

Study Guide

Billy Jonas Trio



Did you know? This performance is a public service of the Sampson CenterStage Performing Arts Series and the County of Sampson and is funded and underwritten through the financial contributions of many businesses, corporations, civic organizations, and individuals from across Sampson County and is provided **FREE** to students from across Sampson County.

On the day of the performance a complete list of Class Acts Sponsors will be distributed to each teacher.

How you can help! Please take a moment to have YOUR students write a note of appreciation to our sponsors! Our sponsors love receiving notes from students.

Many thanks to each Class Acts-Sampson CenterStage for Students Sponsor!

This study guide was prepared and provided as a courtesy of the *Class Acts-Sampson CenterStage for Students* series and is designed to aid in preparing students for an exciting performance...We encourage you to make use of this valuable resource designed to not only enhance each student's theatergoing experience; but to also complement their total educational experience.

GOING TO THE THEATRE (101)



Watching a live performance is very different than watching television or going to the movies. When you see a live performance you play a part too! Your role is an audience member. As an audience member you should obey the following instructions:

When you arrive, follow an usher to your seat. Your group may be assigned to specific areas or seats in the theatre. Please stay in the seat that you are given until the show is over.

Most theaters do not allow cameras, cellular telephones or recording devices. Please leave these at home or in your classroom.

Food, drink, candy and chewing gum are not allowed in the theatre.

Book bags and/or oversized handbags are not allowed in the theatre.

When the theater lights dim, it means the show is about to begin...Please be quiet.

Listen and watch carefully. Talking and making noise disturbs the performers on stage and your fellow audience members. Please hold your comments until after the performance. Of course when something is funny you may laugh. You may even cry when something is sad.

Show your appreciation by clapping when the performance is over and when the performers take a bow.

Stay seated after the show and an usher or your teacher will lead you out of the theater.

SPECIAL NOTE

This show will have a question and answer period following the performance. Please stay seated after the curtain call. If you have a question, raise your hand. Speak loudly and clearly when you are called upon.

Theatre Collaborators



When we see a show, we often think of only the performers on stage. However, many people come together to make a performance happen. Read the list of theatre collaborators and answer the discussion questions with a partner.

Performer - a person who entertains an audience; includes actors, singers, musicians.

Producer - someone who finds financing for and supervises the making and presentation of a show.

Musical Arranger - a musician who adapts a composition for particular voices or instruments or for another style of performance

Director - someone who supervises the actors and directs the action in the production of a show; the “visionary” for the show. The director also collaborates with designers to create the entire picture you see on stage.

Costume Designer - the person who creates costumes for actors to help define and express the character; works with the director and creates renderings of what costumes should look like.

Lighting Designer - imagines and creates the lights of a performance to enhance the mood and the setting.

Sound Designer - imagines and creates the music and other sound effects which help tell the story of a play

Set Designer - makes a map of each set and its changes

Props - items held or used by the actors on stage that help tell the story

Gels - pieces of plastic that are used in stage lights to change their color

THINK ABOUT IT!



Why is changing the color of lights or the use of props important for the mood in a scene?

If you were a character in a play, what color gel would you choose for your spotlight? Why?

DISCUSSION QUESTIONS...



1. If you were to work in the theater business, which theater collaborator would you rather be?
2. Which job seems most challenging? Why?

Billy Jonas Study Guide

This study guide was developed in conjunction with the Savannah Music Festival

“Who’s Gonna Make Our Music?!”

~A pre-program guide for teachers, educators and principals~

Contains recommended classroom activities & resources for students and educators to focus on prior to Billy Jonas coming to YOUR school!

We are thrilled that you have chosen Billy Jonas to perform at your school. Music can compliment school curriculum and demonstrate dynamic relationship between the performing arts and history, literature, world cultures, environmental education and STEAM.

In this document, you will find the links to activities for each particular elementary school grade. We hope this experience will improve your student’s creativity, teamwork and self-expression!

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About the Artist

"Some ask: "What is the sound of one hand clapping?" Billy Jonas asks: "What is the sound of 600 sets of keys jingling on the downbeat? And how shall we inspire the audience to do it?"



