

# Eckerd Theater Company

presents

## The Hundred Dresses

Adapted by Bill Williams

Based on the Newbery Honor Book by Eleanor Estes

### Expanding the Classroom

### The Hundred Dresses Adapted by Bill Williams



Carl Cowden III

### About the Show

#### The Hundred Dresses

Wearing the same faded blue dress to school every day, Wanda Petronski insists that she has many more at home—a hundred different dresses. Skepticism turns to surprise as Wanda’s classmates learn the real secret of the hundred dresses. Based on the Newbery Honor Book by Eleanor Estes, this endearing tale offers lessons on acceptance and the dangers of bullying.

#### Eckerd Theater Company

Eckerd Theater Company (ETC) is a touring company of professional artists, educators and administrators under the umbrella of The Marcia P. Hoffman Performing Arts Institute, the education center for Ruth Eckerd Hall at the Richard B. Baumgardner Center for the Performing Arts in Clearwater, FL. ETC seeks to provide the finest in performance and arts education experiences to family audiences of all ages. Since its inception in 1988, Eckerd Theater Company has performed for more than one million young people and their families throughout the state of Florida and in venues as far north as Canada and as far west as the Mississippi River.

From eight local performances of its first production in 1988 through 125 performances in the 2010-2011 season, ETC has been a proud ambassador of Ruth Eckerd Hall, creating professional productions of original works, adaptations of classic literature, and the finest published scripts for the theater. ETC productions entertain while they explore such themes as diversity, multiculturalism, self-worth, loyalty and tolerance.

ETC began touring the state of Florida in 1991 and national touring began in 1993. Since 1996, the Company has been on the Florida Arts on Tour roster, a state program providing funds to allow productions to travel to remote and underserved parts of the state.

In 1998, Julia Flood took the reins as ETC Artistic Director. In 1999, a State of Florida Challenge Grant provided funds for The Florida Project, a collaborative process bringing national and Florida theater artists and educators together to develop a new theater-for-young-audiences piece about the South. ETC has been featured in showcases at both the Southern Arts Exchange (now Performing Arts Exchange), and at annual IPAY conferences (International Performing Arts for Youth).

Since February 2003, Eckerd Theater Company has made its home in the 182-seat Murray Studio Theater in The Marcia P. Hoffman Performing Arts Institute.

Based on THE HUNDRED DRESSES by Eleanor Estes, illustrated by Louis Slobodkin with a foreword by Helena Estes. Copyright ©1944 by Harcourt, Inc. Copyright renewed 1972 by Eleanor Estes and Louis Slobodkin. Foreword copyright ©2004 by Helena Estes. Adapted by arrangement with Houghton Mifflin Harcourt Publishing Company.



# Background Information

## America: Land of Immigrants

Imagine how this land appeared to its first **settlers**. America is constantly changing, thanks to its many **immigrants**, their rich histories and diverse cultures. We refer to those who came more than 20,000 years ago as Paleo-Indians. Today, we see their descendants in the Pueblo Native Americans of Arizona and New Mexico. Many years after they settled here, explorers and **conquistadors** arrived (Columbus first came in 1492). Soon after, Europeans populated this country and established the United States of America. The earliest colonists were primarily Spanish, English and French. Since then, there has been a steady influx of people. Some came by choice, some against their will as slaves. All were immigrants. Since the mid-1800s, immigration stations have been set up to accept people into our country. Immigrant history in the United States tells many stories. Immigrant life has not always been made easy for those who came to American shores. However, this “land of the free” has been defined and strengthened by all of its citizens. It has often been said that American innovation and success are in large part due to the determination and diversity of the immigrants who came here in hopes of building a better life for themselves and their families.

Between 1830 and 1920, more than 23 million immigrants came to the United States. Although many Germans came to America in the 1830s, the “Era of Mass Immigration” from northern and western Europe began in the 1840s. Europeans came to America for many reasons. Crop failures in Germany and Ireland inspired many to leave their homelands in search of a better life, since America held promise of better employment opportunities and land for farms. Inheritance practices leaving farms to the oldest son encouraged younger siblings to seek their fortunes in America. Other Europeans came to escape religious and political **strife**. Many saw America as a land of opportunity, and they sought to attain the “**American Dream**.”

The **Gold Rush** in the 1850s brought a wave of Asian immigrants to California, which they called the “Gold Mountain.” Other Asian immigrants followed them. While some people sought to strike gold, others simply wished to flee political unrest. Immigrants have tended to come in waves from different countries and areas at varying times, triggered by economic and political crises. Each new group has had to struggle to make its

way and become a part of the grand “melting pot” that contributes to our vibrant and diverse culture.

