



SCHOOLHOUSE ROCK LIVE!

Originally Adapted and Produced for the Stage by Theatre BAM

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Classroom Guide Grades 4 - 5

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How to Use This Guide

This classroom guide for *Schoolhouse Rock Live!* is designed for Texas students in Grades 4 and 5. 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.

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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 4 - 5) are:

The Evolution of Calpurnia Tate by Jacqueline Kelly

A Wrinkle in Time by Madeline L'Engle

Hello, Universe by Erin Entrada Kelly

Harry Potter and the Sorcerer's Stone by J.K. Rowling

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?

3: Write Your Own Story

In *Schoolhouse Rock Live!*, Tom is extremely nervous about his first day teaching at a new school. Write a story about a character who overcomes their nerves. Answer the questions below as you write your story:

Who is your main character?

Who are your other characters (if any)?

What does your main character want?

What is keeping your main character from what they want?

How does your main character tackle the problem?

How does your story end?

TITLE: _____

A large rectangular box containing 20 horizontal lines for writing the story.

5: Do the Circulation (of Energy)

Circulation isn't just a thing in your body, like the song from *Schoolhouse Rock Live!* says. Circulation is also defined like keeping things moving in a closed system, which is what happens with a circuit. Complete the following activity to learn more about circuits.

Materials:

- A C-battery
- Aluminum foil
- A flashlight lightbulb

Directions

- 1) Fold a piece of aluminum foil into a 12-inch long, 1/2 inch wide strip.
- 2) Place the battery on one end of the foil, then position the lightbulb so that it's touching the other end of the battery and foil.
- 3) Observe.

What Happened?

The light bulb should light up. If it doesn't light up on the first try, move around the materials until it does.

Follow-Up Questions

- 1) What made the lightbulb light up even though it wasn't touching the battery?
- 2) What do conductors of electricity do?
- 3) What are some other conductors of electricity?
- 4) What wouldn't make for a good conductor?
- 5) Is the circuit when connected to the foil and battery open or closed?
- 6) In this instance the closed circuit produced light. What other reactions do you think a closed circuit could produce?

This project was borrowed from sciencing.com.

6: Sufferin’ ‘til Suffrage

Characters in *Schoolhouse Rock Live!* sing the song “Sufferin’ ‘til Suffrage” about the 19th Amendment to the Constitution. Learn more about the 19th Amendment through the following activity.

What is the 19th Amendment?

“The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.” The 19th Amendment guaranteed women the right to vote in the United States. The Amendment was ratified on August 18, 1920.

There were several key figures that were important to the suffrage movement in the United States. Alon or in small groups, research one of the following figures:

- Margaret Fuller
- Elizabeth Cady Stanton
- Lucy Stone
- Susan B. Anthony
- Carrie Chapman Catt
- Alice Paul

Answer the following questions, and be prepared to present your findings to the class:

- What year was she born? Where was she born?
- What year did she die?
- What was her contribution to the suffragette movement?
- What were some of her other achievements?

After you have presented your findings, take a look at some of the posters from the suffragette era that support votes for women. Then, create your own!



7: The Great American Melting Pot Quilt

As pointed out through song in *Schoolhouse Rock Live!*, America is a melting pot of cultures. Now it's your chance to not only explore your cultures, but to learn about those of your classmates.

Materials

- Scratch paper
- Squares of paper
- Crayons
- Colored pencils
- Markers
- Other materials as desired
- Hole punch
- String

Directions

- 1) On a sheet of scratch paper, list as many symbols as you can think of for the various cultures you identify with. They can be anything from general shapes to colors to specific items.
- 2) Narrow down your list of symbols to a select few that you think represent you and your culture best. These symbols will go on your paper square, which will then be tied to those of your classmates to create a Great American Melting Pot Quilt.
- 3) On your square of paper, sketch out a design that incorporates the symbols from your narrowed down list.
- 4) Color your design as you wish. Add in any extra materials you'd like (glitter, pipe cleaners, pom poms).
- 5) Have your teacher punch a hole at the top of your square and tie it using the string to another one of your classmates' squares.
- 6) Keep punching holes and tying squares together until the whole class is connected and the squares look similar to a quilt.
- 7) After you have your quilt, have a class discussion about what some of the symbols on the quilt mean to the people in your class. Did you learn anything new about your classmates' cultures?

8: A Noun is a Person, Place, or Thing

In *Schoolhouse Rock Live!*, characters sing several songs. Now it's your turn to sing. On the next few pages is sheet music for part of the song "A Noun is a Person, Place, or Thing." Follow the below directions to learn the song.

Reading the Music

- 1) Clap the rhythm out.
- 2) Read the song in solfege (do, re, mi, fa, sol, la, ti).
- 3) Repeat just the words/phrases.
- 4) Repeat the musical phrases without words.
- 5) Combine the words and the melody and go through the entire song.

The song can be found here:

<https://www.youtube.com/watch?v=zzlQ0wciXM0>

Below are the lyrics:

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.

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.

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.

Easy swing (♩=78)

Vocal

(DORI)

Well, ev' - ry

6 per - son you can know, and ev' - ry place that you can go, and an - y -

10 thing that you can show, you know they're nouns. (ALL) A noun's a

14 spe - cial kind of word, — it's a - ny name you ev - er heard, I find it

18 quite in - ter - est - ing. A noun's a per - son, place or thing. Oh,

(DORI)

22 I took a train, took a train to a - no - ther state. The

26 flo - ra and the fau - na that I saw were real - ly great. — But when I

30 saw some han - dits chas - in' the train I was wish - in' I was back home a - gain.

34 I took a train, took a train to a - no - ther state. Well, ev' - ry

38 per - son you can know, (SHULIE) Like a bandit! (JOE) Or an engineer! and ev' - ry

Doo - dle oo - dle oo doo. _____

42 place that you can go, (GEORGE) Like a state! (TOM) Or a home! and an - y -

Doo - dle oo - dle oo doo. _____

46 thing that you can show, (DINA) Like animals! (SHULIE) Plants! (JOE) Or a train! you know they're

Doo - dle oo - dle oo doo. _____

50 nouns, you know they're nouns.

TEXAS

Grade 4

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.116.b.5
2	ELA 110.6.b.7
3	ELA 110.6.b.11-12
4	Math 111.6.b.3-5
5	Science 112.15.a.1 A, b.6. C
6	Soc Studies 113.15.a.7. A
7	Fine Arts 117.114.b.1-3
8	Fine Arts 117.115.b.2-3

Grade 5

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.119.b.5
2	ELA 110.7.b.7
3	ELA 110.7.b.11-12
4	Math 111.7.b.3-4
5	Science 112.16.b.6 C
6	Soc Studies 113.116.a. 7 A, b.20 B
7	Fine Arts 117.117.b.1-3
8	Fine Arts 117.118.b.2-3

COMMON CORE

Grade 4

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.4.2-3
3	ELA W.4.3
5	Math 4.OA.3

Grade 5

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.5.2
3	ELA W.5.3
5	Math 5.NBT.5