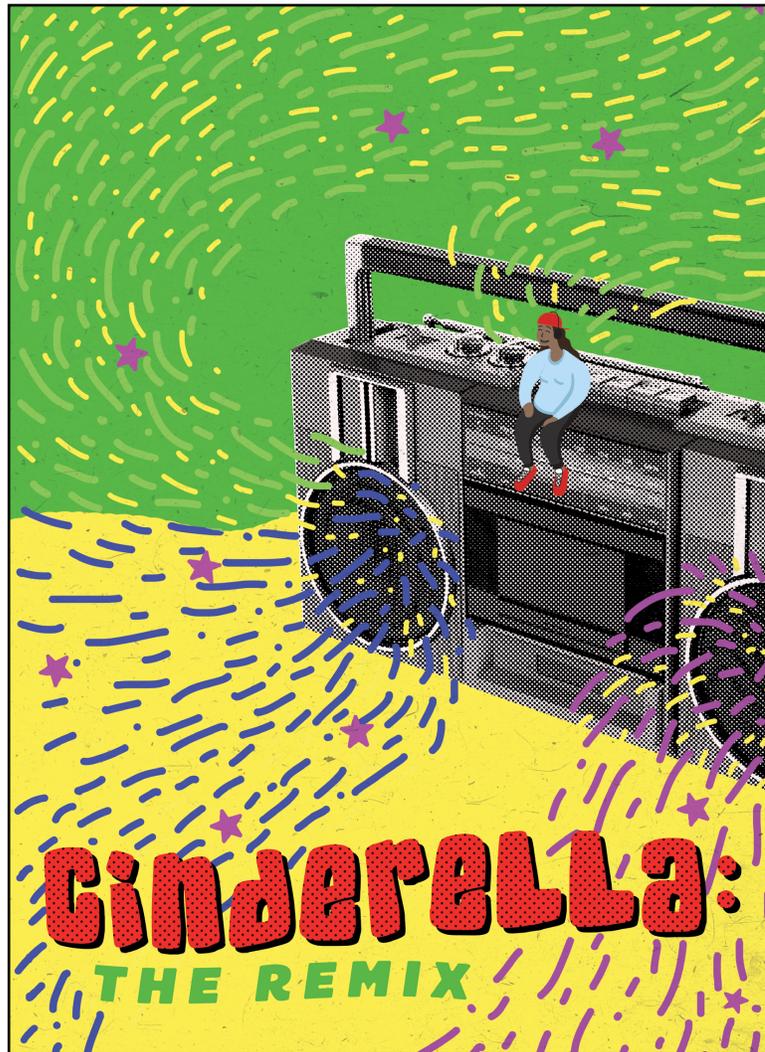


# TEACHER GUIDE



recommended for ages 5 and up

April 20 - May 27, 2017

book and lyrics by Psalmayene 24  
hip hop beats by Nick Hernandez  
directed by Coya Paz

*produced by special arrangement with Gunman Agency LLC*

teacher guide prepared by Yasmin Mitchel, Jill Perez,  
Emily Remsen, and Mariah Schultz

Box Office &  
Group Sales:  
(312) 922-1999

at DePaul's Merle Reskin Theatre  
60 E. Balbo Drive, Chicago  
*(please note: not a mailing address)*

THE  
**THEATRE  
SCHOOL**  
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**Chicago Playworks Program Goals:**

- To provide a live theatre experience for students and teachers in the Chicago metropolitan area.
- To provide theatre for Chicago's children that reflects their experiences in a contemporary, urban, multi-racial and multi-cultural environment.
- To serve principals, teachers, and students in their pursuit of Illinois State Learning Goals.
- To integrate performances and teacher guide information/activities into the classroom curriculum.
- To offer our performances within a workable, convenient time frame.
- To contact principals and teachers with valuable and solid information that will help them to make choices that fit their students' needs.

Group Sales Representative:  
Laura Rice  
(312) 922-1999

Please Note:  
Some links may have changed since this guide was published.

# WELCOME TEACHERS



What's up, Teachers?

