

TEACHERS ACTIVITIES GUIDE

The Little Theatre On The Square

STAR

Students' Theatre Outreach

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HISTORY OF SCHOOLHOUSE ROCK

A pop culture phenomenon comes to the musical stage! The Emmy Award-winning 1970's Saturday morning cartoon series that taught history, grammar, math, science and politics through clever, tuneful songs is not only making a small-screen comeback, instructing a whole new generation to "Unpack Your Adjectives" and "Do The Circulation," is lighting up stages everywhere, all around the country.

The original Schoolhouse Rock television series was the brainchild of an advertising executive who noticed his son could remember all the words to popular songs on the radio, but could not remember the multiplication tables. He reasoned that if important educational information was coupled with exciting animation and catchy music, children would be able to learn and remember it.

SCHOOLHOUSE ROCK LIVE! SYNOPSIS

Tom, a nerve-wracked school teacher nervous about his first day of teaching, tries to relax by watching TV when various characters representing facets of his personality emerge from the set and show him how to win his students over with imagination and music, through such beloved "Schoolhouse Rock" songs as "Just A Bill," "Lolly, Lolly, Lolly" and "Conjunction Junction."

Before the show, get familiar with the following songs listed below (LYRICS can be found: <http://www.schoolhouserock.tv/>). Review applicable lessons in American History, Grammar, Multiplication, and Science with your students.

- A Noun is a Person, Place or Thing-grammar
- Three is a Magic Number-multiplication
- Unpack Your Adjectives-grammar
- Lolly, Lolly, Lolly-grammar
- Just a Bill-American history (passing bills to become laws)
- The Preamble-American history
- Do the Circulation-science
- Conjunction Junction-grammar
- Great American Melting Pot-American history
- Elbow Room-American history (acquisition of territory in America)
- Interplanet Janet-science (planets)
- Interjections-grammar

**THE LITTLE THEATRE ON THE SQUARE
STAR
STUDENTS' THEATRE OUTREACH PROGRAM
PRESENTS**

SCHOOLHOUSE ROCK LIVE!

A Part of THE BROADWAY JUNIOR COLLECTION

Originally Adapted and Produced for the Stage by
Theatre BAM

From the Series Created by
by George Newall and Tom Yohe

Based on an Idea by David McCall

Originally Conceived and Directed by Scott Ferguson

Book by
Scott Ferguson, George Keating and Kyle Hall

Music and Lyrics by
Lynn Ahrens, Bob Dorough, Dave Frishberg,
Kathy Mandry, George Newall and Tom Yohe.

Featuring
**Megan Cone, Zachary Gray, Kira Josephson,
Chris Kernan, Andrew Tebo**

Sound Design by
David Scobbie

Property Design by
Angelo Torre

Costume Design by
Nicholas Bursoni

Choreographed by
Zachary Gray

Musical Direction by
Linda Slein

Directed by
Shawn Pryby

Presented through special arrangement with and all authorized
Performance materials are supplied by
Music Theatre International, 421 West 54th Street, New York, NY 10019

WHOS' WHO
COMING SOON

GRAMMAR ROCKS!

ACTIVITY #1 - SENTENCE RUMMY

Divide students in groups of four or five. Have your students choose at least 10 words from each of the following four parts of speech: nouns, adjectives, verbs, and adverbs. One student should write the words on the chalkboard. A student in each group copies the words on index cards. There will be 40 cards total. In addition, have each group add five cards each for the words 'The' and 'A' and two for 'An' completing the deck of 52 cards. Each group plays with a full deck. To begin, deal each player seven cards. To win a hand, a student must be able to make a complete sentence from the seven cards in his/her hand. If the student can't make a sentence s/he discards one card and draws another.

