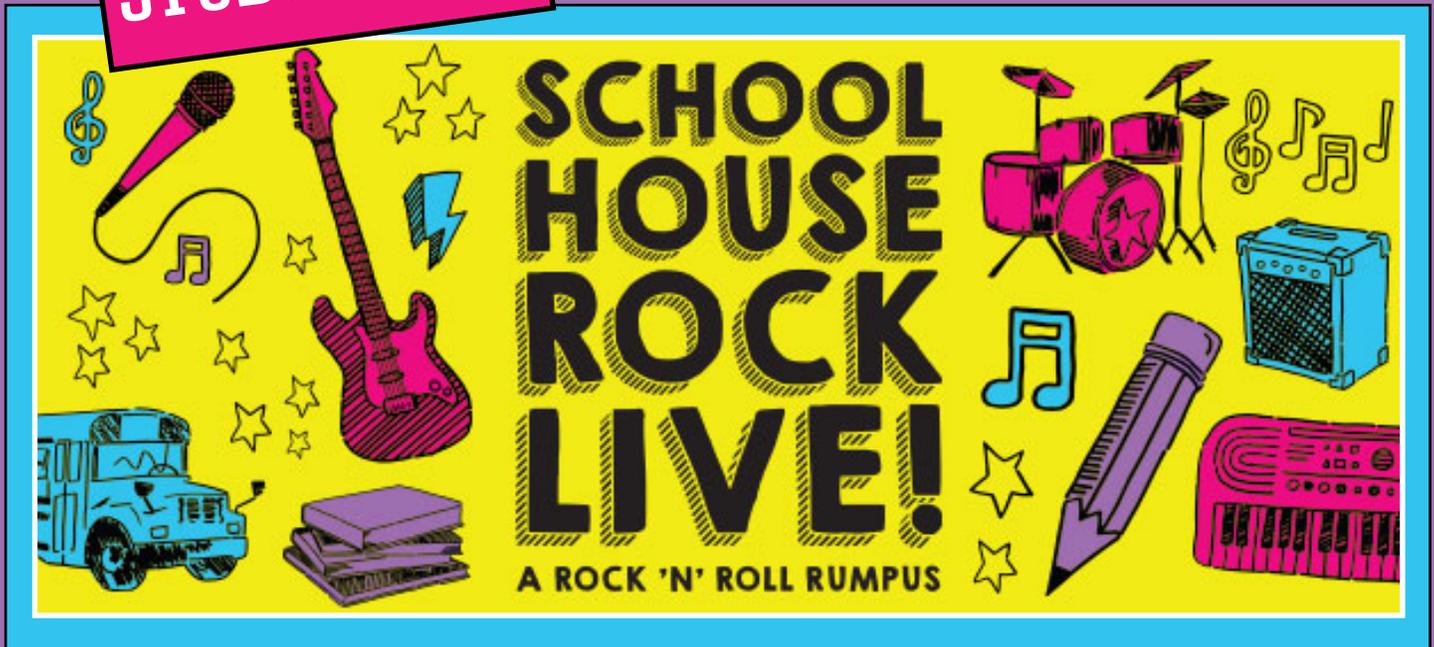


emerald city theatre

STUDY GUIDE



ORIGINALLY ADAPTED AND PRODUCED FOR THE STAGE BY
TheatreBAM from the series created by George Newall and Tom Yohe

BASED ON AN IDEA BY
David McCall

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



A Letter from Emerald City

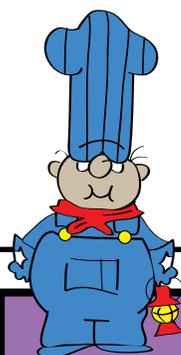
A Note From Our Artistic and Education Directors:

Welcome to Emerald City Theatre and our presentation of *Schoolhouse Rock Live!* We are thrilled that you have decided to support live theatre.

We hope that this show will be a gateway for your students to a lifetime enriched by the arts. In addition to creating theatre of the highest standards, Emerald City is dedicated to providing creative educational tools to enhance your experience.

Please use this guide to prepare your class before the production and help them continue their understanding of concepts after their visit, making your field trip more than just a one-day experience. Developed with the National Standards and Illinois Common Core Standards in mind, the themes of this production are introduced and explored throughout our guide.

Theatre and the arts are full of creative possibilities. We hope that this guide and production are inspiring for you and your students!



Ernie Nolan
Ernie Nolan
Producing Artistic Director

Jacqueline Stone
Jacqueline Stone
Education Director

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GUIDE WRITTEN BY

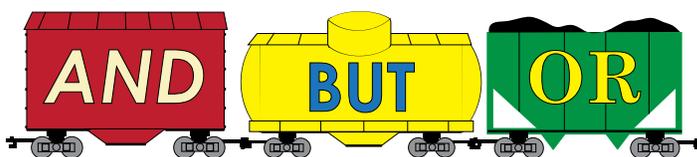
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GUIDE DESIGN BY

Joelle Scillia

SHOW COVER ART DESIGNED BY

The Land of Nod

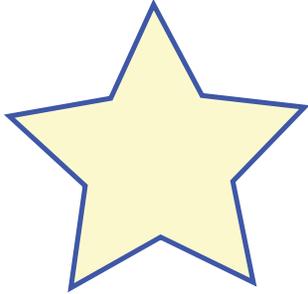


National Standards and Common Core Standards



Teachers: Here's a map for you to match the National Standards and Common Core Standards to the icon you'll see on several of the pages throughout this study guide!