Welcome to DePaul's Merle Reskin Theatre and the Chicago Playworks production of *Cinderella: The Remix* written by Psalmayene 24 (Gregory Morrison), with hip hop beats by Nick Hernandez, and directed by Coya Paz. The theatre, like school, can be an extraordinary place. It is full of inspirational stories and lessons for youth to make their dreams a reality.

This guide is designed to illuminate what you are about to see onstage with concepts and themes for the classroom—for before and after you see the play. Inside the guide you'll find:



## **Chin Chilla's Challenges:**

Activities that provide mathematical, scientific, and historical curriculum connections that relate the play to the Illinois Learning Standards.



## **Spinning Knowledge with Cinderella:**

Fun and creative projects that connect to the concepts within the play.



## **Real Talk with Hoperah:**

Highlights the applicable themes within the production.



## **Speak Out:**

Discussion questions for before and after the play, that promote the students to think about the themes.

Thank you for bringing your students to our theatre! If you have any questions or comments about our guide, find our contact details on the back page.

Yasmin Mitchel, BFA2, Dramaturgy/Criticism  
Jill Perez, BFA4/Theatre Arts  
Emily Remsen, BFA3/Theatre Arts  
Mariah Schultz, BFA2, Dramaturgy/Criticism



# WELCOME STUDENTS



What's up, Students?

Bad Ma'majama here! Now, I know you're all ready to jam and sing along to *Cinderella: The Remix*, but before we can get down and bust a move, there are a couple of rules you've got to follow. Here's the lowdown:

First things first, I'm the realest. And I know we also have some fresh, big personalities up in here. However, we ask during the play that we leave the spotlight to shine on our actors. Please be quiet during the performance, and leave your comments until after the play.

However, lucky for you, there will be moments for you to join in and become a part of the performance. These moments are meant for you to express yourselves and bring your own fierceness to the show, but not unless we tell you to do so. So don't make me get all evil stepmother on you if you don't listen to this.

Next, please get rid of all food, beverages, and gum before taking your seat. I'm all for dinner and a show, but I'm sure this experience will be enough to satisfy your appetite. Plus, in addition to talking, we don't want any more added noise that'll distract from the hot beats in our performance today.

And lastly, I know I can't stand when people come into my home and mess up the order of my records and CDs. Please be tidy and respectful of your seat. I spend a lot of time keeping my house presentable as we do here in the theatre, so in order to ensure everyone has the best experience today, make sure to keep it clean.

Follow my rules, and we're sure to have a sick show today.

So, let's get started!

~Bad Ma'majama



# RAISE YOUR HAND IF

Play this game before discussing the themes of *Cinderella: The Remix*. You can modify this game and play it on the bus on the way to the theatre or even in your seats before the play.



Have your group sit in chairs or in a circle on the floor. As a leader, share with your students that you are going to say a series of statements. If your students find the statement true, they are to raise their hand. If the statement is not true, they keep their hands in their laps. The leader can ask follow up questions to individuals expanding on the stand up statements.

## Raise your hand if...

- You have a favorite singer or band.
- You like to write poetry or make music.
- You've ever thought a rule was wrong.
- You've ever broken a rule.
- You've ever made a new rule.
- You've been bullied by someone.
- You've been told you can't do something because of who you are.
- Someone has said you aren't good enough at something you love to do.



Illinois Learning Standards: *Fine Arts 25.A.1b*. Drama: Understand the elements of acting, locomotor and nonlocomotor move-ment, vocal and nonvocal sound, story making; the principles of plot, character, setting, problem/resolution and message; and the expressive characteristics of simple emotions.



# SYNOPSIS



**Cinderella** is a determined young girl who always does what she's asked, but she secretly dreams of being a DJ in Hip Hop Hollywood. There are certain things, however, like spinning beats, that girls can just NOT do. Cinderella's stepmom, **Bad Ma'amajama**, and stepbrother, **Chocolate Ice**, are quick to remind her of the consequences of "fronting," or pretending to be somebody else. When your reputation is what makes you hot in Hip Hop Hollywood, pretending to be someone else is certainly not ideal.

