

# THE PROM

BROADWAY'S NEW MUSICAL COMEDY  
WITH ISSUES



## STUDY GUIDE

*FOR MIDDLE & HIGH SCHOOL STUDENTS*

# THE PROM

BROADWAY'S NEW MUSICAL COMEDY  
WITH ISSUES



## WELCOME

Teachers are encouraged to use this guide to elicit student discussion before the show, guide them through aspects of the production, and engage them in activities once they return to the classroom. Due to the mature themes of the production, this guide is designed for middle and high school students.

Our goal is to help teachers utilize the production as a catalyst for student education, collaboration, and inspiration, incorporating these essential concepts:

- The bravery and power of being true to oneself
- Creating inclusive environments where everyone is accepted for who they are
- Utilizing performance and production techniques for storytelling
- Understanding characters' situations, actions, words, and points of view
- Contemplating characters' journeys in concert with personal experience

***THE PROM*** explores a young woman's brave struggle to find her voice that changes a community and a band of Broadway stars for the better in the process. We hope that your students, inspired by the production, can learn from you and from each other through these activities.

Please feel free to copy the materials in this guide to aid you in energizing classroom interest and discussion before and after the performance. These activities may be used separately or together as part of a cross-curricular exploration of the production.

Enjoy the show!

# THE PROM

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INCREASING LGBT AWARENESS  
AND UNDERSTANDING  
CONTENT STANDARDS  
OFFICIAL SITE / SOCIAL MEDIA

WRITTEN, EDITED AND DESIGNED  
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[WWW.SHOWSTUDIES.COM](http://WWW.SHOWSTUDIES.COM)







# PRE-SHOW CONSIDERATIONS

## IDEAS FOR STUDENTS TO CONSIDER BEFORE SEEING THE SHOW

Use the information in this guide and the web resources as a starting point to get to know *THE PROM*.

- The production celebrates a young woman declaring who she is and who she loves with the brassy help of Broadway stars in search of a cause. What will happen at *The Prom*? How will the Broadway stars help out?



- Learn what you can about theatre. How does musical theatre tell a story? How do the scenes work together? How do the songs tell the story? How do the technical aspects help?

- Take a peek at the discussion questions in the guide. Give yourself an idea of what issues, ideas, and situations the show deals with. Get a jump start for the class discussion after the show!

- Think about what your expectations of the production are: What will you see on stage? What will the story be like? How will the characters interact with each other? How will it begin and end?





# THEATRE ETIQUETTE

Going to see a Broadway show is an incredibly exciting and entertaining experience. In order to enhance that experience, here are some things to keep in mind:

**TAKE YOUR SEAT.** Be sure to get to your seat in time to ready yourself for the journey you'll take with this production.

**TURN OFF YOUR CELL PHONE.** The messages and texts can wait until later - get into the world of the show completely!



**GET READY TO WATCH CAREFULLY.** The great thing about live theatre is that it's happening right in front of you! Be sure to soak it all in.

**LET THE ACTORS DO THE TALKING.** Feel free to laugh at the jokes and be moved by the drama, but save your commentary for the conversation with the class after the show.

**SHOW YOUR APPRECIATION.** When the show is over, applaud for the actors and wait for the curtain call to be over before leaving your seat. To show them your highest praise, give them a standing ovation.



**EMMA** - shy and warmhearted high school senior simply wishing to dance with her girlfriend at the prom. She struggles to follow her heart against community pressures.



**DEE DEE** - TONY® winning actress desperately trying to increase her celebrity and publicity by tackling Emma's cause. Dee Dee discovers that true charity can outshine celebrity.

**BARRY** - self-involved Broadway actor eager for celebrity activism to promote his career. Barry finds a kindred spirit in Emma and guides her to be true and proud of herself.



**ALYSSA GREENE** - Emma's love interest who's caught between her feelings for her girlfriend and the pressures of letting her mom know the truth of who she really is.



**MR. HAWKINS** - concerned principal of the school and star-struck Broadway fan trying to create a prom for everyone while educating Dee Dee in self-sacrifice.



**ANGIE** - Experienced and knowledgeable Broadway musical veteran who champions Emma's cause and teaches Emma how to live life with Zazz!

**TRENT** - "Julliard Trained," yet struggling, actor who utilizes his small TV celebrity to teach the students larger lessons about tolerance.



**MRS. GREENE** - Alyssa's mother and president of the PTA who's committed to maintain a "traditional" prom. She's too caught up in her own cause to realize her daughter's desire to reveal who she loves.



