

STUDY GUIDE

SHE PERSISTED, THE MUSICAL

Script and lyrics by Adam Tobin
 Music by Deborah Wicks La Puma
 Adapted from the book written by
 Chelsea Clinton and illustrated by
 Alexandra Boiger

TEACHER RESOURCES

She Persisted and this study guide are produced in support of the teaching of the Virginia Standards of Learning in Theater Arts and Music.

AT THE LIBRARY

She Persisted Around the World: 13 Women Who Changed History

She Persisted: 13 American Women Who Changed the World

She Persisted in Sports

She Persisted in Science

ON THE WEB

Britannica Kids:

Virginia Apgar
<https://kids.britannica.com/kids/article/Virginia-Apgar/629214>

Ruby Bridges
<https://kids.britannica.com/kids/article/Ruby-Bridges/487557>

Florence Griffith Joyner
<https://kids.britannica.com/students/article/Florence-Griffith-Joyner/311527>

Sally Ride
<https://kids.britannica.com/kids/article/Sally-Ride/400164>

Sonia Sotomayor
<https://kids.britannica.com/kids/article/Sonia-Sotomayor/602924>

Harriet Tubman
<https://kids.britannica.com/kids/article/Harriet-Tubman/353874>

She Persisted

The Musical



The cast of *She Persisted, The Musical* at Virginia Rep Center

THE STORY

In this trailblazing new musical for young audiences based on Chelsea Clinton’s best-selling book, fourth-grader Naomi’s field trip to a Women’s History Museum turns into a time travel adventure where she encounters inspirational women overcoming barriers and making waves in U.S. history.

Naomi learns she has to write an essay based on her field trip on how the women in the museum inspire her to follow her dreams. Naomi is overwhelmed and wonders how she can accomplish so much. Time takes Naomi on a time traveling journey, in which she meets many infamous women including Harriet Tubman, Sally Ride, Sonia Sotomayor, and Ruby Bridges.

After her journey through Time, Naomi finally understands she doesn’t have to be perfect to make a difference and that her personal best is more than enough. She returns to her field trip and explains to Ms. Chan how all the women in the museum have inspired her.

Naomi takes in all that she has learned and embraces what the future has in store for her.

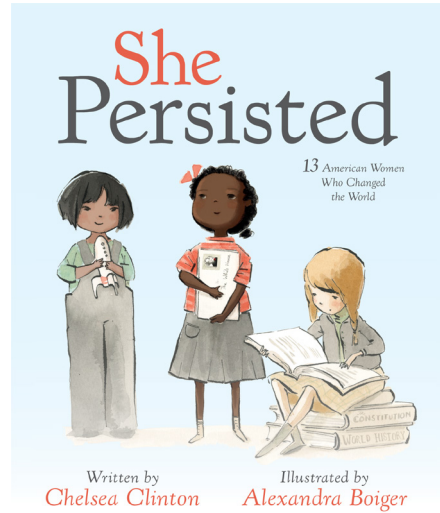
AN INTRODUCTION TO THE BOOK THAT INSPIRED THE MUSICAL

Throughout United States history, there have always been women who have spoken out for what's right, even when they have to fight to be heard. In the #1 *New York Times* bestselling book, *She Persisted*, author Chelsea Clinton celebrates thirteen American women who helped shape our country through their tenacity, sometimes through speaking out, sometimes by staying seated, sometimes by captivating an audience. They all certainly persisted.

She Persisted is for everyone who has ever wanted to speak up but has been told to quiet down, for everyone who has ever tried to reach for the stars but was told to sit down, and for everyone who has ever been made to feel unworthy or unimportant or small.

With vivid, compelling art by Alexandra Boiger, this book shows readers that no matter what obstacles may be in their paths, they shouldn't give up on their dreams. Persistence is power.

The script and lyrics for the musical *She Persisted* were written by Adam Tobin, with music by Deborah Wicks La Puma.



You can learn more about the women in *She Persisted, The Musical* in the *She Persisted* Book Series at your local library!



