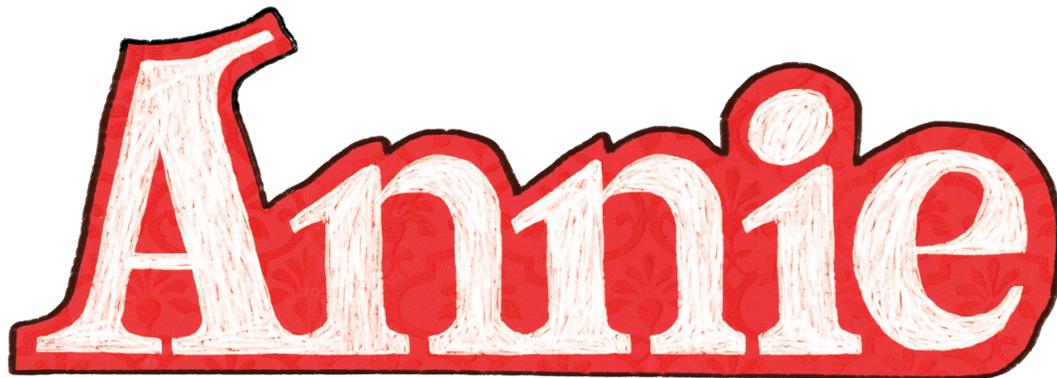


EDUCATOR RESOURCE GUIDE



It's a goose-bump-inducing, gorgeous production that fills the stage and the hearts of everyone who watches it. Times are tough, spirits are low, and the world is in dire need of hope. Enter, stage left: a delightful underdog— a cute, yet mischievously feisty, little girl. She takes on the world and, with an equal share of moxie and music, unlocks hearts and changes lives through kindness, love, and spirit. .

April 27 — June 27, 2021

Book by **THOMAS MEEHAN**

Music by **CHARLES STROUSE**

Lyrics by **MARTIN CHARNIN**

Directed by **PETER ROTHSTEIN**

Music Direction by **VICTOR ZUPANC**



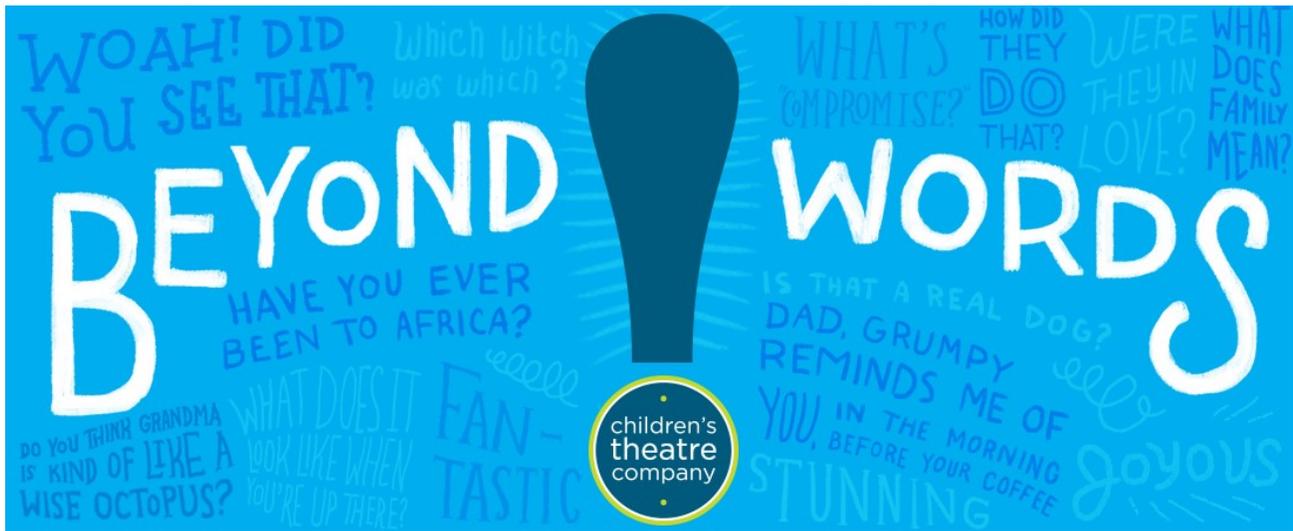


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Flipgrid

For virtual activities, videos, and more join the creativity on Flipgrid!