For 25 years, Billy Jonas, an Asheville, NC-based – musician, performer, singer-songwriter, composer, multi-instrumentalist, and educator -- has perfected the art of the neo-tribal hootenanny* with audiences around the globe. Billy believes that creating a bright future starts with kids. Using homemade and recyclable "re-percussion" instruments he performs songs that

celebrate community, as well as personal and planetary ecology. Each concert is a soul-spelunking, enthusiastic, joy-filled journey that you will remember long after. Jonas has received numerous honors and awards, including an American Federation of Independent Musicians 1st place/Gold, multiple Parents Choice Golds, and a New York Times "Best" listing.

Concert Overview

"Who's Gonna Make our Music?!" Participation is the name of the game. Concerts include sing-alongs, bang-alongs, and an improvised song with audience suggestions and participation. Instruments include voice, guitar, and recycled "re-percussion." This show proves to each and every participant that they are indeed a musician. Themes include ecological awareness, community connection, personal responsibility, and various curriculum-related songs. **The goal:** to plant musical seeds, that will help grow creative, open-minded, engaged and open-hearted citizens of the world.

Concert Etiquette

A live music performance can be very exciting. All of the people involved in the production, both cast and crew work very hard to be sure they give a great performance. It is the responsibility of the audience members to help the performers give their best performance possible. The audience can do this by practicing the rules of concert etiquette.

- Follow the directions of your teachers and the M.C. prior to the performance.
- Visit the restroom before the performance begins.
- If you have a cell phone please turn it off. If it must be on, put it on vibrate.
- Pay attention to announcements that are made prior to, and after, the show.
- Don't speak during the performance...whispering is still speaking, so only in an emergency or if the performer asks you to participate.
- Remain in your seat for the entire performance. If you must get up, do so quietly and in a respectful manner.
- No eating or drinking during the performance.
- Don't put or throw anything on the stage.
- Do laugh when the performance is funny.
- Do applaud when it is appropriate during the performance.
- Do applaud when the performance is over...this tells the performers and crew that you appreciate their work.
- Stand and applaud if you really thought the show was great.
- Stay seated until your school is called after the performance.

General Prep Activities EVERYONE can do!

TEACHERS AND STAFF: Below is a list of ideas to prepare students for Billy's arrival, and to aid in making this a memorable, integrative, learning event:

1. Bulletin Board -- create a "Welcome Billy Jonas" bulletin board with posters, pictures and questions about Billy Jonas.
2. Interview -- for the school or class newspaper: have students prepare some questions via email, or for a phone chat.
3. Recyclable Objects Art Projects - let imaginations run wild with:
 - a. Bird Feeders made out of plastic soda bottles
 - b. Musical Instruments from metal/plastic/cardboard objects
 - c. Planters made out of old shoes
 - d. For more ideas see the book "Recycled Crafts for Kids" by Heather Smith and Joe Rhatigan
4. Letters and Pictures (after the concert) -- Billy loves to receive drawings, paintings, and correspondence from classes, reflecting their experience of the songs, the instruments, and the show. You can see some great examples at www.billyjonas.com in the gallery. You can send things electronically (office@billyjonas.com), or by regular mail to P.O. Box 8391 Asheville NC 28814.

Mp3s for classrooms

Please feel free to listen to these with your students! Also, check out Billy Jonas' website at www.billyjonas.com. You'll find music you can listen to and much more!

[Hollow Bamboo mp3](#)

[Build It Back Again mp3](#)

[Who's Gonna Make Our Music mp3](#)

[Eyes Wide Open mp3](#)

[Some Houses mp3](#)

[Old St. Helen mp3](#)

[What Kind of Cat Are You?! mp3](#)

[What Kind of Bear are You?! mp3](#)

Vocabulary

Byproduct- something produced in an industrial or biological process.

Chemical- a substance obtained from a chemical process or used to get a chemical result.

Compost – Decayed organic material used as a plant fertilizer

Industrial- used in or developed for use in industry

Landfill- a system of trash and garbage disposal in which the waste is buried between layers of earth

Manufacture- to make from raw materials by hand or by machinery

Mechanical- made or operated by a machine or machinery

Organic – relating to or derived from organic matter

Raw material- something from which a useful or desirable product can be manufactured or produced.

Reduce- to make smaller in size, amount, or number

Reuse- to use again especially in a different way

Recycle- to process in order to regain materials for human use again

Sustainable- able to be maintained at a certain rate or level

Technology- the use of science in solving problems.