**SHELDON** - Broadway publicist working his skills and connections to build his clients' celebrity status and create an audience for Emma's message.



**TEENS** - Indiana high schoolers who struggle together to create a place for everyone at the dance.

**PARENTS** - concerned parents swayed by Mrs. Greene's traditional arguments yet ready to follow their children's guidance.





## ACT ONE



As the show opens Dee Dee and Barry are reveling in the opening night attention of *Eleanor! - The Eleanor Roosevelt Musical* as Sheldon their publicist shepherds them through the press. Dee Dee and Barry rhapsodize about the incredible characters they create who inspire and change lives ("Our Hands Are Tied") as the initial positive review arrives. As more reviews

roll in, however, the criticism of the show intensifies until critics are savaging the production and the leading performers, shocking Dee Dee and Barry. Sheldon confronts them with the prospect of the production's immediate closure and their selfish and narcissistic natures as the cause. The wounded Dee Dee and Barry are comforted by fellow actors Trent, who's forever referencing his Julliard training yet waiting tables in between gigs, and Angie, who's just quit over a C-List celeb's stealing her shot at the role of Roxie in *Chicago*. Barry inspires the group to change their fortunes by becoming celebrity activists. When Angie discovers a news item about a high school girl from Indiana prevented from taking her girlfriend to the prom, the group pounces on the cause and rally themselves to action ("Ordinary Lives").

At Emma's high school in Indiana she tries to ignore the taunts and threats of her peers as she muses over her situation ("Just Breathe"). The school principal Mr. Hawkins counsels Emma on the path they'll take to confront the issue and escorts her into a raucous PTA meeting where he tries to calmly confront Mrs. Greene and other parents over their refusal to allow an inclusive prom. As the tensions rise, the celebrity activists burst in and disrupt the proceedings with Barry boldly announcing their cause as Dee Dee selfishly promotes their intentions ("It's Not About Me") to a confused and angered mob.

After the chaos subsides, a star-struck Mr. Hawkins advises Dee Dee on a less confrontational path to help Emma which she refuses. Emma and Alyssa share an intimate moment in which they discuss the commotion and confess their simple feelings for one another ("Dance With You").

The celebrities bemoan their lowly hotel accommodations and plan their next course of action with Trent taking the lead to write an awkward and trite anthem for them to sing at the monster truck rally Sheldon has secured for them. They execute a pained performance for Emma's cause at the rally ("Acceptance"), including Barry dressed as a black sheep, which is loudly jeered with boos and bottles hurled by the crowd.

Mr. Hawkins informs Emma that, despite the celebrity attempts to "help" the situation, and following pressure from the state, the prom is back on. Emma credits the Broadway stars with the success and accepts Barry's offer to assist in prom fashion prep. Mr. Hawkins shares a bit of Emma's hardships with Dee Dee and welcomes her offer of dinner together.

With the prom back on schedule, the students execute their "promposals" as Emma and Alyssa excitedly discuss coming out as a couple ("You Happened").

Dee Dee and Mr. Hawkins connect over dinner where, after being confronted by Mrs. Greene's animosity, Mr. Hawkins explains to Dee Dee how much musical theatre encourages him ("Look To The Stars") which inspires and comforts her.

Emma is readying in her room for the prom with Barry's fabulous assistance. As Barry recounts his own experiences and advises Emma, the other teenagers get prepared and psyched up for their special evening, while Alyssa attempts to tell her mom her truth ("Tonight Belongs To You"). Emma is escorted to the prom by her celebrity chaperones only to find a shocking betrayal perpetrated by Mrs. Greene with Alyssa's compliance that ends the act.



## ACT TWO

Mrs. Greene defends herself against reporters' pointed questioning by deflecting criticism to the celebrity interlopers.

Emma is consoled by Dee Dee, Barry, Trent, Angie and Sheldon with sympathy and Häagen-Dazs. While Dee Dee believes they should cut their losses and return home, Barry convinces Sheldon to find Emma a broad audience to tell her story as Trent devises his own plan to reach the locals. Angie seizes an opportunity while alone with Emma to use her Broadway chops to teach Emma how to electrify her inner force and face the people ("Give It Some Zazz").

Dee Dee ventures to Mr. Hawkins office to receive more praise only to get a lecture on her faults. She tries to revive Mr. Hawkins' interest and faith in her by performing a song from her past ("The Lady's Improving"). Mr. Hawkins is charmed by Dee Dee's hint of humility and decides to assist in her selfless education and rekindle their friendship.

