

STEM *the MUSical*

New York

Teacher's Guide

These pages are here to provide additional resources for teachers regarding topics included in *STEM: the Musical*. Information and links to external sources are listed in the order in which they appear in the show. Throughout the guide, we'll list the Common Core Anchor and Math Standards that are addressed in the show by giving the standard number and how it appears in *STEM: the Musical*. We also provide a list of the standards at the end of this guide. We realize that some of the anchor standards mentioned refer to literacy competencies, but the intent behind them and the topics they cover overlap to such a degree that we felt their inclusion was relevant.

We have gone to great lengths to ensure that our content is age-appropriate for our audience. In order to achieve this desired level of specificity, we have in some cases written multiple versions of songs, to be performed depending on the age/grade levels of our audience at a given performance. For example, math is a particularly age-dependent subject, so we have two versions of the song "Math is Everywhere." The first version, appropriate for grades k-4, includes concepts such as greater than/less than, simple addition, subtraction, and multiplication. The other version, for grades 4-8 begins where the other version left off, and introduces concepts such as the Golden Ratio. Our goal is to be inclusive of everyone in the room: the younger students should never be left behind, and the older students should never be bored.

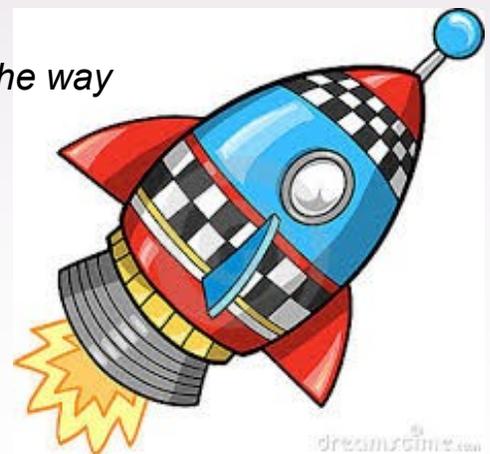
This is not meant to be an exhaustive list of topics covered in the show, and there are likely more standards touched upon than the ones we mention, but this will give an idea of what to expect. If you are looking for information that isn't listed here, feel free to email us at producers@stemthemusical.com. Enjoy!

"How Do We Explore?"

In the opening song, we give an introduction to the simplest form of scientific inquiry: asking questions! Students are encouraged to be inquisitive, and to ask and answer questions about the natural world using explorations, observations, or structured investigations.

Exploration and asking questions are two of the main themes throughout the show, beginning with the opening chorus:

*"How do we explore? We start by asking questions
They open up the door, to possibility
The world is full of knowledge, it's our time to lead the way
Discovering the new horizon, starting here today!"*



STEM the MUSICAL

New York Teacher's Guide

The Scientific Method, or “The Steps”

The Scientific Method allows us to form and test hypotheses about the world around us. These basic steps are like the “A, B, Cs” of being a scientist!

CCSS.ELA-LITERACY.CCRA.W.7; Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.RST.6-8.3; Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

CCSS.ELA-LITERACY.RST.6-8.8; Distinguish among facts, reasoned judgment based on research findings, and speculation

In “The Steps” we take the audience through an experiment to find out who is the fastest runner in the class:

1. **Make an Observation** - My friend Aiden runs really fast!
2. **Form a Question** - I wonder if he can run faster than the new girl?
3. **Form a Hypothesis** - No way she can run faster than he runs, he's the fastest in the class!
4. **Conduct an Experiment** - Aiden and the new girl are going to race all the way from one end of the soccer field to the other. We'll wait at the finish line to see who crosses first.
5. **Analyze the Data** - According to everyone who was watching, the new girl beat Aiden to the end of the soccer field by a long shot!
6. **Draw a Conclusion** - My hypothesis was invalid: it turns out Aiden isn't the fastest runner in the class after all!



“The Scientific Method makes learning a snap!”

“We'll get [our homework] finished up faster than a Hamilton rap!”