<https://flipgrid.com/ctcvaannie>

We love to hear from YOU!

Letters can be mailed to:
 Children’s Theatre Company
 2400 3rd ave S
 Minneapolis, MN 55404

or

Submit your questions online at
www.childrenstheatre.org/offbookquestions

Little Orphan Annie



The wonderful spunky personality of Little Orphan Annie has entertained people for almost a century. She has found her way into a multitude of entertainment forms, Hollywood films and Broadway musicals among them. However, what people don't realize is that *Annie* began as a comic strip!

Newspaper comic strips were different in the 1920s and 1930s from how they appear today. The most popular strips were adventure strips, not funny strips, and the storylines were serial, often running for

weeks, months, or even years. The strips even looked differently than they do today: they were printed larger, had more panels, and the art was more detailed.

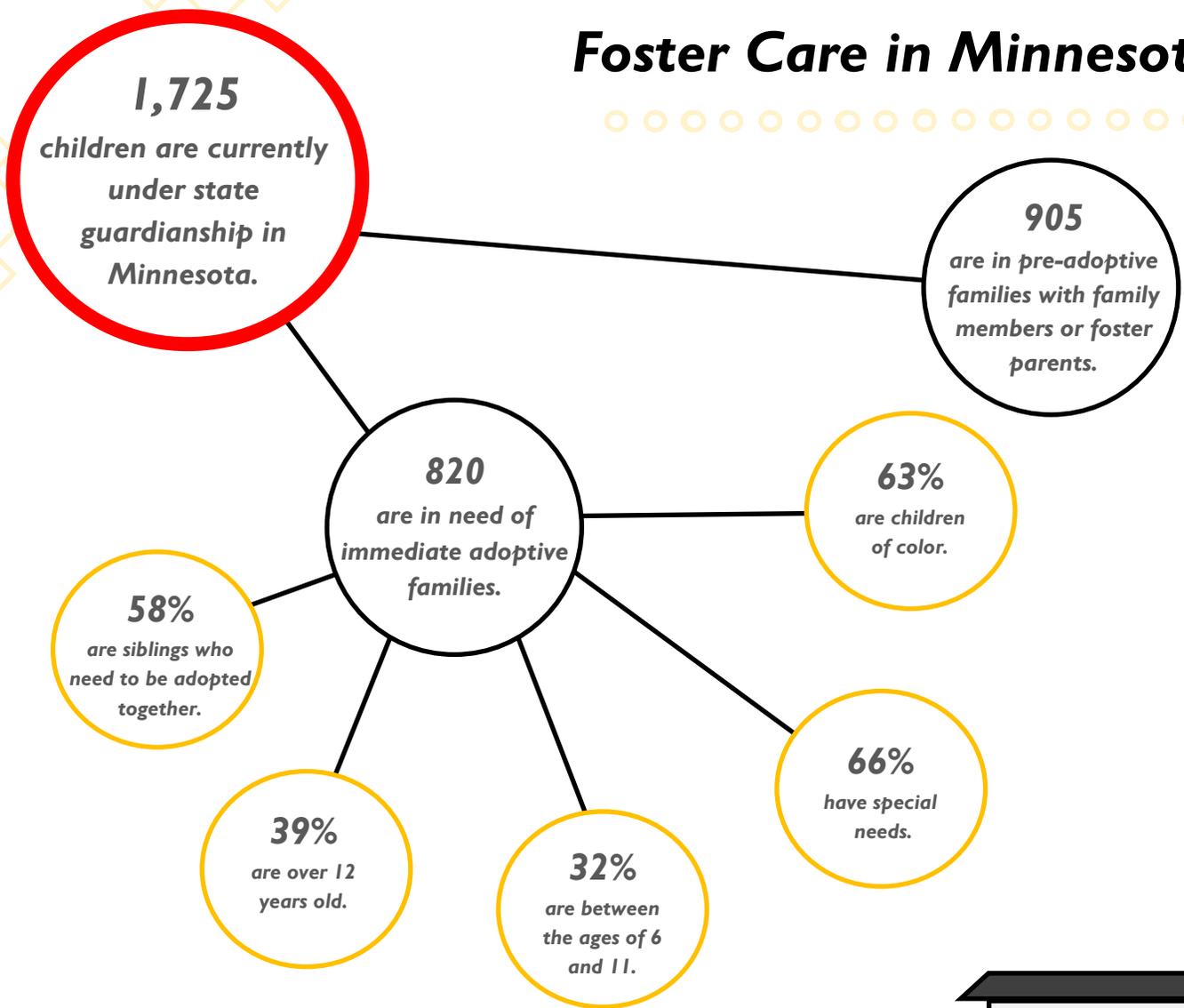
Little Orphan Annie was first published in 1924 and was an immediate success. Readers fell in love with the wide-eyed and optimistic little girl who always found a way to help those who were even less fortunate than she. *Little Orphan Annie* started as a “funny strip” for young readers, but by the 1930s the strip's adult readership had grown substantially and the stories became increasingly political. The most popular *Annie* stories often had young Annie separated from Daddy Warbucks, taken in by a poor but loving family until she and Daddy Warbucks could be reunited. Her stories reflected the concerns and values of the Depression Era, which were sometimes controversial. Creator Harold Gray used the strip as a sometimes-political vessel to speak against unions and New Deal programs. It was often joked that the strip would be more appropriate on the editorial page.