ACTIVITY #2 - PACK YOUR NOUNS

The *Schoolhouse Rock* song says to "Unpack Your Adjectives," but this activity allows your children to pack a suitcase full of nouns. Have students sit in a circle facing each other. Place a suitcase in the middle of the circle. Have each student think of a noun that begins with the same letter as their name to pack in the suitcase. For example, the first student says, "My name is Sue and I am packing a sandwich for our trip." Go around the circle and have each child place his/her "noun" in the suitcase. For a bigger challenge, have each student repeat the nouns that the students packed before them (in order), then add his/her noun. The last person might need some help from the rest of the class! Or try this same activity with one letter to see if students can each come up with an item with the chosen letter. Any noun counts, (person, place or thing) so the class could pack an apple, an airplane, Atlanta or Annie for the letter A. No repeats allowed!

ACTIVITY #3 - IN THE MANNER OF THE WORD

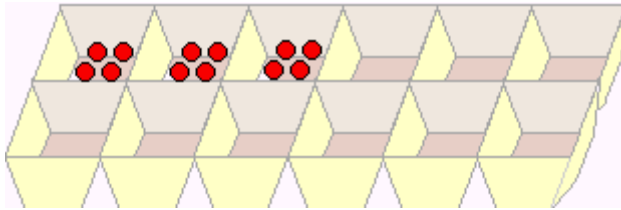
To demonstrate how adverbs modify verbs, try out this totally fun activity. Have one student leave the class. Have the rest of the class pick a verb or activity (skipping, ballet dancing, playing air guitar, etc.) that the student who just left the class will act out (no words!) in front of the class when s/he returns. While they are discussing, the teacher and the student that left the class secretly decide on one adverb that dictates the manner in which s/he will act out the activity. Then the student returns, the class reveals the activity, the student performs the activity in the manner of the word until the class guesses the adverb. It is not necessary (and actually preferable for entertainment value) that the verbs "match." For example, air guitar gracefully or skipping nervously.

MULTIPLICATION ROCKS!

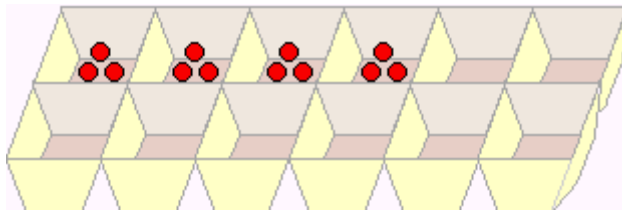
ACTIVITY #1 - EGG CARTON MATH

Have each child bring in an egg carton and a plastic container with some type of little objects. These could be pennies, beads, buttons, paper clips, raw macaroni, mini-pompoms... whatever. When you say and write a problem, such as 3×4 , the children need to display this problem using different sections of the egg carton to hold each group.

By the way, tell students to think of the X in a multiplication problem as meaning "groups of." So 3×4 is "3 groups of 4."



Using the egg carton, then, they would only use 3 compartments, and they would put 4 items in each of those 3 compartments, counting as they go. And also after the problem is set up, they can count by those 4's: 4, 8, 12.



Then you could say, " 4×3 ." Now they need 4 groups of 3, so they'll use 4 compartments and put 3 items in each, but they will still have 12. Count by those 3's: 3, 6, 9, 12.

Counting to the Finish

In "Three is a Magic Number," we count by 3's. Use this game to help define this principle by using our bodies to count by 3's (and 5's and others if you like). Clear an open space in your classroom. On the count of 3 have your class scatter into groups of a number that you call out (e.g. "On 3, find a group of five.") Have those groups practice counting the class by threes by using this physical illustration. Then try moving into groups of five and two. Same number of people, different ways to count.

ACTIVITY #2 - RHYMES AND STORIES

Make up silly sayings to remember the hard ones. The kids really get in to making up ones for their hard ones. Ex: "Had two 8's, dropped them on the floor, picked them up, had 64."

