



SCHOOLHOUSE ROCK LIVE!

Originally Adapted and Produced for the Stage by Theatre BAM

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Based on an Idea by David McCall

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Classroom Guide Grade 2 — Grade 3

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How to Use This Guide

This classroom guide for *Schoolhouse Rock Live!* is designed for Texas students in Grades 2 and 3. It offers activities to help you integrate a performance of *Schoolhouse Rock Live!* into English language arts (ELA), mathematics, science, social studies, music, art, and theatre curricula.

All activities in this guide are linked to Texas Essential Knowledge and Skills (TEKS) content standards.

For students outside Texas, this guide’s ELA and math activities also are linked to Common Core standards. At the back of this guide, you will find a list of the guide activities and their related Texas and Common Core standards.

Table of Contents

Theatre

1: Discussion Questions	3
-----------------------------------	---

English Language Arts

2: Magik Must Reads	4
3: Write Your Own Story	5

Mathematics

4: Word Problems	6
----------------------------	---

Science

5: A Victim of Gravity	7
----------------------------------	---

Social Studies

6: Make a Bill	8
--------------------------	---

Art

7: Interplanet Janet	9
--------------------------------	---

Music

8: Getting Technical	10
--------------------------------	----

Appendix

Activity Content Standards	11
--------------------------------------	----

1: Discussion Questions

Before the Performance

Schoolhouse Rock Live! is a stage play. What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

Who performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays? (Remember: you may not see them on stage!)

The play is based on a series of short films called *Schoolhouse Rock!*

- Have you seen *Schoolhouse Rock!* as a class or by yourself?
 - Based on what you've seen, what do you think may happen in the play?

During the Performance

When you watch a play, you are a member of the audience. What kinds of things should you do as an audience member? Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

What kinds of things should you *not* do as an audience member? Examples:

- Talk to your neighbor
- Use a cell phone during the performance
- Yell at the actors (unless they ask you to!)

After the Performance

What did you think of the play?

- If you'd seen *Schoolhouse Rock!* beforehand, how was the play similar to the movies?
- How was it different?

Describe the performers in the play.

- What did they do to make their characters special (different from the other characters)?
- How did they use their bodies to play their characters (using voice, movement, etc.)?
- Did you see anyone else who worked on the play besides the performers on stage?

Describe the characters' costumes.

- What did each character's costume tell you about that character?
- Did any of the performers change costumes?
 - If so, why do you think they needed to change costumes?

Describe the set of the play.

- Did it have a lot of locations?
- Did it look like a place you've been to before?
- How did different lighting change how the set looked for different scenes?

Did the play have music in it?

- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct *Schoolhouse Rock Live!* how would your production be different than the play you saw by Magik?

2: Magik Must-Reads

For each of our main stage productions at The Magik Theatre, we choose a theme related to the show. Then we create a list of Magik Must-Reads on that theme.

The reading theme for *Schoolhouse Rock Live!* is Believe in Yourself.

The Magik Must-Reads (Grades 2 - 3) are:

Chrysanthemum by Kevin Henkes

Oh the Places You'll Go by Dr. Seuss

The Dot by Peter H. Reynolds

Amazing Grace written by Mary Hoffman, illustrated by Caroline Binch

Read them as a class or let students choose two or more to read. Then use these questions for discussion or book reports:

Theme

How did the theme of Believe in Yourself show in each book? Explain.

Setting

Describe the settings of each book.

- What details can you remember?
- Were the settings similar to a place you know or a place you've visited?

How were the settings similar to each other? How were they different?

Characters

Who were the main characters of each book?

Did any characters show up in more than one book?

Were the characters of one book similar another book's characters in any other ways?

How were the characters related to the theme of Believe in Yourself? Explain.

Plot

What did the main characters of the books want most?

Did anyone or anything stand between the main characters and their goals?

Did the main characters get what they wanted? How?

How were the plots of the books similar? How were they different?

4: Word Problems

- 1) During hide and go seek, Joe counts to 100 by 5's. How many numbers does Joe have to say to get to 100?

