



2016-17 SEASON

NEW VICTORY[®] SCHOOL TOOL

THE NEW VICTORY[®] THEATER

RESOURCE GUIDES

A project of The New 42nd Street, a nonprofit organization

OH BOY!

Théâtre du Phare





THE NEW VICTORY THEATER

The New Victory Theater is New York City's first full-time performing arts theater for kids, their families and classmates. Since it opened in 1995, The New Victory has quickly become an integral part of the cultural landscape in New York City, presenting a full season of adventurous, multidisciplinary works from around the globe and close to home. The New Vic seeks out sophisticated, thought-provoking, professional productions that are as artistically rich as they are entertaining.

The international productions on NEW VICTORY stages inform and inspire the work of the award-winning NEW VICTORY Education Program through a dynamic combination of school and public programs. Our school programs serve over 40,000 Pre-K through 12th grade students and teachers each season at almost no cost to the kids or their schools. Many of our partners are NYC-area Title I schools, with a high percentage of students who would be unable to experience live theater if it weren't for The New Victory. The enthusiastic young people who greet you on your way into the theater are part of the New Vic Usher Corps, a 3-year program that provides 27,000 hours of paid employment for 75-80 high school and college-age youth each season. Families who attend the New Vic together combine their theater-going with NEW VICTORY Family Workshops, as well as free in-theater engagement activities. Together, these nationally-recognized programs exemplify the organization's long-standing commitment to the intrinsic value of cultural participation in the lives of young people and families.

NEW VICTORY® SCHOOL TOOL® Resource Guides

Available to Education Partners for every show in our season, NEW VICTORY SCHOOL TOOL Resource Guides provide educators with comprehensive materials that explore the artistry and key themes of each production. Filled with practical, ready-to-implement activities that allow any teacher to incorporate The New Victory into their classroom, the NEW VICTORY SCHOOL TOOL Resource Guides are designed to enrich the performance experience before, during and after the students' trip to the theater.

NEW VICTORY Education Partnership

The NEW VICTORY Education Department is committed to building impactful and long-lasting relationships with schools and after-school programs. We believe that creating strong and meaningful partnerships between schools and arts organizations allows school communities to deeply enrich their arts programs and infuse creativity across the curriculum. By annually enrolling in the unique and award-winning NEW VICTORY Education Partnership Program, schools take advantage of \$2 tickets to NEW VICTORY school-time and after-school performances, free classroom workshops led by highly skilled teaching artists, in-depth resources and professional development that allow teachers to incorporate the arts into their classrooms.

Making Connections to Learning Standards

NEW VICTORY SCHOOL TOOL Resource Guides align with the Common Core State Standards, New York State Learning Standards and New York City Blueprint for Teaching and Learning in the Arts. We believe that these standards support both the high quality instruction and deep engagement that The New Victory Theater strives to achieve in its arts education practice.

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CONTACT INFORMATION

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NEW VICTORY® SCHOOL TOOL® Resource Guides are made possible by a generous gift in memory of Fr. John R. Scarangelo, OFM whose lifelong passion for the theater was a powerful influence on all who were fortunate to know and love him.



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OH! BOY!





INSIDE

A behind-the-curtain look at the artists, the company and the art form of this production.

COMMON CORE STANDARDS

Reading: 1; 2; 3; 4; 5; 6; 7

Writing: 2; 3; 4; 6; 7; 9; 10

Speaking and Listening: 1; 2; 3; 4; 5; 6

Language: 1; 2; 3

NEW YORK STATE STANDARDS

Arts: 1; 2; 3; 4

English Language Arts: 1; 2; 3; 4

Social Studies: 1; 2; 5

BLUEPRINT FOR THE ARTS

Theater: Theater Making,
Developing Theater Literacy,
Making Connections

Summary

Simeon: fourteen, awkward, a brainiac. Morgan: eight, also awkward, also a brainiac. Venice: five, adorable. Orphaned and alone in the world, they make a vow to never be separated. Enter Balthazar: 26, handsome, gay and the kids' older, immature half-brother they never knew they had. He's also their only hope for staying together. But is Balthazar ready to give up his irresponsible party boy ways to become their guardian? Honest and heartrending, OH BOY!, based on the book by Marie Aude-Murail, is a one-man tour de force exploring what it means to be a family, and the importance of pulling together when faced with some of life's most devastating moments.