But this does not stop Cinderella from mixing her fierce beats. When a famous rapper, **JPrince**, holds an audition for the next new DJ at his Jam, Cinderella takes advantage of the opportunity to do something big and different. She "fronts" as a boy and auditions! Not only does she have the best audition of the day, she lands the gig!

The promise of fame quickly comes at a price when Bad Ma'amajama orders Cinderella to stay home and do chores on the night of her big break. Forced to weigh her responsibilities to her family against her own desires, Cinderella must decide whether to follow the rules or pursue her passion for music. With help from her best friend **Chin Chilla** and her kickin' guru **Hoperah**, the entrepreneurial media queen of Hip Hop Hollywood, Cinderella may just find the courage and strength to settle the unfair rules of the hip hop music industry once and for all.



# GENRE



**Fairy tales** are fictional stories that have roots in oral traditions. These stories have been passed down by word of mouth across generations. Every culture has its own version of these stories, which feature characters like fairies, talking animals, and witches. In Scotland, it is *The Princess and the Golden Shoes*, in China it is *Yen-Shen*, in African American culture it is *Mufaro's Beautiful Daughters*, and in the Native American culture Cinderella's story is known as *Tattercoats*.

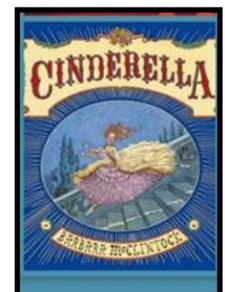
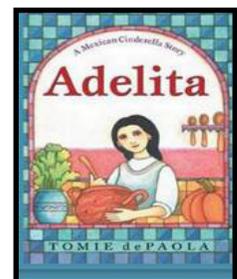
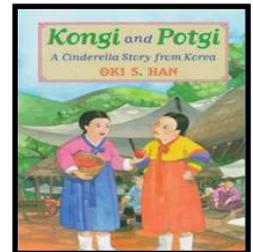
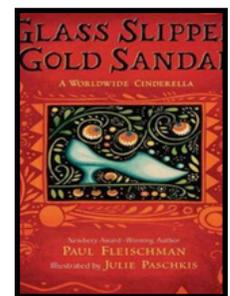
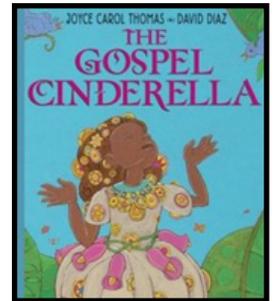
The story of Cinderella has been **adapted** across all cultures. This means that writers base their stories on something that has already been written. They make changes to the names of the characters, the story's setting, and even some plot points.

*Cinderella: The Remix* adds another dimension to this cultural exploration through **hip hop**. Hip hop gives flare to the voice through flowing rhymes and strong rhythmic beats. These revitalized oral traditions are transformed through the use of rapping and rhyming.

This play fits into the genre of **Hip Hop Theatre**, which focuses on modern stories using rapping, break dancing, and/or graffiti. Most importantly, the music serves to further the **plot**, which is what is happening in the story. To understand how *Cinderella: The Remix* fits into the category of hip hop theatre, the playwright, Psalmeyne, had this to say in the *Washington Theatre Guide* from 2012:

**Interviewer:** Hip hop theatre is described as a genre unto itself. Do you think it's a separate form of theatre or is it just theatre?

**Psalmeyne:** I would call it theatre. There are arguments for both. In terms of marketing, I can see the benefits and the drawbacks of calling something hip hop theatre. In terms of describing a working aesthetic, calling something hip hop theatre gives people a general idea of the form that you work in, but there are also different interpretations of it, different definitions of it as well. I would just put it under the umbrella of theatre.



Various International Adaptations of Cinderella

# PLAYWRIGHT



**Psalmeyene 24 (Gregory Morrison)**, is the playwright of *Cinderella: The Remix*. He is also an actor and director. He grew up in Brooklyn, New York, in the mid to late 1970s when hip hop was emerging. He grew up while the genre evolved and witnessed the different pillars of the culture: DJing, emceeing, graffiti, and dancing. When it comes to his unique identity as an artist, his name sets him apart.