Activity #3 - Physical Correlation

Physical movement helps students learn math facts, including multiplication. Go out on the playground and march in a circle, skip-counting by a given number: (6) "6! 12! 18! 24! 30!" and so on. When they get good, march and skip-count backwards. When they can do any table backwards and forwards, they won't have any trouble figuring out a specific fact. And they really did get so they could all skip-count by any number (10 or under).

AMERICA ROCKS!

JUST A BILL?

There is a long path to becoming a law. First the people of a state decide that a new law is needed. These citizens then talk to their local congressman or woman who writes this new law down. Then he or she takes this bill to Congress where each congressperson gets to vote on whether this new law is needed. If Congress decides that this new law is needed the bill then goes to the House of Representatives. And finally if they vote yes to this bill, it will get to go all the way to the President to be signed into a law!

Activity #1

Discuss bills that have become laws and why they are important laws to have.

Activity #2

Discuss bills that have been vetoed and research why or why not they should have been passed.

Activity #3

Name and discuss the three branches of government.

Hint—One is called the Executive Branch and includes the President!

Activity #4

If your students were President, what laws would they pass?

THE PREAMBLE TO THE CONSTITUTION

We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

Activity #1

Can your class figure out which four words are left out of the Preamble in the Schoolhouse Rock song?

RECIPE FOR AMERICA

The *Great American Melting Pot* celebrates how so many different cultures have combined to create a unique America – and also a delicious America!

Activity #1

Discuss your students' heritage with them, including where their ancestors come from and what does their last name mean?

Activity #2

Have each of your students bring in a recipe that represents his/her family or heritage. Have each student then make a page for a class cookbook. Copy and bind it so they can take them home and share it with their family.

Or for the brave, have them all bring an actual dish and have an American feast!

GET OFF MY ISLAND

Activity-

Elbow Room discusses how pioneers in the early development of the United States forged the frontier. When populations grow, it just makes sense to create a little elbow room! In order to demonstrate this, you can play a game. You will need to have an open space, some fun music (music makes everything more fun) and 10 blank sheets of paper on the floor. Have the students find a piece of paper to stand on. (They may be sharing space.) As you begin playing music, have your students move around the room by way of the paper islands. Remove a few pieces of paper and then turn the music off- all student must be standing on an island-if their feet are not on the paper, they are out. Continue this until there is only one island and everyone is struggling to remain on it to illustrate increases in population density. Repeat the activity in reverse by adding islands back in. Discuss the ideas of population growth and expansion (historic and current issues), and how it felt to be in both situations.

SCIENCE ROCKS!

WHAT IS A PLANET TODAY?

Remember-In the song *Interplanet Janet*, they sing about our 9 planets. Please don't forget to explain to the class that we now only have 8 planets, due to Pluto's 'demotion' to a dwarf planet in August 2006.

According to the new definition, a full-fledged planet is an object that orbits the sun and is large enough to have become round due to the force of its own gravity. In addition, a planet has to dominate the neighborhood around its orbit. Pluto has been demoted because it does not dominate its neighborhood. Charon, its large "moon," is only about half the size of Pluto, while all the true planets are far larger than their moons.

In addition, bodies that dominate their neighborhoods, "sweep up" asteroids, comets, and other debris, clearing a path along their orbits. By contrast, Pluto's orbit is somewhat untidy. The new definition also establishes a third class of objects that orbit the sun—"solar system bodies," which would apply to many asteroids, comets, and moons. The new definition of "planet" retains the sense that a true planet is something special.

Courtesy of National Geographic

ACTIVITY #1-NAME GAME

Our Solar System is made up of eight planets. These planets are divided by an asteroid belt. Name each of the planets in order.

THE SUN

1-

2-

3- EARTH

4-

5-

6-

7-

8-

(Pluto used to be considered a planet. But now it's just a moon)

ACTIVITY #2 -SOLAR SYSTEM SHUFFLE

Interplanet Janet teaches us about the planets and where they are in the solar system. Create a human solar system to show where each planet is located in order from the sun, and illustrate the ideas of “orbit”, “revolution”, and “rotation.” Place one student as the sun and the other 8 students in place as the planets. Give them each an orbit on which they revolve around the sun and have them safely rotate while doing so.