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Chelsea Clinton has always been interested in making the world a better place. When she was a child in Little Rock, Arkansas, one of her favorite books was *50 Simple Things Kids Can Do to Save the Earth*, and as a teenager in Washington, D.C., she led her school's service club. While at Stanford, Chelsea worked as a reading and writing tutor and volunteered at the Children's Hospital. Today, she is Vice Chair of the Bill, Hillary and Chelsea Clinton Foundation where she helps lead the work of the Foundation across its various initiatives, with a particular focus on work related to health, women and girls, creating service opportunities, and empowering the next generation of leaders. Chelsea holds a BA from Stanford University, an MPH from Columbia University, and an MPhil and doctorate degree in international relations from Oxford University. She lives in New York City with her husband Marc, their children and their dog Soren.



Alexandra Boiger grew up in Munich, Germany, as the youngest of seven children. Just imagine the many stories which could be told! Reading and drawing were always a big part of her life. After studying graphic design in Augsburg, Germany, she started a career in Feature Animation, which brought her all the way to California. Her biggest passion though, children's books, eventually became her main focus. Since then Alexandra has illustrated many beloved books, including *While Mama Had a Quick Little Chat*, written by Amy Reichert, the *Tallulah* books about a ballerina by Marilyn Singer, and *When Jackie Saved Grand Central* by Natasha Wing. Alexandra is also the illustrator of the *New York Times* #1 bestselling picture book *She Persisted*, written by Chelsea Clinton as well as its *New York Times* bestselling companion *She Persisted Around the World*. These inspirational non-fiction picture books celebrate winning in the face of immeasurable odds and how one person can make a difference. Boiger's debut as an author and illustrator was *Max and Marla*, the first in a picture book series. Now these two best friends are back in *Max and Marla Are Having a Picnic*.



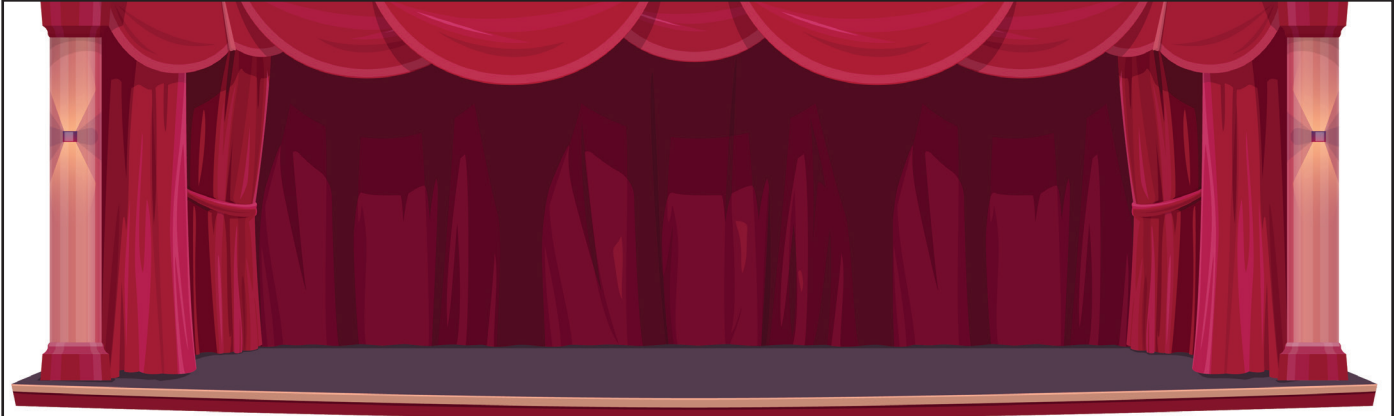
Adam Tobin is a screenwriter teaching courses at Stanford University in Script Analysis, Screenwriting, TV Pilot, Fiction Film Production, and Adaptation. Tobin created the half-hour comedy series *About a Girl* and the reality series *Best Friend's Date* for Viacom's TeenNick channel and has written for ABC, ESPN, Discovery Channel, and the National Basketball Association. He was a story analyst for Jim Henson Pictures and has taught story and pitching seminars at Dreamworks Animation, Twentieth Century Fox/Blue Sky Studios, and Aardman Animations. He also teaches in the Arts Intensive program and offers an Improvisationally Speaking course in Stanford Continuing Studies. His play *She Persisted: The Musical*, adapted from Chelsea Clinton's children's book, was a *New York Times* Critic's Pick at the Atlantic Theatre Company in February 2020.



