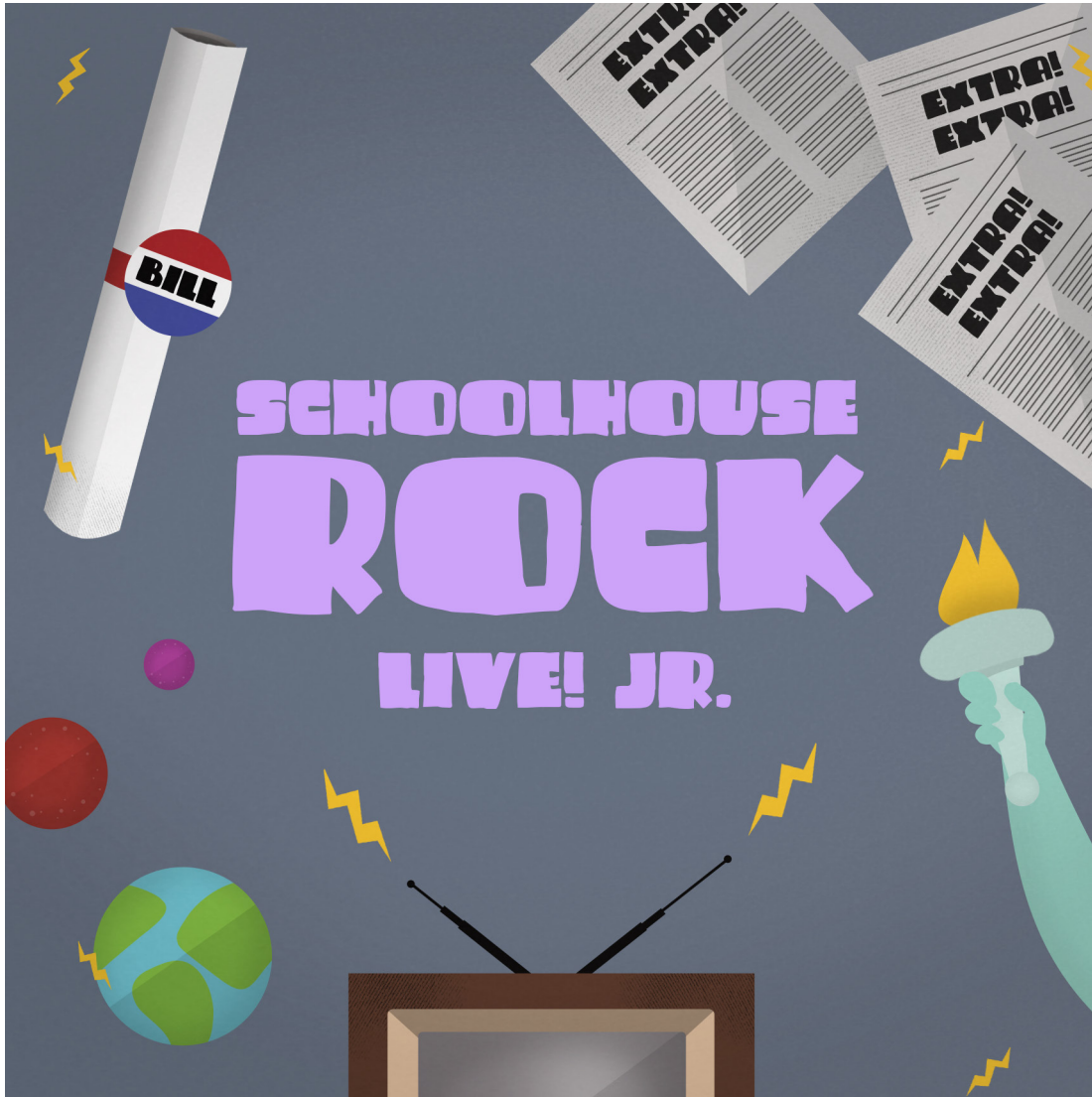


PLAY GUIDE



Schoolhouse Rock Live! Jr.

