

Living History
"Pilot"

COLD OPEN

FADE IN:

INT. HOTEL ROOM - DAY

Five men dressed like GEORGE WASHINGTON, JOHN ADAMS, THOMAS JEFFERSON, ALEXANDER HAMILTON and BENJAMIN FRANKLIN sit on wooden chairs in a hotel room. WASHINGTON turns towards the camera and speaks.

WASHINGTON

I didn't always know I would be a founding father. The day never starts like that. I didn't know I wanted to be a historical figure of any kind. But that's how these things go, one day you're the struggling Principal at a mediocre elementary school and the next you're the most beloved and revered figure in American history.

ALEXANDER HAMILTON rolls his eyes.

HAMILTON

It was a little more complicated than that.

INT. SCHOOL GYMNASIUM - EARLIER

A YOUNG CHILD is dressed up like Thomas Jefferson with a wig on his head and he sits at a desk with quill in hand. As he writes on the parchment paper another STUDENT attempts a voice over from behind the curtains backstage.

INT. SCHOOL GYMNASIUM - BACKSTAGE - CONTINUOUS

Sitting backstage at a table with a microphone in front of him is PATRICK, a normal kid who looks like he has got it together, but is really quite nervous and his hands shake as he turns the mike on and speaks into it.

STUDENT (V.O.)

When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the Earth, the separate and equal station to which the Laws of nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should...meet with one another and attempt to resolve their differences. These differences, however large they may be...

A TEACHER stands up and interrupts.

TEACHER

Stop! Stop! Stop! You're butchering this sacred document beyond what should be humanly possible.

A STUDENT walks out onto the stage from behind the curtain.

STUDENT

This is a lot harder than it looks.

TEACHER

I know it is, but when you make a mistake you can't just fill it with whatever ideas come into your head. Thomas Jefferson had a unique writing style and it's hard to imagine that you're going to be able to emulate that especially at your age. That's why you have a script in front of you. You can't just ad lib the Declaration of Independence!

STUDENT

But I can only read so fast and he is writing way too fast with that feather. There's just no way I can keep up.

TEACHER

Okay, Tyler I need you to stop writing so fast and Patrick I need you to stop panicking.

(MORE)

TEACHER (CONT'D)

When you get to a trouble spot just slow down, put your finger on the section where you left off, take a deep breath and carry on, okay?

PATRICK

No.

TEACHER

What do you mean "no?"

PATRICK

Slow down, put my finger on the section and then...

TEACHER

Take a deep breath.

PATRICK

Won't they hear that?

TEACHER

The audience isn't backstage with you.

PATRICK

I know but the mike will still be on.

TEACHER

Yes, it's at that point that you put your hand over the microphone so the audience doesn't hear you take a deep breath.

PATRICK

But you didn't say that before.

The TEACHER is getting frustrated but tries not to show it.

TEACHER

Yes, I realize that now.

PATRICK

So you want me to slow down, put my finger on the section, turn the mike off, take a deep breath and then...

TEACHER

...continue reading.

PATRICK
But I'll be out of breath at that
point.

TEACHER
What?

PATRICK
If I take a deep breath I'll have
lots of air in my lungs and it will
be really difficult to speak.

TEACHER
That's why you exhale before you
start speaking again.

PATRICK
You didn't say that before.

The teacher throws his hands up in the air.

TEACHER
Okay guys lets take five.

END OF COLD OPEN

ACT ONEINT. GYMNASIUM - MORNING

PATRICK walks up onto the stage as the teacher goes over to talk to TEACHER #2 across the room. A TALL MAN, about 6' 2" tall is leaning against the wall as the teacher approaches.

TEACHER
What do you think?

TALL MAN
I think you should have Patrick play Jefferson and that you should go behind the curtain and do the voice over yourself.

TEACHER
I want them to learn the language of the Declaration.

TALL MAN
You killed this scene when we did it last night.

TEACHER
I had also consumed a lot of alcohol at that point and so had you come to think of it.

TALL MAN
All I'm hearing are excuses.