For extra fun, have other students carefully navigate through the planet maze or for older students, have them research speeds of the planets’ rotations and revolutions and apply those to the planet maze.

ACTIVITY #3 -SPACE FORECAST

As a galaxy girl, **Interplanet Janet** has visited all the planets. Divide the class into 7 groups, one for each planet besides Earth. Have each group research their particular planet to see what the weather is like there. Have the students script a weather report and then act them out as “Planetary Meteorologists.”

IT’S IN YOUR BLOOD

When we “Do the Circulation,” we learn about the functions of blood and the importance of keeping our circulatory systems healthy. Below is a recipe for fake (and edible) blood that illustrates what different parts of our blood does.

CANDY RED HOTS (44%): Red Blood Cells (RBCs) carry oxygen and carbon dioxide around the body, RBCs only live for about 3 months but are continuously produced in the bone marrow.

CORN SYRUP (55%): Plasma is a syrupy, thick, clear, yellowish liquid that carries dissolved food and wastes.

WHITE JELLY BEANS (0.5%): White Blood Cells (WBCs) are bigger than RBCs, oddly-shaped cells that “eat” bits of old blood cells and attack germs.

CANDY SPRINKLES (0.5%): Platelets are bits of cells and cytoplasm that help your blood clot.

POST-SHOW QUESTIONS

1. Who is Tom and what is he worried about?
2. Who arrives to help him out?
3. What expresses action, being, or state of being?
4. Who do the Schoolhouse Rock characters say they are?
5. What is "...every person you can know, every place that you can go, and any thing that you can show?"
6. Which part of speech does the song, "Lolly, Lolly, Lolly" describe?
7. What song details the process by which laws are created in America?
8. Who is the character from outer space that has visited Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto?
9. Hey! Ouch! Wow! Hooray! What are these words called?
10. Special research question: The Preamble to the Constitution contains four words which are NOT included in the song "The Preamble." What are those words?

ANSWERS

1. He's a brand new teacher and he's worried about his first time in front of the class.
2. The Schoolhouse Rock characters help Tom get ready to teach.
3. A verb.
4. They tell Tom they are really just parts of him; all the ideas are in his head.
5. A noun.
6. It describes the adverb, which may modify a verb, an adjective, or even another adverb.
7. "Just a Bill" describes how a simple "bill" works it's way through committees in Congress to finally become the law of the land.
8. It's "Interplanet Janet," of course.
9. Duh! They're called "Interjections."
10. The missing words are "of the United States" which follow the words "We the people."

AT THE THEATRE, AUDIENCE ETIQUETTE

At the theatre being a good audience and getting the most from the show:

Have students make a list: “What do we do when we watch television or go to a movie?” Compare the results to the theatre audience etiquette list below. How are they similar? How are they different?

Take some time to practice being an audience member. Turn down lights to darken the room. Have a student tell or read a story. When the speaker is done, have the audience applaud. Ask the speaker how the quiet listening and the applause made him or her feel? How did it make the audience feel?

When you take your seat in the audience, you accept the responsibility of a special agreement. Part of that agreement includes believing what happens is real. It is happening *live*, before your eyes!

Listen carefully and quietly. The audience has an important role in the theatre experience. Let the production unfold and enfold you.

