Dreamcatchers
Popejoy Hall Schooltime Series Teaching Guide

Always new worlds to explore.

Presented by Childsplay, Inc.
Monday, January 12, 2015 • Grades: 1 - 6

Dreamcatchers Teaching Guides align with the Common Core State Standards and New Mexico State Learning Standards.
Introduction

The Emmy Award-winning 1970s Saturday morning cartoon series that taught history, grammar, math, science and politics through clever, tuneful songs is not only making a small-screen comeback, it’s lighting up stages everywhere! From school multi-purpose rooms to university and regional theatres all around the country, *Schoolhouse Rock Live!* is instructing a whole new generation to “Unpack Your Adjectives” and “Do The Circulations.”

Tom, a high-strung school teacher nervous about his first day on the job, tries to relax by watching TV, when various characters representing facets of his personality emerge from the set. They show him how to win his students over with imagination and music, through beloved *Schoolhouse Rock* songs such as “Just A Bill,” “Lolly, Lolly, Lolly” and “Conjunction Junction.”

With its minimal band, set, costume, and flexible cast requirements, the show brings its infectious zest to a cross-generational audience. Children just discovering the TV series to “Generation X-ers” seeking a taste of nostalgia will delight in this entertainment that’s simply good, clean – and educational – fun.

Standards Addressed By Attending the Performance

**NMCCSS**

**English Language Arts:**
Speaking and Listening:
Comprehension and Collaboration (CCSS.ELA-Literacy.SL)

**New Mexico Content Standards:**

**Social Studies:**
History: Content Standard 1
Civics & Government Content Standard 3

**Science:**
Strand I (Scientific Thinking and Practice)- Standard 1

**Fine Arts/Theater:**
Content Standards 3 & 5
Vocabulary

Adjective: a word that describes a noun or a pronoun
Adverb: a word that describes a verb, an adjective, or another adverb
Americans: citizens of the United States of America
Bill: an idea for a law
Capitol: the building where the United States Congress meets
Conjunctions: a word that joins together sentences, clauses, phrases, or words
Government: the leadership of a community, state, or nation
Hopper: a box into which a proposed legislative bill is dropped and thereby officially introduced
House Chamber: the room where the House of Representatives meet
House Pages: high school juniors who work in the U.S. House of Representatives
Impeach: to accuse someone of misconduct. The Constitution grants the House of Representatives the sole power of impeachment
Interjections: short exclamations, sometimes inserted into a sentence
Laws: the rules followed by the people in a certain community, state, or nation
Noun: a word used to identify a person, place, or thing
Parts of Speech: includes adjectives, adverbs, conjunctions, interjections, nouns, prepositions, pronouns, and verbs
Prepositions: links a noun to another word
Pronouns: replaces a noun: I, you, he, she, some
U.S. House of Representatives: has 435 voting Members and five Delegates, each serving a two year term, and one Resident Commissioner who serves for four years. The number of Representatives from each state is based on the state's population. Each state has at least one Representative
U.S. Senate: has 100 members—2 Senators from each state, regardless of its size. Senators serve 6 year terms and there is no limit to the number of terms they can serve
Verb: a word used to describe an action, state, or occurrence

Pre-Show Questions

1. What do you know or remember about Schoolhouse Rock?
2. The original songs appeared in cartoon version. How do you think the songs will be performed on the stage?
3. Which part of grammar includes person, place or thing?
4. What is the difference between a verb and adverb?
5. When did women first have the right to vote in the USA?

Post-Show Questions

1. Which character was nervous and worried? About what? When have you felt nervous or worried about something? How did you deal with it?
2. Which character visited all of the planets?
3. The preamble contains four words that are not included in the song from the show. What are those four words?
4. What is the function of a conjunction?
5. Which song from the show was your favorite and why?
Interesting Facts

ABC broadcast the series on Saturday mornings from 1973 to 1985 producing 41 songs and earning four Emmy Awards. It returned to the ABC Saturday morning lineup in 1992.

The Sun is over 300,000 times larger than Earth.

Halley’s Comet was last seen in the inner Solar System in 1986; it will be visible again from Earth sometime in 2061.

