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# Teacher Resource Guide and Lesson Plan Activities

Featuring general information about our production along with some creative activities to help you make connections to your classroom curriculum before and after the show.

The production and accompanying activities address North Carolina Essential Standards in Theatre Arts, Goal A.1: Analyze literary texts & performances.

Look for this symbol for other curriculum connections.



## Hairspray

Book by: Thomas Meehan & Mark O'Donnell

Music by: Marc Shaiman

Lyrics by: Marc Shaiman & Scott Wittman

Based on the New Line Cinema film, written and directed by John Waters

**September 15-24, 2017**

7:30 PM Friday - Saturday and 3:00 PM Sunday

Hannah Block Historic USO / Community Arts Center

Second Street Stage 120 South 2nd Street (Corner of Orange)

## About this Teaching Resource

Set in racially-segregated 1960s Baltimore, *Hairspray* remains relevant to today's audiences as it reflects many current events and issues in U.S. society and can be used to address a variety of themes, including, racism and bias of all kinds, body image, individuality and identity, student activism, community-police interactions and media bias. It's been nearly three decades since the 1988 film of *Hairspray*. From there, the story of Tracy Turnblad & her friends & family has lived on through the original film, the Broadway adaptation in 2002 and subsequent presence in school and community theater productions, the remake of the film in 2007 and NBC's 2016 *Hairspray LIVE*. However you watch *Hairspray*, the story is full of potential inspiration, teachable moments and conversation starters for middle and high school educators and students, alike. Plus, it is a lot of fun.

## About the Musical

The 1950s are out, and change is in the air! *Hairspray*, winner of eight Tony Awards, including Best Musical, is a family-friendly musical, piled bouffant-high with laughter, romance and deliriously tuneful songs. It's 1962 in Baltimore, and the lovable plus-size teen, Tracy Turnblad, has only one desire – to dance on the popular "Corny Collins Show." When her dream comes true, Tracy is transformed from social outcast to sudden star. She must use her newfound power to dethrone the reigning Teen Queen, win the affections of heartthrob, Link Larkin, and integrate a TV network... all without denting her 'do! You can't stop the beat in this big and bold musical about one girl's inspiring dream to dance. *Hairspray* celebrates the uniqueness of a country that is inclusive and diverse and where one person really can make a difference. Tracy Turnblad and her friends are determined to make the world a better place; we hope that message will be an inspiration to your students as they think about their experience at *Hairspray*.

## About Thalian Association Community Theatre

Thalian Association Community Theatre was founded in 1788, to provide arts education & bring the excitement of the performing arts to Wilmington, North Carolina & produces five major productions annually on the Main Stage at historic Thalian Hall. In fact, Thalian Hall was proudly named for our organization in 1858. Our mission is to present quality live theatre that illuminates the human experience for the citizens of Wilmington, New Hanover County and beyond. We teach life skills through theatre education and provide an outlet for artists and technicians to develop and exercise their crafts. Established over 38 years ago Thalian Association Youth Theatre is an extension of Thalian Association Community Theatre non-profit organization & is dedicated to the enrichment of arts education for our community's youth. We offer Academy classes in Drama, Song & Dance, Improvisation & Musical Theatre Technique, aligned with the National Standards for Arts Education. Thanks to generous support from the Landfall Foundation and Wilmington East Rotary we provide arts enhancement classes for the Community Boys & Girls Club, the Brigade Boys & Girls Club and the Girls Leadership Academy of Wilmington. Special school performances for A. H. Snipes Academy of Arts & Design are made possible by a grant from Corning Incorporated Foundation. We want to turn out great theatre artists as well as great doctors, lawyers, teachers and bankers. Thalian Youth Theatre is about developing collaborative & thoughtful members of our community.

# Big Musical, Big Comedy, Big Hair Lessons!

## Vocabulary Enrichment

Research & Write the definitions for the **highlighted** words above.

## A Synopsis of *Hairspray*

*Hairspray* opens in June 1962, as plus-sized teenager Tracy Turnblad wakes up ready for another day (“Good Morning, Baltimore”). After school, she and her best friend, Penny Pingleton, watch The Corny Collins Show, starring “**The Nicest Kids in Town**”. While Tracy and Penny sigh over handsome Link Larkin, Tracy’s mother, Edna, slaves away at her ironing board. Penny’s mother, Prudy Pingleton, expresses her **disapproval** of teenagers dancing to “**colored music**”. Edna points out that it “ain’t colored. The TV’s black and white.”

