



WALNUT STREET THEATRE



STUDY GUIDE



SHOW SYNOPSIS

Based on the popular comic strip, *Annie* tells the extraordinary story of a little orphan who spends ends up in the lap of luxury with Depression-era billionaire Oliver Warbucks. Unlike most of the other children at Miss Hannigan's orphanage, spunky Annie believes that her parents are still alive and will one day return to claim her. So when Mr. Warbucks offers to adopt her, she asks the most powerful man in America to help find her real mom and dad instead, and he agrees. Warbucks' whopping reward for Annie's parents attracts the attention of con artists Rooster, Lily and the wicked Miss Hannigan, who hatch a plot to kidnap Annie and take the \$50,000 reward. But don't fret: This classic family musical has a happy ending for Annie, Daddy Warbucks and the whole gang.

DISCUSSION QUESTIONS

BEFORE THE SHOW

1. Have you ever seen a play or a musical before?
2. What is the difference between a play and a musical?
3. What do you think *Annie* will be about?
4. What do you know about the "depression" era?
5. What does it mean to be optimistic? How does optimism affect the way we interact with people around us?
6. Who are the people that you value in your life?

AFTER THE SHOW

1. Who was your favorite character? Why?
2. Do you think it should matter if someone is wealthy or poor?
3. Why do you think Annie was and continues to be so popular?
4. Why is Annie's necklace so important to her?
5. What does it mean to support someone? In what ways do the characters support each other in the play?



THEATRE 101



Ever wondered how to put on a play?

There are many different elements that go into putting a show up on its feet. Please review the following with your students:

PLAYWRIGHT The playwright writes the script.

DIRECTOR The director is in charge of orchestrating the entirety of the production. They lead the actors, designers, and production crew to put the show on its feet.

COSTUME What the actors wear during the show.

SCENERY Everything on stage (*except props*) used to represent the setting, or the place in which the story is occurring.

PROPS All physical items on stage with the exception of the scenery. This includes lamps, chairs, pens, paper, books, and more!

LIGHTS Stage lights illuminate the actors so that they look their best. The colors used, focus of the light, and amount of lighting can really set the mood and environment of a scene.

SOUND Everything that you hear during a performance that does not come from the actors.

ACTORS The actors are the people that perform the show onstage.

AUDIENCE The lucky people that get to watch the show. New to being an audience member? Follow these rules and you will be a natural!

AUDIENCE RULES

- ◆ Unlike a movie, the actors are performing in front of you. They can see everything that you do. Talking, sleeping, poking your neighbor, or making noise during the performance distracts the actors and others around you.
- ◆ Don't bring electronics to the performance. The use of cell phones, cameras, computers, tablets, and video game devices are **not allowed**.
- ◆ Use your better judgment on when to laugh, clap, and/or cry during the performance. But don't forget to clap at the end of the show!
- ◆ Stay in your seat during the performance.
- ◆ Make sure you go to the bathroom *before* the show starts.

Definitions of terms used in *Annie*

Shenanigans– mischief

Hard-Knock Life– a tough life

Mush– a thick porridge or pudding of cornmeal boiled in milk or water

Hooverville's– the popular name for shanty towns built by homeless people during the Great Depression; named after Herbert Hoover, who was President of the United States during the onset of the Great Depression and widely blamed for it

Prohibition– the legal act of barring the manufacture, transportation and sale of alcohol

The Great Depression– a period during the 1930's when there was a worldwide economic depression and mass unemployment

The Roxy– a movie theatre chain built by U.S. radio and film entrepreneur Samuel Lionel Rothafel

Living in Clover or Living Fat– to enjoy a life of money and comfort

Bet your bottom dollar– you can be very sure



GROUP ACTIVITY

Objective:

This exercise will allow students to experiment with physically embodying traits based on the characters from the production of *Annie*.

Materials:

- Small object
- Wig, scarf or hat
- Space in which to move

Directions:

1. Students will start in a circle. Ask the students to define some of Miss Hannigan's character traits. As a group try to embody some of these traits together as a group.
2. Now ask the students to define some of the character traits of the children in the orphanage. As a group try to embody some of these traits together as a group.
3. Choose one student to play "Miss Hannigan". This student stands in the middle of the circle. Tell all of the other students that they are the children in the orphanage under Miss Hannigan's watch. Encourage the students to embody some of those character traits of the orphans that they discovered while participating in the game.
4. Show the class a small object or coin and explain that this object will represent the character of Annie.
5. The teacher will secretly, without Miss Hannigan seeing, hand the object to one of the 'orphans'. The students will then try to secretly pass Annie around the circle and they must try their hardest to help Annie not caught sneaking out by Miss Hannigan.
6. While standing in the circle, if Miss Hannigan thinks they know who is hiding Annie, they yell, "FREEZE", point to and name the suspect and that student must show Miss Hannigan their hands to demonstrate that they either have or do not have the object
7. If Miss Hannigan is wrong, the orphans yell out, "We love you Miss Hannigan!" and the game starts again. If Miss Hannigan guesses right, whoever has Annie must say, "I'm sorry Miss Hannigan," followed by the other orphans repeating "We're sorry Miss Hannigan". 'Annie' is then handed over and the orphan caught becomes the new Miss Hannigan.
8. Miss Hannigan should get three guesses while in the middle of the circle before having another student take on that role. After a few rounds of the game, instead of sitting in a circle, tell the students playing the orphans to move about the room, while secretly passing ". Ask the students to think about some of the jobs the children had in the orphanage; cleaning, sewing, mopping the floor.

