



# CURRICULUM GUIDE

*World Premiere*  
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Music & Lyrics by  
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& David Coffman

April 13 – May 21, 2023

Grades: K-4

*Celebrating the 50th  
Anniversary of Hip Hop*



Time-Estimates: Icons are in 15-minute increments but may take a little less or more time depending on class size and other factors. (If the clock is shaded in full, the activity may have a homework assignment or be extended over two or more class sessions.)



## HIP HOP CINDERELLA



2022-2023

I HAVE  
SOMETHING  
TO SAY

### In This Guide:

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### Look For These!

Subject area icons show what curricular topics each activity addresses.



Tennessee State Standards for all activities are on page 11.

Visit [NashvilleCT.org](http://NashvilleCT.org) today!

# About the Show

**The galaxy has lost its mojo, and it is up to Cinderella and her rapping robot companion Runka to get it back. This futuristic remake of a classic fairytale is complete with a wicked stepmother, two social media obsessed stepsisters, and a dreamy prince who is throwing a Rap Competition to turn the beat around. “Ella C” attends the rap competition but ends up leaving behind a glittering sneaker that sends the prince and her wicked stepmother on a warp-speed chase throughout the galaxy.**

## **Detailed Synopsis**

Runka the robot narrator shares that the galaxy has lost the beat in the hands of its new Prince who is obsessed with doomscrolling and himself. The prince introduces Aggie, the galaxy’s fastest artificial intelligence. He shows his Insta-crew Aggie’s mojo meter, fueled by the universe’s mojo flow- which is completely empty. The prince suggests that he will up his social media use to help the mojo of the planet, saving the planet from the doom that would happen if Aggie were to die (“Oh No!” Where’d the Mojo Go?”).

Cinderella is doing chores when Zig and Zag enter, criticizing her for talking to Runka. To humiliate Runka and Cinderella, Zig and Zag perform for Runka’s livestream while Cinderella does chores. Lady Zurka enters and further embarrasses Cinderella while the three Zurkas glorify themselves (“Zurka Time”). Runka receives a message from the prince via hologram. He, speaking to all his “Prince gang”, says that he is throwing a party to bring back the galaxy’s mojo. He wants everyone to bring a special skill to his party to compete for the glowing quasar crown (“Shake Your Mass”). Zig and Zag are going to the party, and Lady Zurka insists they will win the quasar crown. She says that Cinderella cannot go. Runka tries to convince Cinderella that she must go to the party. Cinderella reminds Runka that she once was limitless with her father, but with Lady Zurka, she is small and hopeless (“Remember”). Zig, Zag, and Lady Zurka leave on the rocketship. Cinderella makes excuses as to why she cannot go to the party, and Runka tries to convince her (“Out of the Basement”). Cinderella gives in, brainstorming ways that Runka’s technology can hack into the prince’s system and get her in the party. Runka suggests that Cinderella needs a rapper alias, and Cinderella comes up with “Ella C”. Cinderella transforms into Ella C. (“Limitless ‘Preprise”).

The ball commences, and beings from different planets battle for the crown (“The Galactic Hip Hop Mask Ball”). The Prince is disappointed with the outcome and suggests everyone leaves. Runka stops him, and Ella C. begins to rap about how great she is (“Supernova”). She wins the competition. The Prince thinks the mojo is back. Runka begins a livestream backstage, and Ella C. takes the phone, directing all attention to herself. The prince comes backstage. Zig and Zag enter, fangirling over her. She becomes more cocky. The lights flicker three times. It is midnight, and Aggie alerts the universe that the mojo was not found.

Runka and Cinderella go back to the basement. Runka explains that the mojo is lost because nobody is building one another up. Zig, Zag, and Lady Zurka enter. The Prince enters, claiming that his computer system was hacked and the digital footprint was traced back to their house. Because the hack was so smart, the prince needs whoever hacked into the system to come with him to help rebuild the digital landscape. Cinderella enters, saying that Ella C. was not worthy of the beat. The Prince requests to see Cinderella’s browser history, but Lady Zurka demands a trial by rhyme instead. In this trial by rhyme, Lady Zurka reveals that she never liked Cinderella.

