

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

*Behind the Sun*

**September 21 – October 13, 2024**

**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 fifteen theater companies in the Twin Cities, covering thirty-five plays. Of the plays that On Stage has promoted/discussed in classrooms, over **8,500** students and community members have been exposed to new theater and new theater venues, and over **26%** 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, Six Points Theater, Pillsbury House Theatre, Frank Theatre, Children's Theatre Company, Yellow Tree Theatre, New Dawn Theatre, Theater Mu, Exposed Brick Theatre, Ten Thousand Things, Open Eye Theatre, 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: *Behind the Sun* – Schedule**

**1. University of St. Thomas - ENGL 190: Honors Advanced Critical Thinking - Catherine Craft-Fairchild. Monday September 23, 9:35 - 10:35AM. (10 STUDENTS)**

\* English 190 is a core course in literature and writing for specially qualified students who show greater aptitude and preparation than typical first-year students or those whose pre-matriculation credits cover some, but not all, of the content of ENGL 121.

**2. University of St. Thomas - SOCI 251: Race and Ethnicity (CLASS #1) - Patricia Maddox. Monday September 23, 11:00 - 12:00PM. (24 STUDENTS)**

\* Race and ethnicity as significant components of U.S. social structure; the cognitive and normative aspects of culture which maintain and effect varying manifestations of social distance, tension, prejudice and discrimination between majority and minorities at both micro and macro levels, nationally and internationally.

**3. St. Paul College - THTR 1710: Intro to Theatre (CLASS #1) - Patti Gage. Monday September 23, 12:50 - 1:50PM. (10 STUDENTS)**

\* This course introduces students to study and explore theatre. Students will study the diversity of drama, and explore the methods and styles of actors, directors, playwrights, and designers.

**4. Summit Academy - STEM North (GED class) - Drew Cannedy. Tuesday September 24, 10:00 - 11:00AM. (10 STUDENTS)**

\* The GED 10-week program covers the four parts of the GED exam: Reasoning Through Language Arts, Mathematical Reasoning, Science, and Social Studies. Instructors work with students on comprehension of subject matter and confidence to take the exam.

**5. Augsburg University - CRS 101: Introduction to Critical Race and Ethnicity Studies (CLASS #1) - Ly Nguyen. Tuesday September 24, 12:40 - 1:40PM. (25 STUDENTS)**

\* This introductory class provides students with complex vocabularies and frameworks to understand how race intersects with gender, sexuality, class, (non)citizenship, and nation in producing systems of power and inequality.

**6. Augsburg University - CRS 101: Introduction to Critical Race and Ethnicity Studies (CLASS #2) - Ly Nguyen. Tuesday September 24, 1:50 - 2:50PM. (25 STUDENTS)**

\* This introductory class provides students with complex vocabularies and frameworks to understand how race intersects with gender, sexuality, class, (non)citizenship, and nation in producing systems of power and inequality.

**7. Century College - SOC 1020: Intro to Sociology (CLASS #1) - Corey Culver. Wednesday September 25, 9:15 - 10:30AM. (20 STUDENTS)**

\* This course is a survey of sociology's major theoretical perspectives and research methods. Basic concepts include culture, socialization, groups, organizations, deviance, social institutions, change, and inequalities based on class, race, and gender.

**8. St. Catherine University - COMM 1030: Speaking to Lead and Influence (CLASS #1) - Debra Kelley. Wednesday September 25, 11:40 - 12:40PM. (25 STUDENTS)**

\* This course is designed to introduce students to the skills needed to communicate effectively in a variety of public settings – from interview situations and boardroom meetings to public speeches and social contexts.

## **ON STAGE: *Behind the Sun* – Schedule Cont.**

**9. Century College - SOC 251: Race and Ethnicity (CLASS #2) - Corey Culver. Thursday September 26, 10:45 - 12:00PM. (20 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.

**10. St. Paul College - THTR 1723: Fundamentals of Acting (CLASS #2 - Patti Gage. Thursday September 26, 1:45 - 2:45PM. (16 PARTICIPANTS)**

\* This course provides students an Introduction to Acting. Students engage in physical and vocal exercises training the actors voice and body.

**11. Augsburg University - COM 329: Intercultural Communication (CLASS #1) - Jenna McNallie. Friday September 27, 9:20 - 10:30AM. (20 STUDENTS)**

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

**12. University of St. Thomas - THTR 111: Intro to Theater - Shanan Custer. Friday September 27, 12:15 - 1:20PM. (24 STUDENTS)**

\* This course provides a foundation in theater and drama for students who have experienced theater first-hand as well as for those who have never seen a play.

