



SCHOOLHOUSE ROCK LIVE!

Applause Series Curriculum Guide
November 3-4, 2014

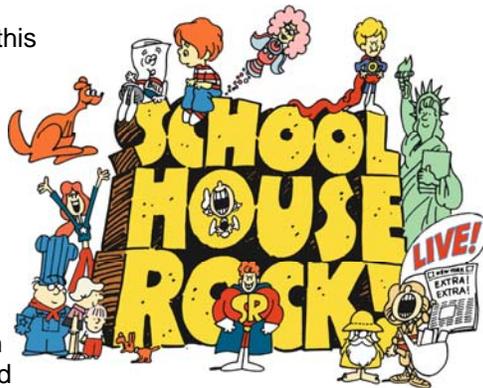


CIVIC CENTER • STONER THEATER • TEMPLE THEATER • COWLES COMMONS

Dear Teachers,

Thank you for joining us for the Applause Series presentation of *Schoolhouse Rock Live!* We are thrilled to present this popular Childsplay production for the first time in Des Moines. This high-energy show, packed with catchy, memorable songs, may have you remembering your childhood and watching the original *Schoolhouse Rock* cartoons that aired on Saturday mornings. This time, these songs explode onto the stage for a whole new generation, creating excitement for a variety of academic subjects.

We thank you for sharing this very special experience with your students and hope this study guide helps to connect the performance to your in-classroom curriculum in ways that you find valuable. In the following pages, you will find contextual information about the performance and related subjects, as well as a variety of discussion questions and assessment activities. Some pages are appropriate to reproduce for your students; others are designed more specifically with you, their teacher, in mind. As such, we hope that you are able to “pick and choose” material and ideas from the study guide to meet your class’s unique needs.



See you at the theater,

Des Moines Performing Arts Education Team

Support for Des Moines Performing Arts education programs and the Applause Series is provided by:

Alliant Energy, American Republic Insurance Company, Bradford and Sally Austin, Bank of America, Casey's General Stores, EMC Insurance Companies, Greater Des Moines Community Foundation, Hy-Vee, John Deere Des Moines Operations, Iowa Department of Cultural Affairs, Richard and Deborah McConnell, Pioneer Hi-Bred - a DuPont business, Polk County, Prairie Meadows, Principal Financial Group, Sargent Family Foundation, Target, U.S. Bank, Wells Fargo & Co., Willis Auto Campus, Windsor Charitable Foundation and more than 200 individual donors.

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This study guide was compiled, written and edited by Michelle McDonald. Edited by Karoline Myers.
Adapted in part from Childsplay's *Schoolhouse Rock Live! Resource Guide*.

ABOUT DES MOINES PERFORMING ARTS



Des Moines Performing Arts is a private, nonprofit organization and is an important part of central Iowa's cultural community. It is recognized nationally for excellence as a performing arts center and is committed to engaging the Midwest in world-class entertainment, education, and cultural activities.

Des Moines Performing Arts presents professional touring productions, including theater direct from Broadway, world-renowned dance companies, family programming, comedy, and concerts.

Education and Community Engagement programs are core to Des Moines Performing Arts' mission as a nonprofit performing arts center.

Public education programs allow audience members and local artists to make meaningful and personal connections to the art they experience on our stages. Guest lectures and Q&As with company members allow audiences to explore the inner workings of the performance. In addition, master classes, workshops, and summer camps taught by visiting performers give local actors, dancers, and musicians the chance to increase their skills by working directly with those who know what it takes to succeed on the professional stage.

