



# Children's Theatre of Elgin School Shows Instructions

***Dear Educator,***

*Thank you for making arrangements for your students to see our production!  
Below is important information for you to know before you attend this live-theater performance.*

## **THEATRE LOCATION**

***Hemmens Cultural Center: 45 Symphony Way, Elgin, IL 60120 (At the corner of Symphony Way and Grove Avenue) Directions to Hemmens: <http://www.hemmens.org/geninfo.html>***

Upon your arrival, please have an adult check in with our school show coordinator and your group will be ushered directly to their seats. Seating is on a first-come-first-served basis. (Exceptions for special needs groups if we know class size in advance) You may arrive up to an hour prior to time of performance.

***Parking:*** Free parking is available on the east side of the theatre in the parking garage or lot. Police officers will direct buses to parking in front of the theatre and parking lot just north of the theatre.

## **THEATRE ETIQUETTE**

Please prepare your students for the performance by discussing our study guide information as well as these rules so they know what to expect as well as what is expected of them.

- 1) Do not bring any food, drink or gum into the theatre. If students have lunches for later, please let us know and we will provide a bin for them.
- 2) Please do not allow your students to be a distraction to other students or our actors.
- 3) No intermission is planned during the performance. If a student needs to use the restroom during the show, he or she must be accompanied by an adult.
- 4) Turn off all cell phones and pagers during the performance; they interfere with our microphones.
- 5) All cameras and video equipment are prohibited.

Thank you so much for your support of Children's Theatre of Elgin. We hope you enjoy the show! If you have any questions, please call us at 847-214-7550.

E-mail: [cteelgin@hotmail.com](mailto:cteelgin@hotmail.com)

Website: [www.cteelgin.com](http://www.cteelgin.com)

# CLASSROOM STUDY GUIDE FOR



Dear Educator,

Children's Theatre of Elgin is proud to present "Schoolhouse Rock Live! Junior"! As you know, live-theatre presentations can be a valuable tool for learning so we strive to make this experience a learning one for your students. This guide has been created to supplement the curriculum for a broad range of age groups.

The questions in this study guide are based on the following Illinois Learning Standards:

- English Language Arts State Goal 3.A
- Social Science State Goals 14.A, 14.B, 14.C, 14.D
- Science State Goal 12.F
- Fine Arts Drama 25.A, 25.B, 27.A, 27.B

The information and activities in this study guide are based on topics from the academic subjects taught in each of the songs. The study guide contains four basic sections:

- Pre- and post-show discussion ideas
- Language Arts: Parts of Speech – Nouns, adjectives, conjunctions, interjections
- Social Science: Westward Expansion; How a bill becomes law
- Science: Circulatory system; Planets

We hope you will find these activities and questions worthwhile and meaningful for your students. Feel free to adapt the guide in a way that works for your needs.

Thank you for attending our show!



Taking a leading role in musical theatre by children and teens ages 7-15 years, Children's Theatre of Elgin is a 501(c)(3) not-for-profit organization in-residence at the Elgin Community College Arts Center.

# SCHOOLHOUSE ROCK LIVE! JUNIOR

Originally conceived and Directed by Scott Ferguson

Book by Scott Ferguson, Kyle Hall, George Keating

Music and Lyrics by Lynn Ahrens, Bob Dorough, Dave Frishberg,

Kathy Mandry, George Newall and Tom Yohe

**SETTING:** Tom Mizer's apartment at 6:00 a.m. on the first day of teaching

## CHARACTERS:

Tom Mizer – School teacher

Ideas in Tom's head:

George

Dori

Shulie

Dina

Rock Group

House Group

School Group

## THE ORIGIN OF THE STORY

"Schoolhouse Rock!" began as a commercial advertising venture by David McCall. The idea came to him when he noticed one of his sons, who was having trouble in school remembering the multiplication tables, knew the lyrics to many current rock songs. Why couldn't that idea be applied to schoolwork? Through his efforts, the animated series was created and remained on the air for twelve seasons, from 1972-1984.

The live musical "Schoolhouse Rock Live!" version was performed off Broadway and by national tours during the 1990s. "Schoolhouse Rock Live! Junior" is a shortened version of the show meant to be performed by young people, but contains many of the original favorite songs.

## PRE-SHOW DISCUSSION:

Ask if any of the students had trouble memorizing their address, phone number, or other information when they were younger. Ask if there was anything that helped them learn it. Sometimes parents come up with a song or poem in which they insert what needs memorizing. If not, use a personal example that has worked for you.