MATTHEW BROWN IN THÉÂTRE DU PHARE'S OH BOY!

OH BOY!



INSIDE

THEATRICAL ADAPTATION +
MINIMALIST SET DESIGN ×
SOLO PERFORMANCE =

OH BOY!

Where in the
world is OH BOY!
from?

PARIS,
FRANCE



The Statue of Liberty was a gift from the people of France to the United States. It symbolized friendship and is recognized universally as a beacon of freedom and democracy. It was erected in New York harbor in 1886 and dedicated on October 28 of that same year, designated as a National Monument in 1924 and the National Park Service has been taking care of it since 1933.

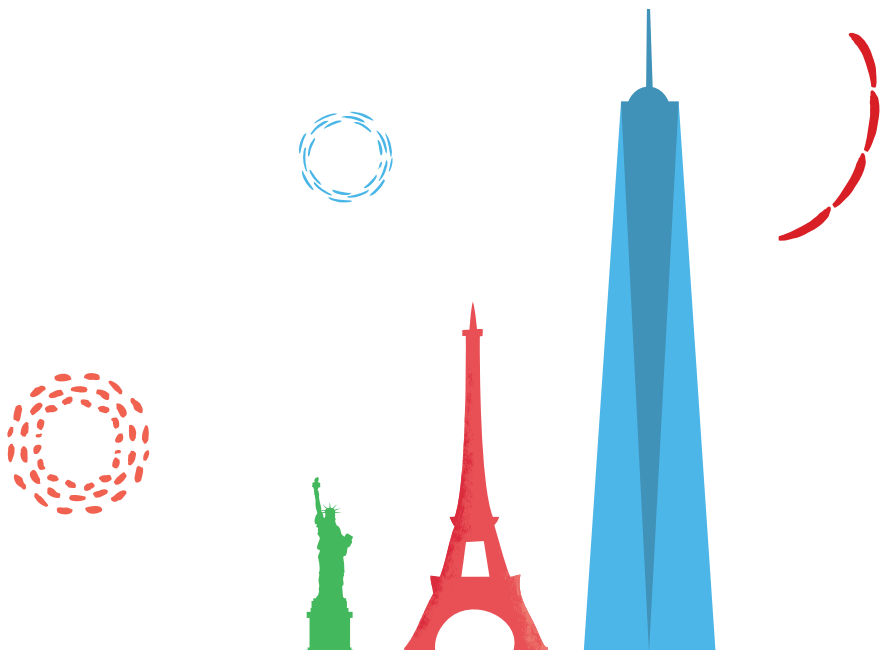
The Eiffel Tower, in Paris France, which stands at a staggering 984 feet in the air (just over half the size of One World Trade!) and was designed by Gustave Eiffel for the 1889 Worlds Fair in Paris. It was designed to celebrate the 100-year anniversary of the French Revolution and its construction took two years, two months and five days.

Closer look at: OH BOY!

“Théâtre du Phare,” in English, means “Lighthouse Theater.” The company’s name is reflected in its mission. Théâtre du Phare focuses on simplicity and clarity in their storytelling—an approach that emphasizes the complex themes they explore. Bold, endearing, honest work is at the heart of the company’s philosophy.

Théâtre du Phare’s team of collaborators worked together to bring OH BOY! to the stage. This theatrical adaptation of the original novel by Marie-Aude Murail was written by French playwright Catherine Verlaquet. Nicholas Elliot translated the script into English, and the play is directed by Théâtre Du Phare’s artistic director Olivier Letellier.

Although the company has toured OH BOY! throughout France, Switzerland, Germany, Luxembourg and Quebec, presenting over 500 performances since its inception, this will be Théâtre Du Phare’s U.S. debut. OH BOY! is a solo performance that, with humor and heart, resonates widely.



