



dr.phillips
center



Teaching Resource Guide

JANUARY 9-12, 2020



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Note from Director, Education Programs

Teachers,

It's statistically shown that arts education experiences can have a significant positive impact on students' academic and social development. Here at Dr. Phillips Center for the Performing Arts, we strongly believe the arts have the ability to positively affect students' lives and build self-esteem, in addition to integrating and engaging other educational elements like speaking, interacting, listening, interpreting and retaining information. What better way to assist this effort than by providing a resource to teach core learning elements through a theatrical performance? *Schoolhouse Rock Live!* does just that.

In addition, we created this teacher resource guide as a tool for you to educate your students on the content of the play, plus provide group discussion opportunities and post-show activities and worksheets to increase retention of the material. Our hope is that it can help reinforce these key principles:

- Learning should be like a game: fun and exciting
- The things we learn about history, language arts, science and math can continue to inspire us, even as adults
- Teachers feel nervous about the first day of school, too

For more than 40 years, *Schoolhouse Rock!* has helped students understand and expand on school curriculums through music and animation with a series that now includes more than 60 songs.

The original, animated *Schoolhouse Rock!* 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 TV programming. The musical, educational short films covered topics including grammar, science, economics, history, math and civics. These same topics will be explored in the theatrical version you and your students will be seeing soon.

We hope you enjoy this *Schoolhouse Rock Live!* Teaching Resource Guide. We're excited to welcome your class to Dr. Phillips Center soon!

Laura Peete

Director, Education Programs



About Education at Dr. Phillips Center

Expanding on our vision of Arts For Every Life®, our vision for education is Inspiring Wellness in Every Life. This drives everything we offer students at our AdventHealth School of the Arts at Dr. Phillips Center—and extends to each educational program, initiative and collaborative partnership we create in our community.

OUR GOALS

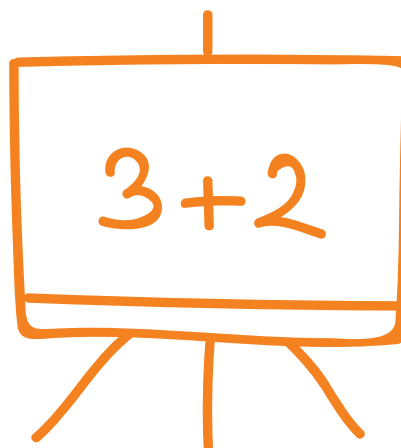
- To **enrich** lives of Central Florida residents and strengthen the value of the arts in everyday life by serving as a leading resource destination for renowned arts entertainment programming and arts education programs.
- To **provide** exceptional performing arts programming and educational engagements that inspire and connect individuals to transformative experiences.
- To **serve** culturally and ethnically diverse audiences with a varied array of outstanding national, local and emerging talent.
- To **collaborate** with arts organizations, other performance venues, school systems and colleges/universities to help foster innovation and creativity for learners of all ages.
- To **advocate** for the continued support for the arts and arts integrated experiences in educational planning and instruction in the public and private education sectors, public agencies and community organizations.

OUR EDUCATION PHILOSOPHY

Theater, music and dance as forms of study open doors, minds, worlds, creativity and possibilities. They awaken the imagination and keep hope alive—where anything is possible.

A creative space should be a “safe place” where students can be nurtured and challenged. It is a laboratory of sorts, where students should be encouraged to explore, create, experiment and take risks without the risk of failing.

The arts have the ability to positively affect the lives of students. Participation in the arts builds self-esteem, and integrates and enhances other education while building communication skills such as speaking, interacting, listening and interpreting. The arts promote problem-solving and teach students to work together to achieve a common goal. The arts help us better understand each other, our place in society, and how we can be better people and actively contribute to the world in which we live.



Theater Etiquette

You may wish to have a discussion with your class about your upcoming field trip to Dr. Phillips Center and their role as audience members.

Please remind your students that live theater can only exist with an audience. Your students' energy and responses directly affect the performers onstage. The quality of the performance depends as much on the audience as it does on each of the theater professionals behind the scenes and onstage.

Young audiences should know that watching live theater is not like watching more familiar forms of entertainment. They can't pause or rewind like a DVD, there are no commercials for bathroom breaks and they can't adjust the volume to hear better 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 and moments 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.

