

**CONRAD PRODUCTIONS  
41 WASHINGTON PLACE  
EAST RUTHERFORD, NJ 07073  
(201) 935 - 6396 \* 1 - 800 - 352 - 7256**

**CULTURAL ARTS EDUCATIONAL SCHOOL ASSEMBLY PROGRAMS**

**TO:** Assembly Coordinator

**From:** Bob Conrad

**RE:** Assembly Program

Enclosed are newsletter/bulletin information, and study guides for the program

**American History Magic Show** . Please use these materials to prepare for the assembly as indicated.

**Bulletin Information:** This information may be used verbatim or in an edited version for the school newsletter, bulletin, or other media.

**Study Guides:** Classroom discussion of the subject matter presented in the program will greatly facilitate student comprehension of the educational content of the program. Please provide a copy of the study guides to each of the classroom teachers.

**Introduction:** Please give the enclosed suggested introduction to the person that will be introducing the program, and ask them to read the introduction as written. Thank you.

We thank you for your efforts in preparing students for the upcoming assembly program.

## **AMERICAN HISTORY MAGIC SHOW** Suggested introduction

**Today we have a special program all about America's beginnings. Our presenter, Mr. Bob Conrad visits hundreds of schools each year . He uses magic, puppets, ventriloquism and cartoon drawings to show us that learning about American History can be fun.**

**Let us have a warm welcome for Bob Conrad and The American History Magic Show.**

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**CULTURAL ARTS EDUCATIONAL SCHOOL ASSEMBLY PROGRAMS**

**THE AMERICAN HISTORY MAGIC SHOW**

**A TEACHERS GUIDE**

**TEACHERS' OUTLINE**

This program is a magical look at American History. Bob Conrad using magic, puppets, ventriloquism , and trick cartoons will give your students a new perspective of American History.

Covered in this program are such persons and events as ;  
Captain John Smith and the settlement of James town, Virginia.  
Ben Franklin discovering electricity and Poor Richard's Almanac.  
Thomas Jefferson and the Declaration of Independence.  
Betsy Ross and the first flag.  
Paul Revere's famous ride.  
George Washington our first president.  
America's birthday the Fourth of July.

The program is presented in a lighthearted, entertaining fashion that is both educational and fun at the same time. It is a stepping off point that can lead to in depth discussion in the classroom at any grade level. Please use this program as an introduction and follow up with classroom discussion .

**OUR TWO OBJECTIVES**

1. First , just as students are taught how to exit the school in case of a fire, they need to learn how to assemble in a quiet and orderly manner. This program is a **live** program which is **spontaneously** presented and not automatically presented as a movie or television program.

Therefore, it calls for students to be on extra good behavior. This means reminding them before the program about **good assembly manners**, such as not talking, sitting up straight, keeping hands to themselves and laughing/ applauding the program without booing or whistling.

2. Second, the purpose of the program is to introduce , broaden, and give depth to the individual student's conception of some of the particulars, as well as wide range of

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material in the study of early American history and the people that built this great land. Younger students will understand that our country had a beginning, and who some of the founders were, and what they did. They will be introduced to people and places that are new to them. Older elementary students will enjoy the program because it puts the fun back into learning.

### **SUGGESTED CLASSROOM PREPARATION FOR THIS PROGRAM**

Discuss the following people places and events so that your students have prior knowledge of them: Ben Franklin, King George of England, Paul Revere's ride, Betsy Ross, George Washington, Thomas Jefferson, Captain John Smith, James town.

Tell your students that several students will be invited to take part in the program. Only those who are seated quietly with their hand raised will be asked. Remind your students to be on good behavior.

Look over the books in the Bibliography or select one from your own school library to read or show to your class to prepare them for what will happen.

