

100 YEARS

OF  ORLANDO
FAMILY
STAGE

IN PARTNERSHIP WITH UCF

Cue to Cue

RESOURCE GUIDE

for Educators and Audience Members



Tiara's Hat Parade

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Orlando Family Stage Commission

CELEBRATING 100 YEARS



UNIVERSITY OF
CENTRAL FLORIDA



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Welcome to Cue to Cue, an educational resource guide created to help teachers, parents/guardians, and young audience members enhance the experience of watching *Tiara's Hat Parade*

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Big Themes

- Creativity
- Hope
- Community
- Perseverance
- Empowerment
- Supporting Local Business

Short Show Description

Tiara is always ready to strike a pose as her momma's favorite hat model, twirling through their family's hat shop and bringing each creation to life with stories and sparkle. But when a new store opens in town and the family business begins to struggle, Tiara sees her momma's confidence start to fade. With determination and heart, Tiara takes the lead, reminding her community just how powerful one small act of kindness can be.

Play Synopsis

Tracy Rose Millinery

It is Saturday at the Rose home, and Tiara is modeling all the hats her momma, Tracy, hopes to sell. Tiara shares that ladies come from all over to buy a Tracy Rose "mili-naria" creation. Her momma corrects her and tells her the word is "millinery". As all the ladies gather, excited to see her momma's creations, Tiara introduces each. She begins by introducing Ms. Irving, who purchased a blue hat the month before. She also introduces Ms. Ball, who is the queen of "no frills, no fuss", but Momma says, "that means she is classic". Finally, she introduces Ms. Coleman, an older woman who is powerful and respected. Ms. Coleman shares that Black women have always insisted on crowns; this is how they honor God and stay connected to their culture. Ms. Coleman also shares that this is how they represent because "we are worthy, and we know it!". All the ladies repeat the phrase. Tiara observes that the living room is just like a church; it is a place where everyone has a voice. The ladies all agree that Tracy is their favorite small business owner to support.

Tiara shares that her momma always refers to herself as a self-starter, but she does not want her momma to feel alone because she is there to help and support. She curiously asks her daddy what a self-starter is. Daddy explains that a self-starter is a person who begins things independently; this is one thing he and Momma have in common.

Momma explains that sales continue to decline, and this week was not as successful as the previous one. Last week she hosted twelve guests, and this week she welcomed only six.

The Hat Factory

There is a knock at the door, and Ms. Sue enters urgently, asking if any hats are still available. Ms. Sue informs Momma that there is something she ought to know: a new hat store has opened in the mall called The Hat Factory. Several of Momma's former customers have chosen to shop there. Momma asks what the new store is like, and Ms. Sue explains that it is significantly less expensive; she purchased three hats for the cost of one of Tracy's. Momma exclaims that she handcrafts each of her creations, sewing on every sequin and threading every button by hand. Ms. Sue says she understands, which is why she is usually willing to pay more. She values Tracy's skill and the cultural significance, but this time she could not resist the bargain.

Tracy asks why Ms. Sue came back. Ms. Sue explains that the Hat Factory held a massive sale but ran out of cream-colored hats. She needs one for church tomorrow because she is being inducted as a deaconess. She wants the "Thrilla in Vanilla", and both Tiara and Momma respond with excitement. "Thrilla in Vanilla" is one of their finest, most stylish, and most expensive hats. Tiara runs to retrieve it and brings it to Ms. Sue, who admires it with reverence. Wearing Tracy's hats makes her feel like royalty.

Ms. Sue becomes somber as she hands over her money and asks if it will be sufficient. Momma tells her that it is a few dollars short, but she should not worry. Momma agrees to accept half the payment now and the rest at the Deaconess Ceremony the next day. Ms. Sue expresses gratitude for Momma's kindness and courtesy. As she exits, Ms. Sue apologizes again about the Hat Factory and says this might be her last purchase for some time. Momma tells herself, "Everything will be fine, just remember to be kind."

The steady stream of ladies who once visited dwindles to a drip. One month later, no one visits at all.

Closing the Studio

Two months later, Tiara and Daddy help Momma pack all of her hat-making materials into the studio. The room is very quiet, and Momma shares another saying, "thoughts work in silence". Tiara suggests that they play the "Hatmaker's ABCs" while they work. They each take turns naming a hat-making material for every letter of the alphabet. As they continue packing, they arrive at the hardest part: tucking Momma's hats into boxes. Daddy offers reassurance, promising to work extra hours at the car shop and to accept night shifts. Tiara also offers encouragement by promising to match all the socks in the laundry.

