

# EDUCATOR GUIDE



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# A Note to our Educators...

Welcome to the 2018-19 Student Matinee Series at the Sandy Springs Performing Arts Center! The City of Sandy Springs and City Springs Theatre Company are excited to serve the students of metro Atlanta through high quality arts education programming.

The City of Sandy Springs is committed to ensuring all students from every background have access to the arts. To do this, the City partnered with City Springs Theatre Company, one of the affiliate companies of the Sandy Springs Performing Arts Center. This partnership provides educational programs at the Sandy Springs Performing Arts Center to introduce people of all backgrounds and generations to high quality and diverse arts education programming.

Educators, we thank you for providing this theatrical experience to your students. It is because of you that many of your students may see a live production for the first time. The excitement of live theatre is a feeling that many never forget, and we are thrilled to host you and your students for many years to come.

As you prepare for the performance, we hope this Educator Guide provides useful information including student activities, vocabulary, and important “Know Before You Go” information for ticketing and transportation.

We encourage you to open your eyes, hearts, and minds as you join us at the Sandy Springs Performing Arts Center this Season!

**SEE YOU AT THE THEATRE!**  
**The City Springs Team**

## GUIDE CONTENTS

Sandy Springs Performing Arts Center.....	3
Know Before You Go.....	4
Transportation & Arrival.....	5
Before the Show.....	6
During The Performance.....	6
Exploring Mars Live!.....	7
After the Show.....	8
Vocabulary.....	9
Student Activity Pages.....	10-16
Curriculum Connections.....	17



*This student matinee is made possible  
by a generous donation from the  
Sandy Springs Arts Foundation.*

# SANDY SPRINGS PERFORMING ARTS CENTER

## MISSION

The mission of the Sandy Springs Performing Arts Center is to enhance the quality of life of the Sandy Springs community by providing diverse arts, entertainment, educational, business, and civic opportunities.



## THE HISTORY

As Sandy Springs became a city in 2005, there was unity in spirit, but the city lacked a center point and a traditional component of most cities - a town square. A year-long visioning session in 2012 created the genesis from which City Springs was envisioned. Key community objectives were the creation of a unique, vibrant, walkable City Center, incorporating mixed-use development, amenity retail and entertainment options, as well as an appropriate setting for a performing arts facility. The result of the community-involved planning process is a complex which features a main theatre and studio theatre, designed to support a wide-range of programs and activities.



## BYERS THEATRE

Named after Sandy Springs residents Ken and Trish Byers and sizeable at 1,070 seats, the Byers Theatre also incorporates a sense of intimacy ideal for large theatre productions.



# KNOW BEFORE YOU GO

**Below are guidelines to ensure your experience at the Sandy Springs Performing Arts Center is exceptional! We look forward to seeing you very soon! Please read carefully and contact us if you have any additional questions at 404-477-4365 or [jenna@cityspringstheatre.com](mailto:jenna@cityspringstheatre.com).**

**RESERVATIONS:** All field trip admissions are to be made in advance. Please do not bring more than the number of seats reserved. Performances are expected to sell out, and we will not be able to accommodate an increase in numbers at the last minute. All patrons, including teachers and chaperones, must have a reservation in order to attend these performances.

**PARKING:** The venue can accommodate school buses, vans, and cars. Vans and cars will be instructed to park in the underground parking garage. The first two (2) hours in the parking garage are free of charge. There is no charge for parking school buses. All buses, vans, and cars must comply with directions provided by on-site staff.

**BEHAVIOR:** Students and teachers are encouraged to enjoy performances, applaud, and express enthusiasm in a manner that is appropriate for the performance, yet not disruptive for others. We request that all phones, tablets, and any other electronic devices be turned off or switched to silent mode during the performance. We ask that chaperones on upper levels prevent students from tossing or throwing items to lower levels and stop students from climbing or leaning on railings. No student may leave the theatre seating without an accompanying chaperone. Students/classes that are disruptive may be asked to leave the performance without a refund.

**SEATING:** Students and teachers are seated upon arrival, starting with the Orchestra level, first row. The only exception to this is for programs with older and younger students in attendance at the same time. In this case, students in kindergarten and first-grade will be seated in the first few rows of the theatre.

