



# 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.



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## Grease

Book, Music & Lyrics by: Jim Jacobs and Warren Casey

October 14-23, 2016

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)

### About This Teaching Resource

This Teaching Resource is designed to help build new partnerships that employ theatre and the arts to address some of today's pressing issues such as peer pressure & bullying. It provides a backdrop to an exploration of youth peer pressure, stereotypes, prejudice and the romances of young people caught in the struggle to fit in. The fun & electrifying music of Jim Jacobs and Warren Casey, paint a picture as relevant today as it was more than 40 years ago.

### About The Musical

Rydell High's senior class of 1959: duck-tailed, hot-rodding "T-Birds" and their gum-snapping, hip-shaking "Pink Ladies" in bobby sox and pedal pushers, evoking the look and sound of the 1950s in this rollicking musical. Head "greaser" Danny Zuko and new (good) girl Sandy Dumbrowski try to relive the high romance of their "Summer Nights" as the rest of the gang sings and dances its way through such songs as "Greased Lightnin'", "It's Raining on Prom Night", "Alone at the Drive-In Movie" recalling the music of Buddy Holly, Little Richard and Elvis Presley that became the soundtrack of a generation. An 8-year run on Broadway and two subsequent revivals along with innumerable school and community productions place Grease among the world's most popular musicals.

### About Thalian Association Community Theatre

Thalian Association Community Theatre (TACT) was founded in 1788 to provide arts education & bring the excitement of the performing arts to Wilmington, North Carolina. (TACT) produces five major productions annually on the Main Stage at historic Thalian Hall and four smaller productions at the Red Barn Studio. 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 36 years ago our Youth Theatre program 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, voice, playwriting, story telling & theatrical makeup) that are aligned with the National Standards for Arts Education. Through generous support from Cape Fear Rotary, Landfall Foundation, Mary Duke Biddle Foundation and Wilmington East Rotary, an affiliate of the North Carolina Community Foundation, we provide nine ongoing Community Outreach Scholarship Classes for the Community Boys & Girls Club, Brigade Boys & Girls Club and the new Girls Academy of Wilmington. 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.

### Next Onstage:

*Elf Jr.*, December 1-4, 2016. Auditions Monday October 10 and Tuesday October 11 at 5pm. Free Tickets for Teachers November 30th

## Free Tickets for Teachers!

Teachers are welcome to attend our **Thursday, October 13th preview performance, at 7:30 pm.** Additional tickets may be purchased for \$6.00 per person. Reservations are required. Contact: [reservations@thalian.org](mailto:reservations@thalian.org)

# The Characters:

**Danny:** The coolest kid in school, Danny is a founding member of the T-Birds. His aims in life are looking good, being surrounded by pretty girls and, above all, being cool.

**Sandy:** New in town, she is a good girl (like Doris Day) but is desperate to fit in with the crowd and find someone to love.

**Kenickie:** Danny's best friend and leader of the T-Birds, he lives for his car and hanging out with the gang.

**Rizzo:** top girl in school and leader of the Pink Ladies, she does what she pleases and has a hard shell with a well hidden soft centre.

**The T-Birds:** Roger, Sonny and Doody may not be the brightest sparks but they know enough to hang with the cool guys, learning a lot about girls along the way.

**The Pink Ladies:** Jan, Marty and Frenchy make up the Pink Ladies and are all devoted to love and romance. Frenchy longs to be a beautician, while marriage is the ultimate goal for the others.

**Eugene & Patty:** The school nerds, always willing to help the teachers and get everyone organized, are universally disliked by all the 'cool' kids. Patty heads the cheerleading squad and is keen to be Sandy's 'best' friend.

**Cha-Cha:** A great dancer with a bad reputation, she wins the school dance competition with Danny and distracts him from Sandy.

**The Teen Angel:** a figment of Frenchy's imagination, he tells her to return to high school as she is not cut out for beauty school.

**Frenchy:** A dreamer; good-natured but not too smart, she is heavily made up, fussy about her appearance, particularly her hair. She can't wait to finish high school so she can be a beautician

**Marty:** The 'beauty' of the Pink Ladies; pretty and looks older than the other girls, but betrays her real age when she opens her mouth. She tries to act sophisticated.

**Jan:** Funny, loud, compulsive eater and awkward member of the Pink Ladies. Loud and pushy with the girls, but shy with boys

**Doody:** The youngest of the guys; small, boyish and open, with a disarming smile and a hero-worshipping attitude towards the other guys. He also plays the guitar.