Other examples:

- To identify which is the left hand, hold up the thumb and forefinger at right angles. The one that forms the capital letter "L" is the left hand.
- To remember names of the Great Lakes, think H-O-M-E-S: Huron, Ontario, Erie, Superior



## WATCH FOR

The following are a few things to “Watch for” when you come to see the show.

### WATCH FOR THEATRE ELEMENTS

- Stage: Where actors perform for an audience
- Wings: Areas to the side of the stage, just out of the audience’s view. Actors who are about to come onstage are said to be “waiting in the wings.”
- Backdrops: Large pieces of painted paper, cloth, or other material which hang behind acting scenes to represent different locations. They are moved up and down as needed.
- Set: Everything that is onstage in a given scene including backdrops, furniture, and props

**AND PROPS—LOTS OF PROPS:** Props, short for “properties” are onstage objects used by actors during the show such as books, food, etc. What we want you to notice about the props in our production of “Schoolhouse Rock Live! Junior,” but also the SIZE of them—they are really BIG. In theatre, we have to exaggerate things so that you can see them from every seat in the house.

## POST-SHOW DISCUSSION/ACTIVITIES:

- Ask students what new ideas or facts they learned during the production.
- As a class, select something from your current curriculum and create a song or mnemonic device to help everyone learn it.
- Use the information and activity included in this study guide to reinforce the musical presentation.



Enjoy the show!



# LANGUAGE ARTS

Illinois Learning Standards/English Language Arts State Goal 3.A

Parts of speech: Nouns, adjectives, conjunctions and interjections

## NOUNS

DEFINITION: A noun is a person, place, or thing

SONG: "A Noun Is a Person, Place or Thing"

EXAMPLES OF NOUNS FROM THE SONG:

- Person – bandit, engineer, friend, captain, Beatles, Monkees, Chubby Checker
- Place – island, sea, neighborhood, home, state
- Thing – train, Statue of Liberty, ship, dime, tree, record machine

## ACTIVITIES

### NOUN CORNERS (Grades K-2)

Label the 4 corners of the room as "Person," "Place," "Thing," and "Not a Noun." Prepare wordstrips with a variety of nouns plus a few words that are NOT nouns and place in a container. Have each student choose a wordstrip and decide in which corner it belongs and hang it there. After all of the wordstrips have been posted, read them aloud together, making corrections as necessary. Discuss why the words in "Not a Noun" don't fit into the criterion for being a noun.

### NOUN SCATTEGORIES (Grades 1-5)

by Patti Henderson, Frankston Elementary, Frankston, Tx.

Materials Required: Long sheet of paper and pencil

Activity Time: 20-30 minutes

- Divide the paper into 3 sections and label them "Person," "Place" or "Thing."  
Divide the students into as many groups as you want.
- Give the students 3-5 minutes to think of as many nouns that name a person. Then do the same with the nouns that name a place and a thing.
- Once their paper is filled they begin by groups calling out the nouns that they have written if another group has the same noun then both groups cross off that noun
- The group that has the most nouns without being crossed off is the winner.

### IDENTIFYING NOUNS IN CONTEXT

Online lesson for identifying nouns:

<http://www.myschoolhouse.com/courses/O/1/42.asp>.

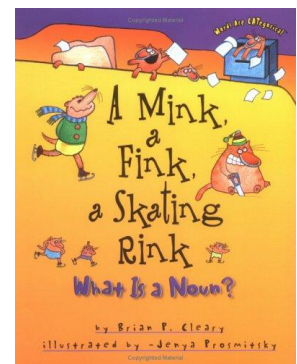
### COMMON AND PROPER NOUNS (Grades 3-5)

For full lesson plan go to <http://www.suite101.com/content/how-to-teach-nouns-to-elementary-students-a101957#ixzz11UyTNV1D>

Lesson is based on the book *A Mink, A Fink, and a Skating Rink: What is a Noun?*

By Brian P. Cleary. Students identify all the nouns in the book, list them, identify

common and proper nouns, and then follow up by writing their own story using both types of nouns.



# ADJECTIVES

DEFINITION: Adjectives describe nouns (people, places, and things). Adjectives can also tell how many.

SONG: "Unpack Your Adjectives"

The lyrics of the song use adjectives to describe a camping trip: frustrating, worst, soggy, foggy. Have students share adjectives describing camping trips they have been on.