THEATER ETIQUETTE REMINDERS

- Avoid eating, drinking or chewing gum during the show.
- Make sure to use the restroom before the show.
- The actors have worked very hard to entertain you, so avoid talking or even whispering.
- Stay in your seat for the entire show.
- The actors love when you respond to what is happening onstage. For example, laugh when it's funny or gasp when it's shocking.
- During the curtain call (when the actors take their bows) applaud nice and loud. You can even say "Bravo!" or "Brava!"



On- & Offstage: Who's Who?

Actors: Play characters from the script on the stage.

Choreographer: Designs dance and stylized movement for actors and the musical numbers in a production.

Costume Designer: Creates costumes for the different characters in the play.

Director: Coordinates all the artistic elements of the play. Directs and coaches the actors on creating their characters, the blocking (where the actors travel on stage) and ensuring the story and vision for the play is clear and achieved.

Lighting Designer: Uses lights, shapes, and colors to design the lighting choices for a play.

Musical Director: Coordinates the musical aspects of a play, such as helping to hire actors and/or musicians, rehearsing band members (if applicable), interpreting music in order to suit a production, making sure actors are learning their music, and often playing piano during rehearsal to accompany the actors.

Playwright/Lyricist: The playwright writes the script or the text of a play. In musical theater, a lyricist writes the lyrics to the songs in a play. Sometimes one individual does the writing and composing of the music, and other times multiple people work together to write and compose a musical.

Props Master: Finds, repurposes, and creates all the properties - objects used by actors on stage during a play – for a production.

Scenic Artist: Paints set pieces to be used in a production. *(Ask your students if they can find examples of set pieces onstage that a scenic artist may have painted)*

Set Designer: Designs the sets and scenery for a production.

Sound Designer: Designs and chooses the sound effects (and sometimes the additional music) needed for a play.

Stage Manager: Coordinates all the elements of a production, is the liaison between the director and the production team and keeps everyone on task. During the play, he or she calls the cues to the stagehands and board operators for the show.

Stagehands: Moves sets and scenery, operates light and sound equipment during the performance, operates fly rails backstage, and perform other technical tasks before, during, and after a production.

Ushers: Welcomes the audience members to the theater and helps them find their seats.

Wardrobe Dresser: Maintains and launders costumes during the run of a production and assists the actors with changes before and during the show.

Schoolhouse Rock Live! Info

Originally adapted and produced for the stage by **Theatre BAM**

From the series created by **George Newall & Tom Yohe**

Based on an idea by **David McCall**

Book by **Scott Ferguson, George Keating & Kyle Hall**

Music & lyrics by **Lynn Ahrens, Bob Dorough, Dave Frishberg, Kathy Mandry, George Newall & Tom Yohe**

CREATIVE TEAM

Directed by **Ryan Simpson**

Musical direction by **Danielle Smith**

Choreography by **Lisa Renee Johnson**

Scenic design by **Jeffrey Williams**

Costume design by **Allison Crutchfield**

SCHOOLHOUSE ROCK LIVE! SYNOPSIS

The Emmy Award–winning pop culture phenomenon comes to the musical stage in *Schoolhouse Rock Live!* the 1970s Saturday morning cartoon series that taught history, grammar, math and more. *Schoolhouse Rock Live!* follows Tom, a nerve-wracked schoolteacher who is nervous about his first day of teaching. He tries to relax by watching TV, when various characters representing facets of his personality emerge from the TV set and show him how to win his students over with imagination and music, which helps him gain the confidence he needs to teach subjects like grammar, science, math and social studies. Academic subjects will never seem boring again when *Schoolhouse Rock Live!* explodes onto the stage with catchy songs you'll love. *Schoolhouse Rock Live!* brings its infectious zest and energy to a cross-generational audience for all to enjoy!



