



On Stage: Creating a Community Dialogue Around Live Theater

the bull-jean stories

October 27 – 30, 2022

**Participating Theater:
Pillsbury House Theatre**

Created by: Lucas Erickson

Fiscal Sponsor: Springboard for the Arts

On Stage: Creating a Community Dialogue Around Live Theater

Mission: To make local theater relevant to younger and non-traditional audiences and to lay the groundwork for building future theater audiences

Overview: On Stage raises awareness of the theater offerings in the Twin Cities to academic classes and groups. On Stage brings actors to college classrooms and community settings around the Twin Cities. Local actors and students read scenes from a play in current local production followed by a lively discussion of the themes tying in current events, personal values and narratives, and stimulating critical thinking. Subsequently attending the full play is encouraged. The purpose of the program is to enhance in-class learning, make local theater relevant to younger and non-traditional audiences, and to lay the groundwork for building future theater attendances. Discussions cover relevant social, political and cultural topics that come up in Twin Cities plays including gender and racial violence and inequity, LGBTQ+ discrimination, cultural diaspora and alienation and aging.

Since On Stage was launched in the fall of 2016, On Stage has partnered with twelve theater companies in the Twin Cities, covering twenty-seven plays. Of these twenty-seven plays that On Stage has promoted/discussed in classrooms, over **6500** students have been exposed to new theater and new theater venues, and over **29%** of these students paid to see the show that we were promoting/discussing. On Stage continues to focus on partnering with more small/mid-sized theaters that don't have the resources for their own outreach efforts.

On Stage has partnered with the following Theaters: Mixed Blood Theatre, Park Square Theatre, Jungle Theater, Minnesota Jewish Theatre Company, Pillsbury House Theatre, Frank Theatre, Children's Theatre Company, Yellow Tree Theatre, New Dawn Theatre, Theater Mu, Exposed Brick Theatre and Theater Latté Da.

On Stage has facilitated discussions with the following Colleges and Universities: St. Thomas University, University of Minnesota, St. Catherine University, Metro State University, Augsburg College, Macalester College, Concordia University, Hamline University, Bethel University, Minneapolis Community & Technical College, Minneapolis College of Art and Design, Normandale Community College, North Hennepin Community College, Hennepin Technical College, Century College, Inver Hills Community College, Hazelden Graduate School of Addiction Studies.

On Stage has facilitated discussions with the following Departments: Communications, Sociology, Theater, English - Creative Writing, English - Literature, History, Education, Psychology, Music, Family Social Sciences, Leadership, Linguistics, Law, Environmental Science, Political Science, Women and Gender Studies, African American Studies, Addiction Studies, Culinary Arts.

When Covid hit in March 2020, On Stage launched a new education experience for students. This online program, OnStage/OnLine, is a series of discussions based on plays that are 'in the works' to be produced and performed in the Twin Cities in the future, designed to: stimulate an interest in live theater, examine the cultural context of a play, and, of course, to have fun! We have since returned to in-person classes but have been facilitating both in-person and online discussions and we will continue to have both teaching options moving forward.

ON STAGE: the bull-jean stories – Schedule

1. St. Catherine University - SOCI 1000: Principles and Concepts of Sociology (CLASS #1) - Hui Niu Wilcox - Tuesday October 18, 8:40 - 9:40AM. (25 STUDENTS)

* Introduction to the basic ideas used by sociologists to understand societies, groups, relationships and the connection between the individual and the society.

2. Normandale Community College - COMM 1131: Intercultural Communication - Willie Johnson - Tuesday October 18, 1:00 - 2:00PM. (25 STUDENTS)

* The primary purposes of this course are to raise awareness of cultural values, beliefs, norms, and biases and address how culture affects communication choices on the interpersonal, group, cross-cultural and global levels.

3. University of St. Thomas - GENG 577: Feminist Rhetorics - Liz Wilkinson - Tuesday October 18, 6:00 - 7:00PM. (15 STUDENTS)

* In this course, we'll read varieties of feminist rhetorical theory and will read women's writing through a rhetorical lens, gaining insight into how women have used writing to change the world, in their time and in ours.

