In 1938, Wanda Petronski, a Polish immigrant, comes to a new school in a small town in Connecticut. She wears the same faded blue dress to school every day, but she says she has one hundred beautiful dresses all lined up at home. The other girls don't believe her and when Peggy starts a daily game of teasing Wanda about the hundred dresses, everyone joins in. Maddie, Peggy's best friend, goes along with the game but she secretly wonders whether she can find the courage to speak up in Wanda's defense. It's not until Wanda misses school one day that her classmates learn the truth about the hundred dresses and Maddie and Peggy learn the meaning of kindness and generosity. The classmates learn a lesson about tolerance, taking responsibility, and living with the consequences of one’s actions.

The information and activities in this Educator’s Performance Guide are intended for use in all classrooms and with students of all abilities. If you need assistance in adapting any of the information in this guide, please contact Sam Richardson, FYT’s Education Manager at 810.237.2522 or SRichardson@FlintYouthTheatre.org
ABOUT THE PLAYWRIGHT: MARY HALL SURFACE

Mary Hall Surface is an internationally-recognized playwright and director specializing in theatre for families. She has been a member of the Washington, DC theatre community since 1989, and has had twelve productions at the Kennedy Center as well as at Arena Stage, Theater of the First Amendment, the Round House Theatre, Imagination Stage and Washington Jewish Theatre. Her work has been featured internationally in productions and festivals in Germany, Canada, Japan, Peru, France, Sweden and Ireland. She has been nominated for four Helen Hays Awards for Outstanding Direction, receiving the award in 2002 for Theatre of the First Amendment’s Perseus Bayou. With her long-time collaborator, composer David Maddox, she has been nominated for the Charles MacArthur Award for Outstanding New Play for Sing Down the Moon, Perseus Bayou and Mississippi Pinocchio. She has served as an advisor to American Theatre Magazine, on the board of the International Association of Theatre for Children and Youth and as a National Endowment for the Arts on-site evaluator and 2003 theater panelist. In July 2006, she was awarded the Charlotte Chorpenning Prize from the American Alliance for Theatre in Education for her outstanding body of work as a playwright.
ABOUT THE AUTHOR: Eleanor Estes

Eleanor Estes (1906-1988) was an American children's author. Estes was a children's librarian in New Haven, Connecticut, and New York. Estes' books were based on her life in small town Connecticut in the early 1900s. She began writing when tuberculosis left her confined to her bed. While recovering she started recording her childhood memories, which later became the basis for her books. In 1931 Estes won the Caroline M. Hewins scholarship for children's librarians, which allowed her to study at the Pratt Institute library school in New York. Estes also taught at the University of New Hampshire Writer's Conference. Her book Ginger Pye won the Newberry Medal, and three of her books were Newberry Honor Winners, The Moffat, Rufus M., and The Hundred Dresses. The book, The Moffats, was awarded the Lewis Carroll Shelf Award.

SIGNS OF THE TIME
(time period around when the play takes place)

1929: Stock Market Crash (known as Black Tuesday); Associated with the start of the Great Depression

1931: Star Spangled Banner, by Francis Scott Key, is approved by President Hoover and Congress as the national anthem. Construction is completed on the Empire State Building in New York City.

1932: The Reconstruction Finance Corporation is established to stimulate banking and business. Unemployment in 1932 reached twelve million workers.

1933: Hitler appointed German chancellor, gets dictatorial powers. Nazi terror begins. President Franklin D. Roosevelt is inaugurated for the first time. The New Deal social and economic programs are passed by the United States Congress in response to the Great Depression.

1935: President Roosevelt opens second phase of New Deal, calling for social security, better housing, equitable taxation, and farm assistance.

1938: The National Minimum Wage is enacted within the federal legislation known as the Fair Labor Standards Act. It established a minimum wage of $0.25 at the time ($7.25 in 2012), as well as time and one half for overtime and the prohibition of most employment for minors. Hitler marches into Austria; political and geographical union of Germany and Austria.

1939: Nazi Germany invades Poland; World War II begins.
BEFORE THE PERFORMANCE

EDUCATOR’S PERFORMANCE GUIDE

VOCABULARY

**Depression:** long-term downturn in economic activity; an economic state in which business is very bad and many people are out of work and poor

**Dilapidated:** to let (something) go to ruin or decay, as by neglect, or to become ruined or decayed.

**Diverse:** different or varied. The population of the United States is made up of people from different races, cultures and places.