Venus is the hottest planet in our solar system with a surface temperature of over 450 degrees Celsius.

The Moon appears to have more craters and scars than Earth because it has a lot less natural activity going on. The Earth is constantly reforming its surface through earthquakes, erosion, rain, wind and plants growing on the surface. The moon, however, has very little weather to alter its appearance.

Saturn isn’t the only ringed planet. Other gas giants such as Jupiter, Uranus and Neptune also have rings; they are just less obvious.

Footprints and tire tracks left behind by astronauts on the moon will stay there forever as there is no wind to blow them away.

In 2006, astronomers changed the definition of a planet. This means that Pluto is now referred to as a “dwarf planet.”

The only planet that rotates on its side like a barrel is Uranus. The only planet that spins in the opposite direction of the others is Venus.

The numerical digits we use today such as 1, 2 and 3 are based on the Hindu-Arabic numeral system, developed over 1000 years ago.

Different names for the number 0 include: zero, nought, naught, nil, zilch and zip.

The ten smallest prime numbers are: 2, 3, 5, 7, 11, 13, 17, 19, 23 and 29.

2 and 5 are the only prime numbers that end with a 2 or a 5.

The name of the popular search engine ‘Google’ came from a misspelling of the word ‘googol,’ which is a very large number (the number one followed by one hundred zeroes).

A ‘googolplex’ is the number 1 followed by a googol of zeroes: a number so ridiculously big that it can’t be written because there literally isn’t enough room in the entire universe to fit it in!

The word “alphabet” comes from the first two letters of the Greek alphabet: alpha and beta.

The dot over the letter “i” and the letter “j” is called a “superscript dot.”

A sentence that contains all 26 letters of the alphabet is called a “pangram.”

Sources:
http://www.sciencekids.co.nz/sciencefacts/space.html
http://www.kidsmathgamesonline.com/facts/numbers.html
http://www.englishclub.com/interesting-facts/
Poor Pluto

In the song “Interplanet Janet,” they sing about our 9 planets. Please don’t forget to explain to the class that we now only have 8 planets, due to Pluto’s demotion to a dwarf planet in August 2006.

According to the new definition, a full-fledged planet is an object that orbits the sun and is large enough to have become round due to the force of its own gravity. In addition, a planet has to dominate the neighborhood around its orbit. Pluto has been demoted because it does not dominate its neighborhood. Charon, its large “moon,” is only about half the size of Pluto, while all the true planets are far larger than their moons.

In addition, bodies that dominate their neighborhoods “sweep up” asteroids, comets, and other debris, clearing a path along their orbits. By contrast, Pluto’s orbit is somewhat untidy. The new definition also establishes a third class of objects that orbit the sun—“solar system bodies,” which would apply to many asteroids, comets, and moons. The new definition of “planet” retains the sense that a true planet is something special.

Pick a few of the songs to listen to as a class before coming to the show. This will; prepare them for the type of show they will be seeing, introduce them to a few of the concepts, create familiarity when they are in the audience, allow them to listen “deeper” for new information the next time they hear the song, and aids in information retention. After the show, revisit some of their favorites! Discuss. Sing. Enjoy.

Song List

- Verb: That’s What’s Happening
- A Noun is A Person, Place or Thing
- Three is A Magic Number
- Mother Necessity
- Sufferin’ Till Suffrage
- Lolly, Lolly, Lolly
- Unpack Your Adjectives
- Just A Bill
- The Preamble
- Ready Or Not, Here I Come
- Do The Circulation
- Rufus Xavier Sarsaparilla
- Figure Eight
- A Victim Of Gravity
- Zero, My Hero
- Conjunction Junction
- Great American Melting Pot
- Elbow Room
- Interplanet Janet
- Interjections
- The Tale Of Mr. Morton

For videos and lyrics of these songs go to http://www.sqooltools.com/edvideos/shr/master.html

How a Law is Made

- Most laws in the United States begin as bills. A bill begins with an idea. That idea can come from anyone—including you!
- The idea is sent to Congress, where a Member of the U.S. House of Representatives researches the idea and writes a bill.
- Once the bill is written, it is placed in the hopper, and introduced to the rest of the Members of the U.S. House of Representatives. The Members debate the bill, then vote on whether it should become a law or not using the electronic voting system.
- After the bill has passed in the House, it is sent to the U.S. Senate. The Members of the Senate debate and vote on the bill. If the bill passes, it is sent to the President of the United States for approval.
- Once the President signs the bill, it is a law. Now that the bill has become a law, it is a rule that all Americans must follow.