Through its **K-12 School Programs**, Des Moines Performing Arts strives to ensure that central Iowa students have affordable access to high quality arts experiences as part of their education. More than 50,000 students and educators attend curriculum-connected school matinee performances through the Applause Series annually. In addition, Des Moines Performing Arts sends teaching artists into the schools to provide hands-on workshops and residencies in special opportunities that engage students directly in the creative process. And, through its partnership with the John F. Kennedy Center, Des Moines Performing Arts provides teachers with in-depth professional development training on how to use the arts in their classrooms to better impact student learning. The Iowa High School Musical Theater Awards is Des Moines Performing Arts' newest initiative to support the arts in Iowa schools, providing important learning tools and public recognition to celebrate the achievements of students involved in their high school theater programs.

DID YOU KNOW?

More than 300,000 people visit Des Moines Performing Arts venues each year.

Des Moines Performing Arts opened in 1979.

Des Moines Performing Arts has three theater spaces:

- *Civic Center, 2744 seats*
- *Stoner Theater, 200 seats*
- *Temple Theater, 299 seats (located in the Temple for the Performing Arts)*

No seat is more than 155 feet from center stage in the Civic Center.

Cowles Commons, situated just west of the Civic Center, is a community gathering space that is also part of Des Moines Performing Arts. The space features the Crusoe Umbrella sculpture by artist Claes Oldenburg.

As a nonprofit organization, Des Moines Performing Arts depends on donor funding to support facilities, programming, and education programs.

The Applause Series started in 1996. You are joining us for our 19th season of school performances.

GOING TO THE THEATER . . .



YOUR ROLE AS AN AUDIENCE MEMBER

Attending a live performance is a unique and exciting opportunity. Unlike the passive experience of watching a movie, audience members play an important role in every live performance. As they act, sing, dance, or play instruments, the performers on stage are very aware of the audience's mood and level of engagement. Each performance calls for a different response from audience members. Musicians and dancers may desire the audience to focus silently on the stage and applaud only during natural breaks in the performance. Audience members can often take cues from performers on how to respond to the performance appropriately. For example, performers will often pause or bow for applause at a specific time.

As you experience the performance, consider the following questions:

- * What kind of live performance is this (a play, a dance, a concert, etc.)?
- * What is the mood of the performance? Is the subject matter serious or lighthearted?
- * What is the mood of the performers? Are they happy and smiling or somber and reserved?
- * Are the performers encouraging the audience to clap to the music or move to the beat?
- * Are there natural breaks in the performance where applause seems appropriate?

A SPECIAL EXPERIENCE

Seeing a live performance is a very special experience. Although it is not required, many people enjoy dressing up when they attend the theater.

THEATER ETIQUETTE

Here is a checklist of general guidelines to follow when you visit the Civic Center:

- * Leave all food, drinks, and chewing gum at school or on the bus.
- * Cameras, recording devices, and personal listening devices are not permitted in the theater.
- * Turn off and put away all cell phones, pagers, and other electronic devices before the performance begins.
- * Do not text during the performance.
- * Respect the theater. Remember to keep your feet off of the seats and avoid bouncing up and down.
- * When the house lights dim, the performance is about to begin. Please stop talking at this time.
- * **Talk before and after the performance only.** Remember, the theater is designed to amplify sound. Other audience members and the performers on stage can hear your voice!
- * Use the restroom before the performance or wait until the end. If you must leave the theater during the show, make sure the first set of doors closes before you open the second — this will keep unwanted light from spilling into the theater.
- * Appropriate responses such as laughing and applauding are appreciated. Pay attention to the artists on stage — they will let you know what is appropriate.
- * Open your eyes, ears, mind, and heart to the entire experience. Enjoy yourself!

GOING TO THE THEATER information is adapted from the Ordway Center for the Performing Arts study guide materials.

CIVIC CENTER FIELD TRIP INFORMATION FOR TEACHERS



Thank you for choosing the Applause Series with Des Moines Performing Arts. Below are tips for organizing a safe and successful field trip to the Civic Center.