Waste- material left over, rejected, or thrown away

Internet Resources

Billy Jonas – <https://billyjonas.com/>

Environmental Protection Agency - <https://www.epa.gov/>

Earth 911 - <http://www.earth911.com/>

Recycle Guys - <http://www.recycleguys.org/>

Terracycle - <https://www.terracycle.com/en-US/>

Teacher Vision – <https://www.teachervision.com/green-activities>

Edutopia - <https://www.edutopia.org/topic/environmental-education>

Grade-Oriented Activities

1st & 2nd Grade

Activity #1: Who is Coming?

1. After the teacher has become familiar with the program, the teacher will lead a classroom Q&A session by asking the students the following questions:

a. What does Billy Jonas do?

Billy Jonas is a teacher; a musician; he sings; he plays many different instruments.

b. What kind of instruments will he be playing?

Instruments like his voice; a guitar and instruments made of recycled stuff, bottles; cans; buckets; frying pans; anything!

c. What does he sing about?

He sings songs; stories; poems; things he made up and things you'll make up!

d. What is he going to do at our school?

He will play a concert; lead workshops in instrument making from recyclable stuff that you bring to school, songwriting, and music making.

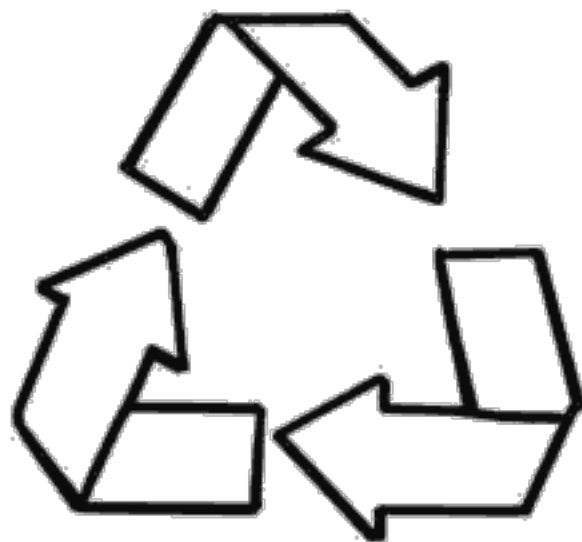