National Theatre Standards in this Guide:



1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history.
2. Acting by assuming roles and interacting in improvisations.
3. Designing by visualizing and arranging environments for classroom dramatizations
5. Researching by finding information to support classroom dramatizations.
7. Analyzing and explaining personal preferences and constructing meaning from classroom dramatizations and from theater, film, television, and electronic media productions.

Common Core Standards in this Guide:



Reading Standards

- ELA RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
- ELA RL.1.3 Describe characters, settings, and major events in a story, using key details.
- ELA RL.2.3 Describe how characters in a story respond to major events and challenges.
- ELA RL.2.5 Describe the overall structure of a story including describing how the beginning introduces the story and the ending concludes the action.

ELA RL.K-2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.

ELA RI.K-2.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Writing Standards

ELA W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

ELA W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

ELA W.K-2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

ELA W.K-1.7 Participate in shared research and writing projects.

Speaking and Listening Standards

ELA SL.K-2.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.

ELA SL.K-1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ELA SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

ELA SL.1.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.

ELA SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

ELA SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.



Whether it's your first play or your fiftieth, here are a few guidelines for being a respectful audience member. Every person has a job to do to make sure the live performance goes on! Here is how you can play your part!

1. Stay sitting in your seat.
2. Keep your hands and feet to yourselves.
3. If the actors ask the audience a question, it's okay to answer!
4. You can laugh when something is funny!
5. Pay attention! Watch and listen carefully to what is going on.
6. Get ready to clap at the end of the show when the actors bow.
7. Have fun, and enjoy the show!

The Audience Game

Learn the difference between a #1, #2, and #3 audience

Teachers, here's a theatre game to play with your students. It's a fun way to reinforce what it means to be a #1 listening audience and prepare for watching a play in the theatre.

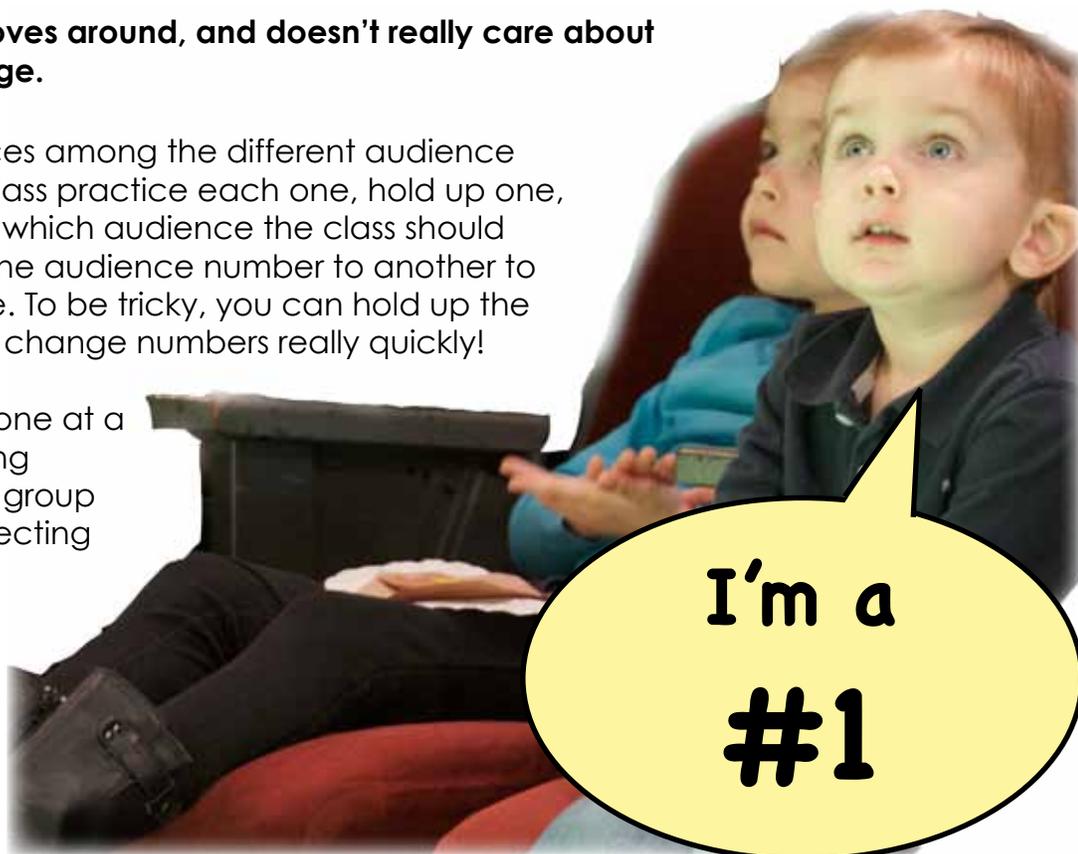
#1 Audience is quiet, stays still, and pays attention to what is going on.