Like America, during the 1940s *Little Orphan Annie* went to war. In the strip, Annie created the Junior Commandos, an organization of young people dedicated to collecting newspapers and other scrap materials to help the war effort. Many people were inspired by the strip and started real Junior Commando units at schools and churches. Within one month of the unit's first appearance in the strip they were one of the most successful— and popular— domestic operations of the war.

In 1931, *Little Orphan Annie* became the first radio serial for children. Radio's Annie was a true adventure-style hero who fought crime, battled the supernatural, and even sunk Nazi submarines.

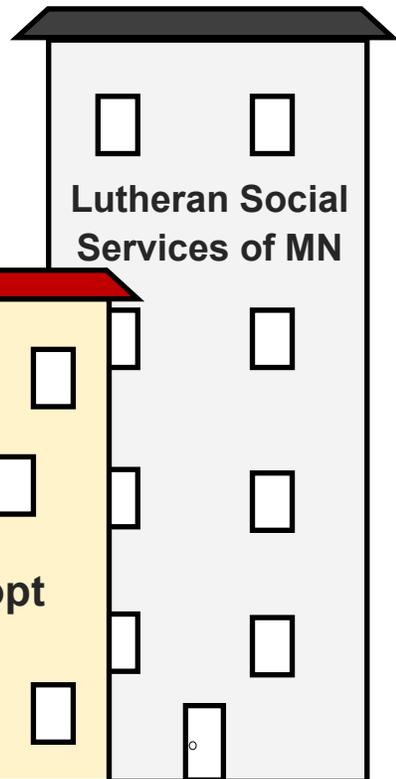
The *Little Orphan Annie* radio program, originally sponsored by Ovaltine, was widely successful with both youth and adult audiences. Newspaper and radio were only two of the many places Annie made her mark in the 1930s and 1940s. She was also immortalized in dolls, tin toys, and board games as well as on pins and “decoder” rings ensuring that the redhead in the red dress remains an enduring part of our American culture.

Get the Facts about Foster Care in Minnesota



Get Involved!

These are local Twin Cities organizations supporting kids in foster care:



There are many reasons why a child will be under state guardianship. The top causes are:

- Abuse or neglect in the home
- Drug use in the home
- Parental violation of court orders
- Incarceration of parent
- Death of parents
- Child is given up at birth

Springboard ideas of what to talk about, write about, or explore while connecting ‘Annie’ to your curriculum.



<p>Annie has a strong connection with her dog Sandy. What animals in your life do you have a strong connection with?</p>	<p>What emotions did you feel while watching the show?</p>	<p>What are the things that Annie values in her life? Why does she value those items? What do you value in your life? Why do you value those items?</p>	<p>Write a review of the performance or a letter to the actors.</p>
<p>Why do you think the story of <i>Annie</i> is still popular almost 100 years after creation?</p>	<p>Annie remarks that she has lived in New York City all her life but never seen New York. What are areas of your city that you haven't seen?</p>	<p>What surprised you about the show?</p>	<p>Annie is not afraid to ask for help finding her parents. Who would you ask for help you needed to find someone or something?</p>
<p>Who would Annie say is part of her family? How did that family change throughout the show? Who is part of your family?</p>	<p>What is the lesson or message of <i>Annie</i>?</p>	<p>If Mr. Warbucks and Annie were to visit your city, what would you tell them about it? Create a brochure to share the information.</p>	<p>Research Depression Era America. How is it similar or different than modern America?</p>
<p>Write a diary entry from Annie's perspective after she moves in with Daddy Warbucks.</p>	<p>The orphans sing that you are "never fully dressed without a smile." Do you agree or disagree with this statement? Why?</p>	<p>Retell the story from the perspective of Duffy, Pepper, or Molly.</p>	<p>Annie has a locket and note that are important to her. These items are not worth a lot of money but are very precious to her. What items in your life are precious to you? Why are they important to you?</p>
<p>Write a sequel to <i>Annie</i> about what happened to the orphans and the orphanage after Annie was adopted by Mr. Warbucks.</p>	<p>Volunteer for an organization that helps at-risk youth.</p>	<p>Annie and her friends play games, listen to the radio, and tell jokes to pass the time. What do you do with your friends to help pass the time?</p>	<p>Rewrite the lyrics to the song "Maybe" to reflect the things you hope for in your life.</p>