ORGANIZING YOUR FIELD TRIP

- * Please include all students, teachers, and chaperones in your ticket request.
- * After you submit your ticket request, you will receive a confirmation e-mail within five business days. Your **invoice will be attached to the confirmation e-mail.**
- * Payment policies and options are located at the top of the invoice. **Payment (or a purchase order) for your reservation is due four weeks** prior to the date of the performance.
- * The Civic Center reserves the right to cancel unpaid reservations after the payment due date.
- * Tickets are not printed for Applause Series shows. Your invoice will serve as the reservation confirmation for your group order.
- * Schedule buses to arrive in downtown Des Moines at least 30 minutes prior to the start of the performance. This will allow time to park, walk to the Civic Center, and be seated in the theater.
- * Performances are approximately 60 minutes unless otherwise noted on the website and printed materials.
- * All school groups with reservations to the show will receive an e-mail notification when the study guide is posted online. Please note that study guides are only printed and mailed upon request.

DIRECTIONS AND PARKING

- * Directions: From I-235, take Exit 8A (Downtown Exits) and the ramp toward 3rd Street and 2nd Avenue. Turn onto 3rd Street and head south.
- * Police officers are stationed at the corner of 3rd and Locust Streets and will direct buses to parking areas with hooded meters near the Civic Center. Groups traveling in personal vehicles are responsible for locating their own parking in ramps or metered (non-hooded) spots downtown.
- * Buses will remain parked for the duration of the show. At the conclusion, bus drivers must be available to move their bus if necessary, even if their students are staying at the Civic Center to eat lunch or take a tour.
- * Buses are not generally permitted to drop off or pick up students near the Civic Center. If a bus must return to school during the performance, prior arrangements must be made with Des Moines Performing Arts Education staff.

ARRIVAL TO THE CIVIC CENTER

- * When arriving at the Civic Center, please have an **adult lead your group** for identification and check-in purposes. A Des Moines Performing Arts staff member may be stationed outside the building to direct you to a specific entrance.
- * Des Moines Performing Arts staff will usher groups into the building as quickly as possible. Once inside, you will be directed to the check-in area.
- * Applause seating is not ticketed. Ushers will escort groups to their seats; various seating factors including group size, grade levels, arrival time, and special needs seating requests may be used to assign a group's specific location in the hall.
- * We request that an **adult lead the group into the theater and other adults position themselves throughout the group**; we request this arrangement for supervision purposes, especially in the event that a group must be seated in multiple rows.
- * Please allow ushers to seat your entire group before rearranging seat locations and taking groups to the restroom.
- * As a reminder, children under the age of three are not permitted in the theater for Applause performances.

IN THE THEATER

- * In case of a medical emergency, please notify the nearest usher. A medical assistant is on duty for all Civic Center performances.
- * We ask that adults handle any disruptive behavior in their groups. If the behavior persists, an usher may request your group to exit the theater.
- * Following the performance groups may exit the theater and proceed to their bus(es).
- * If an item is lost at the Civic Center, please see an usher or contact us after the performance at 515.246.2355.

QUESTIONS?

Please contact the Education department at education@desmoinesperformingarts.org or 515.246.2355.
Thank you!

VOCABULARY FROM THE SHOW



Tim Trumble Photo

SHOW TERMS



www.mvnews.org

imagination: producing ideas or mental images of what is not present or has not been experienced.

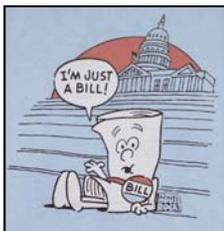
SOCIAL STUDIES TERMS

19th

Amendment: amendment to the U.S. Constitution, giving women the right to vote in 1920.



A poster from 1920. www.riadrepresents.org



An image from the Schoolhouse Rock cartoon "Just a Bill". waeryourbeer.com

bill: a draft of a new law that is being suggested. The lawmakers of a country must vote on it before it becomes a law.

Congress: the legislative body of the United States, consisting of the Senate and the House of Representatives. They are responsible for making the laws of our country.



southeastcoastash.org



www.opednews.com

Preamble: the introductory statement of the U.S. Constitution

suffrage: the right to vote in a political election. Women had to fight for their right to vote prior to 1920.