In the studio, show producer, Velma Von Tussle, instructs her teen-queen daughter and Link’s girlfriend, Amber, to hog the camera, while **berating** Corny, the host, about including songs with “**that Detroit sound**”. She reminds him that they have to steer the kids “**in the white direction**”. On air, Corny announces auditions for an opening on the show, as well as the national broadcast of the **forthcoming** “Miss Teenage Hairspray 1962” contest.

Tracy wants to audition for the show. Edna is skeptical, fearing Tracy’s size will lead to **rejection**, but her father, Wilbur (owner of the Har-de-Har Hut Joke Shop), tells Tracy to follow her dream. While Edna tells Tracy to forget about going to the audition, Velma and Prudy argue with their daughters, Amber and Penny. The girls stubbornly resist their mothers, declaring “Mama, I’m a Big Girl Now”.

Making their own **decision**, Tracy and Penny race into the WZZT studios just as the auditions are ending. Tracy sees Link and swoons “I Can Hear the Bells.” Velma rejects Tracy, **sneering** at her weight and **lamenting** that times certainly have changed since she was crowned “Miss Baltimore Crabs”.

At school, Tracy’s hairdo lands her in **detention**, where she befriends Seaweed J. Stubbs, the son of Motormouth Maybelle (the host of once-a-month “Negro Day” on The Corny Collins Show.) At a school dance, Tracy catches Corny’s eye while doing steps she learned from Seaweed.

The next day, an **astonished** Edna and Wilbur see Tracy on TV, the newest member of the Corny Collins Council. Link sings the latest hit, “It Takes Two”, dedicating it to Tracy, now an **overnight sensation**. After her mother forgives her, Tracy takes Edna out on the town for a fashion **makeover** (“Welcome to the ’60s”).

During a rough scatter dodgeball game, Amber knocks out her rival, Tracy. To cheer her up, Seaweed invites Tracy, Link and Penny (who has an immediate **crush** on him) to his mother’s record shop (“Run and Tell That”). Motormouth Maybelle welcomes them warmly; Tracy wonders why they can’t all dance together on the show and plans to lead a **protest** during “Mother-Daughter Day.” Link **rejects** the idea, fearing it will hurt his chance to be on national TV. He leaves a **heartbroken** Tracy to go back to Amber. Edna is **dubious** about joining the protest. She is **self-conscious** about her weight, but Motormouth **persuades** her to **accept** herself — after all, they’re both “Big, Blonde & Beautiful”. The **demonstration** turns into a **riot**; the police arrive and drag Tracy and all the women off to jail.

Act Two opens in the women’s house of **detention**, “The Big Dollhouse”. Everyone is **released on bail**, except Tracy, who is moved to **solitary confinement**. Wilbur comforts a **downcast** Edna (“Timeless to Me”). Meanwhile, Link realizes his love for Tracy and breaks her out of jail (using a blowtorch **improvised** with a lighter and a can of hairspray), and Seaweed rescues Penny from her mother’s clutches (“Without Love”).

The four **flee** to Motormouth’s record shop. She reminds them that the fight against **injustice** is never ending (“I Know Where I’ve Been”). The next day, Corny’s **prime-time** show is in full swing and ready to announce the winner of “Miss Teenage Hairspray 1962” (“Hairspray”). Amber and Tracy are finalists for the title of “Miss Teenage Hairspray 1962”. Amber performs a dance she **dedicates** to the absent Tracy (“Cooties”). Just as it looks like Amber has won the crown, Tracy bursts in from the audience to claim victory and perform a dance that’s dedicated to everyone. They all dance together; black and white, fat and thin, young and old, as Tracy leads the company in **declaring** “You Can’t Stop the Beat.”



**N.C. Common Core Standards for English Language Arts and Literacy SL.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **L.1.4a:** Use sentence-level context as a clue to the meaning of a word or phrase. **CCSS.ELA-Literacy.RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

# “Welcome to the '60's”

Set in the early 1960's, Hairspray, follows a crew of dance-crazy high school kids whose energy and optimism start a chain reaction of change in their town. Meet the characters of this rockin' musical by matching them to their descriptions.

