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Presented by

Delta Community[®]
CREDIT UNION



A Note to our Educators...

City Springs Theatre Company is excited to serve the students of metro Atlanta through high quality arts education programming, including our new remote learning opportunities.

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, even virtually during this time.

As you prepare to utilize our recorded performance in your classrooms, we hope this Educator Guide provides useful information including the Georgia Standards of Excellence tied to this performance, student activities, vocabulary, and more.

One day soon, we can't WAIT to welcome you back to the theatre with open arms, but for now, we hope you can enjoy this time to learn, and virtually smile with us as City Springs Theatre Company presents Schoolhouse Rock Live! presented by Delta Community Credit Union.

- The City Springs Theatre Company Team



GUIDE CONTENTS

Theatre Etiquette ...	Page 3
About City Springs Theatre Company ...	Page 4
About Delta Community Credit Union ...	Page 5
About Schoolhouse Rock Live! ...	Page 6
The Characters ...	Page 7
Songs and Curriculum Connections ...	Page 7
Elements of Drama ...	Page 8
Theatre Vocabulary ...	Pages 9-10
Student Activity Pages ...	Pages 11-15
Georgia Standards of Excellence ...	Page 16

THEATRE ETIQUETTE

While you watch this performance, pay close attention to what is happening on stage, and participate and applaud at the appropriate times, even virtually! What are some of the differences between going to the theatre to see a live performance and watching a video or going to a movie? What makes a good audience whether they are in-person or watching a video in a group setting?

DURING THE PERFORMANCE

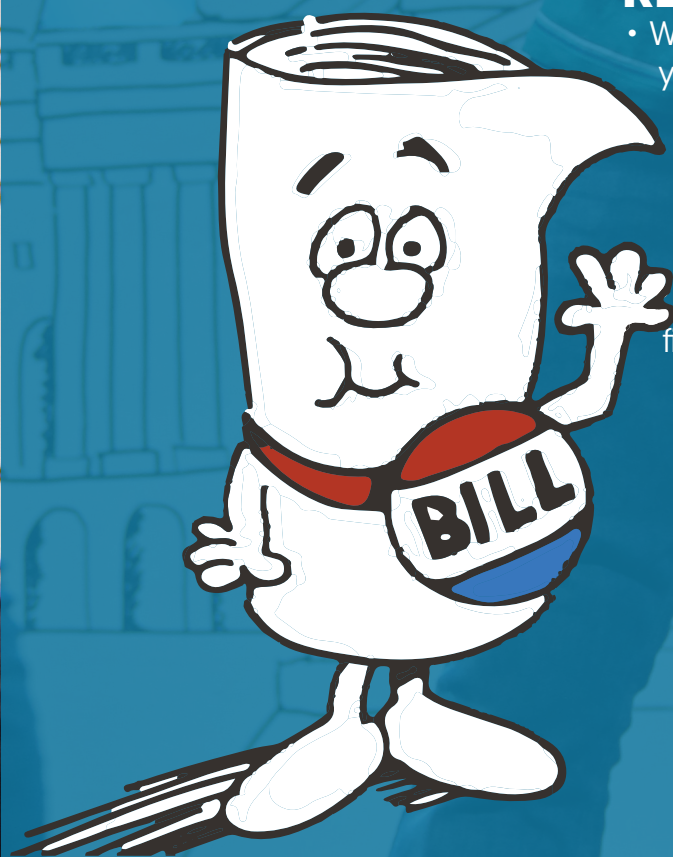
- Watch the performers carefully!
- Think about how the costumes and set design (backdrop, set pieces, etc.) help tell the audience something about the story, idea, or mood of the show.
- Consider how the dancers are using movement to express themselves or tell a story.
- Think about how the actors are using their acting choices to tell their characters and how they can transform to come to life as their role.
- Think about the camera angles and how this might have been edited together!
- Think about how the music and the choreography work together!

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 patrons to have a wonderful experience!
- Turn off all electronics. Use of an electronic device for texting, taking photos/videos, or other purposes is not allowed in any theatre setting.