#2 Audience whispers, fidgets a little, and looks around.

#3 Audience talks loudly, moves around, and doesn't really care about what's happening on the stage.

After explaining the differences among the different audience behaviors and having your class practice each one, hold up one, two, or three fingers to signal which audience the class should pretend to be. Switch from one audience number to another to get the appropriate response. To be tricky, you can hold up the same number finger twice or change numbers really quickly!

You can also have students, one at a time, take your place, allowing them to be the leader of the group by holding up fingers and directing the class themselves.





How many theatre words and their definitions do you know?

A₁

Actor – a person who uses their mind, body, and voice and pretends to become a character on stage to tell a story.

Adaptation – when a story is changed from one form into another; for example, a book can be changed into a play or movie.

B₃

Audience – the people who are watching the show on stage.

Bio – a short paragraph about the actor put in a show's program for the audience to read.

C₃

Choreography – the dance steps and movements performed by actors in a musical.

D₂

Designer – the people who create everything we see in a play besides the actors; there are light, sound, set, and costume designers.

Director – the person who tells the actors where to go and how to move and thinks about how all parts of the play come together to best tell the story.

H₄

Headshot – a photograph of an actor smiling or looking serious, usually just of their head and shoulders.

M₃

Musical – a special kind of play that includes song, music and dance to help tell the story.

P₃

Play – a live story put on by actors in front of a group of people.

Playwright – the person who writes a script which has lines, or sentences, that the actors memorize.

Program – a small book given to audience members at the theatre that has information about the actors, crew, and the play.

R₁

Review – written by a person who has seen the show to tell what they liked and didn't like about it.

S₁

Set – the background scenery that is on the stage to show where the story takes place.



5

ELA RL.K-1.3
ELA RL.2.5

SUMMARY

Through unforgettable songs such as “Just a Bill” and “Con junction Junction,” a nervous schoolteacher must discover how to charm his students through imagination and music on the first day of class. Based on the entertaining and educational Emmy Award-winning animated series, *Schoolhouse Rock Live!* brings the treasured Saturday-morning melodies of the ‘70s back in a hip new way.

ABOUT THE AUTHOR



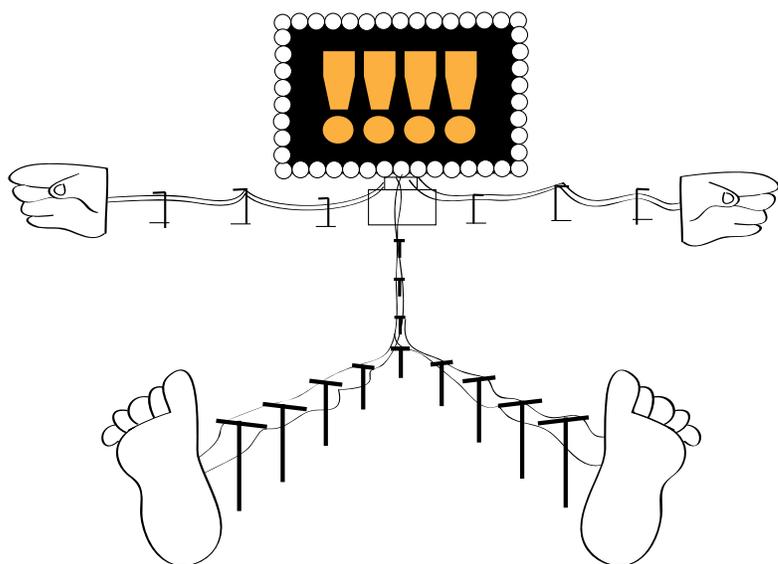
Scott Ferguson’s background covers it all: director, actor, teacher and writer. Scott is a veteran teacher and director for the NU National High School Institute. He is also the co-founder and artistic director of TheatreBam Chicago, where he conceived, co-wrote and directed the hit shows *Schoolhouse Rock Live!* and *Schoolhouse Rock Live Too!*



Schoolhouse Rock Facts

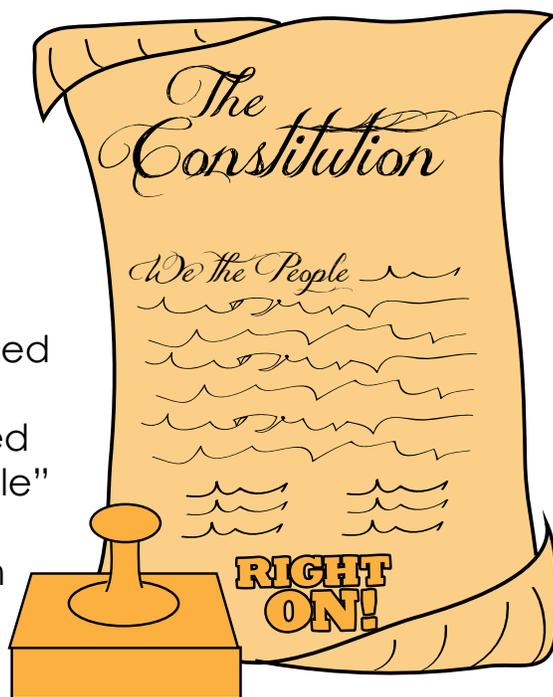


1. Schoolhouse Rock was created when advertising executive, David McCall, noticed that while his son was struggling in school, he had no trouble remembering the lyrics to his favorite songs. That is how his idea of introducing basic learning concepts to young minds via simple-but-catchy rock, jazz, folk, and pop tunes came to be.
2. The series was originally called Scholastic Rock, but the name had to be modified when the publishing company Scholastic, Inc. insisted the name be changed.
3. Every song written for Schoolhouse Rock was inspected by an educational consultant from the Bank Street School of Education.