Many immigrants faced obstacles in their new American life. **Federal immigration stations** such as Ellis Island in New York and Angel Island in California required a series of inspections before allowing passage into America. Employers took advantage of the new immigrants, offering lower wages to foreign employees. **Discrimination** arose in some areas of the country, and many immigrants found themselves victims of physical and verbal abuse. Additionally, legislation called the Chinese Exclusion Act was passed in 1882, making Chinese immigration virtually impossible for 60 years until the Act was repealed in 1943.

Through the years, the United States has received more immigrants than any other country in the world. In 1965, the Immigration and Nationality Act eliminated some former limitations on national **quotas**. Instead, the Act placed an emphasis on reuniting families, attracting skilled professionals in science, medicine and technology, and relief from persecution. As a result, people from Asia and the Caribbean entered the U.S. in increased numbers.

Recently, many **refugees** have come to this country. In 1975, Indochinese fled Cambodia and Vietnam. The reign of Fidel Castro spurred many Cubans to relocate to the U. S. Although some sought better economic opportunities, many Cubans fled their homeland because of fear of the political **regime**. Nearly 125,000 Cubans known as the Marielitos (from the Cuban port of Mariel) were deliberately sent to Miami by the Cuban government in 1980. Many more Cubans departed in small boats and on rafts as they sought refuge from poverty and political unrest in the 1990s. Today, many Mexicans come in search of work.

How best to deal with illegal immigration has become an important issue. The United States accepts approximately 900,000 legal immigrants every year. Nonetheless, immigration has once again ignited debate among lawmakers and citizens. Economic concerns sometimes lead to discrimination against immigrants. Yet, united in our desire for freedom and democracy, with our similarities and our differences, we are all important components of America.

Information courtesy of: [http://cybersleuth-kids.com/sleuth/History/US\\_History/Immigration/index.htm](http://cybersleuth-kids.com/sleuth/History/US_History/Immigration/index.htm),  
[www.rapidimmigration.com/usa/1\\_eng\\_immigration\\_history.html](http://www.rapidimmigration.com/usa/1_eng_immigration_history.html),  
[www.digitalhistory.uh.edu/historyonline/immigration\\_chron.cfm](http://www.digitalhistory.uh.edu/historyonline/immigration_chron.cfm)

# Background Information

## Bullying: An Age-Old Problem

Bullying has likely been a problem since people began living communally and remains a serious problem today: in our schools, outdoors, in public places and in families. Bullying can be physical (pushing, hitting, kicking, etc.), verbal (name calling, threatening, teasing), indirect (ignoring or excluding someone, spreading rumors about someone) or **cyberbullying** (on social networking sites, via text messages, instant messages or email). Cyberbullying is particularly harmful because the bully doesn't have to face the victim. At times, bullying causes so much distress and is so unrelenting that **bullycide** results (suicide by the person being bullied). Often, victims of bullying do not want to go to school, their grades suffer, health problems are more common, self-esteem suffers, and they are more prone to alcohol and drug abuse. Bullies are themselves more likely to abuse drugs and alcohol, and one study asserts that 60% of male middle school bullies are convicted of a crime by the time they are 24. As many as 80% of students become victims of bullying and as many as 46% of schools make no attempt to prevent bullying. 100,000 students take guns to school and 160,000 students miss school each day because of bullying. Many fear going to school. Bullying is NOT a normal part of growing up. It takes a serious toll both on the bully and the bullied. Bullies are more likely to get into fights, drop out of school, have criminal convictions and traffic violations, and are more likely to be abusive toward their spouses and children as adults.

**What should you do if you are being bullied or see someone else being bullied?** Younger children should tell a trusted adult. Teens should report bullying to an adult if the situation threatens to become violent. If bullying is verbal, try ignoring it and walking away. Bullies want to intimidate you, so walk tall and act confident. Bullies want to upset you, so sometimes humor can surprise and confuse a bully. Don't get violent yourself. It only makes things worse and you are more likely to get hurt. Talk to someone you trust who can give you support: a guidance counselor, teacher, parent or friend. If you observe bullying, if no one speaks up, the bully is encouraged to continue. If an onlooker protests, other observers may chime in too and discourage the bully's behavior. Together, we can all help stop bullying.