Class Act: Actor's Tools

Actors use many tools to help them tell a story — three we focus on at CTC are body, voice, and imagination.

Explain that **projecting** means using a loud voice and **enunciating** means speaking clearly. Have students practice projecting and enunciating by saying “Annie” as a group, and then individually.

Brainstorm emotions that actors might portray. Try saying “Annie” using those emotions.

Students will naturally begin to use their body to portray the emotion as they say the line. Brainstorm how your body looks or feels different when you are feeling these emotions. Allow a few students to showcase their work as a solo.

List some of the characters in the play along with characteristics of each. How would each of those characters say the title? Say the line as a group, using different characters as inspiration. Then, ask for volunteers to perform the line individually.

Class Act: I Dream Of...

Objective: This activity allows students to explore their dreams for the future through physicality and gesture. Students will make observations and infer meaning.

Directions: Gather students in a circle. One at a time, each student will step forward and say “Hello, my name is (insert name here) and for my future, I dream of...” They will then show their dream for the future through gesture or mime. Allow each student to have a turn showcasing their dream.

When everyone has had a chance, reflect with students about what they observed. What were the similarities they saw? Did any gestures stand out? What emotions did they feel while watching these gestures?

Class Act: This Story Needs

Objective: This activity challenges students to create original dialogue and examine the emotions of characters. Students will use observation skills and defend their observations using evidence from the scene.

Directions: Brainstorm with students important moments from the story or play. Choose a specific moment to build a tableau. **Tableau** is an acting word for frozen image. Choose five students to be actors. Have the first student come to the front of the class and say, “This story needs...” For example, if the scene is orphans cleaning the orphanage, a student might say, “This scene needs a bucket.” The student will then use their body to become that character or object. The remaining four students add into the scene, one at a time, until all five students are working together to create the objects or characters in the scene.

Once all the students are frozen in the scene, allow each to make up a line of dialogue their character or object would say. Challenge the students to connect to what the other actors are saying to create a conversation. Ask the rest of the class to make observations about the scene and defend their analysis with evidence from the scene (facial expressions, levels, etc.).

With the actors still frozen in tableau, allow each to say what their character might be thinking or feeling in the scene. Reflect on how what we say and what we think are different. How do you decide what to say out loud and what to keep to yourself?

Class Act: Two Line Scenes

Objective: Prior to seeing the show, this activity explores short snippets of the script. This allows students to start anticipating themes and plot while using their body, voice, and imagination.

Directions: Write the provided lines below on the board or hand them out physical slips of paper.

Partner A	“Whatta we got to be optimistic about? Life’s a nightmare.”
------------------	---

Partner B	“Well, you gotta have a dream.”
------------------	---------------------------------

Instruct students to find partners or assign partner groups. One student will be Partner A and one student will be Partner B. Partners should start by simply saying the lines then becoming silent. The leader will know all groups are done and ready for the next instruction when the room is silent.

Begin by giving students prompts for how to say the lines. Give groups time to try the prompt with the lines. Again, when the room becomes silent, you will know they are ready for the next prompt.

Example prompts:

- High/low volume
- High/low pitch
- High/low tempo
- Excited
- Sad
- Concerned
- Other emotions

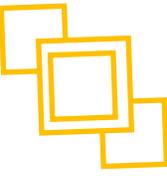
After you have experimented with different prompts, allow groups time to discuss which they felt were the most successful. Partners should rehearse how they would choose to perform the lines.

Invite volunteers to showcase their lines for the class. Ask the audience what they observed about the scene. How did their decisions impact the meaning of the scene?