**Foreigner:** a person who is born in or is from a foreign country.

**Freedom:** the condition of being free or freed; liberty; a specific right.

**Homogeneous:** having all parts of the same or a similar type; having the same structure or nature throughout; uniform

**Immigrant:** a person who moves to another country from his or her native land.

**Oppression:** harsh, unfair, burdensome acts or demands by a government or other authority.

**Prejudice:** hatred or unfair treatment toward a person or group without cause or reason. Prejudice is often directed toward people of a certain race, religion, or background.

**Refugee:** a person forced to leave his or her home or country to seek safety or protection.

**Regime:** a system of rule or government.

REFERENCES MADE IN THE PLAY

**Buck Rogers:** The adventures of Buck Rogers in comic strips, movies, radio and television became an important part of American popular culture. This pop phenomenon paralleled the development of space technology in the 20th century and introduced Americans to outer space as a familiar environment for adventure.

**Charlie McCarthy:** The dummy of Edgar Bergen. He was always presented as a highly intelligent child, who was sophisticated and crazy about girls.

**Dick Tracy:** A comic strip created by Chester Gould that featuring Dick Tracy, a hard-hitting, fast-shooting and intelligent police detective.

**Edgar Bergen:** An American actor and radio performer, best known as a ventriloquist. He had a dummy named Charlie McCarthy, who became Bergen's lifelong sidekick. In 1949, Bergen went to CBS, with a new weekly program, *The Charlie McCarthy Show*.

**Flash Gordon:** The hero of a science fiction adventure comic strip originally drawn by Alex Raymond. First published in 1934, the strip was inspired by and created to compete with the already established Buck Rogers adventure strip.

**Franklin D. Roosevelt:** FDR was the 32nd President of the United States (1933–1945) and a central figure in world events during the mid-20th century, leading the U.S. during a time of worldwide economic crisis and world war.

**Gettysburg Address:** A speech by U.S. President Abraham Lincoln and is one of the most well-known speeches in United States history. It was delivered during the American Civil War, on November 19, 1863. It came to be regarded as one of the greatest speeches in American history.

**Greta Garbo:** A Swedish film actress who was an international star and icon during Hollywood's silent and classic periods.

**Little Orphan Annie:** Little Orphan Annie was a daily American comic strip created by Harold Gray (1894–1968). The strip made its debut on August 5, 1924 in the New York Daily News. The plot follows the wide-ranging adventures of Annie, her dog Sandy, and her benefactor Oliver "Daddy" Warbucks. The strip attracted adult readers with political commentary that targeted (among other things) organized labor, the New Deal, and communism.

**NOTE:** The term *Polack* is used in the play, which is a derogatory reference to a person of Polish decent. While Flint Youth Theatre does not condone the use of this language, it is accurate given the topic, the setting, and the time period of the story and, therefore, is retained for the purpose of being true to the story. It is hoped that this language, as well as the attitudes of some of the characters in the story, will inspire conversations about why people behaved and spoke in the ways they did and how things have changed since the era of the story.
The Great Depression was a worldwide economic crisis that in the United States involved an extreme decline in stock prices during the decade before WWII, widespread unemployment, and near stoppages in industrial production and construction. The start of the Great Depression is usually marked by the stock market crash of “Black Tuesday” on October 29, 1929, when the market lost between 8 and 9 billion dollars in value.

The stock market continued to decline despite short recoveries. Unemployment rose and wages fell for those who continued to work. As consumers lost buying power, industrial production fell, businesses failed, and more workers lost their jobs. Farmers were also caught in a depression that extended through the 1920s. Farming and rural areas suffered as crop prices fell by approximately 60%. This was caused by the collapse of food prices with the loss of export markets after World War I and years of drought that were marked by huge dust storms that blackened skies and removed the land of topsoil. Many people lost their homes, and many farmers lost their land and equipment.

By 1932 the unemployment rate had risen past 20 percent. Thousands of businesses had failed and millions of people were homeless. Many moved from town to town looking for jobs that did not exist, and many more lived at the edges of cities in shantytowns (slum settlements comprised of impoverished people who live in homes made from scrap materials).

Franklin Delano Roosevelt took office on March 4, 1933, stating that “the only thing we have to fear is fear itself.” Roosevelt was facing an unemployment crisis that reached 24.9 percent, with 13 to 15 million workers without jobs. He offered and Congress passed a series of emergency measures that came to characterize his promise of a “new deal for the American people.” The first hundred days with new administration included legislation to reform banking and the stock market; insure private bank deposits; protect home mortgages; seek to stabilize industrial and agricultural production; create a program to build large public works and another to build hydroelectric dams to bring power to the rural South; bring federal relief to millions, and send thousands of young men into the national parks and forests to plant trees and control erosion.