The History of Schoolhouse Rock

Schoolhouse Rock began in 1971 with a simple observation by David McCall, chairman of the New York ad agency McCaffrey & McCall. He noticed that his son could sing every Beatles and Rolling Stones lyric ever recorded but couldn’t remember multiplication tables. He knew that all great teachers reach kids with what they like. So he decided to link math with contemporary music and see if kids had better luck with those multiplication tables. To implement his idea, McCall turned to his agency’s creative staff, who passed the songwriting chores over to traditional Broadway jingle writers — clearly not rock stars — and who failed at the task.

Then the agency’s creative director, George Newall, suggested they hire Bob Dorough, a Texas jazz musician with a knack for infectious grooves. The composer was pumped about the idea, did some research in his daughter’s elementary math books, and came up with “Three Is A Magic Number.” The company decided to fund their own animated “music video” for the song. (There was no MTV yet.) M&M’s other creative director, Tom Yohe, story boarded the animated short, and M&M produced “Three Is A Magic Number” for $15,000.
Activity 1
Create Your Own Mad Libs

Objectives
Students will:
• Review the different parts of speech.
• Create original sentences that can be used to make Mad Libs™.
• Make new sentences by substituting the correct word types into the original sentences.

Materials
Pencil and paper • A very short story that can be displayed in the classroom • Schoolhouse Rock videos (optional): “A Noun is a Person, Place or Thing,” “Verbs,” “Unpack Your Adjectives,” and/or “Lolly Lolly Lolly Get Your Adverbs Here.”

Procedures
1. Review with students what the different parts of speech are, specifically nouns, verbs, adjectives, and adverbs. It may be fun to play the Schoolhouse Rock videos listed above as reminders.
2. Read students a short story, preferably one that can be displayed on the board. Have students identify the different parts of speech in the story. Highlight or underline these, and label them noun, verb, adjective, adverb, etc.
3. Ask students to generate a list of new nouns, verbs, adjectives, adverbs, etc. (use only the parts of speech that are appropriate for your students’ level) and list them on the board for reference.
4. Replace words in the story with new words that have been generated by the students and read the new story out loud.
5. Ask students to write a sentence. The sentence can be about anything they like, but must contain a noun, verb, adjective and adverb. (You can use fewer or more parts of speech depending on students’ abilities.) Ask students to circle the nouns, underline the verbs, etc.
6. Now ask students to rewrite their sentences, leaving a blank where the nouns, verbs, adjectives, etc. go. They should indicate under the sentence what part of speech should go in the blank.
7. Have students exchange papers with each other.
8. Students will fill in the blanks with their own nouns, verbs, adjectives, etc. to create a new sentence. Have students share their new sentences with the class.

Extensions/Modifications
• Have students write an entire short story in the Mad Libs™ format and make copies so that other students can fill them in. Keep an “Our Class Mad Libs™” binder in the room for fun free time activities.
• Visit Wacky Web Tales to play with more fill-in-the-blank stories.

Assessment
• Students can correctly identify nouns, verbs, adjectives and adverbs in a sentence.
• Students create original sentences that contain the specified parts of speech.
• Students are able to substitute words in a sentence, using the correct type of word.
Activity 2
How A Bill Becomes A Law

Objectives
Students will:
• Learn about how a bill becomes a law.
• Generate ideas for a new bill.
• Act out roles of different government agencies to determine whether their idea should become a law.