As the students move around the room, ask them to mime these jobs, while Miss Hannigan keeps watch.

Discussion Questions:

- What did it feel like when took on the role as a child from the orphanage?
- What did it feel like when took on the role as Miss Hannigan?
- Was this game harder when standing in a circle or moving around the room?

DISCUSSION: “N,Y,C... Just got here this morning!”

“IT’S A HARD KNOCK LIFE”

MUNICIPAL GIRLS ORPHANAGE (The Lower East Side)

Home to New York City’s many recent immigrant populations at the turn of the century, the Lower East Side is the site of Annie’s orphanage. Walking around the neighborhood, you can still see some of the architecture as it would have looked in the early 20th century. Walking down Orchard Street, can you picture where Annie might have found Sandy?



“WHAT OTHER TOWN HAS THE EMPIRE STATE”

EMPIRE STATE BUILDING (34th and 5th)

The Empire State Building is a 102-story landmark skyscraper. Grace sings about “the roofs that scrape the sky,” and the Empire State Building definitely looks like it does at a remarkable 1,250 feet! Why do you think New York built so many “skyscrapers”?

“BRIGHT AS A PENNY ARCADE”

BROADWAY/TIMES SQUARE (42nd Street and 8th Avenue)

After the New York Times moved to this area in 1904 and the Lincoln Highway, the country’s first transcontinental highway, chose this intersection for its entrance into Manhattan in 1913, this area quickly became the “crossroads of the world.” Times Square evolved into a hub of culture, entertainment and energy in New York City. Many theaters were built, and the lights of Broadway were illuminated. Today, it is still a major attraction for people all over the world, and the brightest part of New York City. Stand in Duffy Square and look south, toward downtown: How many lights do you see? Can you imagine your name in lights on Broadway?

EXTENSION ACTIVITY

When Warbucks takes Annie out on the town, she remarks...

“To think that I’ve lived here all of my life, and never seen these things!” - Annie

Are there places in your own city that people from out of town come to see? Are there locations that you take for granted, that could be really interesting?

Ask your students to create and design a brochure about a location in the city and town where they live. Through this assignment, ask them to see this place through new eyes. How would they describe it to someone who has never been to see it? Encourage them to be as creative as possible when designing the presentation, through photograph, video, drawings, descriptions, or other means of presenting this location to a potential visitor .