RESPOND APPROPRIATELY!

- When you see something you really like, we encourage you to applaud and let the performers (and those around you) know you are enjoying yourself (even if you're simply watching the show on a television or screen.)
 - During a musical performance, the audience usually claps at the end of a scene or song, but the audience can also clap if they are excited by a difficult sequence of dance moves, exciting jumps, or during the final bows (curtain call.)



ENJOY THE SHOW!



ABOUT CITY SPRINGS THEATRE COMPANY

City Springs Theatre Company was formed in 2017 by Sandy Springs residents Jan Collins, Steven Hauser, and Peggy and Jerry Stapleton in response to the needs and desires for high quality musical theatre produced locally and highlighting regional talent. Through our affiliation with the brand-new Sandy Springs Performing Arts Center, City Springs Theatre is committed to artistic excellence, community engagement, and educational initiatives for all ages.



City Springs Theatre Company would not have become a reality without the generous support of Ken and Trish Byers and the Sandy Springs Foundation. A significant portion of the Byers' founding gift to the Foundation was designated to City Springs Theatre Company and has been instrumental in supporting essential startup activities.



City Springs Theatre Company produces five full-scale, annual Broadway musicals chosen to entertain and inspire audiences, while creating a sense of place through the experience of live theatrical production. In addition to entertainment, City Springs Theatre Company, will create and produce arts education programming and community enrichment activities, serving students and educators PreK through College. Our diverse program offerings will engage the educational community through a student matinee series, high-quality training, and summer programming, highlighting all disciplines of the arts.

Our Mission: City Springs Theatre Company is dedicated to entertaining, educating, and enriching our community while contributing to its cultural and economic development by creating world class theatre experiences at the Sandy Springs Performing Arts Center.

For more information, contact:
City Springs Theatre Company
8601 Dunwoody Place, Suite 136
Sandy Springs, GA 30350
404-477-4365 | CitySpringsTheatre.com



Delta Community Schools Program

Our Commitment

As Georgia's largest Credit Union, Delta Community is committed to supporting education in the counties that we serve. Through our Schools Program, we provide additional resources to help our local school districts thrive. These resources include:

Financial Education

We offer virtual and in-person presentations to help students build a strong foundation. Students are taught the concept of money along with the basics of earning, saving and spending responsibly.

STEAM Sponsorship

We work to provide students and schools with the skills and equipment needed to shape the future. We provide sponsorship for activities including:

- Robotics clubs
- STEAM Field Trips
- App Development Competitions

School Engagement

We also believe it's important to provide support whenever possible. Consider us for opportunities such as:

- Sponsorship (Events and Athletics)
- Project Judges
- Career Fairs
- CTAE Advisory Boards
- Technology Support

Become a Schools Program Partner

For more information, please contact us: Community.Development@DeltaCommunityCU.com



You could be 1 of 10 winners of the 2020 Delta Community Youth Savings Sweepstakes! *

We're giving the Youth Savings Challenge a boost! Make a \$50 deposit into your Youth Savings Account between November 1 - December 31, 2020, and your Sandy Saver™ or Cool Cash Kid will be **entered for a chance to win a \$100 cash bonus!**

Make your deposit for a chance to win the 2020 Delta Community Youth Savings Sweepstakes.



"INVESTING IN SCHOOLS, EMPOWERING STUDENTS"

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About **SCHOOLHOUSE ROCK**

For over forty years, Schoolhouse Rock! has helped students understand and expand on school curriculums through music and animation with a series that now includes over sixty songs. The original animated Schoolhouse Rock! series has been a favorite of both children and adults since it first aired on ABC in 1973. Creator David McCall, along with songwriter and performer Bob Dorough, partnered with designer Tom Yohe to animate the songs, which aired in short segments during children's television programming. The musical educational short films covered topics including grammar, science, economics, history, mathematics, and civics. The original run ended in 1985, but was revived from 1993- 1999 with new tunes joining the old favorites. From 2002 until today, fourteen new songs, including a set focused on environmental issues, have joined the Schoolhouse Rock! canon.



