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# Study Guide

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## *Schoolhouse Rock Live!*

*The secret of teaching is to appear to have known all your life  
what you just learned this morning. ~Author Unknown*

**Summary:** Tom, a nerve-wracked school teacher nervous about his first day of teaching, tries to relax by watching TV. Various characters representing facets of his personality emerge and show him how to win his students over with imagination and music. Watch him conquer his fears with the help of these delightful characters with their song and dance.

**Instructional Focus:** The focus of this study guide is reading and writing, theatre, visual arts and music. It was written with the Colorado Model Content Standards and differentiation in mind. Specific Standards are listed below:

### **Colorado Model Content Standards**

For more information on these standards visit:

[http://www.cde.state.co.us/cdeassess/documents/OSA/k12\\_standards.html](http://www.cde.state.co.us/cdeassess/documents/OSA/k12_standards.html)

### **Reading and Writing**

Standard 1: Students read and understand a variety of materials.

Standard 2: Students write and speak for a variety of purposes and audiences.

Standard 4: Students apply thinking skills to their reading, writing, speaking, listening and viewing.

### **Theatre**

Standard 1: Students develop interpersonal skills and problem-solving capabilities through group interaction and artistic collaboration.

### **Visual Arts**

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

### **Science**

Standard 1: Students apply the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.

Standard 3: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.

### **History:**

Standard 1: Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

Standard 6: Students know that religious and philosophical ideas have been powerful forces throughout history.

## Before the Performance

1. Become familiar with the following songs which are featured in this performance:

- Verb: That's What's Happening
- A Noun is a Person, Place or Thing
- Mother Necessity
- Lolly, Lolly, Lolly
- Just A Bill
- The Preamble
- Ready or Not Here I Come
- Do the Circulation
- Figure Eight
- Zero, My Hero
- Interplanet Janet
- A Victim of Gravity
- Conjunction Junction
- Interjections!

For lyrics for each of these songs: <http://www.schoolhouserock.tv>. To see the videos <http://www.sqooltools.com/edvideos/shr/master.html>

Have your students research the origins of Schoolhouse Rock. Do they know Michael Eisner (from Disney) was involved with the creation of these videos? How many videos were produced in all? (65) What year did they start? (1972) What subjects do they cover? (Math, Grammar, Science, America, Computer, Money, Earth) What was the last year these videos were aired on ABC? (1999) [http://en.wikipedia.org/wiki/Schoolhouse\\_Rock](http://en.wikipedia.org/wiki/Schoolhouse_Rock)

2. Discuss the difference between seeing a play and a movie. A play happens in front of an audience. The actors need to recreate the same play over and over again giving the audience the illusion that it is the very first appearance. Since theatre happens live, each performance may be a little bit different than the next. When a production closes, the play is no more than a memory. In movies, a performance is captured on film, can be accessed any time and becomes part of history.
3. As members of the audience, you play an important part in the success of a theatrical performance. Please make clear to your students that the rules of attending a live theatre performance are different than watching television at home or a movie in a cinema. As it is a live performance, it cannot be stopped and restarted. We want you to laugh, cheer, clap and really enjoy your time at the Arvada Center, but there are a few rules that need to be followed. Please review the following theatre etiquette rules with your students prior to your visit:
- Food, drinks, candy and gum chewing are not permitted in the theatre.
  - Do not talk, whisper, sing or hum during the performance unless encouraged by the actors on stage.
  - Keep feet on the floor, not on the seats.
  - Performers appreciate enthusiastic applause, but not whistling or shouting.
  - No photography or videotape recording of any kind.
  - Please turn off all cell phones!
4. Your class may be interested in how a performance is pulled together. It takes many people working very hard behind the scenes to produce a successful show.