4. University of St. Thomas - SOCI 354: Sex in Society - Patricia Maddox - Wednesday October 19, 1:35 - 2:35PM. (20 STUDENTS)

* Sexuality as a social construction is explored with a specific focus on cultural and institutional influences including the family, economy, religion, government, and the media.

5. Metro State University - SOC 101: Introduction to Sociology - Janet Enke - Thursday October 20, 6:00 - 7:00PM. (23 STUDENTS)

* This course is an introduction to the sociological perspective. Students examine the social processes that shape societies and the course of their histories.

6. University of St. Thomas - THTR 111: Intro to Theater - Shanan Custer - Friday October 21, 12:15 - 1:20PM. (25 STUDENTS)

* Foundation in theater and drama for the non-major beginning student; orientation to the dramatic tradition through consideration of plays and playwrights from the Greeks to the present.

7. St. Catherine University - SOCI 3450: Women's Issues from Global Perspectives (CLASS #2) - Hui Niu Wilcox - Monday October 24, 1:30 - 2:30PM. (12 STUDENTS)

* This course examines the construction of gender, gender inequality, women's movement, and cultural representation of gender from a transnational perspective.

8. Metro State University - WRIT 353: Writing Short Fiction - Melanie Richards - Monday October 24, 6:00 - 7:00PM. (10 STUDENTS)

* Drawing on student ideas and experiences, this course develops the craft of short fiction writing in a workshop setting.

9. Summit Academy - STEM North GED Program - Abbi Mayland - Tuesday October 25, 10:00 - 11:00AM. (5 STUDENTS)

* The GED 10-week program covers the four parts of the GED exam: Reasoning Through Language Arts, Mathematical Reasoning, Science, and Social Studies.

ON STAGE: the bull-jean stories – Schedule

10. Hamline University - EDU 3500: Diversity and Education - Maggie Struck - Tuesday October 25, 12:50 - 1:50PM. (30 STUDENTS)

* Students will examine how students' culture, religion, race, gender, class and abilities, as well as their interactions with teachers and peers, play important roles in shaping their achievement, adjustment and identity in schools.

11. Century College - SOCI 251: Race and Ethnicity - Corey Culver - Wednesday October 26, 10:45 - 11:45AM. (10 STUDENTS)

* This course introduces students to the complexity of diverse racial/ethnic groups in the United States. It focuses on the historical development of the concept of race and the ways race is structured in a variety of social institutions.

12. Augsburg University - COM 120: Mass Media and Popular Culture - Jenna McNallie - Wednesday October 26, 1:50 - 2:50PM. (23 STUDENTS)

* This course is a survey of the mass media in popular culture. Students will examine the different types of mass media and will gain an understanding of what popular culture is and why it is important.

13. North Hennepin Community College - ENGL 1201: College Writing I (CLASS #1) - Baumgart, Brian - Thursday October 27, 9:50 - 10:50AM. (15 STUDENTS)

* This class provides extended practice in critical reading, writing, and thinking skills.

14. North Hennepin Community College - ENGL 2020: Writing Stories (CLASS #2) - Baumgart, Brian - Thursday October 27, 2:00 - 3:00PM. (11 STUDENTS)

* This course offers beginning instruction in the art of writing fiction. Exploring techniques for generating material, engaging in writing exercises, and critically examining contemporary short fiction are important aspects of this course.

15. North Hennepin Community College - GWS 1501: Introduction to Gender and Women's Studies - Rhonda Italiano (NOTE: ONLINE DISCUSSION) - Thursday October 27, 4:00 - 5:00PM. (4 STUDENTS)

* This course introduces students to the foundations of Gender and Women Studies by examining the diversity of women's experiences throughout history and across cultures, races, ethnic groups and religions.

16. MCTC - CMST 1005: Public Speaking and CMST 2011: Small Group Communication (COMBINED CLASS) (NOTE: ONLINE DISCUSSION) - Crawford, Kathleen - Thursday October 27, 6:00 - 7:00PM. (11 STUDENTS)

* This course focuses on introductory public speaking concepts and skills. You will study the process of formal speaking, with an emphasis on comfortable and competent delivery of speeches.

ON STAGE: the bull-jean stories – Total Participants/Survey

Total number of students and community members who participated in the discussions: 264

1. Have you seen a play before?

YES – 48 (**76%**) NO – 15

2. Have you seen an PILLSBURY HOUSE THEATRE play?

YES – 6 NO – 57 (**90%**)

3. Do you feel more inclined to see this PILLSBURY HOUSE THEATRE play after participating in the discussion?

YES – 51 (**86%**) NO – 8

4. Do you feel more inclined to see other PILLSBURY HOUSE THEATRE productions after participating in this discussion?

YES – 51 (**88%**) NO – 7

5. Did this discussion add to your fuller understanding to what you have been discussing in class?

YES – 57 (**97%**) NO – 2

Note: This survey was issued to participants in seven of the sixteen discussions.

ON STAGE: the bull-jean stories – Agenda/Topics

**HAVE 1920's BLUES/JAZZ MUSIC MIX PLAYING WHEN STUDENTS WALK IN (*Billie Holiday, Bessie Smith, Ma Rainey and Alberta Hunter*). Ask a few students about the music - DO YOU RECOGNIZE IT? HOW DOES IT MAKE YOU FEEL?

IF ONLINE, *Lucas will start with POLL #1.* Lucas will welcome everyone and say why we are there/what On Stage is. **IF ONLINE,** *Lucas will then lay down some ground rules (if you have a question, let us know by raising your hand, writing in the chat, or respectfully unmute yourself and ask; please keep your video feed on during this discussion if you are able to; there are closed captions up, so feel free to turn them off; BE OPEN TO TRYING NEW THINGS! We want to engage you and we want to hear from you).* Today we are going to get you moving around and discussing some of the issues raised in the play, and we will give you a short summary of the play, who the playwright is, and what **PILLSBURY HOUSE** is. **DISCLOSURE** - If you feel uncomfortable at any time, take care of yourself and feel free to not participate and you can always leave the room or sign off of Zoom. **YOU TAKE CARE OF YOU.**

EDUCATORS will introduce themselves and then one educator will lead a BREATHING EXERCISE/GROUND YOURSELF.

EDUCATORS will now lead a GAME!

OPTION 1: POV GAME:

SITTING DOWN, everyone thinks of their elevator pitch (**NAME, AGE, WHERE YOU LIVE, WHAT YOU ATE FOR BREAKFAST**). Everyone says it at the same time.

Now, everyone together - Elevator speech as if you're in a **LIBRARY**; Elevator Speech as if you are at a **ROCK CONCERT**.

STAND UP AND FIND A PARTNER. Partner A and Partner B take turns - Elevator speech as if you are **INTERVIEWING FOR A JOB**; Elevator speech as if you are **AT HOME TALKING TO A FRIEND**; Elevator speech as if you are **AT HOME TALKING TO A PARENT**; Elevator speech as if you are talking to **A ROOM FULL OF YOUNG KIDS**; Elevator speech as if you are talking to **THE KING OF ENGLAND**.

ASK STUDENTS: What did you notice when you were talking to different people or talking in different places (relaxed vs professional)? What was your body doing? How did your voice change? Which felt more natural? Why? **HOW DO WE COMMUNICATE WITH PEOPLE? Is there a right and wrong way to communicate and who decides?**

OPTION 2: FOUR CORNERS / CULTURAL CONNECTIONS:

Everyone stand in a corner of the room that they are drawn to based on:

1. COLOR (red, blue, green, yellow)

EACH GROUP HAS 1 MINUTE TO FIGURE OUT 3 THINGS YOU ALL HAVE IN COMMON. GO!

Each group tells the class what are the three things that you all share in common.