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

Book by George Keating, Kyle Hall, and Scott Ferguson

Based on the ABC-TV educational animated series, which aired during the 1970s and 1980s.

Presented on the LCT Learning Stage: October 12 - 17

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418 W. Short Street
Lexington, KY 40507
859.254.4546
www.lctonstage.org

Dear Educator -

Lexington Children's Theatre is proud to be producing our 79th season of plays for young people and their families. As an organization that values the arts and education, we have created this Play Guide for teachers to utilize in conjunction with seeing a play at LCT.

Our Play Guides are designed to be a valuable tool in two ways: helping you prepare your students for the enriching performance given by LCT's performers, as well as serving as an educational tool for extending the production experience back into your classroom.

We designed each activity to assist in achieving the Kentucky Academic Standards (KAS), including the National Core Arts Standards for Theatre. Teachers have important voices at LCT, and we rely heavily on your input. If you have comments or suggestions about our Play Guides, show selections, or any of our programming, your thoughts are greatly appreciated. Please email Jeremy Kisling, our Associate Artistic Director in Charge of Education, at jkisling@lctonstage.org.

Please use the Teacher Response form following a performance. We are thrilled that you rely on LCT to provide your students a quality theatrical experience, and we hope this resource helps you in your classroom.

LCT's Education Department

The mission of our education programming



The mission of Lexington Children's Theatre's Education Department is to **provide students of all ages with the means to actively explore the beauty, diversity, complexity, and challenges of the world around them through the dramatic process.** We strive for young people to develop their own creative voice, their imagination, and their understanding of drama and its role in society.

Your role in the play

You may wish to have a discussion with your class about your upcoming LCT experience and their role as audience members. Remind your students that theatre can only exist with an audience. Your students' energy and response directly affects the actors onstage. The quality of the performance depends as much on the audience as it does on each of the theatre professionals behind the scenes and on stage.

Young audiences should know that watching live theatre is not like watching more familiar forms of entertainment; they cannot pause or rewind us like a DVD, there are no commercials for bathroom breaks, nor can they turn up the volume to hear us if someone else is talking. Your students are encouraged to listen and watch the play intently, so that they may laugh and cheer for their favorite characters when it is appropriate.

At the end of the play, applause is an opportunity for your students to thank the actors, while the actors are thanking you for the role you played as an audience.



What to know - before the show!

Sentence Rummy



Begin by splitting students into groups of four. In each group, have your class brainstorm 10 words for each of the following parts of speech: nouns, verbs, adjectives, and adverbs. Write each word on its own index card. Then write five cards for the word "the," three for the word "a," two for the word "an," and two for the word "and." Each group should now have a full deck of 52 cards. To start the game, each student should be dealt seven cards. The rest of the cards are placed face down on the table with one card placed face up to begin the discard pile. To start each player's turn, they must draw one card from either the top of the deck or the top of the discard pile. To win a hand, a student must be able to make a complete sentence out of their seven cards (though not all cards need to be used to make a sentence). If a student can make a sentence, they must lay it out in front of them then discard a card to end their turn. If a student can't make a sentence during their turn, they simply discard one card from their hand into the discard pile. The game ends when the first person gets rid of all of the cards in their hand. The student to make the most sentences wins.

KAS: L.3.1a.KAS: L.3.1i. KAS: L.5.1c.

The Melting Pot

In Lexington Children's Theatre's production of *Schoolhouse Rock Live! Jr*, there's a song that discusses how America became one of the most diverse countries in the world. Have your students create an art project that represents the cultures that make up their families' heritage. They could make a collage or video or slideshow that showcases pictures, recipes, the flags of the countries their families came from, and more. Encourage students to make their presentations interactive like teaching their classmates simple phrases from other languages they speak or showing the class special materials used to make clothing items in their culture. Allow students to view their classmates' projects and learn a little bit more about what makes America so unique.



KAS: SS.2.17 KAS: VA:Cr2.3.5.

What to know - before the show!

Mad Libs Rock!