The Story

Chris is an anxious new teacher getting ready for his first day of school. Trying to calm his nerves, he wakes up early and turns on his television. He finds an episode of Schoolhouse Rock, the same cartoon he watched as a kid. As he watches, he gets more and more involved in the songs until he's incorporated into the action! He and an ensemble of kids, each representing a side of his personality, bring Schoolhouse Rock favorites to life on stage – from Conjunction Junction to Just a Bill to Interplanet Janet — and Chris realizes he may be finding a way to calm his nerves and get his students excited about learning.

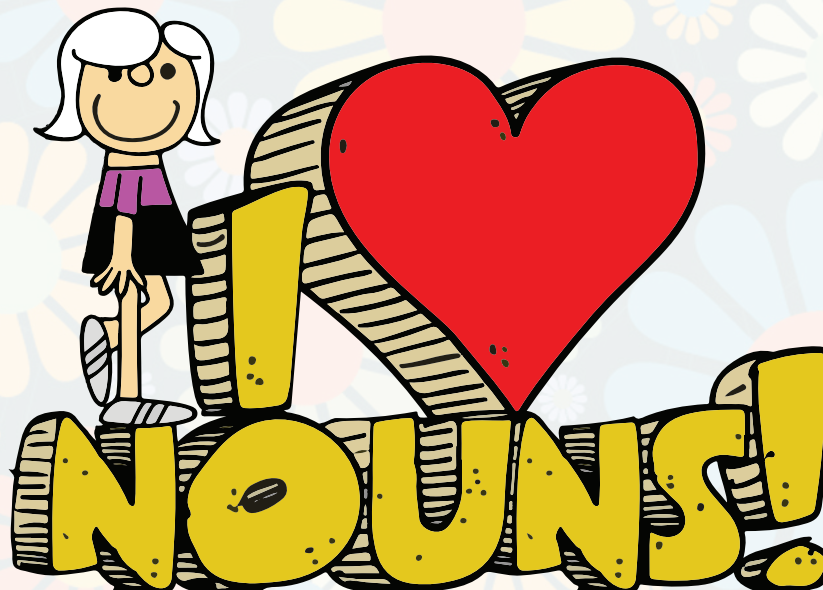
The Characters:



CHRIS: A young teacher who has just received his degree.
 BRIAN: His romantic side - caring and in control.
 LAUREN: His goofy side - silly and playful.
 ALLY: His sweet side - genuine. An ingenue. Loves math.
 CJ: His cool side - laid back and fun loving.
 ALYSSA: His mature side - thoughtful and grounded.

Songs and Curriculum Connections

Verb: That's What Happening	English Language Arts	KDG,1,2,3,4
A Noun is a Person, Place or Thing	English Language Arts	KDG,1,2,3
Three is a Magic Number	Mathematics	KDG,1,2,3,4
Mother Necessity	Social Studies	Grades 4,5
Sufferin' 'till Suffrage	Social Studies	Grades 4,5
Lolly, Lolly, Lolly	English Language Arts	Grades 2,3
Unpack Your Adjectives	English Language Arts	Grades KDG,1,2,3
Just a Bill	Social Studies	Grade 3
The Preamble	Social Studies	Grade 4
Ready or Not Here I Come	Mathematics	Grade 2
A Victim of Gravity	Science	Grades KDG,2,4
Zero, My Hero	Mathematics	Grade 2
Conjunction Junction	English Language Arts	Grade 1
The Great American Melting Pot	Social Studies	Grades 3,5
Elbow Room	Social Studies	Grade 4
Interplanet Janet	Science	Grades 2,4,6
Interjections	English Language Arts	Grade 5
The Tale of Mr. Morton	English Language Arts	Grade 4



Elements of Drama

PLOT

What is the story line? What happened before the play started? What do the characters want? What do they do to achieve their goals? What do they stand to gain/lose?

THEME

What ideas are wrestled within the play? What questions does the play pose? Does it present an opinion?