Deborah Wicks La Puma is a composer, music director, and orchestrator. She is one of most produced Theatre for Young Audiences artists working today, with her work being seen across the globe and enjoying both popular and critical success. Her works include *She Persisted: The Musical* (Based on the book by Chelsea Clinton, at Bay Area Children's Theatre) with Adam Tobin; *Elephant and Piggie's: We are in a Play!* (New Victory Theatre), *Naked Mole Rat Gets Dressed: The Rock Experience* (Seattle Children's Theatre) and *Don't Let the Pigeon Drive the Bus* (Kennedy Center) with bestselling author Mo Willems. Other favorite projects include *Nobody's Perfect*, a bilingual musical in English and American Sign Language, with creators Marlee Matlin and Doug Cooney, and *Perdida*, a Mexican folk musical based on Shakespeare's *Winter's Tale*, with Salt Lake Acting Company's playwright-in-residence Kathleen Cahill.



STUDY GUIDE



Just as rehearsal is important to the success of a show, so is the "practice" of good manners at the theatre. Make each and every show you attend the best it can be, by doing your best to be a great audience member!

- Arrive at the theatre on time.
- Visit the restroom before the performance begins.
- Turn off your cell phone.
- Pay attention to announcements that are made prior to the show about the rules of the theatre you are attending, and the location of the fire exits.
- Don't speak or whisper during the performance.
- Remember that the overture (introductory music) in musical theatre is part of the performance, so start to be quiet when it begins.
- Do not take pictures during the performance. It can be very distracting to the actors.
- Remain in your seat for the entire performance. If you must leave, exit during intermission, if there is one. In an emergency, wait for an appropriate break in the show. It is rude to get up in the middle of a quiet moment.
- Do not eat or drink in the theatre.
- Do not put your feet up on the seats or balcony, and do not kick the seat in front of you.
- Don't put or throw anything on the stage.
- Do laugh when the performance is funny!
- Do applaud when it is appropriate during the performance!
- Do applaud when the performance is over...this tells the performers and crew that you appreciate their work!
- Stand and applaud if you really thought the show was great! This is called a standing ovation.

THE CHARACTERS & HISTORICAL FIGURES FROM THE PLAY

Naomi

The play's protagonist

Ms. Chan

Naomi's fourth grade teacher

Juno

Naomi's classmate and friend

Bailey

Naomi's classmate and friend

Time

The personification of time

Sonia Sotomayor

The first Latina and third woman to serve on the Supreme Court

Virginia Apgar

A physician, medical researcher, and inventor of the Apgar Score

Harriet Tubman

An abolitionist and social activist

Florence Griffith Joyner

A track/field athlete and record setting Olympian

Sally Ride

The first American woman to fly in space

Ruby Bridges

Helped to desegregate the American school system

STUDY GUIDE

Persistence

Persistence means not giving up when faced with a challenge. It is the ability to stick with a difficult task and cope with frustration. When we are persistent, we usually keep trying when faced with a challenge, and are slower to lose our cool when we don't get our way.

Motivation

Motivation is the force to keep going even when things are tough. While it can sometimes be difficult, staying motivated helps us to achieve our goals.

Resilience

Resilience is the ability to bounce back after challenges and tough times. Resiliency can help us recover from setbacks. Resilience develops when we experience challenges and learn to deal with them positively.

Determination

Determination is overcoming obstacles in order to reach a goal. We can think of determination like climbing a mountain. You have to know what you want to achieve, then put one foot in front of the other until you reach the top. Climbing a mountain takes a lot of effort!

Nurturing your dreams

Dreams can help us envision a better life for ourselves, and having goals will help the world around us change by taking us further towards making our dreams a part of reality. Every person's dreams need to be nurtured, loved, and accepted because dreams are the source of interests, passion, and goals. Pursuing our dreams is an active and engaging process, because dreams pave the way for achieving goals.

