

ORLANDO REPERTORY THEATRE
IN PARTNERSHIP WITH UCF



CUE TO CUE

A RESOURCE GUIDE FOR EDUCATORS
AND AUDIENCE MEMBERS

WELCOME TO CUE TO CUE, AN EDUCATIONAL RESOURCE GUIDE CREATED TO HELP TEACHERS, PARENTS/GUARDIANS, AND YOUNG AUDIENCE MEMBERS ENHANCE THE EXPERIENCE OF WATCHING *ROCK THE PRESIDENTS*

IN THIS GUIDE

About the Play	pg. 2
About The Creators	pg. 3
Post-Show Discussion Questions	pg. 4
Bell Work	pg. 5
Activities Across the Curriculum	pg. 6
Additional Resources	pg. 7
NGSSS and Florida State Standards	pg. 8



ORLANDOREP.COM | 407.896.7365

ORLANDO REPERTORY THEATRE
IN PARTNERSHIP WITH UCF



ABOUT THE PLAY

“Hail to the Chiefs”

An introduction to the presidents and the legacies they leave behind, this song celebrates select presidents. Highlighted presidents include: George Washington, who led the revolution, Abraham Lincoln, who freed the slaves, and even Herbert Hoover, who built a famous dam.

“The Sons of Washington”

This song celebrates our first president, George Washington. He is known for forging the path, winning the revolution, and being elected by popular vote. George Washington made it possible for the forty-three presidents who followed.

“John and Tom”

This song explores a friendship that turned sour between John Adams and Thomas Jefferson. After working together during the revolution, they started to disagree about how the nation should be governed. After reconciling through letters, they both passed away on July 4, 1826.

“Shake America!”

This song tells the complicated story of Andrew Jackson. He wiped out America’s debt, which no one believed could happen. Although he accomplished some great things for U.S., he also made terrible decisions, such as sending Native Americans away on the Trail of Tears.

“Who in the World is Millard Fillmore?”

This song points out the fact that there are presidents whom we forget or know very little about. Little-known presidents include: Millard Fillmore, James Buchanan, Franklin Pierce, Martin Van Buren, James Knox Polk, and Grover Cleveland.

“Calvin Coolidge”

A man of few words, Calvin Coolidge was frugal with government spending and his communication.

“Benjamin Harrison”

Benjamin Harrison is known for fighting in the Civil War and installing electricity in the White House.

“First Ladies”

Although women and the first ladies are often overlooked by history, this song celebrates some of their accomplishments as well.

“The Presi-tron”

Brush up on your trivia skills! This song tests audiences’ knowledge of the presidents.

“Here Come the Generals”

Many of our presidents have experience in the military. This song highlights a few famous generals who became president.

“The Buck Stops Here”

This song highlights the accomplishments of Harry Truman, a seemingly normal guy who was brave enough to do what he thought was right.

“They Got a Dog”

Many of our presidents had pets in the White House. This song shares some of the unique animals once owned by presidents.

“Not Made of Stone”

This song celebrates a famous tourist destination and landmark, Mount Rushmore and we learn a bit more about those presidents carved into the mountain.

“Ronald Reagan”

This song shares the story of Ronald Reagan, a president who was almost assassinated and was integral in tearing down the Berlin Wall.

“More Than Four Years”

This song celebrates presidents known for more than their time in the White House, like Jimmy Carter, Howard Taft, and John Quincy Adams.

“What Could Have Been?”

This song asks the question, what could have been different had Lincoln and Kennedy not been killed?*

“The Only Thing We Have to Fear”

This song highlights the important impact of Franklin D. Roosevelt, the man who was president during the Great Depression.

“Are You a President-to-Be?”

Presidents were once children; this song invites young people to dream about becoming president, too!

** NOTE: In light of recent events, we feel that we should share some lyrics that appear in our production of *Rock The Presidents*. These lyrics remain in the production, as this song is integral to the story being told. We hope this does not prohibit your attendance as the story of Lincoln’s legacy must be addressed in this show, but we also want to arm everyone with this knowledge, as we acknowledge the current state of our country. Kennedy’s assassination is also part of the song. The lyrics contain the words “pistol” and “bullets”.

