

Annie

Educational Guide



EDUCATIONAL GUIDE –

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The History of "Little Orphan Annie"

James Whitcomb Riley pens the poem "Little Orphant Allie." A printing error would change the title to "Little Orphant Annie."

1885

Inspired by the poem, Harold Gray creates the "Little Orphan Annie" comic strips, which debut in 1924.

1924

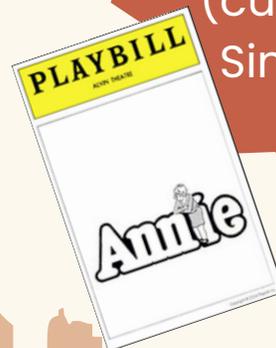


1971

Martin Charnin, Charles Strouse and Thomas Meehan combine forces and produce *Annie: A New Musical* for Broadway.

Annie premieres on Broadway for the first time at the Alvin Theatre (currently the Neil Simon Theatre)

1977



About the Show

Annie

Annie, is based on the comic strip “*Little Orphan Annie*” by Harold Gray. Set in New York City in the early 1930’s, *Annie* takes the audience on a journey of hope, perseverance and belonging. This timeless musical follows the story of little orphan Annie and her adventures in The Big Apple. Audiences watch as Annie navigates her world, overcoming obstacles with optimism and cleverness, all in the hope of finding her true family. Annie shows us that even the smallest among us can be bold and create change, and reminds us that even on our darkest days, “the sun will come out tomorrow.”

Annie the musical was produced in 1971 by lyricist Martin Charnin, Tony-award winning composer Charles Strouse, and writer Thomas Meehan. The show first premiered on Broadway at the Alvin Theatre (now the Neil Simon Theatre) in April of 1977, leading to almost a dozen Tony nominations and a Tony-award for Best Musical Score and Book. While the original run closed in 1983, *Annie* returned to Broadway in the 1990s and again in 2012.



TONY AWARDS & NOMINATIONS

(Original Broadway Cast)

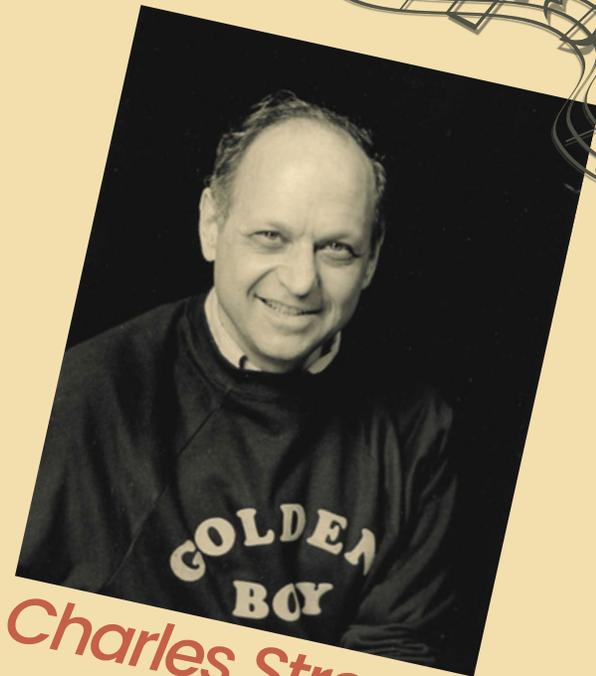
Best Actor (Musical) - Reid Shelton - Nominee
Best Actress (Musical) - Dorothy Loudon - **Winner**
Best Actress (Musical) - Andrea McArdle - Nominee
Best Book (Musical) - **Winner**
Best Choreographer - **Winner**

Best Costume Designer - **Winner**
Best Director (Musical) - Nominee
Best Musical - **Winner**
Best Original Music Score - **Winner**
Best Scenic Designer - **Winner**

Inside the Minds of Annie

Composer

Born and raised in New York City, Strouse graduated from the Eastman School of Music and is the musical mind behind two of the most popular musicals produced by regional theaters (*Annie* and *Bye Bye Birdie*) as well as over 30 musicals, including 14 for Broadway. Strouse is a member of both the Theater Hall of Fame and the Songwriters Hall of Fame and is celebrated as one of America's most successful musical theatre composers.



