



# Teacher Resource Guide and Lesson Plan Activities

Tickets: [thalian.org](http://thalian.org)

910-251-1788

OR

CAC box office 910-341-7860

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.



## FOOTLOOSE

Music by Tom Snow, lyrics by Dean Pitchford  
Stage Adaptation by Dean Pitchford & Walter Robbie  
Based on the original screenplay by Dean Pitchford

Additional music by Eric Carmen, Sammy Hagar, Kenny Loggins, & Jim Steinman

**April 26-May 5, 2019**

7:30 PM Friday - Saturday and 3:00 PM Sunday

Hannah Block Historic USO / Community Arts Center  
Second Street Stage 120 South 2nd Street (Corner of Orange)

## Resource Summary:

Page 2

Page to Stage,  
Research Activity

Page 3

True or False,  
Research Activity

Page 4

Holding Out For A Hero Activity,  
Writing Prompts,  
A Lesson On Journal Writing

Page 5

Create A Wacky Story

Page 6

Kick-off Your Sunday Shoes,  
Theatre Corner,  
Tony Awards,  
Post Performance Discussion  
Resources

## About the Musical

One of the most explosive movie musicals in recent memory bursts onto the live stage with exhilarating results. When Ren and his mother move from Chicago to a small farming town, Ren is prepared for the inevitable adjustment period at his new high school. What he isn't prepared for are the rigorous local edicts, including a ban on dancing instituted by the local preacher, determined to exercise the control over the town's youth that he cannot command in his own home. When the reverend's rebellious daughter sets her sights on Ren, her roughneck boyfriend tries to sabotage Ren's reputation, with many of the locals eager to believe the worst about the new kid. The heartfelt story that emerges is of a father longing for the son he lost and of a young man aching for the father who walked out on him. To the rockin' rhythm of its Oscar and Tony-nominated top 40 score (the soundtrack album reached number one on the Billboard charts and has sold over 15 million copies!) and with a few new songs for the stage musical, *Footloose* celebrates the wisdom of listening to young people, guiding them with a warm heart and an open mind.

## About Thalian Association Community Theatre

Thalian Association Community Theatre was founded in 1788, to provide arts education & bring the excitement of the performing arts to Wilmington, North Carolina & produces five major productions annually on the Main Stage at historic Thalian Hall. In fact, Thalian Hall was proudly named for our organization in 1858. Our mission is to present quality live theatre that illuminates the human experience for the citizens of Wilmington, New Hanover County and beyond. We teach life skills through theatre education and provide an outlet for artists and technicians to develop and exercise their crafts. Established over 39 years ago Thalian Association Youth Theatre is an extension of Thalian Association Community Theatre non-profit organization & is dedicated to the enrichment of arts education for our community's youth. We offer Academy classes in Drama, Song & Dance, Improvisation & Musical Theatre Technique, aligned with the National Standards for Arts Education. Thanks to generous support from the Landfall Foundation and Wilmington East Rotary we provide arts enhancement classes for the Community Boys & Girls Club, the Brigade Boys & Girls Club and the Girls Leadership Academy of Wilmington with special school performances for A. H. Snipes Academy of Arts & Design, Rachel Freeman School of Engineering, Sunset Park Elementary, & The International School at Gregory. We want to turn out great theatre artists as well as great doctors, lawyers, teachers and bankers. Thalian Youth Theatre is about developing collaborative & thoughtful members of our community.

**Find definitions for the highlighted words  
throughout this teaching resource.**

# Page to Stage...



**Dean Pitchford** (born July 29, 1951) is an American **songwriter**, screenwriter, director, actor, and **novelist**. For over thirty years Dean Pitchford's songs, films and musicals have played on radios, screens and stages the world over and have become part of the popular cultural landscape. His creations have earned him an **Academy Award** and a Golden Globe, as well as **nominations** for three additional Oscars, two more **Golden Globes**, eight Grammys and two **Tonys**. He has been named **BMI** Songwriter of the Year (1984), and won BMI's Country Song of the Year (1986, for Dolly Parton's "Don't Call It Love.") His records, to date, have sold over seventy **million** copies.

Dean Pitchford was born in Honolulu, where he spent his childhood performing on any available stage – singing and acting with the **Honolulu Community Theatre** (now the Diamond Head Theater), the Honolulu Symphony Orchestra and the Honolulu Theatre for Youth, among others. When he was **accepted** at Yale, Dean traded the **balmy** tropics of Hawaii for the **seasonal swings** of New England.