STEM the MUSICAL

New York Teacher's Guide

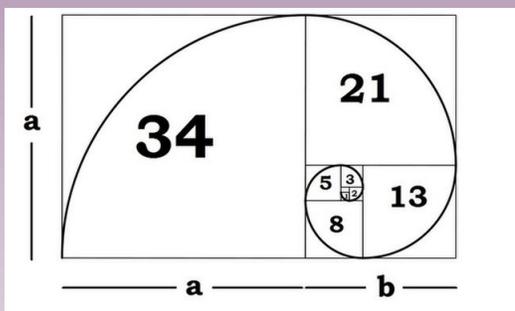
“Math is Everywhere”

Who hasn't heard the complaint “but how is this useful outside of math class??” In the song Math is Everywhere, one character uses real-world examples to show the others that math isn't just useful in our everyday lives, it's essential to many of the pursuits we hold dear to our hearts (Music! Sports! Food!).

Sometimes in the song “Math is Everywhere” we talk about the Golden Ratio. Here are some more resources to further explain what it is, and where you can see it in your everyday life:

<http://craftwhack.com/golden-ratio-for-kids/>

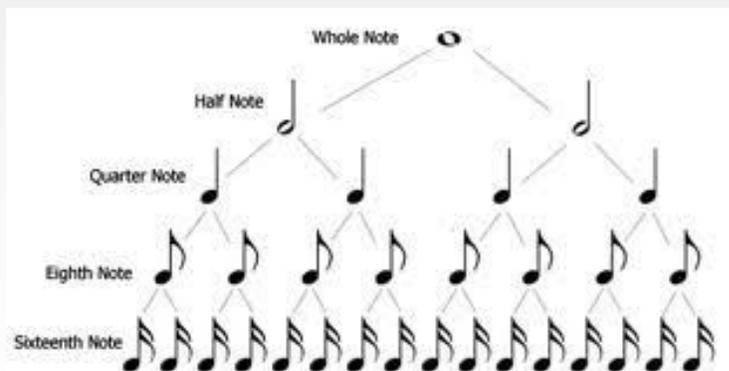
<http://io9.gizmodo.com/5985588/15-uncanny-examples-of-the-golden-ratio-in-nature>



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We also cover how music is literally made of math! Some examples of math in music are time signatures, note durations, rhythms, and of course, the vibrational frequencies of the notes themselves.



STEM the MUSICAL

New York Teacher's Guide

“Math is Everywhere” Continued

Later in “Math is Everywhere,” we cover how time as we interact with it (hours, minutes, seconds, etc.) are equal-sized divisions of the time it takes the earth to spin on its axis. We compare this to dividing a number like 100 into smaller equal units like 20, 10, 5, and 1.

CCSS.MATH.CONTENT.K.CC.A.1; Count to 100 by ones and by tens.

CCSS.MATH.CONTENT.2.NBT.A.2; Count within 1000; skip-count by 5s, 10s, and 100s.

*“Time is not a random, made-up notion
It’s based on interplanetary motion
You subdivide the time it takes the earth to spin around
Do the math and time is what you’ve found!”*



To first introduce the topic of math in our everyday lives, one character asks another if their soccer team won the game last night—and it turns out they did! “How do you know you won?” she asks. “Well, the score was three to two, and three is greater than two!” In this simple example, we see how elemental math is in our lives, starting with the games we play on the playground, all the way up to professional sports statistics and Olympic records!

CCSS.MATH.CONTENT.K.CC.C.6; Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

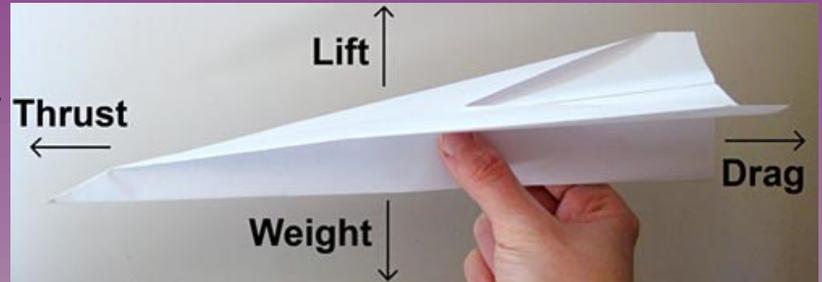


STEM the MUSICAL

New York Teacher's Guide

Paper Airplane Samba

We cover the basic physics of flight, including the forces that act on an object in flight (thrust, drag, lift, & weight), including how some of these forces work against each other, and how that can be overcome.