Mix it up!

Challenge partners to hypothesize what happened right before and right after these lines. Allow each group to create a short scene showcasing their hypothesis.





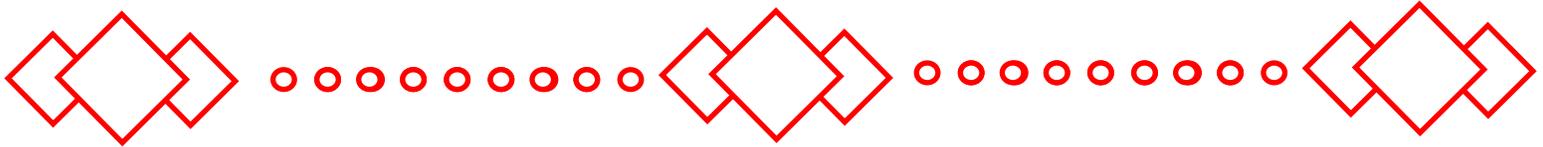
Class Act: Walking Through New York City

Objective: This activity challenges your students to use their bodies and imaginations to physically become different characters. It is easiest if you are able to move desks to the side or utilize a large open space.

Directions: When you say “go” students can begin walking around the space however, when you say “stop” they must freeze. Practice this a few times so that everyone understands.

Next, challenge students to walk around the space like a specific character or archetype character you might find in New York City (ex: Annie, Mr. Warbucks, Politician, Movie Star, Hotdog Seller, Homeless person). Again, they cannot begin until you say “go.” Give them a few moments to explore that character’s movement and then say “stop.” Compliment the students who were able to stop quickly. Point out a few things you are noticing (for example, “I notice that (insert student’s name) is holding a leash like Annie is walking Sandy.” Or, “I notice that (insert student’s name) is walking with their head held high because Mr. Warbucks is proud.”) When you are ready, give them another character. Again, they cannot begin until you say “go.” Spend time reflecting after each time you say “stop.”

After you have completed a variety of characters as a group, ask students to return to their desks. Invite one student to come to the front of the room and perform one of their character walks. Ask the rest of the students to guess which character they are performing. Ask students to defend their guess by drawing evidence from their performance.



Research it: Radio Show

Objective: Annie and the orphans listen to the radio for entertainment. This activity allows your students to explore radio programming while researching elements of the Great Depression.

Directions: In small groups, research one of the elements of the Great Depression listed below and create a radio show informing listeners about the event.

- President Roosevelt
- The New Deal
- President Hoover
- Dust Bowl
- Stock Market Crash of 1929
- Hoovervilles
- Works Progress Administration
- World War II

A **Foley Artist** is someone who uses everyday objects to create sound effects for a film or radio program. Challenge students to use objects from around the classroom to make sound effects for their radio programs.

These radio programs can be performed live or recorded using voice recorders. Showcase these radio programs for the rest of the class.



Team Building: Miss Hannigan's Keys

Objective: Students will use physical and vocal control to capture a set of keys without being detected. This activity encourages students to work collaboratively with their classmates.

Directions: Help the orphans escape by sneaking the keys from Miss Hannigan while she is sleeping. Place some jangly keys under a chair. The leader sits in the chair while the class makes a line (each student standing behind the next) facing the leader. The leader pretends to sleep. The students' goal is to have the person at the front of the line stealthily reach under the chair, grab the keys and pass the keys person to person until it reaches the end of the line without making any noise. If the leader hears the keys, they "wake up" and take the keys back and place them under the chair. The students at the front of the line then goes to the end and the next student in line attempts to take the keys.

Team Builders: Hiding Annie



Objective: Annie hides in the laundry basket to escape the orphanage. This game challenges students to work together to find 'Annie.' This is a great game to play during an indoor recess or to get to know a new building.

Directions: This activity is basically Hide-and-Go-Seek, but in reverse! Begin by explaining the rules and setting physical boundaries for hiding. Choose one student to play the role of Annie, who hides somewhere within the boundaries. Allow this student a few minutes to find a hiding spot while everyone else closes their eyes or stays in a neutral area. When Annie is hidden, everyone splits up to try to find them. When someone finds Annie, they quietly hide alongside them attempting not to draw attention or give away the location to the rest of the seekers. Over time, more and more people will find Annie ! The last person to find Annie and join the rest of the students hiding becomes Annie for the next round. If students start to stall finding Annie in an attempt to become hider, you can reward the first person to find Annie instead of the last.



