



Music & Lyrics by Stephen Sondheim
Lyrics by James Lapine



Study Guide

February 25 – March 2, 2019

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Academy of Music and Performing Arts

music • dance • theater
Bringing the Arts to life.

Dear Educator,

Thank you for bringing your students to *The Melody in Me's Into the Woods Jr.!* Be careful what you wish for as Stephen Sondheim's and James Lapine's cockeyed fairy tale comes to life in this adaptation of their ground-breaking, Tony Award-winning musical. *Into the Woods Jr.* features all of your favorite characters – Cinderella, Little Red Riding Hood, Jack (and his beanstalk) and the Witch in this lyrically rich retelling of classic Brothers Grimm fables.

As an academy of Music and Performing Arts, we believe in educating using the arts. This study guide was created as a resource for teachers and is designed to help teachers prepare students for the performance as well as extend their performance experience! We hope to assist you in integrating the arts into your core curricular subjects. Live theatre offers students an opportunity to experience new ideas, challenge the status quo, and discover people previously unknown to them. We hope this guide will help your students get the most out of the performance. The show provides the unique opportunity to engage your students in a variety of subjects: Drama, Music, Language and Social Studies.

Please feel free to use this guide to enrich your students' experience of the performance and continue their education!

Sincerely,

The Melody in Me

Prepare Your Students

The Theatre

For some of your students, this class trip may be their first theatrical experience, which is exciting, but it can also be overwhelming! It's important to know what to expect, and also what the performers and the theatre staff expect of you as their audience. In order to create the most positive experience, it's important for students to know their Theatre Etiquette (how to behave at the theatre). There are also a few general things to know about before attending a live performance.

Theatre Etiquette

- **There is no food allowed** and only bottled water is permitted in the theatre. Food and snacks are noisy and distracting so please leave these items at school. Please also throw away gum before the show.
- Once you arrive at the theatre and find your seat, **please stay in your seat**. Moving about is distracting and can be dangerous once the lights have gone down. Sometimes the actors even come off the stage and move through the aisles! It's best to enjoy the performance from the safety of your seat. If there's an emergency, please ask your teacher.
- When you're seated, please **take off winter coats, hats, scarves and gloves**. A lot of movement during a performance can be distracting to the performers.
- **Any electronic devices should be turned off** before the show. Better yet, leave them at school or home!
- Once the performance begins it is quiet, listening time. **There should be no talking or whispering with neighbours**, although it may be tempting to do so. Talking is disruptive to the show and the actors.
- Going to the theatre is fun! Actors appreciate an enthusiastic (but focused) audience. Laugh if you think something is funny, clap at the end of a song or when the actors take a bow, but **talking during the show is unacceptable**. The actors expect your **full attention and focus**. Remember that they've worked very hard and rehearsed for months to show you a polished performance.

Things to Know

- The performance is approximately 70 mins long, with no intermission.
- When the performance is about to begin, the lights in the theatre will dim. This means it's time to settle down and focus on the world of the play!
- When it's time to change the set, often at the end of a scene or song, the stage lights will dim or turn off completely.
- In this show, you may see some actors in the aisles!
- Show the cast that you appreciate their work by applauding after songs and dances, and especially at the end of the show.
- When the show is over, the cast will take their bows.

Prepare Your Students

The Show

Words to Know from *Into the Woods Jr.*

Arugula: A tangy mustard green popular in salads

Barren: Unable to have children

Dolt: an unintelligent person

Dugs: Udders

Fiddle Ferns: The fronds of young ferns harvested early in the season, cut before unfurled; served as a vegetable

Mollified: Pacified; feeling of anxiety removed

Rampion: A small, turnip-like vegetable

Rutabaga: A root vegetable that originated from combining cabbage and turnips

Vile: Morally despicable, or disgustingly bad

Theatre Glossary

Musical: A play with songs that are used to tell a story.

Actor: A person who performs as a character in a play or musical

Author: A writer of a play or musical, also known as a playwright.

Cast: The performers in a show.

Choreographer: A person who creates and teaches the dance numbers in a musical.

Composer: A person who writes music.

Director: A person who provides the artistic vision, coordinates the creative elements and stages the play.

House: Area of the theatre where the audience sits to watch the show.

Stage: Area of the theatre where the performance takes place.