Momma becomes quiet and tells Tiara that she wants the studio left untouched. The items in the studio hold deep value and deserve privacy. Once the door is closed, it must remain shut. Tiara turns to protest, saying, "I cannot believe this. Momma is closing her studio for good!" Momma adds that there will be no more "Milliner's Magic" or "Milliner's ABCs" because those traditions must stay in the studio. Tiara fights back tears as she exits with Daddy to set the dinner table. Momma gazes at her studio one last time and speaks to her hands, thanking them for all their hard work. She reflects on her craft, lifts an unfinished hat, and whispers that although she cannot finish it now, it will always give her something to look forward to. She says goodbye.

Missing the Studio

Momma becomes easily frustrated and remains constantly busy. Tiara finds it difficult to concentrate and expresses a desire to make a new hat instead. Momma tells her "no" and insists that she finish her homework. Tiara shares that her art teacher received a promotion, and her school is now seeking a replacement. Momma brightens at the news. She checks the time and declares that the school office is likely still open, so she will go and speak to someone about the job.

Tiara wishes her luck and carefully returns to Momma's studio. She checks to make sure no one is nearby. In her imagination, Tiara hears the joyful laughter of women and the lively sounds of a working milliner. She slowly opens the door and enters. Standing in awe, she surveys all the treasures in her Momma's studio. She lifts the hatbox containing "Purple Pride" and places the hat on her head. The moment feels electric. Tiara feels royal, just as Ms. Sue once described.

Daddy enters and reprimands her for disobeying instructions. Tiara apologizes and explains that she wants to be near the hats. Momma arrives and repeats that she told her to stay out of the studio. Tiara apologizes again and begins to put the hat away. Momma helps her, then informs her that she is going to lock the door.

After locking it, Momma announces good news: she has accepted the art teacher position. Daddy is so overjoyed that he declares the news calls for a celebration—a seafood extravaganza. Momma and Daddy exit together, leaving Tiara behind. She remains deep in thought, still dreaming of the hats. She whispers a heartfelt prayer, asking for a miracle that will bring her momma's hats back.

The Classroom

It is Fun Friday at school. Momma, whom Tiara now calls “[Mrs. Rose]” in the school setting, allows students to select their own art projects. Tiara requests that the class create hats. Momma initially refuses, but after being asked persistently and persuaded, she agrees.

While Momma gathers supplies, Tiara’s friend Matti tries on her hat and sighs, “My hat... it is just not right.” Sam, the school bully, approaches and begins teasing her, asking if her head is too big or if her ponytail is too tight. Tiara admits that she has never stood up to a bully before and is unsure how to act. She chooses to lead by example. She instructs everyone to repeat Momma’s phrase: “Everything will be fine, just remember to be kind.” Tiara then announces it is time to present their creations, starting with Sam. The class appears surprised. Sam is caught off guard and says their hat is not yet finished, so they rush away to complete it.

Matti thanks Tiara for standing up for her. Mama reenters the classroom, clapping. She tells Tiara that she saw what happened and commends her kindness. Mama helps Matti adjust her hat, and Tiara observes that Matti now resembles royalty. The school bell rings, and the students leave the room.

Tiara stays behind and asks Momma whether she feels fulfilled teaching without her hats. Momma says she is satisfied. She admits that she misses the milliner’s magic, though not as much as she misses their living room filled with laughter on Hat Boutique Saturdays and the shared community that used to gather. She calls this feeling “balance”. Inspired, Tiara runs to ask Daddy for help. She wants to work with the school principal to bring Momma’s hats back in a new way.

The Hat Parade

Everyone gathers in the school auditorium for what they believe is a concert. However, this is Tiara’s surprise. Daddy introduces himself as Sean Rose, the MC and DJ for the evening. He explains that their school is named after Dr. Dorothy Height, a hero of civil rights and women’s rights, who adored her hats. He shares that tonight’s hat parade honors not only Dr. Height but also their very own milliner, his wife, Tracy Rose.

The parade begins with students wearing their hats, led by Tiara. Afterward, Daddy invites special guests and longtime supporters, and friends of Tracy to the stage. These include Mrs. Irving wearing the “Sass-and-Class”, Ms. Ball in the “I’m Telling You”, Ms. Coleman in the “Show Stopper”, and the grand finale, Ms. Sue wearing the “Thrilla in Vanilla”.