Information courtesy of: [http://kidshealth.org/teen/your\\_mind/problems/bullies.html](http://kidshealth.org/teen/your_mind/problems/bullies.html), <http://kathynoll.wordpress.com>, [www.bullybusters.org.uk/kids/types\\_of\\_bullying](http://www.bullybusters.org.uk/kids/types_of_bullying), [www.stopbullyingnow.hrsa.gov/topics/cyberbullying/index.html](http://www.stopbullyingnow.hrsa.gov/topics/cyberbullying/index.html), [...topics/effects/index.html](http://...topics/effects/index.html), [www.streetarticles.com/news-and-society/obama-bullying-speech-obama-anti-bullying-campaign-helps-support-vitims-of-bullycide](http://www.streetarticles.com/news-and-society/obama-bullying-speech-obama-anti-bullying-campaign-helps-support-vitims-of-bullycide)

## A Message From President Obama

"Like all of you, I was shocked and saddened by the deaths of several young people who were bullied and **taunted** for being gay, and who ultimately took their own lives. As a parent of two daughters, it breaks my heart. It's something that just shouldn't happen in this country.

We've got to dispel the myth that bullying is just a normal rite of passage – that it's some inevitable part of growing up. It's not. We have an obligation to ensure that our schools are safe for all of our kids. And to every young person out there, you need to know that if you're in trouble, there are caring adults who can help.

I don't know what it's like to be picked on for being gay. But I do know what it's like to grow up feeling that sometimes you don't belong. It's tough. And for a lot of kids, the sense of being alone or apart – I know can just wear on you. And when you're teased or bullied, it can seem like somehow you brought it on yourself – for being different, or for not fitting in with everybody else.

But what I want to say is this. You are not alone. You didn't do anything wrong. You didn't do anything to deserve being bullied. And there is a whole world waiting for you, filled with possibilities. There are people out there who love you and care about you just the way you are. And so, if you ever feel like because of bullying, because of what people are saying, that you're getting down on yourself, you've got to make sure to reach out to people you trust. Whether it's your parents, teachers, folks that you know care about you just the way you are. You've got to reach out to them, don't feel like you're in this by yourself.

The other thing you need to know is, things will get better. And more than that, with time you're going to see that your differences are a source of pride and a source of strength. You'll look back on the struggles you've faced with compassion and wisdom. And that's not just going to serve you, but it will help you get involved and make this country a better place.

It will mean that you'll be more likely to help fight discrimination – not just against LGBT Americans, but discrimination in all its forms. It means you'll be more likely to understand personally and deeply why it's so important that as adults we set an example in our own lives and that we treat everybody with respect. That we are able to see the world through other people's eyes and stand in their shoes – that we never lose sight of what binds us together.

As a nation we're founded on the belief that all of us are equal and each of us deserves the freedom to pursue our own version of happiness; to make the most of our talents; to speak our minds; to not fit in; most of all, to be true to ourselves. That's the freedom that enriches all of us. That's what America is all about. And every day, it gets better."

Speech courtesy of: [www.whitehouse.gov/it-gets-better-transcript](http://www.whitehouse.gov/it-gets-better-transcript) (Oct. 2010)

# Vocabulary

## Show Related

**American Dream**—an ideal that suggests any American can obtain wealth and prosperity

**Bullycide**—the act or an instance of killing oneself intentionally as a result of bullying

**Conquistador**—one who conquers; specifically a leader in the Spanish conquest of America in the 16th century

**Cyberbullying**—bullying done via computer in chat rooms, on social networking sites, via email, text messages, instant messages, etc.

**Discrimination**—treatment in favor of or against people based on group, class, race, etc. rather than merit

**Federal immigration station**—centralized receiving centers for immigrants, established by the U.S. government to inspect and process new citizens

**Gold Rush**—a rush to newly discovered gold fields in search of riches

**Immigrant**—a person who migrates to another country, usually to take up permanent residence

**Natural resources**—natural wealth such as soil, timber, oil, minerals, water and other goods that can be taken from the earth and oceans

**Pollution**—environmental contamination with man-made waste

**Quota**—the proportional part of a total that is required from, or is due to, a particular group, person, etc.

**Refugee**—a person who flees to a foreign country or another place to escape danger or persecution

**Regime**—mode of rule or management in government

**Settler**—one who occupies a new region

**Strife**—bitter conflict

**Taunt**—to reproach in a sarcastic, insulting, or jeering manner; mock

Definitions courtesy of: [www.m-w.com](http://www.m-w.com), <http://dictionary.reference.com>

