

**School Matinees for Grades 7-12 in Jan & Feb 2015**  
**All performances at 11:00am, only \$15 for students!**



Off-Broadway debut of an Ovation Award winning play

By **Damon Chua**  
Directed by **Kaipo Schwab**  
January 17 – February 8, 2015

School Matinees **Jan 20 or 21; 27, 28 or 29; and Feb 3, 4 or 5 at 11:00am**

**An educational and entertaining production that examines elements of noir style and a pivotal moment in the timeline of modern China.**  
*Dangerous romantic liaisons, spy-versus-spy intrigue, and a beautiful femme fatale in noir-drenched 1947 Peking, China.*

Pan Asian's School Matinees help students to **develop audience skills** and engage with issues of **cultural, global, and historical significance**. Teachers will receive a **study guide (sample attached)** developed in accordance with the NYC Arts Learning blueprints that will help students think critically about the themes explored during the show, and a post-show talk-back with the artists!

**At the Beckett Theatre at Theatre Row, 410 W 42<sup>nd</sup> Street, btw 9<sup>th</sup> and 10<sup>th</sup> Avenue**

Call Jun Li at 212-868-4030 or email [info@panasianrep.org](mailto:info@panasianrep.org) to reserve tickets, or for more information!

Praise for PART School Matinees: "**Awesome...Our students really enjoyed it...**  
Keep up the good work!" -Ms. White, Principal MS226

SUN	MON	TUE	WED	THUR	FRI	SAT
<b>Jan &amp; Feb 2015</b>						1/17 7:30
1/18 2:30	1/19	1/20 School Matinee 11:00am 7:30	1/21 School Matinee 11:00am 7:30	1/22 7:30	1/23 7:30	1/24 7:30
1/25 2:30	1/26	1/27 School Matinee 11:00am 7:30	1/28 School Matinee 11:00am 7:30	1/29 School Matinee 11:00am 7:30	1/30 7:30	1/31 7:30
2/1 2:30	2/2	2/3 School Matinee 11:00am 7:30	2/4 School Matinee 11:00am 7:30	2/5 School Matinee 11:00am 7:30	2/6	2/7

**School Matinee  
Tickets \$15**

Includes:

- 1 free chaperone per 10 students
- Study Guide – designed to help students meet NYC Arts Learning Blue Prints
- Post-show discussion or workshop with cast

**\*\* All School Matinees subject to availability, min. of 50 students required (max 99 w/ chaperons )**

## STUDY GUIDE EXCERPTS FROM PAST PRODUCTIONS

### **History of Japanese Migration to the United States:**

In 1885 the Japanese and Hawaiian governments concluded the Immigration Convention. Over the next decade approximately 29,000 Japanese traveled to Hawaii to work under a three year contract on the sugar plantations. These immigrants were *dekasegi* laborers, not settlers, who were planning to return home with money. It was not until 1893 that the Colonization Society was organized, calling for the overseas development of Japanese colonies (*continued...*).

### **Elements of drama:**

Drama is a display of life, emotions, tension and relationships. It sketches different personalities and represents a wide variety of emotions through different characters. Generally speaking there are six elements in drama: theme, plot, characters, dialogue, music and visual elements. You should keep these in mind when reviewing and critiquing the play (*continued...*).

### **Japanese-American internment:**

Following the Japanese attack on Pearl Harbor on December 7, 1941, President Franklin D. Roosevelt issued Executive Order 9066, which permitted the military to circumvent the constitutional rights of American citizens in the name of national defense.

The order set into motion the exclusion from certain areas, and the evacuation and mass incarceration of 120,000 persons of Japanese ancestry living on the West Coast, most of whom were U.S. citizens or legal permanent resident aliens.

These Japanese Americans, half of whom were children, were incarcerated for up to 4 years, without due process of law or any factual basis, in bleak, remote camps surrounded by barbed wire and armed guards (*continued...*)

### **A Discussion With Your Students About Stereotypes:**

Stereotypes are generalizations about a group of people. They are used whenever a group is depicted or portrayed in such a way that all its members appear to have the same characteristics, attitudes or life conditions. These classifications can be positive or negative.

Here is one way you can talk with your students about stereotypes:

Cross the Line: this non-verbal exercise is a safe way for your students to share personal beliefs about stereotypes. (Continued)

### **Essay / Discussion Questions:**

1. What is a theme? Name one theme the playwright explores in the play. How is this theme expressed and why do you think it is important?
2. Which character do you most relate to and why?