INSIDE / THE ART FORM

SOLO PERFORMANCE

Commonly known as a “one-man” or “one-woman” show, this type of performance features only one actor playing one or more roles. This style of theater evolved from the ancient art of storytelling and was originally influenced by other art forms like vaudeville and cabaret. Today, we can see a huge variety of solo performances, like magicians, comedians and musicians. In OH BOY!, the sole performer, Matthew Brown, narrates the show as the main character, Balthazar, while also portraying many other characters including his three younger siblings, Simeon, Morgan and Venice.

THEATRICAL ADAPTATION

Many plays you see on stage are often adapted by playwrights from books, movies and stories and, in collaboration with a director, retold in new, innovative ways. Examples of this are *The Curious Incident of the Dog in the Nighttime* (adapted from a novel), *Mary Poppins* (adapted from novel to film and film to stage) and *Frankenstein* (adapted from novel to stage and film). Théâtre du Phare’s production of OH BOY! is adapted from Marie-Aude Murail’s 2000 novel of the same name by French playwright Catherine Verlaquet.

SET DESIGN

OH BOY! is performed on a nearly empty stage with only a few props to create a sense of person, place and situation. In minimalist theater pieces, design elements such as set and props are reduced to the bare, most recognizable objects in order to draw more attention to the text and performance. It also stimulates the imagination of both the audience and the actors, and engages the audience members as active participants.

WHAT DO YOUR STUDENTS KNOW NOW?

Prior to exploring OH BOY! with your students, find out how much they already know about **SOLO PERFORMANCE** and **THEATRICAL ADAPTATION**. In addition, allow them to explore the theme: **RESPONSIBILITY**.

Have you seen a solo performance before? How was it different than a show with a cast of many performers?

Why do you think having one person play many characters might enhance a production?

What are some other novels that you know of that have been adapted for the stage?

What does a theatrical adaptation bring to an already existing piece of writing?

The performer uses different objects to represent his family members. What objects in your classroom would you use to represent your family members?

Have you ever had a responsibility or a duty that pushed you to mature a little bit? How did you change as a person because of that responsibility?



OH BOY!





INSIDE / UNIT PLAN BRAINSTORM

PAGE TO STAGE (ELA)

Use the experience of seeing OH BOY! to teach your students about theatrical adaptation. Begin by reading a play (or scenes from a play) that has been adapted into a movie. Then, watch the movie as a class! Have your students compare and contrast the differences between the play and its film adaptation. Then, have your students adapt the story themselves by telling it from a different character's point of view or setting the tale in a different place and time. To support this unit, use the Activity: *ADAPtability* in the **After** section.

ADULTING (ELA, SOCIAL STUDIES, VISUAL ARTS)

Have your students embark on a creative writing or visual arts unit that allows them to explore what it means to be an adult and have adult responsibilities. Over the course of a few days, have your students interview the adults in their lives (teachers, counselors, parents, grandparents, etc.) to find out from a wide range of people what it means to be an adult. Offer them prompts for their interviews like *When did you realize you were an adult? What did that feel like? Do you sometimes wish you were a kid again? If so, why?* In pairs or groups, students can share their findings and describe what they've written or drawn based on their research. To support this unit, use the Creativity Page: *Back to the Future, Part ME!* in the **Before** section.

RETRACE YOUR STEPS (ELA, SOCIAL STUDIES)

At its heart, OH BOY! is about family. Let this production inspire a unit on the family tree. In OH BOY!, Balthazar, a 26 year-old man, finds out that he is to become guardian of three siblings he never knew he had, extending his family tree by at least three branches! Have your students research their family tree by interviewing their loved ones or by asking their grandparents, parents or guardian(s) to help them research their genealogy online!* What new things can your students learn about their family lineage, themselves and their classmates' background that they never knew before? Divide your students into groups and have them share one story about their research. Build on that by having the students write a monologue about the importance of family from the point of view of one of their distant relatives! To support this unit, use the the Creativity Page: *Going Out On A Limb...* in the **En Route** section.

*TEACHER'S NOTE

We have compiled a list of websites that can be used to research genealogy in the Sources page of this School Tool.

OH BOY!