The teacher crosses his arms and leans back against a wall.

TEACHER
Who's doing the Constitution scene?

TALL MAN
Ben's Chemistry class and John's Geography class.

TEACHER
What about the Convention debate?

TALL MAN
I'm trying to think of a way to get all the classes to participate in that one.

TEACHER
That's going to be a little tough don't you think?

TALL MAN

There's about 80 students total participating in the founding play, if each teacher can maintain control of their class we should be able to do it without much of a problem. Plus it's the end of the play, I want everything to come together at the end.

TEACHER

Alright. If you think it'll work.

TALL MAN

Seriously, let Patrick play Jefferson and see how it sounds with you behind the curtain.

TEACHER

Okay, but he's going to be reading along with me.

The TEACHER walks back over to the stage and the TALL MAN leaves the room. As the TEACHER walks onto the stage PATRICK runs over to him.

PATRICK

Tyler spilled juice all over the Declaration.

TEACHER

Don't worry it's not the real Declaration.

PATRICK

Yeah, but he doesn't know that.

TEACHER

So what is he doing?

PATRICK

He's trying to wash it out.

PATRICK and The TEACHER run backstage.

INT. EMPTY CLASSROOM - DAY

A man dressed as ALEXANDER HAMILTON sits behind a desk in a classroom.

HAMILTON

When I talk to everyday Americans about my role in the founding of our great nation one of the questions that I get asked with the most frequency are: "who are you?" and "what are you doing here in my home?" Occasionally I get asked: "Really bro? You're asking me this in the bathroom?"

HAMILTON smiles, rubs his hands together and leans forward on the desk.

HAMILTON (CONT'D)

To those who ask these questions, the "naysayers," as I call them, I say: "yes."

INT. CLASSROOM - DAY

STUDENTS are huddled together in small groups as a TEACHER talks to one STUDENT who seems overly concerned about his particular role in the play.

TEACHER

We really don't have that difficult of a task. You just need to read from the page.

STUDENT

I know, but it's really tough to read.

TEACHER

The reading is the easy part. The tough part is getting down the actions.

STUDENT

How do we know how Alexander Hamilton moved?

TEACHER

We don't, this is a play and obviously there is a little artistic license that is being taken with some of the scenes.

STUDENT

What does artistic license mean? Is that like a driver's license? Do I have to take a test?

Some of the other groups start paying attention to the TEACHER and the STUDENT now that the word "test" has been uttered.

STUDENT #2
We have to take a test?

TEACHER
No, there is no test.

The STUDENTS begin to get unruly as the TALL MAN walks into the room.

TALL MAN
Is everything all right?

STUDENT #2
Why do we have to take a test?
Does the rest of the school have to
take a test?

TEACHER
There is no test! How many times
do I have to say it?

TALL MAN
Just how much artistic license are
you taking with your scene?

TEACHER
We're just having Tom read one of
the Federalist papers to the small
delegation that has gathered in the
room.

The STUDENT pages through the long document and points out its' length to the TEACHER and the TALL MAN.

STUDENT
Do I have to memorize this whole
thing?

FEDERALIST TEACHER
No, it's like I said before, you
want to concentrate on the action
not the words.

STUDENT
How am I supposed to read and act
at the same time?

TALL MAN

They were having this problem with the Declaration of Independence scene as well. Perhaps it would be better if Dylan just acted out the scene and you read the document from backstage.

STUDENT

That sounds like a great idea!

The FEDERALIST TEACHER interjects.

FEDERALIST TEACHER

I thought this was supposed to be about the kids appreciating our nation's history.

TALL MAN

It is, he'll still have to listen for the audio cues before he acts, it's the same principle at play here.

FEDERALIST TEACHER

What are we doing for the Constitutional Convention scene?

TALL MAN

Well that's actually what I came in here to talk about. I was thinking that maybe all the classes could come together for that scene.

The STUDENTS begin to get unruly.

STUDENT

We have enough work as it is! Now you want us to do a whole new scene?

TALL MAN

It's not a new scene, it's just a new idea about the scene.