Trent engages the intolerant teens from Emma's school and convinces them to confront their own prejudices and beliefs to embrace acceptance ("Love Thy Neighbor").

Emma meets Alyssa privately and confronts her about her complicity in the prom humiliation and the status of their relationship. Alyssa opens up to Emma about the struggles and complications that define her life ("Alyssa Greene"). When Emma encourages Alyssa to go public with their love for each other, Alyssa hesitates and Emma breaks up with her.

Sheldon's efforts to find a television spot for Emma have proven fruitless but a newly enlightened Dee Dee arrives with Mr. Hawkins to explain her recent self-sacrifice. She's made an expensive trade with her heinous ex-husband which landed a prime time TV interview on his talk show. A crestfallen Emma arrives and, although appreciative of Dee Dee's generosity, reveals that she wants to tell her story in her own way— not on TV. Dee Dee explodes with frustration and is escorted out. Emma shares

her plan with an understanding Barry and asks him to be her date, which he celebrates in song as he prepares ("Barry Is Going To Prom").

Emma prepares herself in her room and delivers a heartfelt message about her story and situation in a YouTube video which connects with and inspires people around the country ("Unruly Heart").

Mr. Hawkins shares Emma's video and the millions of views with the Broadway stars who marvel at it's pathos and power. Mr. Hawkins reveals that, although the video is slowly changing minds, producing another prom would be too costly. Barry encourages the others to commit their credit cards to fund a new inclusive prom and everyone, even a reluctant Dee Dee, agrees.

Alyssa repeatedly watches Emma's video as her mother fusses over the attention. Alyssa then attempts to engage her mother in an important dialogue but her mother changes the subject. Emma surveys the gym being readied for another prom and regales her Broadway friends with tales of her new found celebrity. Alyssa attempts to reveal herself to her mother, confronts her treachery, and storms out of the house headed to the dance.

Mr. Hawkins sets the final preparations in motion as Barry, Dee Dee, Trent, and Angie come clean over their initial motivations to help. Mrs. Greene bursts in with concerned parents and confronts Mr. Hawkins about the community feelings over inclusiveness. Trent responds by consulting with the assembled student community who apologize to and sympathize with Emma. As the parents reflect upon their children's openness and acquiesce, Mrs. Greene caringly offers Alyssa a private talk at home. Alyssa confesses her love openly for Emma to the assembled crowd.

Alyssa and Emma revel in their newly revealed relationship and the dance begins ("It's Time To Dance"). Mr. Hawkins and the Broadway stars ready their attire as the prom energy grows. Emma and Alyssa share a kiss to great applause. The magic of a prom for all envelops everyone as the music swells.





# PROMPOSAL

## CREATING THE PRODUCTION

The following are excerpts from an interview conducted by cast member Josh Lamon with the creative team of Bob Martin, Chad Beguelin and Matthew Sklar during a launch event for *THE PROM* in NYC.

**JOSH LAMON:** *From your perspective as lyricist, as co-book writer, what has the show been like going through the changes from day one around the table, to the labs and Atlanta, to now?*

**CHAD BEGUELIN:** “It’s changed so much. I think the biggest change, I mean, we’re constantly tweaking it and working on it, but the world sort of changed. We were thinking that the world has gotten so much more accepting and wondering if this was as relevant, and then the election happened, and it suddenly became so important and so relevant. All of these things we thought we were past— suddenly the show took on this new level of immediacy. I couldn’t predict that would happen. It’s been a great journey and having this great cast has been so much fun for all of us to write for. It’s been great.

We were really concentrating on this last pass of the script and the score to make sure that we didn’t show the other side to be completely characterchures. We wanted to make sure that everyone was dealt with

fairly— these people just had different beliefs and they had to work through them throughout the show.”

**JOSH LAMON:** *One of my favorite things about THE PROM is that it is hilarious but also serious. We are talking about an actual story that happened.*

**BOB MARTIN:** “Several actually. It’s based on several incidents that happened and continue to happen across this wonderful country.”

**JOSH LAMON:** *What was it like tacking the comedy versus the serious material?*

**BOB MARTIN:** “I like the combination of making potentially unpalatable truths easier to take when they’re surrounded by people like you. You’re the sugar that makes the medicine go down easily. I think what’s really interesting about this show is that people cry, but it’s an extremely funny show. As you can see there’s a mixture of very broad comedy and the very grounded, serious story at the heart of it all. It was remarkable to have people

come up to us after the show and be so moved. I had this woman come with her head down and confess that she was the mother depicted in the story with tears in her eyes making this confession to us. I think it is a very moving show for that very reason.”

