

(Daijah, Christopher, Amanda, Cameron and Ryan make a Quilt Making Machine around Grandpa.)

## MAKE THE QUILT: SONG

ALL

MAKE THE QUILT  
TO KEEP US WARM  
TRY TO REMEMBER  
WHEN I WAS BORN  
(repeat)

SCENE FOUR: THE WEDDING

GRANDSON MARZUQ

Grandpa, tell us about your wedding.

(The Wedding Song is sung. Cassandra, Ali, Larissa and Daijah hold the quilt. They walk around Jonathan and Nailah three times.)

SCENE FIVE: GRANDPA REMEMBERS HIS FAMILY

(Various actors appear from Grandpa's memory.)

GRANDPA

When I was young, I remember ...

GRANDPA'S INNER VOICE ALI

I remember eating rice in Yemen.

GRANDPA'S INNER VOICE CHRISTOPHER

I remember eating broccoli.

GRANDPA

I remember my hat.

SCENE SIX: GRANDFATHER'S HAT

(Grandpa puts on his hat and rises from his wheelchair. The Barbershop Six chorus stands stage right, becoming his inner thoughts. Grandpa walks towards the barbershop where he works, saying "Hello" to people on his way.)

GRANDFATHER'S HAT: SONG

ALL

MY HAT IS A TREASURE  
IT GIVES ME PLEASURE  
(repeat)

(Four chairs are placed in a row onstage. Grandpa stands behind the center chair and three Barbers on either side. Four customers sit in the Barber chairs and the barbers cut their hair to the rhythm.)

ALL

MY HAT IS A TREASURE  
IT GIVES ME PLEASURE  
(repeat)

CUSTOMER HUSSEIN

I remember my Dad gave me a picture of my Grandfather.

ALL

MY HAT IS A TREASURE  
IT GIVES ME PLEASURE

CUSTOMER KRISTINE

I remember when I was one. I had a big party.

ALL

MY HAT IS A TREASURE  
IT GIVES ME PLEASURE

CUSTOMER CHRISTOPHER

I remember my red baseball cap that my Dad gave to me and I wear everywhere.

ALL

I WEAR EVERYWHERE  
I WEAR EVERYWHERE

CUSTOMER RYAN

I remember I used to have a Lizard named Max.

ALL

A LIZARD NAMED MAX  
A LIZARD NAMED MAX

CUSTOMER ADAM

I remember when my Mom had a baby.

ALL

MY HAT IS A TREASURE  
IT GIVES ME PLEASURE

GRANDPA

My hat is special because it's my favorite color.

(The Memory begins to fade as the actors disappear and Grandpa is left sitting back in his wheelchair with his hat and quilt.)

ALL

MY HAT IS A TREASURE  
IT GIVES ME PLEASURE

SCENE SEVEN: GRANDFATHER'S SMILE

GRANDSON MARZUQ

Grandpa, what are you thinking about?

GRANDPA

I'm thinking about when I was young.

ALL GRANDCHILDREN

Are you feeling better?

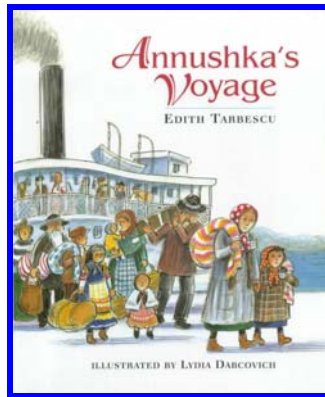
GRANDPA

(smiling) Yes!

THE END

ANNUSHKA'S VOYAGE  
based on the book by Edith Tarbescu

Adapted by Class 2-213  
Ms. Jennifer Shabtai, Teacher



Time: Morning  
Place: Ship, Ellis Island  
Theme: *Stay Together*

Characters:

Anya: Amanda

Tanya: Keila

People on

the Ship: Barry, Alexander, Jacquil, Leslie, Nasson

Doctors Basool: Mike

Doctor Monephia

Immigrants on

Ellis Island: Vladimir, Rohail, Daniel, Jahrdel

Narrator: Jacquil

PROLOUGE

(Anya enters from stage right, with much energy and excitement.)