- 2) Shulie loves to ice skate. Her favorite trick is the figure 8! One way to get to the number 8 is by multiplying 8 times 1. What other two numbers could you multiply to equal 8?

- 3) If Shulie loves the number 8 so much, she probably likes double that number double as much, right? What is the double of 8?

- 4) George thinks that the number 0 is very important! He says that if you add a zero to the end of any number, it's the same as multiplying it by 10. To test this theory, try adding a zero the number 5. Then, try multiplying 5 and 10. Do you get the same answer?

- 5) George tells Tom about the magic of the number 3. He says that triangles have 3 points. A slice of pizza is a triangle, and there are 8 slices of pizza in a large pizza. How many points would a large pizza have?

5: A Victim of Gravity

In *Schoolhouse Rock Live!*, characters sing a song about how everyone is a victim of gravity. Gravity is the force that attracts everything toward the center of the Earth, from an apple falling from a tree to your feet staying on the ground. As a class, complete the following experiment to learn more about gravity.

Before You Begin

Gather non-breakable materials of various weights. As a class, create your hypothesis. Which items might fall faster and slower than the others? If _____, then _____.

Materials

Five Non-breakable items (ex: a rock, feather, apple, shoe)

Stopwatches

A height to drop items from (stairwell or a ladder)

Procedure

- 1) One at a time, drop different objects from high up to the ground. Note the amount of time each takes to reach the ground in the chart below.