Song List

Verb, That's What's Happening

(grammar, actions, tenses)

A Noun Is a Person, Place or Thing

(grammar, nouns)

Three Is a Magic Number

(mathematics, multiplication)

Mother Necessity

(American history, inventions)

Sufferin' Till Suffrage

(American history, suffrage)

Unpack Your Adjectives

(grammar, suffrage)

Lolly, Lolly, Lolly

(grammar, adverbs)

Just a Bill

(American history, passing bills to become laws)

The Preamble

(American history, constitution)

Do the Circulation

(science, circulatory system)

Figure Eight

(mathematics, multiplication)

Victim of Gravity

(science, gravity)

Zero, My Hero

(mathematics, multiplication)

Conjunction Junction

(grammar, conjunctions)

Great American Melting Pot

(American history, immigration)

Elbow Room

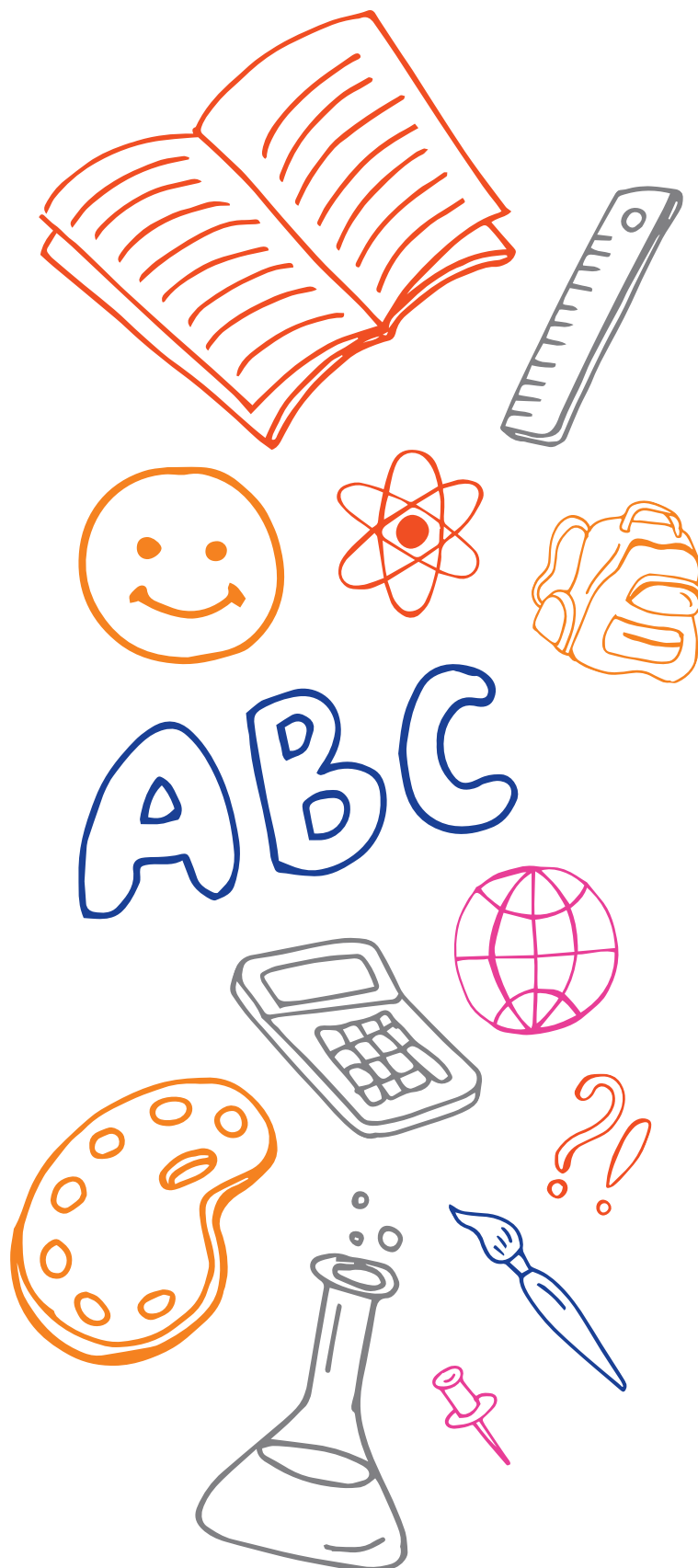
(American history, westward expansion)

Interplanet Janet

(science, solar system, planets)

Interjections

(grammar, exclamations)



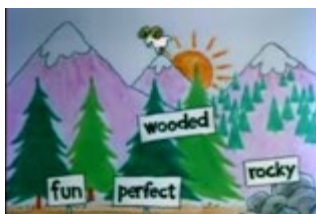
Pre-Show Activities

Watch some of the classic Schoolhouse Rock cartoon songs before coming to the live show. You can use this an opportunity to talk about what students like/dislike about the cartoon version compared to the live show they will soon see.