PRE-SHOW WRITING ACTIVITIES

1. Identify your dreams. What do you want to be when you grow up?
2. Have you ever felt discouraged? What did you do to overcome that feeling?
3. Was there ever a time when you felt like something was really hard, and you wanted to give up, but you didn't? What did you do to persist?
4. Do you feel good when you accomplish something that was difficult?
5. What can you say to motivate yourself when you find something challenging?

PRE-SHOW WRITING ACTIVITIES

1. What was the beginning, middle, and end of the story?
2. What lessons did you learn from watching the play?
3. Who was your favorite historical figure in the play? Why?
4. Did you like the music in the play, and if so, what was your favorite song?
5. What was your favorite part of the story?
6. How did Naomi overcome the obstacles she felt?
7. What can you do in the future to challenge yourself to persevere?
8. How can you stay determined and motivated to accomplish your dreams?

STUDY GUIDE

WORD SEARCH

Circle the words below that you find on this list to the right. Words can be vertical, horizontal, or diagonal.

Word Bank

APGAR	LAWYER	PERSISTED
CHANGE	NAOMI	RACE
FREEDOM	NASA	ASTRONAUT
HOPE	OLYMPICS	TIME

I	N	M	T	U	F	H	D	O	J	A	D	L	G	V
O	Y	H	I	C	Y	B	O	Y	V	S	R	T	I	E
T	L	S	V	Y	U	S	U	P	S	T	K	B	W	L
O	Y	A	E	G	N	A	H	C	E	R	M	M	Y	E
Z	W	O	W	T	A	C	O	Q	Z	O	A	P	L	C
O	M	N	L	Y	T	D	N	P	D	N	P	Z	C	A
L	N	A	V	G	E	R	E	E	B	A	R	S	C	R
Y	I	E	D	W	K	R	E	R	C	U	N	A	S	A
M	L	M	C	G	S	R	T	K	C	T	Z	G	S	Y
P	N	J	O	I	F	Z	K	P	A	F	T	L	H	Z
I	G	A	S	A	A	P	G	A	R	I	N	U	Y	Z
C	E	T	I	Y	N	R	B	M	M	D	O	N	C	O
S	E	V	S	P	Q	C	K	E	U	W	C	K	B	B
D	I	X	T	C	S	B	C	B	B	N	D	R	N	A
S	M	F	E	X	R	C	D	D	G	Y	C	K	R	T

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FILL IN THE BLANKS

- _____ was an astronaut and the first American woman in space.
- The first Latina to serve on the Supreme Court, _____ was diagnosed with diabetes at a young age.
- _____ helped to desegregate schools at the age of six and became a national symbol for the Civil Rights movement.
- _____ invented a quick and simple method to assess a newborn’s capability of survival, and it was named after her.
- An American track and field athlete, _____ was often called the fastest woman alive and set world records in the 1988 Olympics.
- _____ was a brave and famous Underground Railroad conductor who led hundreds to freedom.

THEATRE GAMES

The HOT SEAT

Set up a chair in front of the classroom

- Take turns sitting in the chair
- The student in the chair can choose a character from the story and pretend to be them: they can use words or voices, and have the class guess who they are pretending to be.
- A fun twist: Using events from the story, ask the “character” in the hot seat how these events affected them:
 - Being told you can’t go to school with everyone else
 - Getting diagnosed with diabetes
 - Noticing there was no way to assess a baby’s health after being born
 - Risking your life to save hundreds others for a chance at freedom up North
 - Getting disqualified from races for having long and colorful nails
 - Being treated differently for being a woman to go into space
- After everyone has had a chance to go, ask some questions:
 - Discuss how the characters’ viewpoints differed. How were they alike?
 - How would these people respond to things happening today?
 - How would they respond to things in your life?

Create Emotional Portraits

Using body movement, gestures, and facial expressions, but no words, express the emotions from events in *She Persisted*. Can the class guess what event or person you are portraying?

Freeze!

Create a tableau, or frozen moment in time, from an event — with no words. Can the audience guess what event you are trying to portray? Each group will have two minutes to improvise its events from *She Persisted* with full use of language, facial expression, gesture, and body language. Don’t worry about reciting lines from the musical — the idea is to reveal the emotions behind that moment in the story to your audience.