Playwright Gregory Morrison  
[gurmanagency.com](http://gurmanagency.com)

In 2012, *Theatre Washington* published an interview where Psalmeyene explained the significance behind his name. Many artists change their name in order to add to their **persona**, or how they would like to be seen. This persona can even be augmented by clothing or influence their friends. Psalmeyene’s persona was created over years of working in theatre, from acting to writing to directing. Below is an excerpt from the interview:

**Psalmeyene:** It’s just a way to define myself, as an artist. It’s so important to define your work and have a clear vision of your work for yourself, and to have a clear vision of who you are in this world. It’s something that you create. So, in that spirit, I chose the name Psalmeyene 24, and there were a series of steps that I took to actually get to that full name. I used to do open mics, and I had the idea of each time I would do an open mike to change my name. I said that I would go ahead and use the name “24” and after I said, “I actually like it.” I didn’t change my name again after that. As I started to write more songs, the idea of “Psalm,” you know, the book in the Bible, sort of resonated in me, and the fact that my believing that songs—and what you write and creates—it’s a spiritual act, it’s a sacred act. I took the “Psalm” and added the “ayene” on the end of it and put it all together.





## **Real Talk w/ Hoperah**

### ***Don't Let the Haters Tell You What You Can and Cannot Do***



Sometimes people will try to stop you from being yourself and doing what you love because they're jealous, afraid or just don't understand you. Cinderella has a lot of people telling her she can't be a DJ because she's a girl. But what does it matter that Cinderella is a girl? She can DJ just as well as the boys—she's actually better than most of them! Bad Ma'majama and Chocolate Ice try to hold her back because they are jealous of her skills. The whole city of Hip Hop Hollywood works against girls DJing because they are afraid of change. No one should ever stop you from doing what you love just because of your gender, race, religion or whatever uniqueness makes you who you are.



### **SPEAK OUT!**

- Have you ever been told you can't do something because of who you are?
- Did you let that stop you?
- Which characters were put down for being who they are?
- How did they respond?

# Spinning Knowledge W/ Cinderella



*Timeline of musicians who used their art to make a difference*

Cinderella became the first public female DJ in Hip Hop Hollywood, paving the way for other girl DJs to show their stuff. Here are some musicians, marked by the year they entered the music industry, who have used their art to make a difference.

## BILLIE HOLIDAY (1935)

Billie was an African American woman who grew up in extreme poverty and dropped out of school at the age of 11. The odds were against her having any kind of promising life because of her race, gender and economic status. Performing in Harlem jazz clubs in the early 30s, she was discovered by a major producer who saw her undeniable uniqueness and talent. In 1939, a time of severe racism and oppression of women, Billie had the courage to release her single *Strange Fruit*, a political song about the lynching of Black people in the South.



## PRINCE (1976)



Prince was one of the most prominent musical innovators in American culture. Playing over 27 different instruments and self-producing his music since his debut at age 19, Prince broke musical stereotypes, combining genres such as funk, rock, pop, R&B, punk, metal, and soul. Not only did he break musical stereotypes, he broke stereotypes of race and gender by challenging society's idea of what it meant to be an African American man.

## WE ARE THE WORLD (1985)

*ARTISTS: Ray Charles, Bob Dylan, Michael Jackson, Billy Joel, Quincy Jones, Cyndi Lauper, Lionel Richie, Smokey Robinson, Diana Ross, Bruce Springsteen, Paul Simon, Tina Turner, Stevie Wonder, and many more.*

More than 40 artists recorded the song, *We Are The World*, together to raise money to combat poverty in Africa. The song sold over 20 million copies, raising more than \$75 million for the non-profit organization USA for Africa.