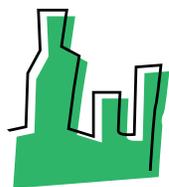


4. The song 'Telegraph Line' was created when the University of Michigan Medical School and the Columbia College of Physicians and Surgeons called to ask for a song that would help teach the nervous system to first-year medical students.

5. Lynn Ahrens (who wrote and sang some of *Schoolhouse Rock's* most recognizable tunes) started off as a secretary for the company! One day, the producer heard her strumming her guitar and asked her to try writing a song for the series. "The Preamble" was the hit that launched her career, which eventually included award-winning work in the film industry and on Broadway.



Theatre Activities for Students!



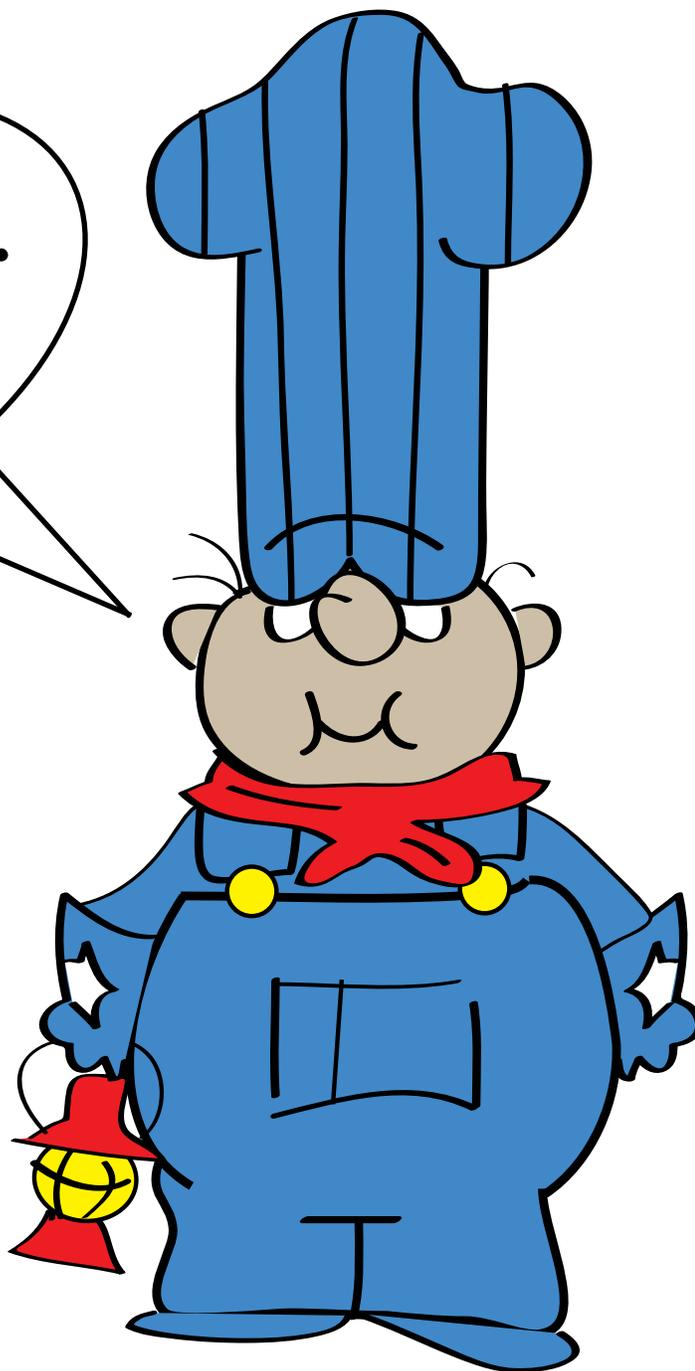
Dear Teacher,

1, 2, 7

ELA SL.K.1
ELA SL.1-2.4
ELA SL.1.5

Here's your chance to put a little drama into your classroom! (The good kind!)

On the following pages are classroom activities for theatre-goers. When you explain the activities to your students, make sure to give clear instructions and model what a good example looks like. The goal is to encourage students to explore the world of the play with a dramatic flair.