BIG IDEAS IN *Rock The Presidents*:

- Fun Facts about Presidents
- Legacy
- Leadership
- National Pride
- You can be president, too!



THE CREATORS

PLAYWRIGHT/LYRICIST

Dwayne Hartford is a playwright, actor, and director living in Phoenix, Arizona. He is the new Artistic Director and Playwright-in-residence at Childsplay, the nationally recognized theatre for young audiences and families. His plays have been developed through the company's Whiteman New Plays Program. After their premieres at Childsplay, his plays have gone on to productions around the country and Canada. Eric and Elliot received the Distinguished Play Award from the American Alliance of Theatre & Education in 2005. *The Imaginators* was produced and aired by the Phoenix PBS affiliate. *A Tale of Two Cities* was developed through funding from the National Endowment for the Arts. The play also was chosen for further development at NYU's New Plays for Young Audiences Program at the Provincetown Playhouse in New York City. Dwayne is from the small town of Smithfield, located in the Belgrade Lakes region of central Maine. He received his BFA in Musical Theatre from the Boston Conservatory. He started writing plays in 2000. In 2012, *Rock The Presidents*, a musical revue with music by Sarah Roberts, and *The Color of Stars*, a story taking place in Maine during World War II, premiered.

COMPOSER

Sarah Roberts is a composer, singer-songwriter, sound designer, and actor, and is thrilled to be a part of *Rock The Presidents!* As a singer-songwriter, she performs with her band, Ladies Gun Club, and as a solo artist. Sarah just released her band's new record, *Take My Love Away* in July 2016. She has sound designed for Childsplay, Phoenix Theatre, Stray Cat Theatre Company, Partners That Heal, and Benchtop Creative. Sarah has composed music for and scored the films *Window Chalk* (Ronomet Films) and *Dwell Time* (Citizen Skull Productions), which premiered at Cannes Film Festival 2014. Sarah has worked as an actor in films with HBO, BBC, and Third Floor Productions, and in regional theatres including San Jose Rep, Theatreworks, Arizona Theatre Company, Phoenix Theatre, Alliance Theatre, and Southwest Shakespeare. She has toured to France, England, and Russia, and has participated in the New York Fringe Festival and the Tribeca Film Festival. She received her B.F.A. in Drama from Carnegie Mellon University and currently lives in Los Angeles. A special thanks to Dwayne for letting me put music to your beautiful words!

POST-SHOW DISCUSSION QUESTIONS

1. What did you notice when you first entered the theatre? Describe the stage.
2. What was the setting of the story? Did the set and scenery help to establish the show's location? What specific things did you notice about the set and stage lights: color, shape, and texture? Did you notice anything about the set or lights that you thought was unique?
3. *Rock The Presidents* is a compilation of songs about history, our presidents, and the legacy they leave behind. How did the costume designer create costumes appropriate for the different characters? What specific details did you notice about the costumes: color, shape, and texture? What did the costumes say about the characters?
4. How do you think the music helped to tell the story? Why?
5. Which character do you relate to the most? Why? What words describe that character?
6. What did the characters learn about themselves or the world in the play? Was there a moral or lesson?
7. What did you notice about the actors and their performances? How did they use their voices and bodies to bring characters to life?
8. What was the story about? Describe the beginning, middle, and end. What was the climax of the story? Why? If you had to summarize the play in one sentence, what would it be?

Standards: LAFS.3-4.RL.1.1, LAFS.3-4.RL.1.3, LAFS.5.RL.1.2, TH.2.O.2.1, TH.3.O.2.1, TH.4-5.S.1.3, TH.68.H.1.5, TH.3.C.1.2, TH.4.C.3.1, TH.5.H.3.3, TH.5.O.1.1, TH.6-8.O.1.3



LANGUAGE ARTS

BELL WORK

Directions: In *Rock The Presidents*, the last song asks you to imagine life as President. If you were President of the United States, what would you do? Write a paragraph describing a project you would implement as President. Describe the project's purpose and how it will positively impact people living in America. Create a slogan for your project and presidency. Design a bumper sticker with your slogan.