# Spinning Knowledge W/ Cinderella



## LADY GAGA (2008)

Since Lady Gaga started her career with a bang in 2008 with her single *Poker Face*, she has been building a community for people who don't fit into societal norms. With her bold outfits ranging from the avant-garde to her alter-ego, Jo Calderone, she advocates embracing the weird and different. Through her music and the creation of her *Born This Way Foundation*, she supports causes such as anti-bullying and violence awareness.



## CHANCE THE RAPPER (2011)



Growing up in Chicago's South Side, Chance The Rapper has given an artistic voice to a community who often isn't heard. Since dropping his first mixtape at the age of 19, he has grown from having local acclaim to national acclaim with his most recent mixtapes *Acid Rap* and *Coloring Book*. Chance produces music with the hip hop collective SaveMoney, devoted to making music as available as possible free of charge.

Chance advocates fostering the artistic voices of young artists and is a leading sponsor of OpenMike Chicago, an almost monthly open mic event with the Chicago Public Library. In addition to his role within OpenMike, he is an alumnus of YOUmedia studio at the Chicago Public Library where he was given the connections to pursue his dreams and record his first mixtape. Since then, he has been a key contributor to opening another YOUmedia studio lab at Chicago's Carter G. Woodson Regional Library, and hopes to give more opportunities for young music artists' dreams to come true.



**Illinois Learning Standards:** *Fine Arts 27 A.* Analyze how the arts function in history, society and everyday life. *Social Science SS.H.1.1.* Create a chronological sequence of multiple events. *Social Science SS.H.2.1.* Describe individuals and groups who have shaped a significant historical change.



# Real Talk w/ Hoperah

## *Your Beat Can Make a Difference*

In Hip Hop Hollywood, there was this totally whack rule that girls are not allowed to be DJs. Because of this rule, people missed out on hearing some sick talent, like Cinderella who could spin the flyest beats around! Cinderella was passionate about her music and worked her butt off in secret, practicing as much as she could.



She decided to challenge the bogus rules by dressing up as a boy and auditioning to DJ at JPrince's jam. She wouldn't let prejudice stop her from sharing her talent. She followed the beats within her heart and in the process, she changed the entire music industry! Her bravery allowed other girls to become DJs and share their music with the world. If you follow the beats within your heart and stand up for what you believe in, you can change the world!



## **SPEAK OUT!**

- Name a person who has made a difference in the United States.
- What has this person accomplished?
- Can you think of any rules that are unfair within the United States?
- Can you think of a rule or law that has changed?



## Chin Chilla Challenges: DJ Persona

Want a sick DJ name so you can be as chill as JPrince or Chocolate Ice? Well here's how you can make it! Either pick your favorite flavor or your favorite color, then connect it to the biggest word in your favorite song. For example: If your favorite color is blue and your favorite song is Wonderland then your DJ name is *DJ Blue Wonderland!*

DJ \_\_\_\_\_

In order to be a DJ in Hip Hop Hollywood, you gotta have the name and the talent, but you also gotta have the outfit to go with it. In the space below, draw what your own look would be if you were a DJ. Also, DJs are nothing without a **hype-person**, or a back-up singer who starts call-and-response chants with the audience. Feel free to draw that person as well!



**Illinois Learning Standards:** *Fine Arts 26.B.1d.* Visual Arts: Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination.

# Spinning Knowledge W/ Cinderella



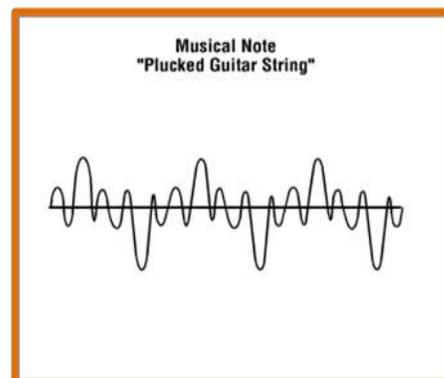
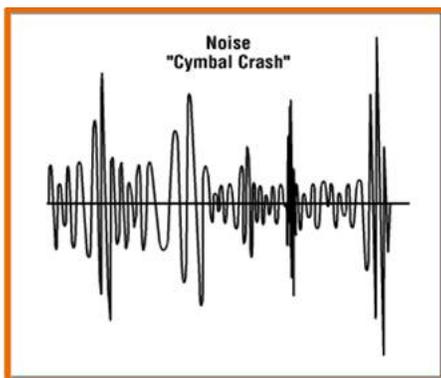
## The Science of Sound