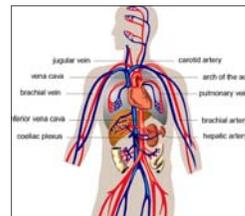
Women protest for their right to vote. newrepublic.com



The signing of the U.S. Constitution in 1787. en.wikipedia.org

U.S. Constitution: the fundamental law of the United States.

SCIENCE TERMS



The Circulatory System. funandfit.org

circulation: the continuous movement of blood through the heart and blood vessels.

galaxy: any of numerous large-scale collections of stars, gas and dust that make up a visible universe.



Hdwallpaperia.com



Planet Earth. www.comicvine.com

planet: large celestial body that is smaller than a star and does not produce its own light. Instead, it is illuminated by

the light from the star around which it revolves. There are eight known planets in our solar system, which all revolve around the Sun.

VOCABULARY FROM THE SHOW, pg. 2



Tim Trumble Photo

GRAMMAR TERMS

adjective:
a part of speech that describes a noun or pronoun.



Schoolhouse Rock cartoon.
youtube.com



Examples of words that are conjunctions
content.photojojo.com

conjunction:
a word that joins words or groups of words together. Conjunctions include words like 'and,' 'but,' and 'or'.

interjection:
a word or phrase expressing emotion, usually only one word in length and used with an exclamation.

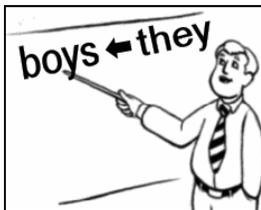


Disney.wikia.com

noun: a word or group of words that refers to a person, place or thing. Nouns are typically subjects or objects of a sentence.



cafeexpress.com



An example of a pronoun.
myword.info

pronoun:
a word that takes the place of a noun or noun phrase in a sentence.

verb:
a word that represents an action or state of being. It is an essential part of the predicate of a sentence.



Schoolhouse Rock cartoon showing an example of a verb. tvrage.com

MATH TERMS

count: to check over one by one, to determine the total number.



Goodbooksforyoungsouls.blogspot.com

	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

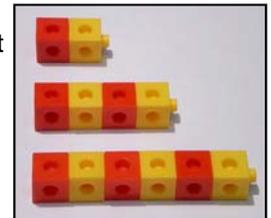
Multiplication table.
infomontessori.com

multiply: the act of adding a number to itself a certain number of times.

Multiplication is performed on a pair of numbers to derive a third

number, which is called the product. the product.

pattern: an arrangement of repeated parts, following a rule or rules.



topdrawer.aamt.edu.au

ABOUT THE PERFORMANCE



Tim Trumble Photo

Childsplay's production of *Schoolhouse Rock Live!* brings to life songs from the original *Schoolhouse Rock* cartoons of the 1970s, 80s and 90s. These megahits explode onto the stage for a whole new generation, making academic subjects exciting and engaging!

Run Time: Approx. 60 minutes, with a brief Q&A session following the performance (time permitting)

THE STORY

Tom, a young teacher is nervous about his first day of teaching. He turns on the television in an attempt to calm his nerves. Suddenly, he is surrounded by three characters who have appeared to help him. They are all part of him, facets of his personality, and through imagination and song they help him to gain the confidence he needs to teach subjects like grammar, science, math, and social studies.

Partially adapted from Childsplay's "360° Theatre Resources for Schools".

THE SONGS

There are 15 songs in the show. They have been updated to give them more of a rock-n-roll feel than the original cartoon versions.