Other words from the song are below. Have students suggest additional adjectives to describe the words:

- Days: sunny, rainy
- Kids: dumb, brainy, thin fat, short, tall, small, smaller, smallest, tall, taller, tallest
- Bear: hairy, scary

## ASSIGNMENT

Choose a noun and write a sentence about it using as many adjectives to describe it as possible. Have students read their sentences out loud. As a variation of this assignment, students could use alliteration in their sentences. For example: It was a great, growling, grumpy, grotesque goblin.

# CONJUNCTIONS

DEFINITION: A conjunction joins words and phrases. Conjunctions make writing more concise:

Instead of: "I don't like apples. I don't like oranges." use the conjunction "or" to connect the two sentences: "I don't like apples or oranges."

Examples: And, or, nor, but

- And: an additive
- Or/Nor: an opposite
- But: a choice

SONG: "Conjunction Junction"

## ACTIVITY

Below are some phrases from the song "Conjunction Junction." Have students put a "thumbs up" to identify the conjunctions as you read them:

Dirty **but** happy, digging **and** scratching

Milk **and** honey, bread **and** butter, peas **and** rice

This **or** that

Either now **or** later

Neither now **nor** ever

Eat this **or** that, grow thin **or** fat,

Let's go up to the mountains **or** down to the sea.

You should always say "thank you" **or** at least say "please."

Not this **but** that

He's poor **but** honest, sad **but** true.

He cut loose the sandbags, **but** the balloon wouldn't go any higher.

Out of the frying pan **and** into the fire.



# INTERJECTIONS

**DEFINED:** An interjection is a word used to express strong, sudden feelings. Emotions such as fear, surprise, anger, love, and joy can all be expressed with an interjection. Interjections usually have an exclamation point (!) after it.

Examples: Wow! Hurray! Stop! Ouch!

**SONG:** “Interjections”

**DISCUSSION**

Have students brainstorm how they would feel if they fell off of their bike and got hurt. Or how about if someone scared them? What is the first thing they would say? These words will most likely be interjections.

**ACTIVITY**

## **INTERJECTION CONVENTION**

(Note: This is a noisy activity.) Explain that the Interjection Convention will show which group can come up with the most interjections. Divide the class into two groups and assign them to present:

- Interjections we say when we feel happy, excited, or to encourage someone
- Interjections we say when we feel disappointed, scared or in pain.

Give the groups 5 minutes to brainstorm their list of interjections. Make sure they understand that words that are offensive to others cannot be used. Have the groups write each interjection on a sheet of paper or small marker board to hold up so the whole group can see it and say it at once. Encourage input from each student as the groups identify interjections.

The convention begins when the teacher calls time and explains that when he/she points at a group they need call out one of their interjections. The teacher decides if they get a point or not. The turns go back and forth until one of the groups runs out of interjections. Points are tallied and congratulations given with an all-class “Hooray!”

# PARTS OF SPEECH REVIEW ACTIVITY

## **MAD LIBS: NOUNS, ADJECTIVES, CONJUNCTIONS, INTERJECTIONS**

Copy the following page for each student. Fold it in half so they can only see the top half or copy it with only half the page on each side. Have them fill in the words and then take turns reading their stories to the class or to a smaller group of students.



# MAD LIBS: THE CAMPING TRIP

In each of the blanks below write a word that is the correct part of speech.

1. Noun: \_\_\_\_\_
2. Adjective: \_\_\_\_\_
3. Adjective: \_\_\_\_\_
4. Noun: \_\_\_\_\_
5. Interjection: \_\_\_\_\_
6. Noun: \_\_\_\_\_
7. Conjunction: \_\_\_\_\_
8. Noun: \_\_\_\_\_
9. Adjective: \_\_\_\_\_
10. Conjunction: \_\_\_\_\_
11. Noun: \_\_\_\_\_
12. Adjective: \_\_\_\_\_
13. Noun: \_\_\_\_\_
14. Adjective: \_\_\_\_\_
15. Interjection: \_\_\_\_\_

## MAD LIBS: THE CAMPING TRIP

A \_\_\_\_\_ went camping on a(n) \_\_\_\_\_ day. There was a \_\_\_\_\_

1-noun                      2- adjective                      3- adjective

\_\_\_\_\_ at the campground that made the camper say, “\_\_\_\_\_!” The camper got really  
4-noun 5-interjection

hungry and ate \_\_\_\_\_. The camper found a \_\_\_\_\_.