ANYA

My name is Anya and I am from Russia. I'm going to New York. This is a candlestick to help me find my sister.

TANYA

My name is Tanya and I am from Russia. I'm going to New York. This is a candlestick to help me find my sister.

TANYA AND ANYA

We're on a ship going to New York!

SCENE ONE: STAY WITH ME

(In the climax of the play, Anya and Tanya have been separated by the crowds of people on a ship bound for Ellis Island. Everyone is rocking to the same rhythm.)

ROCK THE BOAT SONG

ALL

FFFFFFFFIND HER, FFFFFFFFFIND HER  
SSHHHHIP STOP ROCKING  
SSHHHHIP STOP ROCKING  
OOPS, I LOST HER  
OOPS, I LOST HER  
WHHHHERE'S HER SISTER?  
WHHERE'S, HER SISTER?

ANYA (waving her candlestick)

Tanya, where are you?!

TANYA (waving her candlestick)

Anya!

ANYA

Tanya! I can't see anything. Where are you?

TRAVELER JACQUIL (to Anya)

Who are you looking for?

ANYA

My sister. Can you please help me find her?

TRAVELER RONALD (to Tanya)

Why are you so scared?

TANYA

I can't find my sister. I think she's been kidnapped.

TRAVELER NASSON (to Anya)

Why are you so scared?

ANYA

Maybe someone gave her poison candy.

Maybe she's been killed.

TANYA

I wish I never lost my sister.

ANYA

I love her so much.

TANYA

I lost my sister once.

TRAVELER JACQUIL

I miss my sister, too.

TRAVELER ELIJAH

Tanya, where are you?

ANYA

Anya, where are you?

TANYA

I wish it was not crowded so I can find you.

ANYA

Do you want me to help you find your sister, little girl?

TRAVELER ALEXANDER

Yes!

ANYA

(Traveler Kamran and the rest of the people on the ship help the sisters find each other.)

STAY TOGETHER: SONG

STAY TOGETHER

FOREVER

STAY TOGETHER

I LOVE YOU (repeat)

(Tanya and Anya embrace.)

Thank you all for helping me find my sister.

TANYA

You're welcome.

ALL

Next stop, Ellis Island, New York!

SHIP CAPTAIN

SCENE TWO: ELLIS ISLAND

Time:

Place: Ellis Island

(Everyone enters and crosses to their places onstage. The immigrants carry suitcases.)

ALL

FFFFFFFFIND HER, FFFFFFFFFIND HER

ELLIS ISLAND

ELLIS ISLAND

OOPS, I LOST HER

OOPS, I LOST HER

WHHHHERE'S HER SISTER?

WHHERE'S, HER SISTER?

(Anya is standing on one side of the stage and Tanya on the other. There are two lines of Passengers behind each doctor. Anya is at the front of her line and Tanya is at the back of her line. Anya is looking for her sister.)

IMMIGRANT JAHRDEL

What are you looking for young lady?

ANYA

I am looking for my sister, Tanya. I lost her.

DOCTOR MONEPHIA

Open up your mouth, young man.

IMMIGRANT DANIEL

Sure.

DOCTOR MONEPHIA

You're fine. Go ahead.

(Immigrant happily crosses off stage left.)

DOCTOR BASOOL

(to an Immigrant) You've got a scar. I will have to write an E on your back. Next.

(Immigrant unhappily crosses off stage right.)

TANYA

What is he doing?

IMMIGRANT VLADIMIR

He's sending people back if they are sick.

(Tanya looks for her sister.)

PASSENGER VLADIMIR

What are you looking for?

TANYA

My sister, Anya.

DOCTOR BASOOL

Open up your mouth. Your tongue has a crack in it. I will have to write an E on your back. Next!