Lines: The dialogue spoken by the actors.

Dialogue: A conversation between two or more characters.

Lyrics: The words of a song.

Protagonist: The main character in a musical. The action centres around this character.

Monologue: A dramatic speech by one actor.

Box Office: The office at the theatre where tickets are purchased.

About The Melody in Me

The Melody In Me was founded in 2009 by studio owner Margot Hamilton with a vision of providing high quality music education to students of all ages and abilities. In August 2011, The Melody in Me merged with the staff of The Cingolani Academy of Music and Performing Arts to provide not only music education, but a full range of performing arts programs.

Current programs include private music lessons (piano, voice, guitar, and violin), for ages 5+, Music Theatre for Kids (ages 6-10), Musical Theatre Intensive or Triple Threat (ages 10-18), Acting for Adults (18+) and annual Workshop opportunities for young singers (Acting for Singers).

Whether you are looking for quality music or drama programming for your child; or are fulfilling a lifelong dream to sing, play an instrument, dance or act, The Melody in Me can help you experience the joy of the performing arts in new and exciting ways! We have a well-rounded group of professionally-trained individuals on our teaching staff, ready and willing to work with your child (or you) to reach goals.



About Musical Theatre Intensive:

The show you'll be attending is performed by our Musical Theatre Intensive class. They have been rehearsing since September! In the Musical Theatre Intensive class, students work 2+ hours per week to put together a 1-hour musical show and perform for schools and the general public. All performances give each student a chance to shine in their role! Each week we focus on all three aspects of a musical play: **singing, acting and dancing**.

Are you interested in auditioning? There are no special requirements to enter the program, and no previous experience is required, however we do ask each student to complete a placement audition for casting purposes.

We are always happy to see new faces at our studio auditions! If you like to sing, act and/or dance, consider auditioning for our Musical Theatre Intensive program.

www.themelodyinme.ca

About Into the Woods Jr.

Synopsis

The **Narrators** begin by telling us each character's wish. **Cinderella** wishes to go to the King's festival, **Jack** wishes his cow, **Milky-White**, would give him milk, and the **Baker** and **Baker's Wife** wish to have a child. **Jack's Mother** wishes for gold and a less foolish son. Since their cow won't milk, she insists that Jack take the cow to market and sell her. Cinderella's **Stepmother** and her stepsisters, **Florinda and Lucinda**, laugh at Cinderella's wish. With **Cinderella's father**, they ride off to the ball without Cinderella. After stopping at the bakery for sweets, **Little Red Ridinghood** travels into the woods to see her sick **Granny**.

At their home, the Baker and his wife are visiting by the witch next door. She reveals that the Baker's father is the reason the couple's wish will never come true. In the past, the Baker's father stole magical beans from the Witch's garden, to give to his pregnant wife. To punish them, the Witch placed a curse on the family, guaranteeing they would never bear children again, including the baker and his wife. Once born, the Witch took the Baker's sister – a sibling he never knew existed – and hid her in a tower far, far away. In order to break the spell and get his wish, the baker has three days to bring the witch four items: a cow as white as milk, a cape as red as blood, hair as yellow as corn and a slipper as pure as gold. As the baker prepares for his journey, he puts on his father's old jacket and finds six beans in the pocket. Forbidding his wife to join him on the quest, he tries to memorize the list of things the witch has asked for.

At the grave of **Cinderella's Mother**, Cinderella shares her wish and is granted a beautiful dress and slippers to wear to the ball. While walking through the woods to the market, Jack encounters a **Mysterious Man** who says his cow is worth only a sack of beans. Little Red Ridinghood meets a **Wolf** who targets her grandmother and her for his next meal. We hear the voice of the Baker's lost sister **Rapunzel** singing in the distance.

As the baker struggles to remember the four objects on his list, his wife persuades Jack to sell Milky-White to her for five of their beans. After Jack's sad farewell, the baker's wife tries to allay the baker's guilt by insisting they did Jack a favor.

The witch visits Rapunzel at the tower where she is kept prisoner. **Rapunzel's Prince** sees the witch climb Rapunzel's hair and decides to try it himself the following day.