Charles Strouse



FOR THE STAGE:

(Most Notable)

<i>Bye Bye Birdie</i>	1961 - TONY WINNER
<i>Golden Boy</i>	1965 - TONY Nominee
<i>Applause</i>	1970 - TONY WINNER
<i>Annie</i>	1971 - TONY WINNER
<i>Rags</i>	1987 - TONY Nominee
<i>Nick & Nora</i>	1992 - TONY Nominee



FOR THE SCREEN:

(Most Notable)

<i>Bye Bye Birdie (Film)</i>	1963
<i>Bonnie & Clyde (Film)</i>	1967
<i>All in the Family (TV)</i>	1971
<i>Annie (Film)</i>	1982 - GRAMMY WINNER
<i>Bye Bye Birdie (TV Movie)</i>	1995 - EMMY WINNER

LIFETIME ACHIEVEMENTS:

Songwriters Hall of Fame (1985)

ASCAP Foundation Richards Rogers Award (1999)

American Theater Hall of Fame (2001)

Music Hall of Fame (2012)

TV Hall of Fame (2021)

Inside the Minds of Annie



Martin Charnin

Director & Lyricist

Born in New York in 1934, Charnin began his Broadway career as an actor in the original cast of *West Side Story* as one of the Jets. In the early 1960's, Charnin made a pivot in his theatrical career and wrote the lyrics for *Hot Spot* (1963), and later for *Two by Two* (1970). Working alongside Charles Strouse and Thomas Meehan, *Annie* proved to be Charnin's most successful project, with the show running for six years – over 2,000 performances – and winning seven Tony-awards.

AWARDS 101:

TONY AWARDS:

"Broadway's Biggest Night!" Run by the Broadway League and the American Theatre Wing, this award recognizes outstanding achievements on stage.

BAFTA AWARDS:

The British Academy of Film and Television Arts celebrates international achievements in film, television and gaming.

PRIMETIME EMMY AWARDS:

First created by the American Academy for Television and Sciences in 1949, this award recognizes achievements on television.

GRAMMY AWARDS:

Presented by the Recording Academy, the Grammy Awards celebrate significant achievements in music.



6

Primetime Emmy Nominations!

4

Tony Nominations!

1

Grammy Nomination!

1

BAFTA Nomination!

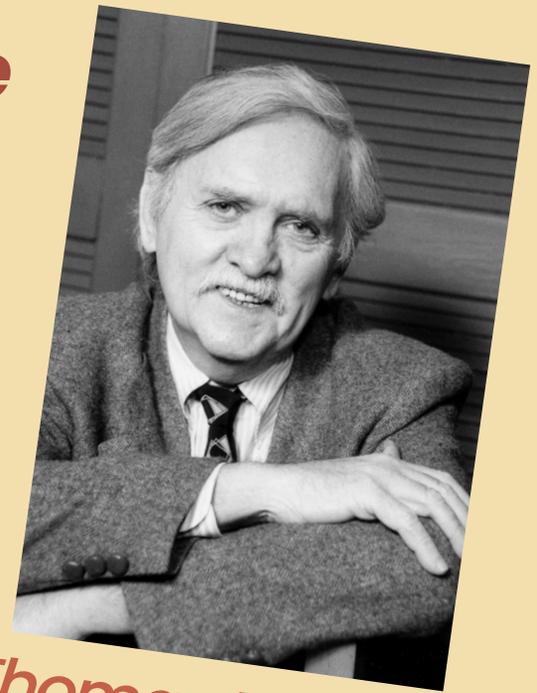
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Inside the Minds of Annie