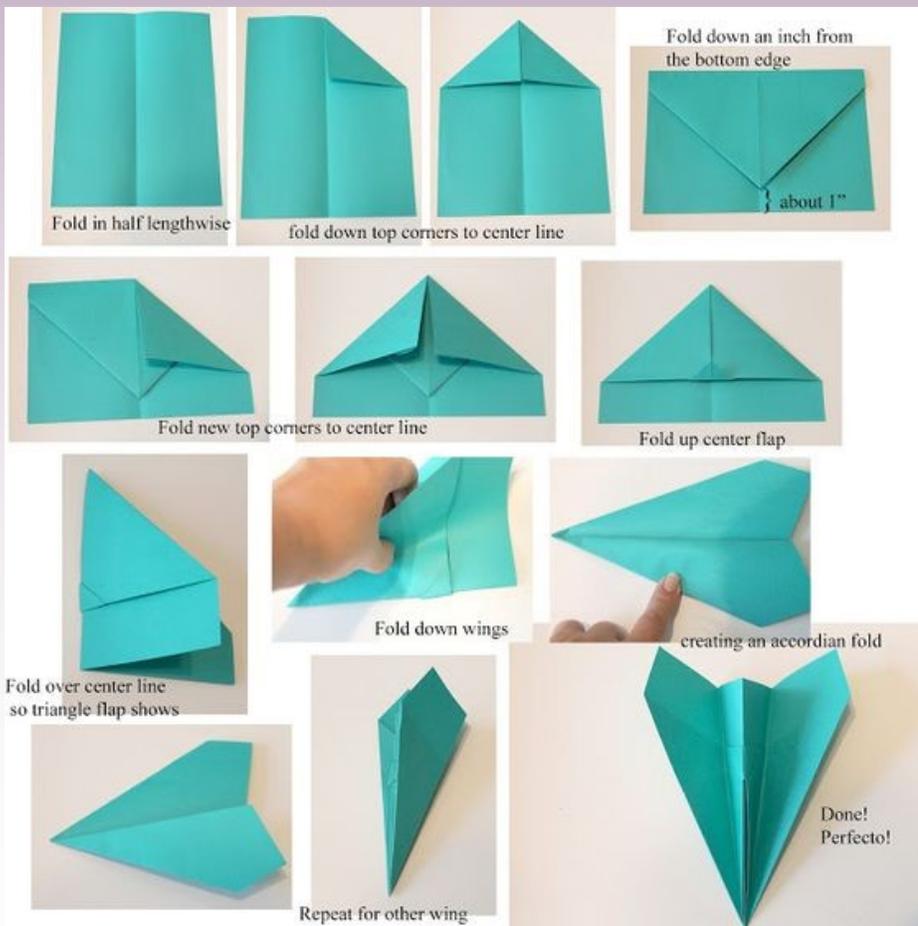
CCSS.MATH.CONTENT.K.G.A.2; Correctly name shapes regardless of their orientations or overall size. (We describe the shapes that are made as we fold the paper into an airplane—as seen below!)

Thrust: This is the force that propels a flying machine. Usually, an engine provides thrust. In the case of a paper airplane, your hand/arm does it.

Drag: Also called air resistance, this force acts in the opposite direction of the thrust. It is caused by friction, and differences in air pressure.

Lift: This force acts at a right angle to the motion of the flying machine. For example, if the plane is moving forward, parallel to the ground, the lift would be pushing straight up, away from the ground. It is created by differences in air pressure caused by the shape of the wing.

Weight: This is the force of gravity - it pulls things down towards the center of the earth.



Want to make a paper airplane in class just like the one we make in the show? Follow these instructions!

STEM *the MUSiCal*

New York Teacher's Guide

“Go Explore!”