## CHARACTERS

Tracy Turnblad	Little Inez	Amber VonTussle	Seaweed J. Stubbs	Penny Pingleton
Wilbur Turnblad	Link Larkin	Corney Collins	Edna Turnblad	Motormouth Maybelle
Velma Von Tussle	Prudy Pingleton		Seaweed's sister	Amber's Mom
Teenage heartthrob	Motormouth Maybelle's son		Penny's incredibly strict mom	
Tracy's best friend	Star of The Corny Collins Show		Host of The Corny Collins Show	
Wants to be a dancer on The Corny Collins Show			Record store owner & Seaweed & Inez' mom.	
A goofy father, who owns the Har-De-Har Hut joke shop			Tracy's Mom	

## Match these cultural references from the 1960s.

- Who is Connie Francis?
- Frankie Avalon & His “Favorite Mouseketeer”
- Candid Camera & Allen Funt
- Rock Hudson & Doris Day
- Jackie Gleason
- Peyton Place
- Chubby Checker
- Mamie Eisenhower
- Glenn Miller
- Gina Lollobrigida
- Gidget
- “Wilt The Stilt”
- “Don't Tell Me Khrushchev Has His Shoes Off Again”
- “Hair Hopper”
- Starred together in romantic comedies such as Pillow Talk (1959) and Lover Come Back (1961). He was tall, good looking, and debonair, while she was known for her squeaky clean “good girl” image.
- She was First Lady from 1953 to 1961, known for her trademark bags and fondness for pink clothing.
- A top singer of the 1950s and early 1960s. She appeared in the classic Spring Break movie, Where the Boys Are (1960).
- They met in 1958 and became a wildly popular couple, starring in 1960s movies such as Beach Party (1963) and Bikini Beach (1964).
- Popular bandleader and composer of the 1940/s, known for hits such as “Moonlight Serenade.”
- Based on a popular novel, this 1957 melodrama delved into the sordid secrets of a New England town. It became the first American prime-time soap opera television series in 1964.
- A Sultry Italian actress known in the 1950s as “The Most Beautiful Woman in the World.”
- A Baltimore term for someone, male or female, who spent too much time on their outsized hairdos.
- Originally named Ernest Evans, this 1960's singer created a dance sensation with his recording of “The Twist”.
- A comedian best known for his trademark phrases included "And away we go," "Hommina hommina hommina," and "To the moon, Alice!"
- On November 17, 1956, millions of television viewers saw Soviet leader Nikita Khrushchev pound the podium of the United Nations General Assembly with his shoe, shouting at the West, “We will bury you!”
- At 7'1", he was one of the NBA's legendary players, setting numerous records during his 14-year professional basketball career.
- Pint-size surfer girl originally played by Sandra Dee



**N.C. Common Core Standards for English Language Arts and Literacy R.L.1.2:** Retell stories, including key details, & demonstrate understanding of their central message and lesson. **SL.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **Common Core Standards for English Language Arts and Literacy RL.9.** Compare and contrast the adventures and experiences of characters in stories. **N.C. Common Core Standards for English Language Arts and Literacy SL.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **L1.4a:** Use sentence-level context as a clue to the meaning of a word or phrase.

# “I know where I’ve been....”

## Blast from the Past

The turning-point in *Hairspray*, comes midway through the musical when Tracy organizes a march to protest the exclusion of African American teens from The Corny Collins Show, except on a monthly “Negro Day.” Tracy & her friends wind up in jail, as did many other protesters during the 60’s, but local demonstrations like hers played an important part in the Civil Rights Movement.

Have students investigate the broad impact of some landmark local protest events such as the **1955 Montgomery Bus Boycott**, which began when Rosa Parks refused to give up her seat and move to the back of the bus; the **1960 lunch counter sit-in at Greensboro, North Carolina**, during which four college students sat in the “whites only” section of a lunch counter and refused to leave until they were served; and the **1961 Freedom Rides**, when African American and white activists rode buses into the South to protest racial segregation at bus depots.

## Identities & Diversity, Living Together

Exploring the diverse national, regional, ethnic and religious cultures, groups and communities and the connections between them, research the following years and discuss what happened and how it charges our lives today.