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ARTISTS AT WORK

The musical was chock full of imagery of many places the characters traveled to. Using your imagination, along with crayon, markers, colored pencils, and even construction paper and tape, draw some of the places Naomi visited with Time. Examples and ideas include outer space, doing detective work, and running a race.



WRITE!

Use this chart to write down what we learn about the characters through their songs, and how the songs move the story forward:

CHARACTER/SONG	INSIGHTS
Naomi, "Perfect/Not"	
Ms. Chan, "Changed the World"	
Sonia Sotomayor, "Another Solution"	
Virginia Apgar, "That's the Score!"	
Harriet Tubman, "Hope"	
Florence Griffith Joyner, "Run my Race"	
Sally Ride, "Isn't it Cool?"	
Ruby Bridges, "Walk On"	

5 Interesting Facts

STUDY GUIDE



Dr. Virginia Apgar

Born: 1909 in Westfield, New Jersey **Died:** 1974

- 1 Virginia Apgar was an **excellent student and athlete**. While in college, she wrote for the college newspaper, played on 7 different sports teams, and played violin in the college orchestra.
- 2 In 1929, Virginia Apgar was a trailblazer in the medical field. She was **1 of only 9 women** to begin medical training at the Columbia University College of Physicians and Surgeons. Women were not widely accepted in the medical profession at that time. She went on to become a renowned **anesthesiologist** and **neonatologist**, making significant contributions to the field of medicine.
- 3 In the 1950's, Virginia Apgar developed a revolutionary method known as the **Apgar Score** — a **scoring system that judges a newborn's health in 5 areas: heart rate, breathing, muscle tone, reflexes, and color**. This helps doctors and nurses quickly assess a newborn's health and identify and treat any potential issues. This led to a significant decrease in infant mortality.
- 4 By the late 1950's, Virginia Apgar had seen an incredible **17,000 births**, making her one of the most experienced obstetricians of her time.
- 5 She was also the vice president for Medical Affairs for the **March of Dimes Foundation**, a non-profit organization dedicated to improving the health of mothers and babies.

Sonia Sotomayor

Born: 1954 in New York, NY

- 1 Sonia was born in **The Bronx**, New York City, to Puerto Rican-born parents. She was diagnosed with type 1 **diabetes** at the age of 7, and when she was 9 her father died. During her childhood, she enjoyed "Nancy Drew" books, and she decided she wanted to pursue law after watching the Perry Mason television show at the age of 10.
- 2 Sonia's mother put great importance on the value of education; she bought the *Encyclopedia Britannica* for her children, something unusual in the housing projects.
- 2 She attended **Princeton University on a full scholarship**, and graduated in 1976. She received the Pyne Prize, the highest academic award at the university. Sonia Sotomayor graduated with a law degree from **Yale** and passed the bar in 1980.
- 3 She was nominated by **President George H.W. Bush** for the position of U.S. District Court Judge, and by **President Bill Clinton** for the U.S. Second Circuit Court of Appeals. In 2009, **President Barack Obama** nominated her to the Supreme Court, and she became the first Hispanic person, and third woman, to serve on the Supreme Court of the United States.
- 5 She has made two appearances on the kids' TV show *Sesame Street*.



5 Interesting Facts



Florence Griffith Joyner

Born: 1959, in Los Angeles, California **Died:** 1998

- 1 She was the **seventh of 11 children**. To stand out from her brothers and sisters, Florence concentrated on running. When she graduated from high school she left many school records in the 100 and 220-yard sprints. She also began sewing her own clothes and designing her own fingernail decorations and hair styles.
- 2 She was often called **“the fastest woman alive”** for setting world records in the 100 and 200-meter sprints at the 1988 Olympic Games in Seoul, South Korea. She won **3 gold medals and 2 silver** at the Olympics.
- 3 Nicknamed **FloJo**, she was a trendsetter, a businesswoman, a designer of sports clothes, and an actress. She wore flashy outfits, and designed a one-legged spandex body suit.
- 4 She was the first woman chosen to head the **President’s Council on Physical Fitness and Sports**.
- 5 Remarkably, more than 30 years later, **Joyner still holds world records in the 100 and 200-meter events**, with times of 10.49 seconds and 21.34 seconds, respectively.