On a whim, Dean joined thousands of other hopefuls standing on line in New York's **Greenwich Village** to audition for a new **off-Broadway** musical: *Godspell*. When he got cast, Dean moved to Manhattan and planned his senior year of college in New Haven around his performance schedule in New York City. His work in *Godspell* eventually took him to Washington, D.C., where he finished his Yale degree (by long-distance) between performing *Godspell* at **Ford's Theatre** and teaching as an **artist-in-residence** at Catholic University.

In 1979, he **collaborated** with recording artist and **cabaret performer** Peter Allen to write new songs for Allen's one-man Broadway revue, *Up In One*. With **composer** Michael Gore, Pitchford collaborated on three songs for Alan Parker's 1980 motion picture *Fame*; these were "Red Light," a disco hit for singer Linda Clifford; the symphonic/rock finale "I Sing the Body Electric;" and the title song "Fame," which became a **multi-platinum, international** best seller for Irene Cara. That song earned Gore and Pitchford an Oscar, a Golden Globe, and a Grammy nomination for Song of the Year (1981). They also received a **Grammy nomination** for Best Soundtrack Album for a Motion Picture.

As he continued writing songs, Dean **moonlighted** by working on an idea for a film **script** that first **occurred** to him after reading a news story in 1979 about a town in Oklahoma (Elmore City) which – after eighty years – was lifting a ban on dancing. *Footloose*, began filming in 1983 in and around Provo, Utah. Dean collaborated on the nine-song score with such pop icons as Sammy Hagar, Kenny Loggins and Eric Carmen. Everything about *Footloose*, from its infectious songs, its **eye-popping** dancing and its heartfelt story, fit the mandate of the **newly-emerging** music network MTV. Even before *Footloose* hit theaters in February, 1984, the music videos created from the movie's soundtrack aired on MTV had made a star of Kevin Bacon and pushed Kenny Loggins' single of the title track well up the charts.

Then, when the movie opened, everything **exploded**.....

**Using research, list 8 iconic musicals that Dean Pitchford contributed songs to. (below are only a few)**

*The Lizzie McGuire Movie* (2003); *Shrek 2* (2004); *Ice Princess* (2005); and *Bambi II* (2006).

---

---

---

---

## Using research, find which of the statements below are true or false.

### The Film *Footloose*, Was Based On Elmore City, Oklahoma.

The film is loosely based on the true story of Elmore City in Oklahoma. Apparently when the city of Elmore was founded there was a law put in place that forbid any public dancing. In January 1979, a group of high school students **challenged** the law so that they could have a **prom**. The reverend from the United Pentecostal Church was furious, but in the end the kids won and got to dance on their prom night. Dean Pitchford had read about the story, visited the town and after 22 drafts he had a **screenplay**.

### The Film's Original Title Was *Cheek To Cheek*.

*Cheek to Cheek* was a placeholder, and Pitchford filled pages of yellow legal pad paper with any ideas he could think of to come up with a better title. On the second day of doing this, he wrote down "footloose and fancy free," and then "*footloose*." Pitchford liked it because "footloose" is "one of those interesting words that looks good on paper—you see it scrawled across a **billboard**, and it sells itself."

### Bacon Went Undercover As A High School Student.

Only the principal and guidance counselor at Payson Utah High School knew the true identity of one "Ren McCormack," a transfer student from Philadelphia. The then 24-year-old Bacon was **terrified**, and was treated the way his **character** ended up being treated in the movie. He only lasted two to three hours.

### Bacon Wasn't Happy About Needing Stunt Doubles.

Kevin Bacon needed a lot of **stunt doubles** for his lead role because he wasn't a professional dancer or gymnast. He had four stand ins including two gymnasts, a dance double and a stunt double. Gymnast Chuck Gaylord, brother of Olympic **gymnast** Mitch Gaylord, did the **complicated** gymnastics. Peter Tramm, who had appeared in *Staying Alive*, was Bacon's dance double. In 2011, Bacon joked that he "was furious ... It's like a starting pitcher getting taken out of a game—no one wants to be told they can't get the guy out." Bacon balked at the studio's request to not tell the media he had used any doubles.

### Bacon Pays Djs To Not Play *Footloose*.

While he loves the song, Bacon doesn't like it when it's played at parties he's attending, because when it is played, he's expected to perform "like a trained monkey."

**On an episode of Will and Grace, Eric McCormack and Kevin Bacon actually reenact some of the steps** from the famous prom dance scene. Somehow Will ends up at Kevin Bacon's apartment and he tells him how he is a big fan of *Footloose* and knows all the steps. Kevin then claps his hands and the *Footloose* song comes on and they do the dance together.

### The Prom Scene

The last scene of the film wasn't how the film **originally** ended. The movie ran out of money toward the end of filming and couldn't afford a **lavish** set up and background dancers so the last scene was going to just be a slow motion dance. However, when the film was screened before audiences, they didn't seem to like it. So six weeks before the film was released, the studio raised money and **re-shot** the ending into a big dance scene with more dancers and props. It cost \$250,000 to do the re-shoot. In order to find dancers last minute, the producers went to L.A. dance clubs on New Year's Eve to find new talent.