Materials
Classroom computers • Video: “I’m Just a Bill” • Webpage: “How Does A Bill Become A Law?” • Pencil and Paper

Procedure
1. On a classroom computer, bring up the website “How Does A Bill Become A Law?” Read or have a student read the content to the class.
2. Play the video “I’m Just A Bill” for the class.
3. Ask students to explain, in their own words, the process of how a bill becomes a law. Fill in any missing information to ensure the class understands the process.
4. Ask students to brainstorm ideas for a new bill that they think would benefit the country. Ideas can be silly (free ice cream on Fridays) or serious depending on the interests and ability of the students. Pick one of the ideas and tell students that they will be acting out the process of turning their idea into a law.
5. Assign roles to students. You will need at least four groups:
   a.) Citizens
   b.) Senators
   c.) Representatives
   d.) The President
Within the groups, you can make more detailed assignments. For example, it will be helpful to have some students who argue in support of the bill and some students who argue against it.
6. Have the citizens draft a short statement on the proposed bill listing the reasons they think it would help them.
7. The citizens will then read their statement to the members of the House of Representatives. Optional: make a “hopper” and place it in the front of the room. One of the citizens can place the written statement (bill) in the hopper. You can also designate a bill clerk to assign the bill a number and read the bill aloud.
8. The Members of the U.S. House of Representatives debate and discuss why or why the bill should not be a law. After they have discussed for a few minutes, hold a vote on whether the bill should become a law. The vote can be held verbally or on paper. If the bill passes, it is then sent to the U.S. Senate.
9. The Senators debate and discuss the bill in the same fashion as the Representatives. A vote is held and the U.S. Senate decides if the bill is ready to go to the President for consideration.
10. If the bill passes, it is sent to the President where he/she can either sign it into law or veto it. If the bill stalls at any point, lead the class in a discussion about why the bill failed.
11. Some questions to pose:
   a.) Why did this bill not become a law?
   b.) Could there be changes made to the law that would make it better?
12. Explain to the students that making changes to bills happens often and the discussion they had would have likely occurred while the bill was in committee.
13. If the students agree that changes could be made to make the law better, and time permits, start again by having the members of the U.S. house of representatives discuss and vote, the U.S. Senate discuss and vote, and the President sign or veto the bill.

Assessment
• Students demonstrate understanding of the process used to turn a bill into a law.
• Students recognize and can name the different groups involved in the process.
• Quality of participation.

Extensions/Modifications
• Modification for younger students: Have students brainstorm ideas for laws as listed above. Pick an idea and have the students talk to each other informally about things that would be good about the law and things that would be bad. Hold a class vote whether to support the idea. The teacher can act as President and either approve or veto the new “law.”
• This lesson can also be done as one large group working together to find information about the different countries. Make a classroom display with all of the information learned about the different countries.
**Bonus Explorations**

**Extension Activities**

**15 Minute Activity - Math Game**
Try counting by 2s, 3s, 4s, and 5s in groups of 4. Two people take turns counting by 2s to 100 (A says “2,” B says “4,” A says “6” and so on). If one person makes a mistake, another person from the group rotates in and takes over where their teammate left off. If no mistakes are made, the counting continues with a new round starting every time counting goes over 100. Try and keep the game moving quickly. If you don’t know the next number or hesitate too long, let someone else take over. If you succeed at counting by 5s, move on to 6s!

**30 Minute Activity - Playing with Nouns and Verbs**
Sit in a circle. Each person must choose a noun to take on vacation. Start the game by saying, “When I go on vacation I’m taking my ‘purse’ or ‘backpack’ (or another noun).” The next person says the sentence, that object and then adds a new noun of their own, and so on. You can also play with verbs. For example, when I go on vacation I’m going to ‘play,’ ‘play and swim,’ and so on. The goal is for each person to come up with a different word and to remember the whole list (obviously this gets more difficult the longer the list gets).

**45 Minute Activity - Women Who Have Made A Difference**
Divide into 4 groups and assign each group a woman who made a positive impact on women’s rights in the USA. Using the internet and/or books, go on a fact finding mission to learn as much about that person as you can in 20 minutes. Prepare a 5 minute presentation that you can share with the class. Make sure that each person in your group takes part in the sharing.


**Outreach Activities**

**iexplora!**
New Mexico’s premier hands-on, innovative discovery learning center welcomes families, children, and people of all ages. Exhibits, activities, and programs available. The best way to learn about science is to try it yourself!