Ms. Sue thanks Tracy on behalf of all the ladies. She praises Tracy not just for her exceptional creations but for how those hats made them feel: confident and empowered. Tracy’s kindness uplifted others, and the women are proud to continue that legacy. Ms. Sue invites the extraordinary milliner, Tracy Rose, to the stage. Tiara gives her momma a special hat she made, called “The Better Days Bonnet”. Tiara places the hat gently on her momma’s head like a crown. In that moment, she sees her momma’s eyes gleam like morning dew. Amid the applause, Momma tells Tiara that this may be the kindest thing anyone has ever done for her and that Tiara is correct, better days are coming. Tiara promises to be with her every step of the way. She invites everyone to repeat Momma’s favorite saying: “Everything will be fine, just remember to be kind.”

The Family’s Next Milliner

Momma receives new hat orders following the parade and reopens her studio. Tiara no longer wants only to model the hats; she wants to create them. Time passes, and Tiara proudly unveils her first full creation: a hat for Daddy called “Cadillac Cool”. Momma declares that seeing Tiara take over the family business makes her “happier than a dog with two tails”. She never imagined that Tiara would become the family’s next milliner.



Pre-Show Discussion Questions

The following conversation starters will help you think about the themes in *Tiara's Hat Parade* and make some predictions about the production. Discuss the following before you join us at the theatre:

1. Do you know what a "milliner" creates? If not, take a guess. Hint: You will soon see a dazzling display of millinery creations.
2. Why do you think people wear hats? What can a hat tell you about a person? Do you think a hat can make a person feel empowered?
3. Do you celebrate community traditions at your school, neighborhood, or church? What makes it special? Which one is your favorite?
4. Think of a time/times that you helped your parents or other grown-ups with something. How does helping them make you feel?
5. What do you like to wear? Do your clothes and accessories affect how you feel? What do you wear when you want to feel good?

Post-Show Discussion Questions

We hope you enjoyed Orlando Family Stage's production of *Tiara's Hat Parade*! Discuss the following questions after attending the performance:

1. What was *Tiara's Hat Parade* about? Describe the beginning, middle, and end. What was the climax of the story? Why? How would you summarize the play in one sentence?
2. What did you notice when you first entered the theatre? Describe the stage.
3. What was the setting of the story? Did the scenery help establish the show's location? What specific things did you notice about the scenery or stage lighting?
4. What did you notice about the actor and their performances? How did they use their voices and bodies to bring the characters to life?
5. Which of the characters played by the actor did you relate to the most? Why? What words describe that character?

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Family Theatre



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Florida State Standards

Getting Ready for your Field Trip

Detailed list of Florida State Standards satisfied by using Family Stage's Field Trips and this Resource Guide.

Language Arts (B.E.S.T.)

ELA.K12.EE.1 Cite evidence to explain and justify reasoning
ELA.K12.EE.3 Make inferences to support comprehension
ELA.K12.EE.4 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations
ELA.K12.EE.6 Use appropriate voice and tone when speaking or writing
ELA.K.C.2.1 Present information orally using complete sentences.
ELA.1.C.2.1 Present information orally using complete sentences and appropriate volume
ELA.2.C.2.1 Present information orally using complete sentences, appropriate volume, and clear pronunciation.
ELA.3.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
ELA.3.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
ELA.5.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.
ELA.6.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.
ELA.7.C.2.1 Present information orally, in a logical sequence, emphasizing key points that support the central idea.
ELA.8.C.2.1 Present information orally, in a logical sequence, supporting the central idea with credible evidence.
ELA.9.C.2.1 Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.
ELA.10.C.2.1 Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.
ELA.11.C.2.1 Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.
ELA.12.C.2.1 Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.

Theatre Arts

TH.K.C.2.1 Respond to a performance and share personal preferences about parts of the performance.
TH.K.C.3.2 Share reactions to a live theatre performance.
TH.1.C.2.2 Identify elements of an effective performance.
TH.2.O.2.1 Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
TH.3.C.1.2 Watch a play and describe how the elements of light costumes, props, and sound influence the mood of the production.
TH.3.C.2.2 Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
TH.3.O.2.1 Describe what happened in a play, using age-appropriate theatre terminology.
TH.3.S.1.3 Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.
TH.4.S.1.1 Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
TH.4.S.1.3 Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.
TH.4.S.3.3 Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.
TH.5.O.1.1 Explain an actor's choices in the creation of a character for a scene or play.
TH.5.O.1.3 Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.
TH.5.S.1.3 Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.
TH.68.S.2.3 Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
TH.68.H.1.5 Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.912.C.1.3 Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.3.3 Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.