1946	Concerned about the prevalence of racial discrimination, President Harry S. Truman establishes the President’s Committee on Civil Rights.
1947	What did Jackie Robinson do?
1948	What President orders the integration of what?
1954	Brown v Board of Education makes segregation in US Public Schools unconstitutional & orders students be admitted into public schools without regard to race.
1957	What happened in Little Rock Arkansas? Who called for it and why did it happen?
1960	Research and explain a “Sit-In” and tell where & why it happened.
1961	Who are the Freedom Riders and what did they do?
1962	James Meredith enroll at a University where? What happened? (Name four)
1963	250,000 people attended the March on Washington, where Dr Martin Luther King, Jr. delivers his speech, “I have a dream” speech.
1965	What happened to cause riots for occur in a ghetto neighborhood in Los Angeles, CA?
1967	What happened to cause riots to occur in Detroit and other large US cities?
1968	What happened to cause riots for occur across the US?

## Citizenship

Unlike today, where an informed society strongly supports equal rights, in the 1960’s the struggle in race relations became a central issue for society.

As a class, make a list of topics that you feel strongly about and are willing to discuss. Working in pairs, choose one of the topics listed and debate it from opposing viewpoints. Note: the viewpoint that you end up debating may not necessarily be your own.

For homework, interview people aged 60+ and over who may remember the events in the 1960’s. Ask the interviewees what their memories are of two or three events. Bring your findings back to the class for discussion.

 **CCSS.ELA-Literacy.RH.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. **CCSS.ELA-Literacy.RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **CCSS.ELA-Literacy.RH.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. **National Council For Social Studies C3 Framework For The Social Studies State Standards D2.Civ.14.6-8:** Compare historical and contemporary means of changing societies, and promoting the common good. **Common Core Standards for English Language Arts and Literacy: W.5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. **North Carolina Common Core Standards for English Language Arts and Literacy: R.L.1.2:** Retell stories, including key details, and demonstrate understanding of their central message and lesson. **RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges & is shaped & refined by specific details; provide an objective summary of the text.



# Sounds of the 60's

Dozens of songs from the 60's are still part of pop culture today. Use a music streaming app or search Youtube to see which of these iconic 60's tunes your students can identify by title or by the name of the band that made the song famous:

Little Eva, "Loco- motion" (1962); The Ronettes, "Be My Baby" (1963); The Beatles, "She Loves You" (1964); Simon and Garfunkel, "The Sounds of Silence" (1964); The Rolling Stones, "(I Can't Get No) Satisfaction" (1965); The Who, "My Generation" (1965); Bob Dylan, "Mr. Tambourine Man" (1965); The Temptations, "My Girl" (1965); The Beach Boys, "Good Vibrations" (1966); James Brown, "Papa's Got a Brand New Bag" (1966); Aretha Franklin, "Respect" (1967); Jefferson Airplane, "Somebody to Love" (1967); Jimi Hendrix, "Purple Haze" (1967); The Doors, "Light My Fire" (1967); Marvin Gaye, "I Heard It Through the Grapevine" (1968).

For an added challenge, mix in some songs from the 1970's to see if students can tell the difference. Here are some examples to use as a springboard: Carole King, "I Feel the Earth Move" (1971); Elton John, "Rocket Man" (1972); The Bee Gees, "Stayin' Alive" (1977).

# Signs of the Times

Swing into the 60's by learning more about the iconic decade when *Hairspray*, takes place.

Whether it's Tracy's trademark bouffant hairstyle — a favorite of teenage girls — or TV programs like *The Corny Collins Show*, where teens danced to the latest tunes, the 60's were a time of unforgettable fads and fashions.

Work with a classmate or small group to research the styles, music, and social issues of the 60's. Use this chart to record your findings and compare them with similar signs of the times today.

## STYLE

60's Hairstyles and Fashions	Today's Hairstyles and Fashions

## MUSIC

60's Hit Tunes and Dances	Today's Hit Tunes and Dances

## SOCIAL ISSUES

60's Social Issues	Today's Hairstyles and Fashions

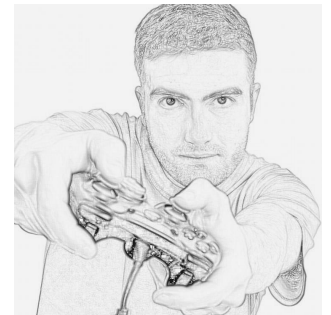
# Let's Dance!

As their names reveal, many of the dance steps that became fads in the 60's were based on imitation. The Swim, the Hitch Hike, and the Twist are all simple motions set to a rock-and-roll beat. The Pony, the Monkey, and the Fly turn animal motions into dance steps.