The baker unsuccessfully tries to take Little Red Ridinghood's cape. She enters her Granny's house to find the wolf in bed, pretending to be Granny (whom he has eaten). He gobbles up Little Red too and falls asleep. The baker, hoping to get the cape, cuts open the wolf's stomach and releases Little Red and Granny. After the ordeal, Little Red Ridinghood realizes how naive she was and gives the baker her cape as a gift for saving her life.

Jack's mother is furious with him for selling the cow for five worthless beans and throws them away. The Baker's wife leads Milky-White through the forest when she encounters Cinderella, who is running from **Cinderella's Prince** and his **Steward**. Seeing Cinderella's gold shoes, the baker's wife tries to take one but is forced to chase after the cow as the chime of the first midnight is heard.

The next morning, Jack discovers a beanstalk has grown overnight. As the baker sleeps beneath a tree, Jack appears

with a sack full of money, singing about giants. Jack's mother, delighted by his acquisition, has let him keep five gold pieces, which he uses to try and buy back Milky-White, but the baker cannot sell the cow because he needs it for the witch. Jack, thinking the baker wants more money, goes back up to the beanstalk in search of additional funds. The Baker's wife appears, confessing she has lost the cow.

The mysterious man returns the cow to the baker. The baker's wife, recognizing Rapunzel's hair as the perfect shade to satisfy the witch's demands, rips out one of the girl's substantial tresses and runs into Cinderella. Who is on her way home from another night at the Festival. The baker's wife tries again, without success, to take Cinderella's shoe. The baker finally agrees to accept his wife's help, realizing it will take both of them to accomplish their goal. Jack returns to the baker with a golden egg that he offers in exchange for Milky-White, when all of a sudden the cow falls to the ground dead.

The baker goes in search of another cow. Meanwhile, Rapunzel is defiant and tells the witch that she wants to see the world. After warning Rapunzel to obey her, the infuriated witch cuts off most of Rapunzel's hair and exiles her. The narrator reveals that while pursuing Rapunzel, her prince has fallen into a patch of thorns and blinded himself.

Leaving her third visit to the ball with only one slipper, Cinderella reflects on her indecision about leaving her miserable home for the unknown aspects of life with the prince. The help her continue to run from the prince, the baker's wife gives Cinderella her own shoes in exchange for the remaining gold slipper.

The baker and his wife report to the witch with their four objects. After rejecting the new cow, that is not actually white but covered with flour, the witch demands they bring the dead Milky-White to her. She restores the cow to life, commands the baker to feed the cow the other objects, and insists she be milked to fill a silver goblet. Jack tries, but no milk flows. When the baker's wife says she pulled the hair as yellow as corn from a maiden in a tower, the witch explains she, the witch, cannot have touched any of the objects needed to break the spell. The mysterious man, revealed to be the baker's father, suggests feeding the cow the hair from an ear of corn. The cow fills a goblet with milk that the witch drinks, transforming her into a beautiful woman. As the third midnight strikes, the baker's father dies and Milky-White is reunited with Jack. The prince finally finds his Cinderella and Rapunzel, reunited with her prince, restores his vision with her tears. The witch realizes that in exchange for her own youth and beauty, she has lost her magical power over others.

Having broken the curse, the baker's wife is happily pregnant, and the narrator observes that the kingdoms are now filled with joy. We are reminded there will be times when each of us must journey into the woods but that we must mind the future and the past.

About Into the Woods Jr.

Characters

The Narrators - The narrators are the storytellers who speak directly to the audience. They help control the pacing of the show pop in and out throughout the story.

Cinderella - Cinderella is a simple peasant girl whose one wish is to go to the Festival. Unfortunately, when her wish comes true she learns that wishes sometimes come with consequences. Cinderella's inner beauty always shines through her sometimes clumsy and awkward exterior.

Jack - Jack is an energetic young man who is always looking for an adventure. He begins this show as a simple little boy (his best friend is a cow), but by the end of the show he learns a few valuable lessons.

Milky-White – Jack's cow and best friend. With no money and no milk, Jack's mother insists she be sold.

Jack's Mother - Raising a son and running a farm all by herself has made Jack's Mother a bit frazzled and most definitely overworked.

Baker - The Baker is a good-hearted, likeable person who believes he can take on the Witch's curse all by himself. At first, this confidence and his desire to have a child drives him, but he soon learns he needs his wife's help to accomplish the goal.