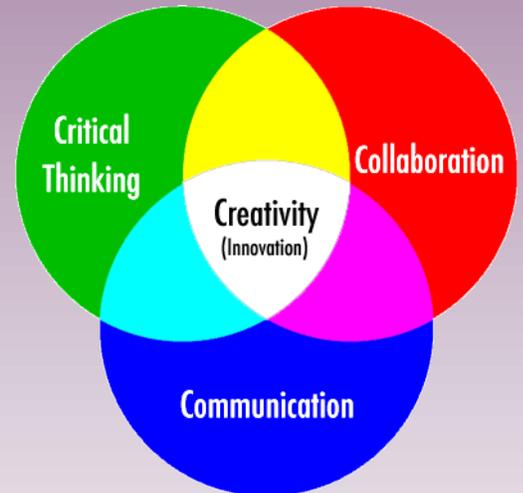
In our finale, we bring the message of exploration full circle, including a powerful call to action for the scientists, inventors, and creators of tomorrow. We give examples of famous scientists who failed many times before succeeding, and frame failure not as the end of an endeavor, but the beginning!

Throughout the show, the skills of collaboration, listening, and understanding are highlighted as necessary to productivity. In the end, the characters learn that each of them contributes something essential to the whole.

CCSS.ELA-LITERACY.CCRA.R.8; Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.CCRA.SL.1; Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

*“It is now your time to be strong and to lead
Be the change and make the discovery
You will do things no one has ever imagined
There’s nothing that you can’t achieve –
Go explore!”*



Common Core Math Standards Addressed (chronologically in the show):

CCSS.MATH.CONTENT.K.CC.A.1; CCSS.MATH.CONTENT.K.CC.C.6;
CCSS.MATH.CONTENT.2.NBT.A.2; CCSS.MATH.CONTENT.3.OA.B.6;
CCSS.MATH.CONTENT.K.G.A.2

Common Core Anchor Standards Addressed (chronologically in the show):

CCSS.ELA-LITERACY.CCRA.R.8; CCSS.ELA-LITERACY.CCRA.SL.1; CCSS.ELA-LITERACY.CCRA.W.7; CCSS.ELA-LITERACY.RST.6-8.3; CCSS.ELA-LITERACY.RST.6-8.8

Why Not STEM the Musical?

and

#iamthenext

“Why is it ‘STEM: the Musical’ and not ‘STEAM: the Musical’?”

This is a question we’ve gotten several times, so we wanted to make it clear: the arts are absolutely vital to what we do and why we do it! In fact, a desire to bring professional-quality musical theatre into schools - and perhaps in front of students who had never seen it before - was a driving force behind this show’s creation.

We went back and forth about what to name our show, and we decided that while the “A” is the vehicle by which our story and content are delivered, the content itself is more strictly STEM-related. The “STEM” is the *what*, and the Arts are the *how*.

#iamthenext Social Media Contest

In our closing song, we encourage audiences to rise up and take their place among the stars - both literally and figuratively. Each actor introduces themselves and tells us their dream. For example: “I’m Tyra, I play Stella, and I am the next recording engineer!” After that, we turn to the audience and ask “What’s *your* next?” What is it that you’re going to shine and excel at? This can be in any field of interest to the student - we just think it’s important to pass the baton and let them know they are the next group of leaders in ALL fields.

To that end, we’ve created an activity and contest for students once they’ve seen STEM: the Musical. Using the PDF on the next page, we want students to tell us about their dream - what is their next? What are they going to become someday? Please instruct students to color the page however they’d like, and either write or draw a picture of themselves doing their dream job. It can be *anything* they imagine.

Then, take a picture of them holding their art (or lay it on a table if they’d rather not be in the picture) and either email the pic to producers@stemthemusical.com or Tweet it to [@stemthemusical](https://twitter.com/stemthemusical) using the hashtags [#iamthenext](https://twitter.com/iamthenext) and [#stemthemusical](https://twitter.com/stemthemusical) for a chance to be featured on our Twitter and Instagram feeds!

#iamthenext

name: _____

age: _____

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