



# SCHOOLHOUSE ROCK LIVE!

Originally Adapted and Produced for the Stage by Theatre BAM

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## Classroom Guide Grades K - 1

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## How to Use This Guide

This classroom guide for *Schoolhouse Rock Live!* is designed for Texas students in Grades K and 1. 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 (Grade K - Grade 1) are:

*Bluebird* by Lindsey Yankey

*Ballerino Nate* written by Kimberly Brubaker Bradley, illustrated by R.W. Alley

*Giraffes Can't Dance* written by Giles Andreae, illustrated by Guy Parker-Reese

*Zero* by Kathryn Otoshi

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 and Illustrate Your Own Story**

In *Schoolhouse Rock Live!*, Tom is nervous for his first day of teaching until he realizes that he has all the talents he needs to be successful and he has nothing to be worried about. As a class, write a story about a character who doesn't think they can do something but learns to believe in themselves. Have everyone draw one picture from the story you create. When you are done, put the pictures together to make your very own book.

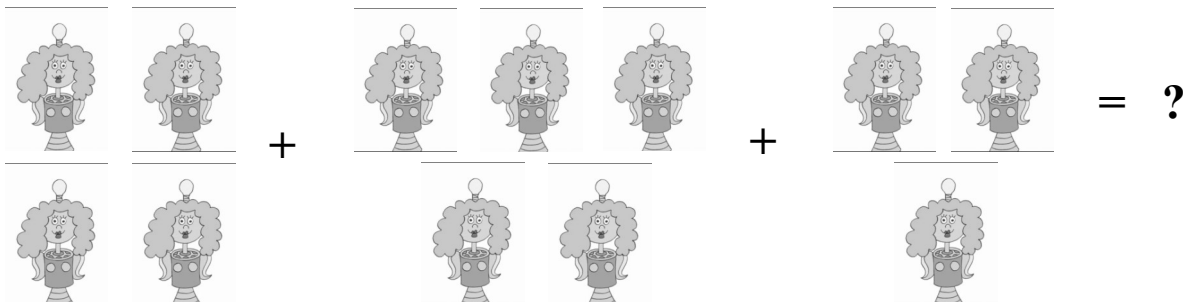
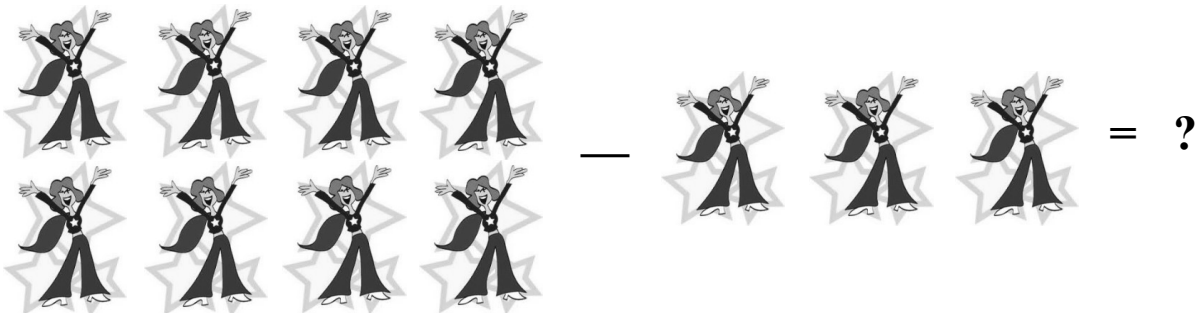
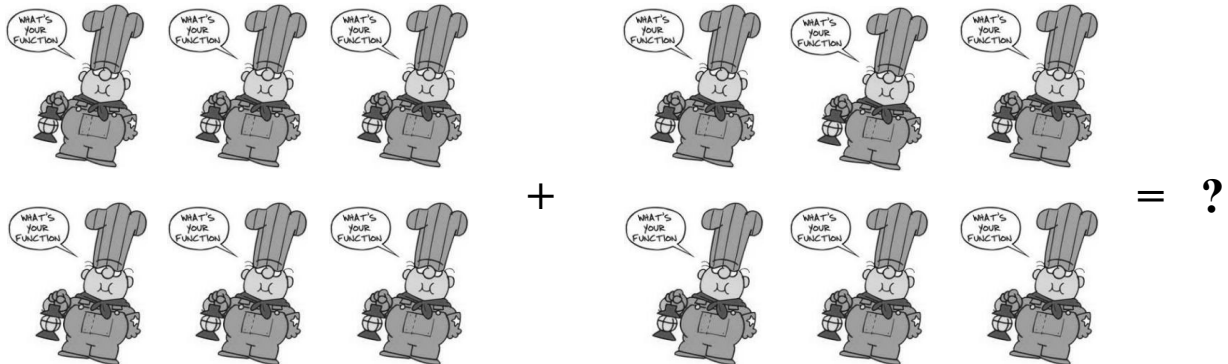
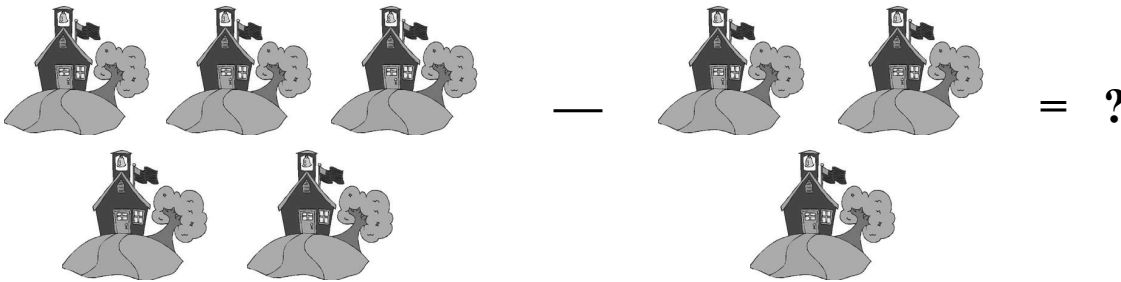
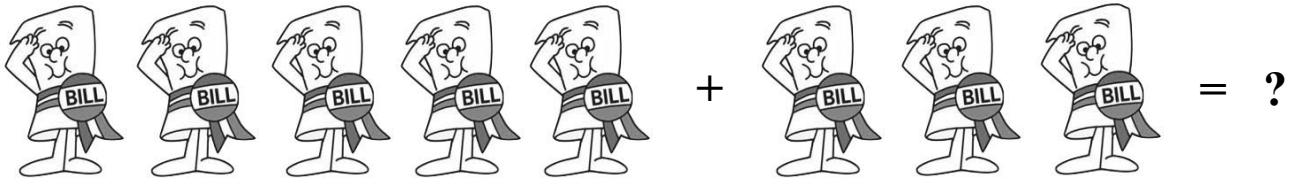
Answer these questions as you write your story:

- 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 he or she wants?
- How does your main character tackle the problem?
- How does your story end?
- Did your main character learn anything?

In the space below, draw a picture to illustrate your story.



4: Picture Problems

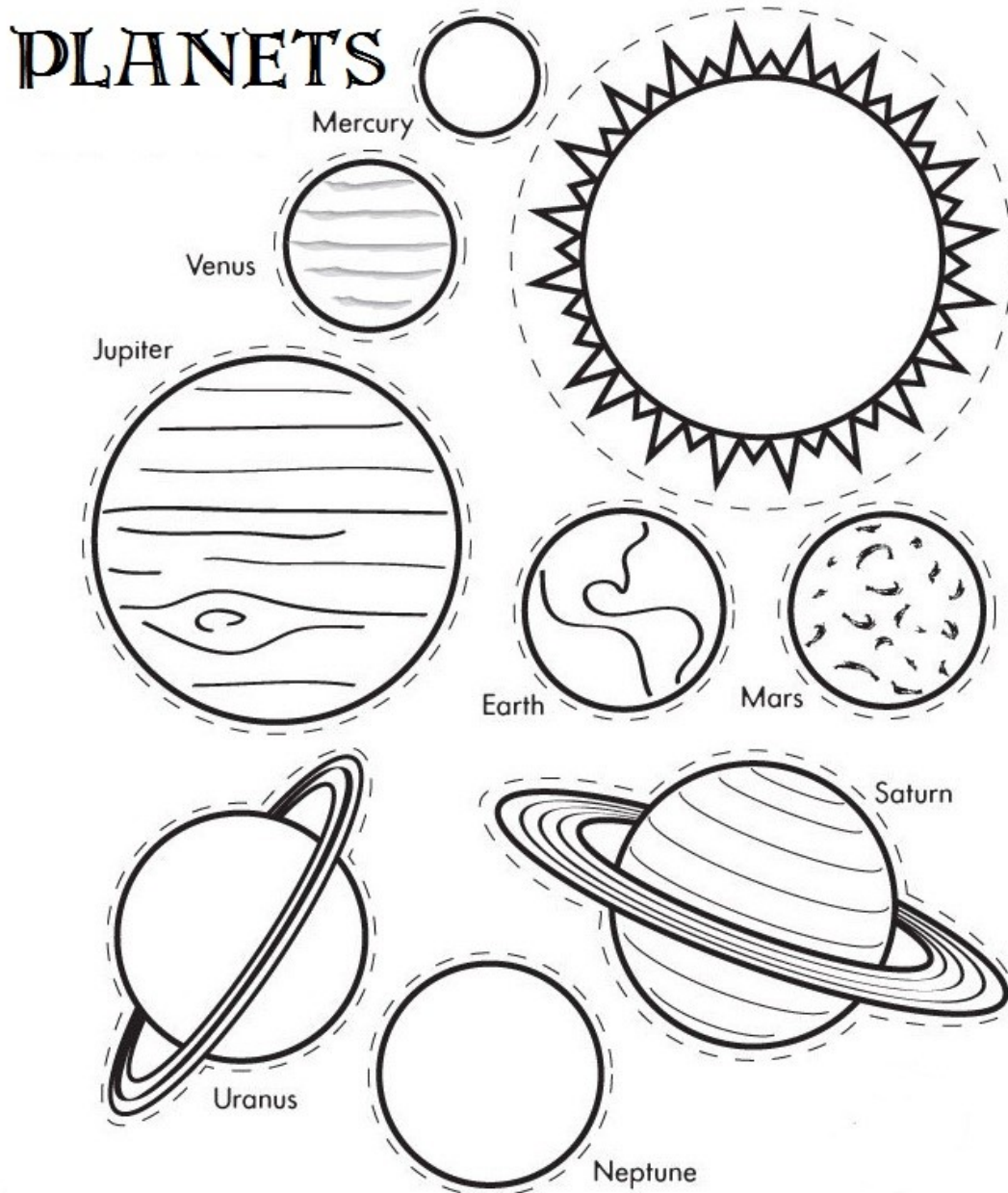


## 5: Interplanet Janet

In *Schoolhouse Rock Live!*, characters sing *Interplanet Janet* about the solar system. As a class, complete the following activity to learn more about our solar system.

### Procedure

- 1) As a class take a look at pictures of the planets in our solar system to aid you in your coloring. Discuss what you know about the Earth, sun, moon, other planets, and space in general. Then, color and cut out the planets and the sun from the below worksheet.
- 2) Next, put the planets in the order you think they should be in. Do you know which planets are closest to Earth? How close do you think Earth is to the sun?
- 3) Finally, learn a little more about the planets and rearrange them into the order they're mentioned in *Interplanet Janet*! You can listen to the song here: <https://www.youtube.com/watch?v=MGgajx1pGPU>. What are some things the planets closest to the sun have in common? The planets furthest from the sun?