BEFORE

Ready-to-implement classroom activities that explore the themes and artistry of the show

COMMON CORE STANDARDS

Writing: 3; 4

Speaking and Listening: 1; 2; 6

Language: 1; 2; 3

NEW YORK STATE STANDARDS

Arts: 1; 2

English Language Arts: 1; 2; 3; 4

BLUEPRINT FOR THE ARTS

Theater: Theater Making,
Developing Theater Literacy,
Making Connections



OH! BOY!



SAY CHEESE!

Materials Needed: Seven large pieces of chart paper on the wall with prompts (see Step 5 below)

In OH BOY! Balthazar is asked to become a father figure to three siblings he never knew he had. Together, they discover what the word “family” means to them. What does it mean to you?

1. Begin by writing the phrase “What is a Family?” on a large chart paper on the wall as a prompt for this activity.
2. Create a gallery of sorts by writing the prompts below (or some of your own!) on large chart paper and placing them around the classroom. Note: Take this time to discuss with your students how each of these prompts below describes different types of families:

- An dad and his adopted son at the grocery store
- An uncle and his girlfriend teaching a teenager to drive
- Grandparents and a grandchild in line at Disney World
- A single mom and her son at a Parent-Teacher Conference
- A boy and his two moms in the car on the way to his high school graduation
- A girl and her foster parents at an extended-family reunion

3. Next, invite students to get into groups by having them choose to stand next to the prompt that resonates most with them.
4. Each group should discuss why they chose that family description. Then, have each group create a frozen family portrait that represents their chosen prompt. In creating this frozen picture, the groups can define the main characters, add other characters and even use their bodies to create the setting.
5. Review the questions below (written on 1 large piece of chart paper) and have each group think about the person they are representing in their portrait.

- Who are you?
- What is your name?
- What is your relationship to the other people in your portrait?
- How did you meet them?
- How do you feel about them?

When you’ve given them enough time to think about this, visit each group and thought-track the characters in the portraits by tapping their shoulder and asking them to speak aloud using the prompt questions provided.

BONUS:

To explore solo performance, give students time to write a monologue from the point of view of the character they’ve created in their group’s family portrait.

Provide prompts like the ones above or different ones like *Where do you come from? When and where were you born? What is your family life like? What are your interests or hobbies? What are you trying to achieve and what is standing in your way? How can you overcome this obstacle?*

Groups can recreate their family portraits, building a family portrait gallery around the room! Ask for different “family members” to share their monologue within their own groups or with the whole class!

REFLECTION QUESTIONS

What were some of your favorite moments from today’s activity?

What was it like to think about different kinds of families?

What is the most unique characteristic of your family?

What did you learn from today’s activity that you didn’t know before?

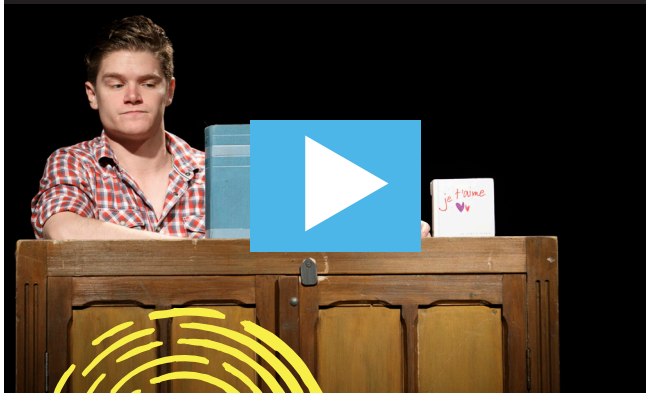
OH BOY!





BEFORE / RESOURCE FOR FAMILIES

Be a part of your kid's field trip! www.NewVictory.org/SchoolTool



watch

Check out the video trailer and a message from the company!

WWW.NEWVICTORY.ORG

While you're there, do the suggested Family Activities to learn more about the show.



Ask your kid **BEFORE** the show:

How does one performer play so many different characters? Let's discuss it!
What are you most excited about for your trip to The New Victory Theater at The Duke on 42nd Street?