Cinderella raps that she sees the good in Lady Zurka (“Trial By Rhyme”). They embrace. The lights suddenly brighten, and Aggie shares with everyone that the mojo has returned. The Prince offers Ella C. the crown, but she declines, sharing that everyone’s voice will refill the galaxy’s mojo (“Now Is the Time”). Ella C., Lady Zurka, Zig, and Zag all join together as the band Rapperellas and perform for Runka’s livestream audience (“Limitless”).

## About the Show (cont.)

### **Know Before You Go**

NCT puts together tips for families and schools to help prepare their children for their experience. (Note that the following tips are subject to change as the show goes through the rehearsal process.) Numbers indicate the "score" of each category - 1 representing a small amount and 5 representing a large amount.

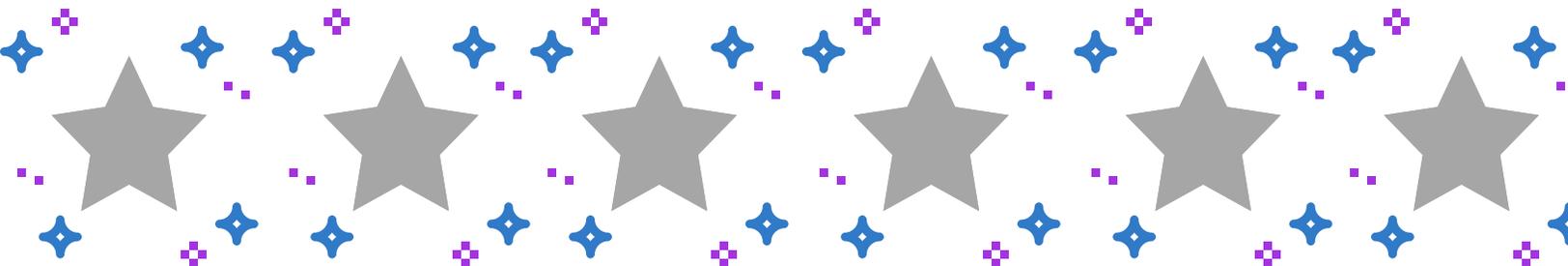
- Themes for Social and Emotional Learning - Hope, pride, humility, courage, grief, building others up, finding your voice.
- Language: 3 out of 5 - Characters call one another names such as "brat" and "loser." Characters purposely mispronounce Cinderella's name as a form of name calling. One song repeats the phrase "Shake your mass." Lady Zurka speaks of objectifying the prince.
- Violence and Scariness: 1 out of 5 - The stepsisters threaten to fill Runka, a robot, with water.
- Sensory Advisories: 3 out of 5 - This is a musical and thus, there may be times where the music gets loud. There are theatrical effects, involving sound, lighting, and smoke, throughout the show.
- Potentially Anxious Moments: 1 out of 5 - The "cosmonet" goes out but later returns. See "Violence and Scariness" above.
- Other things to know: This musical is based on the Brother's Grimm *Cinderella* fairy tale. Ella C. deals with the grief of losing her father. The Zurka family is wealthy and view themselves as superior to Runka, the house staff they refer to as "the help." A character is depressed and another promises a therapist and that he is not alone. Pop culture (ex: Gucci) and social media references. There will not be an intermission.

### **Social Story**

NCT creates a Social Story™ for all shows, camps, classes, and field trips. A Social Story is a tool to help improve a person's understanding of expectations during an unfamiliar event and was originally designed to support people who are neurodivergent. However, this can be a useful tool for any person who is unsure about what to expect from a new experience. We are sharing these resources to make NCT productions inclusive for ALL patrons. If you have any questions about our inclusive practices or want to see examples of previous social stories, visit <https://www.nashvillechildrenstheatre.org/accessibility>.

### **Sensory Friendly Room**

NCT has a space in the back of the theatre dedicated to providing a safe, comfortable place for students and adults alike to self-regulate. In the room, you can view the performance, control the sound, and access sensory-friendly tools.



# Pre & Post Show Activities



## Pre-Show Activity: From Page to Stage

Many playwrights, lyricists, composers, and screenwriters transform some of our most beloved fairy tales into wonderful plays, musicals, or movies. When adapting a story, however, often changes are made to plot, characters, etc. Sometimes these changes are made to accommodate timing (the length of the play) and the many elements that are involved in bringing a book to life (such as set, costumes, cast, etc.).

