



**ORLANDO
FAMILY
STAGE**

IN PARTNERSHIP WITH UCF

Cue to Cue

RESOURCE GUIDE

for Educators and Audience Members

BY ROBERT L. STINE

R.L. Stine's GOOSEBUMPS: Phantom of the Auditorium
ADAPTED FOR THE STAGE WITH BOOK AND LYRICS BY

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MUSIC AND LYRICS BY

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ORCHESTRATIONS AND ARRANGEMENTS BY
DANNY ABOSCH

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Goosebumps

THE MUSICAL

PHANTOM OF THE AUDITORIUM

Welcome to Cue to Cue, an educational resource guide created to help teachers, parents/guardians, and young audience members enhance the experience of watching *Goosebumps The Musical: Phantom of the Auditorium*

In this guide, you will find >>

Synopsis

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Florida State Standards

Big Themes

- Fear
- Bravery
- Supernatural Belief
- Superstitions/Urban Legends
- Mystery & Suspense
- Friendship

Short Show Description

Horror fans Brooke and Zeke are thrilled to be starring in a mysterious show called *The Phantom*, and not the least bit frightened by the old legend that the play is cursed. But when strange, eerie messages start appearing and a masked menace starts disrupting rehearsals, they begin to wonder: what if there really is a ghost haunting their school, determined to stop the show? Prepare to get goosebumps as they race to solve the mystery in this thrilling, and chilling, new musical, based on the classic book by R.L. Stine.

Play Synopsis

A Super Scary Play

A song is heard ("*Goosebumps*") that captures the excitement and fear of the unknown, and foreshadows the creepy events to come. The stage transitions to a theatre class at Woods Mill Middle School, where students are preparing to audition for their fall show. Ms. Walker, the drama teacher, has announced that the show is filled with chills, thrills, suspense, and a phantom. Brooke is excited and encourages her best friend, Zeke, to audition as well because they both enjoy scary books and movies.

Anxiously waiting for Ms. Walker to post the cast list, the students play tricks on each other to ease the tension in the room. When Ms. Walker posts the cast list, Brooke and Zeke learn that they will play the lead roles of Esmerelda and the Phantom! They are excited, but Tina, a classmate, feels upset to learn that she will serve as the understudy. Ms. Walker sends the students home with an assignment to read the script ("*A Super Scary Play*").

First Rehearsal

The first rehearsal for "*The Phantom*" arrives, and the students introduce themselves and their characters. They begin to discuss the rumor that the play is cursed. Ms. Walker tries to address the mystery quickly and redirect the students, but Tina insists on sharing the story of the cursed play, revealing that the school attempted it once before. Ms. Walker eventually agrees to tell the tale with Tina's help.

The Legend

Ms. Walker shares the legend ("*The Legend*"): Seventy-three years earlier, a boy discovered the script for "*The Phantom*" in the school basement. He showed it to his teacher, Abigail Walker, who felt captivated by the story. She vowed to have the school perform it and promised the boy the title role. On the night of the play's opening, the boy vanished, and no one could find him. The boy never returned. The principal closed the production and ordered the destruction of the script. Abigail Walker hid a copy. According to legend, when she died, the script was found beside a mask and a rose.

Watch Your Step

Now that the secret has been shared, Brooke and Zeke decide to investigate further. They feel fascinated by a special trap door elevator that was built under the stage for the original production, and they decide to see where it leads. When the elevator stops in an unfamiliar place, Brooke and Zeke feel frightened. They quickly pull the lever to return to the stage, where Emile, the night janitor, waits for them. Emile warns them to stay away from the sub-basement ("*Watch Your Step*"). Zeke begins to suspect that Emile might be the Phantom.

The New Boy

While rehearsals continue and the crew works backstage, strange events occur. A new student named Brian joins the school and asks to participate in the play, but no roles remain available ("*Babbling Brooke*"). Ms. Walker instead directs him to help Tina and the crew. Zeke admits that he has not read the script yet, so Brooke and the cast explain the story of *The Phantom* ("*The Story of the Phantom*").

The Story of the Phantom

Brooke explains that long ago, a man named Carlo owned a theatre where his daughter, Esmeralda, was the star. She was famous for her voice, and audiences came from near and far to hear her sing. A rumor spread about a mysterious man living in the tunnels beneath the theatre who possessed unmatched musical talent. His gift came with a curse: a scarred, hideous face that he covered with a mask. Tormented throughout his life, he lived underground.

One day, while playing the piano, the Phantom heard Esmeralda singing above and instantly fell in love. He became her secret teacher, and she fell in love with him in return. Another man, Raoul, loved Esmeralda as well and grew angry about her relationship with the Phantom. Raoul tracked the Phantom into the passageway beneath the theatre and killed him. Esmeralda fled and was never seen again. The Phantom's body was never recovered. To this day, near that theatre, people claim to hear the sounds of a tortured soul.

Threats

As the cast prepares for the show, someone begins sabotaging it, leaving messages that read, "Stay away from my home sweet home." Ms. Walker and the students grow suspicious of Zeke, believing he might be behind the strange events. Even Brooke begins to doubt him until the Phantom appears, whispers in her ear, and causes her to faint. She accuses Zeke, but he insists that he is innocent. Ms. Walker cancels rehearsal to take Brooke to the nurse. Tina sees this as her chance to play Esmeralda (*"Understudy Buddy"*)

Whodunit?