**RESTROOMS:** Please seat your entire group before taking restroom breaks. Students **MUST** be accompanied by adult chaperones when going to the restroom. We encourage that you take groups so that there are fewer trips.

**CHAPERONES:** Chaperones have a job to do while at the performance. Please make sure that your chaperones are interspersed among students, and that they are prepared for the day's responsibilities. Please discuss restroom visits, emergencies, behavior, etc. with your chaperones prior to arrival. Please also set a good example for your students by paying attention and not utilizing your phone, tablet, or any other electronic device during the performance.

**DEPARTURE:** Performances last approximately one hour. Upon conclusion of the performance, classes will be dismissed to the designated parking area to board their buses and return to school.

**LUNCH:** The Sandy Springs Performing Arts Center is unable to provide a facility or location for lunch. We recommend students eat lunch at a local Sandy Springs restaurant, at a park on the route to/from the venue, or on their bus.

**All student matinee performances  
take place at the brand-new  
Sandy Springs Performing Arts Center!**

**1 Galambos Way  
Sandy Springs, GA 30328**



# TRANSPORTATION & ARRIVAL

**BUSES:** All school buses must approach the building from Roswell Road by turning onto Mount Vernon Highway from Roswell Road ONLY. This is crucial in assuring a fairly smooth flow of traffic. There will be a Performing Arts Center (PAC) representative guiding you. Buses will pull onto Mount Vernon Highway and park on the actual street in between Blue Stone Road and Galambos Way. **PLEASE MAKE SURE YOUR DRIVERS USE THE MAP BELOW.** There is no charge to park school buses on-site.

**CHECKING IN:** When you arrive at the front of the building, a representative from the PAC will board your bus to check-in your school. You and your bus driver will be given a large number that will be taped to the bus windows. Please remember your number, as it will help you find your bus after the performance.

**AFTER THE SHOW:** After the performance, buses will be parked in the same place as drop off, in numerical order, and representatives will assist you in locating your bus(es). We encourage everyone to board their buses as quickly and safely as possible. For safety reasons, we will hold all buses until everyone has boarded, so please make your way directly to Mount Vernon Highway across the Green following the performance. (see map below)

**CARS/VANS/SUVS:** Approach the building from Roswell Road onto Mount Vernon Highway and immediately turn right onto Galambos Way. You will park in the underground parking deck utilizing the east entrance. Please note the first two (2) hours of parking is free, therefore you should not receive a charge given the hour-long performance. If you do stay past the two (2) hour limit, the parking charge will start at \$4 and increase based on your time on the property. We suggest parking in the **BLUE** area of the parking deck, which is immediately on your right/left as soon as you pull a ticket in the garage. Take the elevator to the STREET level and you will arrive directly in front of the PAC. Enter the lobby doors and find the SMALL GROUP CHECK-IN table!



THE  MARKS THE ENTRANCE TO THE THEATRE!

## BEFORE THE SHOW

Select any of these graphic organizers to help your students organize their questions and new knowledge before, during, and after the program. For example:

- Provide each student with a KWL Chart provided at the end of this packet. Introduce the program they will attend, information about the speaker, and offer a brief description of what the speaker's topic(s) will be. Have students fill out the "What I Know" and "What I Want to Know" columns of the KWL Chart. Have them fill out the "What I Learned" column after the show.
- Print the T-Chart provided at the end of this packet. Have students label the left column "Questions I Have" and the right column "Answers", and then conduct research about the speaker and speaker topic ahead of the program. Have students record answers to their questions during or after the program. Have students conduct research to complete any unanswered questions for homework. Have each student share a question and answer with the class.
- Print the provided Five Ws Chart at the end of this packet. Have each student bring their copy to the matinee program and take notes. Have students share and discuss their notes after the show.



## DURING THE PERFORMANCE

### A GOOD AUDIENCE MEMBER WILL...

- Arrive early so you are seated and ready for the performance as soon as it begins.
- Watch the performance quietly. No talking, texting, or eating is permitted in the theatre.
- Remain seated during the performance. Do not put your feet on the seats or kick the seat in front of you. We want all students to have a wonderful experience!
- Use the restroom before the performance, so you do not disturb those around you by getting out of your seat.
- Turn off all electronics. Use of an electronic device for texting, taking photos/videos, or other purposes is not allowed during the performance.
- **Don't forget to clap for the instructor to show your appreciation for their amazing performance!**



# EXPLORING MARS LIVE!!

National Geographic is proud to offer a wide assortment of professional learning opportunities for educators engaging with students from pre-K to post-secondary. Our programs and resources range from in-the-field projects to digital resources to online networks to grant opportunities and courses.