### Definitions to share with your students

- Adaptation – something that is changed so it can be presented in another form
- Playwright – a person who writes plays
- Lyricist – a person who writes the words of a song
- Composer – a person who writes music
- Author – a person who writes something such as a book or an article



*Cinderella or Cendrillon in French. Gustave Doré's illustration for Cendrillon, 1867*



*From 2015 Broadway production of Rodgers & Hammerstein's Cinderella (Sara Krulwich/The New York Times)*



*Nashville Children's Theatre's 2016 production of Cinderella - an adaptation by Scot Copeland (Colin Peterson)*

## Pre-Show Discussion

Review the fairy tale of *Cinderella* with your class.

- What other adaptations of *Cinderella* exist today? Do you have a favorite or least favorite? Why do you think so many adaptations of this story exist?
- Read the short or long synopsis of NCT's version in this guide to your class. Why do you think the show's creators are adapting the story in this way? Why would they want to make this fairy tale into a musical with hip hop music?
- What parts of the story are you looking forward to seeing performed on stage?
- Predictions: How do you think the characters, robots, outer space, and technology elements will be represented on stage?
- Using the detailed synopsis, have your students create a Venn Diagram chart comparing and contrasting one version of the story with NCT's musical. You may wish to select a picture book, Broadway musical version, the animated or live-action films, or the classic fairy tale. (You may also wish to save this as a post-field trip exercise.)



## After the Show: Tell Us What You Thought

Once your class has attended NCT's production, ask your students to reflect on the performance using one of the grade-appropriate worksheets at the end of this guide.

- Optional: Ask students to write letters to the actors and artists here at NCT! We would LOVE to hear your questions, favorite parts of the show, and more! Letters can be sent to: Nashville Children's Theatre, 25 Middleton Street, Nashville, TN 37210 or emailed to [info@nashvillect.org](mailto:info@nashvillect.org).

# Cinderella Around the World



## ***Cinderella: A Cross-Cultural Fairy Tale***

How does culture influence fairy tales from storyteller to storyteller? [In this lesson from The Kennedy Center](#), students will compare and contrast culturally distinct variations of the fairy tale, *Cinderella*, from around the world. Students will explore storytelling traditions and make comparisons between cultural versions of *Cinderella*. Students will also research the cultures represented in the fairy tales and create a visual art piece. [Follow the link for the full lesson plan](#), and get started by exploring their booklist below.

## ***Booklist: Cinderella Around the World***

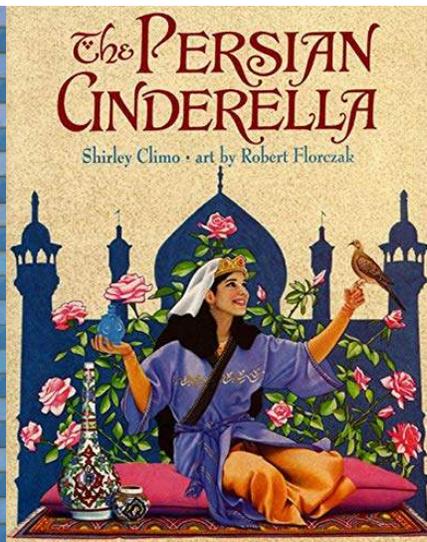
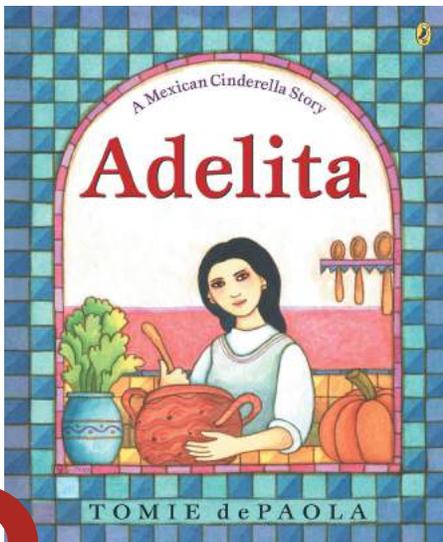
The tales of Cinderella are told all across the world, representing thousands of cultures. Explore the [Multicultural Cinderella Stories list](#) from the American Library Association to identify stories that represent the cultures of your students or use the shorter list of recommended books below.