CHARACTER

Who are the people in the story? What are their relationships? Why do they do what they do? How does age/status/etc. affect them?

LANGUAGE

What do the characters say? How do they say it? When do they say it?

MUSIC

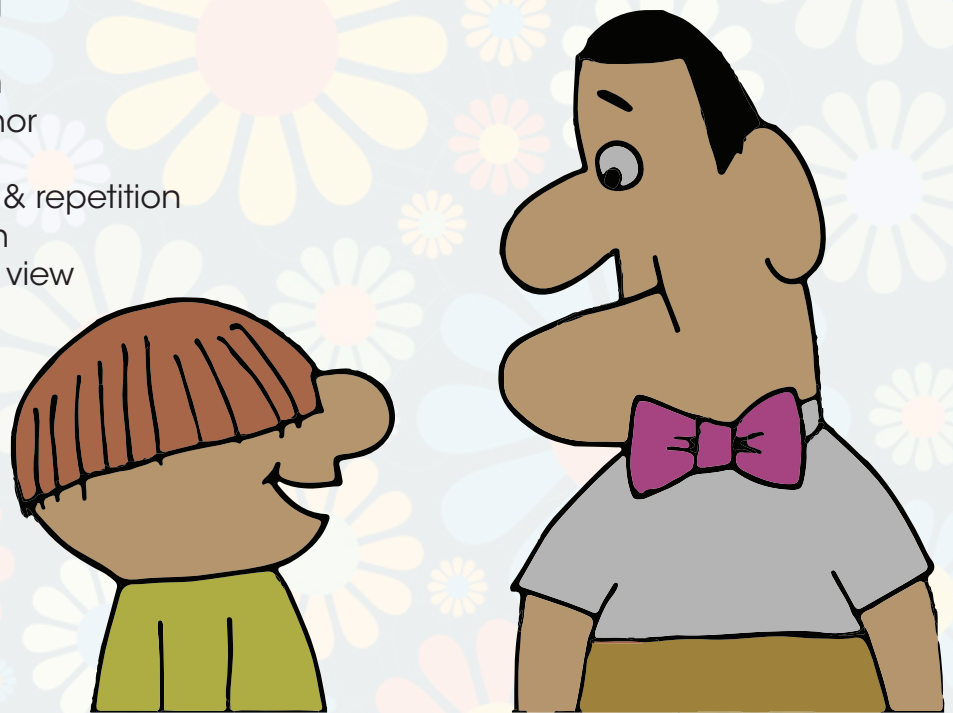
How do music and sound help to tell the story?

SPECTACLE

How do the elements come together to create the whole performance?

Other elements to discuss:

- Conflict/Resolution
- Action
- Non-verbal communication
- Staging
- Humor
- Realism
- Metaphor
- Tone
- Pattern & repetition
- Emotion
- Point of view





Musical Theatre Vocabulary!

ACTOR/ACTRESS: A person who performs a role in a play, work of theatre, or movie.

ANTAGONIST: A person or a situation that opposes another character's goals or desires.

ARTICULATION: The clear and precise pronunciation of words.

BLOCKING: The planning and working out of the movements of actors on stage.

CENTER STAGE: The center of the area defined as the stage.

CHARACTER: A personality or role an actor/actress re-creates.

COMEDY: A theatrical work that is intentionally humorous.

COSTUME: Clothing worn by an actor on stage during a performance.


CUE: A signal, either verbal or physical, that indicates something else, such as a line of dialogue or an entrance, is to happen.

DIALOGUE: The conversation between actors on stage.

DIRECTOR: The person who oversees the entire process of staging a production.

DOWNSTAGE: The stage area toward the audience.

ENSEMBLE: A group of theatrical artists working together to create a theatrical production.



IMPROVISATION: A spontaneous style of theatre through which scenes are created without advance rehearsal or a script.

MONOLOGUE: A long speech by a single character.

MUSICAL THEATRE: A type of entertainment containing music, songs, and, usually, dance.