GRAMMAR

Verb: That's What's Happenin'

A Noun is a Person, Place or Thing

Unpack Your Adjectives

Rufus Xavier Sarsaparilla

Conjunction Junction

Interjections

The Tale of Mr. Morton

SOCIAL STUDIES

Sufferin' 'till Suffrage

Just a Bill

The Preamble

SCIENCE

Do the Circulation

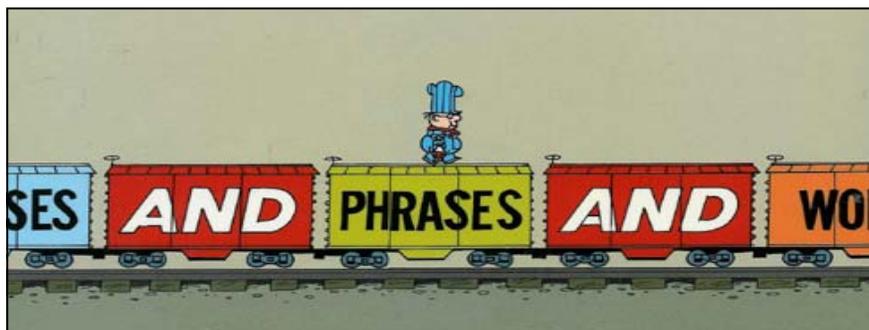
A Victim of Gravity

Interplanet Janet

MATH

Three is a Magic Number

Ready or Not Here I Come



An image from the original "Conjunction Junction ."

returnonfocus.com

ABOUT CHILDSPLAY AND THE CREATIVE TEAM

Schoolhouse Rock Live! is a production of Childsplay, a professional theater serving young audiences and families based in Tempe, Arizona. Childsplay's mission is to create theater so strikingly original in form, content or both, that it instills in young people an enduring awe, love and respect for the theater.

COMPANY HISTORY

Founded in 1977, Childsplay is a nationally and internationally respected professional theatre company whose chosen audience is children. Their respect for children's intelligence and creativity drives the company to produce new and innovative works by theatre's finest artists.

Founder David Saar recognized during his MFA studies that children could reap great benefits from experiences with professional theater. After graduating, Saar gathered classmates in a 1964 Chevy Impala, and equipped with basic sets and costumes, began performing in local classrooms.

Childsplay has educated and inspired more than four million young people and families. They now serve an average annual audience of 200,000 students, teachers, and families.

CHILDSPLAY TOURS IN DES MOINES:

Rock the Presidents!
(2012-13)

*Tomás and the
Library Lady* (2013-14)



CREATIVE TEAM

Take a look at the creative team behind *the show* to gain a sense of the many jobs that went into the show's creation:

Book by
Scott Ferguson, George Keating & Kyle Hall

Music and Lyrics by
Lynn Ahrens, Bob Dorough, Dave Frishberg, Kathy Mandry, George Newall & Tom Yohe

Directed by
Anthony Runfola

Musical Direction by
Akab Ruch

Choreography by
Molly Lajoie

Scenic Design by
Holly Windingstad

Costume Design by
D. Daniel Hollingshead

Lighting Design by
Tim Monson

Projection Design by
Limitrophe Films

MEET THE ACTORS



Rudy Ramirez (Tom) is a recent Arizona State graduate, earning a BM in Music Theatre Performance. He is thrilled to

be a part of *Schoolhouse Rock Live!*, as it was his very first musical production in 7th grade.

Molly Robinson (Shulie)

is excited to make her Childsplay debut after graduating with a Bachelors of Fine Arts in Musical Theatre from the University of Miami. Molly's career has taken her across the USA and the world, most recently South Korea.



Keilani Akagi (Dina) Keilani is ecstatic to be back at Childsplay after playing "Amy" in *Rock the Presidents!* She

is a classically trained pianist and a student at ASU.

Eric Boudreau (George)

is in his sixth season with the Childsplay ensemble. He is also a teaching artist for their Conservatory and Academy classes.



ABOUT SCHOOLHOUSE ROCK



Rockturtleneck.blogspot.com

The original *Schoolhouse Rock* cartoons were enjoyed by many during the 1970s, 80s and 90s.