**JOSH LAMON:** *What was unique about this process for you?*

**MATT SKLAR:** “Well, it’s one of the first times I’ve ever really written something completely original from the ground up. Anything else I’ve ever written has had some kind of source material. So this was a great opportunity and I just love working with these guys [Chad Beguelin and Bob Martin] and with Casey [Nicholaw]. I think we all bring out the best in each other. The story is just so moving. Once we started outlining the story, seeing where it was going and figuring out where the songs would go, it felt like both sides complimented each other— the comedy and the dramatic aspect of it. It’s been a joy to work on.”







# STUDENT ACTION

## EMMA'S STORY ECHOES IN TODAY'S HEADLINES

In the production, Angie finds Emma's story in her news feed. The creators of *THE PROM* based the story, according to book writer Bob Martin, on "several incidents that happened and continue to happen across this wonderful country."

Here's a selection of recent national headlines:

2018 United States:  
State Laws Threaten  
LGBT Equality [-HRW.ORG](https://www.hrw.org)

Oregon High School  
Principal and Resource  
Officer Fired For Anti-LGBTQ  
Discrimination [-WILLAMETTE WEEK](https://www.willamette-week.com)

LGBTQ teens  
face serious  
suicide risk,  
research  
finds [-CNN](https://www.cnn.com)

With the prejudice Emma faces still happening,  
it's important to think about solutions...

### GUIDING QUESTION:

What can students do to create a culture of understanding and acceptance for everyone?

*One effective approach is for students to understand what it means to be an "ally" for LGBT students in their schools and communities. Ask students to research what it means to be an ally and what concrete steps can be taken to create a safe space for everyone using the prompts below. Check out the GLSEN website for further ally resources and information.*

DEFINE LGBT ALLY: \_\_\_\_\_

ACTION: \_\_\_\_\_

ACTION: \_\_\_\_\_

ACTION: \_\_\_\_\_

ACTION: \_\_\_\_\_

RESOURCE: <https://www.glsen.org/allyweek/betterallies>



# PRESSING QUESTIONS

Use the questions below to engage students in a discussion about the characters, themes, and their own personal connections. Have students share their answers with a partner before sharing with the class.

**1.** Describe your first impressions of the Broadway celebrities and their need to find a “cause célèbre.”

**2.** What does it mean to be a “narcissist”? Is that a common condition that some people have? Why do you believe it’s a trend?

**3.** What do you think of Mr. Hawkins’ initial reaction to Emma’s desire to go to the prom? What’s your opinion of his character throughout the production?

**4.** Why do you believe Alyssa makes her difficult choice at the end of Act One? Do you agree or disagree with her decision? What would you have done?

**5.** Which character can you relate to the most? Why?

**6.** The celebrities come to help Emma but end up learning about themselves. What does Emma teach them as they spend time with her?

**7.** What do you think is in Barry’s personal background that helps him guide Emma along?

**8.** How does Dee Dee change as a person as the show comes to a close? What do you think changes her?

**9.** What do you think makes Emma’s video message resonate with so many other people online?

**10.** How is the conflict between Alyssa and her mother resolved? What do you think about the future of their relationship?

**11.** Emma’s story is based on current events. What stories of LGBT discrimination similar to Emma’s have you heard about? How would your community react? What could you do to confront prejudice?

**12.** What are the messages you’ll take from *THE PROM*?





# LANGUAGE ARTS

**YOUR TASK:** In order to give Emma confidence as she contemplates telling her story to a wide audience, Angie challenges her to “give it some Zazz!” using language from her theatre experiences to inspire her. This specialized terminology from a particular group is called “jargon.” Define the jargon listed below from a variety of groups and create interesting sentences utilizing them.

## MEDICAL JARGON: “ADVERSE REACTION”

DEFINITION: \_\_\_\_\_

SENTENCE: \_\_\_\_\_

## BUSINESS JARGON: “SWEAT EQUITY”

DEFINITION: \_\_\_\_\_

SENTENCE: \_\_\_\_\_

## POLICE JARGON: “STANDBY”

DEFINITION: \_\_\_\_\_

SENTENCE: \_\_\_\_\_

## MILITARY JARGON: “CLICKS”

DEFINITION: \_\_\_\_\_

SENTENCE: \_\_\_\_\_

## POLITICAL JARGON: “GRASS ROOTS”

DEFINITION: \_\_\_\_\_

SENTENCE: \_\_\_\_\_

## INTERNET JARGON: “FACEPALM”

DEFINITION: \_\_\_\_\_

SENTENCE: \_\_\_\_\_

**EXTENSION:** List some examples of jargon that you know from groups or activities you’re involved with in your notes. Swap jargon with your classmates. Give it some Zazz!