Baker's Wife - The Baker's Wife is a strong, determined and loving woman whose desire to have a child drives the action of the whole show.

Cinderella's Stepmother - Cinderella's Stepmother is a mean, evil woman who only cares about her birth children, daughters Florinda and Lucinda.

Florinda & Lucinda (Cinderella's stepsisters) - Cinderella's stepsisters are spoiled brats who care only about themselves and marrying Cinderella's Prince for themselves.

Cinderella's Father - Cinderella's Father will not win any Father-of-the-Year awards. He doesn't care about his daughter's well-being or her actions.

Little Red Ridinghood - Little Red starts the show as a loud, bratty, pushy, glutton who manipulates people and situations to get her way. Eventually, she learns some valuable lessons.

Witch - The Witch is an ancient, mysterious and manipulative woman who will do anything possible to regain her beauty and protect Rapunzel.

Cinderella's Mother – Cinderella's mother has passed away. She appears to Cinderella as an apparition, and as her conscience.

Mysterious Man - Just like the name suggests, this is one mysterious man. Everything he does is to help the Baker, but he does not explain his motives until the last moment.

Wolf - The Wolf is a sly and dangerous character who attacks Little Red Ridinghood and her Granny.

Granny - Granny is a feisty woman who is not afraid to fight the Wolf face to face.

Rapunzel - Rapunzel has been stuck in a tower for the majority of her life. Finally, she stands up to the Witch in order to get out and see the world.

Rapunzel's Prince - Rapunzel's Prince is the pompous and arrogant brother of Cinderella's Prince. Sibling rivalry runs rampant between the brothers.

Cinderella's Prince (brother of Rapunzel's Prince) – Cinderella's Prince is a conceited man who pursues Cinderella and can't take no for an answer. When not chasing her, he's challenging Rapunzel's Prince.

Steward - The Steward is the servant of Cinderella's Prince. He is dependable, noble and willing to do whatever Cinderella's Prince asks.

Curriculum Connections

See the exercises and activities below to infuse some *Into the Woods Jr.* fun into your class. With these activities, you'll be able to reinforce your students' work in a variety of subject areas using situations, characters and themes from the musical.

Language Arts

1. Fairy Tales – take a moment to review some of your students' favourite fairy tales. Brainstorm a list of stories and their plots. Then ask students to look for elements that many of stories share. You might try creating a chart that identifies elements that the stories share such as:

- Once upon a time
- Good vs evil characters
- A beautiful princess or a handsome prince (or both!)
- The use of magic
- Talking animals
- A happy ending

2. Ever After - A writing activity that develops students' ability to communicate through written word and apply knowledge and understanding of the human experience:

At the end of *Into the Woods Jr.*, all of the characters' wishes come true. However, in the full-length production, act II introduces the audience to what happens after "happily ever after." What do your students think happens after "happily ever after?" Have each student select one fairy tale character. It can either be one from the show or another of their choosing (i.e., Three Little Pigs, Snow White, etc.) Ask your students to write a story about their character that begins after "happily ever after." Are the characters really happy? Are they successful? What do they do after they get what they want? Do they meet any other fairy tale characters? All of the stories should have a beginning, middle and end along with a rising action. Have your students workshop and revise their stories in class with their peers. When finalized, create an "After Happily Ever After" book of all their stories as a keepsake for your students.

3. Good & Evil – Traditionally, fairy tales have one character who serves as the "bad guy." This stock character is often depicted as very evil and out to get the main character through no fault of their own. Think of the following fairy tales and name the "bad" character.

- *Hansel & Gretel*
- *Rapunzel*
- *Cinderella*
- *The Little Mermaid*
- *Little Red Ridinghood*
- *Sleeping Beauty*

In *Into the Woods*, we have the character of the witch, a traditionally evil character, but she's much more complex. The witch has her own story, with a mother who was not nice to her and a daughter who she loves. She makes mistakes and is punished for those mistakes. The line between good and evil is blurred. Sometimes the character is trying so hard to get what they want that they don't realize the consequences of their actions.

After seeing the play, trace the journey of one character. What do they do that seems bad or selfish? What do they do that seems good or selfless? Do you think of them as a good or bad person? What is your definition of a good person? Can you think of a time when you did something to hurt someone else, even though you didn't mean to? How did you feel afterwards? What did you do?

