

# About This Resource

The first time my students performed *Go, Galileo!* by Mark Burrows, they absolutely fell in love with the songs and characters. After three years, those former second grade students were still singing about how Pluto will always be a planet to them. As a result of their enthusiasm, I decided to write a script to accompany the songs.

When it comes to getting students excited about science, putting them in lab coats to “become” great scientists of the past is hard to beat. This production can serve as the hook used to garner student interest, or as a culminating experience for a science unit. It serves as a wonderful tool in implementing the S.T.E.A.M. initiative as well.

*Science Fair Spectacular* is designed so that you will have the ability to customize the performance to fit your needs and situations. Feel free to cut a section of dialogue and its corresponding song to accommodate your timeframe. Of course, you can expand your cast to include as many chorus members as you need. This musical does not require fancy staging or elaborate sets. It can be performed in various locations from a gymnasium to a cafeteria to an auditorium—basically anywhere that you have a little space and access to a sound system!

Additionally, we have included a Production Guide (see page 4) which includes simple staging and costume ideas. For your convenience, you will also find reproducible Character Lists and Assignment Letters (to send home), Student Scripts, Lyrics Pages, and Scores. To top it all off, there are even customizable program and poster templates to make your job as easy as possible and take your musical production to the next level of cool!

Break a leg!



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## CD Contents

The *Science Fair Spectacular* CD contains both audio and data files for your convenience. The audio files will play in any device like a regular CD, and the data files can be accessed from any computer by selecting the View Files option. You will need a PDF reader, such as Adobe Acrobat Reader, which can be downloaded at no cost by visiting [www.adobe.com](http://www.adobe.com).

### Reproducible Data Files

- Character List and Assignment Form
- Reproducible Student Script
- Reproducible Student Vocal Scores
- Reproducible Lyric Sheets

### Digital Templates Included on the CD

- Program Template
- Poster Templates (in various sizes and color options)



# Surfin' Through the Science of Sound

We're goin' surfin' on a sound wave.  
It's gonna be a blast!  
Eleven hundred, fifteen  
Feet-per-second sure is fast.  
We'll see how pitches are connected  
To an object's size.  
The longer objects make the lows,  
The shorter ones, the highs.

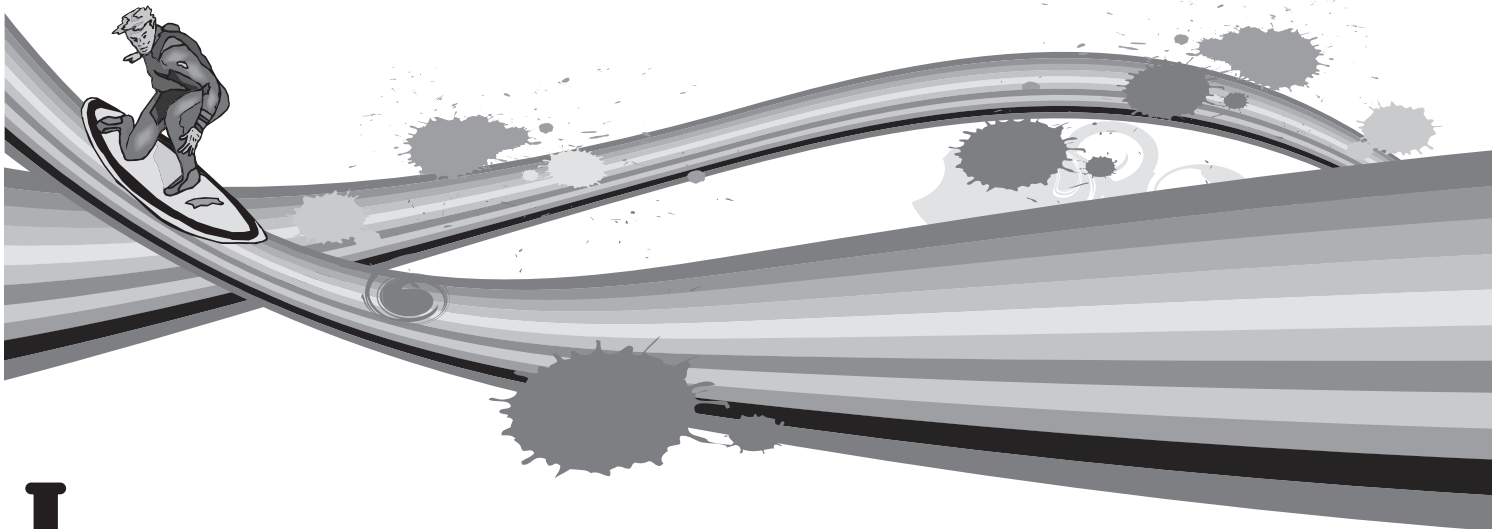
Surfin' through the science of sound.  
Surfin' through the science of sound.  
Surfin' through the science of sound.  
Surfin' through the science of sound.  
Good vibrations all around.  
Surfin' through the science of sound.