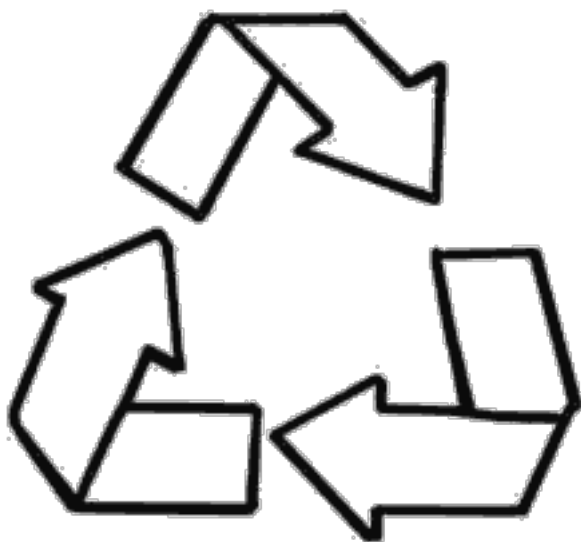
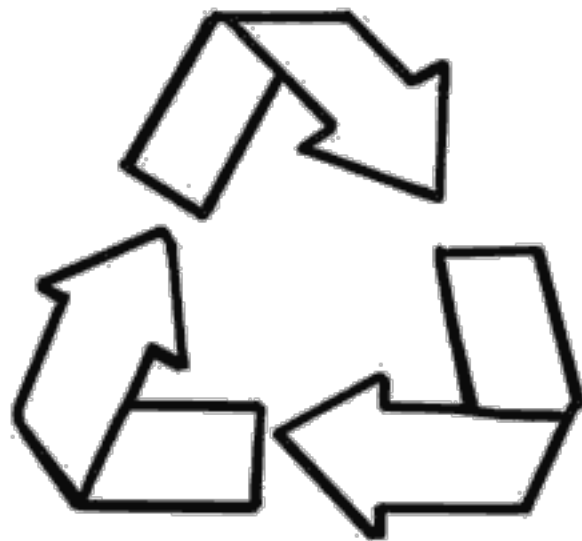
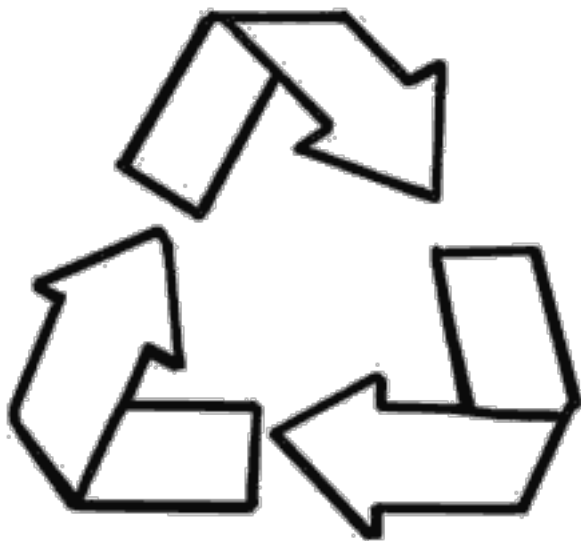
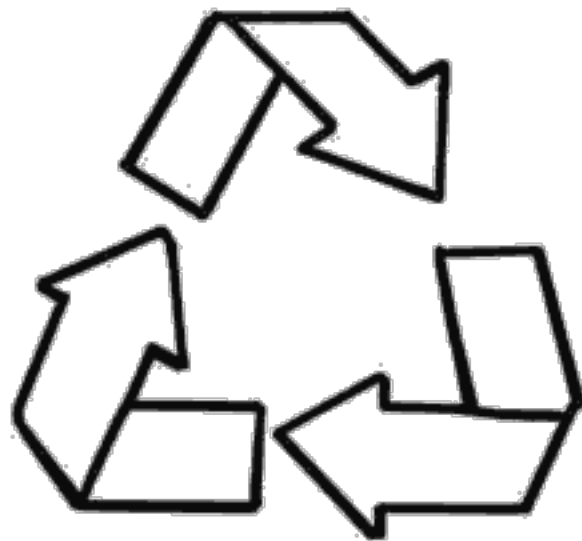
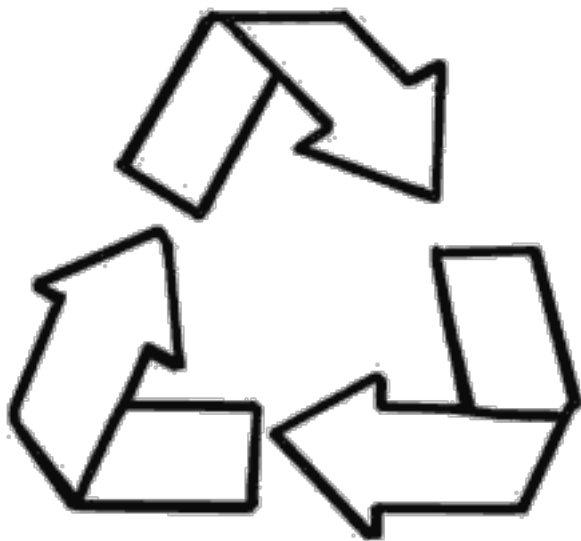
e. How are we going to do all that?

We will start small and keep on going one step at a time

Activity #2 Recycling Mobile

1. Have the students color and cut out each of the Recycle symbols provided in the handout (one sheet per child).
2. Ask the students to come up with different ways they can save the environment and protect the world. (Recycle, plant a tree, turn off water, etc.).
3. Have the students draw or write their ideas on the other side of the Recycle symbol boxes.
4. Have the students gather their cutouts and hole punch each one. Use the string, yarn, or ribbon to put one end through the hole and tie the other end to the hanger.

Assessment: Display mobiles in the classroom. Let several students tell the class about his or her mobile and how they plan on protecting the environment.



3rd and 4th Grade:

Activity #1 What is Stuff Made of?

Objective: Students will determine what their favorite things are made of and where they come from.

Materials: Pens or pencils; a picture of the student's favorite item, and paper.