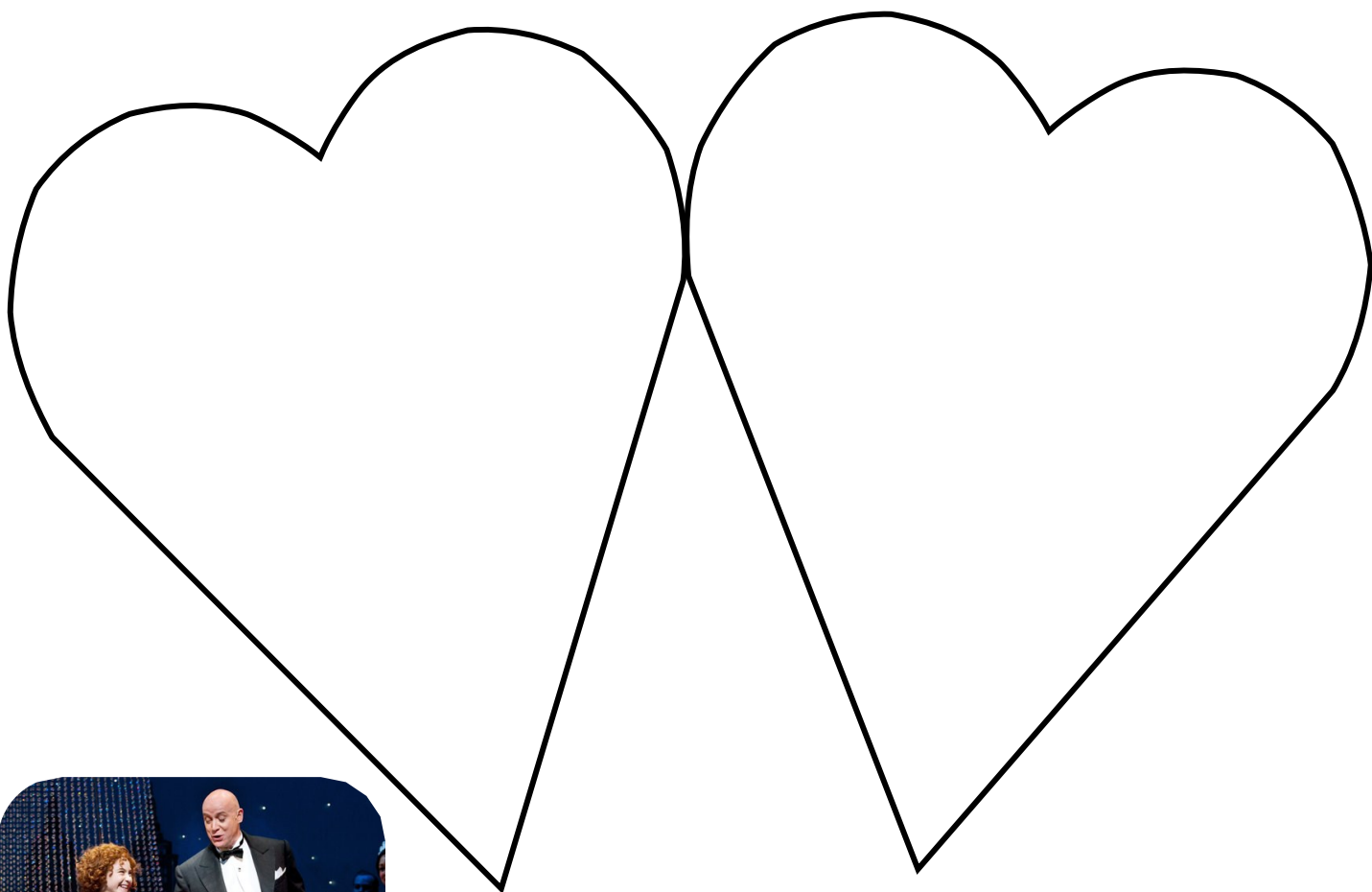
STUDENT WORKSHEET: "To Annie, with love, from... Daddy Warbucks."

When the play begins, Annie is an orphan with no parents to call her own. She lives in an orphanage, with several other girls who also don't have any families to take care of them. During the course of the musical, Annie finds that she is able to build her own strong family. Her family members come in all shapes and sizes, and each one fills a different role in her life, from Sandy the dog to "Daddy" Warbucks. Annie wrestles with her wish to find her biological parents but finds a love of and attachment to other caregivers. This section will explore the meaning of family through the lens of the production.

Annie's parents gave her half of a locket when she was born, and it represents her connection to them. In the locket below, draw and/or write about the people in your life who are most important to you.

Who is in your family? Who takes care of you when you need help?

Q: What is your most prized possession? Is there an object or gift that you have received that represents the connection you have with your family?



**LIKE THE SHOW? LET US
KNOW!**

Send letters or drawings to:
Walnut Street Theatre
ATTN: Education Department
825 Walnut St.
Philadelphia, PA 19107





WALNUT STREET THEATRE

BIOGRAPHY



Walnut Street Theatre has the unique distinction of being the oldest, continuously operating theatre in the English-speaking world, having served Philadelphia audiences for over 200 years!

Today, under the direction of Producing Artistic Director Bernard Havard, Walnut Street Theatre is in its 35th season as a self-producing, non-profit theatre company. Walnut Street Theatre continues to entertain and enlighten diverse audiences with high quality theatrical programming. With more than 50,000 subscribers, the Walnut is also the most subscribed theatre company in the world!

WALNUT STREET THEATRE EDUCATION STAFF

DIRECTOR OF EDUCATION	Thomas Quinn
ASSISTANT DIRECTOR OF EDUCATION	Ashley Kerns
EDUCATION PROGRAMS ASSOCIATE	Elizabeth Ellis
EDUCATION PRODUCTION ASSOCIATE	Stephanie Sintef
RESIDENT TEACHING ARTIST	Jasmine Hammond
EDUCATION APPRENTICE	Aine Lafferty
ACTING APPRENTICES	Hallie Hargus
	Sarah Owens
	Ladarreun Taylor
	Daniel Wisniewski



Annie's CREATIVE TEAM

DIRECTOR	Glenn Casale
CHOREOGRAPHY	Michelle Gaudetter
MUSIC DIRECTION	John Daniels
MUSIC	Charles Strouse
LYRICS	Martin Charnin
BOOK	Thomas Meehan

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