

Pre-AP Theatre
Ms. Sharkey Andrews
Summer Assignment
Summer 2025
DUE: September 12, 2025

PROLOGUE

This assignment will consist of two parts – a critique and analysis of a Broadway musical on historical figure (*Hamilton* or *Sunday in the Park with George*) and light personal research in preparation of a monologue that will be a part of your first in-class assignment.

The course will be a split between reading and exploring plays, dramaturgy, and part performance (spring semester). These summer activities are designed to prepare you for the type of work we'll be engaging with throughout the year.

PART I: Broadway Musicals & Historical Intersection

Choose one of the following. Note that the recording of “Sunday in the Park with George” is available free on youtube and that the filmed recording of “Hamilton” will require a Disney+ subscription (not free). Students who do not have access to Disney+ should view *Sunday in the Park with George* (youtube title: [4k] 1986 PBS American Playhouse Presents: Sunday at the Park with George at the Booth Theatre”) at the following link:

<https://www.youtube.com/watch?v=MdysnXgWO8o>

Option 1: *Sunday in the Park with George* by Stephen Sondheim

Sunday in the Park with George is a musical that focuses on the true-inspired fictionalized journey of impressionist painter George Seurat as he creates his famed masterpiece, *A Sunday Afternoon on the Island of La Grande Jatte*. As you watch, pay attention to the design details of the set, the non-linear style of storytelling, and the overall message of the show around creativity.

What does *Sunday in the Park with George* say about the artistic process?

Consider the role of ambition and sacrifice. How are these elements expressed and what message do they convey?

Analyze how the protagonist (George) is developed. What narrative devices does the writer use to reveal his complexities?

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Discuss how historical context is integrated into the plot of the musical and areas where it is challenged. Consider elements of design in costume and set particularly.

Option 2: *Hamilton* by Lin-Manuel Miranda

Hamilton is a musical that focuses on the true-inspired by fictionalized life of Alexander Hamilton as he becomes a revolutionary leader in the developing new country of the United States of America. As you watch, pay attention to the development of Hamilton's character traits, the multiple points of view portrayed, and the overall message of the show around legacy.

How does *Hamilton* portray the idea of building a legacy?

Consider the role of ambition and sacrifice. How are these elements expressed and what message do they convey?

Analyze how the protagonist (Alexander Hamilton) is developed. What narrative device does the writer use to reveal his complexities?

Discuss how historical context is integrated into the plot of the musical and areas where it is challenged. Consider elements of music/dance style and casting particularly.

Submission Guidelines:

- **Length:** 3–5 paragraphs (double-spaced, 12-point Times New Roman font).
- **Citations:** If referencing external sources or lyrics, provide MLA or APA citations. Provide citations with timestamps if referring to a specific part of the recording or video.
- **Deadline:** September 12, 2025
- **NOTE:** Use of AI in any way will result in an automatic failure and an email to remove or prevent you from induction to the National Honor Society.

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PART II: Personal Research

Your first in-class project will involve the creation of a monologue or 2-person scene that, like *Hamilton* and *Sunday in the Park with George*, is true-inspired but fictionalized. The monologue will be based on someone in your life. In order to know the basis for the story of the character you'll develop, you'll have to identify a few key items of truth about this person.

Identify the real-life person in your life who you feel has been a part of a major event in history or is creating or contributing to a legacy or "masterpiece" of some kind (this is subjective and should be approached broadly – being the sole matriarch of a family is a masterpiece to some, while producing an album or staple Thanksgiving recipe might be to others; 9/11 is a major event as is the graduation of the first person to attend college). Interview them to get a few key events about their life leading up to their achievement of the important event or legacy you are interviewing about.

Use the chart below as a guide for the type of information you should be gathering about your subject. You are not required to use this chart to collect your information but you must capture the information somewhere.

Subject name:	Occupation:
What major event has this person taken part in, borne witness to, or been adjacent to? OR, what "masterpiece" or legacy have they created or contributed to?	Place (time and geographical) the event or masterpiece mostly took place:
Significant facts or moments about their journey up to this point: 1.	

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2.

3.

4.

5.

Significant “Characters” or key players, conspirators, inspirations, or nemeses to their journeys and what role these people played:

Date and method of interview: