

## **On Stage: Creating a Community Dialogue Around Live Theater**

*Diesel Heart*

**March 1 – April 2, 2023**

**Participating Theater:  
History 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 fourteen theater companies in the Twin Cities, covering twenty-nine plays. Of the plays that On Stage has promoted/discussed in classrooms, over **7000** students and community members have been exposed to new theater and new theater venues, and over **28%** of these students and community members 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, Ten Thousand Things, History 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: Diesel Heart – Schedule**

**1. Normandale Community College - COMM 1131: Intercultural Communication - Willie Johnson - Tuesday March 21, 2:00 - 3:00PM. (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.

**2. Augsburg University - ML 520: Self-Identity and Values: Keys to Authentic Leadership (NOTE: ZOOM CLASS) - Carolyn Evans - Tuesday March 21, 6:00 - 7:00PM. (16 STUDENTS)**

\* The purpose of this course is to facilitate reflection that deepens your understanding of your commitments to relationships, work, and self, and how you can engage in conversations that enable you to lead a full, authentic life.

**3. Augsburg University - COM 329: Intercultural Communication - Kristen Chamberlain - Wednesday March 22, 9:20 - 10:30AM. (24 STUDENTS)**

\* This course explores cultural differences and their implications for communication, including differences in values, norms, social interaction, and code systems.

**4. Unity Church-Unitarian - (Well-Spring Wednesday) - Community Stabilization Project (CSP), Circle of Peace, Urban Farm and Garden Alliance and East Side Freedom Library (COMMUNITY EVENT) - Metric Giles, Nikki Annoni - Wednesday March 22, 4:30 - 6:00PM. (30 PARTICIPANTS)**

\* This is a special event! It will include community members from several organizations: Unity Church-Unitarian, part of their Well-Spring Wednesday; Community Stabilization Project (CSP); Circle of Peace; Urban Farm and Garden Alliance; East Side Freedom Library.

**5. MCTC - COMM 2012: Intercultural Communication (CLASS #1) - Kathleen Crawford - Thursday March 23, 12:00 - 1:00PM. (10 STUDENTS)**

\* This course examines the interconnections between communication and culture and identifies ways to develop effective communication strategies in multicultural contexts.

**6. MCTC - CMST 2012: Intercultural Communication (CLASS #2) - Kathleen Crawford - Thursday March 23, 3:00 - 4:00PM. (14 STUDENTS)**

\* This course examines the interconnections between communication and culture and identifies ways to develop effective communication strategies in multicultural contexts.

**7. Hennepin Technical College (Eden Prairie Campus) - Gateway to College Program (High School Students) - Charlotte Guild - Friday March 24, 9:00 - 10:00AM. (18 STUDENTS)**

\* This class explores the systematic study of the relationship between the individual and their society. In the weeks prior to your visit, students will be learning about the discipline of sociology, sociological research, class inequality, and race/ethnicity.

**8. Normandale Community College - ENGW 2800: AFA Capstone - Kris Bigalk - Friday March 24, 1:00 - 2:00PM. (12 STUDENTS)**

\* The Capstone course fulfills the Capstone requirement for the AFA in Creative Writing. In the course, students complete individualized creative writing projects, which may include fiction, drama, poetry, or creative nonfiction pieces, internships, or service-learning projects.

**9. St. Catherine University - SOCI 1000 Principles and Concepts of Sociology (CLASS #1) - Hui Niu Wilcox - Monday March 27, 10:30 - 11:30AM. (20 STUDENTS)**

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

## **ON STAGE: Diesel Heart – Schedule**

**10. St. Catherine University - SOCI 1000 Principles and Concepts of Sociology (CLASS #2) - Hui Niu Wilcox - Monday March 27, 1:30 - 2:30PM. (30 STUDENTS)**

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

**11. Inver Hills Community College - SOC 1100: Intro to Sociology (NOTE: ZOOM CLASS) - Wayne Whitmore - Tuesday March 28, 11:00AM - 12:00PM. (30 STUDENTS)**

\* Emphasizes methods, basic concepts, terminology, and perspectives used by sociologists in analysis of social relationships.