Standard: LAFS.3-8.W.1.3

WORD WALL

Directions: Draw a line from the word to its meaning. Use context clues from the play, the root word, and if needed, look up the definition using a dictionary resource.

solemnly	the system of fundamental principles according to which a nation is governed
preserve	freedom from external or foreign rule; independence
constitution	the national legislative body of a nation, especially of a republic
vote	a settlement of differences by mutual concessions
liberty	to keep safe from harm or injury; protect or spare
congress	the act of declaring; announcement
agitate	gravely or somberly; causing serious thoughts or a grave mood compromise
mandate	the land or territory that forms the furthest area of a country's settled regions
declaration	a formal expression of opinion or choice made by an individual or individuals
frontier	to disturb or excite emotionally; arouse; perturb
candidate	a command or authorization to act in a particular way

EXTENSION

Pick three words from the list and use them in an original sentence or paragraph. You can choose to write about the play or something else. You can also draw a picture, illustrating the definitions of the words you choose.

Standards: LAFS.5-8.L.3.3-8



ACTIVITIES ACROSS THE CURRICULUM

GOVERNMENT & SOCIAL STUDIES

DIRECTIONS

How do you become the president of the United States? Can anyone be president? There are specific qualifications in order to become the next commander-in-chief. Using primary and secondary sources, identify the qualifications necessary to become the president. Once in office, describe the duties and responsibilities of the executive branch of government. Would you be up for the task? Why or why not? Compare and contrast the executive duties to the legislative and judicial branches using a bubble chart.

Standards: SS.5.C.3.1, SS.7.C.3.8

SOCIAL STUDIES & LANGUAGE ARTS

DIRECTIONS

Do you know *all* the presidents? You can probably name Abraham Lincoln or John F. Kennedy, but what about Rutherford B. Hayes or Millard Fillmore? Identify a president you want to know more about. Using primary and secondary sources, research the president and create a profile describing their life and work. What are some interesting facts about them, what would surprise your classmates? What aspect of their presidency are they known for? Share the information you discover with your classmates. Can they identify which president you are talking about before you reveal them?

Standards: SS.5.A.1.1, SS.6.W.1.3

SOCIAL STUDIES & GIFTED

DIRECTIONS

Are you a leader? When working in groups, what role do you play? How well do you work with your fellow classmates? In small groups, play the following team building activity. Afterward, reflect on the ways in which you worked together as a group. Did everyone participate? Did everyone feel their voices were heard throughout the process? What could you have done better? Were there clear leaders and followers? What did you notice about your own participation?

TEAM BUILDING ACTIVITY

Break into small groups. Silently, work with your group to line up in height order. Next, line up according to your birthdays (January – December). Finally, line up alphabetically by middle name. How well did your group work together?

Standards: Standards: SS.5.C.3.1, SS.7.C.3.8



MOMENT

DIRECTIONS

The year was 1814. It was a rainy night in Baltimore Harbor. The British warships were showering Fort McHenry with shells and rockets. After 25 long hours, in the light of dawn, Francis Scott Key saw the American flag flying over the fort, announcing an American victory. This moment inspired the "Star-Spangled Banner," the national anthem. Songs from our history hold significant meaning. Select a song that honors America and its cultural heritage. Identify a lyric that is powerful to you. Write a short paragraph explaining why or draw a picture illustrating the lyric. As a class, honor the song's cultural history by displaying your images, sharing your writing, and singing the "Star-Spangled Banner."