**13. Normandale Community College - THTR 1151: Acting 1 - Feyintoluwa Ekisola. Monday September 30, 12:00 - 1:00PM. (16 STUDENTS)**

\* Explore the psychological process of acting through exercises, games, and discussion to develop skills in the beginning actor/actress.

**14. Augsburg University - AUG 101: Augsburg Seminar (CLASS #2) - Jenna McNallie. Monday September 30, 2:00 - 3:00PM. (20 STUDENTS)**

\* A weekly seminar with learning strategies and community-building opportunities beneficial to beginning college students.

**15. St. Catherine University- WOST 1000: Intro to Communication: Women and Social Change (CLASS #2) - Debra Kelley. Tuesday October 1, 8:00 - 9:00AM. (15 STUDENTS)**

\* This course teaches key concepts in communication studies through the lens of women's suffrage.

**16. Inver Hills Community College - COMM 2240: Intercultural Communication - Katherine Olson. Tuesday October 1, 11:00 - 12:15PM. (18 STUDENTS)**

\* Explores factors that influence communication between individuals of different cultures. In our global society we are increasingly called upon to communicate in a variety of intercultural contexts.

**17. Normandale Community College - COMM 1121: Intercultural Communication - Willie Johnson. Tuesday October 1, 1:30 – 2:30PM. (23 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. Issues of nationality, race, ethnicity, class, gender, religion, etc., will be addressed.

**18. Metro State University - SOC 101: Introduction to Sociology - Janet Enke. Tuesday October 1, 3:20 - 4:20PM. (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.

## **ON STAGE: *Behind the Sun* – Schedule Cont.**

**19. Century College - SOC 1020: Intro to Sociology (CLASS #3) - Corey Culver. Wednesday October 2, 10:45 - 12:00PM. (30 STUDENTS)**

\* This course is a survey of sociology's major theoretical perspectives and research methods. Basic concepts include culture, socialization, groups, organizations, deviance, social institutions, change, and inequalities based on class, race, and gender.

**20. Century College - HIST 1035: Minnesota History - Jacob Jurss. Wednesday October 2, 12:30 - 1:30PM. (26 STUDENTS)**

\* This course surveys the social, political, and economic histories of Minnesota from pre-colonial times into the present.

**21. Unity Church-Unitarian - (Well-Spring Wednesday - COMMUNITY EVENT)) - Laura Park. Wednesday October 2, 7:30 - 8:30PM. (16 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.

**22. University of Minnesota - SOC 3090: Sociology of Housing - Nick Graetz. Thursday October 3, 9:45 - 10:45AM. (30 STUDENTS)**

\* The goal of the course is to equip students to better understand the contemporary American housing crisis—its causes, its entanglements with other issues, and policies surrounding housing—from a critical social science perspective, anchored in sociology.

**23. University of St. Thomas - "Scene Setters" - A New Theater & Storytelling Initiative on Campus - Amy Muse. Thursday October 3, 12:00 - 1:00PM. (11 STUDENTS)**

\* Launched by the College of Arts and Sciences in 2024, Scene Setters is a new interdisciplinary initiative designed to elevate the art of storytelling on the St. Thomas campus.

**24. University of Minnesota - ENGL 4233: Modern and Contemporary Drama - Jo Lee. Thursday October 3, 2:30 - 3:30PM. (20 STUDENTS)**

\* This course shows how modern and contemporary theater presents original perspectives on human identities and relationships as well as encourages audiences to see the world in new ways.

**25. University of St. Thomas - A Living Learning Community Course for First Year Students; SOCI 100: Intro to Sociology (CLASS #2 + COMBINED CLASS) - Patricia Maddox; Monica Jarvis. Friday October 4, 9:35 - 10:40AM. (44 STUDENTS)**

\* We do arts and crafts with the kids at the shelter :) so we are focused on housing affordability and housing injustice all semester.

**26. Century College - SOC 1020: Intro to Sociology (COMBINED EXTRA CREDIT ZOOM CLASS WITH 5 INTRO CLASSES) - Debbie Engelen-Eigles. Friday October 4, 12:00 - 1:00PM. (20 STUDENTS)**

\* This course is a survey of sociology's major theoretical perspectives and research methods. Basic concepts include culture, socialization, groups, organizations, deviance, social institutions, change, and inequalities based on class, race, and gender.