**12. University of Minnesota - SOCI 4108: Current Issues in Crime Control - Michelle Phelps - Tuesday March 28, 2:30 - 3:30PM. (30 STUDENTS)**

\* Selected current criminal justice policies from perspective of courts, legislature, community, and interest groups. Impact of criminal justice policy changes on society and on social control agencies.

**13. Normandale Community College - SOC 2132: Police and Community - Douglas Wagner - Tuesday March 28, 6:00 - 7:00PM. (16 STUDENTS)**

\* This course examines the interaction of peace officers with members/groups in the community with a focus on minority groups and the application of community-oriented policing principles.

**14. Century College - SOC 2051: Race and Ethnicity - Corey Culver - Wednesday March 29, 10:45AM - 11:45PM. (12 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.

**15. Macalester College- ENGL 294: Philosophy of Literature and Race - Hannah Kim - Wednesday March 29, 7:00 - 8:00PM. (15 STUDENTS)**

\* A seminar bringing together questions in philosophy of literature and philosophy of race. In the first third of the class, we'll discuss the relationship between literary form and philosophy, and whether literature "tells the truth".

**16. Augsburg University - PSY 493: Seminar - Contemporary Issues - Alex Ajayi - Thursday March 30, 10:20 - 11:20AM. (24 STUDENTS)**

\* The class deals with contemporary issues seminar with an emphasis on the intersections between psychology and current social issues.

**17. Metro State University - SOC 329: Race and Ethnicity - Maureen O'Dougherty - Thursday March 30, 1:00 - 2:00PM. (25 STUDENTS)**

\* This course uses comparative methods to explore sociological and anthropological understandings of the significance of race, ethnicity, and racism in the United States.

**18. University of St. Thomas - THTR 111: Intro to Theater - Shanan Custer - Friday March 31, 10:55 - 12:00PM. (23 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; history of theatrical customs, traditions and conventions as they affect modern stage design, acting, directing, costumes, make-up and criticism.

**ON STAGE: *Diesel Heart* – Numbers/Survey**

**Total number of students and community members who participated in the discussions: 374**

**Total number of tickets purchased to see the play after our discussions: 159**

**1. Have you seen a play before?**

YES – 74 (87%) NO – 11

**2. Have you seen a HISTORY THEATRE play?**

YES – 5 NO – 80 (94%)

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

YES – 78 (92%) NO – 7

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

YES – 69 (86%) NO – 11

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

YES – 77 (94%) NO – 5

**Note: This survey was issued to participants in eight of the eighteen discussions.**

**Note: Total tickets purchased was confirmed by the History Theatre Box Office.**

## ON STAGE: Diesel Heart – Agenda/Topics

**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 wrote it, and what **HISTORY THEATRE** is. **ASK STUDENTS:** Have you been to a play in the last five years? What did you see? Where did you see it?

**EDUCATORS + LUCAS** will introduce themselves and will ask STARTER QUESTIONS WHILE STUDENTS ARE SITTING DOWN (OR STAND UP!): “WHEN I SAY \_\_\_\_\_, WHAT DO YOU THINK?”

1. POLICE
2. HEART
3. RONDO
4. DIESEL
4. NEIGHBORHOOD
6. ELDERS
7. COMMUNITY

**EDUCATORS + LUCAS** will tell students to VOTE WITH YOUR BODY (IF ONLINE, PUT YOUR FACE CLOSE TO THE CAMERA IF YOU AGREE or use a THUMBS UP emoji, and PUT YOUR FACE AWAY FROM THE CAMERA IF YOU DISAGREE or use a THUMBS DOWN emoji):

1. **THINK OF THE OLDEST PERSON IN YOUR FAMILY OR COMMUNITY YOU HAVE MET. IF THEY ARE OVER 50, STAND HERE. OVER 60, STAND HERE. OVER 70, HERE. OVER 80, HERE. OVER 90, HERE. OVER 100, HERE.** Tell us about this person.
2. **HAVE YOU EVER STARTED OFF IN ONE COURSE THEN CHANGED? I.e., What you’re studying in school? Applying for a job? Something your friend wanted you to do...?** Follow up questions - How do you negotiate between expectations and your own dreams? What are some expectations that your friends/family have for you? Are they realistic?
3. **DO YOU FEEL A SENSE OF PRIDE OF THE COMMUNITY THAT YOU GREW UP IN? Y/N/** Follow up questions - Do you still live there? Have you been there recently? Why does it make you proud?
4. **WHAT IS MORE IMPORTANT: WHAT YOU WANT OR WHAT YOU NEED?** The “NEEDS” stand by this wall, the “WANTS” to stand by this wall.