Within the play, Cinderella drops some sick beats! Do you want to know how we're able to hear them? **Sound waves!**

Sound is created through **molecules**, tiny vibrating objects, moving back and forth through the air in the forms of waves. When you throw a pebble into a pond it produces a small wave; the same thing happens in the air with sound! The waves created in the air are invisible. These sound waves reach the **eardrum** (a small chamber inside your ear) and make it vibrate. Then the brain translates these vibrating waves into sound!

Sound waves travel at different speeds. If a sound wave vibrates rapidly, it will produce a higher sound, like a cymbal. If a sound wave vibrates slowly, it will produce a lower sound, like a bass guitar. Objects like the strings on the guitar, the air column in the clarinet, and the head of the drum, are examples of vibrating systems that produce sound. The vocal cords in your throat are another vibrating system. When you talk, your vocal chords vibrate, and that's how you can rap your sweet songs.



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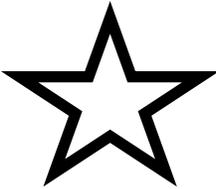
**Illinois Learning Standards:** *Science 1-PS4-1.* Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.



## Chin Chilla Challenges: Create an Acrostic

Cinderella crafted beats and lyrics with cool rhythms, rhymes, and inspiring ideas. Now it's your turn to write an poem that is personal to you! An **acrostic poem** is a type of poetry where the first letter of each line spell out a particular word or phrase. Follow these steps to make a unique poem of your own.

- Step 1)** Start with the star. Fill in the star with first letter of your name. Then write the rest of the letters going down vertically.
- Step 2)** Decide on a topic you want to write about.
- Step 3)** Start each line of writing with a word that starts with the letter in the star.

<p><b>Example:</b></p> <p> ipin'</p> <p>O r</p> <p>P oppin'</p> <p>E veryone's</p> <p>R eachin'</p> <p>A nd</p> <p>H oppin'</p>	
---	--



**Common Core English:** *Language Arts.* Analyze the structure of texts; apply knowledge of language to understand how it functions in different contexts; produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.



## Real Talk w/ Hoperah

### *Sometimes it's Okay to Break the Rules*



Rules help us determine what is right and wrong. They protect us from making bad decisions before we act on them. However, if there is a rule we feel is unfair, we have the power to say so!

In *Cinderella: The Remix*, Cinderella has the desire to be a DJ but feels she has to give up on her dream because female DJs aren't allowed in Hip Hop Hollywood. Once Chin Chilla points out everyone deserves the chance to be a DJ, Cinderella realizes you don't have to give in to the rules. We all have the power to break rules in order to create new ones that give everyone the opportunity to be treated equally.



## **SPEAK OUT!**

- Have you ever heard of a rule that you felt is unfair?
- Did you express your concern about it?
- Can you think of any examples throughout history or your own community where a rule changed? How did it change for the better?
- If you could enact a new rule, what would it be?
- How would your new rule affect others?



## Chin Chilla Challenges: Cinderella's Records

**Instructions:** Cinderella has a passion for music, and her inspiration comes from the work of a lot of different artists. Since she has a huge record collection, she decides to reorganize the records according to female and male artists. Below are two shelves of her record collection. Color in the record sleeves below: female artists are orange, and male artists are purple.

<i>Lemonade</i> Beyonce 	<i>The Essentials</i> Ice Cube 	<i>Views</i> Drake 	<i>Star Time</i> James Brown 	<i>The Diary of Alicia Keys</i> Alicia Keys 	<i>Amazing Grace</i> Aretha Franklin 
<i>With a Song in My Heart</i> Stevie Wonder 	<i>Da Real World</i> Missy Elliot 	<i>All Hail the Queen</i> Queen Latifah 	<i>Welcome to Compton</i> Kendrick Lamar 	<i>Off the Wall</i> Michael Jackson 	<i>Greatest Hits</i> The Notorious B.I.G. 