**ON STAGE: *Behind the Sun* – Numbers/Survey**

**Total number of students and community members who participated in the discussions: 541**

**Total number of tickets purchased to see the play after our discussions: 97**

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

YES – 74 (83%) NO – 15

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

YES – 11 NO – 78 (88%)

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

YES – 82 (94%) NO – 5

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

YES – 77 (88%) NO – 11

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

YES – 89 (100%) NO – 0

**Note: This survey was issued to participants in ten of the twenty-six discussions.**

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

## ON STAGE: Behind the Sun – 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. AMERICAN
2. DISCRIMINATION
3. NEIGHBORHOOD or COMMUNITY
4. SOUTH MINNEAPOLIS
5. RULES
6. JUSTICE SYSTEM
7. MORTGAGE

**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. I LIKE TO TAKE RISKS. Why? What motivates you to take risks? Do the risks pay off? Was there a time you didn't realize you were taking a risk but you found out you did? For those who voted no: ARE YOU AWARE OF THE RISKS YOUR FAMILY TOOK TO BENEFIT YOU?
2. I HAVE BROKEN AN ESTABLISHED RULE, LAW OR CUSTOM. NOTE: DON'T WORRY! WE WON'T ASK YOU WHAT YOU DID! For those of you who haven't or can't remember breaking an established rule, law or custom, what if it was a “bad” law or outdated or... racist? Would that have an impact on your decision? **EDUCATORS** give examples.
3. I MOVED OR CHANGED HOMES GROWING UP. If yes, how was that for you (making new friends, etc). Did it make you mad? WHO MADE THE DECISION TO MOVE? Did you understand why you were moving at the time? Looking back at it now, do you understand it more?

### **EVERYONE CAN SIT DOWN.**

**ASK TWO BRAVE READERS** to read SCENE #1 (Pg. 5 - 7). 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. SET UP THE SCENE. IF ONLINE, Lucas will SHARE HIS SCREEN to see the scene we are reading.* Obie gets rejected by every bank he applies to for credit for a new house in South MPLS... but he has a plan... “They’re trying to keep us in the colored district.... I made the stupid mistake of thinking that moving north would make my life easier.”

**Questions:** What's that about? What did you hear? **EDUCATORS** will give a quick summary of the play, **(IF ONLINE, Lucas will SHARE HIS SCREEN to see pics of the play)**, and who the playwrights are., **USE THIS AS REFERENCE - DO NOT READ THIS OUT LOUD: By Stanley Kipper and Laura Drake Directed by Richard D. Thompson - Obie Kipper has finally found the house of his dreams but there's one problem: it's 1956 and Obie's dream for the future of his family lies inside a redlined district in an all-white neighborhood. With help from an old friend and coworker, Obie puts in motion a sensational scheme to purchase the house. This will either land him in jail or help chart the future for his family and all of Minneapolis. Based on the experiences of playwright Stan Kipper, experience this story of community, family, and the lengths one must go through to achieve the American Dream.**

## **ON STAGE: Behind the Sun – Agenda/Topics Cont.**

**EDUCATORS + LUCAS** will ask students to GET IN A GROUP OF 3 OR 4. IF THE ROOM HAS A CHALKBOARD OR WHITEBOARD, USE IT. IF NOT, HAVE EACH GROUP USE A PIECE OF PAPER AND A PENCIL. **DRAW WHAT YOUR GROUP THINKS IS THE AMERICAN DREAM. NO WRONG ANSWERS! HAVE EACH PERSON IN YOUR GROUP WEIGH IN. YOU HAVE 2 MINUTES. GO!** HAVE EACH GROUP SHARE. (IF ONLINE, HAVE A COUPLE STUDENTS DRAW ON WHITE BOARD WHAT THE AMERICAN DREAM LOOKS LIKE TO THEM).

NOW STAY IN YOUR GROUPS AND DISCUSS: **(IF ONLINE, 'ROCK THE CHAT' THEN HAVE A FEW STUDENTS UNMUTE TO SPEAK TO THEIR ANSWERS):**

**1. DO YOU BELIEVE IN THE AMERICAN DREAM?** Who has access to the American Dream? What is the American Dream to you? Are you living your American Dream or your parents/guardians? THIS LEADS TO OUR NEXT EXERCISE...

**2. DO YOU FEEL A SENSE OF PRIDE OF THE NEIGHBORHOOD OR COMMUNITY THAT YOU GREW UP IN?** Do you still live there? Have you been there recently? Why does it make you proud? **DO YOU KNOW THE HISTORY OF THE PLACE OR NEIGHBORHOOD YOU GREW UP IN? DO YOU KNOW WHO LIVED THERE BEFORE YOU? WOULD KNOWING THE HISTORY AFFECT YOUR PERSPECTIVE ON IT?**

**EVERYONE CAN SIT DOWN.**

**ASK THREE BRAVE READERS** to read SCENE #2 (Pg. 50 - 54). **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. SET UP THE SCENE. IF ONLINE, Lucas will SHARE HIS SCREEN to see the scene we are reading.** Abe and Angela pretending to be Obie and Mary – talking to the real estate agent about the new house.