2. SEASONS (summer, fall, spring, winter) - IF TIME

3. DIRECTION (north, south, east, west) - IF TIME

EDUCATORS will ask students to WALK AROUND THE ROOM, make eye contact with people, greet them as you walk around, now FREEZE! and touch elbows with two or three other people next to you (a group of 3 or 4) **IF ONLINE, ROCK THE CHAT**) and DISCUSS:

1. DISCUSS A FAMILY EVENT THAT WENT HORRIBLY WRONG (in a good, bad or funny way).

2. TALK ABOUT SOMEONE WHO INSPIRES YOU. WHY?

3. WHAT IS A LEGEND OR TALE YOU KNOW/REMEMBER? HOW DO YOU KNOW THE STORY/WHO TOLD IT TO YOU?

Have students share with the group after we discuss each question.

ON STAGE: – the bull-jean stories – Agenda/Topics

OPTION 3: IF ONLINE, OPPOSITE GAME! When I say GO, you stop. When I say STOP, you go. Next round... When I say JUMP, you duck. When I say DUCK, you jump. Next round... When I say SAY YOUR NAME, you clap your hands. When I say CLAP YOUR HANDS, you say your name. - also Boal

NOW EVERYBODY CAN SIT DOWN.

EDUCATORS will give a quick summary of the play, (**IF ONLINE, Lucas will SHARE HIS SCREEN to see pics of the play**), who the playwright is, and what is **PILLSBURY HOUSE**. **USE THIS AS A REFERENCE - DON'T READ IT OUT LOUD**. By Sharon Bridgforth. Written in 1998. Directed by Signe V. Harriday - Using traditional storytelling and nontraditional verse to chronicle the course of love returning in the lifetimes of one woman-loving-woman named bull-dog-jean, the bull-jean stories give cultural documentation and social commentary on African-American herstory and survival. Set in the rural South of the 1920s, the bull-jean stories herald the spirit of African-American people. It is an act of griot-anthropology, remembering the ancestor we never knew but always knew we needed--the raucous, sweet-talking, heart-aching wo'mn-lovn-wo'mn bull-dog-jean and the fierce and beautiful community that surrounds her..

This is a book/play about reclaiming love.. Legend/tale - makes it “normal” or “truth.” This play/book is about love and family, hope and joy and the good in people. It is also about the two things that make up the human experience - LOVE and FEAR.

EDUCATOR will read the preface - Sharon’s inspiration for writing this and what it is.

EDUCATOR will lead: **HOW WOULD YOU PUNCTUATE THIS SENTENCE** - Take one SHORT SENTENCE from the book and ask the class - where would you put the punctuation? How else might you do it? Then show the way Sharon wrote it on the page - Why might she have written it this way? Discuss code switching, How we communicate depending on our environment and people. **Is there a right and wrong way to communicate and who decides?** African American Vernacular English (AAVE) – English-based Creole once widespread across British North America.

EDUCATORS will now lead **MATCHING SENTENCES/LINES** (Note: On the pages below). Pass out lines from the play - ask students to read the line and find the other people who have the same line as you. Read it together slowly as a group. Now have a quick discussion with your group about what this line means (WHAT, WHERE, PUNCTUATION, How does it feel to read it? Why do you think it is written this way? IF YOU WERE GETTING A GRADE IN AN ENGLISH CLASS, HOW WOULD YOU CHANGE THE FUNCTIONAL LITERACY OR PUNCTUATION? HOW DOES THIS CHANGE THE MEANING/FEELING?) - hear from each group (HAVE ONE STUDENT READ THE SENTENCE OUT LOUD TO THE REST OF THE CLASS; Then share what your group talked about). **PROMPTS: RHYTHM/POETRY/MUSICALITY; SPOKEN WORD; LANGUAGE; CREOLE.** **IF ONLINE, Lucas will SHARE HIS SCREEN to see a few sentences, and we will discuss as one big group.**

Lucas will PLAY YOUTUBE VIDEO of Sonja Parks performing Pg. 48 - 50 (**3:56 - 5:55**) - “BULL JEAN & NEXT-LIFE/BLUES” - [**https://www.youtube.com/watch?v=kPJKYGBURWA**](https://www.youtube.com/watch?v=kPJKYGBURWA) (**IF ONLINE, Lucas will SHARE HIS SCREEN of the YOUTUBE video**). After the video: What did you notice? What did it remind you of? What stood out? What questions do you have?