Ask your kid **AFTER** the show:

What was your favorite part of the show?
Did anything about the show surprise you?
Was the use of different objects to portray different characters effective? How so?

visit



The New Victory is New York City's only performing arts theater exclusively devoted to kids, their families and classmates, bringing exhilarating stories, innovative art forms and unparalleled performers from around the world to its historic stage in Times Square. For a full list of shows in the New Vic 2016-17 season, visit NewVictory.org.

OH! BOY!



CREATIVITY PAGE

BACK **TO THE FUTURE** **ME!** **PART**

OH BOY! is about a 26-year old man named Balthazar who is forced to take on adult responsibilities before he's ready. In the play, Balthazar realizes the importance of family and says, "Maybe this is where my story begins!" How will YOUR story begin? Look into your future and use the prompts provided to write about a moment(s) when you realized you were an adult.



IMAGINE YOURSELF AT THE AGE OF 26!



Did you go to college? Where and what was your major?

Do you have a job? What is it?

Do you have a family? Describe it!

What country or city do you live in? Why did you move there?

How did your story begin?

Once you've written your future life story, take a few minutes to read it over. Think about the questions you answered, the questions that came to mind as you were writing. Connect with a partner and discuss with each other what you learned about yourself from doing this!





EN ROUTE

Trip logistics and a brief student activity to be completed shortly before seeing the show.

Provide this section to all teachers and chaperones attending the show!

COMMON CORE STANDARDS
Reading: 1

NEW YORK STATE STANDARDS
Arts: 2

BLUEPRINT FOR THE ARTS
Visual Arts: Art Making,
Making Connections

Heads up!

OH BOY! is a one-man play adapted from the novel with themes of family, illness, homophobia and loss. This production employs theatrical adaptation and minimalist set design. Prepare your students to watch closely and see how one man and a few objects can portray a multitude of characters!

The show is playing at the Duke on 42nd Street, just a few doors down from The New Victory Theater.



OH BOY!



CREATIVITY PAGE



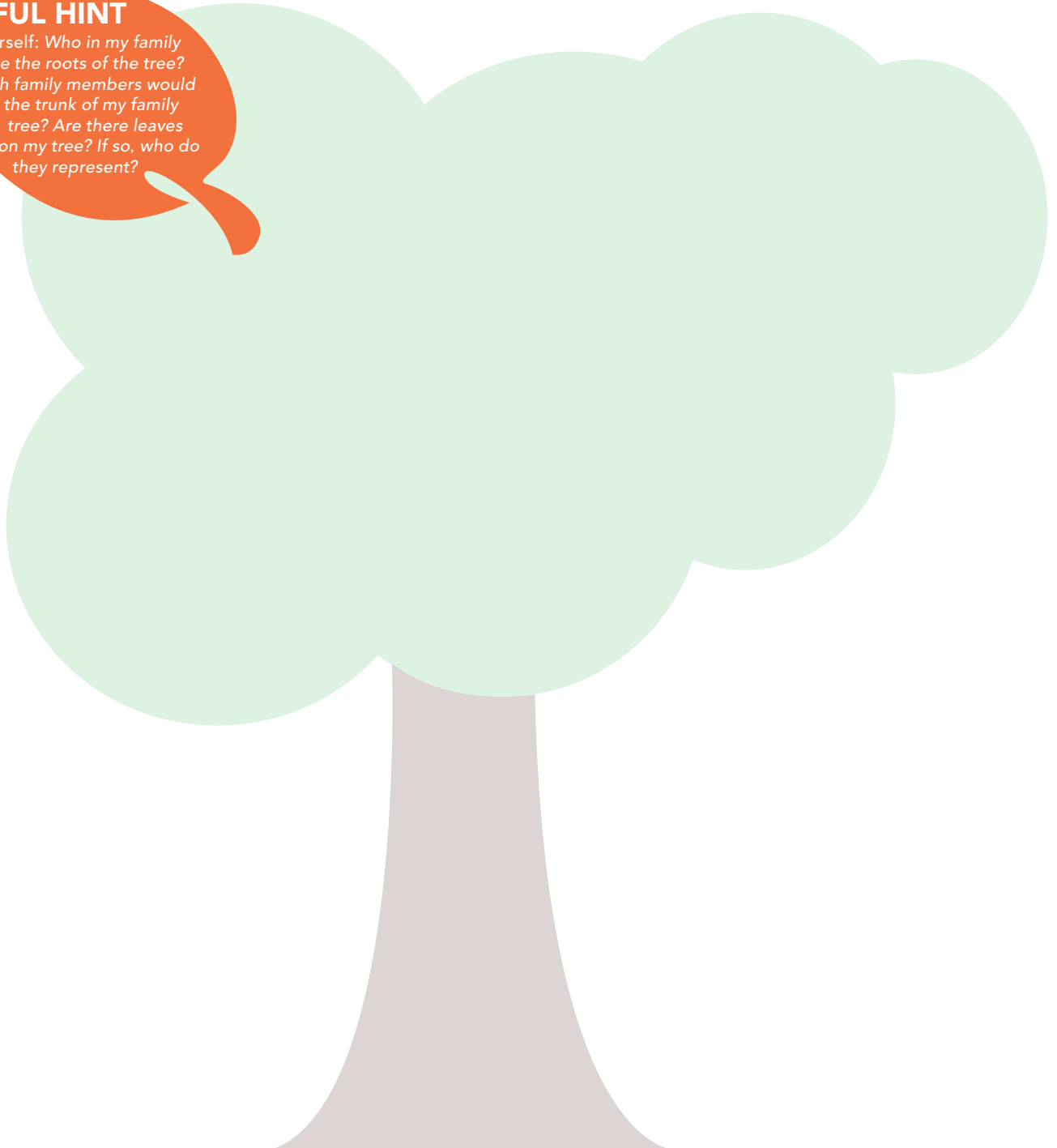
going out on a limb...

