

Dear Educators,

Welcome to ArtsBridge’s 2014-15 Field Trip Season! We are thrilled to present Childsplay’s production of Schoolhouse Rock Live! to you and your students. 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.

Thank you for sharing this special experience with your students. We hope this field trip guide helps you connect the performance to your in-classroom curriculum in ways that you find valuable. In the following pages, you will see guidelines regarding your field trip, contextual information about the performance and related subjects, as well as a variety of pre and post discussion questions and assessment activities. On page 12, you’ll find the Common Core and Georgia Performance Standards included in Schoolhouse Rock Live! Please “pick and choose” material and ideas from the guide to meet your class’ unique needs.

We look forward to inspiring and educating your students through the arts on January 29th at the world-class Cobb Energy Performing Arts Centre!

See you at the theater,
The ArtsBridge Team

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About Cobb Energy Performing Arts Centre



The landmark Cobb Energy Performing Arts Centre is a cultural, entertainment and special events venue of a national significance. Atlanta's first major performing arts facility in four decades, Cobb energy Centre boasts state-of-the arts systems, amenities and design featured that allow the expression of any artistic idea and captivate performers, patrons and event planners. The Centre's strong suit is versatility. It can accommodate events as diverse as Broadway, concerts, corporate functions, private parties and family entertainment.

The Centre's distinctive façade and three-story lobby – highlighted by a 65-foot, floor-to-ceiling glass curtain wall – offer visitors a grand welcome and stunning introduction to a venue of great warmth, elegance and possibilities. Nothing speaks "special occasion" like the majestic lobby – a gathering space and promenade with two grand staircases, specially designed, colored- glass chandeliers and walls of Venetian plaster.

The Centre's 2,750-seat John A. Williams Theatre captures the richness and intimacy of vintage theaters. Yet it incorporates modern touched and technology – including advanced sound, lighting and acoustical elements – that allow fine-tuning for each performance. With equal poise, the Theatre can host concerts, opera, drama, comedy, lectures, dance and spoken word.

For special occasions and events – from wedding receptions and themed parties to corporate banquets and black-tie galas- the Centre's flexible spaces include a 9,500- square foot Courtyard, 3,100-square-foot Terrace and 10,000-square-foot Ballroom – divisible into three independent spaces, each with autonomous sound and lighting controls. The Ballroom's pre-function area is ideally suited for pre-and post-event gatherings.

DID YOU KNOW?

- More than 250,000 patrons visit the Cobb Energy Centre each year.
- The Cobb Energy Centre opened in 2007.
- The Cobb Energy Centre has two main spaces:
 - John A. Williams Theatre, 2750 seats
 - Kessel D. Stelling Ballroom, 10,000 square feet
- No seat is more than 160 feet from center stage in the John A. Williams Theatre.
- There are 1,000 parking spaces on site.
- The Centre is located one mile from the new Braves stadium and only 15 minutes from downtown Atlanta.
- ArtsBridge programs began in 2007 and reach 30,000 – 40,000 students each year.

Field Trip Guidelines

Below are some simple guidelines for your ArtsBridge Field Trip to the Cobb Energy Performing Arts Centre. Please read carefully and contact us at (770) 916-2805 if you have questions or require additional information.

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. Children under the age of three are not permitted to attend.

Payment: Payments must be made in full, 3 weeks prior to the day of show or we will not be able to accommodate your reservation. An invoice will be given to you at the time your reservation is made. Once you have paid in full, we will send a Confirmation, which will serve as your school's ticket into the performance. ArtsBridge reserves the right to cancel unpaid reservations after the payment due date.

Transportation: The Centre can accommodate school buses, vans and cars. Please be aware that vans and cars will incur a \$6 per vehicle parking fee. A third party contractor runs the Centre's garage and charges this fee. There is no charge for parking school buses. All buses, vans and cars must comply with directions provided by on-site staff.

Arrival: All vehicles should approach the Cobb energy Performing Arts Centre from AKERS MILL ROAD. (map enclosed) Upon entering the driveway, buses will be directed to the circular drive where they will temporarily pull up to the curb for unloading. A Cobb Energy Performing Arts Centre representative will board the bus and check-in your school. Classes will be immediately unloaded and buses will be directed to their designated parking areas.

Seating: Classes are seated as they arrive, starting with the floor level, first row. The 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. There are three levels of seating, with the back row of the top level no more than 160 feet from the stage.