**EDUCATORS + LUCAS** will ask students to GET IN A GROUP OF 3 OR 4 and DISCUSS:

1. **TALK ABOUT A MEMBER OF YOUR FAMILY OR COMMUNITY WHO YOU LOOK UP TO OR WHO INFLUENCES YOU THE MOST. WHY?** What qualities in them do you want to emulate? Have some students from each group share with the whole class.
2. **TALK ABOUT A LANDMARK OR A PLACE WHERE COMMUNITY EVENTS HAPPENED IN THE NEIGHBORHOOD YOU GREW UP IN** (i.e., church, park, grocery store, house, etc..). Were there places in your neighborhood that you couldn’t go? What is the story of a place? **HAS ANYTHING CHANGED IN YOUR NEIGHBORHOOD SINCE THEN? WHAT HAS CHANGED?** Have some students from each group share with the whole class.

**EDUCATORS** will give a quick summary of the plays, **(IF ONLINE, Lucas will SHARE HIS SCREEN to see pics of the play)**, who the playwrights are, and info about **HISTORY THEATRE**. Written by **Brian Grandison** (MCTC Theatre Arts faculty member, writer, actor and educator - spent two summers in Jamaica as a Fulbright Specialist, teaching children theater and critical literacy skills) in collaboration with Melvin Carter Jr. *Melvin Whitfield Carter Jr., the father of St. Paul's current mayor, is a true son of Rondo, the city's storied African American neighborhood. He was born in a city divided along racial lines and rich in cultural misunderstanding. Growing up in the 1950s and '60s, he witnessed the destruction of his neighborhood by the I-94 freeway—and he found his way to fighting and trouble. But Carter turned his life around. As a young man, he enlisted in the US Navy. He used his fighting ability to survive racist treatment, winning boxing matches and respect. And as an affirmative action hire in the St. Paul Police Department, facing prejudice at every turn, this hardworking, talented, and highly principled officer fought to protect the people of the city he calls home. Diesel Heart is the story of a leader who created a powerful family legacy by standing up for what is right, even in the face of adversity.*

## **ON STAGE: Diesel Heart – Agenda/Topics**

This is a play about second chances, trust/respect, and a deep love for your city and community; Policing - outsiders come into a community and take over. Law enforcer vs peace officer; Melvin's story of growing up in Rondo - a sense of destabilization. **GIVE A QUICK HISTORY OF RONDO AND REDLINING. HOW MANY OF YOU HAVE DRIVEN ON I-94 FROM MPLS TO ST. PAUL? THEN YOU DROVE THROUGH MELVIN'S LIVING ROOM!** Melvin describes Rondo as a local Wakanda; destroying our natural habitat and they called it PROGRESS; it was a fishbowl - no concept of anything outside the fishbowl. This is not a play about Rondo. Rondo is just a character in the play that goes away in the 1st act.

**ASK TWO BRAVE READERS** to read SCENE #1 (Pg. 61 - 64). Melvin Jr and Corky. This is the first time Melvin thought about becoming a police officer. SET UP THE SCENE. **IF ONLINE, Lucas will SHARE HIS SCREEN to see the scene we are reading.**

Questions: What's that about? What did you hear? WHY THIS PLAY NOW? Melvin later started Save Our Sons - non-profit to help kids in trouble.

**ASK TWO BRAVE READERS** to read SCENE #2 (Pg. 80 - 82). Melvin and his Sergeant - Racial divide / cops vs community - are you with us? "Do you bleed BLACK or BLUE?" SET UP THE SCENE. **IF ONLINE, Lucas will SHARE HIS SCREEN to see the scene we are reading.**

Questions: What's that about? What did you hear? This is a story about family and second chances and growing up as a black man in St. Paul in the 50's and 60's and being a black police officer in the 70's and all the discrimination he had to endure to provide for his family. Making one good choice changes everything.