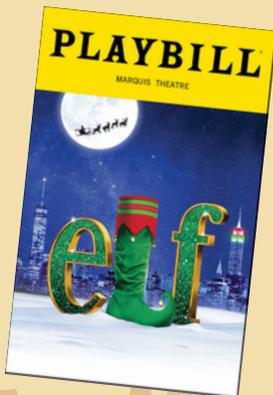
Writer

A New York born writer and producer, and one of the go-to writers for hit Broadway musicals. He is credited with writing three of the most successful shows on Broadway: Annie (1977), The Producers (2001) and Hairspray (2002) – earning a Tony award for both Annie and The Producers. Throughout his decades long career, he has written or co-written over a dozen popularly licensed shows (including Elf: The Musical, Rocky, and Young Frankenstein.) Meehan has also lent his writing to films and TV shows and is a member of the Council of the Dramatist's Guild.



Thomas Meehan

“In 1972, Mr. (Martin) Charnin asked Mr. Meehan if he would want to work on a musical. Mr. Meehan said he was game. But then Mr. Charnin told him his idea: to adapt the comic strip ‘Little Orphan Annie.’ ...his reaction was a swift and succinct: ‘You’ve got to be kidding,’ – *The New York Times*



Thomas Meehan's Greatest Hits

ANNIE	APRIL 1977
THE PRODUCERS	APRIL 2001
HAIRSPRAY	AUG 2002
YOUNG FRANKENSTEIN	NOV 2007
CRY BABY	APRIL 2008
ELF	NOV 2010
CHAPLIN	SEPT 2012
ROCKY: THE MUSICAL	MARCH 2014

Awards & Recognition

TONY AWARDS:

ANNIE - BEST. BOOK (Musical)	1977
THE PRODUCERS - BEST BOOK (Musical)	2001
HAIRSPRAY - BEST BOOK (Musical)	2002

NY DRAMA CRITIC'S CIRCLE:

ANNIE - BEST MUSICAL	1977
THE PRODUCERS - BEST MUSICAL	2001
HAIRSPRAY - BEST MUSICAL	2003

DRAMA DESK AWARD:

ANNIE - BEST BOOK (Musical)	
THE PRODUCERS - BEST BOOK (Musical)	
HAIRSPRAY - BEST BOOK (Musical)	

BIG IDEAS -

What is Annie Really About?

PERSEVERANCE

Continued effort to do or achieve something despite difficulties.

HOPE

To want something to happen or be true

RESILIENCE

An ability to recover from misfortune or change.

FOUND FAMILY

A group of people, not related by blood, that form a strong bond through mutual love, care and support.

ACTIVATING DIALOGUE:

Family Fun!

Start by visiting the comic strip table in the lobby!

At the station, you will see two prompts.
Choose one to guide your comic strip drawing.

What is your yesterday, today, and tomorrow?

Tell the story of your family.

Once you have completed your drawing, take a look at the guiding questions to discuss these ideas with the people you came to see Annie with!

FAMILY FUN!

Guiding Questions



What is your yesterday, today, and tomorrow?

1. Annie sings “The sun will come out tomorrow.” What’s something that has helped you get through a tough day in your *yesterday*?
2. What are you most thankful for *today*? How do you show you are thankful?
3. What are you hoping or dreaming for your *tomorrow*?
4. Annie sings a hopeful song to make people’s day brighter. How can you make someone else’s *today* a little brighter?
5. Annie’s story shows that things can make us happy that we might not have expected. Has there ever been a time when something surprising or good happened after you thought it wouldn’t?

Tell the story of your family.

1. The story of Annie’s family is a special one. What is something special or unique about how your family began or came together?
2. Annie finds friends who start to feel more like family to her. Who in your life feels like family, even if they aren’t related to you?
3. What are some of your favorite family traditions, routines, or memories that make your family unique?
4. If you imagined a happy ending for your family, what would that look like? Are there any hopes, dreams, or goals you all share?
5. In Annie, we learn that love makes up a family. What are some ways your family shows love or helps each other feel cared for?