Mad Libs is a word game where one player asks others for words to fill in the blanks to a short story. Under each blank is a specified part of speech or category such as "noun," "adjective," or "part of the body." Below you will find two different stories. Begin by splitting students into pairs and decide who will be the note taker for story one and for story two. Hand each partner the story they will be writing so their partner cannot see the story. The writer for story one should ask their partner to contribute a word for each blank in the first story without revealing the other words around it. Once each blank has been filled, have the students read their finished story out loud. Then switch so the second student is now asking their partner for words to fill the blanks in story two.

KAS: L.3.3a. KAS: L.3.1b. KAS: L.3.6.

Story One – A Hero's Tale

Once upon a time, there was a hero named _____ who was a super-intelligent _____. After a run-
(name) (noun)
in with a(n) _____ _____, he/she created their alter-ego, the _____ _____, a(n)
(adjective) (noun) (adjective) (noun)
_____ giant capable of great destruction. He/she _____ battled evil alongside his/her sidekick, the
(color) (adverb)
_____. It was soon discovered that the hero's long-lost _____, known for their
(verb ending in -ing noun) (family member)
_____, had been trying to turn a(n) _____ into a weapon to take over downtown
(adjective) (facial feature) (noun)
_____. After a(n) _____ battle, the enemy was defeated by _____ them
(city) (adjective) (verb ending in -ing)
with _____ and _____. The day was saved, and _____ went down in history as the
(plural noun) (plural noun) (name from first blank)
_____ hero of all time!
(superlative adjective)

Story Two – The Road Trip

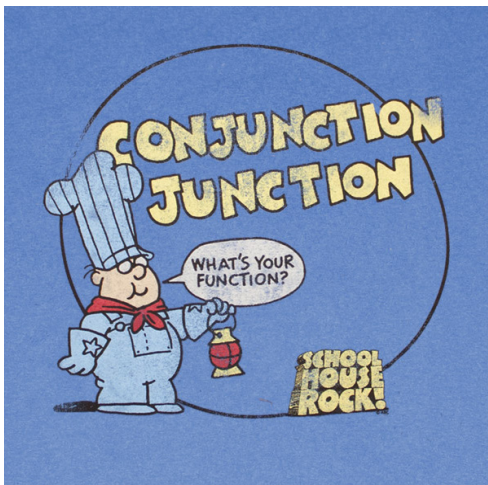
On the _____ trip to the _____, my _____ friend _____ and I decided to invent a new
(adjective) (place) (adjective) (name)
game. Since this would be a(n) _____ trip, we knew our game needed _____ and _____.
(adjective) (plural noun) (plural noun)
Using our _____ _____ to _____, we tried to get the _____ next to us to play, too, but they
(adjective) (noun) (verb) (noun)
just _____ at us and _____ away. After a couple of rounds, we thought our game could
(past tense verb) (past tense verb)
use some _____ so we _____ turned on the _____ _____ and started _____
(adjective) (adverb) (color) (noun) (adverb) (verb ending in -ing)
. This lasted for several _____ before I got _____ and decided to _____. I'll never
(measurement of time) (adjective) (verb)
forget that trip. It was the most _____ road trip of my life.
(adjective)

How to grow - after the show!

School of Rock

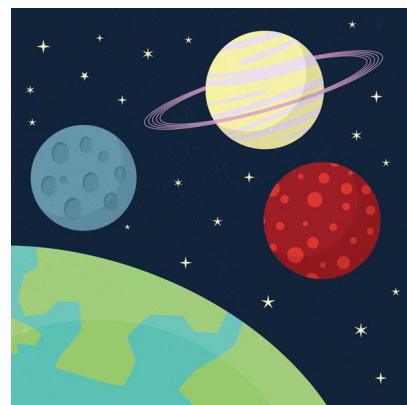
The *Schoolhouse Rock!* television series presented academic concepts through animated shorts and catchy songs. The songs from the show were organized by the subjects they taught including "Multiplication Rock," "Grammar Rock," and "Science Rock." Split your class into groups of four or five. With some guidance, have each group choose a specific academic concept or principle they are familiar with like the difference between homonyms and homographs or the colors that make up the rainbow. Then have the groups write their own songs to help teach their chosen concept/principle. Once they have written and practiced their song, have them teach the song to the class. If they would like to add a dance to their song, they can do that as well.