Team Builder: Hopes & Fears

Objective: This activity allows students to voice their hopes and fears for the future while comparing those with their classmates. This activity aims to give perspective and commonality.

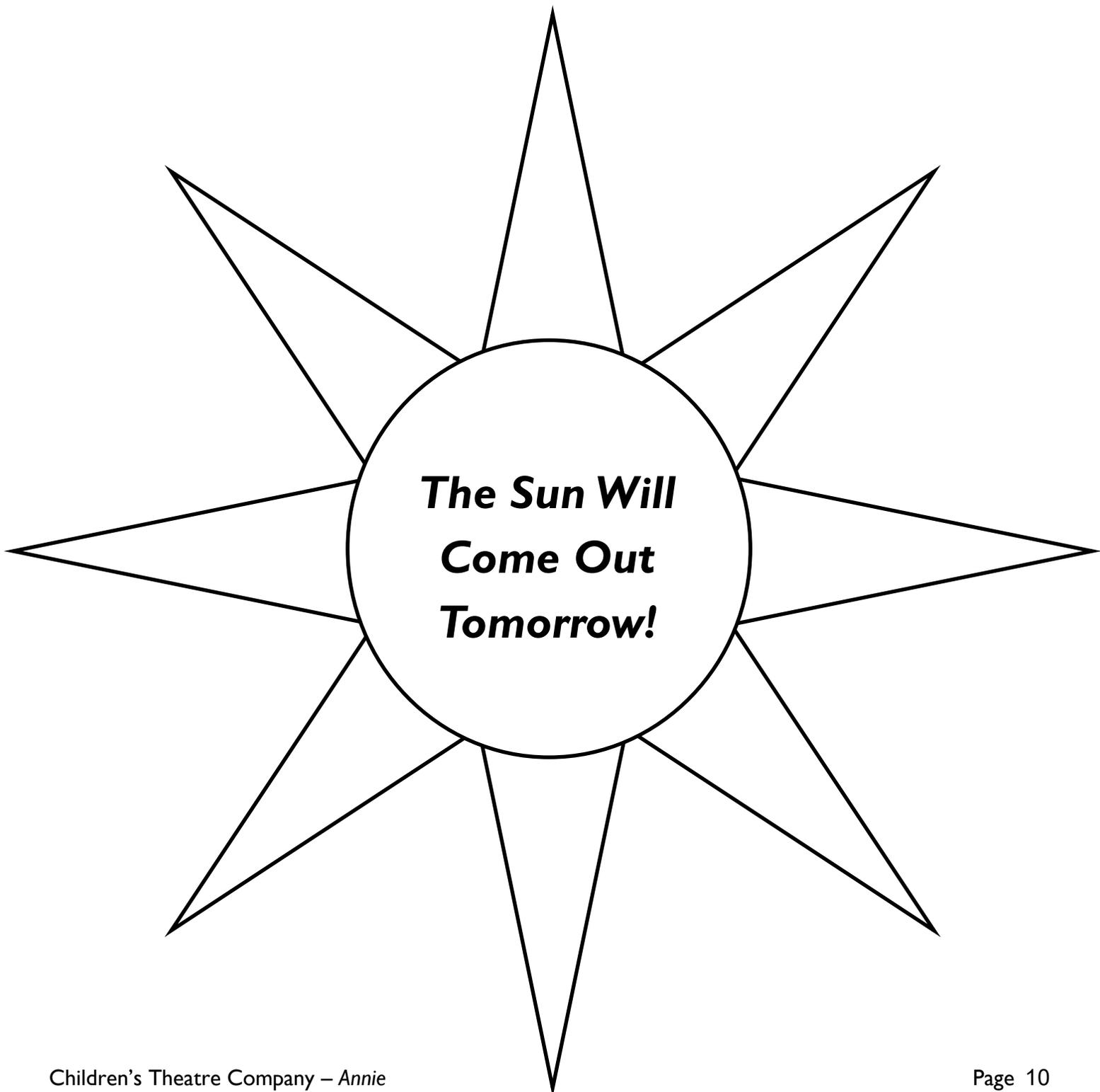
Directions: Instruct all students to put their heads down and close their eyes. Sit for a moment in the silence then instruct students to begin to popcorn out their hopes and dreams for the future. Once the ideas begin to die down, instruct students to think about similarities and differences in those statements.