In 2004, the successful deployment of the Mars Exploration Rovers Spirit and Opportunity launched a new era of scientific investigation of our nearest planetary neighbor. NASA engineer Kobie Boykins helped design and build the solar arrays that enabled the rovers to keep roving—the Opportunity had a 90-day life expectancy and is still exploring 11 years later! Today Boykins is also still exploring, as the supervisor of the mobility and remote sensing mast teams for the Mars Science Laboratory, better known as the Curiosity rover.

Use the resources in this collection to prepare your students for their upcoming National Geographic Live! student matinee

experience. Use the resources before the show

to introduce students to Kobie Boykins and the topics (space, exploration Mars, STEM subjects) that they will discuss during the show. Use the resources after the show to extend the learning.



For more resources beyond this guide, please visit

<https://www.nationalgeographic.org/media/kobie-boykins-exploring-mars/>

## AFTER THE SHOW

Discuss and define any unfamiliar terminology that the speaker used. Ask: *What vocabulary words did Kobie Boykins use that were new to you?* Invite volunteers to write the words on the board, and have the class define them as a group using information they learned from the speaker or through research. If desired, have students record unfamiliar terminology during the show on one half of a T Chart. Then, have them write the definitions on the other side following this class discussion.

Review the planet that the speaker presented on. Ask: *In what places does the speaker work?* Have younger students imagine that these places were characters in the stories that Kobie Boykins shared. Ask: *What role did place play in Kobie Boykins' story? Why was location important to the story? How did the characteristics of the place influence the story?* Note: You may need to introduce the concept of place for your students before they can answer and discuss these questions.

Use the Explorer Comparisons worksheet at the end of this packet and have a class discussion to help students make connections between themselves and Kobie Boykins. Distribute the worksheet to students before the presentation and review the directions with them. Review any terms with which they are unfamiliar. After the presentation, have students share the notes that they took during the show. Have a class discussion about attitudes and skills and how students demonstrate them in their everyday lives. Have students record their personal examples on the worksheet.

Have a class discussion about the attitudes National Geographic explorers embody. Ask: *What attitudes did Kobie Boykins talk about today? In what ways does Kobie Boykins demonstrate curiosity, responsibility, empowerment, and persistence in his work? Why do you think these attitudes are important for explorers?* Students can use their Five Ws Chart for reference and a graphic organizer to organize their ideas.



# VOCABULARY

artificial satellite	<i>Noun</i>	object launched into orbit.
astronomical unit	<i>Noun</i>	(AU) (150 million kilometers/93 million miles) unit of distance equal to the average distance between the Earth and the sun.
exploration	<i>Noun</i>	study and investigation of unknown places, concepts, or issues.
Mars	<i>Noun</i>	fourth planet from the sun, between Earth and Jupiter.
Mars Exploration Rover	<i>Noun</i>	one of two robots (Spirit and Opportunity) sent by NASA to explore the surface and atmosphere of Mars.
mechanical engineering	<i>Noun</i>	study of the design, production, and operation of tools and machinery.
NASA	<i>Noun</i>	(National Aeronautics and Space Administration) the U.S. space agency, whose mission statement is "To reach for new heights and reveal the unknown so that what we do and learn will benefit all humankind."
planet	<i>Noun</i>	large, spherical celestial body that regularly rotates around a star.
rover	<i>Noun</i>	vehicle that remotely explores a region, such as the surface of a moon, planet, or other celestial body.
satellite	<i>Noun</i>	object that orbits around something else. Satellites can be natural, like moons, or made by people.
satellite imagery	<i>Noun</i>	photographs of a planet taken by or from a satellite.
solar system	<i>Noun</i>	the sun and the planets, asteroids, comets, and other bodies that orbit around it.
space probe	<i>Noun</i>	set of scientific instruments and tools launched from Earth to study the atmosphere and composition of space and other planets, moons, or celestial bodies.
spectrometer	<i>Noun</i>	device for measuring the frequency, wavelength, and refraction of radiation.