STUDENT

This is way too much work!

FEDERALIST TEACHER

You just have to sit there for five minutes while I deliver a speech. What's so hard about that?

STUDENT

It's boring!

FEDERALIST TEACHER

That's not the same thing as being too much work.

The STUDENTS act up again, shouting back and forth and create a lot of noise.

TALL MAN

I'll let you calm them back down and then I'll see you in the gym at 3:30.

The TALL MAN exits the room.

INT. HOTEL ROOM - DAY

BENJAMIN FRANKLIN sits for his interview.

FRANKLIN

I went into teaching because I really love students, I love being able to reach out and touch our children in a way that most people can't...

FRANKLIN waves his hands in the air.

FRANKLIN (CONT'D)

Can you cut that part out? That could be made to make me sound like a pedophile or something.

FRANKLIN straightens himself out and fixes his posture.

FRANKLIN (CONT'D)

I guess I went into teaching for the same reason I became a founding father; I was unhappy with the way things were going and I decided that I could be a force of positive change in the world. That's the message I want everyone to hear and it's my hope that by really getting down and dirty with our kids that we can impress upon them the importance of fighting the status quo.

INT. HALLWAY - CONTINUOUS

A FAT KID leans up against a wall outside of a classroom with a pair of binoculars. He brings the binoculars to his face and looks down the hallway. He doesn't see anything as he pans from side to side until he notices a half-open lunchbox halfway down the hall. He looks both ways to make sure no one is watching and then runs across the hall. The TALL MAN grabs him before he can make his way to the lunchbox.

INT. SCIENCE CLASS - CONTINUOUS

A PORTLY FELLOW is teaching a classroom full of STUDENTS that seem riveted by the teacher. The teacher is standing behind a chem lab counter that has a beaker and a Bunsen burner on top of it.

CHEM TEACHER

So you see class, by mixing the sulfur with the...

The TALL MAN opens the door to the classroom and pushes the FAT KID into the room. The CHEM TEACHER looks over at the FAT KID and shakes his head in disappointment.

CHEM TEACHER (CONT'D)

Kevin, you were supposed to be on lookout duty.

TALL MAN

He got distracted.

CHEM TEACHER

By what?

TALL MAN

A Hostess cupcake.

One kid's mouth drops open.

STUDENT

If you ate my lunch Kevin I'll beat you to a pulp.

TALL MAN

Settle down, he didn't have time to eat anything, at least nothing that I'm aware of. What is going on in here? Something smells.

CHEM TEACHER

That's the sulfur.

TALL MAN

Why do you have a Bunsen burner?

The CHEM TEACHER and the TALL MAN exchange awkward glances.

TALL MAN (CONT'D)

Nevermind, I don't want an answer to that question.

The CHEM TEACHER turns to Bunsen burner off. The TALL MAN turns to the class and addresses them.

TALL MAN (CONT'D)

You guys are supposed to be practicing for the play.

STUDENT

It's not that hard. We just have to sit there while Kevin gives his speech about the carpenter.

TALL MAN

He'll be playing Benjamin Franklin, so I imagine that there's a little pressure that goes into it.

CHEM TEACHER

You should see his Ben Franklin. It's absolutely remarkable. Show him, Kevin.

KEVIN gets up and stands before the class.

KEVIN

When I am building a table, carpenters bring three pieces of wood, none of which fit. They each take a little from one, shave off a little from the other and all of a sudden you have a joint that can't be broken. This is what we must do with our great Constitutional experiment.

The TALL MAN along with the rest of the class applauds.

TALL MAN

That was very good, but we haven't put any microphones on the stage. And why does everyone think that they can just ad lib in the middle of a speech. These are founding documents.

KEVIN

But only limited records exist of the Constitutional Convention. Isn't it possible that we don't know the whole story of what went on there?

TALL MAN

How do you know this?

KEVIN

This is science class. We learn things.

TALL MAN

Not about history and why hasn't anyone been down to the stage yet for a sound check. All the voice actors need to do that before lunch.

