

the
Rose



**CLASS
SHOW
GUIDE
2019-20**



Pre-Show Activities

Theater Etiquette

IN-CHAIR ACTIVITY • 10-15 MINUTES

Objective: To actively explore proper theater behavior.

Discussion: "Etiquette is a word we use to describe the way people behave when they are in social situations with other people. What is the proper etiquette when you see a play? How should you behave during the show? Is it the same way you should act when watching a movie at home or playing outside? Is it okay to laugh during a play if you think it is funny? Is it okay to talk to your neighbor during the performance?"

Brainstorming: As a class, create a list of ways that audience members might behave, good and bad, while in the theater. Write these behaviors on the board in two different columns: one for "Good Theater Etiquette" and one for "Bad Theater Etiquette."

Modeling: Pick two students to come and sit in chairs in front of the class. Ask them to act out one of the "Bad Theater Etiquette" behaviors (with the teacher if desired) for ten seconds. Then have the class discuss why the behaviors were inappropriate and how they could be fixed. Now have the two students act out one of the behaviors under "Good Theater Etiquette" and discuss why this behavior is better.

Activity: Give the entire class one of the scenarios from their list of bad behaviors, like talking to their neighbor or not paying attention. Have the class act out this behavior for ten seconds then ask the students how they think this behavior makes the actors or the other audience members feel. Have them fix the behavior and act out this new scenario for twenty seconds. Repeat with a few other bad behaviors from the list.

What Would the Title of YOUR Musical Be?

IN-CHAIR ACTIVITY • 10-15 MINUTES

Objective: Students will brainstorm and share different names for imaginary rock bands.

Discussion: "The musical *Howie D: Back in the Day* is based on the real life experiences of Backstreet Boy Howie Dorough as a middle school student. If you wrote a musical based on your life, what would it be called and why?"

Modeling: Have the students sit in a circle. Introduce yourself by saying, "Hi, my name is ..." and then ask the students respond back with, "Hi, ...!" Then, share your imaginary musical's name and why you chose it. For example: "My musical's title would be *The Life and Times of a Middle School Celebrity* because sometimes I imagine that our middle school is Hollywood and all of the students are famous people. In this musical, the characters would be parodying real life Hollywood and celebrities."

Activity: Go around the circle and have each student introduce herself/himself and then share an answer the question. Make sure to ask the students guiding questions to help them answer. For example, "What is important about that name?" "Why do you like that name?"

Extension: Students could design their own musical logo or poster!

UPCOMING SHOWS

The LITTLE Engine that COULD

The Little Engine That Could

BEST FOR 2nd - 8th Grade

INTERACTIVE PRESCHOOL PRODUCTION • 30 MIN.

Adapted by Matthew Gutschick.

Based on the Book by Watty Piper.

Published by Penguin Group, Inc.

This production for our youngest theatergoers brings Watty Piper's timeless tale of perseverance and positivity to fresh new life for contemporary children! Screen-centered Watty and stuff-collecting Piper aren't exactly on the same track. But when the train is delayed leaving them stranded in the station, they must learn to work together to pass the time and use the objects around them to tell a creative tale.

THE DIARY OF *Anne Frank*

The Diary of Anne Frank

BEST FOR 3rd - 12th Grade

HIGH STAKES HISTORICAL DRAMA • 90 MIN.

Adapted by Wendy Kesselman, Frances Goodrich and Albert Hackett

Anne Frank was a real girl who was concealed in an Amsterdam storage attic with seven other people to evade the Nazis.

Each day she would reflect on her harrowing ordeal in her journal. What emerged was a living, poetic, and often gently humorous portrait of childhood in the throes of a crisis. Witness her story live onstage.

Want to book a workshop?

Workshops at Your School

The Rose offers several workshops that can take place AT YOUR SCHOOL. A professional Rose teaching artist can visit your classroom for one to five days in a one week time period to explore, through drama, a curriculum topic of your choice.

To register your class for a workshop that will take place at your school, please contact Melissa Richter at (402) 502-4625 or melissar@rosetheater.org.

Workshops at The Rose

A workshop AT THE ROSE is the perfect way to explore themes from a school field trip show or learn about the profession of theater. A professional teaching artist with a college degree in dramatic arts education will lead your class. To register your class for a Workshop at The Rose, please contact Melissa Richter at (402) 502-4625 or melissar@rosetheater.org.

Visit www.rosetheater.org for more information!