Restrooms: Please seat your entire group, before taking restroom breaks so that you can be easily found. Students MUST be accompanied by adult chaperones when going to the rest room. We encourage that you take groups so that there are fewer trips.

Chaperones: Chaperones have a job to perform while at the Centre. 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.

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 completely turned off or on silent mode during the performance. We ask that chaperones on upper levels watch for students tossing or throwing items to lower levels and prevent students from climbing or leaning on railings. No student can leave the audience chamber without an accompanying chaperone. Students/classes that are disruptive may be asked to leave the performance with no refund. (See Theatre Etiquette on Page 7)

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: There is no facility for classes to eat lunch in the Cobb Energy Centre. We recommend classes eat lunch at the Galleria Specialty Mall, Cumberland Mall, at a park on the route to/from the venue or on their bus.



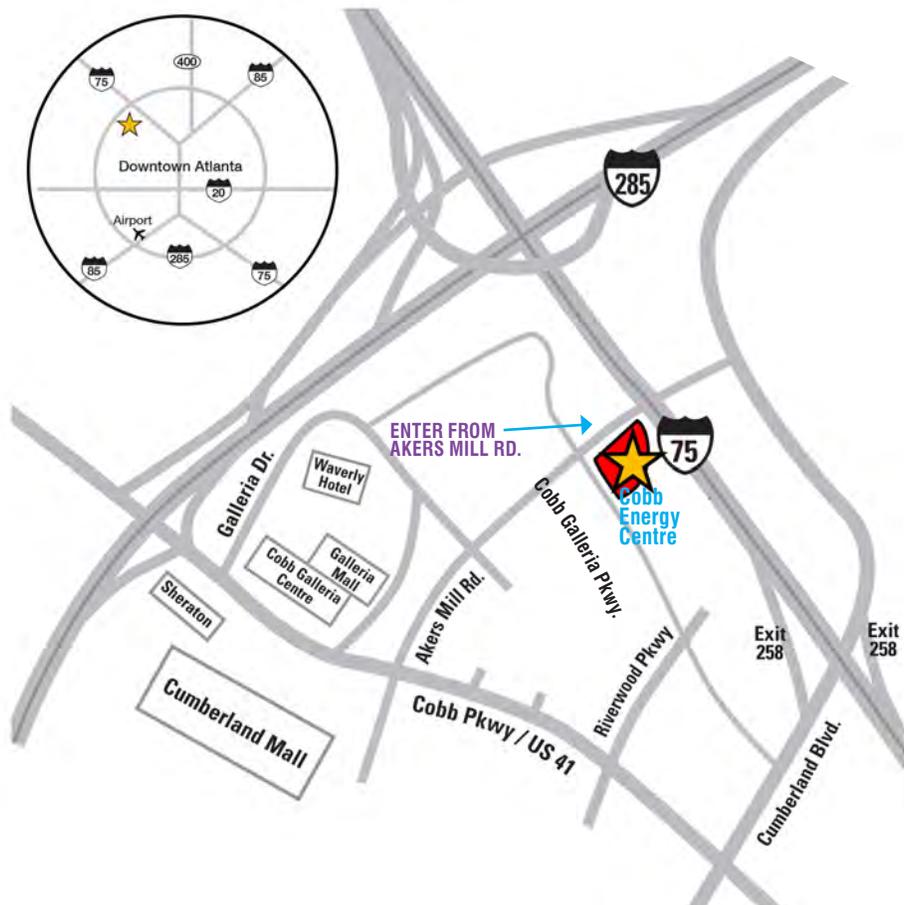
Transportation Information

Buses: All school buses must approach the building from AKERS MILL ROAD on the North side of the building. This will be crucial in assuring a fairly smooth flow of traffic. There will be Centre representatives guiding you. Buses will pull onto the site from behind the building and then drive to the front. 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 Centre 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 Centre's surface lot 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 are going to try and hold all buses until everyone has boarded, so please make your way directly to the surface parking lot following the performance. (see map below)

Cars/Vans/SUVs: You will still approach the building in the same manner, but will parking in our parking deck. Please note there is a \$6 per vehicle parking fee for cars/vans/SUVs. After you have parked, make your way to level 2 of the deck and to the west side (theater side) of the building. When you emerge from the parking deck, there will be a Centre representative to check you in and direct you to your seats.