CCSS Utilized [Grades 9-12 • Reading: 4 • Writing: 4, 6, 8, 9, 10 • Speaking & Listening 1, 4]





# LANGUAGE ARTS

**YOUR TASK:** Characters in literature and in musicals often reveal themselves directly by describing their personality and their situations. Alyssa reveals many things about herself in the aptly titled song: “Alyssa Greene.” Use the selected lyrics below to look into her character and then imagine a personal song you’d write for another character you’ve encountered in your own reading.

**ALYSSA:**

THE HAIR HAS TO BE PERFECT  
THE “A’S” HAVE TO BE STRAIGHT  
YOU HAVE TO JOIN THE DEBATE CLUB  
ON THAT THERE’S NO DEBATE

YOU’LL HAVE BIBLE CAMP EACH SUMMER  
TO KEEP YOU PURE AND CLEAN  
ENDLESS RULES APPLY  
WHEN YOU’RE ALYSSA GREENE

TROPHIES HAVE TO BE FIRST PLACE  
RIBBONS HAVE TO BE BLUE  
THERE’S ALWAYS SOME COMPETITION  
OR HOOPS FOR JUMPING THROUGH

YOUR MOM’S MADE SACRIFICES  
SO WIN HOMECOMING QUEEN  
‘CAUSE IT’S DO OR DIE  
WHEN YOU’RE ALYSSA GREENE

What do we learn about Alyssa’s situation in this song?

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How do the activities she mentions conflict with who she’d like to be?

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Can you sympathize with her after she reveals herself in this song? Why or why not?

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Now think of a character you know from literature and imagine him/her singing a song revealing things about themselves. Use your notebook to identify the character (their name will be the song title) and write a short section of that song. Share the song with your classmates and compare.

CCSS Utilized [*Grades 9-12 • Reading: 1, 2 • Writing: 1, 4, 5, 9, 10 • Speaking & Listening 1, 4*]



# SOCIAL STUDIES

**YOUR TASK:** Emma's brave decision to tell her story, which sparks a dialogue in her community and the country, demonstrates the power students have to create change. Recent national events have boldly illustrated the impact of student protest, yet there are other examples of student protest power from history. Research the historical movements below (*including one you find on your own*) and explain how in each situation student involvement prompted or propelled the action.

**GREENSBORO SIT-INS - 1960** \_\_\_\_\_

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\_\_\_\_\_

**TIANANMEN SQUARE - 1989** \_\_\_\_\_

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**IRAN - 1999** \_\_\_\_\_

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**YOUR SELECTION:** \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

CCSS Utilized [Literacy in History/Social Studies • Writing 9-12: 1, 2, 4, 6, 7, 8, 9]

**YOUR TASK:** When Emma shares her story on social media it inspires other across the country. History is full of LGBT individuals who can be considered heroes. After researching the fascinating lives of Audre Lorde and Bayard Rustin's on the Internet, work through the questions below to construct portraits of these heroic figures.



Image: Wikimedia

## AUDRE LORDE

Dive into Lorde's inspiring life, writing, and activism. What elements of her personal story do you think guided her work?

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Why do you think Lorde can be considered a hero?

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## BAYARD RUSTIN

Look up the aspects of Rustin's complex biography. How do you think these diverse aspects added to his personality and his life's work?

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Why do you think Rustin can be considered a hero?

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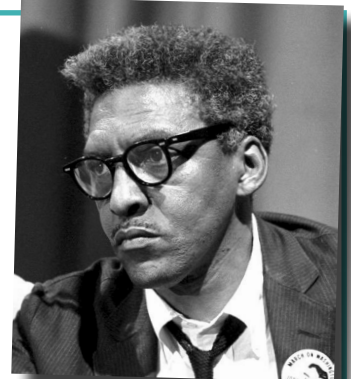


Image: Wikimedia:  
Library of Congress

**RESOURCES:** AUDRE LORDE: <https://alp.org/about/audre>  
BAYARD RUSTIN: <https://tinyurl.com/wapo-rustin> • <http://rustin.org/>

CCSS Utilized [Literacy in History/Social Studies • Writing 9-12: 1, 2, 4, 7, 8, 9]





# THEATRE ARTS

**YOUR TASK:** The creators of *THE PROM* were inspired by recent incidents involving LGBTQ youth to create Emma's compelling story. Authors often use real life events to stimulate creative work. Investigate the recent events listed below, or search for your own, and use the information you find to create an original character monologue.