The CHEM TEACHER turns to KEVIN and looks at him with concern.

CHEM TEACHER

Why haven't we done that?

KEVIN

The other classes have been using the stage all morning, when would we have had time to do this?

CHEM TEACHER

You've got to get those put in. After all, half of the fun in this is the visual of Kevin as Ben Franklin.

STUDENT

Or you could always dress up as Ben Franklin.

The CHEM TEACHER blushes.

CHEM TEACHER

Me? No, I don't think that's a very good idea.

STUDENT

But you used to be an actor, right?

CHEM TEACHER

Actually we all did some acting at one time.

TALL MAN

And some singing on the not-so-good days. I'll call down to maintenance and see if they can't work something out.

STUDENT

I think that you should dress up as Ben Franklin.

CHEM TEACHER

Yes, well a wise man once said that you can't always get what you want.

STUDENT

That was Mick Jagger.

TALL MAN

How do you know that? You're only in sixth grade.

STUDENT

We learn lots of things in this class. The other day we learned about a galaxy far, far away...

The CHEM TEACHER begins rushing the TALL MAN out of the room.

CHEM TEACHER

Okay, I think that's enough.

TALL MAN

Have you been showing "Star Wars" in here?

CHEM TEACHER

Of course not!

The TALL MAN looks the CHEM TEACHER up and down.

TALL MAN

Where's the geography class? You two were supposed to be working on this together?

CHEM TEACHER

Someone thought that we weren't being "faithful" enough to the original intent of the framers.

TALL MAN

Great, that's just what we need: a Sarah Palinization of the process.

The TALL MAN exits the room.

INT. HALLWAY - CONTINUOUS

The TALL MAN closes the door and leans back against the door. He takes a deep breath before looking over at a large map of the United States that is being painted by a few STUDENTS as a backdrop for one of the play's scenes.

TALL MAN
That's a nice map.

KID
It was tough to draw, especially
with the cracks in the floor.

KID #1
The coastline is probably off on
both sides of the country and we
just took a guess at what the
Canadian border looks like. Sean
says he's been there, but he
doesn't remember what it looks
like.

TALL MAN
Were you doing aerial
reconnaissance of the Canadian
border?

SEAN
No.

TALL MAN
You were probably just crossing
over at a ranger station or
something, right?

SEAN
At Niagara Falls.

TALL MAN
How would that help him understand
what the U.S. - Canadian border
looks like?

SEAN
I don't know, I'm just sayin'.

TALL MAN
Where's your teacher?

SEAN

He had some meeting to go to.

TALL MAN

A meeting?

SEAN

Yeah, he said it had something to do with the Mayor.

The TALL MAN's eyes get very big and he gasps.

TALL MAN

I knew there was somewhere I was supposed to be.

The TALL MAN takes off running down the hall.

INT. SCHOOL - CONTINUOUS

The TALL MAN walks into the Principal's office where a man dressed as THOMAS JEFFERSON is sitting at the TALL MAN's desk.

TALL MAN

I'm so sorry I'm late. I completely forgot about this.

JEFFERSON

That's alright. I was just listening to Mr....

MAN

I'm Tim Donovan, I'm from the Mayor's office.

TALL MAN

What do you want?

JEFFERSON

The Mayor has decided that he won't be funding the arts anymore.

TALL MAN

What?

MAN

We're not going to pay for you to put on some liberal re-interpretation of history.

TALL MAN

It's the signing of the Declaration of Independence and the signing of the Constitution that isn't a liberal interpretation.

MAN

Obviously the Mayor disagrees.

TALL MAN

We used half of this years' budget to pay for this play.

MAN

It's important to understand that these are budget cuts that go into effect next semester. This isn't retroactive.

TALL MAN

But this is the event that everyone looks forward to.

MAN

It's the event that you guys always looked forward to.

The TALL MAN sits down next to the man from the Mayor's office in a state of shock.

TALL MAN

You're really going to cut our funding?

MAN

Yes, that's why I'm here.