### **BIBLIOGRAPHY:**

**THE AMERICAN REVOLUTION**, Bruce Lancaster ( Garden City Books)  
**THE AMERICAN REVOLUTION, 1760-1783**, Bruce Bliven (Random House)  
**MIDNIGHT ALARM, THE STORY OF PAUL REVERE**, Mary Kay Phelan  
**HISTORY OF YOUNG AMERICA**, R.W. Cordier (Rand McNally)  
**GEORGE WASHINGTON**, Keith Brandt (Troll)  
**WASHINGTON'S BIRTHDAY**, Robert Clyde Bulla (Thomas H. Crowell)  
**MEET GEORGE WASHINGTON**, Joan Heilbroner ( Random House)  
**BEN FRANKLIN**, Estelle Friedman (Putnam)  
**PUPPETRY THE ULTIMATE DISGUISE**, George Latshaw (Richard Rosen Press)  
**GEORGE WASHINGTON**, Susan Lee (Childrens press)

### **VOCABULARY WORDS USED IN THIS PROGRAM:**

JOHN SMITH	KING GEORGE	MINUTEMAN	JAMESTOWN
PILGRIM	PATRIOTISM	FRANKLIN	PRESIDENT
INDEPENDENCE	REVERE	WAR	DECLARATION
WASHINGTON	REVOLUTION	ENGLAND	ROSS
TAXES	ALMANAC	JEFFERSON	FLAG
REDCOATS			

We have enclosed an American History Word Search using these words. Please copy and distribute to your class.

## **AREAS OF CURRICULUM INTO WHICH PROGRAM MAY BE INTEGRATED:**

SOCIAL STUDIES, ENGLISH, LITERATURE, ART, DRAMA, MUSIC.

## **SUGGESTED FOLLOW-UP ACTIVITIES :**

It has been said that learning occurs as we reflect about what has happened - it is important to allow time for student reflection after the program. Three ways are:

1. Assign the composition of letters relating to the program. These may be addressed to the performer, the PTA (if they sponsored the presentation) , the administrator, or even the local newspaper.
2. Assign the drawing of posters that relate to the program just seen.
3. Classroom discussion
  - a. Discuss the contributions of Washington, Franklin, Jefferson, and other great American Patriots.
  - b. Discuss the living conditions of the revolutionary period, and compare these to modern America.
  - c. Discuss the way American life would be today if the revolutionary war had never occurred and we were still a British Colony.
  - d. A discussion of acting and the theater arts and puppetry would be appropriate here.
  - e. Copy and distribute Word Search to your class.

## **NEWSLETTER/BULLETIN INFORMATION**

Bob Conrad, professional school assembly presenter specializing in entertaining, educational assembly programs, will be performing for the students of

\_\_\_\_\_ School on \_\_\_\_\_ (date) at  
\_\_\_\_\_ (time) .

Mr. Conrad will present his program "American History Magic Show", the students will learn about America's beginnings and the people that shaped our nation, including Captain John Smith, Benjamin Franklin, Paul Revere, Thomas Jefferson, George Washington, Betsy Ross and others. Using Magic ,Puppets, Ventriloquism , and trick cartoon drawings Bob Conrad will give the students a new perspective on American History - one that even the youngest members of the audience will understand.

Bob Conrad travels to hundreds of schools trough out New York, New Jersey, Connecticut, and Pennsylvania each year presenting this and other educational programs. No newcomer to the field of children's entertainment , Conrad has been appearing at schools, shopping malls, libraries, museums, camps and picnics for more than 25 years. He is the author of " THE PUPPETRY WORKSHOP MANUAL", "MOUTH PUPPETS", and "BOB CONRAD'S CHALK TALK CARTOONS". Considered an expert in the field of children's entertainment he is a regular columnist in "LAUGH MAKERS" magazine. For ten years he was the editor of "PUPPETRY WORKSHEET" the official newsletter of the AMERICAN PUPPETMAKERS ASSOCIATION, of which he was one of the founders. He is a member of the Puppeteers of America, The Puppetry Guild of New York, The North American Association of Ventriloquists, and the Society of American Magicians.

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