**Search** YOUTUBE for videos of these dances and have students **compare** them to dances popular today.

Then ask students to **create** their own new dances based on imitative steps for today's music.

Some ideas for starters: The Texter, The Selfie, The Dabber or The Video Gamer.



North Carolina Essential Standards, Information and Technology Standards 2.TT.1.1: Use a variety of technology tools to gather data and information. National Standards of Arts Education Music 9: Understanding music in relation to history and culture. NC Essential Standards: Music CR.1: Understand global, interdisciplinary, and 21st century connections with music. NC Essential Standards Health Education 2.MEH.1.3: Explain the influence of peers, the media, and the family on feelings and emotions. CCSS.ELA-Literacy.RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**“People who are different, their time is coming.”**

- Tracy

## Embracing Differences

Just before she sings “Welcome to the 60’s,” Tracy tells her mother, Edna, “People who are different, their time is coming.” Tracy’s words of encouragement not only help inspire Edna to overcome her insecurity about appearing in public, but they also express an important theme of *Hairspray*.

**Use this line as a prompt to have students write a one-page profile describing how they are different and**

How the story of *Hairspray* is relevant today.....

## Individuality And Diversity

*Hairspray*’s core message is one of positive self-image, open-mindedness and respect for people of all identities. Particular attention is paid to the need for acceptance of people of color and folks of all body sizes and shapes, who face bias, discrimination and even violence in the story. Tracy embodies the idea that you don’t have to conform to anyone else’s standard of what is “acceptable” or “beautiful”.

According to GLSEN’s 2016 research report, [From Teasing to Torment: School Climate Revisited - A Survey of U.S. Secondary School Students and Teachers](#), middle and high school students reported that “appearance/body size” was the most common reason that other students were bullied, called names or harassed at their schools.

## Appearance & Body Image

*Hairspray*, centers on the main character, Tracy Turnblad, as she navigates a society that often judges her because of her body size and shape. Tracy’s struggle to remain confident in the face of rejection mirrors that of many real-life students in our country today.

## Discussion Questions

- In the beginning of *Hairspray*, Tracy’s mother, Edna, doesn’t want Tracy to try out for *The Corny Collins Show* because she fears that Tracy won’t be accepted because of her size. In what ways might some of you be discouraged from participating in something due to the fear of adults around them? How, as educators, do you balance the desire to protect seemingly vulnerable students with their need to follow their instincts and participate in the world around them?
- Tracy starts her day with the song, “Good Morning Baltimore.” Despite what others may think about her, she sings with confidence about how she looks, “Oh, oh, oh look at my hair/ What ‘do can compare with mine today?” and how she moves, “Cause when I start to dance I’m a movie star.” What do you or could you say to yourself each morning that would make you feel proud and confident? What do or could other people say to you that would make you feel special and beautiful?
- Tracy doesn’t see anyone on *The Corny Collins Show* that looks like her, but she quickly becomes the most popular “new girl in town.” Why might it be important to see people who look like you in the media and in your community? Other than in *Hairspray*, where do you see images or examples of people with all types of body shapes and sizes? Where else would you like to see this? What other identities could be present that would make you feel represented?



NC Essential Standards Health Education 2.MEH.1.4: Explain the influence on self-concept on performance and vice versa. NC Essential Standards Health Education 2.MEH.1.3: Explain the influence of peers, the media, and the family on feelings and emotions. CCSS.ELA-Literacy.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

# What Emotions do you feel?

"Oh, my god how times have changed, these girls must be blind, or completely deranged!"

"hairdos are higher mine feels like barbed wire, but you say I'm chic as can be!"

"She's got cooties"

"The road was filled with twists and turns, Oh but that's the road that got us here"

Use these lyrics to sing along with some of the hit songs of Hairspray. Then, after the show, use the Theme List to see if you and your class can match each song to the theme it represents.

## Theme List

Write the song number next to the theme it best represents.

- \_\_\_\_\_ **A. Independence**
- \_\_\_\_\_ **B. Self-acceptance**
- \_\_\_\_\_ **C. Embracing change**
- \_\_\_\_\_ **D. Perseverance**
- \_\_\_\_\_ **E. Racial equality**

Now think about which theme from *Hairspray* is embodied by a historical figure, celebrity, family member, or some other role model whom you admire.