KAS: W.3.2a. KAS: W.4.2b. KAS: W.4.2d.



Then and Now

The original *Schoolhouse Rock!* series aired on ABC from 1973 to 1985. While most of the content in each animated short has stayed the same, some things have changed in the nearly 45 years since *Schoolhouse Rock!* first aired. For instance, Pluto was considered a planet in 1978's "Interplanet Janet," but was reclassified as a dwarf planet and no longer considered the official ninth planet in our solar system in 2006. As language and science change and new discoveries are made, we are better able to refine education. Have your students watch different episodes of *Schoolhouse Rock!* and discuss information in each that is no longer accurate or that has been expanded upon in the last forty years.



KAS: SS.2.20 KAS: RL.4.9
KAS: RL.5.6

How to grow - after the show!

Classroom Legislation

In Lexington Children's Theatre's production of *Schoolhouse Rock Live! Jr*, the song "Just a Bill" told of the process a bill must go through to become a law. Explain to your students that they will get a chance to write a mock bill of their own that they will try to have passed into law in their classroom for a day. Students should work in small groups, the "Committees," to write out an idea that they think should be enforced in their classroom. Maybe they want a day of no homework or for everyone to be able to wear pajamas to class on a Friday. Have each group write up their bill and present it to another group in the class who will act as the "House of Representatives." Allow those students to debate the bill then vote. If the majority of the House votes in favor of the bill, it will then move to the "Senate" which should be all of the students in the class. Again, allow the class time to discuss the pros and cons of the proposed bill before voting. If the majority of the class votes to continue passing the bill, it will come to you, the teacher, acting as the "President." You will get to review the bill and either veto it or sign it into law for a day of your choosing.

During the process, encourage each group to truly think about the bill they are writing. Is their idea something that benefits the class in a positive way? Does their idea require a lot of extra resources? Can they achieve their idea in a day? Also encourage students to think carefully about the bills their classmates are wanting to pass before they cast their votes. If a bill ends up being voted against, have students reflect on what they could do to make their ideas stronger or more appealing to their fellow classmates and teacher.

KAS: W.4.4 KAS: SS.2.14



How to grow - after the show!

Mystery Multiplication

Below is a grid of multiplication problems. The answer to each problem correlates to a different color listed in the key at the bottom of the page. Answer each problem and color in the boxes to reveal a mystery image.