Graphic borrowed from coloring.com

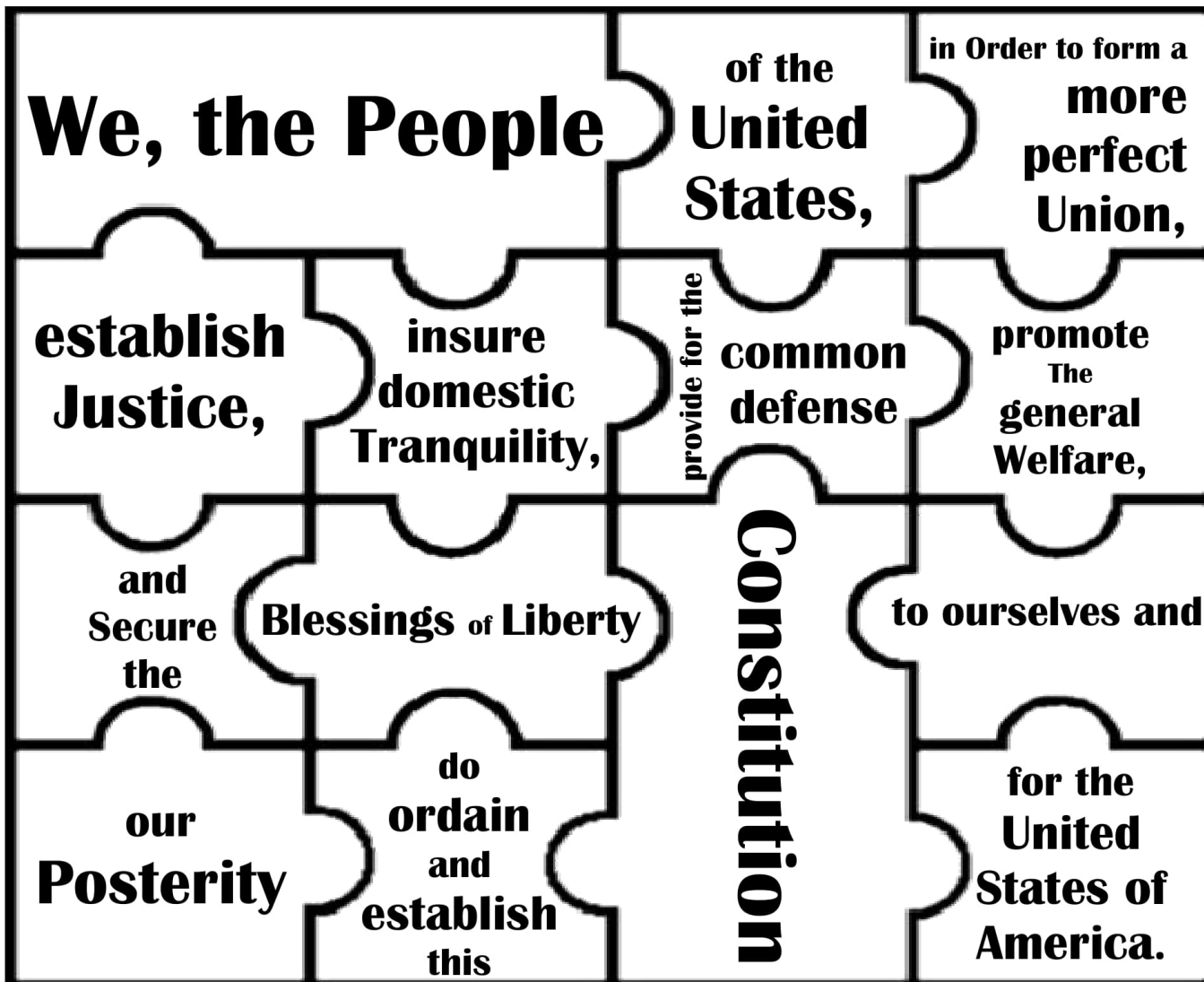
## 6: Preamble Scramble

In *Schoolhouse Rock Live!*, characters sing a song about the Preamble to the Constitution of the United States. The Preamble is an important document written by our founding fathers, but what does it mean? Let's find out!