Teacher Recommendation: It is highly encouraged to familiarize yourself with the plot, language, and cultural elements of the books you select prior to sharing them with students.

Book Title & Review (URL)	Description
<u><a href="#">Adelita</a></u>	Set in Mexico, Adelita is treated poorly by her stepmother and stepsisters. Adelita's kindness wins over the heart of Javier, a young man searching for a wife. Adelita disappears from his fiesta leaving one clue about her identity, a beautiful rebozo.
<u><a href="#">Anklet for a Princess: A Cinderella Story From India</a></u>	Set in India, Cinduri is always ordered around by her stepmother and stepsister, even telling her she can't attend the Navaratri Festival. Godfather Snake makes it possible for Cinduri to go. There she dazzles the Prince with her eyes and smile, but it's her lost anklet that brings them together forever.
<u><a href="#">Mufaro's Beautiful Daughters: An African Tale</a></u>	Set in Zimbabwe, Mufaro's two daughters take different approaches in the King's search for a wife. One takes a selfish approach while the other takes a kinder one. In an effort to know the true nature of the girls, the King disguises himself to find his true queen.
<u><a href="#">Raisel's Riddle</a></u>	Set in a small Polish village, Raisel lives in poverty after her grandfather's death. An old beggar woman grants Raisel three wishes, allowing her to attend the Purim play. Raisel's knowledge intrigues the rabbi's, but he has to earn her love by solving a clever riddle.
<u><a href="#">Sumorella</a></u>	Set in Hawaii, Mango Boy wishes to compete as a sumo wrestler like his two brothers, but he is stuck with all the work. With a little magical help from a manapua man, Mango Boy transforms to Sumorella and gets an opportunity to compete in a sumo wrestling exhibition.
<u><a href="#">The Golden Sandal</a></u>	Set in the Middle East, Maha is forced to do her stepmother's housework while her father is away fishing. When Maha spares the life of a magical red fish, her luck starts to change. The fish uses its magic to help Maha attend a grand henna ceremony where a golden sandal unlocks love for Maha.

## Cinderella Around the World (cont.)

Book Title & Review (URL)	Description
<u><a href="#"><i>The Irish Cinderlad</i></a></u>	Set in Ireland, Becan's stepmother and three stepsisters force him to work in the fields. Becan, unhappy and self-conscious about his big feet, runs away from home. After encountering a magical bull, Becan defeats a giant, slays a dragon, and rescues a princess. The princess tries to thank Becan, but he disappears leaving behind his enormous boot.
<u><a href="#"><i>The Persian Cinderella</i></a></u>	Set in long-ago Persia (now Iran), Settareh and her two stepsisters set out to buy a gown for the No Ruz. Settareh gives alms to a beggar and buys a blue jug with a pari inside. The pari grants Settareh's wish for a gown. When Prince Mehrdad falls in love with Settareh, the stepsisters become increasingly more jealous and cast a spell on her. Prince Mehrdad's affection for Settareh ultimately breaks the spell.
<u><a href="#"><i>The Rough-Face Girl</i></a></u>	Set in an Algonquin village in Canada, Rough-Face girl, scarred from working by the fire, wishes to marry the Invisible Being. The two beautiful but spoiled daughters try their best to be chosen. It is ultimately the Rough-Face girl that wins his affection.
<u><a href="#"><i>Yeh-Shen</i></a></u>	Set in China, Yeh-Shen's only friend, a fish with golden eyes, is killed and eaten by her stepmother. Yeh-Shen is left with only the bones, but they turn out to be filled with a powerful spirit. The spirit grants Yeh-Shen a gown to attend the annual Spring Festival. That night, everyone marvels at Yeh-Shen, but her identity is a mystery until and the only thing left behind is her golden slipper.



# Write Your Own Hip-Hop Song



Help your students appreciate the rich history of hip hop while writing their very own hip hop song! Follow the instructions below using content from **Flocabulary** – a resource with hip-hop videos and instructional activities that promote literacy and spark creativity.

## STEP 1: Assess

Assess prior knowledge and discuss one or more of the following questions with your class.