Drama

Improvisation Exercise – Select four students to act as "storytellers." Ask the audience (your other students) for the names of three characters from famous fairy tales and a special location. The teacher should serve as the story starter and "conductor." Begin the story for the group (being sure to set the stage and include a conflict). Then point to one of the storytellers to continue where you left off. At varying points in the story, point to a different storyteller to indicate they should continue the narrative. Stop the narrative when it comes to a natural conclusion (sometimes this must be prompted).

Fine Arts

I Wish – An activity intended to develop students' ability to apply media, techniques and processes.

All of the characters in the show whole-heartedly wish for something and try their hardest to attain it. What is it that your students wish for more than anything? Give each of them a piece of blank paper and ask them to draw a picture of what they dream of accomplishing. It can be a career or profession, or a family or item they've always wanted. Once their drawings are ready, have each student write three realistic actions/steps they can take in order to achieve their dream. These drawings make for a fantastic, colorful lobby display at the show – **contact *The Melody in Me* if you'd like to display your class art.**

Science

Growing the Beanstalk – a group activity in measuring and recording scientific data.

In *Into the Woods Jr.*, Jack plants magic beans that quickly turn into a beanstalk. But are they really magic? How long does it take real beanstalks to grow? Break your class into teams (3, 5 or pairs) and assign each group a large cup with three beans in it. Have your students plant the seeds in their cups and add some water. In a journal, have students record their hypothesis about how long it will take their beanstalks to grow. Then, every day the group should record their observations (size, colour, shape, texture, etc.) in a journal as well as write one sentence about what they think will happen next. After a few weeks, have your students present their journals to the rest of the class. Did the bean seeds grow as quickly as they originally thought? Have them share their findings.

Math

Baker's Dozen – a great problem solving exercise in mathematical conversions and units. (Where 16 ounces equals **one pound** or two **cups**)

Famous for their delicious buns, the Baker and his wife need your students' help with the following baking dilemmas: 1) Little Red Ridinghood has requested a half-dozen buns for her Granny. Each bun is made using one cup of dough. The Baker and his wife only have one pound of dough in the bakery. Do they have enough to fulfill the order? If not, how

many cups are they short? 2) As it turns out, Little Red Ridinghood now wants a baker's dozen of those same delicious buns. The Baker and his wife can only bake two buns at a time, and each pair of buns takes 15 minutes to bake. How much time does the Baker need to tell Little Red Ridinghood to wait until the remaining buns are ready?

Social Studies

Once Upon a Time – A timeline activity for increasing student understanding of historical and cultural folklore origins.

All of the characters in the story come from folklore that has been passed on over many generations and cultures. But just how far back do they go? Have your students each choose one fairy tale on which to focus. It can be a story used in the show or another popular story such as *Beauty and the Beast* or *Rumpelstiltskin*. Ask your students to research at least three different versions of the story. Students should create a timeline that shows the order of when these versions came out, where they were cited being told, differences in plot and, if available, samples of illustrations from various cultures. Ask your students to present to the rest of the class. You can also display finished timelines!

Technology

Little Red Ridinghood Finds the Safety Zone – a PowerPoint activity focused on introducing stranger danger safety tips to students.

Little Red Ridinghood finds herself in some sticky situations as the Wolf follows her to Granny's house. While this is a bit comical in the show, in real life this circumstance can be both serious and scary. Review stranger danger (online, too) and school safety tips with your students. Then break your class up into small groups and ask each group to prepare a PowerPoint presentation for Little Red Ridinghood. The presentation should include what she may have incorrectly and some suggestions of what she could do differently next time. Set up a screen in your classroom and have your students make their presentations to each other. What are the most popular answers? Were there some suggestions that other groups didn't think of? Was there anything else that wasn't addressed.