Wrap up! Questions? Lucas will pass around a short survey to students and tell students how to see THE EXPERIENCE and THE SCREENING OF THE 2020 PLAY @ Pillsbury. USE THE QR CODE! **IF ONLINE, Lucas will end with POLL #2. Lucas will SHARE HIS SCREEN to show everyone how to see the experience/screening. ALSO, ask educators to plug work they are doing.**

OTHER QUESTIONS: WHAT DO YOU THINK IT WAS LIKE TO BE A WOMAN LIVING IN THE 1920's? BLACK WOMAN? GAY BLACK WOMAN? Have you ever been in love but there was an obstacle in the way of having it reach its full potential? Do you have a hard time speaking your truth? Or is it easier to keep it a secret and be silent? Where are the places that you see yourself/your stories told? WHY THIS PLAY NOW? Would this play “work”/be as effective if it took place in 2020? WHAT DOES IT MEAN TO BE AN AMERICAN?

ON STAGE: the bull-jean stories – Feedback

Hey Lucas!

Thank you for another meaningful and fun session! The students loved it and they really got into it! I will send their comments your way after I get them. Having Mr. Rambo there was a special treat---having all 3 of you there was a special treat!

Thanks again!

Willie Johnson – Normandale Community College

Hi Lucas,

It was a treat to have you there in the class and to get to spend time with the theater educator folks! T. Mychael certainly can command a room in the best of ways... Looking forward to making it to some of his plays coming up! Thanks, too, for doing this work. It's really important to make these connections.

Cheers,

Elizabeth Wilkinson – University of St. Thomas

Lucas,

*That was amazing! I think we really needed that yesterday as a group!
Please tell everyone thank you!*

Patricia Maddox – University of St. Thomas

Hi Lucas,

I followed-up with students after the three of you left. Students stated that they really enjoyed the activities. I routinely put students into groups during class to discuss course materials. Hence, they have many opportunities to get to know one another. However, they said last night felt different. They enjoyed learning about each other through the “theater games.” In the next few weeks, we are going to be covering the topics of race, class, gender, and intersectionality. I think the activities brought them together on an emotional level and may facilitate deeper discussions about course materials in the weeks ahead. Several students stated that they were inspired to see a play again. I hope some of them attend the events associated with “bull jean stories.” On another note, the “theater games” fit very well with the course. I also thought it was fascinating to hear their interpretations of the sentences.

You are always welcome in my classrooms, Lucas. I respect and appreciate your Theater Outreach Program! THANK YOU.

Best,

Janet Enke – Metro State University

Hi Lucas,

Thank you so much for coming into our class today! The students really enjoyed speaking with your team today and learning a little about the bull jean stories. It would be great to have On Stage in again for one of our future cohorts as well, so please keep us informed on when you have other outreach events. Please let your team know again how much we appreciated having them in today!

Thank you,

Abbi Mayland - Summit Academy

ON STAGE: the bull-jean stories – Financials

- **T. Mychael Rambo (Facilitator) - \$720**
* 4 discussions (\$400), 2 planning meetings (\$200), facilitator prep-fee (\$100), parking stipend (\$20).
- **Maria Asp (Facilitator) - \$620**
* 3 discussions (\$300), 2 planning meetings (\$200), facilitator prep-fee (\$100), parking stipend (\$20).
- **Joy Dolo (Facilitator) - \$920**
* 7 discussions (\$700), 1 planning meeting (\$100), facilitator prep-fee (\$100), parking stipend (\$20).
- **Patrick Bailey (Facilitator) - \$1220**
* 9 discussions (\$900), 2 planning meetings (\$200), facilitator prep-fee (\$100), parking stipend (\$20).
- **Jane Froiland (Facilitator) - \$1420**
* 12 discussions (\$1200), 1 planning meeting (\$100), facilitator prep-fee (\$100), parking stipend (\$20).
- **Erin Farste (Facilitator) - \$820**
* 5 discussions (\$500), 2 planning meetings (\$200), facilitator prep-fee (\$100), parking stipend (\$20).
- **Lucas Erickson (Project Manager) - \$660**
* Coordination fee (\$500), marketing, printing and copying (\$100), meeting space (\$40), parking stipend (\$20).