6-noun      7-conjunction      8-noun      9-adjective

\_\_\_\_\_ to put it in a(n) \_\_\_\_\_ to take home.  
10-conjunction      11-noun      12-adjective      13-noun

When it became a \_\_\_\_\_ campground, the camper said, “\_\_\_\_\_” and hurried home.  
14-adjective                      15- interjection



# SOCIAL STUDIES

Illinois Learning Standards/Social Science State Goals 14.A, 14.B, 14.C, 14.D

## THE PREAMBLE – U.S. CONSTITUTION

SONG: “The Preamble”

The complete text of the Preamble of the United States Constitution is as follows:

“We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”

### VOCABULARY:

**Founding Fathers** - The political leaders who signed the Declaration of Independence in 1776 or otherwise took part in the American Revolution, or who participated in writing and adopting the United States Constitution in 1787-1788, or in putting the new government under the Constitution into effect.

**Constitution** – (as defined in the song, “The Preamble”) A list of principles for keeping people free

**Preamble** – A statement attached to the beginning of the U.S. Constitution that introduces the purposes and principles of the document

**We the People** – Reflects a republican government in which the supreme power lies in a body of citizens who are entitled to vote for officers and representatives responsible to them.

**Union** – An alliance of people, parties, or political groups for their mutual benefit

**Justice** – Upholding that which is just, especially in fair treatment according to the law

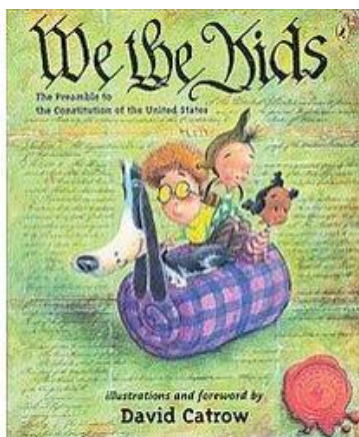
**Domestic** – Of or relating to a country’s own internal affairs

**Defense** - The act of defending against attack, danger, or injury

**Welfare** - Health, happiness, and good fortune; well-being

**Liberty**- A right or immunity to engage in certain actions without control or interference

**Posterity** – Future generations; all of a person’s descendents



### ACTIVITY

After discussing the vocabulary words listed above, read the Preamble together with your students. As a group, re-write the Preamble in simpler, more modern language and read the final product together.

### RECOMMENDED READING:

*We the Kids: A Preamble to the Constitution of the United States* By David Catrow

## SOCIAL STUDIES

### HOW A BILL BECOMES LAW

SONG: "Just a Bill"

This song is about the political process through which a bill goes before becoming a law.

### ACTIVITY: HOW A BILL BECOMES LAW

Students will walk through the process of how a bill becomes a law. They will need a basic understanding of the structure of U.S. government before they begin the activity.

Brainstorm ideas for bills about issues that interest the students for use in drafting bills. Set up 9 stations as described below. Assign groups of students to each station. Groups will determine the outcome of each bill at that point in the process.

MATERIALS: Prepare large cards as follows:

House of Representatives Committee  
House of Representatives  
Senate Committee  
Senate  
President

Prepare sticky notes that say:

Bill  
Law

STATION 1 – DRAFT A BILL: Starts as an idea then is drafted, or written, as a bill

STATION 2 – PRESENT A BILL: Is sent to U.S. Congress on Capitol Hill and goes either to House of Representatives or Senate

STATION 3 – DISCUSS A BILL: In HOUSE OF REPRESENTATIVES, BILL goes to a COMMITTEE for discussion. If approved, it goes to the full HOUSE OF REPRESENTATIVES; if not, it DIES here

STATION 4 – DISCUSS A BILL: In SENATE, BILL goes to a COMMITTEE for discussion. If approved, it goes to the full SENATE; if not, it DIES here

STATION 5 – VOTE ON A BILL: BILL approved by HOUSE OF REPRESENTATIVES COMMITTEE is debated and voted on by the full HOUSE OF REPRESENTATIVES. If approved, BILL passes to the SENATE; if not, it DIES here

STATION 6 – VOTE ON A BILL: BILL approved by SENATE COMMITTEE is debated and voted on. If approved, BILL passes to the full SENATE; if not, it DIES here