*This activity is borrowed from The National Constitution Center.*

### Procedure

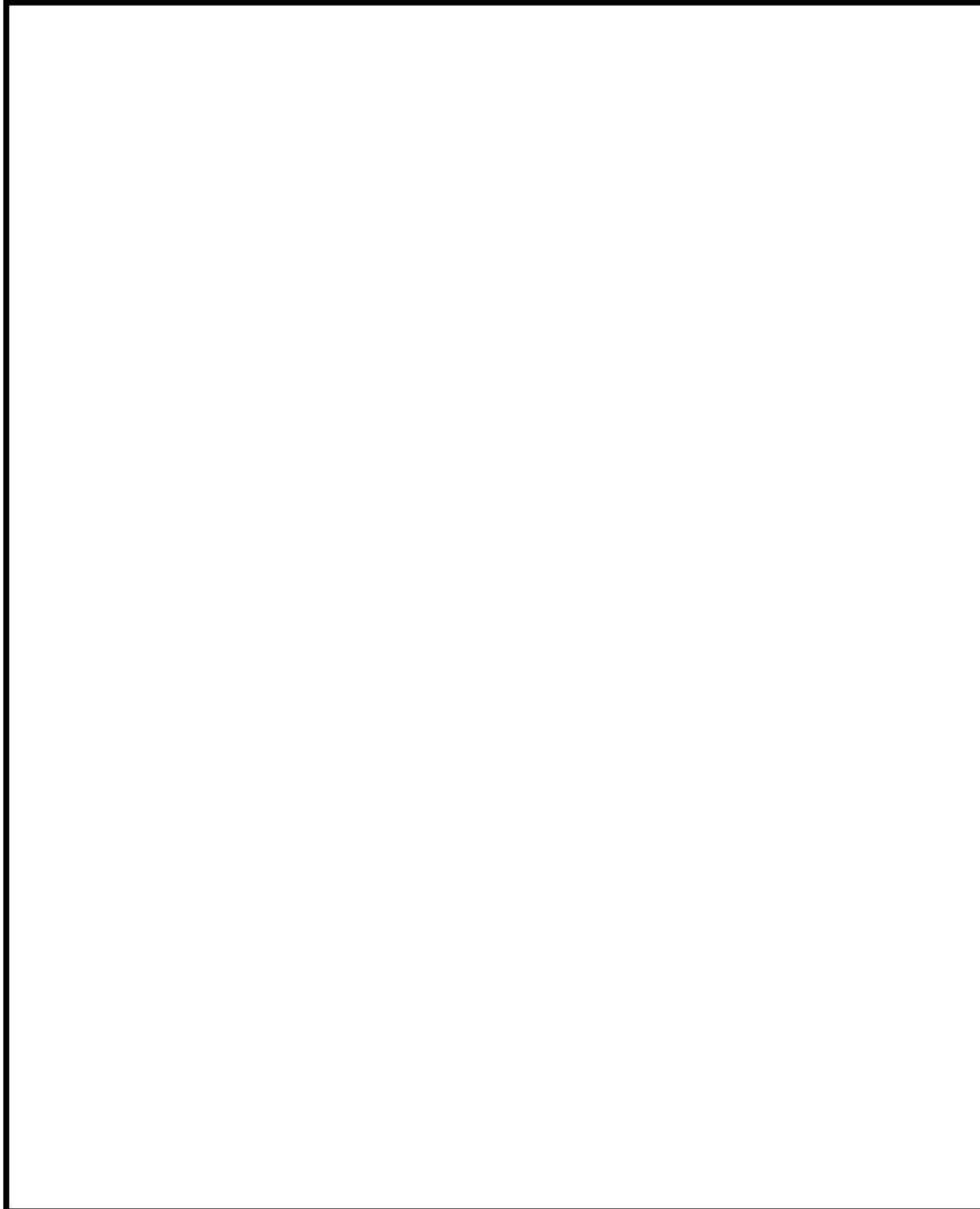
- 1) As a class, discuss what it means to have rights and why it's important to have rights clearly written down.
- 2) Next, go through the Preamble using the handout below, discussing the meaning of the words on each piece of the puzzle.
- 3) After your class discussion, color and cut out the puzzle pieces below.
- 4) Scramble the puzzle pieces, put them back together, and then read aloud the Preamble as a class.





**7: Create Your Own Flag**

In *Schoolhouse Rock Live!*, characters learned that America is a melting pot of different people and cultures. The American Flag may represent everyone who lives in America, but everyone is unique. In the space below, decorate and then cut out your own flag that represents you! Feel free to use some of the symbols from the U.S. flag (stars and/or stripes).



## 8: I'm Just a Bill

In *Schoolhouse Rock Live!*, characters sing the song "I'm Just a Bill" to learn about how bills become laws in the US Government. Now is your turn to learn the song as a class! Listen to it a few times before starting to sing it together! The lyrics are provided below and the song can be found at the following link:

<https://www.youtube.com/watch?v=tyeJ55o3E10>

[Boy: Woof! You sure gotta climb a lot of steps to get to this Capitol Building here in Washington. But I wonder who that sad little scrap of paper is?]

