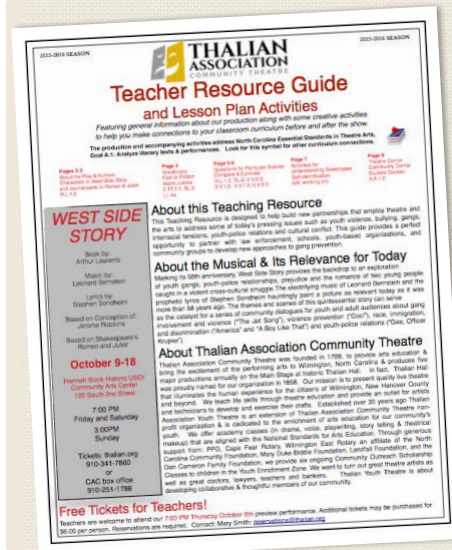


# Thalian Association Community Theatre announces

Teacher Resource Guides and Lesson Plan Activities for all Youth Theatre Productions. Printable resources are available on our website [thalian.org](http://thalian.org). Click on Youth Theatre using the pulldown button, click on Teacher Resources.

**RESOURCES AVAILABLE ONLINE  
SOON FOR 2016-2017 SEASON!**



## FEATURING:

GENERAL INFORMATION ABOUT OUR PRODUCTION ALONG WITH SOME CREATIVE ACTIVITIES TO HELP YOU MAKE CONNECTIONS TO YOUR CLASSROOM CURRICULUM & COMMUNITY SERVICE, BEFORE AND AFTER THE SHOW.

## Theatre Arts in the classroom

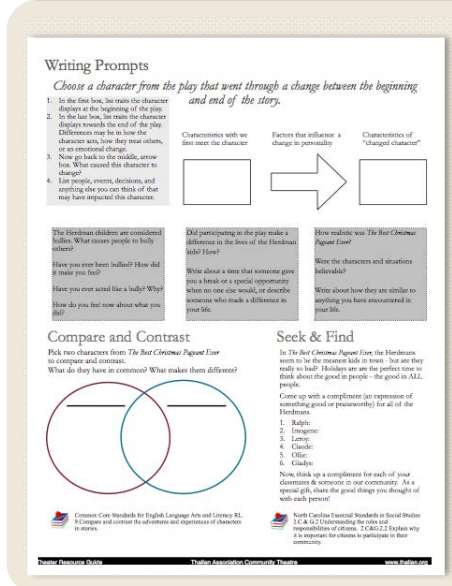
As part of Thalian Association Community Theatre's dedication to the enrichment of arts education for our community's youth, these resources are intended to provide helpful information for teachers and students to use before and after attending our performances.

**Educators are** encouraged to use our resource suggestions as springboards to lead your students into meaningful learning, extending the dramatic experience of the plays.

**Writing or drawing contests for students** are included in most resource guides with prizes of: being published on our website; free tickets to a show; one academy class free for 3 months; one free theatre workshop for your entire classroom!

**Free Tickets For Teachers** for all special preview nights, with additional tickets available for only 6.00 each. Reservations are required, contact: [reservations@thalian.org](mailto:reservations@thalian.org)

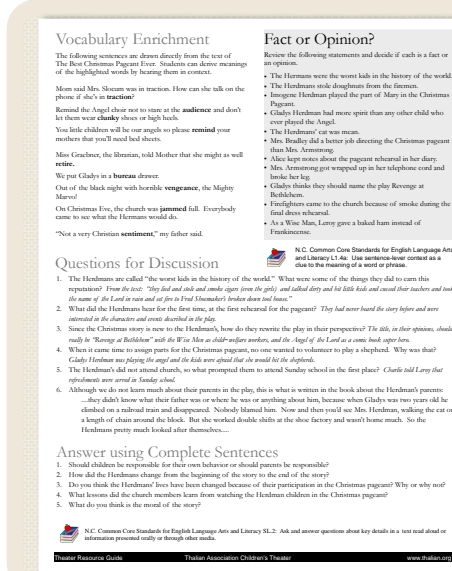
Thalian Association  
Community Theatre  
Making Arts Accessible to our  
Community!