USE THE SPACE BELOW TO DRAW YOUR FAMILY TREE!

Start with your immediate family (family that you live with, like your parents, grandparents, siblings, etc.), and build your family tree upward and outward, branch by branch!

HELPFUL HINT

Ask yourself: Who in my family would be the roots of the tree?
Which family members would be the trunk of my family tree? Are there leaves on my tree? If so, who do they represent?



TRIP GUIDE

Provide this resource to the School Trip Leader and all teachers/chaperones attending the performance.

Before you leave school

We advise you to LEAVE ALL BAGS AND LUNCHES at school, if possible. If not, bags will be collected by New VICTORY staff and stored during the performance.

Plan to arrive at the NEW VICTORY venue at least 30–45 minutes before curtain time. The building opens one hour prior to curtain (i.e. 10am for an 11am performance). If you realize that your group is running late, please contact the theater DIRECTLY at **646.223.3020**. If you will be arriving by bus, please ensure that your driver drops your group off on the **north side** of 42nd Street between 7th and 8th Avenues.

Arrival

When you reach 42nd Street, a member of the New Victory Front of House staff wearing a green vest will check in with the school trip leader.

If you arrive by bus, they will direct your bus to a location on the street where it is safest to unload the students.

It is important to wait until our staff checks in the School Trip Leader and Bus Driver before unloading the students.

They will record the bus number and give the School Trip Leader and the Bus Driver correlating tags.

Please remember to have the School Trip Leader and the Bus Driver exchange cell numbers.

The Front of House staff will give a time for the bus to return to pick up your school group.

The question of lunch

NEW VICTORY venues are not equipped to host lunch/snacks. In the early autumn and spring months, nearby Bryant Park (42nd Street at 6th Avenue) offers a pleasant place for lunching, and there are also public restroom facilities.

Seating

In order to make your experience at the theater as efficient and safe as possible, you will not be issued tickets. Your group will be assigned seats in advance by the Education Department. Your seating assignment will not be available prior to the performance. If you have any questions, please contact the Education Department at: Education_Tickets@NewVictory.org.

Accessibility

Wheelchair accessibility: Wheelchair seating must be requested in advance, at the time of the ticket request, and is subject to availability. Assisted listening devices are available for patrons who have hearing impairments.