- What do you know about hip hop?
- Do you have any favorite hip hop artists?
- There are multiple elements of hip hop including graffiti, MCing, DJing, beatboxing, and breakdancing. Which of those do you recognize? What comes to mind when you hear those words?
- One thing that makes hip hop special is that it has a message; it tells an important story. In what ways do hip hop artists tell their stories?

## STEP 2: Learn

- Watch the video “It all starts with hip hop” available on this page:  
<https://www.flocabulary.com/about-us/>
  - (Want to see students writing and performing in action and hear education professionals talk about the benefits of hip hop in the classroom? Scroll down on the page and watch the video “We celebrate student voice.”)
  - If your students were struggling to articulate and visualize hip hop in Step 1, show some examples online such as videos, imagery, and audio clips.

## STEP 3: Write

- Invite students to work independently, in pairs, or in small groups on a hip hop song.
- You may wish to assign them a certain prompt (such as a theme, topic, current event, etc.) or let them decide!
- For younger grades, you may want to write a rhyming song altogether as a class.
- Topics/main ideas: working hard, recess, why reading is fun, how to handle being sad, friendship
  - **Part 1: Set a Beat**
    - Explain that for this activity you will be working in 4/4 time. This means there will be 4 beats per measure. Measures are how we divide up music. To help the students count, you can play a 100bpm metronome. To practice, try counting the beats as a class.
  - **Part 2: Introduction**
    - Songs normally begin with an instrumental introduction. Have your students wait 2 measures (8 beats) before they begin their song.
  - **Part 3: The First Verse**
    - Now it is time to start writing. Most songs begin with a verse. For a verse, set a 4 line guide for students to follow. For the first verse, use an AABB rhyme scheme.
  - **Part 4: Hook/Chorus**
    - Next up is to write the hook. The hook is normally the catchiest part of the song. In addition to being catchy, the hook should advance the main idea. Aim for 4 lines of writing. You can also save this step for last!
  - **Part 5: The Second Verse**
    - Now it is time to start writing. Most songs begin with a verse. For a verse, set a 4 line guide for students to follow. For the first verse, use an ABAB rhyme scheme.
  - **Part 6: Repeat the Hook/Chorus**
    - And you’re done!

## Write Your Own Hip-Hop Song (cont.)

### STEP 4: Perform!

- Provide students the opportunity to perform their songs! The link below from Flocabulary has 50 original beats to choose from that you can play as the students perform. Make sure to discuss audience etiquette and create a supportive, loving environment for students to feel brave sharing their voices!
  - <https://www.flocabulary.com/warp/beats/>



### What is Cultural Appropriation v. Appreciation?

Hip hop is a movement that was created by African Americans, Latino Americans and Caribbean Americans in the Bronx, New York City. When exploring the hip hop genre, it is important to show appreciation and respect its creators. In the media, especially music and music videos, we often see cultural appropriation—the taking and profiting off of intellectual property, traditional knowledge, cultural expressions, etc. from another culture without permission, which is even more harmful when the source community is a minority group that has been historically oppressed or exploited. Here are three articles to help educators understand and unpack cultural appropriation versus appreciation:

- <https://www.edweek.org/teaching-learning/opinion-addressing-cultural-appropriation-in-the-classroom-tools-and-resources/2016/12>
- <https://www.pbs.org/education/blog/cultural-appropriation-whats-an-educators-role>
- <https://online.berklee.edu/takenote/cultural-appropriation-in-music/>

# STEAM Robotics: Build a Brushbot



This lesson from [Science Buddies](#) includes a link to a kit for the robotics pieces. However, you can also inexpensively source AA batteries, AA battery holders, and 3 volt DC motors from other sources like Amazon. There is also an easy-to-follow video on the website.

Brushbots are a simple, fun type of robot that you can build out of arts and craft materials. They are easy to build and you do not need any previous experience with robotics. Students can build these individually, in pairs/small groups, or you can work together as a class to create 2 brushbots to race against each other.

## **Materials**

Bristlebot Robotics Kit, available from our partner [Home Science Tools](#). You will need these parts from the kit:

- AA batteries (2)
- 2xAA battery holder
- 3 volt DC motor
- Note: The kit includes enough parts to build two brushbots, or one brushbot and one Art Bot. It also contains parts for two bristlebots.