## ESSENTIAL STANDARDS

THE PRODUCTION & ACCOMPANYING ACTIVITIES ADDRESS NORTH CAROLINA ESSENTIAL STANDARDS IN THEATRE ARTS, A.1, 3.A.1.2, SOCIAL STUDIES, 2.C&G.2, 2.C&G.2.2

**Free Tickets For Teachers** for all special preview nights, with additional tickets available for only 6.00 each. Reservations are required, contact: [reservations@thalian.org](mailto:reservations@thalian.org)



## COMMON CORE

THE PRODUCTION & ACCOMPANYING ACTIVITIES ADDRESS NORTH CAROLINA COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY, R.L.1.2, L.1.4A, SL.2, W.5.3  
COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY  
RL.9

# Thalian Association Community Theatre

Teacher Resource Guides and Student Contests are now available for all Youth Theatre Productions.

Printable resources available on our website [www.thalian.org](http://www.thalian.org)

**Free Tickets For Teachers!**

October 13th, November 30th, January 19th, February 23rd & April 27th

**2015-2016 SEASON**

**THALIAN ASSOCIATION COMMUNITY THEATRE**

## Teacher Resource Guide and Lesson Plan Activities

Featuring general information about our production along with some creative activities to help you make connections to your classroom curriculum before and after the show.

The production and accompanying activities address North Carolina Essential Standards in Theatre Arts.

Goal A.1: Analyze literary texts & performances. Look for this symbol for other curriculum connections.

**WEST SIDE STORY**

Book by: Arthur Laurents  
Music by: Leonard Bernstein  
Lyrics by: Stephen Sondheim  
Based on Conception of: Jerome Robbins  
Based on Shakespeare's Romeo and Juliet

**October 9-18**  
Hannah Block, Historic USO Community Arts Center  
100 South 2nd Street  
7:00 PM Friday and Saturday  
3:00 PM Sunday  
Tickets: [thalian.org](http://thalian.org)  
910-341-7860  
or CAC box office  
910-251-1788

**Free Tickets for Teachers!**  
Teachers are welcome to attend our 7:00 PM Thursday October 8th preview performance. Additional tickets may be purchased for \$8.00 per person. Reservations are required. Contact: Mary Smith: [marysmith@thalian.org](mailto:marysmith@thalian.org)

### Vocabulary

Discuss the following words from Music Man Junior, to understand language used in 1912. Some of these words describing containers, including barrel, also meant a unit of measurement for the item that it stores. Purchase a household of wine, or a fish of butter.

**g here on Capital Hill**

**CONSTITUTION**

**LEGISLATIVE**

**EXECUTIVE**

**JUDICIAL**

**How does makeup in the show help each actor create his or her own cat character? Describe both the makeup and costumes for various cat characters: how do they help identify each as independent personalities? How does the clothing worn by you, friend or relative, your teacher, a rock singer reflect and/or help define the wearer?**

**Becoming a Cat!**

How does makeup in the show help each actor create his or her own cat character? Describe both the makeup and costumes for various cat characters: how do they help identify each as independent personalities? How does the clothing worn by you, friend or relative, your teacher, a rock singer reflect and/or help define the wearer?

North Carolina Essential Standards Theatre Arts AE.1.2: Understand how the use of costumes, props, and make enhance dramatic play.

**Alonzo**

**Jenmina**

**Asparigus**

**Bombalurina**

**Rum Tum Tugger**

**Get Creative**

Make a cat mask of your favorite cat using recycled materials (cardboard, paper, old socks, etc., get creative)  
Masks can be all sizes. (attach to hang on the wall, sit on a shelf or to wear as a costume)  
Leave two circles for eyeholes or use other material for the eyes, like marbles or straws.  
Punch holes on the sides of the mask and string ribbon through to secure the mask onto your ears, if using as a costume or to use as a wall hanging device.  
Paint, color or use different shades of materials to create "cat like" features

North Carolina Standards for Arts Education: Visual Arts 3.V.1.2: Understand that artists use their art to express personal ideas. 4.V.1.2: Apply personal choices while creating art. 5.V.1.3: Create art using the process of drawing, painting, weaving, printing, stitching, collage, mixed media, sculpture, ceramics, and current technology.

