

One House Over

By Catherine Trieschmann | Directed by Mark Clements
February 27 - March 25, 2018 | Quadracci Powerhouse

TEACHER'S GUIDE

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SUGGESTED TEACHING & CLASSROOM ACTIVITIES

- 1.) Listen: Cultural Awareness
- 2.) Share: Interview an Elder
- 3.) Reimagine: Storytelling Collage

This Teacher's Guide is designed to be used in the classroom along with The Rep's Play Guide for *One House Over*. These are some suggested activities for your classroom. The Play Guide is available online at <https://www.milwaukeekeerep.com/Tickets--Events/201718-Overview/One-House-Over/One-House-Over-PlayGuide/>

PRE-SHOW

LISTEN: CULTURAL AWARENESS

One House Over is one of three productions in our Neighbor Series which was designed to encourage viewers to listen, share, and reimagine the meaning of community and what it means to be a neighbor. Listening is an active and engaged decision when attending events, participating in discussion, and creating a safe space that allows honest storytelling. The diversity in the neighborhoods around us are full of stories rooted in rich culture.

ACTIVITY: The first three cities in the table below are the hometowns of a few *One House Over* characters. Research each city and record interesting facts from each category. Look for the unique characteristics of each city and note any ways the cities have influenced each other. Research an additional city of your choice that you want to learn more about.



(L-to-R): Zoe Sophia Garcia, Mark Jacoby, and Elaine Rivkin.
Photo by Michael Brosilow.

CITY	STATE/COUNTRY FLAG (DRAW)	PRIMARY LANGUAGE	SECONDARY LANGUAGE	POPULATION	CULTURAL FESTIVAL	SPORTS	CUISINE	VISUAL ART	MUSIC
Guadalajara, Mexico									
Prague, Czechoslovakia									
Chicago, IL, USA									
Milwaukee, WI, USA									
Your Choice									

POST-SHOW

DISCUSSION: *One House Over* is a powerful example of how our similarities, rather than our differences, can divide us. We all desire purpose, safety, and comfort. We all struggle with pride, fear, and loneliness as well. *One House Over* challenges common stereotypes and bridges gaps in our understanding, demanding reflection on our behavior and our thoughts about the communities around us.

- What are your thoughts on the ending of the play? What did you predict would happen?
- Why do Camila and Rafael no longer live with Joanne? Do you agree or disagree with their choice?
- What were your first impressions of each character as they were introduced and why? Provide specific evidence.
- Did you notice any stereotypes discussed in the play? Where do you think those stereotypes came from?
- Which characters could be categorized as "racist"? What behaviors or comments reveal this?
- The relationship between Milos and Camila evolved from mutual disrespect to genuine friendship. Can you identify any moments or specific behaviors that sparked that shift?
- What behaviors and actions strengthened the relationships? What behaviors weakened the relationships? Provide specific examples.
- What does it mean to be a good neighbor?

KEY DEFINITIONS

STEREOTYPE: a widely held but fixed and oversimplified image or idea of a particular type of person or thing.

RACISM: the belief that all members of each race possess characteristics or abilities specific to that race, especially so as to distinguish it as inferior or superior to another race or races.

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SHARE: INTERVIEW AN ELDER

The economic, social and cultural traits of an area inform how a person responds to other environments. In *One House Over* Milos loves ketchup on all of his food because Hitler outlawed ketchup in Czechoslovakia when he was a child. If you think a behavior or practice is odd consider that behavior a freedom instead. Educate yourself and allow your understanding to grow as a result.

Understanding starts with listening and a willingness to cross boundaries. One of the greatest gifts we can give each other is uninterrupted time.

- **Choose an elder in your family or your community to interview.** Treat this interview like casual conversation, allowing the elder to share their story in whatever way makes them most comfortable. Take notes and make sure to ask permission before sharing their story.
- **Create a list of open-ended interview questions** (ex. What was your hometown like? Do you remember your first house?) Encourage them to give as much detail as possible. Potential topics: Birthplace, family, the home they grew up in, scope of their childhood, profession(s), obstacles or hardships they faced, their most joyous memory. You can record the interview on a device or take notes on paper, whatever makes you both comfortable and can keep you engaged.

REIMAGINE: STORYTELLING CHALLENGE

Materials: Paper and pen/pencil, poster board, glue, scissors, sourced images

- **Reimagine:** Collect images that resemble the people and places your elder described in their interview. Using your notes, collect images to create a visual that represents the elder's story. This is your interpretation of the details they share, an alternate form of storytelling. Consider using various colors, textures, and shapes when sourcing images. Magazines, newspapers, and the internet are great places to start. Using paper, glue and scissors, create a collage. Share your collage with the elder and discuss it with them.
- **Share your story!** Create a visual using images or any other preferred medium that represents your own story and share it with your elder. You might have more in common than you realize.
- **Discussion Questions:**
 - o What new or interesting facts did you hear from the elder?
 - o Did anything the elder share surprise you? How so?
 - o Compare the images you collect with the responses you receive from the elder. Is your collage accurate? How did it feel to reimagine and retell someone else's story? Is there anything you would have done differently?
 - o How did the elder respond to your collage?
 - o What do your stories have in common?

"Everyone has a story." - CAMILLA



(L-to-R): Mark Jacoby, Zoe Sophia Garcia. Photo by Michael Brosilow.



(L-to-R): Mark Jacoby, Elaine Rivkin. Photo by Michael Brosilow.



MILWAUKEE REP EDUCATION DEPARTMENT

The Education Department offers backstage tours, pre- and post-show workshops and classroom residencies.

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Common Core State Standards
SL 1,2,4,5 Presentation of Knowledge and Ideas
SL 8-12 Point of View
National Arts Standards
C. 1-3 Generate and complete
R. Perceive, Analyze, Interpret
C.10-11 Relate, Analyze, and Interpret
CASEL Objectives
Social Skills, Self-Awareness, Social Awareness, Relationship Skills

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