You will also need the following supplies (not included in the kit):

- Scrub brush
- Double-sided foam tape
- Optional: Hot glue gun (adult supervision required)
- Tape (any kind will work)
- Cork
- Small Phillips-head screwdriver
- Scissors
- Materials to decorate your robot (googly eyes, pipe cleaners, etc.)

## **Instructions**

Visit [Science Buddies](#) for a slide-show tutorial as well as a step-by-step instructional video. This is a beginning robotics project suitable for first-time robot creators!

## **Visual Arts Extension**

To include the “A” in STEAM, have students create designs to decorate their robots using recycled materials, pom poms, googly eyes, pipe cleaners, paint-- the sky is the limit! Ask students to think about what kind of character they want their robot to have, and what design features will help communicate that character. Finally, have students give their robot a name that matches its artistic aesthetic.

## **How Does It Work?**

When you turn the motor on, it makes the robot vibrate and move across the table. This happens because you attach an off-center weight (the cork) to the motor's spinning shaft. If you remove the cork, the robot would not vibrate at all. This is the same concept used to make video game controllers, electric toothbrushes, and cell phones vibrate; they have little spinning motors with weights inside!

Your robot probably won't move in a straight line. In fact, it will buzz all over the place, and crash into things! This is because your brushbot's movement is random. There is no computer "brain" telling the robot how to steer. More-advanced robots rely on computer programs to help them avoid crashing into things.

## STEAM Robotics: Build a Brushbot (cont.)

### *Digging Deeper*

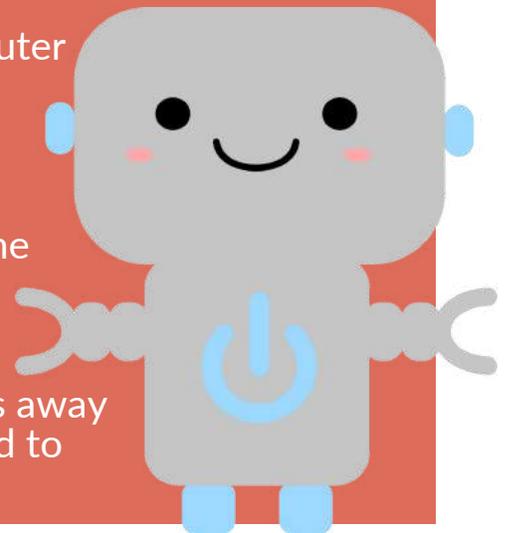
When you connect the battery pack and motor's wires, you complete a circuit. This allows electricity to flow in a loop from the battery, through the red wires to the motor, and through the black wires back to the battery. Electricity needs a closed circuit (or a complete loop) to flow. If you only connected one set of wires, the motor would not turn on, because you would have an open circuit.

The metal wires of your circuit are conductors, meaning they allow electricity to flow. They are surrounded by colored (red and black) plastic, which is an insulator that does not let electricity flow. Electrical tape is also an insulator. This project uses electrical tape as insulation to help prevent the exposed metal parts of the wires from bumping into each other and creating a short circuit. Short circuits are bad because they can cause your battery to get very hot.



### *Did You Know? Fun Facts About Robots*

- The word "robot" comes from the Czech word "robota," meaning "drudgery."
- Leonardo da Vinci drew up plans for an armored humanoid machine in 1495. Engineer Mark Rosheim has created a functional miniature version for NASA to help colonize Mars.
- Cybernetics professor Kevin Warwick calls himself the world's first cyborg, with computer chips implanted in his left arm. He can remotely operate doors, an artificial hand, and an electronic wheelchair.
- In 1966, a robot named "Shakey" became the first robot to use artificial intelligence to make its own decisions.
- Clocky is a type of robot alarm clock. It runs away from you so that you have to get out of bed to turn it off.