PROSCENIUM: The view of the stage for the audience; also called a proscenium arch. The archway is in a sense the frame for stage as defined by the boundaries of the stage beyond which a viewer cannot see.

PROTAGONIST: The main character of a play and the character with whom the audience identifies most strongly.

REHEARSAL: Practice sessions in which the actors and technicians prepare for public performance through repetition.

STAGE CREW: The backstage technical crew responsible for running the show.

STAGE LEFT: The left side of the stage from the perspective of an actor facing the audience.

STAGE RIGHT: The right side of the stage from the perspective of an actor facing the audience.

UPSTAGE: The area towards the back wall of the stage.

ACTIVITIES!!!

Questions for Discussion and Quick Classroom Connections!

1. In *Schoolhouse Rock Live!*, the play begins with Chris, a brand-new teacher, worrying about his first day teaching in the classroom. What advice would you give Chris to help him feel less nervous?
2. "Learning should be fun...it should be like a game." Chris says this while reflecting how he can teach his students. Do you think that learning is fun? Why or why not? What are some of your favorite ways to make learning at school more fun?
3. Brian, CJ, Lauren, Ally, Alyssa –the other characters in the play besides Chris—are figments of Chris' imagination that also represent different parts of his personality. Imagine that your own personality gets split into three to five different characters? What would their names be? Which of your character traits would they represent? Write a few short sentences describing each one.

A Classroom Melting Pot:

During the song "The Great American Melting Pot," the characters talk about how all kinds of people came to make America what it is today. Many cultures 'melted' together to make a unique new culture.

- a. Have your students imagine welcoming a new student to your class. They've just moved from another country. What would you tell them about living in America? Your state? Your town? What questions would you like to ask them about their own country?
- b. Make a classroom 'melting pot.' Give each student a notecard to write a few words describing their heritage/ancestry, a family tradition or food, languages they speak, where they were born, other places they've lived, a holiday they celebrate, or other things that make them unique. Add each card to a box or jar, or glue them to a big melting pot poster, to represent the diversity in your classroom.



“LOLLY! LOLLY! LOLLY! Get your ADVERBS here!”

Name: _____

Help out the customers at Lolly's Store! First, help them change their adjectives into adverbs. Remember that most adjectives become adverbs when you add "ly."

Sad	Grateful	Foolish
Loud	Joyful	Quick

Next, help them spice up their verbs by coming up with your own adverbs to add. Be creative!

Example: Joe ran **quickly** to the ice cream truck.