SCHOOLHOUSE ROCK HISTORY

Schoolhouse Rock! is a series of animated musical educational short films that aired during Saturday morning children's programming on U.S. television network ABC. Topics covered include grammar, science, economics, history, mathematics, and politics. The series aired 1972-1986, infrequently during the 1990s and 2000s, with new shows created between 1993 and 1996, until its cancellation in 2001.

Schoolhouse Rock began as a commercial advertising venture by David McCall, an advertising executive. The idea came to McCall when he noticed one of his sons was having a hard time memorizing multiplication tables but knew all of the words to the rock and roll songs he listened to.

The first song recorded was "Three Is a Magic Number". It tested so well that a children's record was created.

McCall's company decided to produce their own animated versions of the songs, which they then sold to the ABC company (which already was McCall's company's biggest advertising account). They pitched their idea to Michael Eisner, then vice-president of ABC children's programming division. The children's programming division had producers cut three minutes out of each of their regular programmed shows, and sold General Foods on the idea of sponsoring the segments. The series stayed on the air for 12 years. Later sponsors of the *Schoolhouse Rock* segments also included Nabisco, Kellogg's, and McDonald's.



Bob Dorough playing at his piano.
www.bobdorrough.com

SPOTLIGHT ON BOB DOROUGH

Bob Dorough wrote, composed, and performed many of the *Schoolhouse Rock* songs.

He was born in Arkansas and immediately fell in love with music upon joining his high school band. He served three years in a Special Services Army Band Unit, gaining professional experience arranging, clarinet, saxophone and piano. Eventually he turned his back on academics and immersed himself into the jazz scene in New York City.

In 1971, he received a commission to "set multiplication tables to music, which led to a small industry and the beginning of his work on *Schoolhouse Rock*. The impact of this media exposure was immense and he later signed a contract with jazz record label Blue Note Records.

Bob Dorough later worked as the Musical Director for the 30th Anniversary DVD edition of the five-subject *Schoolhouse Rock* series. He continues to perform in jazz clubs and even schools.

PRE-SHOW EXPLORATION

PRE-SHOW DISCUSSION

1. How is going to the theater different than going to a movie? Talk about the many differences.
2. What do you know about *Schoolhouse Rock*? What do you remember about the original cartoons, if you have seen them before? Who are some of the characters that you remember from the cartoons?
3. The original *Schoolhouse Rock* was a series of short musical cartoons, which aired on television. How do you think the songs will be performed on stage?
4. Which part of grammar includes a person, place, or thing?
5. What is the difference between a verb and an adverb?
6. When did women first have the right to vote? Why were they previously denied the right to vote?
7. If you could travel to any planet in the solar system, where would you go and why?
8. Sometimes we feel anxious or nervous before a big event. What are some situations that might make us feel anxious or nervous? Do you feel nervous on the first day of school? What do you do to help yourself when you feel anxious or nervous?
9. Everybody learns differently and at a different pace. When you have to learn or memorize something, like spelling words or multiplication tables, what are the techniques that you use?
10. What are your favorite subjects in school? Why do you like that particular subject?

1) PREPARE FOR THE JOURNEY

Goal: To prepare young students for what may be their very first performance experience.

Explanation: In this activity, lead a class discussion that a) accesses students' prior knowledge of performances and b) prepares them for what to expect when they visit the theater to see *Schoolhouse Rock Live!*

Activity:

1. Ask students about their experiences with performance (watching older siblings in a school play, going to a concert, etc.)
2. Share the journey with them step by step. Talk about:
 - ◇ Going into a special 'theater' space.
 - ◇ Being an 'audience'. They are a very important part of the performance. The actors need them.
 - ◇ What is the job of the audience? To look and listen.
 - ◇ What is going to happen? They will be watching 'actors' tell a story with words, movement, and props.
 - ◇ A performance usually finishes with clapping.