Free Funding Is Available for Field Trips! We understand that budgets are tight. That's why we're offering two great solutions to help pay for your school's field trip expenses. Both Nebraska Arts Council and Target Stores are offering financial assistance to help underwrite the cost of providing your students with experiences such as those provided by The Rose Theater. For more information, please visit www.nebraskartscouncil.org (click "Grants" to see all categories) or www.target.com/fieldtrips.

Write To Us!

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Performing Arts
FOR CHILDREN AND FAMILIES



Post-Show Activities

Categories

OUT-OF-CHAIR ACTIVITY • 10-15 MINUTES

Objective: Students will use their bodies and imaginations to find different groups with common interests as them.

Discussion: “In *Howie D: Back In The Day*, Howie struggled fitting in with the “popular” students at school. He felt he was an “outsider” and no one had the same interests as him. Have you ever felt like you’re the only one who likes a particular thing (subject, tv show, movie, book, etc.)? In this activity, we are going to be moving around the room to find our “tribe”, or group that has the same interests as you.”

Modeling: Brainstorm a list of broad topics (examples: favorite book, favorite genre, favorite type of music, favorite color, etc.). Write these topics on the board or somewhere they can be seen by the students. Select 4-5 students to model the activity. Introduce a simple category (example-favorite color). Students will mill about an open space quietly saying their response to the category. When they find another student with the same answer as theirs, they will begin walking around together until they have found all of the students with the same answers. For this example, encourage students to have the same answer (just for the purpose of modeling).

Activity: Have students clear an open space in the classroom and spread out in the space. Introduce the first category. Instruct students to move around the room quietly saying their response to the mentioned category. When they find other students with the same response, that group will begin to move around together to find the other students with the same responses. Once all students have found their groups for the category, give some time for students to discuss the category. After discussions, students will begin moving around the room (individually) until the next category is read. Activity is repeated until all categories have been used.

Extension: After the discussions, students can make a group statue of their response to the category.

Relationship Statues

OUT-OF-CHAIR ACTIVITY • 15-20 MINUTES

Objective: To have students use their bodies to create statues that reflect different kinds of characters and relationships.

Discussion: “In *Howie D: Back in the Day*, there are a lot of characters who have all kinds of relationships. These different relationships affect how the characters treat each other. Of course, we can tell a lot about how characters feel about each other through what they say, but also through how these characters act around each other—how they stand, how they sit, how they move, how they look at each other. And it is important to pay attention to these relationships to better understand the characters in the play, just like it can help us better understand each other in real life.”

Modeling: Brainstorm a list of relationships seen in this play (ie: parent/child, siblings, friends, bully/victim, teacher, husband/wife, etc.). When brainstorming this list, discuss which characters could fit into each relationship, to help the students visualize them. Choose one relationship, and ask for volunteers to come make statues of the two (or more) people in this relationship. Provide feedback about which physical choices make the relationship clear, and which could be clearer. Ask for suggestions from the ‘audience’ of what the ‘actors’ could do to make the relationship even more clear.

Activity: Divide students into groups of 2-3, and have each select a relationship (repeats are fine), without telling the rest of the class what they have chosen. Give the class a couple of minutes to create statues to represent their chosen relationships. One at a time, let the groups share their statues with the class, and let the rest of the students guess which relationship they are depicting.

Extension: Students can create short scenes exploring these relationships, thinking about how the characters would move, and what they would say.



Creating Our Own Lyrics

OUT-OF-CHAIR ACTIVITY • 10-15 MINUTES

Objective: Students will work together to create their own lyrics, or “rap”.

Discussion: “For the musical we just saw, Howie Dorough (who the musical was about) wrote most of the music and lyrics we heard. While Howie D. has had years of experience in writing songs, when we saw him as a middle schooler in the musical, he was just starting out in performance with the Pot Luck Players. We are going to work together to create our own lyrics to a song or rap.”

Brainstorming: What are some things Howie sang about in the musical? What are some topics for our song/rap?

Modeling: Teacher will speak a simple sentence (example-“One day I want to be a star”). Teacher will ask students what are some words that rhyme with “star”. After a few answers, ask a student to think of what could come next in the lyrics (example-“Someday my hopes will go far”). Teacher will speak another simple sentence (example- “Once I reach my dreams”) and ask for rhyming words with “dreams”. Based on the answers, Teacher will ask a student to create the next lyric, rhyming with “dreams” (example- “I will just stand up and scream”).