Themes & Topics to Explore

Topics For Discussion

- **Wishes & Desires** – each character in *Into the Wood Jr.* has their own wish. What do they risk to get their wish? What could they do differently?
- **Truth & Lies** – consider if each character is honest or not in pursuit of their wish. What is the difference between a small lie and a big lie? Is it ever ok to lie?
- **The individual Versus the Community** – the characters describe what they want by saying they need: “to see, to sell, to get and to go the festival.”
- **Community Responsibility** – do the characters take risks that may effect their community in order to get what they want? Is this selfish?
- **Good & Evil** – Who are the “good” characters? Who are the “bad” characters? What actions do they take to tell us this? What makes them good or bad?
- **Happily Ever After** – Does each character get their happy ending? Which characters do not?
- **Storytelling** – What goes into creating a story? What components do you need? What makes a really good story?
- **Family** – Which parts of the show or which characters showcase the importance of family? Which characters go after their wish because of their family?
- **Leadership** – who are the leaders in *Into the Woods Jr.*? What makes a leader? What makes a good leader?
- **Morals & Meaning in Folk Literature** – Can you remember when you first heard the story of *Cinderella*, *Jack The Giant Killer*, or *Little Red Ridinghood*? Who told them? Can you remember your feelings about the story?
- **Making Choices** – Many of the characters in the story make difficult choices. What are their motivations?
- **Temptation & Growing Up** – Did the wolf trick Little Red Ridinghood? Why do you think she listened to him even though she knew it was forbidden? What did she learn from her experience? What does she mean by her final lines in the songs “*I Know Things Now*”? (lyrics are on the next page).

Little Red Ridinghood Exercise:

1. A moral is a lesson that the character learns in the story. We can apply it to our own lives! Can you learn from Little Red's lesson? Have you ever been tempted to do something you knew you shouldn't do? What happened? Use your experience (or make up a new one) to write your own fairy tale with a **moral** at the end. Share with your classmates.
2. Study the lyrics to Little Red's song, "*I Know Things Now*".

I Know Things Now

(sung by Little Red Ridinghood)

Mother said, "straight ahead!" not to delay or be misled...
I should have heeded her advice...but he seemed so nice.

And he showed me things, many beautiful things,
That I hadn't thought to explore.
They were off my path, so I never had dared.
I had been so careful I never had cared.
And he made me feel excited – well, excited and scared.

When he said, "come in!" with that sickening grin,
How could I know what was in store?
Once his teeth were bared, though, I really got scared –
Well, excited and scared – but he drew me close
And he swallowed me down, down a dark slimy path
Where lie secrets that I never want to know,

And I know things now, many valuable things,
That I hadn't known before:
Do not put your faith in a cape and a hood,
They will not protect you the way that they should –
And take extra care with strangers,
Even flowers have their dangers.
And though scary is exciting,
Nice is different than good.

Now I know: don't be scared.
Granny is right, just be prepared.

Isn't it nice to know a lot!
...and a little bit not.

After the Show

Post-Show Questions

Everyone needs time to process an artistic experience so they can reflect on what they've learned. It's a good idea to take some time for this reflection once you are back at school. You may use any of the activities provided in this study guide, but a simple class conversation about the theatre experience is also helpful.

Start by asking for overall impressions from the group. What did they think? What did they like? Did the activities they participated in before they saw the show influence their experience? How? You may also discuss components of the show such as the script, music, staging, choreography, set design, props, costumes and performance. Finally, answer any remaining questions. Is there anything students are still wondering about?

Questions to Consider:

- Was the music in the performance live or recorded? How could you tell?
- What types of music were used? What different styles?
- How do different types of music make you feel different?
- For a musical play, an actor must have special skills. What skills do they need to have to be successful?
- What skills did you see in *Into the Woods Jr.*?
- Describe the set of the show. What props were used?
- How was the lighting used to create mood, season, time of day, etc.?
- How were the sets and props moved on and off stage?
- What kinds of costumes did the actors wear? Why is the right costume important to the character in the play?
- Describe the kind of dancing you saw in the play. How was it different from the kinds of dancing that your class might know?
- What purpose does dance have in a play?
- Consider all of the personnel needed to put on a play (musical director, director, choreographer, actors, lights & sound, stagehands, set designers, etc.) What do you think are their responsibilities? Why is it important for the group to work as a team to do their job? What would happen if they did not?

Resources

- *Into the Woods Jr.* Director's Guide (***Music Theatre International***)
- *Into the Woods Jr.* Actor's Script & Score (***Music Theatre International***)
- ***Music Theatre International*** Study Guide, Sarah Schlesinger
- ***Kempfenfelt Community Players*** Study Guide 2018
- ***Theatre Works*** Performance Guide 2005/2006