Additional Map for All Vehicles Attending



2800 Cobb Galleria Pkwy, Atlanta, GA 30339

Theater Etiquette

A live performance is a unique experience shared between performers and audience members. Unlike television or movies, audience distractions can disrupt the performers, production and audience. Before you arrive at the Cobb Energy Centre, please review the following information with your students and chaperones, and help ArtsBridge create a meaningful experience for all.

- Arrive early. Groups are seated on a first come, first serve basis. Seats are not assigned for ArtsBridge events.
- Food, drink, candy, gum, etc. is not permitted in the theater.
- Silence or turn off all electronic devices. We encourage you to share your ArtsBridge experience at the Cobb Energy Performing Arts Centre via social media, but please refrain from doing so or texting during performances; the glow from your device is distracting.
- Photography and video/audio recording of any kind is not allowed in the theater 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, so the other audience members and the performers on stage can hear your voice!
- Use the restroom before the performance or wait until the end.
- Appropriate responses such as laughing and applauding are appreciated. Pay attention to the artists on stage – they will let you know what is appropriate.
- If you need assistance during the show, please find your nearest volunteer usher.
- As you enter and exit the theater, remember to walk and stay with your group.
- Open your eyes, ears, mind and heart to the entire experience. Enjoy yourself!



Pre-Show Activities

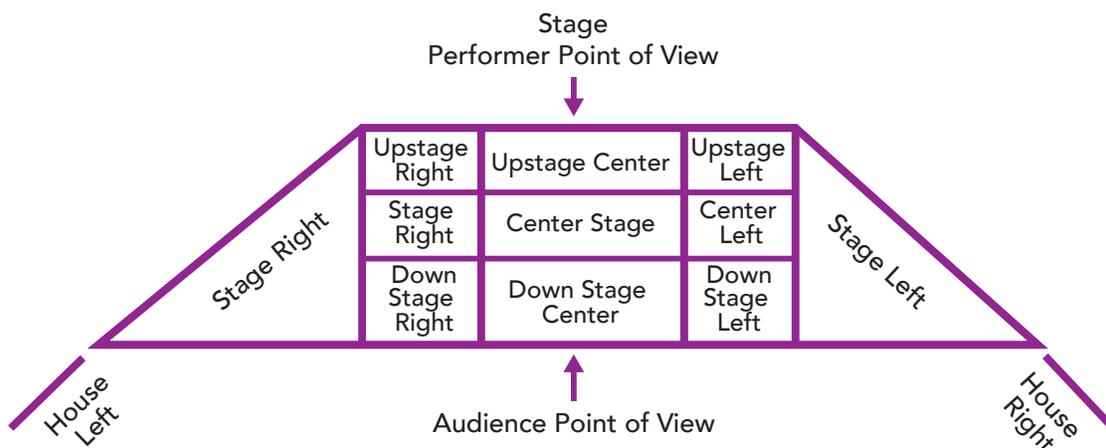
Before attending an ArtsBridge Field Trip, review the following questions and vocabulary with your students:

1. How many of you have experienced a live theater performance? What did you see?
2. What are some of the differences between going to the theater and watching television or going to a movie?
3. The BAD Audience Member! A fun way to review theater etiquette with your students is to have them point out bad audience behavior during a show. Here's one way to illustrate this concept:



- a. Have students present something to the class. The key is they are “actors” and the class is the audience.
- b. Once they are into the activity, you (the teacher) leave the room and then re-enter. Enter loudly, chew gum, step on people’s feet, talk to them, etc. Be the worst audience member. Find a seat and continue to talk to others, ask what’s going on in the performance, take pictures, talk on your cell phone etc.
- c. Ask the class to list all the bad behavior. Write these on the board.
- d. Ask the audience members how they felt when the bad audience member came into the theatre. Could they hear the actors? Were they distracted?
- e. Ask the actors how they felt. Could they concentrate on their performance?

4. Review the stage diagram below with the students. Draw the diagram on the whiteboard and have students come up and write in each part of the stage.



Pre-Show Questions

1. 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?
2. 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?
3. What word or group of words refers to a person, place or thing?
4. What is the difference between a verb and an adverb?
5. When did women first have the right to vote? Why were they previously denied the right to vote?
6. If you could travel to any planet in the solar system, where would you go and why?
7. 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?
8. 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?
9. What are your favorite subjects in school? Why do you like that particular subject?



Theatrical Vocabulary

.....