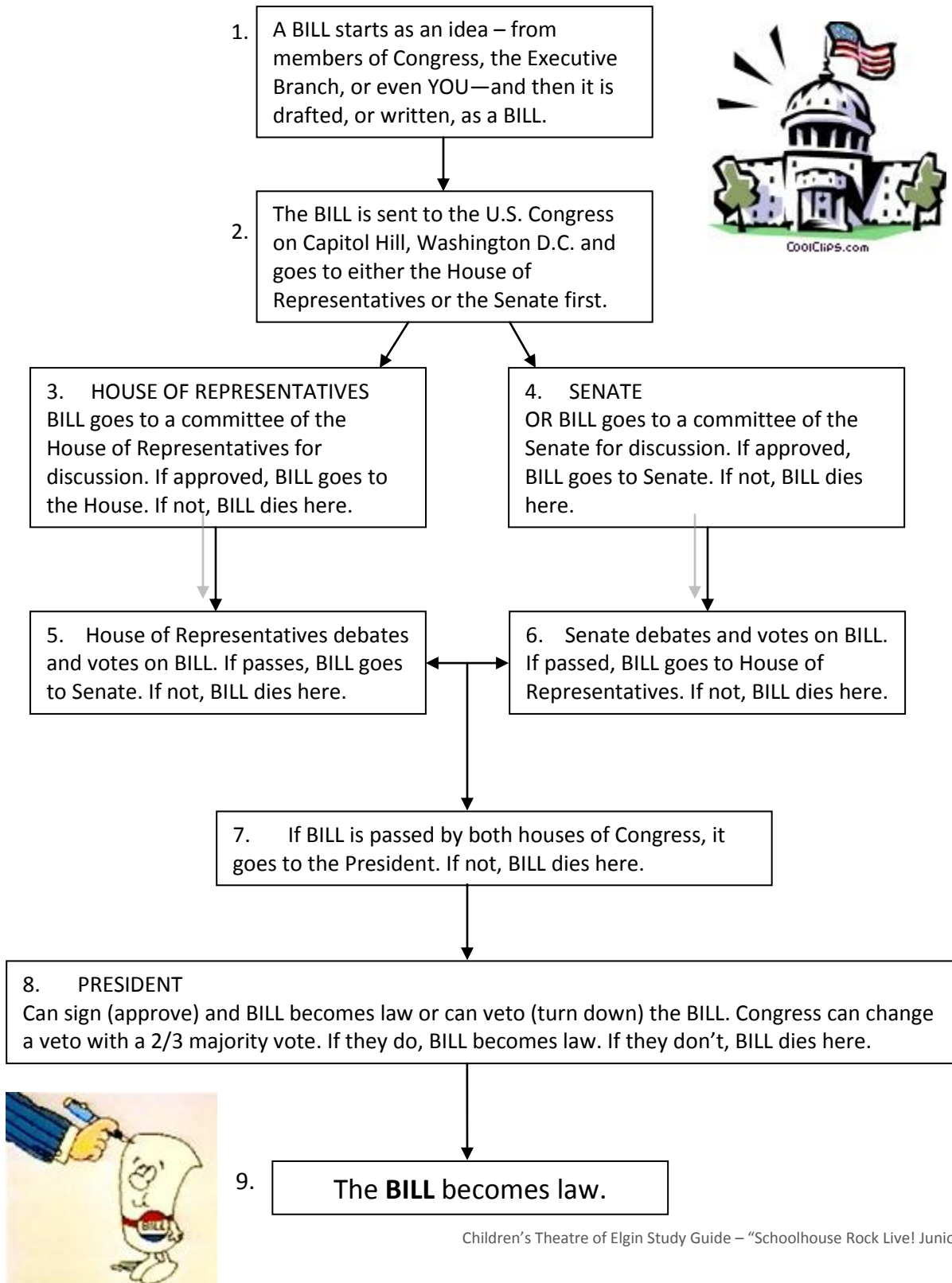
STATION 7 – SEND BILL TO OTHER BRANCH: BILLS approved by SENATE go to HOUSE OR REPRESENTATIVES for approval; BILLS approved by HOUSE OF REPRESENTATIVES go to SENATE for approval. If not approved by both branches, BILLS DIE here

STATION 8 – APPROVE A BILL: BILL passes to PRESIDENT who can sign (approve) and BILL becomes law or can veto (turn down) the BILL. Congress can change a veto with a 2/3 majority vote. If they do, BILL becomes law without PRESIDENT's signature. If they don't BILL dies here.