TOTAL: \$6,380

Notes: 1 discussion (1 hour in length) is \$100, 1 planning meeting (2 hours in length) is \$100, facilitator prep-fee is \$20 - \$150, the parking stipend is \$20, and the coordination stipend is \$500. These fees are based on a similar program that was used at the Guthrie Theater (Creating Dialogue) and Project SUCCESS (fiscal sponsor pilot program). The program emphasizes education and is not a performance piece. The discussions will take place online for the foreseeable future.

ON STAGE: the bull-jean stories – Sample Contract

PROJECT CONTRACT

On Stage: Creating a Community Dialogue Around Live Theater

This Agreement is made effective as of **2/9/22** by and between **On Stage**, and the following individual ("Actor")

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

EMAIL: _____

- 1. DESCRIPTION OF SERVICES AND PAYMENT.** Actor will receive compensation for providing the following services/expenses including but not limited to: 6 discussions (\$600), 2 two-hour rehearsals (\$200), facilitator prep fee (\$100), and parking stipend (\$20).
- 2. TOTAL PAYMENT.** On Stage will pay total compensation for services in the amount of **\$920**. Payment will be sent directly to the Actor from On Stage at the address listed above at a date postmarked on or before **3/9/22**.
- 3. TERM/TERMINATION.** This Agreement shall terminate automatically on **3/9/22**.
- 4. RELATIONSHIP OF PARTIES.** It is understood by the parties that the Actor is an independent contractor with respect to On Stage, and not an employee or contractor of On Stage.
- 5. WORK PRODUCT OWNERSHIP.** Any copyrightable works, ideas, discoveries, inventions, patents, products, or other information (collectively, the "Work Product") developed in whole or in part in connection with the Services Rendered shall be the exclusive property of On Stage.
- 6. NAME AND LIKENESS.** Actor agrees to allow On Stage full use of their name, likeness, voice, testimonial, and/or portrayal in whole or in part, severally or in conjunction with other material, for any documentation and marketing purposes at any time including after determination of this agreement.
- 7. ENTIRE AGREEMENT.** This Agreement contains the entire agreement of the parties, and there are no other promises or conditions in any other agreement whether oral or written. The actor waives any liability against On Stage.
- 9. SEVERABILITY.** If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Agreement is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.
- 10. APPLICABLE LAW.** This Agreement shall be governed by the laws of the State of Minnesota.

This Project Contract is executed and agreed to by:

ACTOR

(Printed Name) _____

(Date Signed) _____

(Signature) _____

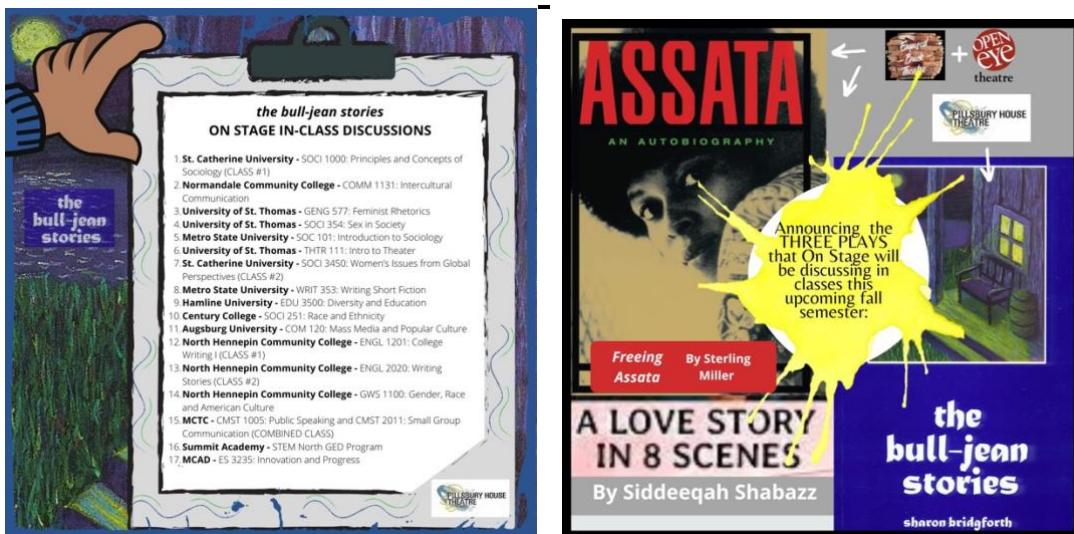
ON STAGE

(Printed Name) _____ (Project Manager)