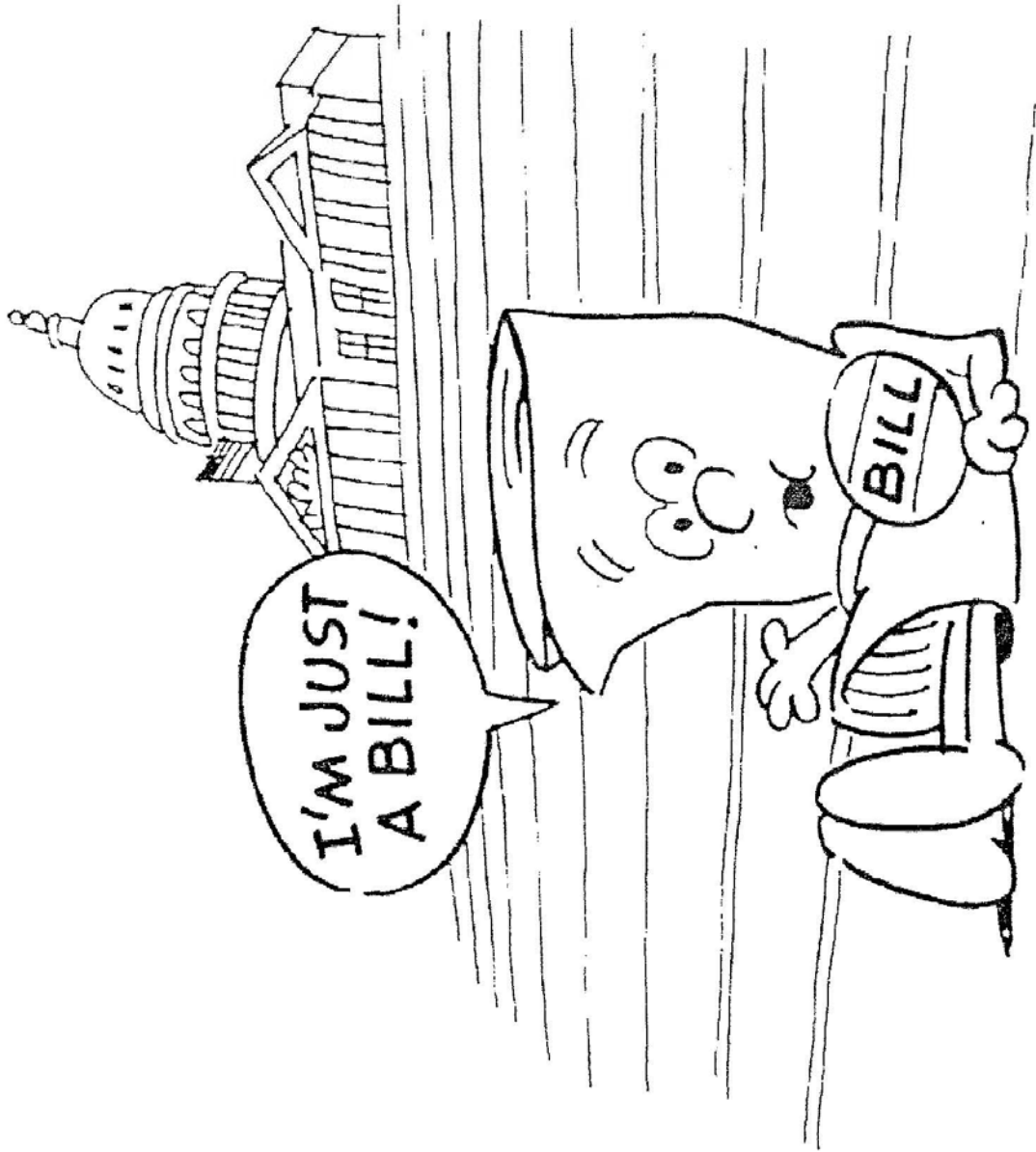
Respond honestly and sincerely. The actors are aware of your presence and your responses. When the lights go down, a performance especially for you begins. This special relationship only happens in live theatre.

Just a reminder! Avoid anything that might interrupt or distract the performers. Not only should you avoid speaking for any reason, but rustling papers, gum-snapping, jangly jewelry, cellophane wrappers, cell phones, and pagers are all examples of unwarranted and unwelcome sounds during the play. Flash cameras, of course, are forbidden. Their blinding lights can be an actual danger to the actors.