Noun:

[youtube.com/watch?v=Qk4N5kkifGQ](https://www.youtube.com/watch?v=Qk4N5kkifGQ)



Adjective:

[youtube.com/watch?v=6Nuxeh4V1ng](https://www.youtube.com/watch?v=6Nuxeh4V1ng)



Verb:

[youtube.com/watch?v=US8mGU1MzYw&t=20s](https://www.youtube.com/watch?v=US8mGU1MzYw&t=20s)



Adverb:

[youtube.com/watch?v=sZzG1jg4lfo](https://www.youtube.com/watch?v=sZzG1jg4lfo)



Conjunction:

[youtube.com/watch?v=T8-Ymv1K3FQ](https://www.youtube.com/watch?v=T8-Ymv1K3FQ)



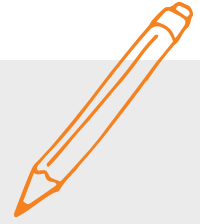
Interjection:

[youtube.com/watch?v=HRwaoockA8IM](https://www.youtube.com/watch?v=HRwaoockA8IM)



Pre-Show Activities

Students should learn the following vocabulary words and listen for them during the play. See how many words they can recall and how the characters used them in the context of the play.



VOCABULARY

Write the definition of each word.

1. Noun

2. Adjective

3. Verb

4. Adverb

5. Conjunction

6. Interjection



Pre-Show Discussion Questions

Use these questions to help facilitate a pre-show discussion to see what students retained from the *Schoolhouse Rock!* video clips as you get ready to attend the stage performance.

1. Which was your favorite *Schoolhouse Rock!* video and why?
2. Which part of grammar includes a person, place or thing?
3. What is the difference between a verb and an adverb?
4. What is the main purpose of a conjunction?
What about an adjective?
5. If you could travel to any planet in the solar system, where would you go and why?
6. Everybody learns differently. When you must learn or memorize something (like spelling words or multiplication tables), what are some techniques you use?
7. Remind students about theater etiquette referenced on page 4.
8. How is going to the theater different than going to a movie?
Talk about the many differences.

Post-Show Discussion Questions

Use these questions to help facilitate a post-show discussion to see what students retained from the *Schoolhouse Rock Live!* performance.

1. Which character was nervous and worried?
Why did they feel that way?
When have you felt nervous or worried about something?
How did you deal with it?
2. Which character visited all the planets?
3. What is the function of a conjunction?
4. Which song from the show was your favorite? Why?
5. What is a bill? How does it become a law?
6. What does the word “suffragette” mean?
7. By the end of the show, the teacher feels confident enough to go into the classroom.
What helped him build his confidence?
What are things you can do to help yourself or others feel more confident?

Please continue on to see optional post-show activities and projects you can do with your class to address a variety of theater, language arts, science and social studies Florida Learning Standards.



Post-Show Activity #1

CLASSROOM LEGISLATION ACTIVITY

In the Dr. Phillips Center production of *Schoolhouse Rock Live!* the song “Just a Bill” was about the process a bill must go through to become a law. Now your students can write a mock bill of their own and try to have it passed into law in the classroom for a day.

Students should work in small groups, the “Committees,” to write out an idea they think should be enforced in the classroom. (Maybe they want a day without homework or for everyone to be able to wear pajamas on a Friday.)

Each group should write up their bill and present it to another group, 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 the students in the class.

Give 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 “President.” You will get to review the bill and either veto it or sign it into law for a day of your choosing.

NOTE

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 want to pass before they cast their votes. If a bill ends up being voted against, ask students to reflect on what they could do to make their ideas stronger or more appealing to their classmates and teacher.



Post-Show Activity #2

SUFFERIN' TILL SUFFRAGE ACTIVITY

During *Schoolhouse Rock Live!* the characters remember a time when women were not allowed to vote. Find suffrage vocabulary words that may be unfamiliar to your students. Help break down what the women's suffrage movement was and discuss what life was like when gender equality and equal rights were not yet enforced or celebrated.

Use those observations in small groups or independent work to create poster boards one might have seen attending a rally to support women's rights to vote back in 1920s, using nouns and adjectives they have learned.