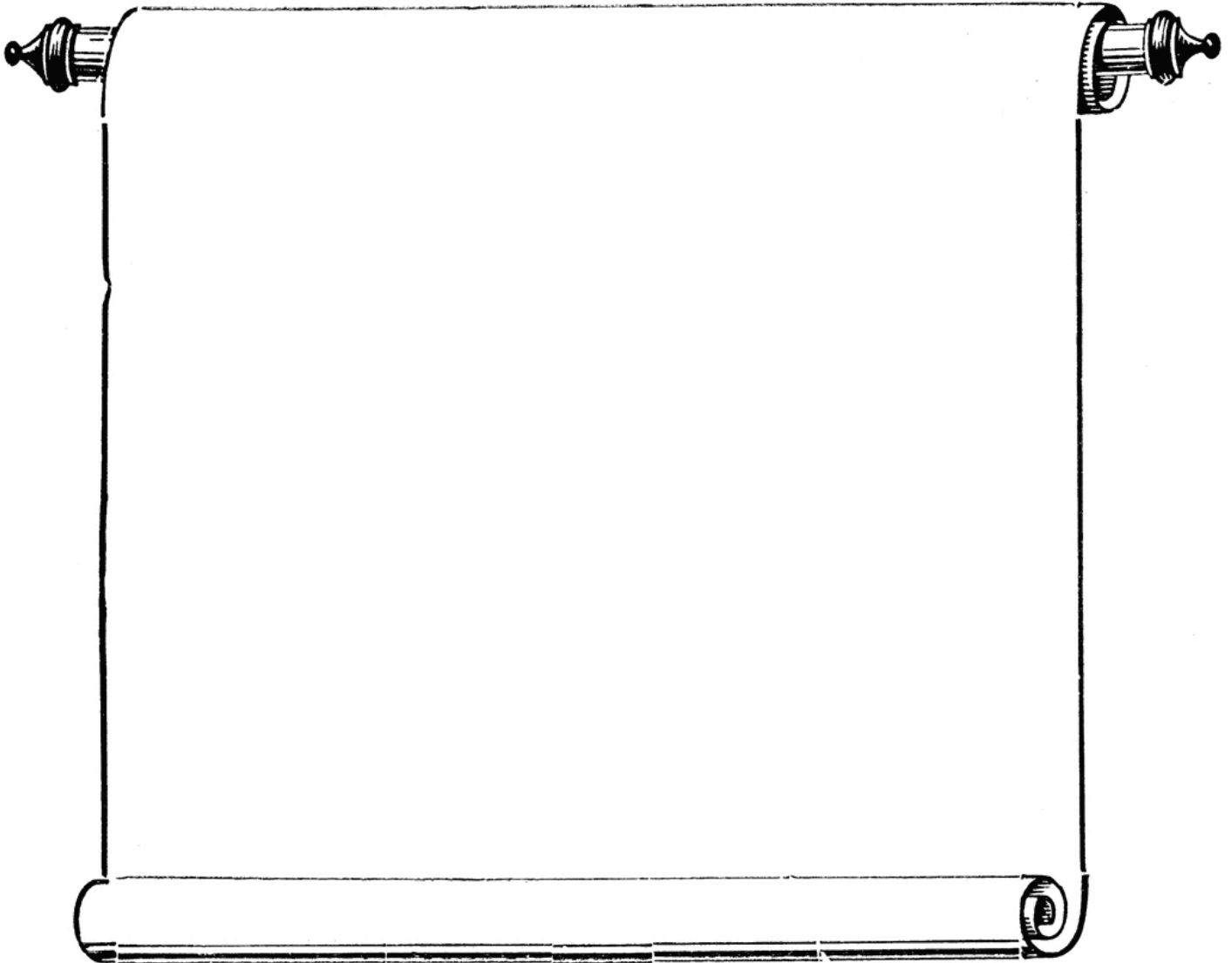
Item	Time it took to hit the ground

Follow-Up Questions

- 1) Which objects took the shortest time to fall? The longest?
- 2) If all objects fall at the same speed, what could have caused different objects to take longer to fall?
- 3) Was your hypothesis correct?
- 4) Where else can you see gravity at work every day?

6: Make a Bill!

Bill, the bill, taught us how new laws come about in our country! What new laws do you think our country needs? Come up with your own idea for a bill and write it below on the scroll. Make sure to sign your name on the bottom! After that, as a class, briefly discuss the process your bill would have to go through to become a law. Write that process below the scroll.



The Law Making Process:

7: Interplanet Janet!

The characters of Tom’s imagination tell the story of Interplanet Janet, the space explorer. Janet traveled to all of the planets, and so can you! Follow the instructions below to make a mobile of Janet’s interplanetary travels!

What You Need

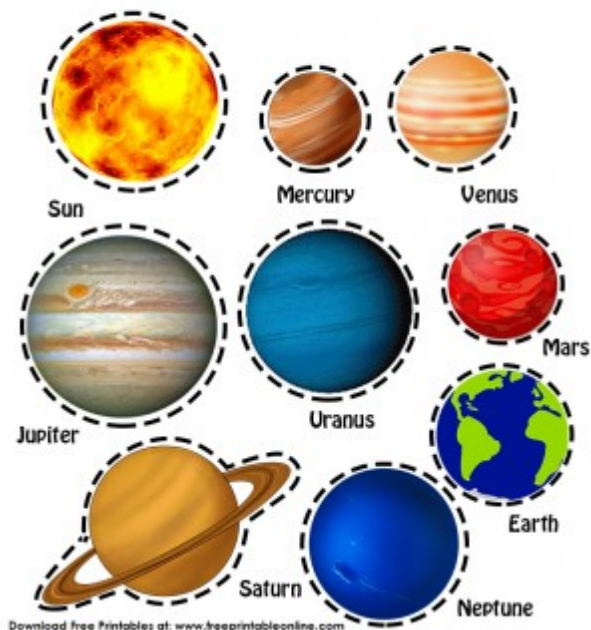
- Paint
- String (9 pieces per student, extra for the base)
- Styrofoam balls (9 per student, preferably different sizes)
- Long wooden sticks
- Paintbrushes
- Optional: Pipe cleaners for the rings of Saturn