## LGBT STUDENTS BULLIED AND CULTURE OF HARASSMENT ENABLED BY SCHOOL EMPLOYEES

*Students in an Oregon school reported incidents of bullying and harassment, including being forced to read the bible as punishment for gay and lesbian students.*

## GAY HIGH SCHOOL STUDENTS HAVE INSPIRATIONAL YEARBOOK QUOTES CUT FROM PUBLICATION

*Two openly gay Missouri high school students submitted quotes celebrating their sexual orientation that the school district deemed "offensive" and cut from the final yearbook.*

## HIGH SCHOOL VALEDICTORIAN BARRED FROM COMING OUT IN GRADUATION SPEECH

*High school senior Evan Young was planning on coming out to his parents and classmates in his valedictory speech at his charter school in Colorado. The principal banned him from delivering the speech.*

Which story and character possibility are you focusing on? Why?

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Describe the specifics of the character for the monologue (name, age, situation, who he/she is speaking to, main idea):

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Craft your original monologue, rehearse, and perform it for your classmates!

NATIONAL CORE ARTS STANDARDS - Theatre: Creating, Performing, Responding, Connecting



# THEATRE ARTS

**YOUR TASK:** In the song “Unruly Heart” Emma bravely shares her inner thoughts and motivations with her social media audience. Many characters from *THE PROM* have inner thoughts and feelings they could express in a similar fashion if given the chance. Choose a character who you believe could deliver an introspective talk and plan out a presentation for their social media audience.

Who do you believe could deliver a potent message about their inner feelings? Why?

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Outline/Describe what they’d talk about:

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Who would their intended audience be? Why?

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As in Emma’s situation, describe the assorted audience reactions they’d receive:

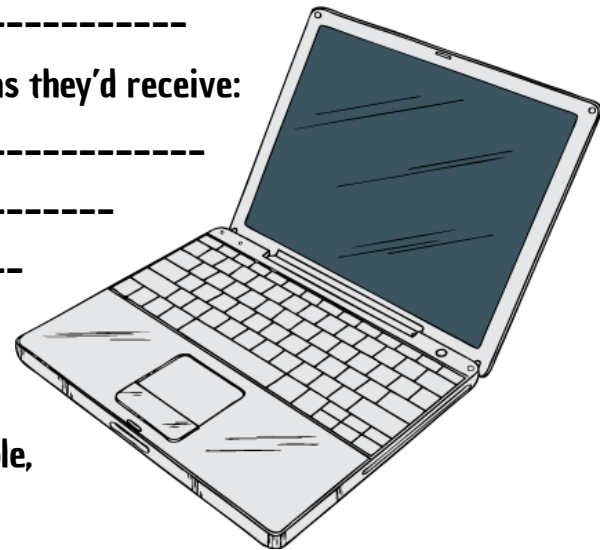
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Take the time to write out the full text of speech and, if possible, rehearse and record the speech as a social media presentation.

NATIONAL CORE ARTS STANDARDS - Theatre: Creating, Performing, Responding, Connecting

**YOUR TASK:** Principal Hawkins passionately explains to Dee Dee how Broadway artists inspire as he sings “Look To The Stars.” Artists often look to masterpieces for inspiration and create their own versions of the classic work as a new artistic statement. Explore the “remixed masterpiece” below as a model for your own explorations as you look to artistic stars for inspiration.



**ORIGINAL**

Image: [Wikimedia](#)



**REMIX**

Image: [My Modern Met](#)

Describe how the artist replicated and also changed the original work called “The Scream” by Edvard Munch?

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What do you think the artist intended with the twist on the original?

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Which classic work of art would you remix? Use your sketchbook to experiment with your new version.

**EXTENSION:** Check out the modernization of classic portraits with modern celebrities:

<https://mymodernmet.com/worth1000-modern-renassaince/>

NATIONAL CORE ARTS STANDARDS - Visual Arts: Creating, Presenting, Responding, Connecting



**YOUR TASK:** Barry tells Emma that she has to be the “face of this story” in order to grab national attention. Artists often turn to their own visage as material for creating work, which is called a “self-portrait.” Examine the famous self-portraits below and then utilize the prompts to prepare your own.