**“The Roundhouse” -- The New Mexico State Capitol**
New Mexico became America’s 47th state on January 6, 1912, signed into statehood by President William Howard Taft. Today’s New Mexico State Capitol, known as the Roundhouse, is the only round capitol building in the country. The best way to learn American History is to live it! Go to their website to visit our New Mexican capitol building.

Write a Letter to the White House
Do you have something you’d like to ask the President or First Lady? Write a letter and send it to:

1600 Pennsylvania Avenue NW
Washington, DC 20500

Or send a message via the Internet by going to: [http://www.whitehouse.gov/contact/submit-questions-and-comments](http://www.whitehouse.gov/contact/submit-questions-and-comments)

**Cogitations**

After seeing the show, ask your students to answer these questions:
- Before seeing this show, I didn’t know that …
- This show made me think about …
- The part that most grabbed my attention was …
- While watching the show, the strongest feeling I had was …
- Overall, the show made me feel …
- The question I have about the show is …
- One change I would make in the show is …
- If I could talk to the creative team or actors, I would say …
- After seeing the show, my friends and I talked about …
- Something I want to share with my family about the experience is …
Resources

WEBSITES

http://www.eduplace.com/tales/
These Wacky Web Tales are geared for grades 3 and above. Check monthly for new tales!

http://kids.clerk.house.gov/young-learners/teaching-resources.html Looking to bring the U.S. House of Representatives into your classroom? Here are some resources, activities, and lesson plans.

http://www.englishclub.com/grammar/parts-of-speech_1.htm The functions and examples of the 8 parts of speech.

www.lyricsmania.com/schoolhouse_rock_lyrics.html Lyrics to SHR songs.


www.kidsastronomy.com/index.htm Astronomy information and activities for kids.

http://www.history.com/topics/womens-history/the-fight-for-womens-suffrage A brief history of the fight for women’s suffrage.

VIDEOS

Lolly Lolly Lolly Get Your Adverbs Here: https://www.youtube.com/watch?v=14fXm4FOMPM

I’m Just a Bill: https://www.youtube.com/watch?v=tyeJ55o3ElO

Conjunction Junction: https://www.youtube.com/watch?v=RPoBE-E8VOc

BOOKS

Women’s Suffrage


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

Science

The Eye of the Storm by Kate Messner.

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.

About the Company

Childsplay, Inc. is a nonprofit theatre company of professional, adult artists who perform for and teach young audiences and their families. The mission of Childsplay is “to create theatre so strikingly original in form, content or both, that it instills in young people an enduring awe, love and respect for the medium, thus preserving imagination and wonder, the hallmarks of childhood which are keys to the future.” For more information, visit www.childsplayaz.org.
Popejoy Hall, New Mexico’s premier nonprofit venue for the performing arts and entertainment.

About the Popejoy Hall Schooltime Series

We present national and international touring companies and performers that you will not see anywhere else in or around Albuquerque. These companies are selected with youth and family audiences in mind, from titles and materials that reflect the cultural diversity of our global community. These professional performing artists create educational experiences designed to encourage literacy, creativity, communication and imagination.

Etiquette

The performing arts - theater, music and dance - are all collaborative endeavors. They require the cooperation of many skilled people: playwrights, directors, performers, designers, technicians, lyricists, choreographers, musicians and the audience. Live performances can transport you to other times and places but to do so, they require you, the audience, to listen, observe, discover, and imagine.

The inside of a theatre is called a “house.” There are rules inside the house to make the experience smooth and enjoyable for everyone. A poster of Theatre Etiquette is available on our website. Please post it and discuss it with your students before attending this show.

House Policies

Please visit our website for detailed information about House Policies safety, special needs, food and drink, backpacks, cell phones, photography, recordings, and more.

Find us at: schooltimeseries.com
schooltime@popejoypresents.com

Join our community and sign-up for our monthly newsletter at: facebook.com/schooltimeseries — click on “Join My List” or send an e-mail with your name and e-mail address to schooltime@popejoypresents.com requesting to be added to the newsletter list.