(Date Signed) _____

(Signature) _____

ON STAGE: *the bull-jean stories* – Social Media



ON STAGE: *the bull-jean stories* – Photos



ON STAGE: Total Outreach

An Octoroon (Mixed Blood Theatre – Fiscal Sponsor: Project SUCCESS)
Total Participants: **196** Total Tickets Purchased: **115**

A Raisin in the Sun (Park Square Theater)
Total Participants: **190** Total Tickets Purchased: **100**

Anna in the Tropics (Jungle Theater)
Total Participants: **142** Total Tickets Purchased: **73**

We are the Levinsons (MN Jewish Theatre Co.)
Total Participants: **128** Total Tickets Purchased: **30**

Pike St. (Pillsbury House Theatre)
Total Participants: **163** Total Tickets Purchased: **25**

Revolt. She said. Revolt again. (Frank Theatre)
Total Participants: **296** Total Tickets Purchased: **100**

Collected Stories (MN Jewish Theatre Co.)
Total Participants: **199** Total Tickets Purchased: **42**

The Lorax (Children's Theatre Co.)
Total Participants: **483** Total Tickets Purchased: **55**

Lady Day at Emerson's Bar and Grill (Jungle Theater)
Total Participants: **155** Total Tickets Purchased: **28**

West of Central (Pillsbury House Theatre)
Total Participants: **399** Total Tickets Purchased: **150**

Marie and Rosetta (Park Square Theatre)
Total Participants: **313** Total Tickets Purchased: **140**

Actually (MN Jewish Theatre Co.)
Total Participants: **264** Total Tickets Purchased: **107**

Hedwig and the Angry Inch (Theater Latté Da)
Total Participants: **172** Total Tickets Purchased: **54**

Small Mouth Sounds (Jungle Theater)
Total Participants: **124** Total Tickets Purchased: **11**

Escaped Alone & Here We Go. (Frank Theatre)
Total Participants: **392** Total Tickets Purchased: **113**

Aubergine (Park Square Theatre)
Total Participants: **371** Total Tickets Purchased: **81**

Skeleton Crew (Yellow Tree Theatre and New Dawn Theatre)
Total Participants: **424** Total Tickets Purchased: **60**

Interstate (Mixed Blood Theatre)
Total Participants: **160** Total Tickets Purchased: **35**

Man of God (Theater Mu)
Total Participants: **177** Total Tickets Purchased: **35**

Passing Strange (Yellow Tree Theatre and New Dawn Theatre)
Total Participants: **192** Total Tickets Purchased: **20**

Twelve Angry Men (Theater Latté Da)
Total Participants: **95** Total Tickets Purchased: **21**

Freeling Assata and A Love Story in 8 Scenes (Exposed Brick Theatre)
Total Participants: **265** Total Tickets Purchased: **60**

TOTAL ON STAGE PARTICIPANTS: 5,100

TOTAL TICKETS PURCHASED: 1,453

* **28% OF THE STUDENTS/COMMUNITY MEMBERS WE VISITED SAW THE PLAY THAT WAS DISCUSSED**

OnStage/OnLine: Total Outreach

The Resistible Rise of Arturo Ui (Frank Theatre)
Total Participants: **208**

The Most Beautiful Home... Maybe (Mixed Blood Theatre)
Total Participants: **314**

Nina Simone: Four Women (Pillsbury House Theatre)
Total Participants: **252**

Animate (Mixed Blood Theatre)
Total Participants: **379**

the ball-jean stories (Pillsbury House Theatre)
Total Participants: **264** Total Tickets Purchased:

TOTAL ONSTAGE/ONLINE PARTICIPANTS: 1,417