**LEONARDO DA VINCI**

Image: [Wikimedia](#)



**VINCENT VAN GOGH**

Image: [Wikimedia](#)



**FREIDA KAHLO**

Image: [Wikipedia](#)

What do you notice are the similarities in the three self-portraits above? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What do you think each reveals about the artist? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Plan out how you'd create your own self-portrait and sketch it out on the back of this paper.

What artistic medium would you use? What expression would you have? Would you be looking at the viewer?

How would you be positioned? What would you be wearing? What would the composition be like?

What other objects would be in the portrait with you? What would you like the self-portrait to say about you?

NATIONAL CORE ARTS STANDARDS - Visual Arts: Creating, Presenting, Responding, Connecting





## TEACHER RESOURCE

# LGBTQ ISSUES IN THE CLASSROOM

## SENSITIVITY - UNDERSTANDING THE TERMINOLOGY

EXCERPTED FROM [GLSEN KEY CONCEPTS AND TERMS](#)

- L** - Lesbian - A person who is female-identified and who is emotionally and/or physically attracted to some other females.
  - G** - Gay - A person who is emotionally and/or physically attracted to some members of the same gender. "Gay" often refers to a male-identified person who is emotionally and/or physically attracted to some other males.
  - B** - Bisexual - A person who is emotionally and/or physically attracted to two genders. For example, a person attracted to some male-identified people and some female-identified people.
  - T** - Transgender - A person whose gender identity and/or expression are not aligned with the gender they were assigned at birth. "Transgender" is often used as an umbrella term encompassing a large number of identities related to gender nonconformity.
  - Q** - Queer - An umbrella term used to describe a sexual orientation, gender identity or gender expression that does not conform to dominant societal norms.
- Questioning** - A person who is in the process of understanding and exploring what their sexual orientation and/or gender identity and gender expression might be.

## CREATING A SAFE ZONE

- Be conscious of the ways in which you address students. Be aware of the pronoun you utilize to be sensitive to students who do not define themselves by their gender identity. Don't make assumptions about students' relationships or those of their parents/guardians.
- Be sensitive to students who are expressing gender or have gender characteristics or gender identity that does not conform to the expectations of society and culture.
- Find someone in your school community who is knowledgeable and comfortable with discussing LGBT issues if you are not. Find a resource for help and guidance.
- Take some time in a faculty meeting to discuss the issues surrounding LBGT youth. It shouldn't be a one person show. Educate others.
- Look for opportunities to bring in LGBT speakers in a variety of disciplines.



## TEACHER RESOURCE

# LGBTQ ISSUES IN THE CLASSROOM

At the end of the production Alyssa says to her mother:

“Mom. Just listen. People don’t turn gay. They are who they are.”

## WHY WOULD ANYONE CHOOSE TO BE GAY?

### Understanding Sexual Orientation

#### DEFINE SEXUAL ORIENTATION:

**HETEROSEXUAL** - A person who is emotionally and/or physically attracted to some members of another gender.

**HOMOSEXUAL** - A person who is emotionally and/or physically attracted to some members of the same gender. \*

**BISEXUAL** - A person who is emotionally and/or physically attracted to two genders.

**ASEXUAL** - A person who does not experience sexual attraction, but may experience other forms of attraction.

**PANSEXUAL** - A person who is emotionally and/or physically attracted to some people, regardless of their gender identity.

\*Define the terms “gay” and “lesbian”

EXCERPTED FROM [GLSEN KEY CONCEPTS AND TERMS](#)

#### ACTIVITY: RIGHT OR LEFT HANDED?

Ask the class to stand on either side of the room depending on whether they are right or left handed. Students are asked to move to the middle of the room when they use their non-dominant hand for something.

Describe behaviors that are done with one or both hands (use a range of activities that involve one and both hands: writing, buttoning a shirt, playing an instrument, etc.)

Since we all use both hands for activities, most students should end up in the middle of the room. Make the point that we are more comfortable with things in binary boxes (either this OR that/right OR left) even though there exists a middle ground.

Ask students whether or not they “chose” to be right or left handed.

#### GUIDING QUESTION:

**Do you think sexual orientation is a choice?**

Allow students to discuss without giving any cues for correct answers.

Share latest stats from GLSEN’s School Climate Report (2015): <https://www.glsen.org/article/2015-national-school-climate-survey>

Given these statistics...