TRIP GUIDE

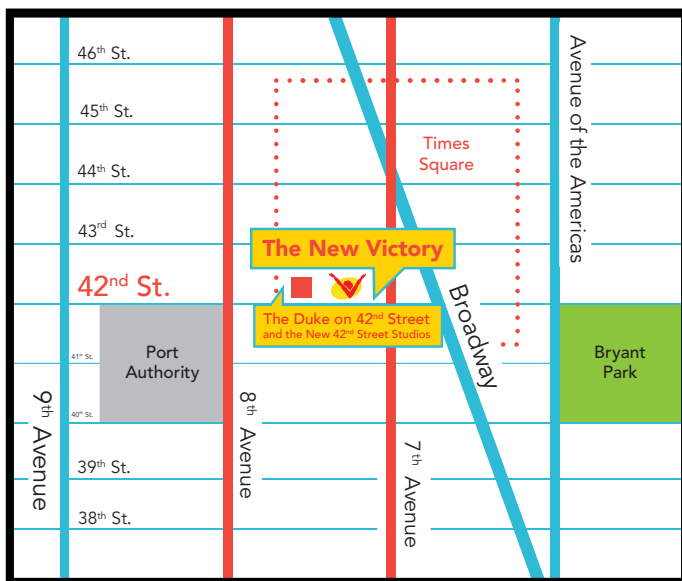
If you are traveling by bus, please also share this important information with the bus driver.

Directions to

THE NEW VICTORY THEATER OR THE DUKE ON 42ND STREET/
NEW 42ND STREET STUDIOS
209 West 42nd Street
229 West 42nd Street

BY SCHOOL BUS

It is safest to drop off and pick up your school group on **the north side of the street** in front of the venue. Turn onto 42nd Street from 7th Avenue so students can unload in front of the theater space.



During the show

42nd Street is extremely congested and has a high volume of traffic. According to the New York City Department of Transportation, vehicles are not allowed to sit idle or park on the street without special permission. Once your bus is empty, it is important that the bus driver find parking at a nearby location—see possible parking locations below.

If a driver chooses to park on 42nd Street, they do so at their own risk of being ticketed by the police. The New Victory Theater is not responsible for bus drivers who receive parking tickets.

Possible parking locations

8th Avenue (both sides) between 38th and 39th Streets
11th Avenue (both sides) between 39th and 40th Streets

Pick up

Taking Midtown traffic into consideration, bus drivers should leave their waiting location approximately 10 minutes prior to the return time given by the Front of House staff. Front of House staff will also help find a spot on 42nd Street to safely load your student group after the show has ended.

BY MTA, SUBWAY OR BUS

1/2/3, N/R/Q/W/7

Exit the station at 42nd Street/7th Avenue. When you come out of the turnstile, take the stairs to your right. All NEW VICTORY venues are directly to the west of the subway station.

A/C/E to Port Authority

Exit at 42nd Street/8th Avenue. Walk to 42nd Street, turn east, and continue walking until you arrive at NEW VICTORY venues.

B/D/F/M

Exit at 42nd Street/6th Avenue. Walk west on 42nd Street until you come to 7th Avenue. The venues are on the north side of the street at 7th Avenue, next to the subway station.

The M10, M16, M27, M42, M104 buses all stop within one block of the venues.





AFTER

Ready-to-implement classroom activities that offer the opportunity to reflect on and extend the experience of attending the performance

COMMON CORE STANDARDS

Reading: 1

Writing: 2; 3; 4; 5

Speaking and Listening: 1; 2; 3; 4; 6

Language: 3

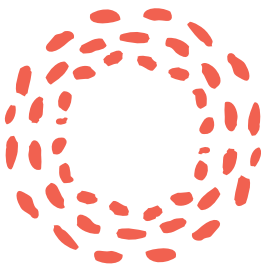
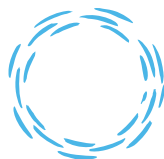
NEW YORK STATE STANDARDS

Arts: 1; 2; 3

English Language Arts: 1; 3

BLUEPRINT FOR THE ARTS

Theater: Theater Making,
Developing Theater Literacy,
Making Connections



OH! BOY!