CLASSROOM APPLICATION:

Exploring Found Family

Time Needed: 45 minutes

Materials Needed: Name tags/post-it notes

Space Needs: Open space for movement

Grade(s): 3rd - 5th grade

MA THEATRE STANDARDS:

1-2.T.R.08 Interpret intent and meaning in artistic work. Share observations regarding a theatrical work.

3-4.T.Cr.01 Generate and conceptualize artistic ideas and work. Create and articulate sensory details of imagined worlds and improvised stories.

3-4.T.Cr.03 Refine and complete artistic work. Respond to a theatrical challenge and hypothesize possible solutions.

STEP ONE: *Introduction*

Start by asking students about important people in their lives.

How do these people make them feel?

STEP TWO: *Crumbling*

FOUND FAMILY



A group of people, not related by blood, that form a strong bond through mutual love, care and support.

- Give each student a name tag or post-it note with a different number on it. Explain that in a moment, they will be asked to walk around the space in no particular pattern.
- When they hear their number called, they will say loudly for everyone to hear "Crumbling!" and begin to "fall" very slowly toward the floor (*think slow motion*).
- The other students must move as quickly as they can without running or pushing to reach the crumbling student and support them before they fall. They help the student stand upright again and then they all begin to walk.
- Repeat with a few numbers.
 - **Challenge for older students:** As they get comfortable, have more than one student crumble at a time.

Reflection Questions

- How did you feel playing this game? How did it feel to crumble? How did it feel to help the ones who crumbled?
- What did you have to do to help the ones who crumbled? What strategies did you use to be successful in this game?
- What does this game have to do with being part of a family? What could you do to support the people in your life? What do the people in your life do to support you?

CLASSROOM APPLICATION: Exploring Found Family (*cont.*)

TRANSITION

Crumbling explores what it feels like to support someone else and to be supported by someone else, which is an important part of family. In the musical *Annie*, the main character is an orphan, someone who has lost her parents. But she has what is called “found family” —people who she chooses as her family because of how they love her and support her.

The next activity will allow students to explore a person in their life who they consider family, whether or not they are actually blood related.

STEP THREE: *Free Write*

PROMPT:

Who is a part of your found family? Describe one time a person in your life supported you when you needed it.

- Give students 10 minutes to write or draw in response to the prompt. Let them know that they may be asked to share parts of what they write, but will be able to choose what to share.
- After the 10 minutes, ask the students to underline or circle one or two sentences that they would like to share.
- Invite any students who would like to share their writing to do so. Or pair students up to share with each other.

Reflection Questions

- Who did you write about in this activity? Why?
- What kinds of things made us feel supported? What made you choose this person for your found family?
- Why is it important to be there for other people? How can we be good family members and friends?

TRANSITION

After naming ways to be good family members and friends, ask students to hold onto these ideas as you split them into groups of 4-5 for the next activity. They will now use these ideas and their writings to create a special message about family.

CLASSROOM APPLICATION: Exploring Found Family (cont.)

STEP FOUR: *Public Service Announcement*



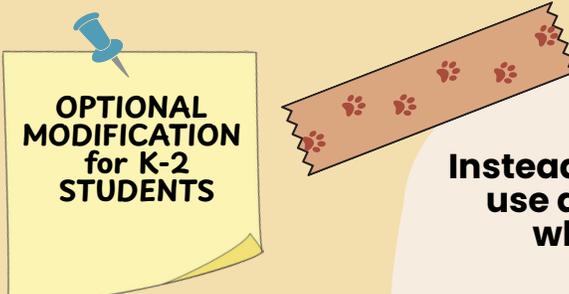
- Explain that in their groups, students will have 10 minutes to create and practice their own PSA about being part of a family. Encourage students to use phrases from their writings as a guide. Remind them that it doesn't need to be longer than 2 minutes.
 - **Add a challenge for older students:** PSAs often use songs or jingles. Can they incorporate song in honor of the fact that Annie is a musical?
- After the 10 minutes, have the groups share their PSAs with each other. Then have them circle up to reflect as a group.