**Why would anyone choose to be GAY?**

Lesson created by Diane Schneider



## IN THE SCHOOL

### ESTABLISH a Gay-Straight Alliance

Gay-Straight Alliances (GSAs) are student clubs that work to improve the school climate for all students, regardless of sexual orientation or gender identity/expression.

Visit: [www.gsanetwork.org](http://www.gsanetwork.org) • [www.glsen.org](http://www.glsen.org)

### CREATE an Ally Week

Ally Week is a week for students to identify, support, and celebrate Allies against anti-LGBT (lesbian, gay, bisexual and transgender) language, bullying, and harassment in America's schools.

Visit: [www.allyweek.org](http://www.allyweek.org) • [www.glsen.org](http://www.glsen.org)

### PROMOTE the It Gets Better Project

The It Gets Better Project "exists to uplift, empower, and connect LGBTQ+ youth around the globe."

Visit: [www.itgetsbetter.org](http://www.itgetsbetter.org)

### JOIN the The NEA Bully Free: It Starts With Me Campaign

The Bully-Free: It Starts With Me Campaign "identifies caring adults in our schools and communities who are willing to stand up as someone pledged to help bullied students. These caring adults agree to listen carefully to the bullied student who comes to them. They also agree to take action to stop the bullying."

Visit: [www.nea.org/home/neabullyfree.html](http://www.nea.org/home/neabullyfree.html)

### ENCOURAGE athletes to sign the Athlete Ally pledge

Athlete Ally is an organization founded to encourage "all individuals involved in sports to respect every member of their communities, regardless of perceived or actual sexual orientation, gender identity or gender expression, and to lead others in doing the same." Visit: [www.athleteally.org](http://www.athleteally.org)

### SPONSOR a Rachel's Challenge club

Rachel's Challenge is named for Rachel Scott, who was the first student killed at Columbine High School. The program exists "to inspire, equip, and empower every person to create a permanent positive culture change in their school, business, and community by starting a chain reaction of kindness and compassion."

Visit: [www.rachelschallenge.org](http://www.rachelschallenge.org)

## IN THE CLASSROOM

### CREATE a Safe Zone

Work with confidence and sensitivity with LGBT issues and students in your classroom.

### FOSTER Understanding

Educate students about the misconceptions concerning sexual orientation and share with them powerful statistics about LGBT youth.

### EDUCATE students about words that hurt

Actively engage students in a dialogue about bullying and encourage them to move from "bully" or "bystander" to become an "ally" for others.



# CONTENT STANDARDS

THROUGHOUT THIS GUIDE THE ACTIVITIES WERE DEVELOPED UTILIZING THE FOLLOWING NATIONAL STANDARDS:

## NATIONAL CORE ARTS STANDARDS

### THEATRE

#### CREATING

- Organize and develop artistic ideas and work.
- Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation.
- Generate and conceptualize artistic ideas and work.

#### PERFORMING

- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.

#### RESPONDING

- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.

#### CONNECTING

- Synthesize and relate knowledge and personal experiences to make art.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.

SOURCE: <http://www.nationalartsstandards.org/>

### VISUAL ARTS

#### CREATING

- Organize and develop artistic ideas and work.
- Refine and complete artistic work.
- Generate and conceptualize artistic ideas and work.

#### PRESENTING

- Select, analyze and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.

#### RESPONDING

- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.

#### CONNECTING

- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.



## Common Core State Standards for English Language Arts & Literacy in History, Social Studies, Science & Technical Subjects

### ENGLISH LANGUAGE ARTS ANCHOR STANDARDS

#### CCSS WRITING 6-12

- Text Types & Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

#### CCSS SPEAKING & LISTENING 6-12

- Comprehension & Collaboration
- Presentation of Knowledge & Ideas

#### CCSS LANGUAGE 6-12

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition & Use

### LITERACY IN HISTORY, SOCIAL STUDIES, SCIENCE & TECHNICAL SUBJECTS ANCHOR STANDARDS

#### CCSS READING 6-12

- Integration of Knowledge and Ideas
- Range of Reading and level of Text Complexity

#### CCSS WRITING 6-12

- Text Types & Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

SOURCE: <http://www.corestandards.org/>





# RESOURCES

## THE PRODUCTION

### WEB

OFFICIAL BROADWAY SITE: <https://theprommusical.com/>

### SOCIAL MEDIA

TWITTER: <https://twitter.com/theprommusical>

INSTAGRAM: <https://www.instagram.com/theprommusical/>

FACEBOOK: <https://www.facebook.com/ThePromMusical/>