Name: \_\_\_\_\_



 **My Theatre Review** 

I saw \_\_\_\_\_ at Nashville Children's  
(name of show)

Theatre on \_\_\_\_\_,  
(date of show)

**My favorite part was...**

*\*Write or draw your responses in the boxes below.*

**The play made me feel...**

**I learned...**

Name: \_ \_ \_ \_ \_



## Theatre Review

Show title: \_\_\_\_\_ Date of show: \_\_\_\_\_

Playwright(s): \_\_\_\_\_ Director: \_\_\_\_\_

1. What was the play about? What was its message?
  
  
  
  
  
  
  
  
  
  
2. Who was your favorite character/actor? Why?
  
  
  
  
  
  
  
  
  
  
3. What did you think of the visual aspects (costumes, set, lighting, etc.)?
  
  
  
  
  
  
  
  
  
  
4. How did the play make you feel? Why?
  
  
  
  
  
  
  
  
  
  
5. Why should people see this play?

Additional comments:

*Use the back or separate sheet of paper if needed.*

# TN Academic Standards for Activities Grades K-4

## Page 3

*From Page to Stage & Pre-Show Discussion*

ELA: SL.CC.1, RL.RRTC.10

Theatre: 2-4.T.R1.A

*After the Show*

Theatre: K-1.T.R2.A, 4-5.T.R1.A, 3.T.R3.B

ELA: 2-4.RL.KID.2, 1.RL.KID.3, K.W.TTP.1,

W.PDW.4, K-2.W.RBPK.8, W.RW.10

Visual Arts: K.VA.Cr1.A, 1.VA.Cr1.B, 2.VA.Cr1.B

SEL: 1A.1, 1C.1

## Pages 4-5

*Cinderella Around the World*

ELA: K-4.W.RBPK.7, K-4.W.RBPK.8, 3-4.W.RBPK.9

Visual Arts: K-4.VA.Cr1.A, K-4.VA.Cr1.B, K-

4.VA.Cr3.A

## Pages 6-7

*Write Your Own Hip Hop Song*

ELA: K-4.W.PDW.4, K-4.W. RW.10

Music: K-4.GM.Cr1.A, K-4.GM.Cr3.A, K-4.GM.Cr3.B

## Pages 8-9

*STEAM Robotics: Build a Brushbot*

Science: K-4.ETS1

STEM: Problem Resolution Skills 1, 3, 4

Visual Arts: K-4.VA.Cr1.A, K-5.VA.Cr1.B

**Just seeing the performance? See the standards below.**

Theatre: K-2.T.R2.A, 3-4.T.R1.A

Music: GM.R3.A, GM.Cn2.A

ELA: K-1.RL.IKI.9, RL.RRTC.10 (if book is read)

Dance: D.R1.A

Computer Science: DC.4, DC.5

SEL: 1A.3, 3-4.1C.1, K-2.1C.2, 3-4.2B.5, 3A, 4C.3,

3-4.4C.4, 4B, 3-4.5A

# Info for Teachers

## Free Educator Preview for *Hip Hop Cinderella*

Thursday, April 13, 2023

Reception/Workshop: 5 pm

Performance: 6:30 pm

Enjoy wine and cheese as you are introduced to activities you can use in your classroom. To reserve a spot visit [NashvilleCT.org](http://NashvilleCT.org) or contact Abby at [abbybaker@nashvillect.org](mailto:abbybaker@nashvillect.org). Event qualifies as PD. Childcare provided.

Questions regarding field trips and school offerings? Contact Abby at [abbybaker@nashvillect.org](mailto:abbybaker@nashvillect.org).

Seeing an NCT performance, as well as the activities in this guide, help students build the 4 C's of 21st Century Learning: Communication, Creativity, Collaboration, and Critical Thinking!

To schedule a workshop with one of NCT's Teaching Artists, contact Jackie at [jkomos@nashvillect.org](mailto:jkomos@nashvillect.org).

## About Nashville Children's Theatre

Believing the culturally curious child is the future, Nashville Children's Theatre nurtures the next generation of global citizens by providing transformational theatrical experiences which reflect our evolving community, instill profound empathy, and foster personal discovery.

I HAVE  
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TO SAY

2022-2023



NCT is proud to acknowledge the government agencies, foundations, and business partners that provide leadership support: Metro Arts, Tennessee Arts Commission, The Memorial Foundation, and The Shubert Foundation.



This guide was written, compiled, and edited by Chloe Cook, Alicia Fuss, Jacqueline Komos, Sydney Lofton and Colin Peterson.