**SAY: For this class, we want the words on the page read out loud, so we are not looking at age, race or gender when assigning**

**who reads what part. If we were casting the play, that would be different.**

**ASK TWO BRAVE READERS** to read SCENE #3 (Pg. 97 - 98). Melvin Jr and Melvin Sr. SET UP Questions: What's that about? What did you hear?

**IF WE HAVE TIME: ASK TWO BRAVE READERS** to read SCENE #4 (Pg. 16 - 18). Melvin Jr and Billie Dove (his mom). SET UP THE SCENE. **IF ONLINE, Lucas will SHARE HIS SCREEN to see the scene we are reading.**

Questions: What's that about? What did you hear?

Wrap up! Questions? **IF ONLINE, Lucas will end with POLL #2. Lucas will SHARE HIS SCREEN to show everyone how to see the play for \$10.** ALSO, ask educators to plug work they are doing.

## **ON STAGE: Diesel Heart – Feedback**

*Hi Lucas - Your facilitation and organization of our session was outstanding! Your team - Ansa, Erin and Patrick - were wonderful! You all are engaging and fantastic listeners. The session offered a great balance of creating a warm, inviting atmosphere for participation with diving into important-critical-potentially transformative content. I am sorry for the time constraint that evening.... you handled it better than I did! (As I mentioned, I saw Diesel Heart last Sunday. I am going again this Sunday with my son and again the following Sunday with more students! Such a powerful production/story.) With gratitude for you and your team-*

*Carolyn Evans – Augsburg University*

*Hey Lucas!*

*I'm happy to say that our most recent class discussion and activity was a huge success! I will certainly pass feedback on to you as students complete their reflective assignments about it!*

*It was a delight to run into Warren and Melvin after the performance! See you down the road my friend!*

*Willie Johnson – Normandale Community College*

*Hi Lucas,*

*Thank you! The students really enjoyed the discussion. It was a fun way to apply our course concepts and get us thinking about our histories, our neighborhoods, and the legacies of our ancestors. You offer an amazing opportunity to us here at Minneapolis College. I wish you continued success in the work you are doing!*

*All the best,*

*Kathleen Crawford – Minneapolis College*

*Lucas,*

*Thanks so much for reaching out to me in the first place! I appreciate the opportunity and so did the students, (saved them from another one of my lectures!) The idea of community and how to get them involved is the hardest part of the Community Policing philosophy. So many people count on others to do the heavy lifting, until they realize that with just a little volunteering or maybe a little outreach or helping an elderly neighbor, or even making a police report, or being a critical witness to a crime; well, it makes a huge difference if we all do a part. And you guys, by doing what you are doing, are making a difference! For that, I salute you and I appreciate you and your friends! Thanks for being a positive member of our Minnesota Community Lucas!*

*Doug Wagner – Normandale Community College*



**ON STAGE: Diesel Heart – Feedback**

*Hi Lucas,*

*It was great fun and enlightening. After you left, we had a very good discussion in class about Rondo where we wondered would be a good, worthwhile way to somehow restore or compensate for the loss. We also talked about Melvin Carter's position as a cop. Students really appreciated listening to him. I really liked all the activities -- ways to build community and tie into the themes. I teach this course next spring and would love to do this again!*

*Best,*

*Maureen Dougherty – Metro State University*

*Hi Lucas,*

*Yesterday was great! Always appreciate what y'all bring to my classes. I'm always down to find more ways to connect Sociology students at Century with the community and the local theater scene.*

*Corey Culver – Century College*

*I thought it was great, Lucas, and it seems like the students got a lot out of it. It was wonderful to have Melvin there! It was an especially special class because this is my last semester at Augsburg. I'll be heading to the U of M in the Fall. It's been great working with you, and I hope our paths cross again.*