STATION 9 – The BILL becomes law



# HOW A **BILL** BECOMES LAW



## SOCIAL STUDIES

### WESTWARD EXPANSION IN THE U.S. IN THE 1800S

SONG: "Elbow Room"

The phrase "elbow room" means to have enough room to move around or work freely. This song is about the growth of the United States in the 1800s which led to the westward expansion.

Discuss the four events listed on the attached worksheet **"Westward Expansion: 'I Need Elbow Room'"** and have students mark the locations on the map. Below are additional reference sites about these events:

1. Thomas Jefferson made a deal with Napoleon in 1803 to purchase the Louisiana Territory  
<http://www.gatewayno.com/history/lapurchase.html>

2. Lewis and Clark, with Sacajawea as their guide, explored the western territory  
<http://www.lewis-clark.org/>

3. People went to California during the Gold Rush  
<http://www.pbs.org/wgbh/amex/goldrush/>

4. Railroads were built until they went all the way from New York to California.  
<http://www.pbs.org/wgbh/amex/iron/>

Interactive map about western expansion:

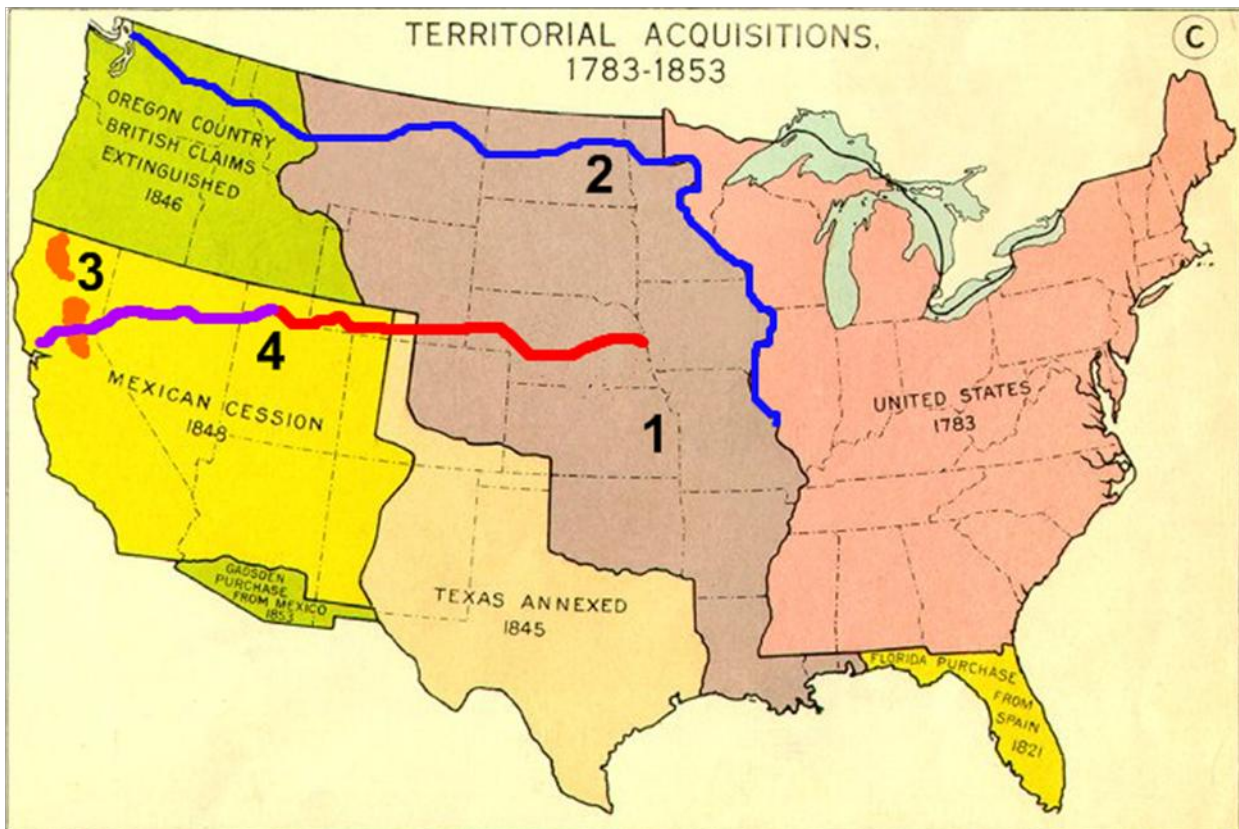
[http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s\\_u5/index.html](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u5/index.html)



# Westward Expansion: "I Need Elbow Room!"

Draw a line from the events below to the correct map location.