## Musical Theater Staff:

- The **Writer** is responsible to read, research and then write the dialogue and lyrics to tell the story.
- The **Director** is responsible to read the script and then interpret the story using the talents of actors, designers and technicians.
- The **Musical Director** is responsible to read the script and study the music and teach it to the actors.
- The **Choreographer** is responsible to work closely with the director to determine what dance steps should be used to tell the story in each scene and then teach the actors/dancers.
- The **Orchestra Arranger** is responsible to work with the writer to determine what musical orchestra sounds will be needed to tell the story and then write and record the music.
- The **Set Designer** is responsible to work closely with the director to determine the different "looks" that will be used in each scene to tell the story.
- The **Costume Designer** is responsible to work closely with the director to determine the costumes (clothing) that each performer will wear that will help to tell more about each character in the story.
- The **Properties Designer** is responsible to work closely with the director and the set designer to determine what items each actor will use in each scene that will help to tell the story.
- The **Hair and Makeup Designer** is responsible to work with the director and the actors to determine how each character will look in each scene to tell the story.
- The **Lighting Designer** is responsible to work with the director and set designer to determine what the lights will look like and do in each scene to set the "mood" and further tell the story.
- The **Actors** are responsible, working with the director, to tell the story through their voices, their faces, their dancing and their body movements.

## After the Performance:

1. View any of the Schoolhouse Rocks! videos. They are available on [www.youtube.com](http://www.youtube.com) or <http://tinyurl.com/y9mq2c6>.
2. Talk about worrying. Read *Wemberly Worried* by Kevin Henkes or *Life Doesn't Frighten Me* by Maya Angelou. Brainstorm what worries your students and then build Worry Warriors. This is a great activity to reuse/recycle materials. Use empty cereal boxes for the warrior's body. Decorate the box to look like a person. For the mouth, glue 2 craft sticks (or some other recycled object) about 3 inches from the top. Slice a hole between the sticks. Draw or glue on eyes and nose. Yarn could be used for hair. The idea is to make the warrior so that worries can be written on paper and fed to the warrior. VA 2
3. This is a team game. You'll need a deck of cards with at least 10 words from each of these four parts of speech: nouns, adjectives, verbs and adverbs. Have your students brainstorm, or download flashcards from <http://tinyurl.com/yc6c528>. In addition to the four parts of speech, you need five cards each for the words *the* and *a*. Combine cards to make a deck of 52 cards for each group. 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 a complete sentence cannot be made, discard one card and draw another. Record silly sentences. RW4
4. Here's a game to show how adverbs modify verbs. Have one student leave the class. The rest of the class picks a verb that the student who just left will act out (no words!) in front of the class. While in the hallway,

the student thinks of one adverb that will dictate how the verb chosen by the class is acted out. This adverb should be written on a piece of paper and kept a secret. The student returns to the class, finds out the verb from the class and acts out both the verb and the adverb. The goal is to get the class to guess the adverb. RW4

5. The Preamble to the U.S. Constitution informs us about the rationale or reasons for the United States Constitution. In order for your students to better understand the meaning of this important paragraph, first distribute copies to your class and have them read it. Next, either individually or in groups, have them paraphrase it. Share completed works with the class. (See Appendix for a copy of the Preamble and a worksheet). To learn more about the Constitution visit <http://www.usconstitution.net> RW 1 & 4; H 6
6. In the song *Mother Necessity*, you learned about famous inventions that made our lives easier and more comfortable. Create an original machine with your class that has never been seen before. This could be used to solve a current problem faced by them or based on a theme they know. Have the first student come to the front of the class and perform a movement and sound that can be repeated over and over to form the base of the machine. One by one add students to the machine until the class has created an entire machine together. For fun, conduct the machine faster/slower/louder/softer. RW 2 & 4; S 1; T 1
7. Research an invention or inventor. There are many inventions that have made our lives easier. Have your students pick one (any one!) and create a short presentation for the class. For websites, see the Appendix. RW 1, 4
8. Some of the songs in *Schoolhouse Rock* are about various math tricks. Do you know how to tell if any number - no matter how large - is divisible by 3? (Continue adding the digits of the number until you have a single digit. If that number is a multiple of 3, the number is evenly divisible by 3.) Do you or your students know of other math tricks? Combine them to make a class resource book. For other interesting math tricks and trivia visit <http://curiousmath.com> or <http://library.thinkquest.org/J0110961/tnt.htm> M 1
9. Create your own *Schoolhouse Rock* song. Assign students to write and perform their own song about a subject matter they're having a hard time remembering or about something they're currently learning. Perform songs for the class. RW 4
10. In *Do the Circulation* they sing about the path blood takes through the heart. In the Appendix, there's a color sheet that illustrates the parts of the heart and the path the blood takes through the heart. S 3

## Appendix

### **Inventions/Inventors**

<http://www.teachervision.fen.com/inventions/teacher-resources/6636.html>

This website has lessons, printouts and resources galore.