What is a PSA?

A public service announcement (PSA) is a type of message or commercial that gives important information in concise, clear, and catchy ways, often using slogans.

Reflection Questions

- What kind of messages did we hear about family?
- What made these messages memorable or clear?
- What is one thing you will do to be a good friend or family member?



OPTIONAL MODIFICATION for K-2 STUDENTS

Instead of Public Service Announcement, you might use a game called This Setting Needs to explore what makes a family in a way that is more accessible to this age range.

Reflection Questions

- What/who did we have in our picture of family? What were they doing?
- Was there anything else we could have shown?
- What can you do to be a good friend or family member?

- Start by having the students sit all on the same side of the space, leaving enough room on the other side for movement. Give an example of a setting that is familiar in stories (e.g. a forest, or a city).
- Ask the students what this setting needs (a tree? A skyscraper?) When a student offers a suggestion, have them use the sentence starter "This setting needs..." and finish it with their idea. Then ask them to use their body to create that thing in the space. Eventually, as students add their ideas, a full picture of the setting is created.
- After a warm up round or two with familiar settings, ask them what a family needs and have them play in the same way



CLASSROOM APPLICATION:

Exploring Hope

Time Needed: 45 minutes

Materials Needed: whiteboard markers, model magic/clay, half sheets of paper, markers

Space Needs: Open space for movement

Grade(s): 3rd - 5th grade

STEP ONE: *Artifact*

- Begin by projecting or showing (*written on a board*) the following piece of the song "Tomorrow" from Annie:

 When I'm stuck in a day
 That's gray and lonely
I just stick out my chin
And grin and say
The sun'll come out, tomorrow
So you gotta hang on 'til tomorrow
Come what may
Tomorrow! Tomorrow! I love ya,
tomorrow
 You're always a day away

- Read (or sing!) the lyrics out loud, either popcorn or as a whole group.
- With a marker ready to underline/circle, ask the students which words are standing out to them from the song lyrics. Feel free to ask them why.

MA ART STANDARDS:

THEATRE

1-2.T.R.08 Interpret intent and meaning in artistic work. Share observations regarding a theatrical work.

VISUAL ART

3-4.V.R.07 Analyze how aesthetic elements (e.g., color, form, line, shape, texture) are used to demonstrate intent.

ELA

W.4.3.d. Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences. Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.



To want something to happen or be true



Reflection Questions

***Still with your marker ready!*

- How is Annie feeling as she sings this song? Which words make you say that?
- What do the words we circled have to do with the feeling of hope?
- To Annie, hope is looking forward to a sunny tomorrow. What does hope mean to you?

TRANSITION

Despite facing many hardships, Annie never loses hope that things will get better. She uses the symbol of the sun coming out to represent how she views hope. The next activity will give students the opportunity to explore how they might visually represent hope for themselves.

CLASSROOM APPLICATION: Exploring Hope (cont.)



STEP TWO: 3D Model

- Give each student a portion of some type of modeling clay (*model magic, playdough, etc.*). Depending on the materials available, you might give them the option of using more than one color, but it is not necessary.
- Explain that the students will have about ten minutes to sculpt some kind of model that represents hope to them. You might write the prompt “Hope looks like...” on the board to get some ideas started. It can be literal (*a person wishing on a star, or holding out a hand to a friend*) or it can be more abstract (*a wiggly shape reaching toward the ceiling*).
- Play some soft music in the background as students work and offer observations on what you see in progress.
- At the end of the ten minutes, have the students create a caption for their model on a half sheet of paper. (*Think placard in a museum*). Then invite them to walk around to look at the other models.

Reflection Questions

- What do you notice about the models? What shapes or colors do you see? What captions were there?
- What do those observations tell you about how the artist was thinking about hope?
- How did your ideas about hope develop as you made your 3D model?

TRANSITION

After hearing some sharings about how the students were thinking about hope, invite them to think about a time when it was hard to have hope. Annie takes place during the Great Depression, a time in history where many people struggled to find work and to feed their families. Yet, she never lost her hope. The next activity invited students to imagine how they might hold onto hope when facing a challenge.