### Sarah Jessica Parker Almost Wasn't in the Movie

Sarah Jessica Parker played the role of Rusty, but she almost backed out of the film. The producers wanted her to cut and dye her hair for the role, but she refused. She said in the DVD commentary, "My hair had at last grown out from being shorn and dyed red because I played Annie on Broadway. I really didn't want to, so I passed." A few days afterwards the **producers** had a change of heart and let her keep her hair as it was.

**In the movie, Ren is on the gymnastics team,** but in the musical he is on the wrestling team. True or False?

Name 3 things you discovered through your research, about the musical *Footloose*, and the small town that lost its rhythm.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# “ *Holding Out For A Hero* ”

## ACTIVITY

The **reverend's** daughter Ariel sings this **familiar** song (made famous as a **pop tune** by Bonnie Tyler) toward the beginning of the show. To show support of your community's "heroes" have students submit a family or community member to be **honored** each week. You could also team up with a **Veterans** services organization to identify who to feature.

## Writing Prompts

Ren has to **acclimate** himself to many changes: a small town instead of the city of Chicago where he is from, a new school, teacher, and new friends. What kind of changes have your students **experienced** (for example, getting a new baby in the family, or moving to a different city or school)? Compare their **adventures** to Ren's. Can change be good? Bad? Both at the same time?

Ren is very **disappointed** that he can't have a school dance. there is an old the **proverb**: "when life gives you lemons, you make lemonade." What do they mean by this? Discuss times when your students ever had to make the best out of a bad situation. Can your students think of any other proverbs, and what they mean? (ie: "Where there's a will, there's a way," or "Man does not live by bread alone.")

Ren's friend Willard, says he doesn't know how to dance so Ren helps him by teaching him a few dance moves & how to dance. To **prepare**, he practices **constantly** to get it right. (Another proverb: "Practice makes perfect!") Have your students ever had to practice for something (like for a soccer game, a choir concert, or even their spelling words)? Was that difficult for them? Did practicing help them **achieve** their goals? Why or why not?

Ren is a **feisty** high school kid, and sometimes he makes mistakes or gets in trouble. But he always learns something. What lesson did he learn while preparing to talk to the church **congregation**? After helping the students with the school dance? What does he learn from keeping a **journal**?

## ACTIVITY

### A Lesson on Journal Writing

When people write in their journal, they express thoughts and feelings about what is going on in their life. Journal writing can be an **effective** way to get interested and excited about writing. It isn't so much about what you write that is important but that you stick to writing. There is no right or wrong way of keeping a journal. Just keep writing.

When writing in your journal, each entry must be dated, addressed, and signed. Keep your journal for at least a week. Be creative by including poems, drawings, and song **lyrics** if you wish.

To give students ideas for their first entries, present the following prompts and give them 5-10 minutes to write:

- This weekend, one thing I did for fun was...
- I get really **frustrated** and mad when...
- I have a lot of thoughts inside my head today...

Collect and read journals after one week, making **personal** rather than corrective comments on their thoughts and ideas. Ask for volunteers to read aloud from their journals and have students give the writer feedback on style and/or **content**. This activity can be **continued** on a longer timeline.

### Make a Homemade Journal

#### You will need the following:

- 10 sheets of white paper, folded in half for writing pages
- 1 piece of construction paper, folded in half for a cover
- markers
- hole puncher
- ribbon or rafia

Place the folded sheets of white paper in the folded piece of construction paper. Punch two holes in the fold, one at top and one at bottom. Thread and tie a piece of ribbon or raffia through the holes to bind your journal. Decorate the cover with markers.

# CREATE A WACKY STORY!

It's up to you to fill in the blanks! Under each blank is the name of a "part of speech." Pair up with a classmate and ask each other for each item in this list of types of words. Then fill these words into the blanks of the story, and read your crazy stories out loud!

- 1) Person's name: \_\_\_\_\_
- 2) Place 1: \_\_\_\_\_
- 3) Place 2: \_\_\_\_\_
- 4) Exclamation: \_\_\_\_\_
- 5) Noun 1: (plural): \_\_\_\_\_
- 6) Noun 2 : \_\_\_\_\_
- 7) Noun 2 : \_\_\_\_\_

- 8) Noun 2 : \_\_\_\_\_
- 9) Adjective 1: \_\_\_\_\_
- 10) Adjective 2: \_\_\_\_\_
- 11) Adjective 3: \_\_\_\_\_
- 12) Adjective 4: (with "est") \_\_\_\_\_
- 13) Verb 1: \_\_\_\_\_
- 14) Verb 2:(past) \_\_\_\_\_
- 15) Verb 2: \_\_\_\_\_
- 16) Adverb: \_\_\_\_\_
- 17) Weather condition: \_\_\_\_\_
- 18) Body part: \_\_\_\_\_

One day, Ren and \_\_\_\_\_ decided to go to the \_\_\_\_\_.