# Chin Chilla Challenges: Cinderella's Records

Answer these questions using fractions



1) How many records are on Cinderella's shelves?

-----

2) Out of the total number of records, how many are by male artists?

-----/-----

3) Out of the total number of records, how many of her records are by female artists?

-----/-----

4) Subtract the fraction of male artists by the fraction of female artists. How many more records are by male artists than female artists?

----- - ----- = -----

**Reflect:**

5) Who is more represented in Cinderella's Record Collection: male or female artists? Why do you think this might be?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6) What other artists would you add to Cinderella's Record Collection?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

 **Common Core: Math.** Develop understanding of fractions as numbers; represent and solve problems involving addition and subtraction.

## Answer Key

1) 12

2) 5/12

3) 7/12

4) 2/12

5 - 6) Answers will vary.

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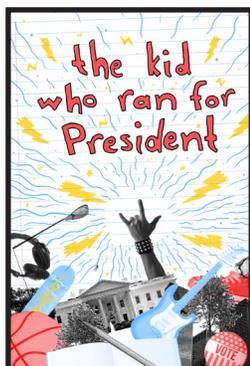
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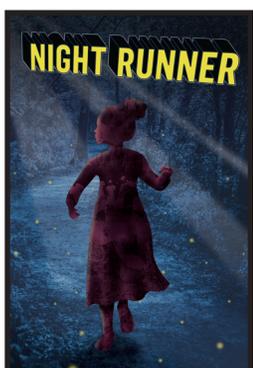
2016-2017 Chicago Playworks Season  
at DePaul's Merle Reskin Theatre, 60 E. Balbo Drive, Chicago



**The Kid Who Ran for President**

by Jeremiah Clay Neal, from the book by Dan Gutman  
directed by Ernie Nolan  
recommended for ages 6 and up  
**October 6 - November 12, 2016**

Tuesdays at 10 a.m.: 10/11, 10/18, 10/25, 11/1, 11/8  
Thursdays at 10 a.m.: 10/6, 10/13, 10/20\*\*, 10/27, 11/3^, 11/10  
Fridays at 10 a.m.: 10/21, 11/4+  
Saturdays at 2 p.m.: 10/8, 10/22, 10/29\*\*, 11/5+, 11/12; Sunday at 2 p.m.: 10/16



**Night Runner**

by Ike Holter  
directed by Lisa Portes  
recommended for ages 9 and up  
**January 12 - February 18, 2017**

Tuesdays at 10 a.m.: 1/17, 1/24, 1/31, 2/9, 2/16  
Thursdays at 10 a.m.: 1/12, 1/19, 1/26\*\*, 2/2, 2/9^, 2/16  
Fridays at 10 a.m.: 2/3, 2/10+  
Saturdays at 2 p.m.: 1/14, 1/21, 1/28, 2/11+, 2/18; Sunday at 2 p.m.: 2/5\*\*



**Cinderella: the Remix**

book and lyrics by Psalmayene 24, music by Nick tha 1Da  
directed by Coya Paz  
recommended for ages 5 & up  
**April 20 - May 27, 2017**

Tuesdays at 10 a.m.: 4/25, 5/2, 5/9, 5/16, 5/23  
Thursdays at 10 a.m.: 4/20, 4/27, 5/4^, 5/18\*\*, 5/25  
Fridays at 10 a.m.: 4/28, 5/12  
Saturdays at 2 p.m.: 4/22, 4/29, 5/6\*\*, 5/13 ~, 5/27; Sunday at 2 p.m.: 5/21+

+ASL/American Sign Language Interpreting      \*\*Post-Show Discussion

^Audio Described Performance      ~ Sensory Friendly Performance

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Find details about 7 additional productions at  
The Theatre School on our website.  
[theatre.depaul.edu](http://theatre.depaul.edu)

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