Musical Theatre Match Up



Teachers, use the guide below to talk to about theatrical elements your students will observe at *Schoolhouse Rock Live* to assist your theatregoers in learning about the magic of live musical theatre. **You can then challenge your students use to use their theatrical knowledge to fill in the blanks of the next page.**

- A **WRITER** writes lyrics and dialogue to tell a story
- A **DIRECTOR** reads and interprets a script and uses talents of actors and designers.
- A **MUSICAL DIRECTOR** reads the script. Studies and teaches the music to actors.
- A **CHOREOGRAPHER** determines what dance steps should be used to tell the story in each scene .
- A **SET DESIGNER** determines what designs will be built onstage to tell a story.
- The **COSTUME DESIGNER** designs and chooses clothing for actors.
- A **PROPERTIES DESIGNER** works with the director and set designer to select items actors will use in each scene.
- A **HAIR & MAKEUP DESIGNER** controls how each character will look in the show.
- A **LIGHTING DESIGNER** decides what the lights will look like and do in each scene to further tell the story.
- The **ACTORS** are responsible to work with the director to tell a story through their voices, minds, and bodies.



Musical Theatre Match Up



ELA RI.K-2.4
ELA W.1.2
ELA SL.K-2.2



Musical Theatre Staff: Fill in the blanks

- A _____ writes lyrics and dialogue to tell a story.
- A _____ reads and interprets a script and uses talents of actors and designers.
- A _____ reads the script, studies and teaches the music to actors.
- A _____ determines what dance steps should be used to tell the story in each scene.
- A _____ determines what designs will be built onstage to tell a story.
- The _____ designs and chooses clothing for actors.
- A _____ works with the director and set designer to select items actors will use in each scene.
- A _____ controls how each character will look in the show.
- A _____ decides what the lights will look like and do in each scene to further tell the story.
- The _____ are responsible to work with the director to tell a story through their voices, minds, and bodies.

WORD BANK

SET DESIGNER

COSTUME DESIGNER

MUSICAL DIRECTOR

CHOREOGRAPHER

LIGHTING DESIGNER

ACTORS

WRITER

DIRECTOR

PROPERTIES DESIGNER

HAIR & MAKEUP DESIGNER



Thumbs up for Conjunction Junction!

1, 2

 ELA SL.1.2
 ELA SL.2.2

Objective: Students will practice listening and following directions in this fun and musical activity. This activity will help students be able to identify conjunctions and work together toward a common goal.

Materials Needed: An open classroom space

- Review the rules of conjunctions with your students. Utilize a Conjunction Junction cartoon clip found on YouTube.
- Working together, have your students put their thumb up every time they hear a conjunction as you read the lyrics of this song out-loud.
- The definition of a conjunction is: a word that joins together sentences, clauses, phrases, or words.

Conjunction Junction, what's your function?
 Conjunction Junction, how's that function?
 I got three favorite cars
 That get most of my job done.

Conjunction Junction, what's their function?
 I got "and", "but", and "or",
 They'll get you pretty far.

"And":
 That's an additive, like "this and that".

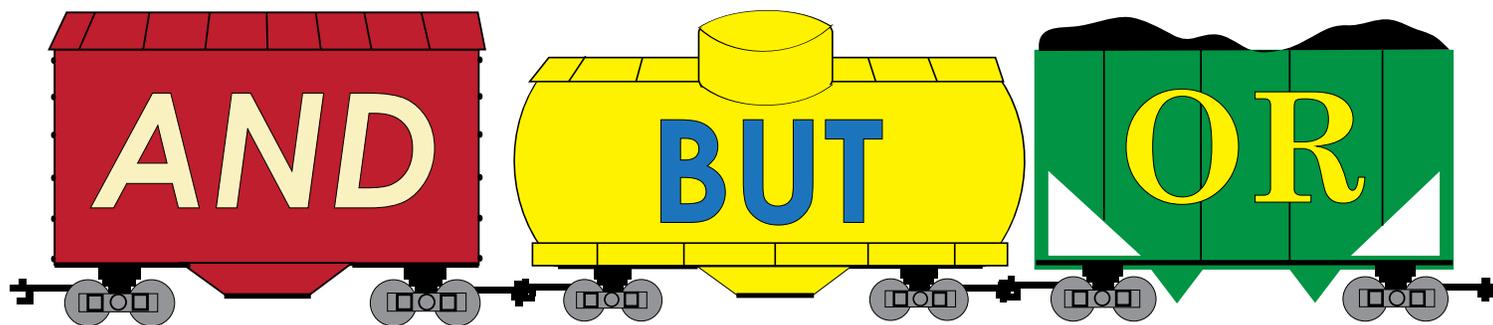
"But":
 That's sort of the opposite,
 "Not this *but* that".
 And then there's "or":
 O-R, when you have a choice like
 "This or that".

"And", "but", and "or",
 Get you pretty far.

Conjunction Junction, what's your function?
 Hooking up two boxcars and making 'em
 run right.

Milk and honey, bread and butter, peas
 and rice.
 Hey that's nice!

Dirty but happy, digging and scratching,
 Losing your shoe and a button or two.
 He's poor but honest, sad but true,
 Boo-hoo-hoo-hoo-hoo!



For an additional challenge: Have your students put their thumbs up every time as you all sing Conjunction Junction together as a class.

Intergalactic Reporting



As a galaxy girl, Interplanet Janet has visited all the planets. It is time for your students to do the same!

Step one:

- Equally divide your students into groups - one for each planet.