## Art Form Related

### What is adaptation?

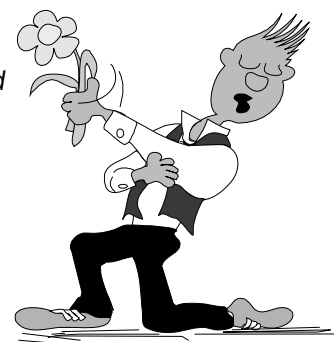
In theater and film, an adaptation is an adjustment or modification made of a pre-existing story or tale to fit a new time, audience or production style. Many times, adaptations occur when popular books become movies or plays, e.g., *Willy Wonka and the Chocolate Factory* (based on the book *Charlie and the Chocolate Factory*). Another excellent example can be seen in the recent Harry Potter books and their companion films. *Lord of the Rings* and *The Lion, the Witch and the Wardrobe* (adapted from *The Chronicles of Narnia*) are other recent adaptations.

### What are practical reasons for adaptation in film and theater?

Sometimes stories need editing or changing to come to life on stage or film. For instance, time limits on film and theater might necessitate shortening a story. Otherwise, more movies might be four or five hours long! Also, theaters may have more limitations with regard to special effects, multiple settings, and number of actors. Therefore, plays sometimes rely on more imaginative solutions to tell a story.

### What are artistic reasons for adaptation in film and theater?

People such as directors, actors, scenic designers and script writers often bring a specific artistic vision to new film and theater projects. Sometimes, these artists adapt stories to update them for a modern audience or to communicate the story from a different point of view. For example, the story of Cinderella has been adapted in a variety of ways: through musical theater, opera, dance, and modernizations like the films *Ever After* and *A Cinderella Story*. *West Side Story* (adapted from *Romeo and Juliet*), *Alice* by Whoopi Goldberg (*Alice in Wonderland*) and *Wicked* (*The Wizard of Oz*) are other examples. Some adaptations are retellings that change the plot significantly, as in “fractured fairy tales” like *The Stinky Cheese Man and Other Fairly Stupid Tales*. In this adaptation of *The Hundred Dresses*, Tommy is a new character who did not appear in the original story. An additional character can provide an extra dimension to a story.



# Expanding the Classroom through Discussion

## Pre-Performance Discussion Questions

1. What do you know about your own family history and the origin of your last name? Have you ever talked to your parents or grandparents about how your family came to live in this country? What have you discovered?
2. Have you ever seen people teased because of their name or the way they look? If so, how did that make you feel? Did any of your relatives “Americanize” the spelling of their names?
3. What reasons other than name or appearance can you think of that might cause someone to be teased or bullied (e.g., a foreign accent, clumsiness, lack of athletic, academic or musical ability, location or condition of home, etc.)?
4. What is a bully?
5. How do bullies act?

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## Post-Performance Discussion Questions

1. After seeing *The Hundred Dresses*, how do you feel about bullying? Imagine this next scenario and answer the question honestly.  
Randy is the only child partially of Native American descent in his school. His ancestors were members of the Cherokee tribe, and he is proud of his heritage. Brent, a troublemaker, makes jokes about Randy and calls him “Big Chief Randy.” You are tired of hearing Brent make fun of Randy, and you decide to do something. Would you talk with your teacher about the situation, try to talk with Brent yourself, or say something to Randy? Explain your answer.
2. Which character appears in the play but not in the book? Do you think he adds something important to the story? If so, what does he contribute?
3. Why do you think Wanda was singled out for teasing? Were there reasons other than the way she dressed?
4. Have you ever been bullied? What do you think is the best way to respond to bullying?
5. Have you ever bullied someone? If so, why? How did it make you feel?

# Teacher Guided Activities

## Very Important People

As a class, institute the **Very Important Person** (or **VIP**) program. Make a schedule, and assign each person in your class to his or her own week. When it is your week, decorate a tri-fold board (the heavy cardboard “science project” board) with your name and the following components:



- 1. My family history:** Research your heritage (with help from parent/guardian) and find out where your ancestors came from and when they came to this country. If you are a first- or second-generation American, write about why your family wanted to come here. If your family has been in this country for a long time, write about what some of your ancestors did for a living and where they lived. Did they stay in one place or did some move to a different part of the country? Why?
- 2. My favorite things:** Make a list of your favorite things and people. For instance, you can include your favorite friend, movie, television program, video game, website, food, sport, book, song, vacation place, color or animal. For each favorite thing you list, explain why it’s your favorite. If you have a treasured toy, book or photograph that makes you feel special, bring that item to class to place in front of your display.
- 3. Who I want to be:** Imagine that you are looking at yourself 30 years into the future. What would you like to be doing (examples: first woman President, famous for a medical breakthrough, inventor of artificial intelligence robot)? How would you like your friends to describe you (examples: honorable, compassionate, funny)? If there could be only one thing for which you could be known or remembered, what would you want it to be?
- 4. Awards:** If you ever won a spelling bee, competed in a piano recital, or won a sports trophy, bring in the certificates or trophies to put on the table in front of your tri-fold board.
- 5. Famous relatives:** If you can trace your ancestry back to any famous people, who were they and why were they famous? If you can find pictures of them among your family photos, in a book or online, add those pictures to your board. If you can’t find photos, list their names and what you know about them.



### All About You

On the Monday of your VIP week, bring in your tri-fold board, awards, and treasured items that you wish to display for the class. Leave the display so your classmates can admire it throughout the week. On Friday, present and explain your board to the class, and share with them something that is special to you. For example, if you have a special skill like cooking, dancing, singing, acting or drawing, present something to the class. If you have a special song or story that represents you, share it with the class. **Most importantly, enjoy learning about each other and celebrating how unique each of us is!** Most likely, there are things about you that even your good friends don’t know.

# Teacher Guided Activities

## Trading Places

- ◆ 25% of students are subject to bullying and 20% admit to doing some form of bullying themselves
- ◆ 8% of students miss school once a month because they are afraid of being bullied
- ◆ 43% of students are afraid of being harassed in school restrooms
- ◆ 282,000 secondary students are physically attacked each month
- ◆ In 80% of cases that involve an argument with a bully, violence results
- ◆ 1/3 of students surveyed reported having heard another student threaten to kill someone
- ◆ A student is bullied on a playground every seven minutes. Adults intervene only 4% of the time; students 11% of the time, and no one intervenes 85% of the time.

There is a difference between teasing and bullying. Bullying involves an **imbalance of power** between the bully and the bullied, an **intent** on the part of the bully **to do harm**, and it usually involves **repeated incidents**. As a class, sit in a circle and discuss various types of bullying and possible responses, both effective and ineffective or dangerous reactions to bullying (see p. 3 for some ideas). Discuss when certain reactions are appropriate and when a different response is needed. How can one diffuse a situation rather than allowing it to escalate? When should students give a verbal response (and what type) and when is it best to leave the situation or seek help from a responsible adult? Cyberbullying is most common toward the end of middle school and the beginning of high school. Discuss ways of dealing effectively with cyberbullying and why bullies use this approach.

There are three ways of being involved with bullying: as the **bully**, as the **victim**, and as a **bystander**. Suggest several scenarios in which bullying might occur. Offer specific examples. Discuss various possibilities for the behavior of all involved. Divide the students into groups of three. Have the first group role play a suggested scenario, one student as the bully, one as the victim, and one as the bystander. Next, have students change roles until each student has played all three parts. Then ask students how they felt in each role. Which position was the most difficult to play? Why? Which was the most fun to play? Why? Having played all three parts, are there things they would do differently if they had a chance to play the roles again? Give each of the groups of three a chance to try the role playing exercise.

You may find it helpful to create a bullying policy for your classroom or school. While 80% of students eventually become victims of bullying, 46% of schools do nothing to prevent this.

In August 2010, a federal task force on bullying held the first National Bullying Summit and began work on a national plan to end bullying. Part of this effort was the launch of a website, **www.bullyinginfo.org**, which consolidates all the federal resources on bullying. This site offers information and ideas on how to combat bullying.

Information above in part courtesy of: <http://library.thinkquest.org/07aug/00117/whatisbullying.html#>, [www.stopbullyingnow.hrsa.gov/topics/what\\_is\\_bullying...cyberbullying/index.html](http://www.stopbullyingnow.hrsa.gov/topics/what_is_bullying...cyberbullying/index.html), <http://kathynoll.wordpress.com>, [www.whitehouse.gov/blog/2010/10/21/president-obama-it-gets-better](http://www.whitehouse.gov/blog/2010/10/21/president-obama-it-gets-better), *Bullying: What Educators Can Do About It*, Penn State College of Agricultural Sciences Agricultural Research and Cooperative Extension

## The Tragic Consequences of Bullying

**I shall remember forever and will never forget**

**Monday: my money was taken**

**Tuesday: names called**

**Wednesday: my uniform torn**

**Thursday: my body pouring with blood**

**Friday: it's ended**

**Saturday: freedom**

This poem was found in the diary of thirteen-year-old Vijay Singh of Manchester, England, who hanged himself in his home.