INSTRUCTIONS

1. **Prep:** Put up printed pictures of suffrage rallies and write up your found vocabulary words on the board. Use the included links or find some of your own online.
2. **Prompt:** Give an overview of unfamiliar words on the vocabulary list. Ask students to brainstorm adjectives that they would use to describe the time when women weren't allowed to vote. Ask how they might feel if they were not allowed to vote, but others were. Add these words to the board.
3. **As a Class:** Make observations about what they see in the suffrage photos. Next, have students come up with some slogan ideas for their own women's suffrage posters. If applicable, bring in the concept of alliteration or other wordplay to create catchy phrases.
4. **Independent/Small Group Work:** Distribute poster boards and markers to individuals or small groups. Ask them to imagine that they live during the women's suffrage movement and that they will be attending a rally in support of women's right to vote. They should decorate one side of the poster with a slogan, either from the class brainstorm or a new one. Encourage creativity by adding pictures or embellishments. On the other side of the poster, ask students to write a short paragraph explaining why they think it's important for men and women to have equal voting rights.

Women's Suffrage Websites:

teacher.scholastic.com/activities/suffrage/index.htm

history.com/topics/womens-history/the-fight-for-womens-suffrage



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 specific part of speech or category like “noun,” “adjective” or “part of the body.”

Below, you will find two different stories. Start 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.

STORY 1: A HERO'S TALE

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

STORY 2: THE ROAD TRIP

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



Multiplication Rock!

In the Dr. Phillips Center production of *Schoolhouse Rock Live!* there was an entire song about the number 8. This 8 times table will test students' knowledge of the loveable number 8.

8 TIMES TABLE - SPEED TEST

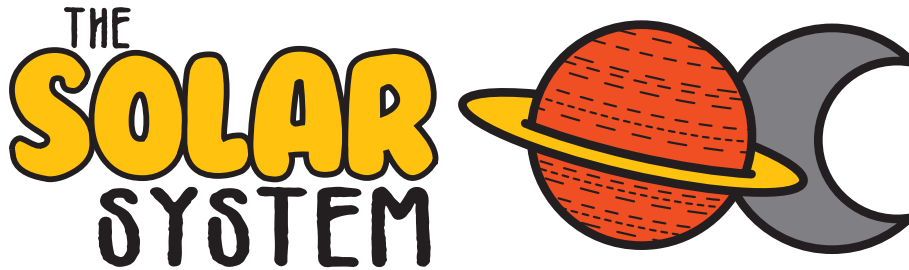
See how quickly you can complete these facts.

1)	8×2	=		21)	8×8	=	
2)	8×10	=		22)	4×8	=	
3)	8×5	=		23)	8×6	=	
4)	8×1	=		24)	1×8	=	
5)	8×3	=		25)	7×8	=	
6)	8×7	=		26)	8×5	=	
7)	8×4	=		27)	8×2	=	
8)	8×6	=		28)	4×8	=	
9)	8×9	=		29)	8×9	=	
10)	8×8	=		30)	3×8	=	
11)	8×0	=		31)	10×8	=	
12)	4×8	=		32)	8×4	=	
13)	6×8	=		33)	6×8	=	
14)	1×8	=		34)	5×8	=	
15)	10×8	=		35)	8×3	=	
16)	3×8	=		36)	8×8	=	
17)	5×8	=		37)	2×8	=	
18)	2×8	=		38)	8×7	=	
19)	7×8	=		39)	9×8	=	
20)	9×8	=		40)	8×10	=	



Science Rock!

In the Dr. Phillips Center production of *Schoolhouse Rock Live!* Interplanet Janet travels all over the solar system. Help her locate all of the places she visited in this fun word search.



J	U	G	F	D	C	V	B	S	A	T	E	L	L	I	T	E
G	D	S	A	T	E	C	L	I	P	S	E	W	S	C	A	V
Z	J	U	N	A	H	Y	U	J	I	K	O	L	A	M	K	J
N	H	N	G	V	G	C	D	X	D	S	A	Z	T	Q	E	R
T	Y	U	T	O	M	E	R	C	U	R	Y	Q	U	E	F	T
G	H	Y	I	U	I	A	N	B	V	F	G	O	R	I	K	S
H	E	S	B	Q	D	R	G	R	E	U	I	O	N	K	N	Y
B	F	L	R	P	I	T	H	T	R	D	E	S	F	O	N	S
F	R	H	O	C	S	H	A	S	E	S	R	A	M	I	P	T
M	N	B	R	U	F	U	J	G	D	N	E	P	T	U	N	E
L	Y	G	R	R	S	D	C	V	B	G	T	H	J	A	O	M
S	S	O	L	A	R	S	B	E	T	R	Z	B	N	Y	I	J
U	T	R	E	N	S	C	E	B	U	I	N	J	H	X	F	D
N	A	M	N	U	U	J	I	O	K	H	O	T	R	A	F	U
E	L	O	N	S	A	S	U	F	J	U	O	P	L	L	E	W
V	C	F	R	E	T	I	P	U	J	M	M	G	B	A	A	L
I	O	P	U	R	C	Q	X	A	V	C	G	H	U	G	M	N