EVENT	WHEN	WHO	RESULT
<b>Louisiana Territory Purchase</b>	1803	Thomas Jefferson and Napoleon	Added much territory to U.S.
<b>Lewis &amp; Clark Expedition</b>	1804-06	Lewis & Clark/Sacajewea	Explored the Missouri River and northwestern territory
<b>Gold Rush</b>	1848-50	Miners, fortune hunters	Many became rich
<b>Transcontinental Railroad</b>	1869	Union & Central Pacific Railroads	Railroads met at Promontory Point, Utah



Children's Theatre of Elgin –  
"Schoolhouse Rock Live! Junior"

# SCIENCE

Illinois State Goal 12.A

## THE CIRCULATORY SYSTEM

SONG: "Do the Circulation"

### DISCUSSION

Discuss the vocabulary words found in the song and help students understand the relationship the various parts have in helping our blood flow through our bodies to keep us healthy. A helpful memorization aid is that the blood flows away from the heart through the arteries and both "away" and "arteries" begin with the letter "a."

**Circulation** – The path of blood flow through body. Propelled by the heart, blood circulates through the body by two distinct routes: through the lungs (where it collects oxygen) and through the rest of the body.

**Arteries** – Blood flows away from heart through arteries

**Veins** – Blood flows toward the heart through veins

**Ventricles** – Left and right lower heart chambers

**Atrium** – Left and right upper heart chambers

**Lungs** – Organ through which air passes

### ACTIVITY

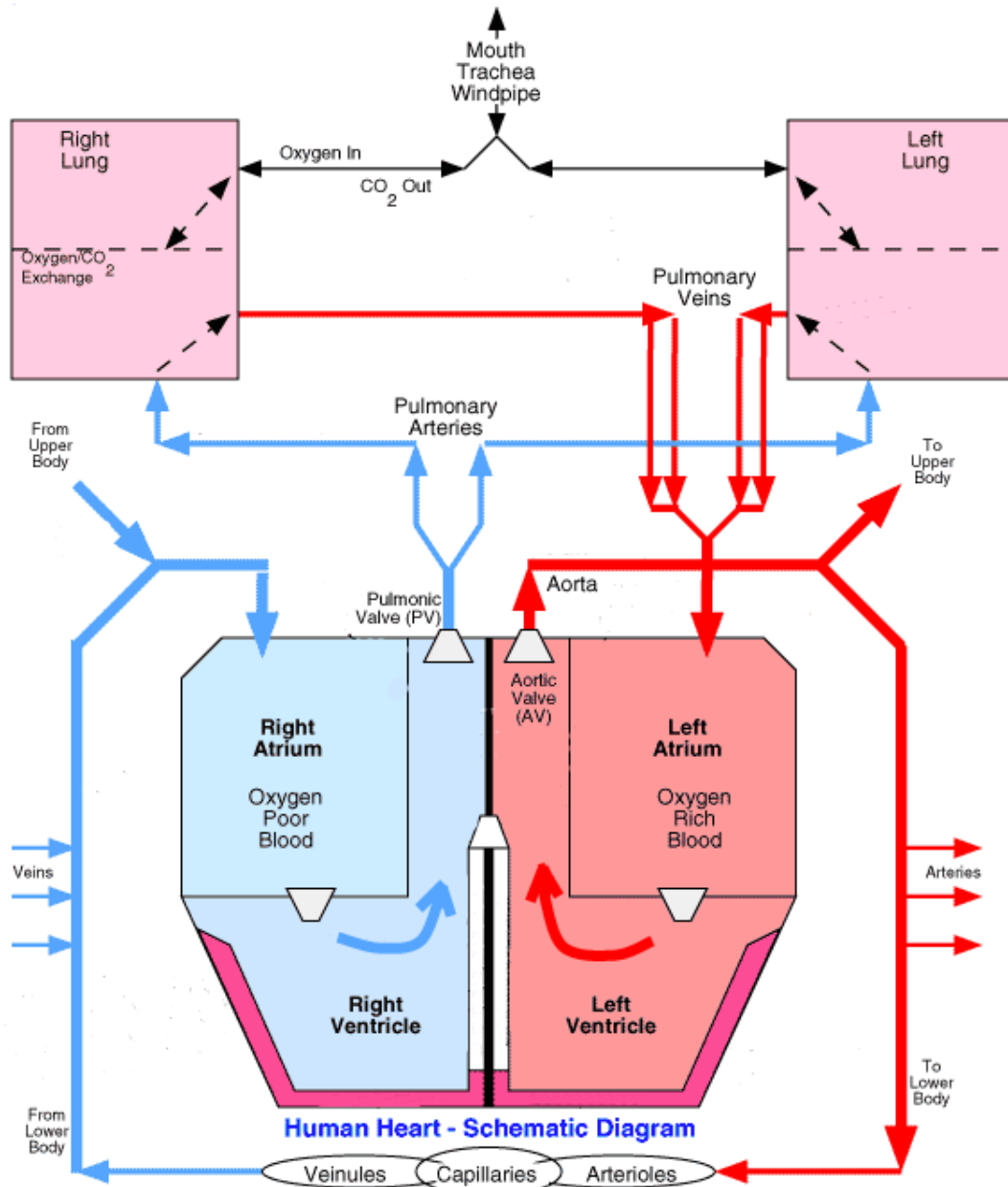
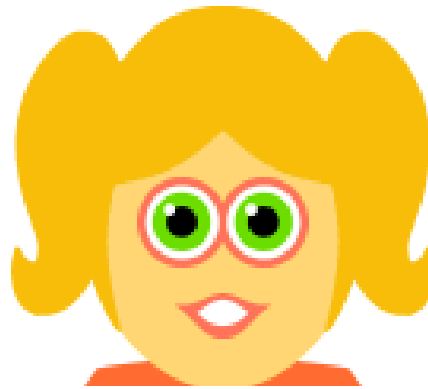
Help students follow the circulatory path by using the following activity pages titled **"Do the Circulation!"**