<http://teacher.scholastic.com/lessonrepro/lessonplans/theme/inventions.htm>

This is an online theme unit with mini lesson and many links to more websites.

### **The Preamble of the U.S. 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.

## Thinking About the Preamble to the U.S. Constitution

	Actual words of the Preamble	Rewrite the words of the Preamble in your own words
1	We the People of the United States	
2	in Order to form a more perfect Union	
3	establish Justice,	
4	insure domestic Tranquility,	
5	provide for the common defense,	
6	promote the general Welfare,	
7	and secure the Blessings of Liberty	
8	to ourselves and our Posterity,	
9	do ordain and establish this Constitution	
10	for the United States of America.	

### The Preamble of the U.S. 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.

Name: \_\_\_\_\_

# Whose invention is it?

We all know that Thomas Edison invented the motion picture camera and Samuel Morse invented the telegraph. Use the key below to discover some other interesting inventors and their invention.

- Edward Binney and Harold Smith invented the \_\_\_\_\_ .  
3 18 1 25 15 14
- Bubble gum was the invention of \_\_\_\_\_ .  
23 1 12 20 5 18 4 9 5 14 5 18
- The Segway's inventor is \_\_\_\_\_ .  
4 5 1 14 11 1 13 5 14
- Steve Chen, Chad Hurley and Javed Karim invented \_\_\_\_\_ .  
25 15 21 20 21 2 5
- To keep his ears warm, \_\_\_\_\_  
3 8 5 19 20 5 18 7 18 5 5 14 23 15 15 4  
invented the earwarmers.
- In 1912 \_\_\_\_\_ were invented by Clarence Crane.  
12 9 6 5 19 1 22 5 18 19
- Peter Goldmark, in 1940, invented the \_\_\_\_\_ .  
3 15 12 15 18 5 4 20 22
- \_\_\_\_\_ invented the \_\_\_\_\_  
13 1 18 25 1 14 4 5 18 19 15 14  
\_\_\_\_\_  
23 9 14 4 19 8 9 5 12 4 23 9 16 5 18 19
- \_\_\_\_\_ candies were invented in 1927 by \_\_\_\_\_ III.  
16 5 26 5 4 21 1 18 4 8 1 1 19
- We're stuck on these! The \_\_\_\_\_ - \_\_\_\_\_ was invented in 1920 by \_\_\_\_\_  
2 1 14 4 1 9 4  
\_\_\_\_\_  
5 1 18 12 5 4 9 3 11 19 15 14

Key					
A - 1	F - 6	K - 11	P - 16	U - 21	Z - 26
B - 2	G - 7	L - 12	Q - 17	V - 22	
C - 3	H - 8	M - 13	R - 18	W - 23	
D - 4	I - 9	N - 14	S - 19	X - 24	
E - 5	J - 10	O - 15	T - 20	Y - 25	

KEY: 1. Crayons 2. Walter Diener 3. Kean Kamen 4. YouTube 5. Chester Greenwood 6. Life Savers 7. Colored TV 8. Mary Anderson/windshield wipers 9. PEZ/Eduard Haas 10. Band-Aid/Earle Dickson



*The Children's Heart Institute*

HASAN ABDALLAH, M.D., FAAP, FAAC

[www.childrenheartinstitute.org](http://www.childrenheartinstitute.org)

# The Heart

This drawing shows how blood flows through the heart.

### Color Me:

The areas of the heart with more oxygen are labeled with an "R". Color these areas RED.

The areas of the heart with less oxygen are labeled with a "B". Color these areas BLUE.