Step two:

- Have each group research their particular planet to see what the weather conditions are like. Below are some thoughts to help each group get started:
 - Does your planet have acid rain?
 - Does your planet experience storms and/or dust storms? If so, how severe?
 - How many moons does your planet have?
 - What speeds can the wind reach on your planet?



Step three:

- Have each student group script a weather report as if they were Intergalactic News Anchors. Below are questions to assist your students with their Planetary Broadcast:
 - What is the name of your News Station?
 - What facts or information do you have which leads you to be able to report the news on your planet? Explain your sources to your viewers.
 - What do you like or dislike most about the weather on your planet, and why?
 - What do you want future generations to know about the weather on your planet?
- You can have each student in the group have a different job, such as:
 - **Graphic Designers:** feel free to draw your planet, and its weather, on the page below.
 - **Journalists/News Reporters:** Put the script together for your broadcast and prepare to present your broadcast to the class
 - **Teleprompter Operator:** Create cue cards of your script for your News Anchors to read during their broadcast
- Have each group present their Broadcast to the class!



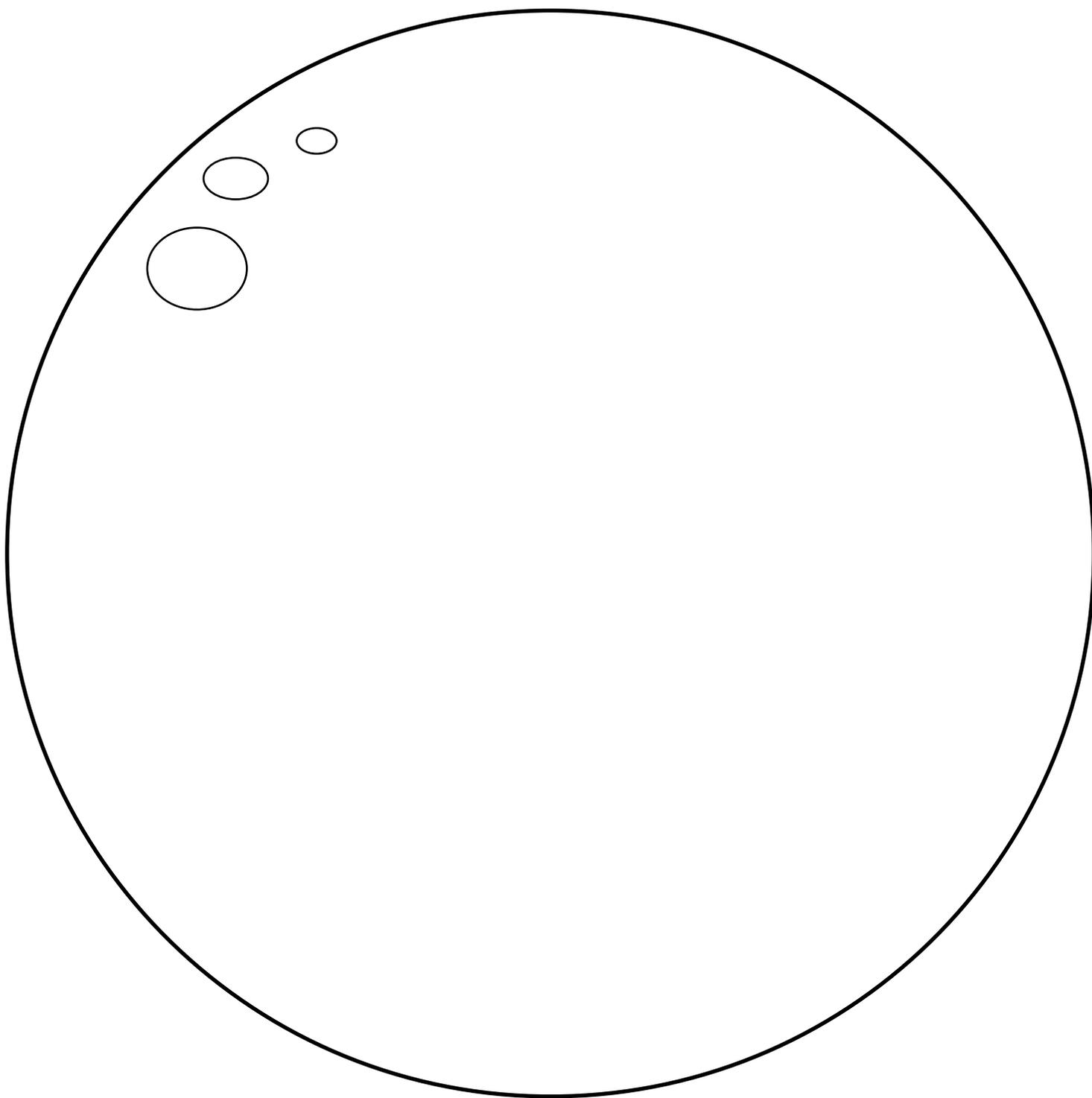
Intergalactic Reporting



My Planet Is: _____

Presented by the _____ News Network.