IMMIGRANT VLADIMIR

Grrrrrrrrrr. (exits stage left, back to Russia.)

ANYA

I see my sister. I think that she has to go back to Russia.

PASSENGER JAHRDEL

Look at that doctor. He's sending everyone back. That's a problem.

ANYA

I know. I will ask this Doctor for help. (crosses to Doctor Monephia) Can you help me?

DOCTOR MONEPHIA

What is the problem?

DOCTOR BASOOL

Your blood pressure is too high. I will have to write an E on your back. Next!

(Immigrant crosses unhappily off stage right.)

ANYA

My sister is in that line. That Doctor is sending everyone back.

(Doctor Monephia crosses to Doctor Mike.)

DOCTOR MONEPHIA

Doctor, she is fine. She'll be better. She just needs some ice.

(Doctor Mike takes a long, suspenseful time to consider his decision.)

DOCTOR BASOOL

Alright, you can go to New York.

(Tanya and Anya exit stage right, happily.)

THE END

## Student Writing and Artwork

P.S. 52  
2-246

Sasha  
Feb 12, 2004

The Upside Down Boy

The show was great I thought that the upside down boy was rilly going to be flying upside down. between the upside down boy book and the upside down boy show, they are not the same, but why, because they want to make it exciting, thats why, it was so cool

P.S. 52  
2-246

Cassandra Fellows  
February 12, 2004

The Play of the Upside Down Boy

I liked the show because it had a lot of singing and it was fun and the part when Clvin and Juanito were friends they were nice to each other those were the parts I liked. If I were clvin I could not say any thing I did not like Clvin at frist because he was mean and I thought he needed a friend that was why he was mad and I was scared when the clvin parts came I was sorry for Juanito because he didnt know how to speak English he only spoke spanish in the begining.

**The Memories Of  
Rachel And Grisha's  
Friendship.**

Dunia Elbustany 2-239

Dunia 2-239

**For the person who wrote the "Memory coat book"**

Rachel

Dear Rachel,  
Your my favorite character from the book called "The memory coat." Why cant you be my big sister?

Nicole 2-239

Nicole 2-239

**Welcome, Ric!  
¡ Bienvenido Ric!  
The Upside Down Boy**

Amy Elford 2-239

Amy 2-239

**¡ Bienvenido, Ric!  
The up Side Down Boy**

Aiden Pompei 2-239

Aiden 2-239

# *Making Books Sing's 2003-2004 Fact Sheet*

- Nearly 9,000 Pre-K through 6<sup>th</sup> Grade students, teachers and families from more than 60 schools attended *The Upside Down Boy*
  - 177 classes received comprehensive educational materials for *The Upside Down Boy*
- 130 teachers attended 30 Professional Development workshops
  - 18 NYC public schools in Queens, Brooklyn and the Bronx hosted artist residencies
- More than 3,500 students wrote 125 plays based on curriculum-based literature
  - 1,050 parents and children participated in 16 family programs that brought books to life through drama, music and art

**Making Books Sing has been made possible, in part, with public funds from New York State Council on the Arts and the generosity of the following private foundations: Arthur Foundation; Axe-Houghton Foundation; The David Berg Foundation; The David and Minnie Berk Foundation; Computer Associates; The Eleanor Naylor Dana Charitable Trust; The Freeman Foundation; The Hearst Foundations; J.P. Morgan Chase Fund for Small Theatres, a program of the Alliance of Resident Theatres/New York; Materials for the Arts; The New York Times Company Foundation; The New York Times Company Foundation' 9/11 Neediest Cases Fund ;Parents as Arts Partners, a program of the Center for Arts Education; Steps to Art, a program of Americans for the Arts with funds from Elefanten Children's Shoes and Laurie Berkner; School Arts Rescue Initiative, funded by The September 11<sup>th</sup> Fund (Center for Arts Education, Fiscal Agent); Verizon; and the Charles B. Wang Foundation.**



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