MERCURY
JUPITER
SYSTEM
SATELLITE

VENUS
SATURN
NEPTUNE
ORBIT

EARTH
URANUS
SUN
ECLIPSE

MARS
SOLAR
MOON
GALAXY



Teacher Feedback

Name: _____ Date: _____ School: _____

Did you find strong connection between the show and educational learning standards? (circle one) Yes / No
If yes, in what ways?

Did you feel like your students had a positive educational experience? (circle one) Yes / No
If yes, why?

Were you satisfied with the performance? (circle one) Yes / No

What was your favorite part of the show and why?

Did your students enjoy seeing *Schoolhouse Rock Live!*? (circle one) Yes / No
If yes, what particularly?

Would you be interested in attending one of our Youth Theater Productions offerings again? (circle one) Yes / No
If yes, what show titles would you like to see offered?

Please mail your teacher feedback and student reviews to:

Dr. Phillips Center for the Performing Arts
c/o Ryan Simpson: Manager, Education
155 East Anderson Street
Orlando, Florida 32801



Student Review

Name: _____ Date: _____ School: _____

What was your favorite part of the show and why?

What was your favorite song from the show and why?

What character did you most relate to in the show and why?

What were some of the lessons you learned?

What did you learn that you did not know before watching *Schoolhouse Rock Live!*?

If you could be a part of the show, would you want to be a dancer, a singer, an actor? All three?
Or behind the scenes like the director or costume designer? Why?

Please mail your teacher feedback and student reviews to:

Dr. Phillips Center for the Performing Arts
c/o Ryan Simpson: Manager, Education
155 East Anderson Street
Orlando, Florida 32801

Youth Theater Productions & Programs at Dr. Phillips Center

STUDENTS CAN BE A PART OF A FULL-SCALE THEATER PRODUCTION.

Our AdventHealth School of the Arts produces youth theater productions in Alexis & Jim Pugh Theater that are full-length, Broadway-style musicals fully realized with sets, costumes and lights. These shows are performed by students from around Central Florida who are enrolled in classes at our school of the arts. Performances are held on select mornings for school groups to attend—and then the show will run a few public performances as well. The next youth theater production will be *Madagascar, A Musical Adventure, Jr.*



ABOUT THE SHOW:

Join Alex the Lion, Marty the Zebra, Melman the Giraffe, Gloria the Hippo and, of course, those hilarious, plotting penguins as they bound onto your stage in the musical adventure of a lifetime. Based on the smash DreamWorks animated motion picture, *Madagascar, A Musical Adventure, Jr.* follows all of your favorite friends as they escape from their home in New York's Central Park Zoo and find themselves on an unexpected journey to the madcap world of King Julien's Madagascar.

Audition Dates:

Students 10–18 can audition for the production on February 21, 2020. For more information, please go to drphillipscenter.org/education/youth-theater-productions/

Show Dates:

School Day: May 7, 2020 9:30 a.m., 11:45 a.m.

School Day: May 8, 2020, 9:30 a.m., 11:45 a.m.

Public Shows:

May 8, 2020, 7 p.m.

May 9, 2020, 2 p.m. & 7 p.m.

May 10, 2020, 3 p.m.

Location:

Alexis & Jim Pugh Theater at Dr. Phillips Center

School Cost:

\$15 per ticket (every 10th ticket is free for chaperone)

Visit Our Website:

drphillipscenter.org/education/outreach-and-engagement/school-series/
to complete your order form and check out more information on our School Series.

For questions, reach out to Ryan Simpson, manager, education:
ryan.simpson@drphillipscenter.org



Other Programs Offered at Dr. Phillips Center



DISNEY MUSICALS IN SCHOOLS

Disney Musicals in Schools is an outreach initiative of Dr. Phillips Center that develops sustainable musical theater programs in Orange, Osceola and Seminole county public elementary schools.