Follow-up Questions:

1. Why do you think going to a performance is special experience? How is it different from a movie?
2. Why is it important to look and listen during a performance?
3. What different things do you think actors have to do to prepare for a performance?



PRE-SHOW EXPLORATION, pg. 2



Tim Trumble Photo

2) ACT IT OUT!

Explanation: In this activity, students will outline, block and act out a *Schoolhouse Rock* song of their choice.

Goal: Students will visualize text as directors, and explore how performers must block a scene and then act it out.

When: Before the performance

Activity:

1. Divide the students into groups and have each group choose from one of the *Schoolhouse Rock Live* songs, to be performed at the show and listen to the mp3 files. (Links found on page 16.)
2. Ask the students to imagine and brainstorm how they would bring the song to life on stage. They may need to write down some of the lyrics.
3. Ask each group of students to block their song (blocking means to design or plan the movements of actors on a stage or movie set) and spend some time rehearsing their song with actions and expression.
4. Groups can then perform for their classmates.

Follow-up Questions:

1. What key words in the song affected your staging choices?
2. Did you learn anything valuable about your classmates?
3. Did you learn anything valuable about yourself?
4. What was most challenging for you about this activity? What was easiest for you?

Follow-up Question After the Performance:

1. How did the staging of your song compare to what the performers did on stage?

3) MAD LIBS

Explanation: In this activity, students will explore the use of nouns, adjectives, adverbs and interjections.

Goal: Students will gain a better understanding of grammar and appropriate uses.

When: Before the performance

Activity:

1. Decide whether you want the students to work in groups or alone, or let the students decide.
2. Have the students write a short story that includes five of each of the following parts of grammar: nouns, adjectives, verbs, adverbs, and interjections.
3. Next, type or write out your story but replace the adjectives, nouns, verbs and interjections with a blank space with the part of speech in parenthesis underneath the line. For example:
The _____ sank.
(noun)
4. Have the students/groups trade stories and you have created your own version of Mad Libs!
5. Make copies of all of the stories with blank lines and put together a book for each student so they can do Mad Libs whenever they want!

Follow-up Questions:

1. What did you learn by creating your own mad libs?
2. What did you learn from your classmates after reading their mad libs stories?
3. What was most challenging for you about this activity? What was the easiest for you?

POST-SHOW ASSESSMENT, pg. 1

POST-SHOW DISCUSSION QUESTIONS

1. Where did the story take place? Who were the people? What were the problems? What happened at the beginning of the performance? The middle? The end?
2. Which character was nervous and worried? About what? Why do you think he was so nervous? When have you felt nervous or worried about something? How did you deal with it?
3. The set design was influenced in part by two video games. Which video games influenced the design?
4. How were projections (video) used in the production? How did they help to communicate the songs?
5. Which character visited all the planets?
6. The Preamble contains four words that are not included in the song from the show. What are those four words?
7. What is the function of a conjunction?
8. What is a bill? How does it become law?
9. What does the term "suffragette" mean?
10. How were the songs in the production different than their cartoon counterparts?
11. By the end of the show, the teacher feels confident enough to go into the classroom. What helped him to build his confidence? What are things you can do to help yourself or others feel more confident?
12. Which song from the show was your favorite and why?
13. What do you remember about the actors' costumes? Describe them.
14. What was the set like in this show? Were there any elements that you thought worked really well?

1) WRITE A LETTER

Goal: To reflect on the performance experience and to practice writing skills.

Explanation: In this activity, students will write a letter about their experience to the performers or to Des Moines Performing Arts education donors whose support keeps Applause Series tickets accessibly priced for school groups.

Materials:

- ◇ Paper
- ◇ Writing utensil

Activity:

1. After attending the performance, discuss the experience with your students. Use the following discussion questions to guide the conversation:

- ◇ What was the show about?
- ◇ What parts of the show were most exciting?
- ◇ Which character did you enjoy the most? Why?
- ◇ What did the characters learn?