TALL MAN

Man am I glad it's an election year. I'm tired of this guy taking the education budget and using it for tax cuts. We haven't got money for textbooks anymore, we're using Wikipedia in our classrooms.

JEFFERSON

The Mayor calls that the new way forward.

The TALL MAN looks over at JEFFERSON.

TALL MAN

Why are you dressed like that?

JEFFERSON

The kids were getting into it, I figured that I might as well get involved too.

The TALL MAN looks over at the man from the Mayor's office again.

TALL MAN

You're cutting our budget?

MAN

That is what this meeting was about.

TALL MAN

I don't know how you can keep doing this to us.

MAN

The Mayor feels it's important to take fiscal accountability measures.

TALL MAN

Is that what you're going to tell the kids who aren't going to be able to do their play because of this?

MAN

We all need to tighten our belts in these tough fiscal times.

TALL MAN

Do you have any idea how silly a proposition that sounds like?

MAN

We've all got to pitch in and pull ourselves up by the bootstraps.

TALL MAN

Do you know what Dr. King said about that?

MAN

About fiscal responsibility?

TALL MAN

No about pulling yourself up by your bootstraps.

(MORE)

TALL MAN (CONT'D)

Dr. King said: "When one seeks opportunity, he is told, in effect, to lift himself by his own bootstraps, advice which does not take into account the fact that he is barefoot."

MAN

Dr. King didn't use the word "one" though did he?

TALL MAN

No, he didn't.

MAN

But you do remember what word he used there?

TALL MAN

I used to teach history before I became Principal and we will not use that word in this office.

MAN

That's liberal elitism on display right there. You celebrate the man, but not the language.

TALL MAN

You have no idea how difficult it is for me to suppress me urge for violence right now.

MAN

Just because I get to dress up and you don't doesn't mean you need to take your bitterness out on me.

TALL MAN

You're right, I'm going to take it out on the Mayor.

MAN

How exactly are you going to do that?

TALL MAN

We're going to re-allocate some funds. You'll pay for the play. If the Mayor wants to cut our budget he'll have to close down the school and my guess that'll make for a pretty bad photo-op.

MAN

Don't make this harder than it
needs to be.

TALL MAN

I can't wait to see you lose in the
upcoming election.

MAN

That's not going to happen.

TALL MAN

I wouldn't be so sure.

MAN

Yeah, I think I can be sure because
we're running unopposed, so get
used to fighting the Mayor because
the intensity will only increase
from this point forward.

The MAN walks out of the office.

END OF ACT ONE

ACT TWOINT. BREWERY - DAY

JOHN ADAMS and SAM ADAMS stand on a platform overlooking the vast brewing operation at the Sam Adams brewery. The two men turn towards the camera and smile.

JOHN ADAMS

Hi there, I'm John Adams. You may be familiar with my friend here and cousin, Sam Adams whose father started the Sam Adams brewing company, but did you know that I also had an important role in our nation's history?

SAM shakes his head and laughs.

SAM ADAMS

We all know that there's no substitute for a tall, frosty Sam Adams Lager. John could sit here all day and talk about what he did in the Continental Congress or how he helped negotiated the Treaty of Versailles that ended the revolutionary war, but Americans aren't interested in that. Would you rather talk about history or would you rather drink a piece of history with a cool, fresh, and truly timeless Sam Adams Lager?

JOHN ADAMS

Don't answer that, it's a trap.

INT. HALLWAY - DAY

The GEOGRAPHY TEACHER walks down the hallway towards the TALL MAN with his class following closely behind him. The TALL MAN sees him and lets out a defeated sigh. As the GEOGRAPHY TEACHER gets closer, the TALL MAN attempts to perk up.

TALL MAN

I'm glad you're here.

GEOGRAPHY TEACHER

No, you're not.

TALL MAN

Okay. I was glad that you were here, but now I've had a change of heart.

GEOGRAPHY TEACHER

What on Earth is going on?

TALL MAN

We're putting a play together.

GEOGRAPHY TEACHER

Yes, but we're being completely left out.