Review the following theatrical terms with your students before attending the performance! This will help them better understand all of the elements of a production.

Author – the writer of a script also called the book

Audition – to perform to get a role for the production; usually includes singing, dancing and reading scenes from the show; usually takes place in front of the Director & Creative Team

Ballad – a slow song for actors to showcase vocal clarity

Blocking – the specific movement of actors on stage; usually given by the Director

Box Office – a booth inside the theater where tickets are sold

“Calling the Show” – the process of calling out the lighting, sound and scene-change cues during a performance; usually done by the stage manager

Casting – the process through which actors are chosen for roles in the production

Casting Agent – one who chooses actors for roles in the production

Choreographer – one who designs dance sequences and teaches them to the cast of the production

Composer – one who writes the music

Conductor – one who directs the orchestra

Costumes – a set of clothes in a style typical of a particular country or historical period

Curtain Call – the appearance of one or more performers on stage after a performance to acknowledge the audience’s applause

Director – one who supervises the creative aspects and guides the artistic vision of the production

Dress Rehearsal – rehearsal in which performers practice with costumes, props, lights and microphones

Dresser – one who assists performers with their costumes during dress rehearsals and shows

Electrician – one who works with the lighting designer to adjust and operate lighting instruments

Ensemble / Chorus – typically singers, dancers or actors who perform in group numbers

Head Carpenter – one who builds the sets for the production

House Left – the left side of the theater, when facing the stage (audience’s point of view)

House Manager – one who oversees all aspects of the audiences; responsible for ushers and audience safety

House Right – the right side of the theater, when facing the stage (audiences point of view)

Lighting Designer – one who decides where the lighting instruments should go, how they should be colored and which ones should be on at any particular time to affect mood, visibility and to showcase costumes and sets

Lyricist – one who writes the words to a song

Makeup Artist – one who applies cosmetics to a performer’s face and body

Music Director – one who teaches and rehearses the music with the orchestra

Orchestra Pit – the lowered area in front of a stage where the orchestra (musicians) sit and play during the performance

Overture – an orchestral piece at the beginning of an opera, suite, play, oratorio, or other extended composition

Producer – a person responsible for the financial and managerial aspects of staging a play, opera, musical, ballet, etc.

Program – a listing of the order of events, names of the cast and crew and other relevant information for the production

Property (Props) Manager – one who manages all items used on stage that cannot be classified as scenery, electrics or wardrobe

Proscenium arch – the arch opening between the stage and auditorium; the frame of the stage

Read-through – the cast reads through the script without movement or music; typically done at the first rehearsal

Set Designer – one who creates the scenery for the stage

Sitzprobe – the first rehearsal with both the performers and the orchestra, with no staging or dancing

Sound Designer – one who plans and executes the layout of all sound playbook and equipment for the show

Sound Operator – one who handles the sound playbook and mixing equipment for the show; work with Sound Designer

Sound Board – a desk comprising a number of input channels where each sound source is provided with its own control channel through which sound signals are routed into two or more outputs; controls all microphones and music

Spotlights – a lamp projecting a narrow, intense beam of light directly onto a place or person, especially a performer on stage

Standby / Understudy – one who studies a role and is prepared to substitute a performer when needed

Stage Left – the left side of the stage, when facing the audience (performer’s point of view)

Stage Manager – one who is responsible for the quality of the show’s production, assists the director and oversees the show at each performance

Stage Right – the right side of the stage, when facing the audience (performer’s point of view)

Technical Rehearsal – rehearsal incorporating the technical elements of a show such as the scene and property shirts, lighting, sound and special effects

Uptempo Song – a fast, upbeat song for actors to showcase dancing and acting ability

Usher – one who guides audience members to their seats

Wig Master / Mistress – one who obtains and customizes wigs for performers to wear

SCHOOLHOUSE ROCK LIVE!

About The Performance



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 new generation, making academic subjects exciting and engaging!

SYNOPSIS

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.