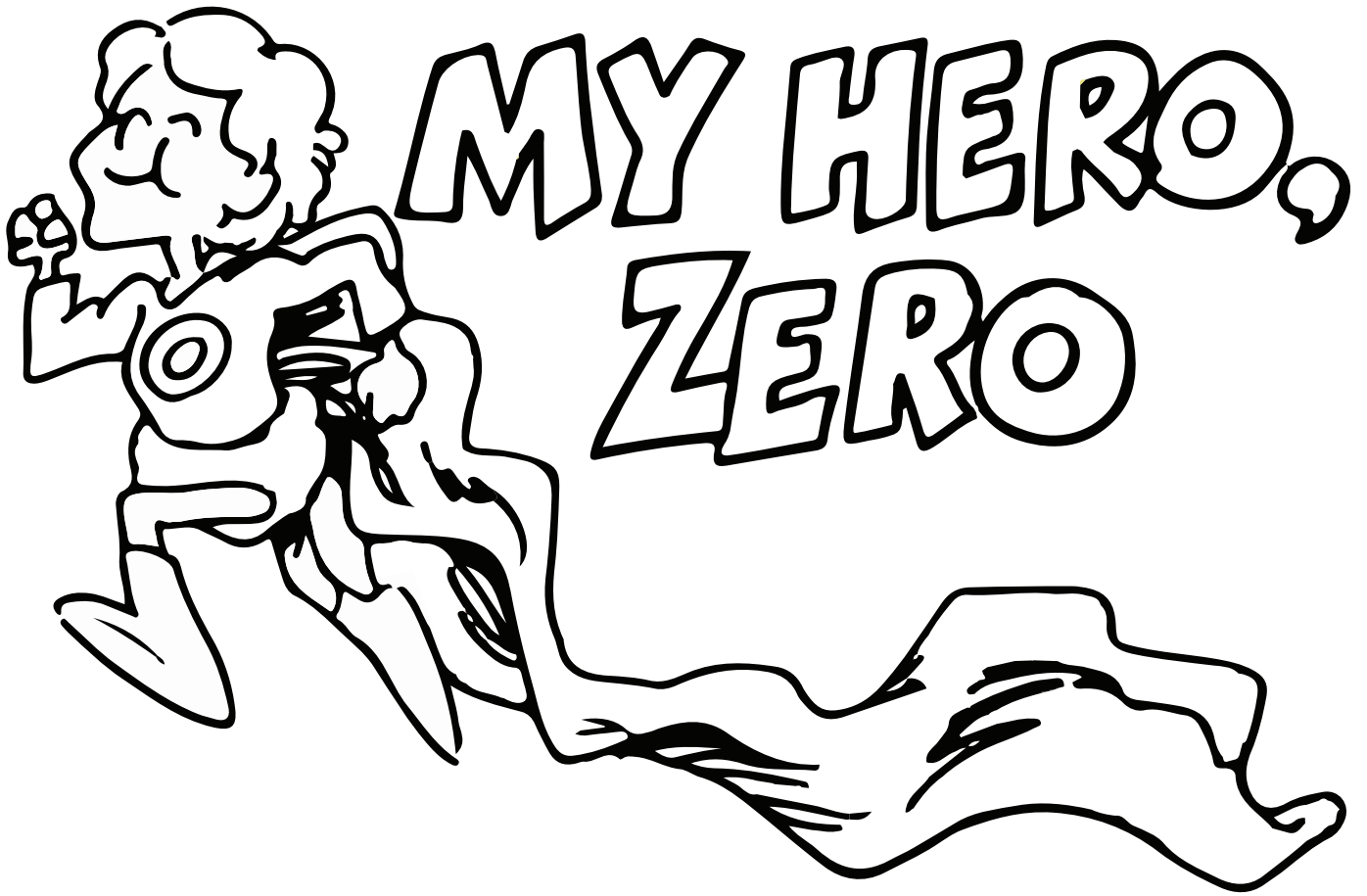
1. Lauren tiptoed _____ into the hall.
2. Chris sang _____ with his friends.
3. Brian painted the house very _____.
4. Mrs. Jones shouted at us _____.
5. Interplanet Janet flew _____ to Mars.

Adverbs can also describe when or where an action happens. Words like yesterday, before, and outside can describe verbs, too.

Practice using these kinds of adverbs to complete the following sentences:

6. Ally is going to the baseball game _____.
7. Alyssa likes to read her book _____.
8. CJ walked home _____.
9. Alaina and her aardvark went to the movies _____.

COLOR ME!



COLOR ME!



AMERICA ROCKS!!!

JUST A BILL?

There is a long path to becoming a law. First, a bill is just an idea. Congressmen or women write this idea down, as a proposed law. Then he or she takes this bill to Congress where each congressperson gets to vote on whether this new law is needed. If Congress decides that this new law is needed the bill then goes to the other house of Congress - if a bill starts in the Senate and is approved, it travels to the House of Representatives next... or vice versa! And finally, if they vote yes to this bill, it will get to go all the way to the President to be signed into a law!

Activity #1

Discuss bills that have become laws and why they are important laws to have.

Activity #2

Discuss bills that have been vetoed and research why or why not they should have been passed.