CLASSROOM APPLICATION: Exploring Hope (cont.)

STEP THREE: *Collective Poetry*

- Write the prompts on the board.
- Students will begin working individually to create lines of poetry (or song lyrics) about choosing to have hope in the face of adversity. They can respond to the prompts as a starting point. They can look to the song “Tomorrow” for inspiration, as well as return to their captions for their 3D models.
- After about 5 minutes of individual writing, ask students to choose 1-2 lines they are willing to share and bring them to a seated circle.
- The group will now read out their lines of poetry and work together to create a collective poem with their individual pieces. Once the group is satisfied, ask them to read it out loud together.

PROMPTS:

“Hope is as ___ as ___”

“Hope can be found...”

Reflection Questions

- What was it like to write your poem? What was it like to collaborate on the collective poem?
- What ideas about hope are in our poem? Is there anything about hope that is missing?
- What is something you will do to try to have hope when facing a challenge?

CLASSROOM APPLICATION:

Exploring Moments from the Show

Time Needed: 45 minutes

Materials Needed: None (Dry Erase Board)

Space Needs: Open space for movement

Grade(s): 3rd - 5th grade

Annie



MA THEATRE STANDARDS:

3-4.T.P.06 Convey meaning through the presentation of artistic work.

3-4.T.R.08 Interpret intent and meaning in artistic work.

3-4.T.Co.II Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding.



STEP ONE: Introduction

Begin by asking the students to recall moments of the musical where characters showed teamwork or perseverance.

Which characters (or groups) **showed these traits?**
How did they show it?

Write these ideas on a dry erase board for students to refer back to throughout the activity.

Need a Launch Pad?

Ask students to think about statues they have seen in their lives!



STEP TWO: Statues

- Invite the students to find a space in the room to themselves, with enough room to fully move their bodies
- To begin, invite them to create statues based on various different character traits (*this could be as simple as hero, villain, sad, happy - or more challenging: cunning, resourceful, manipulative, etc.*)
 - You can also invite them to play with extremes to help them grasp how big or how little their expressions might need to be on stage
 - You can also use specific scenarios to help them create statues such as, hiding from Miss Hannigan, trying to get Sandy to follow commands, etc.
- Then, invite them to create a statue that can represent a core theme from the musical (*hope, belonging, perseverance, etc. - be sure to adjust based on the needs and abilities of your students*)

SIDE COACHING

- Think about how you can safely move into a frozen position.
- Remember that statues are silent!
- How can you experiment with levels in your statues?
- Remember that your face is also a part of your statue!

CLASSROOM APPLICATION:

Exploring Moments from the Show (*cont.*)

Reflection Questions

- What did you do with your bodies during this activity? What kinds of statues did we make?
- How did you use your bodies to show the different traits? How did it feel to take on that pose/that emotion?
- How can this activity help us bring characters to life on stage?

STEP THREE: *Frozen Image*

- Split the students into equal groups (*ideally, groups of 3 or 4 students*)
- Invite them in their groups, to recreate an image from the musical where the characters showed teamwork, hope or perseverance. (*if needed, refer back to the list from the beginning!*)
- Have the students create a frozen image that shows the moment from the show that they have chosen, encouraging them to think back to the statues they made!
- When they are finished, invite groups to present one at a time

STEP FOUR: *Voices in the Head*

****NOTE:** This activity happens **during** the presentations!

- Invite the students in the audience to guess the moment that the performing group is showing
 - Ask things such as: *What characters do you think are in this image? How can you tell? What moment could this be?*
- Hold a hand over the head of one of the students in the frozen image and ask the students in the audience to tell us what the character may be thinking or saying.
 - Repeat for as many or as few characters as you choose.

Reflection Questions

- What moments from *Annie* did we see? What images did you create with your groups?
- What clues could you use to guess the moment? What did your peers do to help show you their choice?
- How did you use teamwork to create your picture? How does this help us build our understanding of the themes seen in *Annie*?