TALL MAN

No, you're not. Don't you have something to do with the map?

GEOGRAPHY TEACHER

The Jeffersonians get to read the Declaration, the Hamiltonians get to read the Federalist Papers, heck even the science kids get to say something at the Constitutional Convention.

TALL MAN

So you're upset you don't have a speaking part?

GEOGRAPHY TEACHER

Among other things.

TALL MAN

What do you mean "among other things?"

GEOGRAPHY TEACHER

I believe that my role has been consistent throughout the process.

TALL MAN

I think you're an Adams Federalist. Is that how you'd say it? You can't really say Adamsonian that sounds too much like Amazonian and both of those sound like a geological time period.

GEOGRAPHY TEACHER

If you are inferring that I am like John Adams then I would disagree with you on that point.

TALL MAN

Right because you've been so agreeable thus far.

GEOGRAPHY TEACHER

Are you mocking me?

TALL MAN

No. Just embrace your role like everyone else and remember who we're doing this for.

GEOGRAPHY TEACHER

Who are we doing this for?

TALL MAN

We're doing it for the children! And to get back at the Mayor.

GEOGRAPHY TEACHER

That reminds me you've got some aide coming to meet with you this afternoon. He says he's a fund raiser of some kind.

TALL MAN

What do we need a fund raiser for?

GEOGRAPHY TEACHER

Just hear him out.

The TALL MAN looks across the hallway to see if any other classes are approaching. He checks his watch.

TALL MAN

Where are the Federalists?

GEOGRAPHY TEACHER

The Hamiltonians?

TALL MAN

Yeah.

GEOGRAPHY TEACHER

Perhaps they're trying to figure out a way to turn America into a dictatorship.

TALL MAN

That seems unlikely.

GEOGRAPHY TEACHER

Is it though?

The TALL MAN shakes his head. The tall man and the GEOGRAPHY TEACHER make their way into the gym followed by the geography class.

INT. GYMNASIUM - DAY

JEFFERSON sits on the stage at the little writer's desk looking at the camera.

JEFFERSON

To me, freedom is more than a word, it's an abstraction that cannot be articulated by even the most talented orator. We're doing this play and taking part in this performance because we believe in America and we believe in freedom. We believe that liberty is more than something that should be hoped for, we believe it is something that defines our very existence. We are freedom, we are liberty, we are you.

INT. GYMNASIUM - CONTINUOUS

The TALL MAN looks around the gym as KIDS are running around and making lots of noise.

TALL MAN

Just once I'd like to walk in here and not be completely disappointed with what I see.

GEOGRAPHY TEACHER

Good luck with that.

A KID is on the stage banging on a podium and yelling.

KID

I say: give me liberty or give me death!

The TALL MAN looks over at the GEOGRAPHY TEACHER and at the HAMILTONIAN FEDERALISTS that are now walking into the gym.

TALL MAN

What is this?

A STAGE MANAGER comes over to reassure the tall man.

STAGE MANAGER

We're just experimenting with a more dramatic approach to the second scene.

TALL MAN

The second scene? That's the writing of the Declaration scene isn't it?

STAGE MANAGER

Yes.

TALL MAN

Why are we trying to make it more dramatic?

STAGE MANAGER

A number of people didn't feel as though it had a profound enough effect.

TALL MAN

It's the Declaration of Independence! You can't come up with anything more dramatic or profound. We were declaring ourselves to be free and independent of Great Britain.

STAGE MANAGER

Yes, but I think they were looking for something more declarative.

TALL MAN

Declarative? It's the Declaration of Independence! It has "declaration" in the title! It couldn't possibly be any more declarative.

The STAGE MANAGER gives a reluctant smile.

STAGE MANAGER

Okay, I can't work with someone who refuses to hear new ideas.

GEOGRAPHY TEACHER

Why don't you take five.

Another STUDENT makes his way up to the stage and reads another line.

KID #2

My only regret is that I have but one life to give for my country.

TALL MAN

Okay we need to put an end to all of this fear-mongering, if this continues the audience is going to join the founders at the end of the play in joyfully committing suicide for the cause of freedom and liberty in America.