Procedure:

1. Instruct students to bring a picture of their favorite thing (Ex. their house, a toy, a favorite marker, etc.).
2. Pair students up that have similar items.
3. Provide students with writing utensils and paper and have them and their partner figure out what their objects are made of.
4. Allow students to investigate and research in order to determine what their objects are made of and where those materials came from.
5. Instruct pairs to come up with ways they can preserve these materials that make up their favorite objects. (Ex. reducing, reusing, recycling).
6. Allow pairs to share with the class their items and what they discovered.

Assessment: Have each student write a brief paragraph on what they learned about their item.

Activity #2 Recycling Vocabulary Word Search Puzzle

Objective: Students will complete the word search puzzle and discuss definition of vocabulary terms.

Materials: Pens or pencils; Recycling Vocabulary Word Search handout and Vocabulary Definitions sheet (attached in the guide).

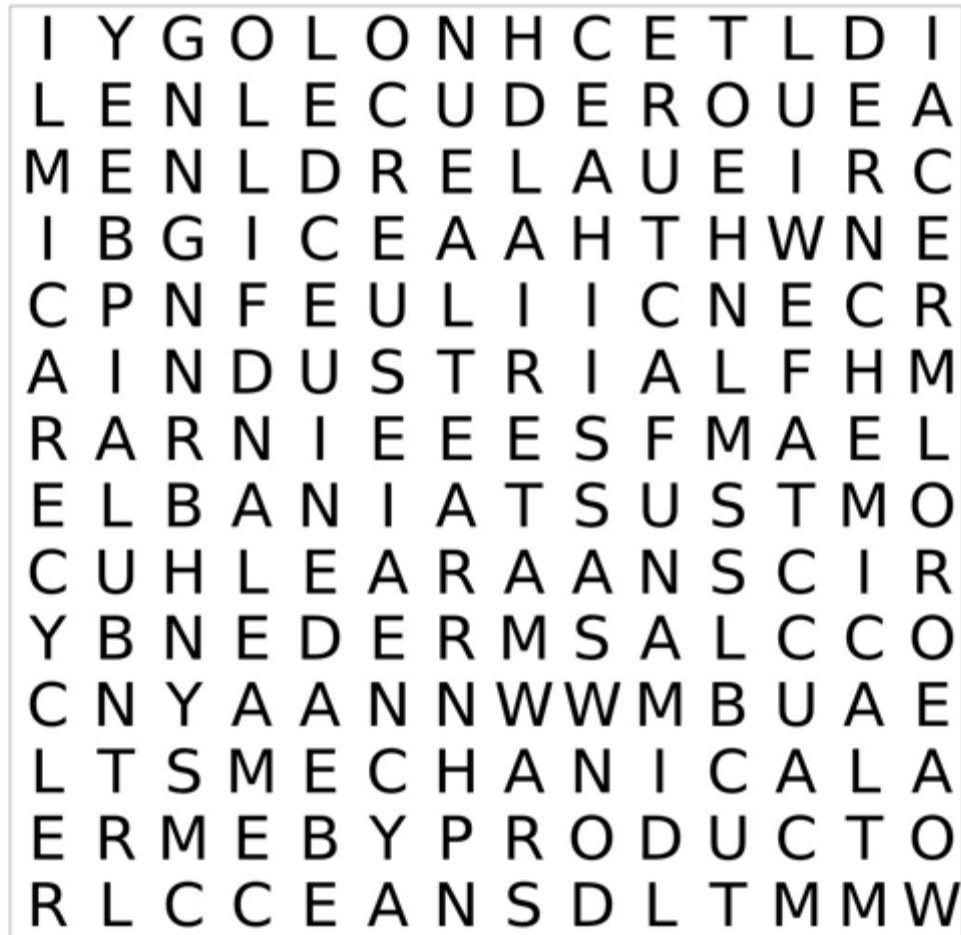
Procedure:

1. Distribute a Recycling Vocabulary Word Search sheet to each student.
2. Instruct students on how to complete the word search.
3. After the activity is completed, have a classroom discussion on what each word means, emphasizing the use of the common prefix re-.
4. Answer any questions the student may have on meaning of vocabulary words.