**Sonny Latierra:** A member of the Burger Palace Boys; funny Italian-American, he is a braggart and wheeler-dealer who thinks he's a real lady-killer

**Roger:** The anything-for-a-laugh stocky type of boy; a clown who enjoys winding people up, he is full of mischief and is always dreaming up half-baked schemes and ideas

**Vince Fontaine:** A typical 'teen audience' disc jockey; slick, egotistical and fast-talking.

**Miss Lynch:** Harassed Head Teacher at Rydell High, she struggles to keep order amongst the kids – but is not always successful.

## Rydell High Vocabulary

**Cats and Chicks:** guys and girls, but kittens are also girls, as in "throw your mittens round you kittens"

**Foam Domes:** or falsies, something to make a girl's bust look bigger

**Fongoole or fongulo:** English equivalent is "up yours!"

**Hand-jive:** a dance where everyone lines up and follows a sequence of hand movements in time to the music

**Hop:** a dance or school disco

**Jive:** Jazz slang from the 1930s and 40s. The language of "swing" came to mean everything that was hip, including a dance and musical style of the same name.

**Jocks:** athletes



## October 14th - *Grease* Day

Show your support for Thalian Association Community Theatre on the opening day of the show and dress as your favorite Greaser! Teachers can join in too! Decorate your classroom to resemble Rydell High - even the announcements could be authentic. Have a Rock n' Roll Dance-A-Thon, tallest beehive and quiff competitions. The possibilities are endless and lots of fun!



**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. **L.1.4a:** Use sentence-level context as a clue to the meaning of a word or phrase. **RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges & is shaped & refined by specific details; provide an objective summary of the text.

# Choose the expression you hear in the song

## “You're The One That I Want”

I got chills, they're \_\_\_\_\_

And I'm \_\_\_\_\_ control

Cause the power you're supplyin'

You better \_\_\_\_\_ cause I need a man

And my \_\_\_\_\_ is set on you.

You better shape up

You \_\_\_\_\_ understand

To my heart \_\_\_\_\_

Nothing left, \_\_\_\_\_

You're the one that I want, You're the one that I want, You're the one that I want, The one that I want, The one I need

Oh yes \_\_\_\_\_

increasing

missing

It's electrifyin'

shut up

heart

better

it might be true

nothing left for me to do

indeed

multiplyin'

losin'

they are multiplyin'

shape up'

head

best

must be true

anything left for me to do

in debt

## In 1978 “You're The One That I Want” spent 9 weeks at the top of the music charts

- Discuss the reasons certain songs become hits; analyze what it is about “You're The One That I Want” that made it so popular?
- What other song from the musical spent 7 weeks at the top of the music charts?
- Select currently popular songs to research and analyze their success.
- Using research, list other pop songs now and in recent years that were taken from stage and film musicals?

## Listening for Lines

**Playwrights** are people who write plays. They write lines of dialogue for the actors to speak. The dialogue gives us information about the story, the characters, and the way the characters feel about one another and their situation. The way the actors deliver (speak) their lines also tell you a lot about the character- something that makes the character convincing or believable.

**Actors** experiment with different ways to deliver their lines before they decide which best works to both the story and shed light on the character. Try delivering these character's lines in different ways (happily, sadly, proudly, angrily, etc.)

“Now Your Bangs Are Curled,  
Your Lashes Twirled,  
But Still The World Is Cruel  
Wipe Off That Angel Face  
And Go Back To High School”


### Who said it?

“Hey, Hey, This Is The Main-Brain, \_\_\_\_\_,  
At Big Fifteen! Spinnin' The Stacks Of Wax, Here  
At The House Of Wax— W-A-X-X. (Ooo-Ga  
Horn Sound.) Cruisin Time, 10:46.”

“I ain't kiddin'. Somebody told me about this scientist once who  
knocked out one of his teeth and dropped it in this glass of Coke, and  
after a week, the tooth rotted away until there was nothing left.

“I could flirt with all the guys  
smile at them and bat my eyes”

**When you attend “Grease”, listen for these lines and for how they are delivered & observe what that tells you about how the characters feel.**

 **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. **National Standards For Arts Education Visual Art Standard 1:** Understanding and applying media, techniques, and processes **Standard 3:** Choosing and evaluating a range of subject matter, symbols, and ideas. **North Carolina Essential Standards, Information and Technology Standards 2.TT. 1.1:** Use a variety of technology tools to gather data and information.