I'm just a bill.  
Yes, I'm only a bill.  
And I'm sitting here on Capitol Hill.  
Well, it's a long, long journey  
To the capital city.  
It's a long, long wait  
While I'm sitting in committee,  
But I know I'll be a law someday  
At least I hope and pray that I will,  
But today I am still just a bill.

[Boy: Gee, Bill, you certainly have a lot of patience and courage.

Bill: Well I got this far. When I started, I wasn't even a bill, I was just an idea. Some folks back home decided they wanted a law passed, so they called their local Congressman and he said, "You're right, there oughta be a law." Then he sat down and wrote me out and introduced me to Congress. And I became a bill, and I'll remain a bill until they decide to make me a law.]

I'm just a bill  
Yes I'm only a bill,  
And I got as far as Capitol Hill.  
Well, now I'm stuck in committee  
And I'll sit here and wait  
While a few key Congressmen discuss and debate  
Whether they should let me be a law.  
How I hope and pray that they will,  
But today I am still just a bill.

[Boy: Listen to those congressmen arguing! Is all that discussion and debate about you?

Bill: Yeah, I'm one of the lucky ones. Most

bills never even get this far. I hope they decide to report on me favorably, otherwise I may die.

Boy: Die?

Bill: Yeah, die in committee. Oooh, but it looks like I'm gonna live! Now I go to the House of Representatives, and they vote on me.

Boy: If they vote yes, what happens?

Bill: Then I go to the Senate and the whole thing starts all over again.

Boy: Oh no!

Bill: Oh yes!]

I'm just a bill  
Yes, I'm only a bill  
And if they vote for me on Capitol Hill  
Well, then I'm off to the White House  
Where I'll wait in a line  
With a lot of other bills  
For the president to sign  
And if he signs me, then I'll be a law.  
How I hope and pray that he will,  
But today I am still just a bill.

[Boy: You mean even if the whole Congress says you should be a law, the president can still say no?

Bill: Yes, that's called a veto. If the President vetoes me, I have to go back to Congress and they vote on me again, and by that time you're so old...

Boy: By that time it's very unlikely that you'll become a law. It's not easy to become a law, is it?

Bill: No!]

But how I hope and I pray that I will,  
But today I am still just a bill.

[Congressman: He signed you, Bill! Now you're a law!

Bill: Oh yes!]

**TEXAS**

**Kindergarten**

| <u>Activity</u> | <u>Standard(s)</u>           |
|-----------------|------------------------------|
| 1               | Fine Arts 117.104.b.5        |
| 2               | ELA 110.2.b.5                |
| 3               | ELA 110.2.b.1, 6 E           |
| 4               | Math 111.2.b.1-3             |
| 5               | Science 112.11.b.2 A, D, 8 C |
| 6               | Soc Studies 113.11.b.2 A, 8  |
| 7               | Fine Arts 117.102.b.1-3      |
| 8               | Fine Arts 117.103.b.2        |

**Grade 1**

| <u>Activity</u> | <u>Standard(s)</u>           |
|-----------------|------------------------------|
| 1               | Fine Arts 117.107.b.5        |
| 2               | ELA 110.3.b.6                |
| 3               | ELA 110.3.b.1, 7 E           |
| 4               | Math 111.3.b.1-3             |
| 5               | Science 112.12.b.2A, D       |
| 6               | Soc Studies 113.12.b.2 A, 11 |
| 7               | Fine Arts 117.105.b.1-3      |
| 8               | Fine Arts 117.106.b.2        |

**COMMON CORE**

**Kindergarten**

| <u>Activity</u> | <u>Standard(s)</u> |
|-----------------|--------------------|
| 2               | ELA L.K.1          |
| 3               | ELA W.K.3          |
| 4               | Math K.OA.1-2      |

**Grade 1**

| <u>Activity</u> | <u>Standard(s)</u>    |
|-----------------|-----------------------|
| 2               | ELA L.1.1             |
| 3               | ELA W.1.3             |
| 4               | Math 1.OA.1-2, 5, 7-8 |