The next day, rehearsal resumes. Brian shows Brooke the backdrop he has painted, but written over it are the words "Stay away from my home sweet home." A trail of paint leads to Zeke's locker. When Ms. Walker asks him to open it, she finds a can of paint inside. Ms. Walker declares that Zeke is out of the play and considers canceling it entirely. Determined to prove his innocence, Zeke decides to investigate. Brooke and Brian join him (*"Whodunit?"*).

They return to the sub-basement and discover a table, chair, and a recently eaten bowl of Cheerios—evidence that someone has been living there. The door bursts open, and Emile enters, revealing that he lives in the sub-basement and has been the one warning the students to stay away (*"My Home Sweet Home"*). The trio runs away.

The police search the sub-basement but find nothing. Although Ms. Walker considers cancelling the show, she decides to move forward, and the production reaches opening night.

Opening Night

As the students prepare, Tina delivers last-minute reminders to the cast. Brooke asks if Tina has seen Zeke, and Tina says that he arrived first and was already in costume when she entered. Tina calls "places," and both girls exit. Zeke then enters in costume, but the Phantom grabs him and drags him offstage.

The Performance

The play begins, and Brooke realizes that the person playing the Phantom is not Zeke. During the performance, the unknown Phantom shares his tragic history ("My Story"). He explains that long ago, he was cast as the lead in a scary play on that very stage. On opening night, someone left the trap door open, and he fell into a deep, narrow hole. That accident transformed him into the real Phantom. He never wanted to haunt the theatre, but he longed for the chance to perform the role he was meant to play. After finally performing, he says it is time to leave in peace and thanks Esmeralda for giving him an ending to his tragic story. He says farewell and disappears in a burst of smoke and fog. The audience responds with thunderous applause, and the lights go out.

Post-Show Discovery

Ms. Walker congratulates the cast for a wonderful show and says that her great-grandmother would be proud. Brooke asks if she has seen Zeke, and Ms. Walker says no, but remarks that he was remarkable in the performance. She adds that they will need to discuss rewriting the play on opening night. Zeke enters in his Phantom costume, holding his head. Brooke asks where he was, and Zeke explains that he missed the show because someone knocked him out. The Phantom appears, and Brooke pulls off his mask, revealing Brian. The lights flicker and go black. When they return, Brian has vanished, leaving only Brooke and Zeke on stage.

Curtain Call

The ensemble reprises the song "Goosebumps," celebrating the thrill of scary stories ("Goosebumps Reprise/Curtain Call"). The school play succeeds, the Phantom is unmasked, and the spooky mystery seems solved—or perhaps not?

Pre-Show Discussion Questions

The following conversation starters will help you think about the themes in *Goosebumps The Musical: Phantom of the Auditorium* and make some predictions about the production. Discuss the following before you join us at the theatre:

1. What would you do if your school/auditorium were haunted? What do you think would be your first clue that something strange was happening?
2. Have you ever been part of a play, show, or event that had a spooky or mysterious theme? What made it fun or scary?
3. Can you think of a time you were scared but still faced your fear? What helped you be brave?
4. Have you ever thought a superstition might be real? Have you ever experienced one?

Post-Show Discussion Questions

We hope you enjoyed Orlando Family Stage's production of *Goosebumps The Musical: Phantom of the Auditorium*. Discuss the following questions after attending the performance:

1. What was the show about? Describe the beginning, middle, and end. What was the climax of the story? Why? How would you summarize the play in one sentence?
2. What did you notice when you first entered the theatre? Describe the stage.
3. What was the setting of the story? Did the scenery help establish the show's location? What specific things did you notice about the scenery or stage lighting?
4. What did you notice about the actors and their performances? How did they use their voices and bodies to bring the characters to life?
5. Which character do you relate to the most? Why? What words describe that character?



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Florida State Standards

Getting Ready for your Field Trip

Detailed list of Florida State Standards satisfied by using Family Stage's Field Trips and this Resource Guide.

Language Arts (B.E.S.T.)

ELA.K12.EE.1 Cite evidence to explain and justify reasoning
ELA.K12.EE.3 Make inferences to support comprehension
ELA.K12.EE.4 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations
ELA.K12.EE.6 Use appropriate voice and tone when speaking or writing
ELA.K.C.2.1 Present information orally using complete sentences.
ELA.1.C.2.1 Present information orally using complete sentences and appropriate volume
ELA.2.C.2.1 Present information orally using complete sentences, appropriate volume, and clear pronunciation.
ELA.3.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
ELA.3.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
ELA.5.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.
ELA.6.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.
ELA.7.C.2.1 Present information orally, in a logical sequence, emphasizing key points that support the central idea.
ELA.8.C.2.1 Present information orally, in a logical sequence, supporting the central idea with credible evidence.
ELA.9.C.2.1 Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.
ELA.10.C.2.1 Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.
ELA.11.C.2.1 Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.
ELA.12.C.2.1 Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.

Theatre Arts

TH.K.C.2.1 Respond to a performance and share personal preferences about parts of the performance.
TH.K.C.3.2 Share reactions to a live theatre performance.
TH.1.C.2.2 Identify elements of an effective performance.
TH.2.O.2.1 Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
TH.3.C.1.2 Watch a play and describe how the elements of light costumes, props, and sound influence the mood of the production.
TH.3.C.2.2 Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
TH.3.O.2.1 Describe what happened in a play, using age-appropriate theatre terminology.
TH.3.S.1.3 Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.
TH.4.S.1.1 Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
TH.4.S.1.3 Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.
TH.4.S.3.3 Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.
TH.5.O.1.1 Explain an actor's choices in the creation of a character for a scene or play.
TH.5.O.1.3 Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.
TH.5.S.1.3 Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.
TH.68.S.2.3 Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
TH.68.H.1.5 Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.912.C.1.3 Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.3.3 Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.