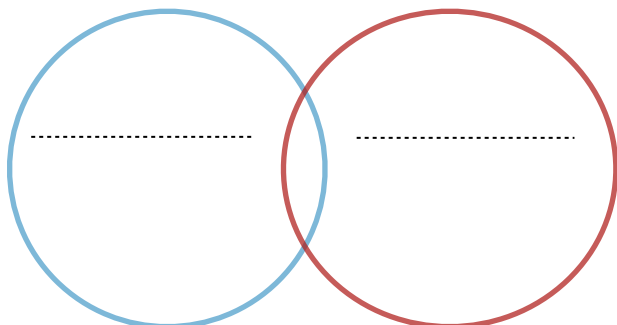
# 6 Life Lessons You Can Learn From *Grease*:

1. The waves crash, the music swells, Danny and Sandy have a farewell smooch in the opening scene. **“Oh Danny, is this the end?”** says a very much in love Sandy. **“No Sandy,”** he replies **“It’s only the beginning.”** That’s for sure. High school, and specifically senior year, may be the end of some carefree and fancy-free, but not all. It’s definitely not the end of adventure, romance, and excitement, but rather the start of a gazillion new experiences.
2. Upon meeting a bewildered Sandy on the first day of school, Patty Symcox, the “hostess with the mostest,” gushes: **“We’ll have so much fun and get to be lifelong friends!”** It is possible to find your BFFs in high school. Friends come and go throughout life, it’s true, but sometimes that friend you met on the first day of freshman year, the one you shared secrets, heartaches, nail polish, and gum with, the one you believed would be your forever friend... really is.
3. In one of her highly entertaining addresses to the student body, Principal McGee delivers this memorable line: **“If you can’t be an athlete, be an athletic supporter.”** Get involved. Participate. Find something, anything, that inspires, motivates, energizes and join in. Long days of high school, work and life in general are easier to manage when we feel we are part of something bigger than ourselves.
4. Upon witnessing Danny’s too-cool-for-school T-Bird persona, a heartbroken Sandy yells at him: **“You’re a fake and a phony and I wish I never laid eyes on you.”** This is something people struggle with every day, to remain absolutely true to yourself no matter what you think others might desire or expect from you. The best, most fulfilling, freeing, only way to be is to be yourself.
5. Super-stud Danny with the signature jet-black curl down his forehead is the clear leader of the T-Birds. On graduation day, Danny discloses that he lettered in track and trades a letter jacket for the T-Bird leather over his tight black tank. This bold move is interpreted as betrayal by his non-athletic cronies. **“You guys can’t follow a leader all your life,”** he declares to their hurt and incredulous faces. There is comfort and security in following someone else’s lead, in not having to think too hard about where to be and how to be and why to be. But, like anyone, leaders stumble, fall, move on or away, and so the best, and possibly the only, person to follow and believe in is yourself.
6. Sweet, helpful, wide-eyed Frenchy, whose hair turned pink in a disastrous beauty school escapade, is full of optimism. She wholeheartedly believes that everything will be alright in the end. And it is. **“The gang’s back together again!”** yells a delighted Frenchy. No matter the age or era, there is happiness, excitement, and carefree joy when old friends find their way back together again.

*Grease* is the word.

## Compare and Contrast

Compare and contrast two character’s from *Grease*. What do they have in common? What makes them different?



**Common Core Standards for English Language Arts and Literacy RL.9.** Compare and contrast the adventures and experiences of characters in stories. **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. **North Carolina Essential Standards, Information and Technology Standards 2.TT.1.1:** Use a variety of technology tools to gather data & information.

## Word Jumble

*Grease*, contains many examples of the following words. Unscramble the letters & then research to find the meanings of the new words and how they are related to the story.

LRSOMA	SSSBOE	LRPPOUA
DILDOZIE	ERSCTPE	GEMIA
TYLES	LEE OVVL	EPPSSURR



# Understanding Stereotypes

Grease, set in the 1950s, exemplified the culture and stereotypes of the era & how they evolved going forward into the 1960s with the use of clothing styles, music, cars, attitudes and many other parts of society.