Finally, be sure to “tune in” to what is happening on the stage. When the play is over, show your appreciation with hearty applause. These are the sounds that warm the hearts of the actors.

HOORAY!





TEACHERS FEEDBACK FORM

Thank you for the opportunity to bring the Arts to your school. We are honored to be included as a part of your school's curriculum. Please take a moment to fill out this feedback form and return it to our office. Your feedback is an important part of our continuing commitment to our Students' Theatre Arts Reach program.

The Little Theatre On The Square
P.O Box 288
Sullivan, IL 61951
FAX: 217-728-7525

SCHOOLHOUSE ROCK LIVE!

PERFORMANCE DATE: _____

SCHOOL NAME and CITY: _____

YOUR NAME: _____

POSITION: _____

SCRIPT: Was the script appropriate, engaging and relevant to your school's curriculum?

COMPANY: Were the members of the company energized, understandable and friendly? Were they professional and responsive to the students' and schools' questions?

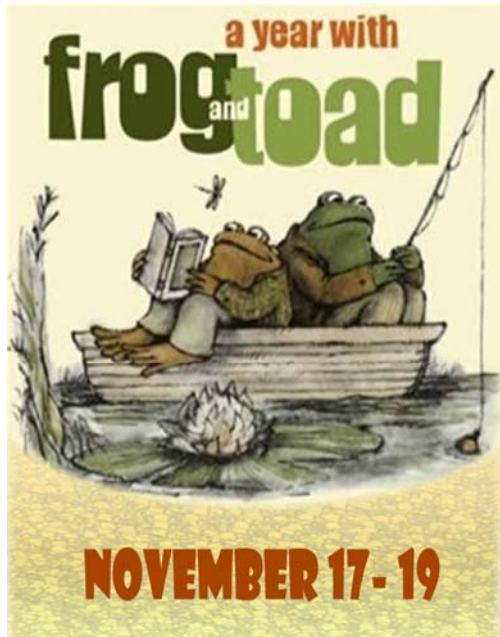
PRODUCTION ELEMENTS: Were the artistic elements of the production (i.e Set, Props, Costume, Sound) appropriate, interesting, fitting to the production?

ACTIVITIES GUIDE: Was the Teachers' Activities guide helpful? Were you able to apply the ideas from the guide in your classroom? Was the guide helpful in preparing the students for the production and following up after the production?

COMMENTS:

PLAN A FIELD TRIP TO THE LITTLE THEATRE ON THE SQUARE

At a time when many schools are cutting back on arts programs, a “Field-Trip” to The Little theatre On The Square is an outstanding opportunity to expose your students to the magic of live theatre.



Arnold Lobel's well-loved characters hop from the page to the stage in Robert and Willie Reale's musical **A Year With Frog And Toad**. Conceived by Mr. Lobel's daughter, Adrienne Lobel, **A Year With Frog And Toad** remains true to the spirit of the original stories as it follows two great friends, the cheerful and popular Frog and the rather grumpy Toad through four fun-filled seasons. Waking from hibernation in the spring, they proceed to plant gardens, swim, rake leaves and go sledding, learning life lessons along the way, including a most important one about friendship and rejoicing in the attributes that make each of us different and special.

Book and Lyrics by Willie Reale

Music by Robert Reale

Based on the books by Arnold Lobel



The Brainy and Beautiful Belle yearns to escape her provincial life...and her brute of a suitor, Gaston. However, Belle gets more adventurous than she wanted when she becomes a captive in the Beast's enchanted castle! Dancing flatware, menacing wolves, and singing furniture fill the stage with thrills in this beloved fairy tale about very different people finding strength in one another and learning how to love.

Music by Alan Menken

Lyrics by Howard Ashman and Tim Rice

Book by Linda Woolverton

STUDENT and ADULT CHAPERONE TICKETS - \$5.00

TEACHERS FREE

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