The Civil Works Administration employed many men and women at jobs from building and repairing roads and bridges, parks, playgrounds and public buildings to creating art. Unemployment, however, persisted at high levels. That led the administration to create a permanent jobs program, the Works Progress Administration (WPA). The W.P.A. began in 1935 and would last until 1943, employing 8.5 million people and spending $11 billion as it transformed the national infrastructure, made clothing for the poor, and created landmark programs in art, music, theater and writing. To accommodate unions that were growing stronger at the time, the W.P.A. at first paid building trades workers “prevailing wages” but shortened their hours so as not to compete with private employers.

Roosevelt’s efforts to assert government control over the economy were frustrated by Supreme Court rulings that overturned key pieces of legislation. Congress rejected the proposal to include additional justices in the Supreme Court, and also denied further New Deal measures, but not before the Social Security Act creating old-age pensions went into effect.

Gains from the New Deal were ruined in 1937 due to a recession that lasted through most of 1938. This hindered industrial production and employment, prolonged the Depression and caused Roosevelt to increase the work relief rolls of the W.P.A. to their highest level ever.

Roosevelt, who had been re-elected in 1936, aimed to rebuild a military infrastructure that had deteriorated after World War I. As the war in Europe intensified with France surrendering to Germany and England fighting on, ramped up defense manufacturing began to produce private sector jobs and reduce the persistent unemployment that was the main face of the Depression. Jobless workers were absorbed as trainees for defense jobs and then by the draft that went into effect in 1940, when Roosevelt was elected to a third term. The Japanese attack on Pearl Harbor in December 1941 that started World War II sent America’s factories into full production and absorbed all available workers.

Despite the New Deal’s many measures and their alleviation of the worst effects of the Great Depression, it was the factories that supplied the American war effort that finally brought the Depression to a close. And it was not until 1954 that the stock market regained its pre-Depression levels.

Officially known as the Republic of Poland or the Commonwealth of Poland, the Polish state was created in 1918, in the aftermath of World War I. It continued to exist until 1939, despite both internal and external pressures, when Poland was invaded by Nazi Germany, the Soviet Union, and the Slovak Republic, marking the beginning of World War II.

Poland was having to deal with the economic difficulties and destruction from World War I and numerous other conflicts, which took place on Polish territory until 1921, followed by the Soviet invasion during the Polish-Soviet War, and then surrounded by increasingly hostile neighbors such as Nazi Germany. Even with dealing with these issues, the Republic managed to expand. The cultural cities of Poland: Warsaw, Kraków, Poznań, Wilno and Lwów raised themselves to the level of major European cities. They were also the sites of internationally acclaimed universities and other institutions of higher education.

Even with Poland expanding, there were still issues with international relations. There was a failure to establish planned alliances in Eastern Europe, which meant great reliance on the French, whose enthusiasm for intervention in the region waned markedly after World War I. Over the next ten years, considerable friction occurred between Poland and France over the Polish refusal to submit towards German demands. Things worsened militarily in the 1930s for Poland with the advent of Hitler’s openly expansionist Nazi regime in Germany and the obvious waning of France's desire to resist Germany’s expansion, as long as it was eastward and not westward. With Poland isolated from its surrounding countries, Hitler instructed the invasion of Poland by Germany on September 1, 1939.

Discussion Questions

What do you know about your own family history and the origin of your last name? What are some cultural traditions that you and your family practice?

Do you know how your family came to this country? Have you talked to your family about this? What have you discovered?

Have you ever seen people teased because of...
SHANTYTOWN ACTIVITY

During the Great Depression, unemployment skyrocketed, thousands of businesses failed, and millions of people were homeless. Many moved from town to town looking for jobs that did not exist, and many more lived at the edges of cities in shantytowns (slum settlements comprised of impoverished people who live in homes made from scrap materials). Living in these settlements can be extremely difficult, and also a drastic change from the environments that these people may have been used to. Take a field trip with your students to retrieve cardboard boxes and scrap materials (or bring the materials in) and have them make their own shantytown. Have them create a design first on paper, and follow the design to create the settlement. To get the full experience, you could have the students stay overnight in their shantytown and get an idea of what it is like to live as many people did during the Great Depression.

MOVIE ACTIVITY

Bullying occurs frequently in schools, and it is important to know the consequences of these acts, both for the victim, as well as for the perpetrator. Many movies exist that show various acts of bullying, and the results that occur from them. Show your students a movie on bullying and have them discuss this theme after the viewing.

Some of these movies include: The Karate Kid (PG), Chicken Little (G), Heavy Weights (PG), Mean Girls (PG-13), Back to the Future (PG), School Ties (PG-13). There are many others that include bullying themes that you could choose as well. Have your students discuss why bullying arose in the movie, and what negative consequences occurred.