What You Do

- 1) Poke a hole all the way through each styrofoam ball with the wooden stick.
- 2) Paint the balls in colors of each planet (an example is below) and let the styrofoam balls dry. Add pipe cleaner rings to Saturn if you’d like.
- 3) Pull string through the holes that you cut. Tie under the balls in a knot so the ball won’t fall off. Leave the other side of the string alone for now.
- 4) Create a plus sign with your wooden sticks (+). Tie extra string tightly around the sticks so they don’t move from the plus sign. Alternatively you can hot glue them together.
- 5) Put your planets in order, with the sun coming first.
- 6) Start tying the other end of the string to the wooden sticks, starting right where the plus signs meet with the sun and working out. Closest to the sun on one of the sticks should be Mercury. Then on another stick, just a little further back from the sun, Venus. Then onto the next stick, repeating until all the planets are attached.
- 7) Tie some string to where the two sticks come together again so you can hang your project. Then you have your complete mobile!



Photo from YarnBallStories on Etsy



8: Getting Technical

Schoolhouse Rock Live! is a musical. A musical uses songs to help tell the story. But how can songs do that? Let's find out!

Warm Up

- 1) Stretch! Stretch arms and legs to get blood pumping.
- 2) Start by doing a repeat after me songs. (Kumala, Princess Pat, Form a Banana, etc.)
- 3) Do some vocal warmups, like tongue twisters and sirens (getting quieter and louder while making an oooooh noise).

Activity One

- 1) Play a game of "Freeze Roulette"
- 2) Play a song from *Schoolhouse Rock!* (example: "I'm Just a Bill") while everyone dances around the room. Make sure you listen to the songs that are being played. What are the rhythms and tempos? Point them out as a class. Dance the same as the rhythm/tempo.
- 3) Change the music to a different song with a different tempo/rhythm (example: "Conjunction Junction"). Again, point out the difference, then dance to *that* rhythm/tempo.
- 4) After the dancing is complete, discuss the songs that were played. What instruments could be heard in the songs? What made the songs different from each other?

Activity Two

- 1) Get in a circle... as a group the class will create a song with a beat.
- 2) One by one, come up with part of the beat as a class. (Snap, clap, stomp, thump, etc.)
- 3) Once everyone has part of a beat, put it together. Try that without words, two or three times.
- 4) Next, add lyrics from one of the songs from *Schoolhouse Rock!* (the lyrics to a cut of "A Noun is a Person, Place, or Thing" are provided below).
- 5) What about your song is different from the original?

Well every person you can know,
And every place that you can go,
And anything that you can show,
You know they're nouns.
A noun's a special kind of word,
It's any name you ever heard,
I find it quite interesting,
A noun's a person, place, or thing.

Well, every person you can know (Like a bandit or an engineer)
And every place that you can go (Like a state or a home)
And anything that you can show (Like animals and plants or a train)
You know they're nouns - you know they're nouns!

Oh I took a train, took a train to another state.
The flora and the fauna that I saw were really great.
When I saw some bandits chasin' the train.
I was wishin' I was back home again.
I took a train, took a train to another state.

Follow-Up Questions

- 1) Based off of these activities, what makes music so important?
- 2) How does music help change a simple play into something much bigger?
- 3) How could you take what we learned from this music lesson, and apply it to everyday life?

TEXAS

Grade 2

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.110.b.5
2	ELA 110.4.b.6
3	ELA 110.4.b.11
4	Math 111.4.b.4
5	Science 112.13.b.1-3
6	Soc Studies 113.13.b.11, 12
7	Fine Arts 117.108.b.2 C
8	Fine Arts 117.109.b.3, 4

Grade 3

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.113.b.5
2	ELA 110.5.b.6
3	ELA 110.5.b.11
4	Math 111.5.b.4
5	Science 112.14.b.1-3, 6 C
6	Soc Studies 113.14.b.9, 10
7	Fine Arts 117.111.b.2 C, Science 112.14.b.8 C-D
8	Fine Arts 117.112.b.3, 4

COMMON CORE

Grade 2

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.2.1, 5, 10
3	ELA W.2.3
5	Math 2.OA.1

Grade 3

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.3.1, 3, 10
3	ELA W.3.3
5	Math 3.OA.1, 3, 7