After the students have had enough time to think silently, instruct them to popcorn out their fears for the future. Assure students that these statements should be ones they are comfortable sharing with the class. Again, give students a moment to think about the similarities and differences.

Invite students to slowly open their eyes. Reflect as a group about similarities and differences they heard with the hopes and dreams. How did they feel when they were hearing the hopes and dreams of their classmates? Reflect on the similarities and differences they heard in the fears for the future. How did they feel while hearing the fears of their classmates?

The Sun Will Come Out

Annie encourages everyone to feel optimistic about the future by remembering that, “the sun will come out tomorrow.” Write your hopes for the future on the rays of the sun below then color your creation.





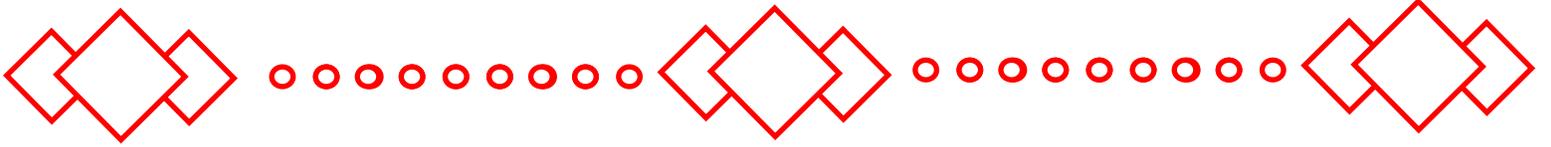
'Annie' in Minnesota

The story of *Annie* started as a newspaper comic strip in the 1920s. Imagine Annie went on an adventure in Minnesota and create a comic strip about her adventures here. Your comic strip should include both words and pictures to help tell the story. Don't forget to have a beginning, middle, and end.

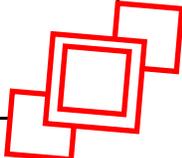
Title:					

What is Home

For some people, home is a country, city, or state. For some, home is the place they sleep. For some, home is found in people, while for others it is a meal or a feeling they have inside. Think about the prompts below and what home means to you.



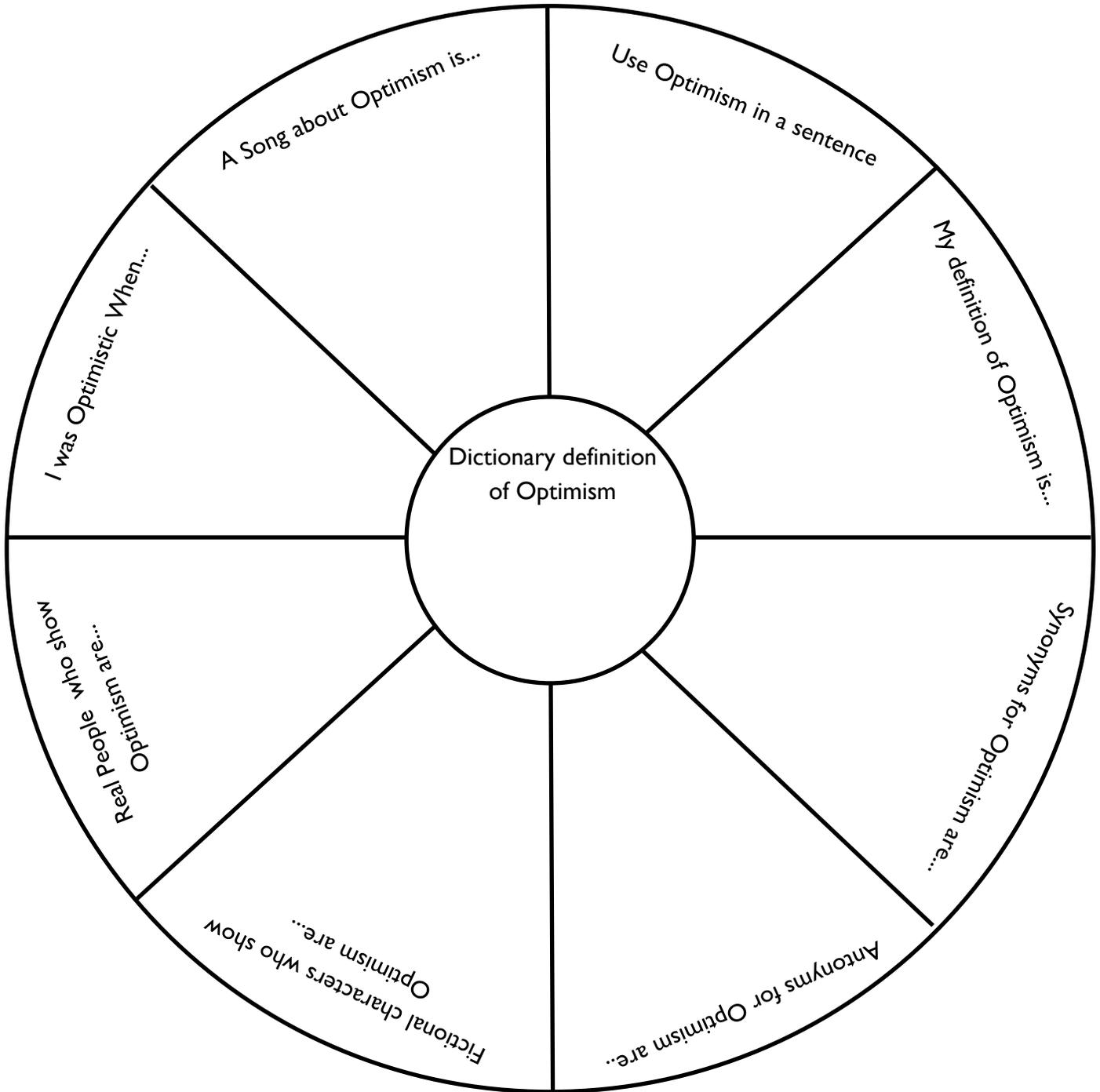
HOME SMELLS LIKE	HOME SOUNDS LIKE
HOME TASTES LIKE	HOME FEELS LIKE
HOME LOOKS LIKE	When I think of Home, I think of...