We're hangin' ten through symphonies  
With percussion, winds, and strings.  
We'll see how almost ev'ry  
Instrument has two main things.  
A source to put out good vibrations,  
Where the pitch is made.  
And then a resonator  
Amplifies the pitch that's played.

Surfin' through the science of sound.  
Surfin' through the science of sound.  
Surfin' through the science of sound.  
Surfin' through the science of sound.  
Good vibrations all around.  
Surfin' through the science of sound.

Let's catch a wave through loud and soft  
sounds,  
And measure what we hear.  
With decibels we'll show the  
Pressure sounds put on the ear.  
A whisper measures twenty dBs;  
Forty for house-hold sounds.  
A rock 'n' roll show at one-twenty  
Makes your eardrums pound.

Surfin' through the science of sound.  
Surfin' through the science of sound.  
Surfin' through the science of sound.  
Surfin' through the science of sound.  
Good vibrations all around.  
Surfin' through the science of sound.



# Surfin' Through the Science of Sound

60s Surfin' song, dude! ♩ = 158

D C G

1. We're  
2. We're  
3. Let's

5 G

go - in' surf - in' on a sound wave.  
hang - in' ten through sym - pho - nies with  
catch a wave through loud and soft sounds,

7 C G

It's gon - na be a blast! E -  
per - cus - sion, winds, and strings. We'll  
and meas - ure what we hear. With

9

lev - en hun - dred, fif - teen feet - per -  
see how al - most ev - 'ry in - stru -  
dec - i - bels we'll show the pres - sure

11 A D7

sec - ond sure is fast. We'll  
ment has two on main things. A  
sounds put on the ear. A

13 G

see how pitch - es are con - nect - ed  
source to put out good vi - bra - tions,  
whis - per meas - ures twen - ty d - Bs;

15 C G

to an ob - ject's size. The  
where the pitch is made. And  
for - ty for house - hold sounds. A

17 C G

long - er ob - jects make the lows, the  
 then a res - o - na - tor am - pli -  
 rock 'n' roll show at one - twen - ty

19 D C7 G

short - er ones, the highs.  
 fies the pitch that's played.  
 makes your ear - drums pound.

21 G6

Surf - in' through the sci - ence of sound.

23

Surf - in' through the sci - ence of sound.

25 C7

Surf - in' through the sci - ence of sound.

27 G6

Surf - in' through the sci - ence of sound.

29 D C7

Good vi - bra - tions all a - round.

31 G

Surf - in' through the sci - ence of sound.

*repeat twice (to m. 1)*





## Dialogue 2

*Judges, carrying their clipboards, walk over to Albert Einstein's two display boards. The first one is titled: Imagine if  $e=mc^2$ .*

**JUDGE 1:** So, Albert Einstein, we see you have two science projects here today. You must be very talented in science.

**EINSTEIN:** "I have no special talent. I am only passionately curious."\*

**JUDGE 2:** Tell us about your project.

**EINSTEIN:** It's about the first step in the scientific method.

**JUDGE 3:** Oh, and what would that be?

**EINSTEIN:** Imagination!

**JUDGE 1:** I thought it was question or purpose?

**EINSTEIN:** Well sure, but before you can question something or have a purpose statement, you have to use your imagination! Where would all these scientists be if they didn't have the imagination to think beyond what is accepted? "Imagination is everything. It is the preview of life's coming attractions."\*

\* These quotes are direct quotes by Albert Einstein.