DRAWING ACTIVITY

In Hundred Dresses, the girls participate in a drawing contest in which Wanda draws pictures of beautiful dresses. Have your students draw a picture of a piece of clothing that reflects their own identity. After they are done, have them share with each other what they drew, and why they think the drawing reflects their identity and personality.
Throughout the play, various instances of bullying occur. Bullying is a common experience for many children and adolescents. Bullying is when a person or group repeatedly tries to harm someone who they perceive as weaker using physical or verbal means. It can involve direct attacks such as hitting, name calling, teasing or taunting, or it could be indirect, such as spreading rumors or trying to make others reject someone. Boys tend to use physical intimidation or threats, regardless of the gender of their victims. Girls tend to use verbal attacks, usually with another girl as the target. Cyber-bullying is a form of bullying that involves aggressive intentional acts carried out by a group or individual, using electronic forms of contact, against a victim who cannot easily defend him or herself. Cyber-bullying is becoming more common than in the past, with the advances in technology and the popularity of social networking sites. It can be done through online chat rooms, texting, e-mail, or on social networking sites.

Children who are bullied experience distress that can interfere with their social and emotional development, as well as their school performance. Some victims of bullying have even attempted suicide rather than continue to endure such harassment and punishment.

**DISCUSSION QUESTIONS**

Did you notice the bullying that occurred in the play? What types of bullying were used (indirect, direct, physical, verbal)? What was the cause of this bullying?

How did Maddie respond to the bullying that was occurring? Should she have done more to intervene? What should she have done?

Have you ever been excluded from a group or saw someone else excluded from a group due to bullying? How did that make you feel?

Was there anyone else being bullied in the play besides Wanda? If so, how were these types of bullying different from the type that was happening with Wanda?

If Wanda and her family had not left, do you think that the classmates would have continued to bully her? Why or why not?
Did you know that even during the times of crisis in the time period of the play, many cultural and artistic events occurred in the 1930s?

1930: The famous novel, As I Lay Dying, by William Faulkner is released.
1933: Prohibition, the national ban on the sale, manufacture, and transportation of alcohol in place since 1920, ends with the ratification of the Twenty-first Amendment.
1935: Babe Ruth retires from baseball, with 714 home runs, and a .342 batting average.
1938: “Snow White and Seven Dwarves” was released. It was the biggest grossing film of the decade.
1938: War of the Worlds aired on the radio causing panic as listeners believe that aliens have landed.
1939: The film “The Wizard of Oz” was released.

Have your students discuss if they had known about these events, and then ask them to write an essay on any important cultural events that happened during their lifetimes. Once this is written, have your students make a timeline of when these events occurred, and present to each other why they were important.

Even if your students have never participated in bullying in school, they may know others who have. Have your students brainstorm different types of bullying that can occur in school, and why someone might bully someone else. Then have your students, either individually or in groups, write a poem or short passage expressing what happened, if anyone intervened, and their feelings on the issue. Have your students present their work to each other.

The fireside chats were a series of radio broadcasts given by President Roosevelt between 1933 and 1944. Thirty of these broadcasts took place during this time in order to communicate with the American public. FDR’s hopes and strategies for the country during the Great Depression, and to assure the public that the country was going to recover. Some of the topics covered were: the banking crisis, the outline of the New Deal, the European war, and the declaration of war with Japan, among many others.

Discuss with your students why these fireside chats may have been important, and how they encouraged individual participation in government, built a sense of national identity, and created the feeling of a personal relationship between the president and the public. Have your students write an essay on the importance of communication, and how having good communication has played a role in their lives.
ABOUT THE MI-YVPC
The goal of the MI-YVPC is to decrease violence through the six programs offered in the Durant Turri Mott area of Flint.

MI-YVPC works collaboratively with organizations in the City of Flint to engage the community in youth violence prevention activities research.

MI-YVPC PROGRAM AREA
The program area is a total of 1.5 square miles. Youth and community members who live within the MI-YVPC Program area are eligible to participate in MI-YVPC programs.