2. Next, invite students to write a letter to the performers or to Des Moines Performing Arts donors about their theater experience.

Example letter starter:

Dear *Schoolhouse Rock Live!* performers,

My favorite part of the show was...

While watching your show I felt... because ...

I have drawn a picture of the scene when...

If I could be in your show, I would play the part of ... because ...

3. Mail the letters to:

Des Moines Performing Arts
Attn: Education Department
221 Walnut Street
Des Moines, IA 50309

Follow-up Question:

1. What did you include in your letter? Why did you want to share that particular idea?

POST-SHOW ASSESSMENT, pg. 2



2) WRITE A REVIEW

Goal: To write a review of the performance.

Explanation: In this activity, students will reflect on the performance by writing their own review.

Activity:

1. Ask students to imagine that they are a critic for the school newspaper. They are going to write a review of *Schoolhouse Rock Live!* to inform others about what they experienced.
2. In the review they should describe with detail:
 - ◇ what they saw
 - ◇ what they heard
 - ◇ how the performance made them feel
 - ◇ what the performance reminded them of
 - ◇ what their favorite part was and why
3. Remind students that they must paint a picture of the experience with their words so that others who did not see the performance can imagine it as vividly as possible.

Follow-up Questions:

1. What did you include in your review? Why did you want to share that particular idea?
2. What things did writing the review make you think about that you hadn't thought of by just watching the show?

3) WRITE AN ORIGINAL SONG

Goal: To write song lyrics inspired by an academic subject, such as in *Schoolhouse Rock Live!*

Explanation: In this activity, students will write the lyrics to an original short song inspired by an academic subject of their choice.

Activity:

1. Invite students to think about a subject area they would like to write a song about. It could be a favorite subject, or even a subject they struggle with
2. In their song, they should include more than one verse and a chorus that repeats. The lyrics do not have to rhyme, but it should be something catchy and easy to remember.
3. The song should highlight a particular theme, such as spelling words, historical events, or a concept in math (just a few examples). It could be anything!
4. Provide students with time and resources to conduct any research before they begin writing.

Follow-up Questions:

1. How are your song lyrics similar to ones in *Schoolhouse Rock Live!*? How are they different?
2. What was challenging about this activity? What challenges do you think the writers of the *Schoolhouse Rock* songs had back in the 1970s?
3. What other subject areas could you write short songs about to help you remember the subject matter? Do you think this is a tool you can use when studying?

RESOURCES AND SOURCES



ADDITIONAL CLASSROOM RESOURCES

Astronomy Activities

Astronomy information and activities for kids. www.kidsastronomy.com/index.htm

Bob Dorough Performs Schoolhouse Rock

Videos of Bob Dorough, creator of original *Schoolhouse Rock*, performing songs.

<http://www.bobdorough.com/about/schoolhouse-rock.html>

Interview with Bob Dorough

Bob Dorough wrote, composed and sang many of the *Schoolhouse Rock* songs. See his interview here.

<http://www.npr.org/templates/transcript/transcript.php?storyId=168699556>

Mad Libs

Online Mad Libs for learning grammar and having fun! <http://itsamadlibsworld.com>

'Schoolhouse Rock Live!' mp3 files

[Conjunction Junction](#)

[Interplanet Janet](#)

[The Preamble](#)

[Three is a Magic Number](#)

Schoolhouse Rock Lyrics www.lyricsmania.com/schoolhouse_rock_lyrics.html

STUDY GUIDE SOURCES

About Bob Dorough. <http://www.bobdorough.com/about/bio.html>

Childsplay. "2014-15 National Tour: Schoolhouse Rock Live." <http://www.childsplayaz.org/national-tour>

Schoolhouse Rock. http://disney.wikia.com/wiki/Schoolhouse_Rock!

Schoolhouse Rock. www.wikipedia.org