THE SONGS

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

Math

Three is a Magic Number

Ready or Not Here I Come

Zero My Hero

Science

Do the Circulation

A Victim of Gravity

Interplanet Janet

Social Studies

Sufferin' 'till Suffrage

Just a Bill

The Preamble

Great American
Melting Pot

Elbow Room

Curriculum Standards

SCIENCE

Georgia Performance Standards

Kindergarten - SKPE

2nd Grade - S2E2

4th Grade - S4E1, S4E2, S4P3

6th Grade - S6E1, S6E2

SOCIAL STUDIES

Georgia Performance Standards

3rd Grade - SS3CG1, SS3CG2

4th Grade - SS4CG1, SS4CG3

5th Grade - SS5H1, SS5H6
6th Grade - SS6H6, SS6H7

8th Grade - SS8H1, SS8H4

MATH

Common Core Standards

Kindergarten - MMCK.CC1, MMCK.CC2, MMCK.CC3, MMCK.CC4

2nd Grade - MMC2.OA.3, MMC2.OA.4, MCC2.MD.10

4th Grade - MCC4.OA.1, MCC4.OA.2, MCC4.OA.3, MCC4.OA.4, MCC4.OA.5

SCIENCE

Common Core Standards

K-7th Grades - ELACCKL1, ELACC1L1,
ELACC2L1, ELACC3L1, ELACC4L1,
ELACC5L1, ELACC6L1, ELACC7L1

FINE ARTS

Georgia Performance Standards

Music - M3GM.6-.8, M4GM.6-.8,
M5GM.6-.8, M6GM.6-.8,
M7GM.6-.8, M8GM.6-.8,

Theater - TAES3.1, TAES4.1, TAES5.1

Dance - D3FD.2, D4FD.3, D4FD.2,
D5FD.2

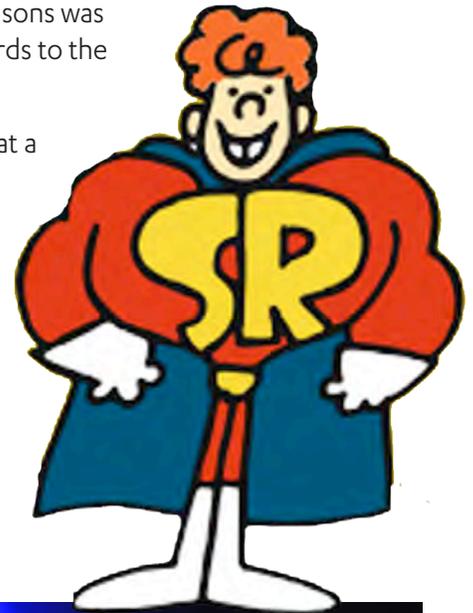
History Of SCHOOLHOUSE ROCK

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.



Schoolhouse Rock VOCABULARY

SOCIAL STUDIES ROCK



19th Amendment: amendment to the U.S. Constitution, giving women the right to vote in 1920.

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.

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.

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

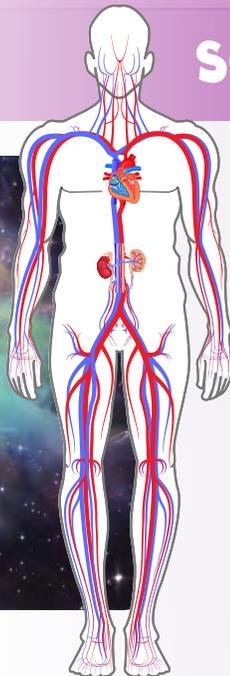
GIVE WOMEN
THE VOTE



We the People
June 8, 1789



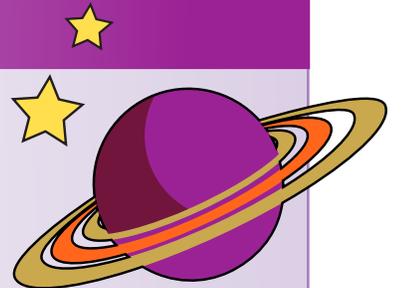
SCIENCE ROCK



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.

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.



Schoolhouse Rock VOCABULARY

continued

GRAMMER ROCK

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



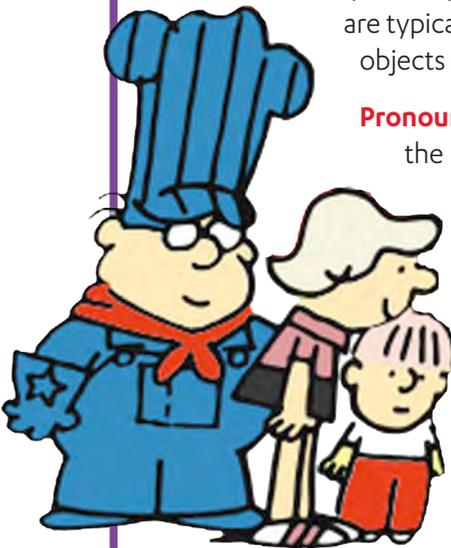
Conjunction: a word that joins words or groups of words together. Conjunctions include words like 'and,' 'but,' and 'or'.