Activity: Students will stand in a circle. Begin a simple beat (example-clapping hands, stomping feet, etc.). One student will start the lyric/rap, speaking along with the beat. After the first lyric, the next student will pick it up, trying to rhyme the end of the lyric with what the student before said. Each student will add a lyric (making rhymes) until the “song” has traveled around the whole circle. The goal is to pick up the lyrics quickly as they pass from student to student, without many beats between the lyrics.

Extension: Students work in small groups repeating this activity. As they improvise their lyrics, one in the group can write them down. After they have finished their lyrics, the groups can perform for each other.

What Happens Next?

IN-CHAIR ACTIVITY • 20-25 MINUTES

Objective: Students will use their imaginations to explore the characters’ lives after the events of the play.

Discussion: “We know that Howie went on to become a Backstreet Boy, but we don’t really know what happened to his friends. Let’s think about what these characters’ lives might be like after the Star Search competition.”

Brainstorming: How do you think Howie’s friends felt about school after Star Search? How might the other students treat them differently? What kinds of performances do you think the Pot Luck Players will do next? What might happen at next year’s Star Search Competition?

Activity: Divide students into groups of 2-4, and have them choose 2-4 characters to write a scene about. Have them decide how much farther in the future their scene takes place, and what it’s about. Have them think about what would be different for these characters after everything that happened in the play, and how that would affect what happens in their scene. Each group can then share their scene with the rest of the class.

Extension: Invite groups to bring in simple props and costumes to class the next day, and act out their scenes for the rest of the class.



Behind the Scenes Spotlight: Co-Creator and Star of *Howie D: Back in the Day!* Meet the Artist, Howie D!

Howard Dorough has been a member of the very successful musical group, The Backstreet Boys, since the 1990s and has fans around the globe. However, not everyone knows the story of how as a young kid growing up in Orlando in the 1980s he faced plenty of challenges as he dreamed of becoming a singer and dancer like his idols on the pop charts. He decided to share his story in the brand new musical *Howie D: Back in the Day* working with his co-writers and composers, Tor Hyams and Lisa St. Lou. Putting together a new musical requires a lot creativity and collaboration. We asked Howie to tell us more about the show:



Q: *Howie D: Back in the Day* is based on your own experiences growing up in Florida.

What inspired you to turn a story of your childhood into a musical?

A: The musical was inspired from my family album “Which One Am I” that we wrote five years ago. When we were writing it, we really felt like we were writing more than just an album and the story need to be told in a musical format because we touched on issues that kids can still relate to nowadays.

Q: Tell us a little bit about the collaboration process. What was it like to work with your co-writers and composers as you created the songs and the story? What were your influences for the music?

A: It was a true pleasure working with my writing team Tor and Lisa St. Lou. The story went through a few rewrites and I was blessed to have them and their incredible knowledge to help craft this fun show. Tor, Lisa St. Lou, and myself are all big music lovers as you can tell from the wide range of music in the musical.

Q: After deciding to premiere this musical here in Omaha, what did you learn as you were developing this script with the team here at The Rose?

A: The experience working with the amazing Rose Theater staff was awesome. Matt Gutschick, our director, and his team have been so helpful in crafting the musical with us through this process over the past two years.

Q: How is rehearsing for a musical different than rehearsing for one of your concerts?

A: Rehearsing for the musical has been so rewarding. It’s great to work with so many other talented people. Unlike rehearsing for a tour, our rehearsals have script reads and the structure between that and dance rehearsals has been top notch.

Q: The character of Howie deals with challenging situations with classmates who are bullies and finding his own voice as he discovers his dreams. How do you help your own kids navigate the sometimes difficult process of growing up?

A: I always try to be the best dad I can be with my kids. I’m definitely not perfect as I am learning “Parenting 101” every day, still, but I try to teach them always to treat people the way you want to be treated and trust your gut to help you know the difference between right and wrong.

Q: What do you hope is next for *Howie D: Back in the Day*? What other creative projects are you working on right now?

A: I’m hoping that after we finish our run at The Rose Theater the show will gain the credibility to bring it to other theaters and schools around the world. This “lane” of the children’s theater world has really brought so many ideas to the table for possible tv shows, animated series, books and podcasts...so there are lots of opportunities we are exploring.

Q: What advice would you offer to a young person who is interested in a career in the performing arts?

A: Go for it! I had a dream at a young age I wanted to be an entertainer and because of my hard work, dedication and a bit of luck I was able to make my dream come true.

THANK YOU SO MUCH FOR SHARING YOUR THOUGHTS AND YOUR STORY WITH US!

Explore More!

If you enjoyed **Howie D: Back in the Day**, be sure to check out his solo album, "Which One Am I?" available on all major music platforms!



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