

# Goosebumps The Musical: Phantom of the Auditorium

**November 8-17, 2019**

**Fridays & Saturdays at 7:30 pm**

**Sundays at 3:00 pm**

**2<sup>nd</sup> Street Stage**

**Hannah Block Historic USO/Community Arts Center**

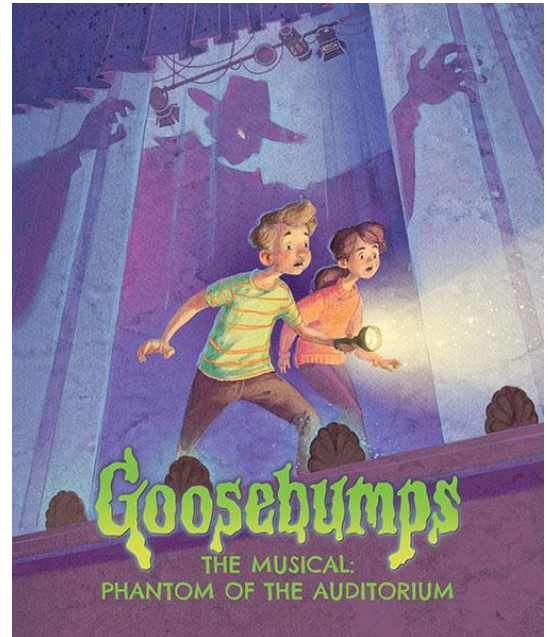
**120 South 2<sup>nd</sup> Street**

**Adapted by John Maclay**

**Music by Danny Abosch**

**Lyrics by John Maclay and Danny Abosch**

**Based on *Goosebumps: Phantom of the Auditorium* by R. L. Stine**



## About the Musical

Goosebumps the Musical is based on the 24<sup>th</sup> book of R. L. Stine's bestselling series of horror stories for young adults. This spooky tale follows Brooke and Zeke, two students who are cast as the lead actors in their school play. The play is about a mysterious Phantom that supposedly haunts their school, and when strange events happen during rehearsals, Brooke and Zeke begin to wonder if the Phantom is real.

## About the Thalian Association



Thalian Association Community Theatre is a non-profit, membership organization that's dedicated to enhancing the rich artistic environment of the Cape Fear region. Tracing its roots back to 1788, the Thalian Association Community Theatre was founded to provide arts education and bring the excitement of the performing arts to Wilmington, North

Carolina. Today the Thalian Association Community Theatre produces five major productions annually on the Main Stage at historic Thalian Hall, offers a Youth Theatre program and professionally manages the [Hannah Block Historic USO/Community Arts Center](#) for the City of Wilmington. In 2007, the North Carolina legislature named the Thalian Association Community Theatre the Official Community Theater of North Carolina.

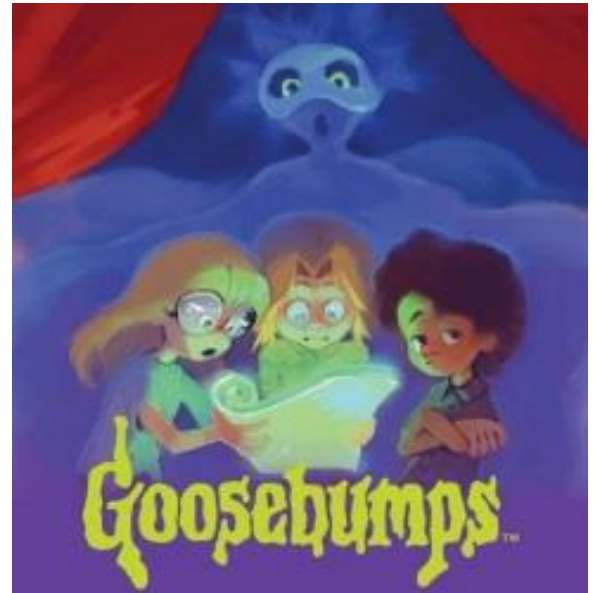
## Lesson Plan

Use this lesson plan to examine how author R.L. Stine uses word choice to create mood and how words impact a reader.