Standards: MU.1.H.2.1, MU.2.H.2.1, MU.3.H.2.1



ADDITIONAL RESOURCES

INSPIRED BY THE SHOW

RECOMMENDED TITLES INSPIRED BY AMERICAN HISTORY, AMERICAN PRESIDENTS, AND PRESIDENTIAL ELECTIONS

ELEMENTARY SCHOOL

- Smart About Presidents (Smart About History)* by Jon Buller
- This Little President: A Presidential Primer* by Joan Holub
- Kid President's Guide to Being Awesome* by Robby Novak and Brad Montague
- President's Day* by Anne Rockwell
- So You Want To Be President?* by Judith St. George and David Small
- If I Ran for President* by Catherine Stier
- If I Were President* by Catherine Stier
- Duck for President* by Doreen Cronin
- Kid Presidents: True Tales of Childhood from America's Presidents* by David Stabler and Doogie Horner
- Madeline at the White House* by John Bemelmans Marciano
- Abe Lincoln at Last! (Magic Tree House Series #47)* by Mary Pope Osborne
- Magic Tree House Fact Tracker: Abraham Lincoln* by Mary Pope Osborne
- The American Story: 100 True Tales from American History* by Jennifer Armstrong and Roger Roth
- Presidential Elections and Other Cool Facts* by Syl Sobel
- The Electoral College* by Michael Burgan
- Vote!* by Eileen Christelow
- The White House: An Illustrated History* by Catherine O'Neill Grace
- America: A Patriotic Primer* by Lynne Cheney
- Grace for President* by Kelly S. DiPucchio

MIDDLE SCHOOL/HIGH SCHOOL

- Don't Know Much About American History* by Kenneth C. Davis
- Creating the Constitution: 1787* by Christopher Collier
- The Presidency of the United States American Civics* by David Heath
- The New Big Book of U.S. Presidents: Fascinating Facts About Each and Every President, Including an American History Timeline* by Todd Davis and Marc Frey
- The George Washington You Never Knew* by James Lincoln Collier, illustrated by Greg Copeland



STANDARDS

NEXT GENERATION SUNSHINE STATE STANDARDS AND FLORIDA STATE STANDARDS
SATISFIED BY USING THIS GUIDE AND ATTENDING THE REP'S PRODUCTION OF *ROCK THE PRESIDENTS*

Language Arts Florida State Standards | Strand: Reading Standards for Literature | Cluster 1: Key Ideas and Details

(Text refers to the play, the script, or the content in this guide.)

- LAFS.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- LAFS.4-5.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- LAFS.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- LAFS.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)

Language Arts Florida State Standards | Strand: Writing Standards | Cluster 1: Text Types and Purposes

- LAFS.3.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- LAFS.4.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- LAFS.5.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- LAFS.6.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- LAFS.7.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- LAFS.8.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- LAFS.4-5.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- LAFS.6.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.

Language Arts Florida State Standards | Strand: Language Standards | Cluster 3: Vocabulary Acquisition and Use

- LAFS.5-8.L.3.3-8 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Next Generation Sunshine State Standards - Social Studies

- SS.5.A.1.1 Use primary and secondary sources to understand history.
- SS.6.W.1.3 Interpret primary and secondary sources.
- SS.5.C.3.1 Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.
- SS.7.C.3.8 Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
- SS.912.S.4.3 Examine the ways that groups function, such as roles, interactions and leadership.

Next Generation Sunshine State Standards – Gifted

- G.K12.5.1.2b Personal Qualities - Understand: Recognize leadership patterns and behaviors that positively affect change in a group.
- G.K12.5.1.2d Personal Qualities - Accomplish: Analyze positive and negative aspects of leadership that drive the beliefs and values of a diverse group.

Next Generation Sunshine State Standards – Music

- MU.1.H.2.1 Identify and perform folk music used to remember and honor America and its cultural heritage.
- MU.2.H.2.1 Discuss how music is used for celebrations in American and other cultures.
- MU.3.H.2.1 Discuss how music in America was influenced by people and events in its history.

Next Generation Sunshine State Standards – Theatre Arts

- TH.2.O.2.1 Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
- TH.3.O.2.1 Describe what happened in a play, using age-appropriate theatre terminology.
- TH.4.S.1.3 Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.
- TH.5.S.1.3 Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.
- TH.68.H.1.5 Describe one's own personal responses to a theatrical work and show respect for the responses of others.
- TH.3.C.1.2 Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.
- TH.4.C.3.1 Identify the characteristics of an effective acting performance.
- TH.5.H.3.3 Demonstrate how the use of movement and sound enhance the telling of a story.
- TH.5.O.1.1 Explain an actor's choices in the creation of a character for a scene or play.
- TH.6-8.O.1.3 Explain the impact of choices made by directors, designers, and actors on audience understanding.