As a class, think about and discuss Vijay and what drove him to take his life. Do similar things happen in your school or neighborhood? In a group or individually, write a poem describing things you could do each day for a week to prevent a similar tragedy.

Courtesy of: Neil Marr and Tim Field, *Bullycide, Death at Playtime: An Expose of Child Suicide Caused by Bullying*  
[http://www.asdk12.org/middlelink/AVB/lessons/l\\_shall\\_remember\\_forever.pdf](http://www.asdk12.org/middlelink/AVB/lessons/l_shall_remember_forever.pdf)



# Eckerd Theater Company

The Marcia P. Hoffman Performing Arts Institute  
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[www.eckerdtheatercompany.com](http://www.eckerdtheatercompany.com)

## Additional Resources

Ask your school or local librarian for help in locating these books for you and your students!

### The Sneetches

by Dr. Seuss

### Move Over Twerp

by Martha Alexander

### Mean Maxine

by Barbara Bottner

### Loudmouth George and the Sixth Grade Bully

by Nancy Carlson

### Tyrone the Horrible

by Hans Wilhelm

### Joshua T. Bates Takes Charge

by Susan Shreve

### Bully on the Bus

by Carl W. Bosch

### Fourth Grade Rats

by Jerry Spinelli

### Crash

by Jerry Spinelli

Check out these Internet sites for additional information!

[www.bullybeware.com/index.php](http://www.bullybeware.com/index.php)

[www.stopbullying.gov](http://www.stopbullying.gov)

[www.digitalhistory.uh.edu/historyonline/immigration\\_chron.cfm](http://www.digitalhistory.uh.edu/historyonline/immigration_chron.cfm)

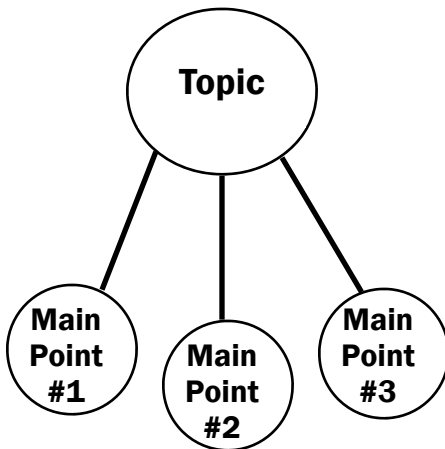
[www.norfolk.gov.uk/bullying](http://www.norfolk.gov.uk/bullying)

[www.bullyonline.org/schoolbully/bullycid.htm](http://www.bullyonline.org/schoolbully/bullycid.htm)

## Writing Connections

In *The Hundred Dresses*, the characters discover that there are consequences to their actions. After seeing the show, with which young character did you identify the most? Write a brief essay describing a time in your life when you felt like Maddie, Wanda, Tommy or Peggy. Was the outcome of your experience similar to that of *The Hundred Dresses* characters? Explain what lessons you did or did not learn from your own experience.

## Helpful Hints



**Paragraph #1**–Introduction: In the first sentence, introduce your topic. In the next three sentences, state what your three major points are (one in each sentence). Finally, write a concluding sentence.

**Paragraph #2**–In the first sentence, tell what your first major point is. Then, in the body of this paragraph, give lots of good details about your first major point. Finally, write a concluding sentence.

**Paragraph #3**–In the first sentence, tell what your second major point is. Then, in the body of this paragraph, give lots of good details about your second major point. Finally, write a concluding sentence.

**Paragraph #4**–In the first sentence, tell what your third major point is. Then, in the body of this paragraph, give lots of good details about your third major point. Finally, write a concluding sentence.

**Paragraph #5**–Conclusion: Restate what you wrote in your first paragraph.

Character Counts; Language Arts: Writing; Health Education: Responsible Behavior, Advocate and Appreciate Healthy Living

We want to hear from YOU! Write to us at The Marcia P. Hoffman Performing Arts Institute at Ruth Eckerd Hall, 1111 McMullen Booth Road, Clearwater, FL 33759

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## Student Guide: Curriculum Concepts

Page 1 – Language Arts: Literature and Literary Analysis, Writing; Theatre: Aesthetic and Critical Analysis

Page 2 – Mathematics: Numbers, Measurement

Page 3 – Character Counts; Language Arts: Communication

Page 4 – Language Arts: Communication; Visual Arts: Skills and Techniques, Creation and Communication, Cultural and Historical Connections