# Student Activity Pages

Name \_\_\_\_\_

Date \_\_\_\_\_

## Five Ws Chart

**Who?**

**What?**

**Where?**

**When?**

**Why?**



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## Student Activity Pages

Name \_\_\_\_\_

Date \_\_\_\_\_

## T Chart

# Student Activity Pages

Name \_\_\_\_\_

Date \_\_\_\_\_

## KWL Chart

What I Know	What I Want To Know	What I Learned



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# Student Activity Pages

Name \_\_\_\_\_

Date \_\_\_\_\_

## Explorer Comparisons

Fill in the blank above the middle column with the name of the presenter you are going to see. Record examples of Explorer Attitudes and Skills that you hear during the presentation in the middle column. After the show, write your own answers in the column labeled “Me.”

Explorere Attitudes and Skills	Presenter’s Name _____	Me
<b>CURIOUS</b> An explorer is curious about how the world works. An explorer is adventurous, looking for new and challenging experiences.	What is the speaker curious about?	What am I curious about?
<b>RESPONSIBLE</b> An explorer has concerns for other people, cultures, and the planet. An explorer considers different ways of looking at things and respects other regardless of differences.	How does the speaker show concern and respect for others, foor the planet, and for different ideas?	How do I show these attitudes?



# Student Activity Pages

Name \_\_\_\_\_

Date \_\_\_\_\_

## Explorer Comparisons Cont'd

Explorers Attitudes and Skills	Presenter's Name _____	Me
<b>EMPOWERED</b> An explorer feels like he or she can take action on something important to make a difference and keeps going in the face of challenges.	What or whom helped the explorer see that he or she could take action and make a difference?	What or whom has helped me feel like I can take action and make a difference?
<b>OBSERVATION</b> An explorer notices and documents the world and its able to make sense of those observations.	Write an example of a person, place, or thing that the speaker observed.	What people, places, and things do I observe everyday?



# Student Activity Pages

Name \_\_\_\_\_

Date \_\_\_\_\_

## Explorer Comparisons Cont'd

Explorere Attitudes and Skills	Presenter's Name _____	Me
<b>COMMUNICATION</b> An explorer is a storyteller, communicating experiences, and ideas effectively through speaking and writing and different types of technology and media.	Write an example of a time when the speaker communicated effectively with others.	I used communication effectively one time when....
<b>COLLABORATION</b> An explorer works effectively with others to achieve goals.	Write an example of a time when the speaker worked well with others to reach a goal.	When have I worked well with others to achieve a goal?

# Student Activity Pages

Name \_\_\_\_\_

Date \_\_\_\_\_

## Explorer Comparisons Cont'd

Explorere Attitudes and Skills	Presenter's Name _____	Me
<b>PROBLEM SOLVING</b> An explorer is able to come up with more than one solution to problems, examine each alternative solution, decide which solution is best, and put it into action.	Write an example oof a problem that the speaker solved and explain what skills they used to solve it.	When have I used effective problem solving or decision-making skills to solve a problem?



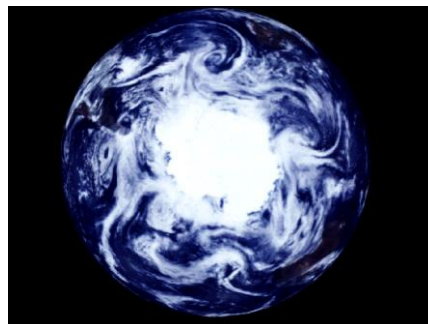
# CURRICULUM CONNECTIONS

## FINE ARTS – Georgia Performance Standards

*Targeted to students in grades K – 12*

### SCIENCE

**SKE1, SKE2, S1E1, S2E1, S2E2, S2E3, S4E2, S4E4, S6E1, S6E2, SES1**



Online Resources: Tardiff, Rose. "Kobie Boykins | Exploring Mars." National Geographic. Web Address (retrieved Date Accessed). July 18, 2016. <https://www.nationalgeographic.org/media/kobie-boykins-exploring-mars/>.