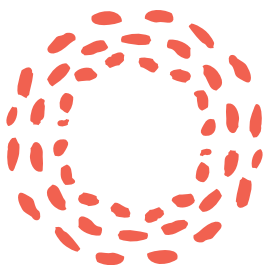




AFTER / PERFORMANCE REFLECTION

Following your trip to the New Victory, you may find that your students want to discuss the performance and their own opinions. Reflecting on the show and voicing an aesthetic response is an important part of the theater-going experience. Allowing your students the opportunity to articulate their own thoughts and hear the ideas of their classmates will increase the impact of the theater experience.

Engage in a conversation with your students regarding their thoughts and feelings about the show. Use the following questions as prompts:



Did this performance of OH BOY! change your view of what a family can be? If so, how?

What were your favorite moments in the show?

What did you think about Balthazar's siblings being played by objects instead of people?

What themes did you notice in the show?

How did the story make you feel?



TEACHER TIP

Engaging in dialogue, asking questions and recalling observations are skills that we believe should be fostered and encouraged. When leading a performance reflection discussion, try the following model of critical response:

Describe (I saw...)

Analyze (I wonder...)

Interpret (I think/feel...)

Evaluate (I believe...)

OH BOY!



AFTER / PERFORMANCE REFLECTION

Be a theater critic! Write your review of OH BOY! Your review should include the following elements: An eye catching headline, an opening that clearly states your opinion on the production and how you came to have that opinion, a brief summary of what you saw and what made this production unique. Oh... and don't forget to think about the acting choices, props, set and lighting!



WHAT I SAW AND WHAT SURPRISED ME:

HOW THE SHOW MADE ME FEEL

(What mood were you in after the show? What about the show made you feel that way?):

MY OPINION (consider the acting choices, props, set and lighting):



ADAPTability

As a class, create your very own stage adaptation! Using a story you've been working on with your students, along with objects found inside of your classroom, guide them in exploring how to create a stage adaptation, just like in OH BOY!.

1. Tell your students that, in small groups, they will be creating their own stage adaptation of a book or story the class is currently reading. *Note: Remind them that, like OH BOY!, just one performer can play a multitude of characters and objects can represent characters, or they can all take on different roles!*
2. Have your students generate the basic premise of their adaptation and ask them to provide answers to the following prompts:
 - Main Character/Protagonist: What does the main character want?
 - Secondary Character(s)/Sidekick: What is this person's relationship to the main character?
 - Villain (Is there one?): What does the villain want?
 - What is the conflict within the story?
 - What is the setting?
 - Who solves the conflict and how?
 - The first line of the story
 - The last line of the story
3. As a class, discuss the themes of the story, then ask your students to generate a list of keywords that are relevant to that discussion.
4. Divide your students into groups of 3 or 4.
5. In each group, have the students write one short scene or scenes for the class' adaptation that utilizes at least one of the themes generated.
6. Read through the different scenes as a class. If you have time to expand on this activity, challenge your students to act out the different scenes they've created!

REFLECTION QUESTIONS

Do you see similarities between the various adapted scenes? What are they?

Which characters did you enjoy bringing to life and why?

What scenes were your favorite?

What elements of storytelling resonated with you? How so?

OH BOY!



CREATIVITY PAGE

So...What Now?!

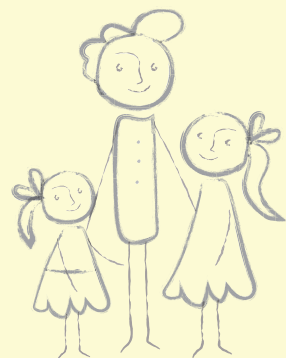
Despite all of the obstacles standing in their way, Balthazar, Simeon, Morgan and Venice persevered.
Use your imagination and, in the space below, write or draw the future of the Killchicken family!

But what happens after the end of the play?

How will their family evolve?



Will Balthazar and Jocelyn finally make up?





Sources

http://theatreduphare.fr/spectacles_oh-boy.htm

<https://www.archives.gov/research/genealogy/start-research>

<http://www.findmypast.com/>

<https://familysearch.org/>

<http://www.familytreemagazine.com/articlelist/basic-steps>

OH!
BOY!