**Questions:** What's that about? What did you hear? **WHAT IS REDLINING? EDUCATORS WILL GIVE A QUICK HISTORY OF RACIST HOUSING POLICIES OF THE PAST (REDLINING AND RACIAL COVENANTS) AND WHAT U OF M MAPPING PREJUDICE PROJECT DOES.** Things that we assume won't change can change (Roe v Wade, Project 2025, racial covenants, ect). Law change by electing local officials - **DO YOU KNOW WHO REPRESENTS WHERE YOU LIVE? GO VOTE!**

Wrap up! Questions? **IF ONLINE, LUCAS** will end with **POLL #2. Lucas will SHARE HIS SCREEN to show everyone how to get \$10 tix to see the play** **ALSO, ask educators to plug work they are doing.** **REMEMBER TO CHECK OUT THE MAPPING PREJUDICE PROJECT ONLINE, TAKE MORE RISKS, AND GO VOTE!**



## ON STAGE: Behind the Sun – Feedback

*Hello Lucas.*

*Thank you and your team for coming to my ENGL 190 class today—I really enjoyed the visit and conversation! ... It's sad these days ... that there are so few "theater kids" familiar with plays in performance—my parents took me to see live theater from a young age, and I took my daughter, but many families have no tradition of this. I hope your visit, and the love for and dedication to the art that the theater folk shared with my students, engages a few of them to give live theater a try! Please keep me on your mailing list!*

*Kind regards,*

*Catherine Craft-Fairchild – Professor at University of St. Thomas*

*Lucas,*

*It was amazing! I think the best one yet :) Students seemed to really enjoy, and I really think it was important for them to hear about the local history of redlining too :). Thanks for all that you do to bring the arts into our courses! Looking forward to next week.*

*Patricia Maddox – Professor at University of St. Thomas*

*Hi Lucas,*

*I just wanted to say thanks for visiting my students. I think it was a treat for them to hear from other artists and to learn more about Behind the Sun.*

*Best wishes,*

*Patti Gage – Professor at Saint Paul College*

*Hey Lucas!*

*I think that everything went very well and had a deep impact on the students! Thank you for all of the fine work that you and your team do!*

*Willie Johnson – Professor at Normandale Community College*

**ON STAGE: Behind the Sun – Feedback Cont.**

*Hi Lucas,*

*It was wonderful to be in community with you all yesterday. I greatly enjoyed the program, and it was enjoyable to see how my students responded to your discussion prompts. Yes, please put me down as interested in future programs. Thanks again for coming in and please extend my thanks to your colleagues as well.*

*Jacob Jurss – Professor at Century College*

*Hi Lucas,*

*Thank you all sooo much for coming! It was so great to have you all here and I think the students were relieved to talk to new people, not just me every day haha. I want to assure you that you did a great job! It's a pensive, quieter group in big circles. They're opening up more and more - they seem to like starting in small groups and then opening up to the big group discussion. Hopefully, by November they'll share more. They were definitely taking it all in and learning A LOT they just don't always say what they're thinking out loud.*

*Excited for November! Thank you again!*

*Kate Olson – Professor at Inver Hills Community College*

*Lucas, what a pleasure it was to have you visit the class. Please pass on our appreciation to Anna and Jane too!*

*Josephine Lee – Professor at University of Minnesota*

*Hi Lucas - I thought the discussion went really great! Thanks so much for coming. It couldn't have lined up more perfectly with what we just finished covering in class, and it was a great opportunity for students to engage with those ideas and concepts in a different way. And yes, please keep me posted about future plays!*

*Nick Graetz – Professor at University of Minnesota*

## **ON STAGE: Behind the Sun – Financials**

- **Warren Bowles (Facilitator) - \$1120**
  - \* 8 discussions (\$800), 2 planning meetings (\$200), facilitator prep-fee (\$100), parking stipend (\$20).
- **Patrick Bailey (Facilitator) - \$1420**
  - \* 11 discussions (\$1100), 2 planning meetings (\$200), facilitator prep-fee (\$100), parking stipend (\$20).
- **Jane Froiland (Facilitator) - \$1720**
  - \* 15 discussions (\$1500), 1 planning meeting (\$100), and facilitator prep-fee (\$100), parking stipend (\$20).
- **Val Proctor (Facilitator) - \$2020**
  - \* 18 discussions (\$1800), 1 planning meeting (\$100), facilitator prep-fee (\$100), parking stipend (\$20).
- **Anna Hashizume (Facilitator) - \$1320**
  - \* 11 discussions (\$1100), 1 planning meeting (\$100), facilitator prep-fee (\$100), parking stipend (\$20).
- **Lucas Erickson (Project Manager) - \$660**
  - \* Coordination fee (\$500), marketing, printing and copying (\$100), meetings (\$40), parking stipend (\$20).