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

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

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.

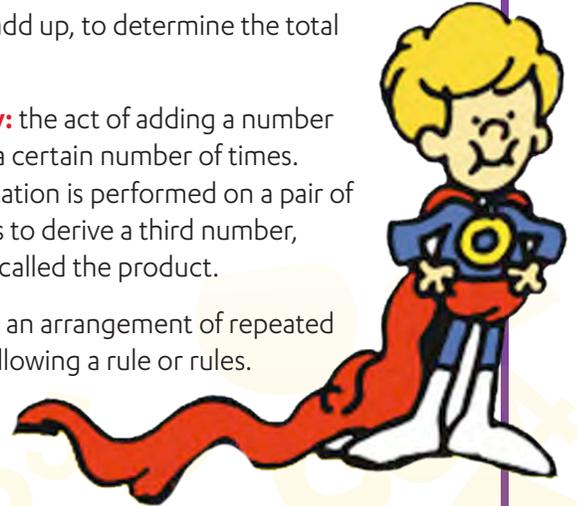


MATH ROCK

Count: add up, to determine the total number.

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.

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



$$8 \times 1 =$$

$$8 \times 2 =$$



$$8 \times 3 =$$

$$8 \times 4 =$$

$$8 \times 5 =$$

Post-Show 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 a 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?



Post-Show Activities

#1 Write a Letter

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

When: After the performance.

Explanation: After the show, students will write letters to the Schoolhouse Rock Live! performers or to ArtsBridge donors whose support keeps field trip tickets accessibly priced for school groups.

Activity:

1. After attending the performance, discuss the experience with your students. Use the following discussing questions to guide the conversation:
 - a. What was the show about?
 - b. What parts of the show were most exciting?
 - c. Which character did you enjoy the most? Why?
 - d. What did the characters learn?
2. Next, invite students to write a letter to the performers or to ArtsBridge donors about their theater experience.

a. Letter Example #1

*Dear Schoolhouse Rock 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...*

b. Letter Example #2

*Dear ArtsBridge donors,
Thank you for helping my class go to the Cobb Energy Centre to see Schoolhouse Rock Live! My favorite part of the show was.... While I was watching the show I felt... because... I have drawn a picture of the scene when... This experience was special because...*

3. After writing the letter, students can illustrate a scene from the performance.

4. Last, mail the letters to use and we'll make sure they get to the right people.

ArtsBridge Foundation
Attn: Education Department
2800 Cobb Galleria Parkway
Atlanta, GA 30339

Follow-Up Discussion Questions:

1. What did you choose to share in your letter? Why?
2. How does receiving a letter make you feel?
3. How do you think the recipient of your letter will feel when he or she receives your letter? Why?
4. Why do you think the performers choose to make being a performer their career?
5. Why do you think people give money to help students like you attend ArtsBridge performances at the Cobb Energy Performing Arts Centre?

Post-Show Activities

#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 details:
 - a. What they saw
 - b. What they heard
 - c. How the performance made them feel
 - d. What the performance reminded them of
 - e. 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

Books to Check Out:

Women's Suffrage

A Time for Courage: The Suffragette Diary of Kathleen Bowen by Kathryn Lasky

Marching with Aunt Susan: Susan B. Anthony and the Fight for Women's Suffrage by Claire Rudolf Murphy

Solar System

13 Planets: The Latest View of the Solar System by David Aguilar

The Magic School Bus Goes to Space by Joanna Cole

Grammar

Eats, Shoots and Leaves: Why Commas Really Do Make a Difference by Lynne Truss

Punctuation Takes a Vacation by Robin Pulver

Circulatory System

The Magic School Bus Inside the Human Body by Joanna Cole

The Heart: Our Circulatory System by Seymour Simon

Systems of Government

D is for Democracy: A Citizen's Alphabet by Elissa Grodin

The Voice of the People: American Democracy in Action by Betsy Maestro

Study Guide Sources

Childsplay. "2014-15 National Tour: Schoolhouse Rock Live." <http://childisplayaz.org/national-tour>
Schoolhouse Rock. http://disney.wikia/schoolhouse_rock!