### Discussion Questions for Particular Scenes:

...of assimilation, racism and juvenile delinquency are explored with unexpected subtlety

**Krupke!** highlights how modern institutions dedicated to "social welfare" behaviors & allows us to consider how social identities are constructed and "Krupke!" we see the language of social scientists' told through the words & gestures as delinquent by the state.

(or re-watch that section of the movie) and have students list how the lives through the eyes of the various state institutions dedicated to their "care." about any experiences they might have had with the juvenile justice system or of by others and by society.

"Go, Officer Krupke, we're very smart; We never had the love that ev'ry child oughta get. We ain't no delinquents, We're misunderstood. Deep down inside us there is good!"

**of Juvenile Justice and**

In 2011, ... States handled more than 1.2 involving youth charged with ... es handled were by youth under the age of ... ved jurisdiction in less than 1 percent of all formally handled delinquency cases, court.

**In the "Jet Song"** (that Riff sings) ask students what they noticed in the scene & record their observations on the board or a flip chart. Ask what they noticed about the Jets, their graffiti and the territory they "own."

- What does the Jets and Sharks fighting over and why?
- What does it mean "once a Jet, always a Jet"?
- Why do they say they want to be in the gang?

stitutes a "gang," and then read and briefly discuss the following definition. The ... with three or more members, juvenile and/or adult, who associate on a ... allegiance for a common purpose and are involved in delinquent or criminal ... king, bullying, vandalism, physical violence).

through you might want to be in a gang?

only members or relatives in a gang?

is you ever been recruited by a gang or know someone who has?

**thing's Coming** where Tony tells Riff he wants out of the gang. Then show the ... to show the danger & consequences of joining a gang, to show how hard it is to get ... emphasize the need for prevention. Discuss these scenes using the following

Why to do?  
Riff? Why does he want to stay out of the gang?  
Tony? Why does he want to stay out of the gang?  
a toward life?  
is to go to the dance? Why does he go to the Rumble?  
by at the Rumble?

North Carolina Common Core Standards for English Language Arts and Literacy: R.L.1.2: Read stories, including key details, and describe

## 2016-2017 Season

### Grease

October 14 - 23, 2016

Free Tickets for Teachers October 13th!

### Elf Jr

December 1-4, 2016

Free Tickets for Teachers November 30th

### Disney's The Little Mermaid In Concert

January 20 - 29, 2017

Free Tickets for Teachers January 19th

### Really Rosie

February 24 - March 5, 2017

Free Tickets for Teachers February 23rd

### A Chorus Line

April 28 - May 7, 2017

Free Tickets for Teachers April 27th

All performances are on the Second Street Stage at the Hannah Block Historic USO/Community Arts Center (Corner of Second and Orange Streets)

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Click on Youth Theatre then scroll to find Teaching Resources.

## RESOURCES AVAILABLE ONLINE SOON FOR 2016-2017 SEASON!

Featuring General information about our production along with some creative activities to help you make connections to your classroom curriculum & community service, before and after the show. The production and accompanying activities address:

### North Carolina Essential Standards in Theatre Arts,

Goal A.1: Analyze literary texts and performances. 3.A.1.2: Evaluate formal or informal theatre productions in terms of the emotions or thoughts they evoke.

**North Carolina Essential Standards in Social Studies** 2.C & G.2 Understanding the roles and responsibilities of citizens. 2.C&G.2 Explain why it is important for citizens to participate in their community.

### North Carolina Common Core Standards for English Language Arts and Literacy:

R.L.1.2: Retell stories, including key details, and demonstrate understanding of their central message and lesson. L1.4a: Use sentence-level context as a clue to the meaning of a word or phrase. SL.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

**Common Core Standards for English Language Arts and Literacy** RL.9.Compare and contrast the adventures and experiences of characters in stories.