**TOTAL: \$8,260**

*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: Behind the Sun – 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)

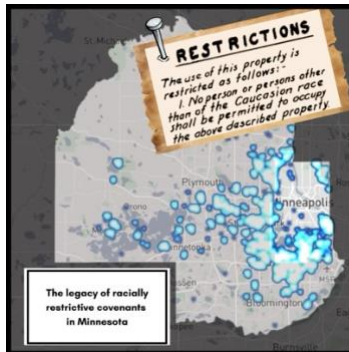
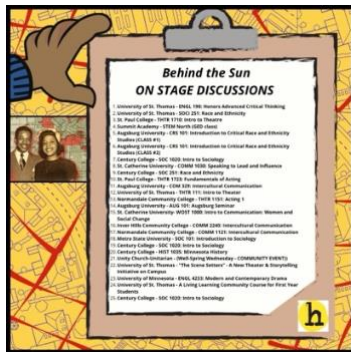
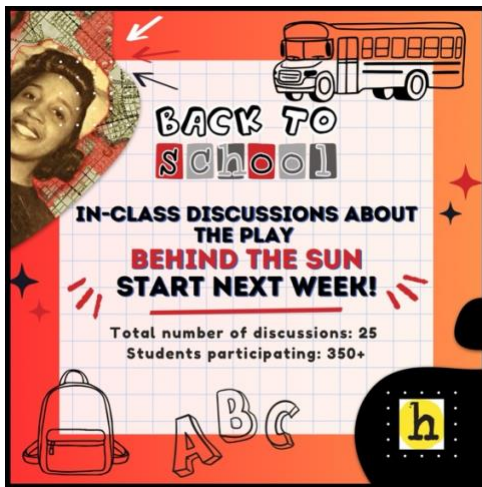
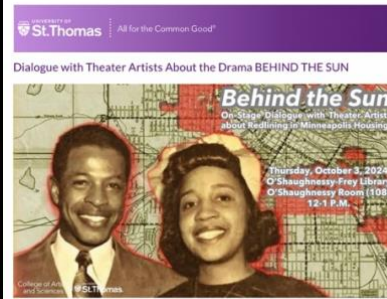
(Date Signed) \_\_\_\_\_

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

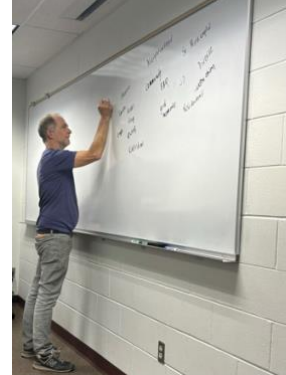
(Signature) \_\_\_\_\_

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

# ON STAGE: Behind the Sun – Social Media



**ON STAGE: *Behind the Sun* – 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 Theatre)  
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**

*Anbergine* (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**

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

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

*The Courtroom* (Jungle Theatre)  
Total Participants: **86** Total Tickets Purchased: **40**

*The Chinese Lady* (Open Eye Theatre)  
Total Participants: **247** Total Tickets Purchased: **24**

*Passage* (Pillsbury House Theatre & Exposed Brick Theatre)  
Total Participants: **251** Total Tickets Purchased: **77**

*A Unique Assignment* (History Theatre)  
Total Participants: **294** Total Tickets Purchased: **24**

*The Color Purple* (Theater Latté Da)  
Total Participants: **213** Total Tickets Purchased: **36**

*Behind the Sun* (History Theatre)  
Total Participants: **541** Total Tickets Purchased: **97**

**TOTAL ON STAGE PARTICIPANTS: 7,422**  
(TOTAL ONSTAGE/ONLINE PARTICIPANTS: 1,417)  
**TOTAL TICKETS PURCHASED: 1,953**

**\* 26% OF THE STUDENTS/COMMUNITY MEMBERS WE VISITED IN CLASSES SAW THE PLAY THAT WAS DISCUSSED.**