Using the unique world of musical theater, Disney Musicals in Schools helps to foster positive relationships between students, faculty, staff, parents and the community. Students and teachers work in teams, developing the wide spectrum of skills needed when producing a piece of musical theater, including critical thinking, problem solving, ensemble building, communication, self-confidence and interpersonal skills. With a professional development focus, participating schoolteachers partner with Dr. Phillips Center teaching artists to learn how to produce, direct, choreograph and music direct their first school show. The program culminates in a 30-minute Disney KIDS musical at each school.



SUMMER CAMPS

Looking for incredible summer camps? We've got you covered! Our award-winning summer camps include music, acting and musical theater, as well as full stage productions—and they give students the perfect place to explore performance in a safe, fun space. Each session includes a final showcase performance for family and friends. Enrollment for summer camps will begin in spring 2020.



CLASSES

Whether students are looking to develop their professional chops, evolve as artists or dabble in creative expression, they're sure to find something both super fun and super rewarding. Classes include musical theater, acting, dance, voice, instrumental, production and homeschool options, as well as wellness classes for seniors and caregivers. We're currently enrolling for the winter and spring session with classes starting the week of March 2, 2020.

For more info, visit: drphillipscenter.org/education



Resources & Florida Learning Standards

Schoolhouse Rock! Curriculum Activities

teachingheart.net/schoolhouserocks dvd.html

Education World: Connecting Educators to What Works

educationworld.com/a_curr/voice/voice070.shtml

Educational Videos For The Classroom (Teacher Tube)

teachertube.com

Additional Schoolhouse Rock! Songs For The Classroom:

youtube.com/playlist?list=PLGdmj0NVlwA5qrbp3SSFo0eg0LYkrMOBU

FLORIDA STATE BOARD EDUCATION GOALS

Attendance at this performance and the completion of activities included in this teaching resource guide supports these Florida Education Learning Standards:

Theater

TH.2.C.1.2, TH.2.C.1.3, TH.2.F.2.1, TH.2.H.1.2., TH.3.C.1.2, TH.3.S.1.1, TH.3.S.1.3, TH.3.S.3.3, TH.4.0.1.2, TH.4.C.3.3, TH.4.F.2.1, TH.4.S.1.1, TH.4.S.1.3, TH.4.S.2.3, TH.5.C.2.4, TH.5.5.1.1, TH.5.S.1.1, TH.5.S.1.3

Language Arts

LAFS.K12.L.1.1, LAFS.K12.L.3.4, LAFS.K12.L.3.6, LAFS.K12.R.1, LAFS.K12.R.3.7, LAFS.K12.W.1.1, LAFS.K12.W.1.2, LAFS.K12.SL.1.2., LAFS.K12.SL.1.3, LAFS.K12.SL.2.4

LAFS.2.L.1.1, LAFS.3.L.1.1, LAFS.3.L.1.2, LAFS.4.L.1.1, LAFS.4.L.1.2, LAFS.4.L.3.6, LAFS.4.W.2.4, LAFS.5.L.3.4

LAFS.4.RI.1.1, LAFS.4.RI.1.2, LAFS.4.RI.1.3, LAFS.3.RL.1.3, LAFS.4.RL.1.3, LAFS.4.RL.3.4, LAFS.4.RL.3.7, LAFS.5.RL.2.4

Mathematics

MAFS.3.OA.1.3, MAFS.3.OA.4.9, MAFS.3.NBT.1.3, MAFS.4.OA.1.2, MAFS.K12.MP.7.1

Science

SC.3.E.5.4, SC.3.N.1.4, SC.4.E.5.4, SC.5.E.5.2, SC.5.E.5.3, SC.5.L.14.1, SC.6.L.14.5, SC.6.P.13.2

Social Studies

SS.2.C.3.1, SS.2.C.2.5, SS.3.A.1.1, SS.3.A.1.3, SS.3.C.1.2, SS.3.G.4.4, SS.4.A.6.2, SS.4.A.8.2, SS.5.A.5.10, SS.5.A.6.2, SS.5.A.6.3, SS.5.A.6.6, SS.5.A.6.9, SS.5.C.1.2, SS.5.C.1.3, SS.5.C.2.3, SS.5.C.2.4, SS.5.C.3.3, SS.5.E.1.3



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