This Intergalactic Design was Created by: _____





A Bill to Believe In

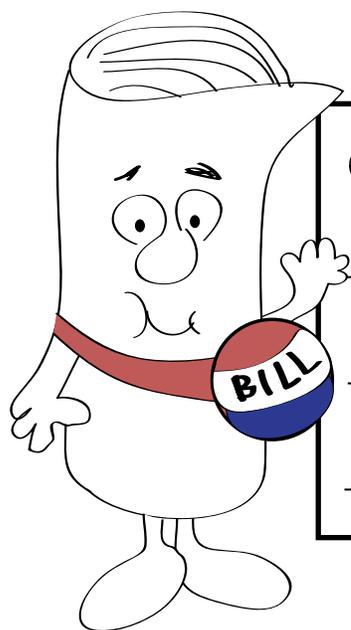


A Bill is a draft of a ruling before it becomes a law. It is now your job to follow the steps below to create your very own Bill.

Step 1: What is an idea that you are confident could help improve your life, and the life of your family and friends?

My idea is: _____

Your next step is to write out your idea out as a formal Bill:



I propose _____

As support for your Bill, write a persuasive letter to congress why your Bill should become a law in the lines below.



Feel the Beat!



Hello, Theatregoers! Follow the instructions below to become familiar with the Circulatory System:

- Find your pulse using your wrist. Count the number of beats from your pulse in a 30 second period.

To find your pulse in your wrist:

- Hold your hand in front of you.
- With the first two fingers of your other hand, feel from the top of your thumb down the side of your hand until your fingers reach your wrist. Then you can feel for your pulse!

- Take a walk around the room at a normal pace for 2 minutes. Find your pulse on your wrist again and count the amount of beats from your pulse in another 30 second period.

Number of beats: _____

- Next, find your own space in the room and do 25 jumping jacks. Find your pulse on your wrist again and count the amount of beats from your pulse in another 30 second period.

Number of beats: _____

- Write down how much of a change was there between each pulse check. What did you notice?

Number of beats: _____

What changes in your body did you observe that made your pulse increase or decrease? Write your notes in the lines below:

Create Your Own Actor Bio!

7

ELA W.K-2.2

Actors write bios or short paragraphs about themselves for the programs so that we learn about who they are, what other plays they have been in, and what sorts of things they like to do!

Now is your chance to write a bio about yourself!

(name) _____ is a student at **(school)** _____ and is in the **(number)** _____ grade. He/She loves going to see Emerald City Theatre shows, especially **(title of the play you just saw!)** _____ .

(name's) _____ favorite subject at school is

(favorite subject) _____ because

(why?) _____ .

After school, he/she really loves to play **(activity)** _____

and also **(activity)** _____ .



Create Your Own Actor Headshot Too!

All actors get photos taken of themselves either smiling or looking serious. The photos are usually of the actor's head and shoulders – that's why they're called headshots!

Draw a photo of yourself-smiling or serious-on a blank piece of paper.



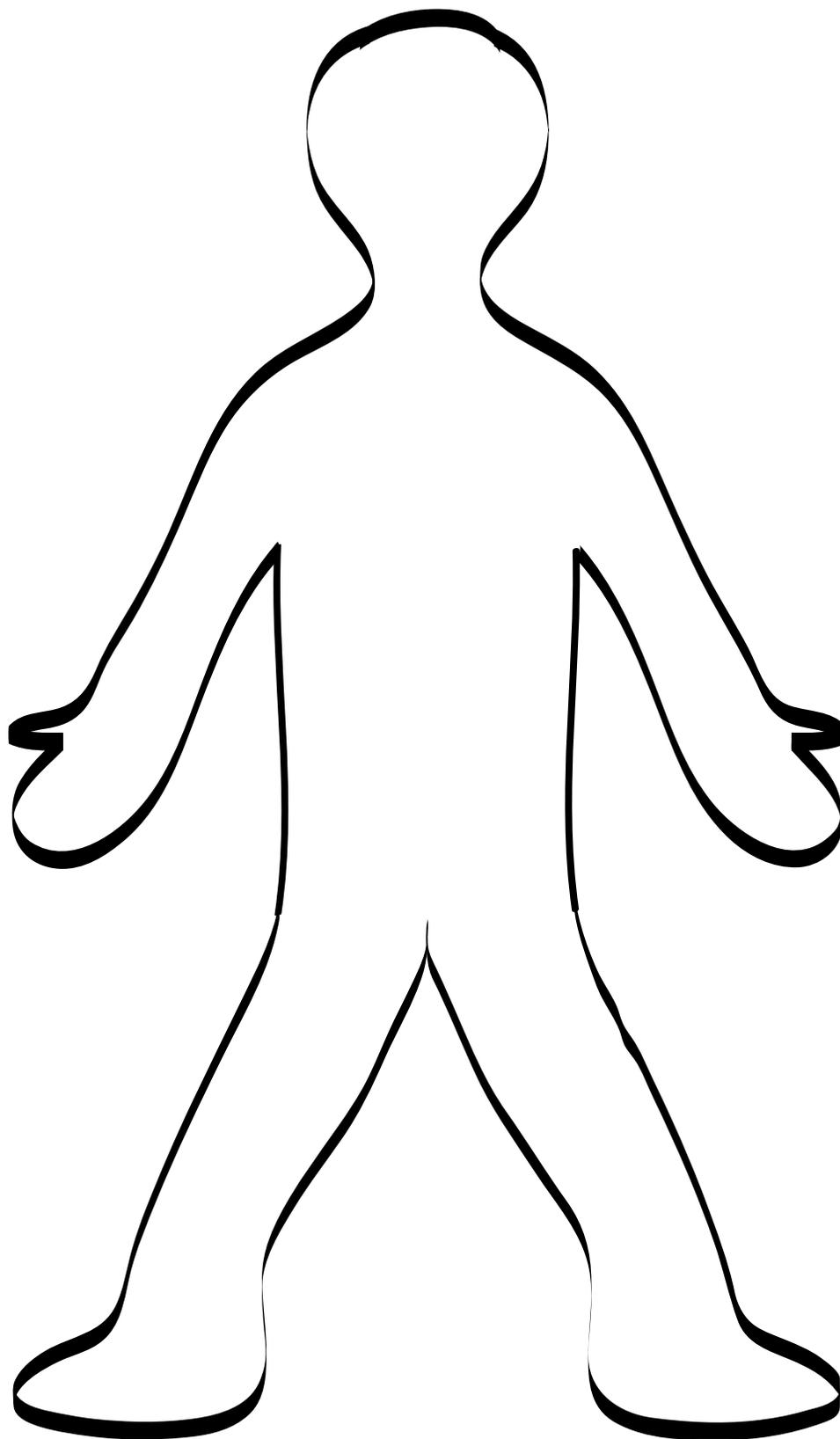
Become a Costume Designer!

