

SCOTT JAMESON PRESENTS

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Contact: The Magic of Communication

Five examples of connections to the CT Curriculum Frameworks

CT Arts Framework, Content Standards, Music, Learning Standard 9

“History and Cultures: Students will understand music in relation to history and culture.”

As students are getting seated I play an ancient Australian wind instrument called the Didgeridoo. I later demonstrate how Aboriginal tribes used this instrument in storytelling as a way to preserve their history and culture before the creation of a written language.

CT World Languages Framework, Program Goals

“As a result of education in Grade K-12, students will communicate in at least one other language other than English and will participate in multilingual communities within a variety of contexts.”

A student is invited onstage to participate in an interactive illusion presented almost entirely in Spanish. This routine demonstrates the importance of learning foreign languages, and also explores techniques for overcoming language barriers (e.g., repetition, non-verbal cues, rephrasing, visual associations...).

CT Information Technology Framework, Program Goals

“Students will apply the skills necessary to locate, evaluate, interpret and synthesize information from print, non-print and electronic sources.”

During a routine on the US Postal Service, randomly selected students are asked trivia questions relating to an envelope they are holding in their hand. They must examine the envelope carefully to locate the answers, and then relate those answers back to the audience.

CT Science Framework, Core Theme 4 (Energy Transfer and Transformations)

“Electrical and magnetic energy can be transferred and transformed. Electricity in circuits can be transformed into light, heat, sound, and magnetic effects.”

After dealing with an unruly, and hysterically funny, telemarketer, a piece of solid matter magically travels down a thin wire connecting two tin cans. This routine visually illustrates how telephones convert sound vibrations, produced by the vocal cords, into an electrical signal, and then back into sound.

CT Technology Framework, Content Standard 2

“Technological Impacts: Students will understand the impact that technology has on the social, cultural and environmental aspects of their lives.”

In the final routine of the show students learn that the technology created to make the telephone possible paved the way for the invention of the radio. They also learn that the radio changed the world by delivering information faster, and to a broader spectrum of society, than previous forms of media. And then, after I search the dial to find appropriate musical accompaniment, my huge 1930's radio vanishes in mid-air.