Write a paragraph describing how this person exemplifies the theme.

### 1. Welcome to the 60's

So let go, go, go of the past now  
Say hello to the love in your heart  
Yes, I know that the world's spinning fast now  
You gotta get yourself a brand new start  
Hey mama, welcome to the Sixties

### 2. Mama, I'm A Big Girl Now

Once upon a time when I was just a kid  
You never let me do just what the older kids did  
But lose that laundry list of what you won't allow  
'Cause mama, I'm a big girl now

### 3. Big, Blonde, And Beautiful

Once upon a time  
Girl I was just like you  
Never let my extra large  
Largesse shine through  
Then one day my grandma  
Who was big and stout  
She said you gotta love yourself  
From inside out

### 4. I Know Where I've Been

There's a dream in the future  
There's a struggle, that we have yet to win  
And there's pride in my heart  
'Cause I know where I'm going  
And I know where I've been

### 5. You Can't Stop The Beat

Cause you can't stop the motion of the ocean,  
or the rain from above  
You can try to stop the paradise we're dreamin' of  
But you cannot stop the rhythm of two  
hearts in love to stay  
Cause you can't stop the beat!



## Comparative Art

Based on the themes of *Hairspray*, or your own internal conflicts & conflicts with others, use recycled materials create an art piece that conveys your message about how it makes you feel. (Ideas: draw, paint, write a poem or a song, choreograph a dance with props or create beat) Make your own creative art masterpiece, using recycled materials such as: cardboard, paper, old socks, trash can lids, drums, broom handles, etc.

Enter your masterpiece in our art contest (details on last page) & you could win: two free tickets to our special preview night of *Hairspray*, 7:30 PM **Thursday September 14th** and one free theatre arts class for **your entire classroom!**



North Carolina Essential Standards, Information and Technology Standards 2.TT.1.1: Use a variety of technology tools to gather data and information. North Carolina Essential Standards in Visual Art: 2.V.2.3: Create art from real & imaginary sources of inspiration. 3.V.1.2. Understand that artists use their art to express personal ideas. 4.V.1.2. Apply personal choices while creating art. 5.V.3.3.: Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.

## Youth Theatre Academy Classes

**Over 38 years ago** Thalian Association Community Theatre **established the Youth Theatre** program dedicated to the enrichment of arts education for our community's youth.

**We offer affordable classes** in Drama, Song & Dance, Improvisation & Musical Theatre Technique that are **aligned with the National Standards for Arts Education, N.C. Essential Standards in Theater Arts & N.C. Common Core.**

Starting as young as three years old (in TACT Tots) all the way to high school seniors, we have something for everyone! **Classes are offered downtown** at the Hannah Block Historic USO/Community Arts Center Building & **mid-town** at the First Baptist Activity Center.

**Thalian Association Youth Theatre Academy is the place to be** if you want to learn "the ropes" from local professional artists currently working in their field.

If you are an **aspiring performer** or just want to **build confidence & make new friends**, check out [thalian.org](http://thalian.org) for more information on the **New Youth Academy Fall Session, September - December.**

**Learn what it is like to be part of a show. Join the Theatre Community!**

**Thalian Association Community Theatre** offers 5 Youth productions annually with auditions open to performers ages seven through high school seniors. Would you like to be in a show?



**Like us on Facebook to stay informed!**

### 2017- 2018 Season Shows:

#### ***Hairspray***

Sept. 15 - 24, 2017

#### ***Disney's Beauty and the Beast***

Nov. 10 - 19, 2017

#### ***A Year with Frog and Toad***

Jan. 19 - 28, 2018

#### ***Junie B. Jones the Musical***

March 2 - 11, 2018

#### ***Disney's Tarzan***

April 27 - May 6, 2018

Hannah Block Historic USO/Community Arts Center

Study Guide References: Greytak, E.A., Kosciw, J.G., Villenas, C. & Giga, N.M. (2016). From Teasing to Torment: School Climate Revisited, A Survey of U.S. Secondary School Students and Teachers. New York: GLSEN., ymiclassroom.com/hairspray nbc.com/hairspray-live #HairsprayLive, Wikipedia, Field Guide for Teachers produced by StageNOTES, Camp Broadway LLC, New York, for the original Broadway production (2002), artsedge, ncpublicschools.org, playbill.com, commoncore.org, essential standards, kennedy center, BMI, MTI,