3, 7

ELA W.K.2



Draw the costume design for Tom. What do you think this nervous schoolteacher would choose to wear on his very first day of class?



Write Your Own Theatre Review!



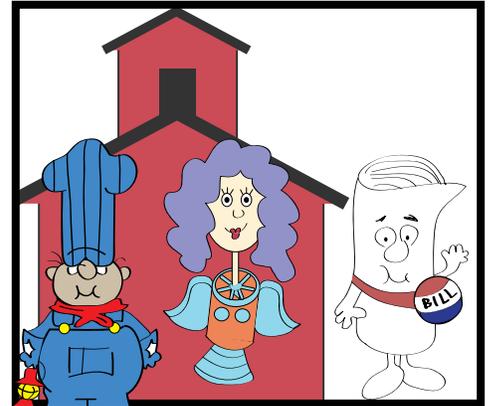
ELA W.K-2.2
ELA W.K-2.6



Emerald City News

A **reviewer's** job is to see a **play** and write about what they liked and what they didn't like. Now it's your turn to write or draw a review and share your ideas about *Schoolhouse Rock Live!*

Make sure to write what your favorite part of the play was and why! If you could change one thing about the play to make it even better, what would you change?



This review was written by: _____

Share your reviews with the rest of your class, and Emerald City Theatre!

Teachers, if you'd like to share your students' reviews, you can mail them to:
Rachel Sherman, Education Manager, Emerald City Theatre, Administrative Office, 3rd Floor,
2936 N. Southport Ave. Chicago, IL 60657. We look forward to reading them!

For more info, email: rsherman@emeraldcitytheatre.com.



About Emerald City Theatre

Emerald City Theatre Educational Programming

At Emerald City Theatre School, we want to be your partner in raising an imaginative, loving, and confident student. Emerald City offers several outreach programs that bring drama to your classroom including our popular Read, Write, & Act Residency Program and After School Drama Classes. See below for more information.

Read, Write, & Act Residency (for pre-k through 5th grade)

Bring the gift of creative drama and literacy to your school! Emerald City Theatre's Read, Write, & Act Residency program focuses on developing confident readers, writers, and actors in your classroom during the school day. Our professional teaching artists help your students to develop academic, artistic, and life skills during multiple visits over a period of several weeks. Students focus on comprehension, creative and dramatic exploration, vocabulary acquisition and oral language practice, ensemble building, self-esteem, and awareness of actor, author, and playwright's tools. For more information about residencies, contact Education Director Jackie Stone at 773.529.2690 x815 or jstone@emeraldcitytheatre.com.

After School Drama Classes

Our world-class teaching professionals come directly to you! We offer a wide array of after school drama classes for all age levels with exciting new themes each session! Bring the gift of theatre to your school by providing students with classroom opportunities to dive into acting, singing, and dancing after the bell rings! Our weekly programs heavily focus on team building, communication and listening skills, storytelling techniques, and self-esteem. Each class session culminates in an informal performance open to family and friends. For more information about after school programs, contact: Jacqueline Stone, Education Director at 773.529.2690 x15 or jstone@emeraldcitytheatre.com.



Emerald City Theatre

Emerald City creates theatre experiences to inspire early learners through play. Our programming includes professional productions at the Apollo Theater in Lincoln Park, The Broadway Playhouse at Water Tower Place, and The Little Theatre in Lakeview. Emerald City Theatre School offers classes, camps, and in-school programming year-round. The 2015-16 Season at the Apollo Theater includes *Magic Tree House: A Night In New Orleans*, *Dragons Love Tacos*, *Skippyjon Jones in the Cirque de Ole*, and *Schoolhouse Rock Live*.

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theatre

For more information, visit EmeraldCityTheatre.com.

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