## Objectives

Students will:

- Examine how an author like R.L. Stine uses word choice to create mood.
- Determine how readers are affected by word choice and word connotation.
- Think critically about words and their meanings.
- Read for detail and understand how words impact a reader.



## Materials

- Copies of the passage from *Goosebumps: Phantom of the Auditorium* by R.L. Stine
- Poster-sized paper or board space to create lists of words
- Markers
- Index cards
- Optional: Projector
- Optional: Thesauruses

## During Instruction

The classroom should be set up in a manner conducive to whole group discussion. You may also want to create spooky atmosphere by turning the lights off in the classroom or hanging creepy decorations.

For Lesson One, a passage from *Goosebumps: Phantom of the Auditorium* should be printed out, projected, or shown on the board.

## Lesson Directions

### Lesson: Scary Words Brainstorm

Direct the students to turn and talk to a classmate for five minutes about a time they were scared and what was happening at the time. If you are concerned that any students may be frightened by each other's answers, have the class write on the topic instead.

**Step 1:** Tell the class: Words can affect our feelings. Some words make us feel happy, some make us feel sad, some can even make us feel scared. What are some words that make us feel scared?

**Step 2:** Ask the students to come up with two words on their own. Then have the class share their words and create a list on the board. Examples may include: spooky, dark, haunted, or eerie.

**Step 3:** Talk about synonyms, and how different words with similar meanings might change a text. For example, we could say “glad” or “happy” to mean similar things. How are they different?

**Step 4:** Ask the students to work in pairs to come up with a word that is “scariest” than each of these:

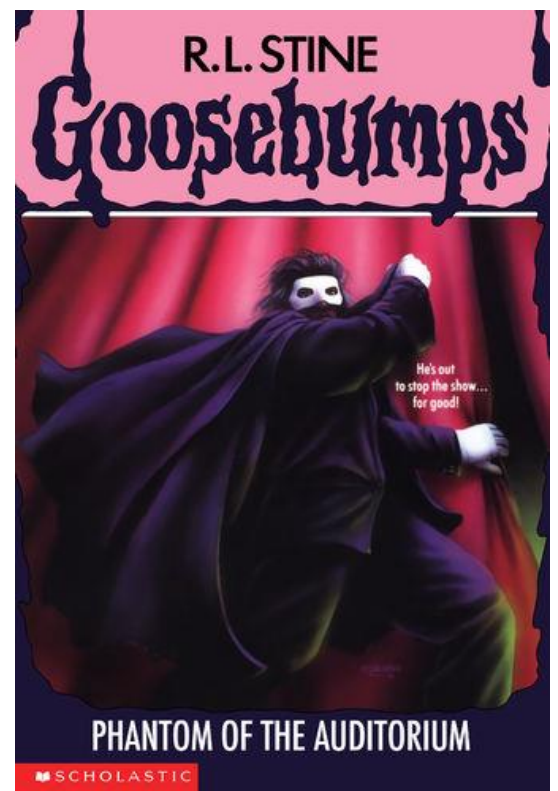
- Strange
- Pale
- Gross
- Horrible
- Spooky

You may have the students use a thesaurus to look up synonyms of words and pick out connotative words that have a stronger implication of feelings.

**Step 5:** Wrap up this activity by asking the students to discuss how authors scare us with their writing. Now, tell the class they will be examining an author's work and how he scares his readers.

### Examination of a Passage

**Step 6:** Ask the students if anyone has read any Goosebumps books by R.L. Stine. Show them the cover of *Goosebumps: Phantom of the Auditorium*. Ask the students to predict what the story will be about based on what is shown on the cover. The students should be able to respond that the story will likely be scary.



**Step 7:** Ask the students: What clues are on the cover to help us figure out what the story might be about?

**Step 8:** Read the following passage aloud to the class. Ask them to listen carefully for word choice and to mark down words to use in discussion later.

**Passage from *Goosebumps: Phantom of the Auditorium***

On Monday afternoon, we started rehearsing the play. Ms. Walker was in charge.

She stood us on the stage in the auditorium, staring down at us. She clutched a tall stack of scripts in her arms.

Ms. Walker has curly red hair and pretty green eyes. She is very skinny, as skinny as a pencil. She is a very good teacher – a little too strict. But a good teacher.