SIDE COACHING

- Remember that these images do **not** have to look like the show we saw! It can be your vision of the moment.
- How can you experiment with space? What about level?
- Remember that these images are silent and frozen!



CLASSROOM APPLICATION:

Exploring Resilience Through Historical Figures

Have students briefly explore a historical figure (or group) that has shown resilience in the face of adversity!

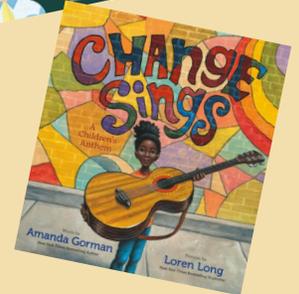
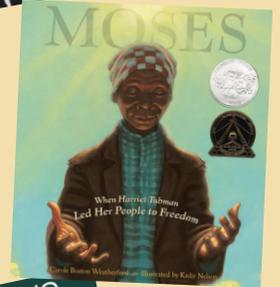
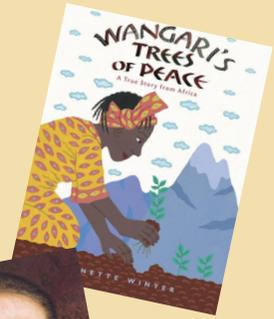
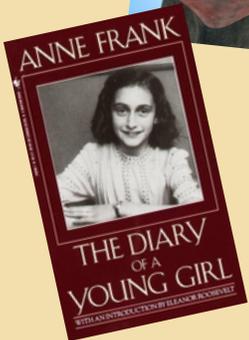
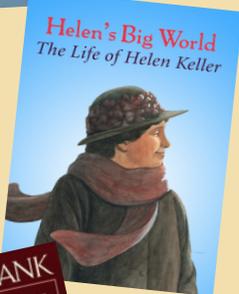
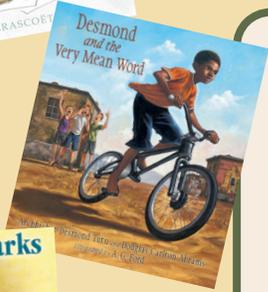
What challenges did they face?

How did they overcome or face their challenges?

RESILIENCE

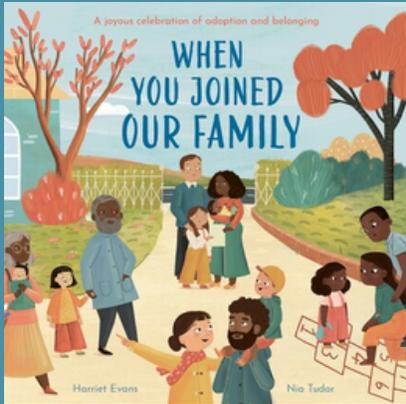
An ability to recover from misfortune or change.

Malala Yousafzai
Wangari Maathai
Desmond Tutu
Nelson Mandela
Martin Luther King Jr.
Rosa Parks
Mahatma Gandhi
Harriet Tubman
Eleanor Roosevelt
Helen Keller
Temple Grandin
Anne Frank
Amanda Gorman
Craig Kielburger
Bana Alabed



Companion Literature:

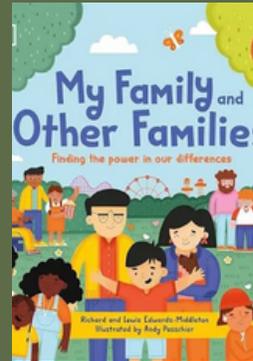
Found Family



When You Joined Our Family

Harriet Evans and Nia Tudor

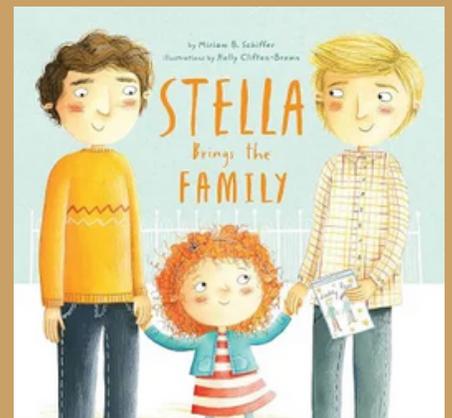
When you joined our family, I knew you were just who I'd waited and wished for. A picture book celebrating all kinds of adoption, and all kinds of families, steeped in love.