*Alex Ajayi – Augsburg University*

## **ON STAGE: *Diesel Heart* – Financials**

- **Wendy Knox (Facilitator) - \$1120**
  - \* 8 discussions (\$800), 2 planning meetings (\$200), facilitator prep-fee (\$100), parking stipend (\$20).
- **Maria Asp (Facilitator) - \$920**
  - \* 7 discussions (\$700), 1 planning meeting (\$100), facilitator prep-fee (\$100), parking stipend (\$20).
- **Warren Bowles (Facilitator) - \$1120**
  - \* 9 discussions (\$900), 1 planning meeting (\$100), facilitator prep-fee (\$100), parking stipend (\$20).
- **Ansa Akyea (Facilitator) - \$820**
  - \* 7 discussions (\$700), facilitator prep-fee (\$100), parking stipend (\$20).
- **Erin Farste (Facilitator) - \$820**
  - \* 6 discussions (\$600), 1 planning meeting (\$100), facilitator prep-fee (\$100), parking stipend (\$20).
- **Anna Hashizume (Facilitator) - \$820**
  - \* 6 discussions (\$600), 1 planning meeting (\$100), facilitator prep-fee (\$100), parking stipend (\$20).
- **Melvin Carter Jr. (Presenter) - \$520**
  - \* 3 discussions (\$300), 2 planning meetings (\$200), parking stipend (\$20).
- **Lucas Erickson (Project Manager) - \$660**
  - \* Coordination fee (\$500), marketing, printing and copying (\$100), meetings (\$40), parking stipend (\$20).

**TOTAL: \$7,920**

*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 in-person and online for the foreseeable future.*

# ON STAGE: Diesel Heart – 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 waves 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**

**ON STAGE**

(Printed Name) \_\_\_\_\_

(Printed Name) \_\_\_\_\_ (Project Manager)

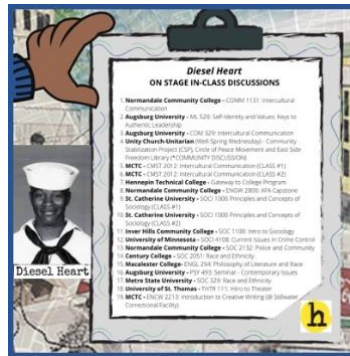
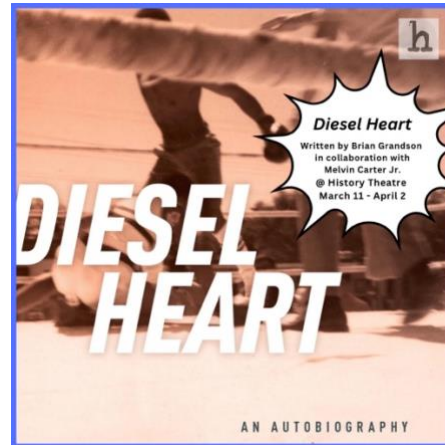
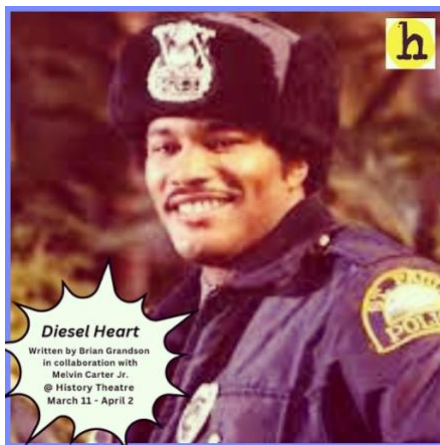
(Date Signed) \_\_\_\_\_

(Date Signed) \_\_\_\_\_

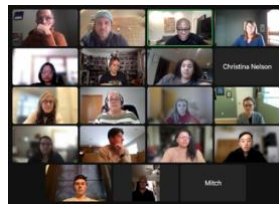
(Signature) \_\_\_\_\_

(Signature) \_\_\_\_\_

# ON STAGE: Diesel Heart – Social Media



## ON STAGE: Diesel Heart – 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: 33

### OnStage/OnLine Outreach during Covid:

*The Resistible Rise of Arturo Ui* (Frank Theatre); *The Most Beautiful Home... Maybe* (Mixed Blood Theatre);  
*Nina Simone: Four Women* (Pillsbury House Theatre); *Animate* (Mixed Blood Theatre); *the bull-jean stories* (Pillsbury House Theatre)

*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

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

*Mlima's Tale* (Ten Thousand Things)  
Total Participants: 346 Total Tickets Purchased: 43

*Diesel Heart* (History Theatre)  
Total Participants: 374 Total Tickets Purchased: 159

**TOTAL ON STAGE PARTICIPANTS: 5,820**

**TOTAL ONSTAGE/ONLINE PARTICIPANTS: 1,417**

**TOTAL TICKETS PURCHASED: 1,655**

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