Instructions:

- Find the 14 bold face words in the puzzle
- Circle each word
- Words can be found vertically, horizontally and diagonally

Recycle Word Search



reduce
sustainable
landfill
chemical
raw material

reuse
waste
industrial
manufacture
byproduct

recycle
stream
mechanical
technology

5th & 6th Grade:

Activity #1 Reduce, Reuse, Recycle!

Objective: Students will distinguish between the three R's and establish their own plan for enacting the three R's in their life and community.

Materials: Pens or pencils; Paper; and the Reduce, Reuse, Recycle Worksheet (attached in the guide).

Procedure:

1. Divide students into small groups.
2. Explain to the groups the three R's and what they mean.
3. Give each group writing utensils and the three R's worksheet.
4. Have each group complete the worksheet provided to them.
5. Once completed, have each group discuss what they're going to actively do to use the three R's at home and in the community.

Assessment: Check each group's worksheet for specificity and accuracy.

Reduce, Reuse, Recycle!

Define the following:

REDUCE:

REUSE:

RECYCLE:

1. List as many materials as possible that are reduced, reused, or recycled:
2. What does recycling do for the environment? Is it helpful or a waste of time and energy?
3. What can YOU do to reduce, reuse, and recycle at home or in your community?

Activity #2

How Long Does Trash Last?

Objective: Students will work together in groups to formulate their best estimate of how long trash items might last in a landfill and learn about environmental consequences of not recycling.

Materials: Pens or pencils; Landfill Waste Student handout; and Landfill Waste answer sheet handout (attached in the guide).


Procedure:

1. Divide students into small groups.
2. Give each group a handout and have them discuss how long they think each item takes to decompose in a landfill.
3. After discussion, have the groups rank in order according to how long they think an item might last in a landfill. Have the groups use numbers to show their ranking, with #1 being the item they think will degrade fastest and #12 being the item that will last the longest.
4. Have the groups share their lists with the class. Call on one group to share their answers first. Have them tell you the sequence they decided on. Compare and contrast the differences between groups by keeping track of the sequences on the board.
5. After all groups have presented their lists, provide them with the correct order and the amount of time it takes for each item to decompose. Direct an open discussion on what the data tells you about landfills. Do items continue to degrade and make room for new garbage? Or will those landfills eventually fill up? What does this say about the importance of recycling?

Assessment: Have students write a paragraph on what they learned about landfills and what they can do to prevent landfills from filling up.

Landfill Waste Ranking Sheet

Rank each waste item in order: #1 being the fastest to decompose and #12 the longest to decompose

Waste	Ranking	Waste	Ranking
 Tin can		 Plastic jug	
 Paper bag		 Banana	
 Styrofoam cup		 Aluminum can	
 Cigarette butt		 Wool sock	
 Plastic 6-pack rings		 Glass bottle	
 Cotton rag		 Leather boot	

Landfill Waste Answer Sheet

(Answers are listed in ranking order)

Banana: 3-4 weeks
Paper bag: 1 month
Cotton rag: 5 months
Wool sock: 1 year
Cigarette butt: 2-5 years
Leather boot: 40-50 years
Tin can: 80-100 years
Aluminum can: 200-500 years
Plastic 6-pack rings: 450 years
Plastic jug: 1 million years
Styrofoam cup: Unknown? Forever?
Glass bottle: Unknown? Forever?



AT HOME

Dear Parents,

Recently, your student attended a performance by the Billy Jonas Trio. Billy believes that creating a bright future starts with kids. Using homemade and recyclable "re-percussion" instruments, songs that celebrate community, as well as personal and planetary ecology, his think-outside-the-box educational performance helped to plant musical seeds, designed to help grow creative, open-minded, engaged and open-hearted students.

Prior to attendance, teachers reviewed proper theatre etiquette with students and provided background information about the performance. Aside from the many benefits for students of simply experiencing theater, the material addressed in this performance supported many goals in the North Carolina Standard Course of Study.

As a parent, you are your child's best teacher. They can also teach you through their experiences. Ask your student about the performance they attended and read through this booklet. This is a wonderful opportunity to talk with your child about the performance they experienced.

Thank you for your participation in the arts.



DO IT!

A reviewer writes an opinion of the actors, sets, and director for a newspaper or magazine. Write your review of the performance for your family.