Wheel of Optimism

Throughout the show, Annie can be described as optimistic as she believes that the “sun will come out tomorrow.” Use the wheel below to explore the idea of optimism and how it plays into your life.



A Day in the Life of Annie

Use the chart below to compare and contrast Annie's daily life in the orphanage versus her daily life at Mr. Warbucks' mansion.



	At the Orphanage	At Mr. Warbucks' Mansion
Breakfast		
Playtime		
School Time		
Dinner		
Bath Time		
Bed Time		



Cork Board Conversations

Use the sticky notes below to think critically about Annie.

Three adjectives that describe this play are...

- 1.
- 2.
- 3.

This play made me feel...

This play made me think about...

A status I would post on my social media after seeing the show is...

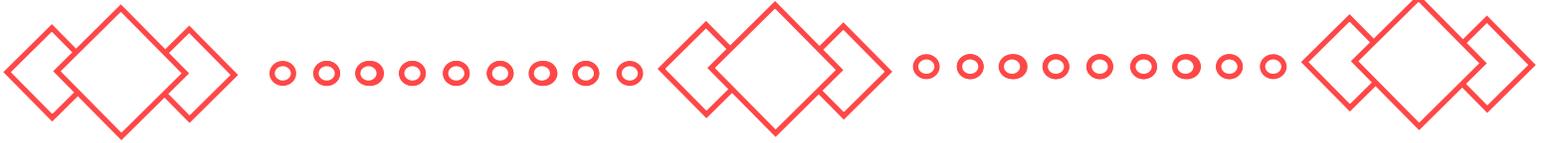
A question I still have is...

This play taught me...



My Rating of Annie at Children's Theatre Company

Further Resources



More About Little Orphan Annie

Little Orphan Annie Radio Show Archives

<https://archive.org/details/Little-Orphan-Annie>

Little Orphan Annie Comic Strip

<http://xroads.virginia.edu/~I930s/PRINT/comic/annie/annie.html>

More About The Great Depression

History.com — The Great Depression

<https://www.history.com/topics/great-depression>

National Education Association — The Great Depression for kids

<http://www.nea.org/tools/lessons/65482.htm>

More About Annie: The Musical

2012 Broadway Cast Recording on Spotify

<https://open.spotify.com/album/1bxfRVUgzgPr8AJiXqRxNn>

Annie on Broadway — PBS

<https://tpt.pbslearningmedia.org/collection/annie/#.XU2zrOhKhPY>

**Questions? Contact School Engagement Coordinator at
schools@childrenstheatre.org**