An additional activity might be to make large representations of the various parts using tape on the floor. Have students walk the circulatory route from start to finish.



# “Do the Circulation!!!”

Children’s Theatre of Elgin  
“Schoolhouse Rock Live! Junior”



Left and right are reversed - the subject is being viewed face-to-face.

## **“Do the Circulation” activity page**

*Here’s a tip to help you with this activity: Arteries flow **A**way from the heart (think letter “A”) and veins flow toward the heart.*

With your finger, follow the path of your body’s circulation systems. Here’s how it works:

- 1) Starting at the top, you breathe in oxygen (O<sub>2</sub>) from the air
- 2) The O<sub>2</sub> goes into both of your lungs
- 3) From the lungs the O<sub>2</sub> enters your pulmonary veins (remember – veins are headed for your heart)
- 4) Which enters your heart’s left atrium,
- 5) Goes down to your heart’s left ventricle
- 6) And out of your heart through your aorta
- 7) This oxygen-rich blood then goes out to your whole body right to every cell in your body, including the tiniest capillaries (vessels)

Now you’re ready to trace your circulation back up and out of your body. By now, your blood has collected a lot of impurities and waste. Let’s see where it goes:

- 1) From the capillaries, your blood flows to the veins
- 2) Then back into your heart into the right atrium
- 3) And down to your heart’s right ventricle
- 4) Then back up and out of your heart through your pulmonary arteries.
- 5) The blood enters your lungs. Your lungs collect all of the waste in the form of carbon dioxide (CO<sub>2</sub>)
- 6) And send it right back out of your body through your nose and mouth!

And your circulation system continues to do this all day and all night throughout your whole life—now that’s worth doing a happy dance for!

***Go for it—“Do the Circulation!”***

## SCIENCE

# PLANETS

SONG: "Interplanet Janet"

## ACTIVITY

Students will memorize the planets in order from the sun

- Mercury
- Venus
- Earth
- Mars
- Jupiter
- Saturn
- Uranus
- Pluto

A well-known mnemonic for remembering the first letter of each planet is:

**M**y (Mercury)

**V**ery (Venus)

**E**xcellent (Earth)

**M**other (Mars)

**J**ust (Jupiter)

**S**erved (Saturn)

**U**s (Uranus)

**P**izza (Pluto)

Discuss the planets and their distinctive features. Then practice saying the mnemonic sentence above until it is memorized. Ask for a few volunteers who think they can name all nine planets in order. Afterward, recite them as a class. Encourage students to use this memorization aid in all of their subjects and it will help them be successful students.