Ruby Bridges

Born: 1954 in Tylertown, Mississippi

- 1 Ruby was one of the **first African American children to attend a previously white-only elementary school** in Louisiana in 1960. When Ruby, at the age of 6, walked into school that day, she did so in the face of much opposition. Her mom and U.S. marshals had to escort her past the shouts and threats from people who did not want her attending. One of the marshals who escorted Ruby into school that day said later, **“She showed a lot of courage.”**
- 2 Ruby was very bright and was 1 of only 6 kids who passed the test determining which Black students would be allowed to attend white schools. Of those 6, Ruby was the only one to enroll. Even though the school was integrated, the classrooms were not. **She was in a classroom all by herself** with her white teacher, Mrs. Henry. The school was mostly empty. Ruby was the only Black student, but there were only a few white students as well. Many white parents took their kids out of the school because they were scared of the protesters.
- 3 After the first grade, things became more normal for Ruby. She walked to school without the Federal Marshals and attended a full classroom that had both Black and white students. **Ruby attended integrated schools all the way through high school.** She then went on to study at the Kansas City Business school majoring in travel and tourism.
- 4 In 1999, she established the **Ruby Bridges Foundation**, which uses educational initiatives to promote tolerance and unity among schoolchildren.
- 5 She was awarded the **Presidential Citizen’s Medal** in 2001 by **President Bill Clinton**.



5 Interesting Facts

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Harriet Tubman

Born: 1822 in Dorchester County, Maryland **Died:** 1913

- 1 Harriet Tubman's birth name was **Araminta Ross**. She was nicknamed "Minty" by her mother. She would later adopt the name "Harriet" after her mother - Harriet Ross.
- 2 When Harriet was a teenager, she suffered a head injury when an overseer threw a heavy piece of metal at a runaway, and instead hit her in the head. Because of this, she suffered from sleeping spells, when she would suddenly fall asleep and it was difficult to wake her up.
- 3 Harriet used disguises to avoid getting caught. She dressed as a man, an old woman, or a middle class free African American.
- 4 During the Civil War, she worked as a nurse and a cook, and sometimes as a spy. Her knowledge of local plants helped her cure soldiers with dysentery.
- 5 After the Civil War, she became involved in the cause for women's suffrage. She gave speeches in Boston, New York, and Washington.

Sally Ride

Born: 1951 in Los Angeles, California **Died:** 2012

- 1 Sally Ride was the first American woman to fly to space and was a champion for diversity and equity in science education.
- 2 Growing up in Los Angeles, Sally was a huge Dodgers fan. Her father often challenged her to calculate baseball stats. Sally even **dreamed of becoming the Dodgers' shortstop**. She became **a good tennis player** and considered playing professionally.
- 3 Sally earned two bachelor's degrees in college: English, because Shakespeare intrigued her; physics, because lasers fascinated her.
- 4 In 1977, Sally was finishing her Ph.D. in physics at Stanford and planning to become a university professor. One morning, she was eating breakfast and reading the student newspaper when she noticed an article saying NASA was looking for new astronauts, and for the first time, women could apply. Sally realized in that instant that she wanted to fly in space. She immediately dashed off a letter to NASA asking for an application for the astronaut corps.
- 5 After her death, **President Barack Obama awarded her the Presidential Medal of Freedom**, the nation's highest civilian honor.



It's not just entertainment. Theatre is key to more creative, more communicative, healthier kids. Did you know kids who participate in theatre programs learn valuable skills that can be applied to any life situation or professional field, making theatre a marvelous experience for kids of all ages to participate in? It's true!

It comes at no surprise that studies show engagement with drama leads to more creative thinking and originality. Kids get the chance to use and flex their imaginations, which allows for better understanding other different perspectives, taking new approaches to solving problems, and deepening a lifelong interest in the arts. Theatre can build a child's confidence, leading to self-discovery, higher self-esteem, and healthier self-images.

Theatre helps kids with divergent thinking. Seeing and making theatre is often a process that includes discovery and figuring out where a story can go, or how a story can be told and what it means. Kids are able to make inferences, connect the dots to understand bigger pictures, increase their tolerance to ambiguity and spark their curiosity. Theatre provides a safe space- an environment where we can experiment and take risks. It also contributes to growing children's collaborative skills!