PERSON'S NAME

PLACE 1

When they got there, Ren said, "\_\_\_\_\_! Would you look at all these \_\_\_\_\_"

EXCLAMATION

NOUN 1: (PLURAL)

\_\_\_\_\_ said, "Let's \_\_\_\_\_ dance!" Willard said "Yeah that'd be awesome.

PROPER NAME

VERB 1

That's a \_\_\_\_\_ idea!" \_\_\_\_\_ and Ren \_\_\_\_\_ and \_\_\_\_\_

ADJECTIVE 1

PERSON'S NAME

ADVERB

VERB 1 (PAST TENSE)

and \_\_\_\_\_ until they were very \_\_\_\_\_. Just then a \_\_\_\_\_

VERB 1 (PAST TENSE)

ADJECTIVE 2

ADJECTIVE 3

\_\_\_\_\_ appeared in the sky. "Uh-oh, \_\_\_\_\_ said. "It looks like "It's going to

NOUN 2

PERSON'S NAME

\_\_\_\_\_." Ren and \_\_\_\_\_ drove their cars to the \_\_\_\_\_

WEATHER CONDITION

PERSON'S NAME

PLACE 2

& waited for the \_\_\_\_\_ to \_\_\_\_\_. While they were there, Ren helped \_\_\_\_\_

WEATHER CONDITION

VERB 2

PERSON'S NAME

practice for the \_\_\_\_\_. "Thanks man" \_\_\_\_\_ said. "I've always wanted to \_\_\_\_\_"

NOUN 3

PERSON'S NAME

NOUN 3

"That was the \_\_\_\_\_ dance practice ever, I tell you!"

ADJECTIVE 4 WITH "EST"





## Theatre Corner

### Post-Performance Discussion

As soon as possible after the performance, engage your students in conversation about the production.

- How did the musical differ from the movie?
- How were they similar?
- Who was their favorite character and why?
- Describe the costumes and the sets.
- What was something that stood out - made an impression on them?
- If you could play one character - who would it be?



### *Tony Awards Won:*

Best Book of a Musical  
Best Original Score  
Best Performance by a Leading Actress in a Musical  
Tony Award for Best Choreography

### *“Kick Off Your Sunday Shoes...”*

#### Community Corner

With Prom season right around the corner, you and your students could help **community** friends in need with a Shoe or Prom Dress Donation **Drive**. **Ideas:** Donate (lightly) used shoes and dresses in the name of your school and classroom to Soles 4 Soles, the **Salvation Army**, **DonateMyDress.org**, **Operation Prom**, **Cinderella’s Closet** or another local charity.

**Thalian Association Community Theatre** offers 5 Youth productions annually with auditions open to performers ages seven through high school seniors. Would you like to be in a show?



***Like us on Facebook to stay informed!***



**NCES-TheatreArts.(K-5).TA.AC.2:** Use performance to communicate ideas and feelings. **North Carolina Essential Standards, Information and Technology Standards 2.TT.1.1:** Analyze theatre in terms of the social, historical, and cultural contexts in which it was created. **5.TA.CU.2:** Understand the traditions, roles, and conventions of theatre as an art form. Use a variety of technology tools to gather data and information. **N.C. Common Core Standards for English Language Arts and Literacy R.L.1.2:** Retell stories, including key details, & demonstrate understanding of their central message and lesson. **Common Core Standards for English Language Arts and Literacy RL.9.** Compare and contrast the adventures and experiences of characters in stories. **NC Essential Standards Health Education 2.MEH.1.3:** Explain the influence of peers, the media, and the family on feelings and emotions. **Common Core Standards for English Language Arts and Literacy: W.5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. **N.C. Common Core Standards for English Language Arts and Literacy SL.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **L1.4a:** Use sentence-level context as a clue to the meaning of a word or phrase. **W.5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. **N.C. Common Core Standards for English Language Arts and Literacy SL.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **L1.4a:** Use sentence-level context as a clue to the meaning of a word or phrase.

**Study Guide References:** TheatreworksUSA, Wikipedia, Field Guide for Teachers, [octc.org](http://octc.org), squarespace, ncpublicschools.org, playbill.com, commoncore.org, essential standards, kennedy center, BMI, teachers helping teachers, Random House, odyssey online, *Footloose* online, Pinterest, random house, vogue,