Zeke and I chose two seats next to each other in the third row. I glanced around at the other kids. Everyone was talking. Everyone seemed really excited.

“Do you know what this play is about?” Corey Sklar asked me. He was playing my father. I mean, Esmerelda’s father. Corey has chestnut-brown hair like me. He also wears glasses. Maybe that’s why we were playing relatives.

“Beats me,” I answered him with a shrug. “Nobody knows what the play is about. I just know it’s supposed to be scary.”

“I know what it’s about!” Tina Powell announced loudly.

I turned around in my seat. “How do you know?” I demanded. Ms. Walker hasn’t passed out the scripts yet.”

“My great-grandfather went to Woods Mill Middle School a long, long time ago. He told me all about *The Phantom*, Tina bragged.

I started to tell Tina that nobody cared about her great-grandfather’s dumb story. But then she added, “He also told me about the *curse* on the play!” That shut everyone up. Even me.

Even Ms. Walker was listening now.

Zeke nudged me, his eyes wide with excitement. “A curse?” he whispered happily. “Cool!”

I nodded. “Very cool,” I muttered.

“My great-grandfather told me a really scary story about this play,” Tina continued. “And he told me about a phantom in the school. A real phantom who—”

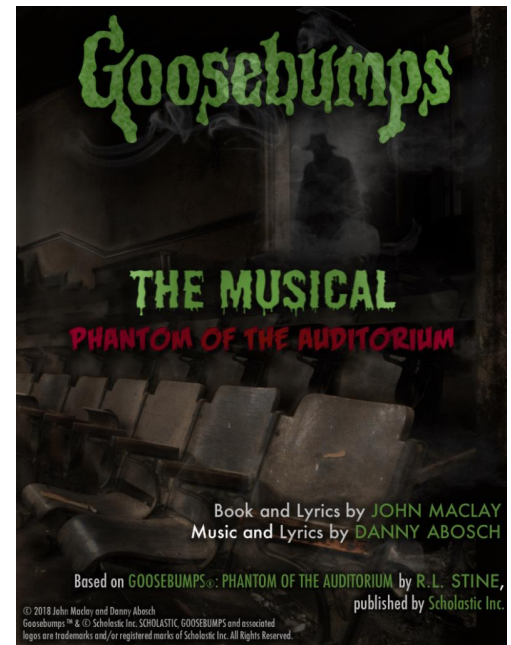
“Tina!” Ms. Walker interrupted, stepping to the front of the stage. She peered down sharply at Tina. “I really don’t think you should tell that story today.”

“Huh? Why not?” I cried.

“Yeah. Why not?” Zeke joined in.

“I don’t think this is a good time to listen to scary stories that may not be true,” Ms. Walker replied sternly. “Today I’m going to pass out the scripts and —”

“Do you *know* the story?” Tina demanded.



“Yes, I’ve heard it,” Ms. Walker told her. But I wish you would keep it to yourself, Tina. It’s a very scary story. Very upsetting. And I really don’t think—”

“Tell us! Tell us! Tell us!” Zeke started to chant.

And, instantly, we were all grinning up at our teacher and chanting loudly: “Tell us! Tell us! Tell us!”

*Why didn’t Ms. Walker want us to hear the story?* I wondered.

*How scary could it be?*

**Step 9:** Assess what the class understands about the passage by asking a few questions about what is happening and what is still unclear to readers at this point in the story. Then, ask the students text-dependent questions about word choice based on this passage.

- What is happening in this passage that might make the reader feel scared or nervous?
- What words and phrases in this passage make the reader feel something? How do they make the reader feel?
- Mood is a feeling that the author creates by using words that have a certain effect on a reader. What mood does R.L. Stine create with this passage? (Answers may vary but could include: spooky, scary, tense, exciting, etc.)
- How do you think the title and the information from the cover we discussed earlier relates to the situation described in this passage?

**Step 10:** Have your students pretend they are the character in the book who just described the events in the passage. The students should write a journal entry about what happens next. You may want to collect the cards and use them as a formative assessment and/or share the next day with the class.



#### Material Sources

Scholastic.com, kobo.com, firststage.org