It can show up in their grades — according to the American Alliance for Theatre & Education, theatre students typically scored 65 points higher on their SATs and 34 points higher on the SAT math component than their non-theatre peers. Research has also shown that theatre kids demonstrate improved reading comprehension, including reading strategy and attitudes toward reading. But since not all kids can participate in theatre programs, that doesn't mean the learning benefits aren't still available! Kids who watch theatre productions are exposed to a wide variety of spoken and lyrical language, which can help children pick up skills that help with mastery of language and expanded vocabulary.

Lastly (but not lastly — the benefits of theatre are endless!), theatre teaches patience and promotes empathy. Attending live theatre improves concentration; it promotes a communal nature and helps grow respect for others sharing space. Empathy is one of our most valuable human qualities and one of the hardest to teach. Kids exposed to the theatre can better identify with multiple perspectives, because the action onstage explains a character's perspective, intention, and goal. When a play or musical explores a difficult topic like bullying or family struggles, watching this allows kids to connect with it, or to discover emotions they may not have experienced in their own lives, which develops empathy. Therefore, kids may also manage their emotions better and communicate how they're feeling, leading to better dialogue with their peers and healthier classroom environments.

STUDY GUIDE

FINE ARTS

Creative Process

- Understand and apply a creative process to develop ideas and techniques.
 - The student will identify elements of a creative process for theatre.

Critical Thinking and Communication

- Analyze, interpret, and evaluate theatre arts
 - The student will develop critical thinking skills through the analysis, interpretation, and evaluation of the work of self and others.
- Formulate and justify personal responses to theatre arts
 - The student will articulate personal responses to theatrical works, and recognize diverse responses and opinions of others.
- Apply collaboration and communication skills for theatre arts works and processes
 - The student will identify and apply collaboration and communication skills for rehearsal, performance, and production of theatrical works.

History, Culture and Citizenship

- Understand cultural and historical influences of theatre arts
 - The student will demonstrate understanding of cultural and historical influences of theatre arts.
- Understand theatre arts as a form of community engagement
 - The student will nurture a lifelong engagement with theatre as a performer, supporter, advocate, and informed viewer.

Innovation in the Arts

- Understand and explore the impact of current and emerging technologies on theatre arts
 - The student will understand and explore the impact of current and emerging technologies on theatre arts.

- Cultivate connections to other fine arts and fields of knowledge
 - The student will cultivate authentic connections between theatre skills, content, and processes with other fields of knowledge to develop problem-solving skills.

Technique and Application

- Vocal Techniques for performance
 - The student will identify, recognize, and explore how movement and voice express feelings and emotion
- Physical Techniques for Performance
 - The student will recognize the use of body, voice, and imagination to communicate stories.
- Technical Theatre
 - The student will recognize theatre as dramatized storytelling, and explain and explore an imagined reality through theatre activities and performance
- Roles and Responsibilities in Theatre
 - The student will identify the performers and audience in theatre activities
 - The student will identify responsibilities of performers and describe the relationship between the performer and audience.
 - The student will examine and identify creative and technical roles in theatre activities.
- Apply safety procedures in all theatre settings
 - The student will recognize safety procedures in theatre spaces.
 - The student will describe why safety procedures are necessary for theatre activities and performance.

Cues at the Theatre

STUDY GUIDE

VIRGINIA REPERTORY THEATRE

Phil Whiteway
Managing Director

Todd D. Norris
Artistic Director of Education

VIRGINIA REP ON TOUR

Amber Martinez
Arts in Education Manager
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Gordon Bass
Tour Manager