The below “Icebreaker Activity” will show that we all have similar experiences and have much in common:

**Cross The Line Activity:** Count off by 2’s and then have students stand in 2 lines facing each other. A student facilitator asks a series of questions and after each question students answering “yes” to the question take a step forward and cross the imaginary centerline to the other side and turn and face the new group across the line. Students will observe that both groups will be completely jumbled by the end of the series of questions because we all have similar experiences. You can get as deep as you want with these questions—the more honest the participants have to be, the better the results. After you get folks warmed up, if you feel comfortable enough, have the students throw out a few statements. Teachers should be part of the two groups crossing the line.

Example questions (you can make up your own):

- If you are wearing black, cross the line.
- If you have a younger brother, cross the line.
- If you have ever told a lie, cross the line.
- If you have a parent or grandparent born in another country, cross the line.
- If you have ever felt stereotyped, cross the line.
- If you have ever been a victim of hate, any form of hate, cross the line.
- If you speak a language other than English at home, cross the line.

## Self-identification

**Stand-up Activity** is particularly useful with teens & youth when dealing with sensitive issues such as peer pressure, substance use, and bullying. Participants are always surprised at who stands up to claim the statements as their own, and a sense of solidarity is quickly established.

Everyone sits in chairs in a circle. One person stands in the center (there is no chair for the middle person). The middle person says something that is true about him or herself, for example, “I have blue eyes.” Everyone in the circle who has blue eyes then must stand up and find an empty chair. The one person who is without a seat is now the middle person, who must say something true about himself: “I have a cat.” All cat owners then stand up and try to find a new chair.

The longer you let the game go, the more interesting it becomes. The initial statements will likely be silly and shallow, but after several minutes, people have to start thinking harder about what to say. You can also direct the group to focus on a specific topic. For example “communication”, students can say things like, “I told a lie this week,” “I call my mother every day,” or “I’m afraid of speaking in public.” Other possible statements that would reflect the scenes in *West Side Story*:

- I have intimidated someone to make them do what I want.
- I have beat up someone to defend someone else.
- I have run away from a fight.



**Essential Standards Theatre Arts A.CU.1** Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.

# Style File of the 1950's

## Influences

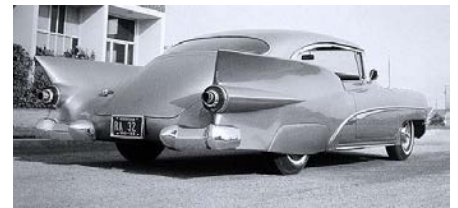
In 1947 the French designer Christian Dior presented a collection featuring a fitted jacket with a nipped in waist and full calf length skirt, which used many yards of fabric. Life magazine called it "The New Look". In the film of Grease, Sandy's early look of a fitted blouse under a light weight cardigan with a full skirt underneath is an adaptation of "The New Look" which became popular with American and European women. The fullness of the skirt could be further emphasized by large petticoats made from layers of nylon or starched paper.

## Men

The rebel look, as worn by movie stars James Dean and Marlon Brando, consisted of denim jeans, which had made the transition from work wear to fashion only a decade earlier, and leather jackets. This contrasted with the attire of the more conventional young men who wore a jacket and shirt like their fathers – or the sportswear worn by the ball playing "jock".

## Hair

During the 1950s, women's hairstyles were transformed from the simple, smooth pony tail to the ultra "done" look of the beehive. It was the era where hairdressers and beauty salons really took off - Frenchie wasn't the only one trying to capitalize on the new found leisure spending of the American public. Greasy Hair /Oily quiffs, held up with brill cream were the hairstyle of choice for "greasers"- the leather jacket and blue jean clad rebels of teen America.



## Cool Custom Cars

The 1950s saw the birth of the jet age, when advances in airplane design inspired normally mundane family cars to begin sprouting wings and fins and extra tail lights to imitate jet engines. New technologies enabled curves and forms which had not been possible before. The sweeping lines of body work and slick chrome detailing were replicated in designs for everyday household items such as toasters, hair dryers and coffee percolators.