Name: _____

Date: _____

2x8	7x2	6x3	3x6	6x3	2x10	5x4	9x2	8x2	6x3	9x2	6x3	4x3	7x2	4x4	4x5	9x2	10x2	7x2
3x4	6x3	2x7	10x2	5x3	2x8	9x5	8x6	9x3	1x4	9x3	4x8	6x8	5x3	4x4	2x9	2x6	9x2	2x9
6x3	3x6	4x5	6x2	5x9	7x6	8x6	6x4	1x10	5x1	2x2	3x10	6x7	6x8	9x4	8x2	2x10	10x2	2x8
7x2	2x8	4x10	8x5	7x5	6x8	3x7	3x7	1x5	6x1	1x9	6x5	3x10	9x5	10x4	7x5	5x7	5x3	5x4
3x5	7x6	4x9	5x10	4x7	3x8	9x3	5x1	8x1	1x10	3x1	1x9	4x6	7x3	7x3	8x5	8x6	10x4	2x7
8x2	5x10	7x5	6x4	3x10	6x4	3x1	2x3	7x1	3x1	3x2	5x1	4x1	3x7	6x4	3x10	6x8	7x5	4x5
3x4	9x5	9x4	5x5	7x4	1x2	2x4	5x1	1x10	1x9	3x2	3x1	2x5	1x10	4x6	4x7	6x7	9x5	4x5
3x6	7x7	10x4	4x7	7x3	8x1	2x5	1x4	1x2	7x1	1x8	7x1	1x10	1x3	9x3	5x6	6x7	6x8	2x8
4x3	8x5	10x4	7x4	9x3	2x1	2x4	5x2	8x1	5x1	4x2	2x2	4x1	8x1	4x7	3x8	7x6	5x10	6x3
10x2	6x7	8x4	3x9	10x3	1x6	5x1	1x4	2x2	2x1	2x2	2x4	1x2	2x3	5x6	8x3	5x9	7x7	6x2
10x2	4x3	4x8	6x8	5x5	4x6	1x1	2x5	1x2	2x4	5x1	5x1	10x1	9x3	3x8	6x6	4x10	4x3	2x9
7x2	8x2	2x7	6x8	7x5	5x6	3x9	1x2	1x8	2x5	1x4	1x9	4x7	5x5	7x5	4x8	2x8	6x3	2x7
2x9	6x2	8x2	4x4	5x9	4x9	4x6	6x4	1x9	4x2	5x2	6x5	6x4	7x5	5x7	10x2	6x3	2x8	3x5
2x7	2x7	5x4	7x2	2x8	7x5	8x5	9x3	2x1	1x3	1x2	5x5	8x4	7x6	3x5	3x4	2x8	10x2	10x2
2x6	7x2	5x4	10x2	4x4	7x2	5x8	5x8	3x10	1x6	3x7	6x7	4x10	6x2	8x2	2x6	5x4	8x2	5x4
3x6	6x2	8x2	6x3	2x10	2x8		9x2	3x6	3x5	8x2	10x2		3x4	2x10	8x2	3x4	2x9	2x8
6x2	3x6	6x3	3x4	3x6	2x7		8x2	2x8	6x3	9x2	10x2		3x5	8x2	7x2	9x2	10x2	10x2
6x2	3x5	2x6	2x7	7x2	5x3	10x2		3x5	3x5	4x3		2x8	7x2	5x4	6x2	9x2	6x3	6x2
7x2	3x6	6x3	9x2	3x6	3x4	5x4	0x9	0x1	0x9	1x0	6x0	6x3	2x7	2x8	6x2	2x7	6x2	7x2
5x4	2x9	3x5	5x4	8x2	2x7	2x6	4x3	0x8	5x0	0x8	4x4	4x4	2x10	2x6	2x10	2x7	2x7	4x3

Key:

0	Brown
1-10	Red
11-20	Blue
21-30	Orange
31-50	Yellow

*Blank squares are gray

How to grow - after the show!

What to Read Next

A Mink, a Fink, a Skating Rink: What is a Noun?

by Brian P. Cleary

What is a noun? Well, that's much easier to show than to explain. Through rhyming and comical illustrations of cartoon cats, young readers are introduced to the concept of nouns and the exciting world of language in this best-selling "Words are Categorical" series book.

Math Curse

by Jon Scieszka

When the teacher tells her class that almost everything in life can be seen as a math problem, one young girl's anxiety about math becomes a real-life curse.

On a Beam of Light: A Story of Albert Einstein

by Jennifer Berne

A young boy rides his bicycle along a dusty road, but to him, he is traveling at speeds faster than the imagination on a beam of light. Albert Einstein ultimately becomes a man recognized all around the world, but first he was just a little boy fascinated by the world around him.

We the People: The Story of Our Constitution

by Lynne V. Cheney

Delegates from across the newly founded United States of America – including George Washington and Benjamin Franklin – met together in Philadelphia during the summer of 1787 to write the outlines for the US government: the Constitution.

LCT teaches in YOUR school!

Would you like to see some of these play guide activities modeled in your classroom?

Book a workshop for your class with one of LCT's teaching artists! In our pre-show workshops, our teaching artists will engage students in acting skills and themes from the play through drama activities. In our post-show workshops, students will extend their play-going experience by strengthening their personal connection to the play and deepening their understanding of the themes and characters.



Call us at 859-254-4546 x226 to book a pre or post-show workshop for your class!

To learn more about Lexington Children's Theatre and our programming for your school visit:
www.lctonstage.org/for-educators/in-school-experiences/