- Eastern border: Dupont Street
- Western border: Saginaw Street
- Northern border: Welch Boulevard
- Southern border: The Flint River

DO YOU WANT TO HELP PREVENT YOUTH VIOLENCE?
The MI-YVPC is looking for adults, youth, and neighborhood groups to participate in the Durant Turri Mott area of Flint. Here are ways you can participate:

Youth:
- Join the YES or Fathers and Sons Programs
- Volunteer with the Clean and Green/Adopt a Lot Program
- Get to know your neighborhood police

Adults:
- Become a neighborhood advocate
- Volunteer with YES, Fathers and Sons, or the Clean and Green/Adopt a Lot program

MI-YVPC PROGRAMS

Youth Empowerment Solutions (YES)
Purpose: Teach youth about the environment and empower them to change communities.
Eligibility: Youth ages 10-15
Contact: Natasha Warren, (810) 238-7000, ladyywarren@yahoo.com

Fathers and Sons
Purpose: Enhance youth health behaviors through strengthening father-son relationships.
Eligibility: Youth ages 10-14
Contact: Cassandra Brooks, (810) 234-0684, fathersandsons@umich.edu

Clean and Green/Adopt a Lot
Purpose: Decrease the number of vacant houses and increase urban beautification.
Eligibility: Neighborhood Organization
Contact: Natalie Pruett, (810) 257-3088 ext. 541, natalie.k.pruett@gmail.com
Website: http://www.thelandbank.org

Targeted Outreach Mentoring
Purpose: Provide youth with a mentor from the Boys and Girls Club.
Eligibility: Youth ages 10-17 referred by Family Court and local agencies.
Contact: Gary Jones, (810) 249-3413, gjonesbgclubflint@comcast.net

Community Policing
Purpose: Form partnerships between the police department and community members to decrease neighborhood crime.
Eligibility: Neighborhood Organizations
Contact: Edmund McGarrell, (517) 355-2197, mcgarrel@msu.edu

Learn more at the MI-YVPC blog: http://yvpc.sph.umich.edu/blog
PLAYING THE ROLE OF AUDIENCE MEMBER: TEACHERS

When young people attend a live theatre performance for the first time they often do not realize how different it is from watching a movie, video or TV show. Before coming to view the play, discuss with your students how they can best play the part of the role of audience member.

Because the performers and audience are in the same room, they are creating the event together. A live presentation has not been recorded with the mistakes edited out. This makes live theatre challenging for the performers and exciting for the audience. The more the audience can give the actors, the more the actors can give the audience.

Actors appreciate appropriate enthusiasm and laughter, as well as attentive listening and concentration. Each audience member affects those sitting nearby, as well as the performers onstage. How positively or negatively one audience member participates in the performance will influence how those in surrounding seats experience it.

PLAYING THE ROLE OF AUDIENCE MEMBER: STUDENTS

Because of the moment-to-moment exchange between audience and actors, we must remember:

- To use the restroom before coming into the theatre
- To silence all electronic devices
- Photography of any kind is prohibited
- To take no food, drink or gum inside the theater building
- To keep feet on the floor rather than on the seat in front of you
- To give energy and attention to the actors
- Actors appreciate appropriate laughter, vocal responses and applause; chatting, gossiping and negative comments about what the actors do or wear are examples of inappropriate and disturbing vocal responses
AUDITION FOR AMBER WAVES

WANT TO BE PART OF AN FYT SHOW?

AUDITION ANNOUNCEMENT

for

Flint Youth Theatre’s upcoming production of

???

Who: For roles in the show—the auditions are open to all students in grades 7 to 12
For technical positions—the interviews are open to all students in grades 7 to 12

When: ???

Where: 1220 E. Kearsley St. (in Flint’s Cultural Center)—use FYT’s Main Entrance

Please note the audition schedule is subject to change; you are advised to confirm the audition date and time by calling 810.237.1530 a few days prior to the audition. New students are always welcome.

To find out more about Amber Waves, visit FlintYouthTheatre.org.

FYT is committed to ethnically mixed companies—students of color are urged to audition or interview.

FYT DRAMA SCHOOL

Flint Youth Theatre Drama School has a full range of classes for students age three through 12th grade. Check out flintyouththeatre.org for more information.
You might also be interested in...

**InterACT**

Flint Youth Theatre InterACT provides engaging hands on activities for K-12 students and teachers. By working with an experienced theatre educator from FYT’s resident company, you will experience how theatre can be used as a dynamic tool to improve comprehension and retention, as well as students’ self-expression, self-discipline and self-worth. FYT InterACT appeals to a variety of learning styles and addresses the Michigan Content Standards and Benchmarks. The five components of FYT InterACT are Creative Curriculum, The Acting Realm, Show Fusion, Behind the Scenes and Theatre Arts Presentations (T.A.P.). Complete descriptions available at flintyouththeatre.org.

### 2012-2013 LEARNING THROUGH THEATRE SERIES

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To learn more about FYT’s offerings for teachers contact our Education Manager:

**Sam Richardson**

1220 E. Kearsley Street
Flint, MI 48503

**Phone:**
810-237-2522

**Fax:**
810-237-1531

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SRichardson@FlintYouthTheatre.org

* - Part of FYT’s Signature Series