## Retro-Hot-Rod Contest

Make a unique Retro-Hot-Rod Masterpiece! Do your own research on the design elements of 1950's car design, for example fins, jet engine shaped rear lights and the line of the bodywork. Choose your favorite parts and get to work, using recycled materials (cardboard, paper, old plastic toys, etc.) Collect images of modern cars and adapt them for your own design, to create a 1950's retro-look car. Either draw, paint, sculpt, glue or cut and paste magazine pictures to create your super-cool car. "Retro-Hot-Rod Masterpieces" can be different sizes & uses (artwork to sit on a shelf or to put in a frame). Take a photo of your artwork and email it to us to enter the "Retro-Hot-Rod" Contest! **10 winners will be selected & displayed on our Facebook page starting Tuesday October 4th. The entry with the most "likes" by noon Friday October 7th wins two free tickets to our special preview night of Grease Thursday October 13th and one free theater arts class for your entire classroom! How FUN is THAT?**

Email: [chandler.davis@thalian.org](mailto:chandler.davis@thalian.org)

Deadline for entry is **Saturday October 1st.**

All entries must include: Student's name, age, parent's names, name of school, grade and teacher's name.



**National Standards For Arts Education** Visual Art Standard 1: Understanding and applying media, techniques, and processes Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas Standard 4: Understanding the visual arts in relation to history and cultures **North Carolina Essential Standards in Visual Art:**4.V.1.2. Apply personal choices while creating art. **North Carolina Essential Standards in Visual Art:** 2.V.2.3: Create art from real & imaginary sources of inspiration. 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.3.3.: Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology. **North Carolina Essential Standards in Social Studies** 2.C&G.2.2 Explain why it is important for citizens to participate in their community.

# Research Activities

*“It’s raining on prom night, my hair is a mess. It’s running all over my taffeta dress ”*

- Let’s pretend that your prom night is going to be on Saturday April 22, 2017. Using research, find out what the chances of rain will be on that night?
- Will there be a full moon on April 22, 2017?
- What flowers will be in season for our zone, on the date of your prom?
- What color will be “the it color” of the season in 2017?
- When you give your report, make sure to reference where your research came from.

## Who’s Who?

The six famous fifties icons listed below all get a mention in the script of **Grease**. What were they famous for? Choose one of them to research and write a short piece about them for a 1950s retro magazine.

1. **Elvis**
2. **Debbie Reynolds (and who was her famous daughter?)**
3. **Sandra Dee**
4. **Ricky Nelson**
5. **Shelly Farbares**
6. **Doris Day**

## Theatre Corner

Plays produced by **Thalian Association Community Theatre** are created in the City of Wilmington, by a talented team of artists such as designers, carpenters, lighting & sound technicians, props masters, musicians, seamstresses, directors and actors, with the help of *numerous* parents and community volunteers.

A play is very different from a movie or television show, because it is presented live. As a class, discuss what you experienced when you went to the theatre and how you felt afterwards.

1. What was the first thing you noticed on the stage?
2. Name three things you noticed about the set. Did the set help tell the story? What sort of set would you have designed? How could you have used recycled materials?
3. What did you like about the costumes? Did they fit the story? What sort of costumes would you have designed? Can costumes be everyday clothing?
4. What role did lighting play in telling the story? How did the lights enhance what you were seeing?
5. Describe the actors. Were there moments you were so engaged in the story that you forgot you were watching a live play? What characters remind you of someone you know in real life?
6. Is there a movie version of the play you saw today? Have you read the book? What made your experience of seeing the live play unique?
7. Were there any actors who played more than one character? When could you tell that it was the same person? What are some ways that you can be the same person but play different characters?
8. If you could adapt a story into a play, which story would you choose? Describe how you would use special effects, lighting, costumes, characters, sets and music to create your play.



**Using your program book, identify 4 people that were on the creative team of Grease.**



**N.C. Common Core Standards for English Language Arts and Literacy 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. **North Carolina Essential Standards, Information and Technology Standards 2.TT. 1.1:** Use a variety of technology tools to gather data and information. **North Carolina Essential Standards in Theatre Arts 3.A.1.2:** Evaluate formal or informal theatre productions.

# Visual Art Contest!

## Retro-Hot-Rod Contest

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**North Carolina Essential Standards in Visual Art: 2.V.2.3:** Create art from real & imaginary sources of inspiration. **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.3.3.:** Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology. **North Carolina Essential Standards in Social Studies 2.C&G.2.2** Explain why it is important for citizens to participate in their community.

## About My Creative Artwork

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**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!**

## About Me:

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Student's Name: \_\_\_\_\_ School Name: \_\_\_\_\_ Teacher's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Signing authorizes to send this letter & art.