Activity #3

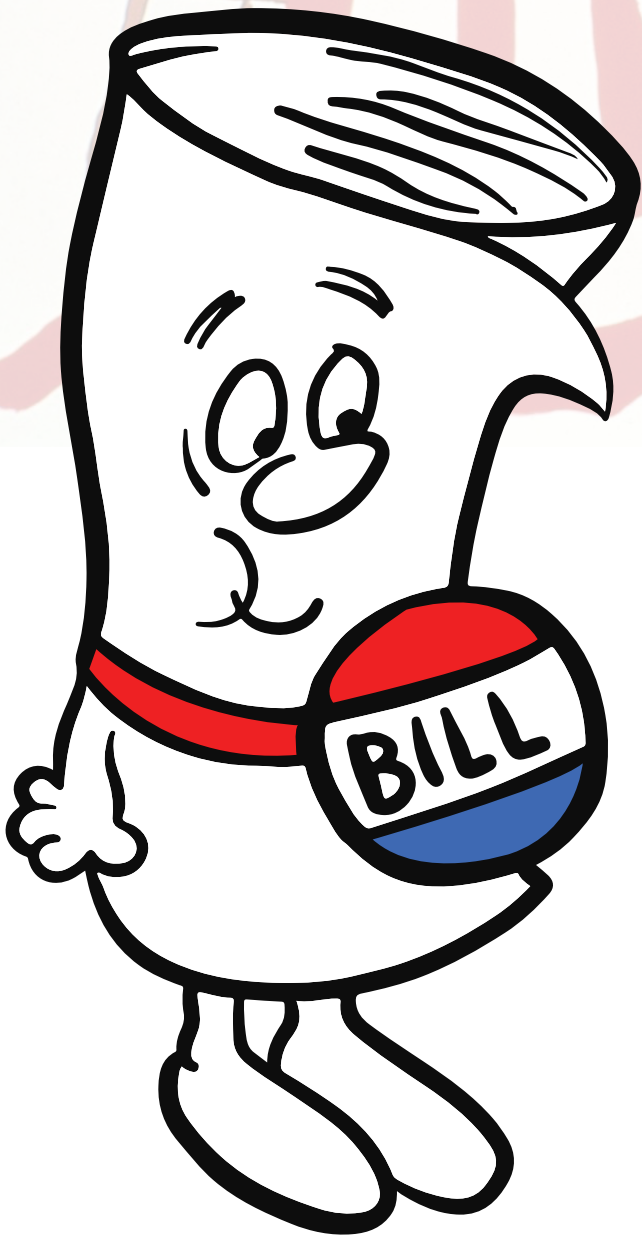
Use your imagination to write a new bill for your classroom. Divide the class into the "House" and the "Senate" and vote on these new bills! The teacher is the "President" and can choose to sign the bill into law or veto the bill.

Activity #4

Name and discuss the three branches of government. Schoolhouse Rock has a song called Three Branches of Government that can be helpful in this discussion. Hint- One branch is called the Executive Branch and includes the President!

Activity #5

If your students were President, what laws would they pass?



Georgia Standards of Excellence (GSE) Targets Students in Grades K-6

ENGLISH/LANGUAGE ARTS

KDG: ELAGSEKL1, ELAGSEKL5,
1st Grade: ELAGSE1L1, ELAGSE1SL4, ELAGSE1L5
2nd Grade: ELAGSE2L1, ELAGSE2L5, ELAGSE2L6
3rd Grade: ELAGSE3L1
4th Grade: ELAGSE4L1
5th Grade: ELAGSE5L1

MATH

KDG: MGSEK.CC.4, MGSEK.CC.5, MGSEK.OA.1, MGSEK.G.4
1st Grade: MGSE1.OA.1, MGSE1.OA.2
2nd Grade: MGSE2.OA.2, MGSE2.NBT.2
3rd Grade: MGSE3.OA.3, MGSE3.OA.7
4th Grade: MGSE4.OA.1
5th Grade: MGSE5.NBT.2

SCIENCE

KDG: SKP2
2nd Grade: S2P2, S2E1
4th Grade: S4P3, S4E1
6th Grade: S6E1, S6E2

SOCIAL STUDIES

3rd Grade: SS3CG1, SS3H2, SS3H3
4th Grade: SS4E1, SS4H3, SS4H4, SS4CG1
5th Grade: SS5H1, SS5H2, SS5CG2, SS5CG3