My Family and Other Families

Lewis Edwards-Middleton, Richard Edwards-Middleton and Andy Passchier

A story about Liam searching for his lost ticket at a fun fair with the help of other families, showing that families are made in different ways.



Stella Brings the Family

Kristin Hacci

Stella, a child with two dads, worries about being the only one without a mother at the Mother's Day party but finds comfort in her extended family.



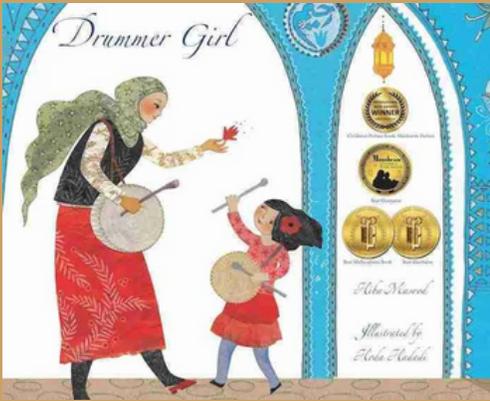
A Place to Hang the Moon

Kate Albus

A heartwarming story about three siblings, evacuated from London to live in the countryside, looking for a permanent home--and a new meaning for family.

Companion Literature:

Hope & Persistence

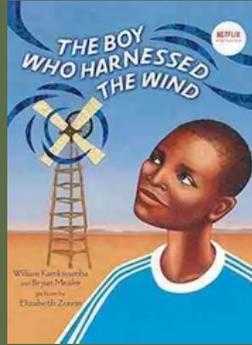


Drummer Girl

Hiba Masood

Najma lives in a Turkish village and dreams of becoming a musaharati, a drummer who wakes families for the pre-dawn meal during Ramadan.

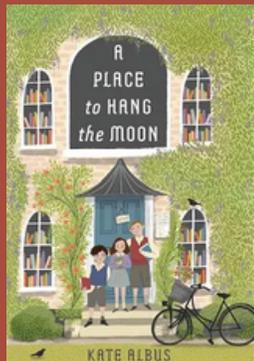
Traditionally taken on by men, Najma is determined to show her community she can take on this important role.



The Boy Who Harnessed the Wind

William Kamkwamba

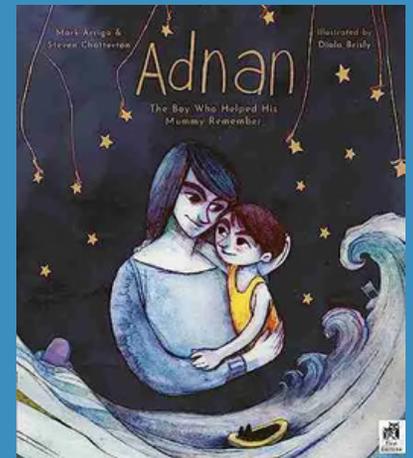
A severe drought in Malawi caused 14-year-old Kamkwamba to drop out of school to save his family money. He researched how to bring electricity to his village and built a working windmill from scraps. Promotes responsible decision-making, perseverance, a growth mindset and social awareness.



A Place to Hang the Moon

Kate Albus

A heartwarming story about three siblings, evacuated from London to live in the countryside, looking for a permanent home--and a new meaning for family.



Adnan: The Boy Who Helped His Mummy Remember

Mark Arrigo

Adnan's mother struggles with mental health issues due to the trauma they've experienced living in Syria. He helps his mother remember their past and heal from her trauma.



EDUCATIONAL GUIDE

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