**Sing "Imagination is More Important than Knowledge."**



# Imagination is More Important than Knowledge

“Imagination is more important than knowledge.”  
It’s the mindset that gets things done  
From kindergarten to college.

How else would Einstein have ever dared  
To come up with  $E = mc^2$ ?  
“Imagination is more important than knowledge.”

“Imagination is more important than knowledge.”  
It’s the mindset that gets things done  
From kindergarten to college.

How else would Doppler have ever found  
That changes in wavelength affect the sound?  
“Imagination is more important than knowledge.”

We need knowledge ev’ry day.  
It’s a very useful tool,  
That keeps us grounded in reality.  
But imagination takes us to  
Places yet unknown,  
Where we are free to wonder what could be.

“Imagination is more important than knowledge.”  
It’s the mindset that gets things done  
From kindergarten to college.

How else would Jenner have ever seen  
That he could save many lives with vaccines?  
“Imagination is more important than knowledge.”

# Imagination is More Important than Knowledge

Calypso ♩ = 130

F C7 F

“Im -

5 F C7 F

ag - i - na - tion is more im - por - tant than knowl - edge.”

8 C7 F C7

It's the mind - set that gets things done from

11 F C7

kin - der - gar - ten to col - lege.


13 B♭ C F Dm

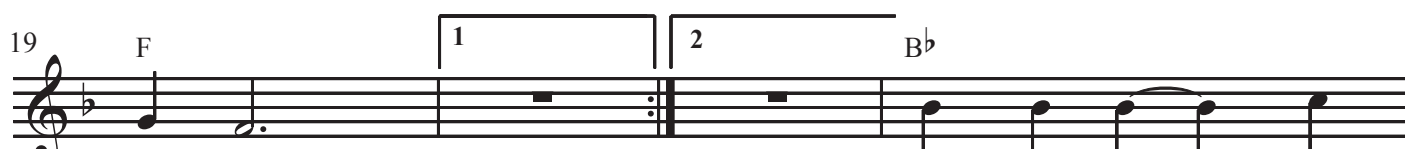
1. How else would Ein - stein have ev - er dared to  
2. How else would Dop - pler have ev - er found that


15 B♭ C F C


come up with E — e - quals m c squared? “Im -  
chang - es in wave - length af - fect the sound?”

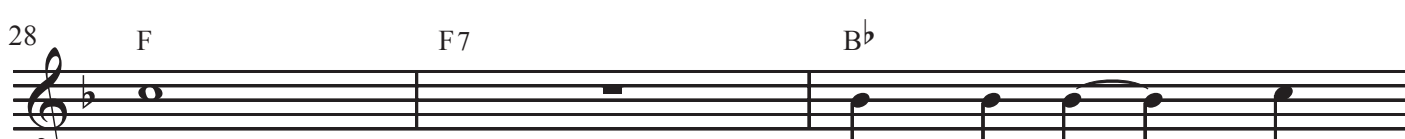



17 F C  
  
 ag - i - na - tion is more im - por - tant than

19 F B $\flat$   
  
 knowl - edge.” We need knowl - edge

23 F  
  
 ev - 'ry day. — It's a ver - y use - ful tool, —

25 C  
  
 — that keeps us ground - ed in re - al - i -

28 F F7 B $\flat$   
  
 ty. But im - ag - i -

31 F  
  
 na - tion takes — us to plac - es yet — un - known, —

33 G  
  
 — where we are free — to won - der what — could



36 C F  
be. "Im - ag - i - na - tion is

39 C7 F C7  
more im - por - tant than knowl - edge."

42 F C7 F  
It's the mind - set that gets things done from kin - der - gar - ten to

45 C7 B $\flat$  C  
col - lege. How else would Jen - ner have

47 F Dm B $\flat$  C  
ev - er seen that he could save man - y lives

49 F C F  
with vac - cines? "Im - ag - i - na - tion is

51 C F  
more im - por - tant than knowl - edge.