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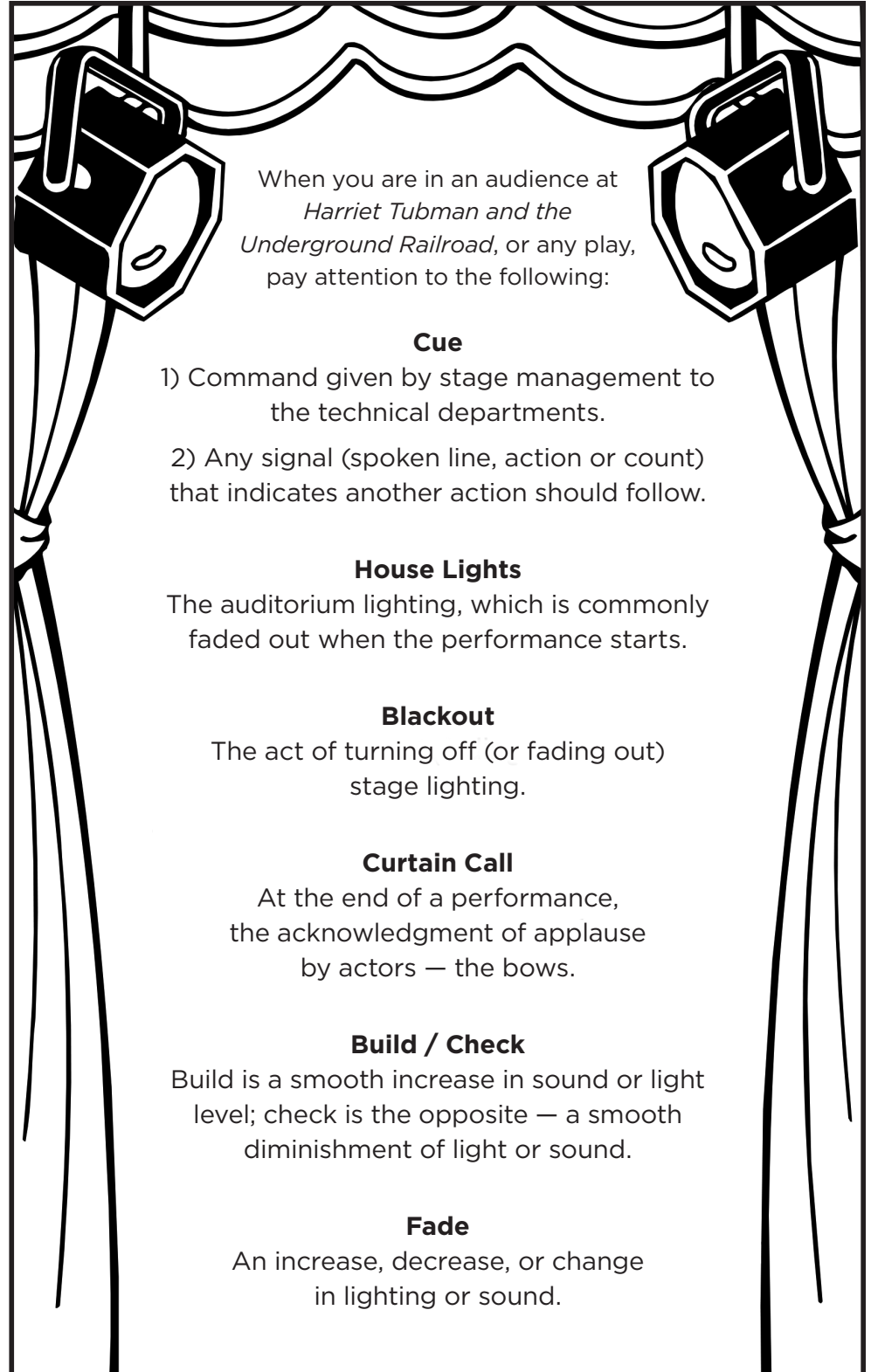
Virginia Repertory Theatre
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Jessica M. Bogese Theatre
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VIRGINIAREP.ORG

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When you are in an audience at *Harriet Tubman and the Underground Railroad*, or any play, pay attention to the following:

Cue

- 1) Command given by stage management to the technical departments.
- 2) Any signal (spoken line, action or count) that indicates another action should follow.

House Lights

The auditorium lighting, which is commonly faded out when the performance starts.

Blackout

The act of turning off (or fading out) stage lighting.

Curtain Call

At the end of a performance, the acknowledgment of applause by actors — the bows.

Build / Check

Build is a smooth increase in sound or light level; check is the opposite — a smooth diminishment of light or sound.

Fade

An increase, decrease, or change in lighting or sound.