GEOGRAPHY TEACHER

Isn't that what we want?

TALL MAN

We want them to feel it, we don't want them to actually do it.

A large group of African-American children walk into the room and set up in rows in front of the stage. THOMAS JEFFERSON walks in behind them and slowly approaches the TALL MAN.

TALL MAN (CONT'D)

Okay, this I'm certainly not going to allow.

GEOGRAPHY TEACHER

We have to show that we support diversity.

TALL MAN

Okay, I am not comfortable inserting slavery into this debate, do you understand? I'm just not going to do it!

GEOGRAPHY TEACHER

They're not stage props.

JEFFERSON

I don't think that this is a message we should be trying to send.

The GEOGRAPHY TEACHER laughs.

GEOGRAPHY TEACHER

Yeah, I can see why you'd feel that way especially if you go to the play dressed like that.

JEFFERSON

This isn't funny.

TALL MAN

Let's try and focus guys. What will the audience think?

GEOGRAPHY TEACHER

I think they'll understand that they are members of the Harlem boys choir. In fact the blue robes they'll be wearing should distinguish them pretty easily.

TALL MAN

Oh.

JEFFERSON and the TALL MAN remain silent until a group of five men swing open the doors behind the TEACHERS.

GEOGRAPHY TEACHER

What's going on here?

MAN

We're the piano movers.

GEOGRAPHY TEACHER

Did you bring the black, polished grand piano?

TALL MAN

How on Earth did anyone think that we weren't dramatizing this enough?

The STAGE MANAGER approaches the TALL MAN.

STAGE MANAGER

I got a call from wardrobe and they're ready for you.

END OF ACT TWO

ACT THREEINT. BACKSTAGE - CONTINUOUS

The STAGE MANAGER leads the five men back to the racks of clothes that have been brought in. The men stare at the racks and remain silent. They each stand in a state of shock before the racks of clothing.

CHEM TEACHER

I hate to state the obvious, but I don't think that these costumes are going to fit the students.

The five men approach the racks and pull the plastic off the top.

STAGE MANAGER

They are almost exactly fit to the proportions that I was given.

TALL MAN

Who was in charge of wardrobe?

GEOGRAPHY TEACHER

That would be the Hamiltonians.

The men stand silently, staring at the FEDERALIST TEACHER.

TALL MAN

What on Earth were you thinking?

FEDERALIST TEACHER

You told me to be bold and go big, so I did.

TALL MAN

I didn't mean in size! This is supposed to be about the kids!

FEDERALIST TEACHER

But it's not! It never was. This was about us accepting the responsibilities that come with being who we are.

JEFFERSON

And who are we really?

GEOGRAPHY TEACHER

That's exactly the question we all should be asking ourselves right now.

(MORE)

GEOGRAPHY TEACHER (CONT'D)

Look, we can let the kids go out there without costumes and do an okay job or we can do this thing and really knock it out of the part, what do you say?

TALL MAN

Gentlemen, we have no choice. Even if we were to attempt to correct this error we'd never be able to fix it by the time the curtains go up. We're all just going to have to dress our parts and act out the scenes as the students read from backstage.

FEDERALIST TEACHER

But we haven't rehearsed.

GEOGRAPHY TEACHER

Sure we have. We've been rehearsing all our lives.

CHEM TEACHER

Who will we know who to play?

TALL MAN

Isn't it obvious? You're Mr. Franklin...

CHEM TEACHER

You mean Dr. Franklin?

TALL MAN

Dr. Franklin. I don't think I need to stand here and explain this to you, each of you knew where you stood well before today, so why don't we all get ready?

The men each grab their respective costumes. The TALL MAN stops the GEOGRAPHY TEACHER before he goes back to change.

GEOGRAPHY TEACHER

What is it?

TALL MAN

I need you to use that alternate opening you were talking about.

GEOGRAPHY TEACHER

I'm not sure it fits the 80's retro theme.

TALL MAN
Then make it fit.

GEOGRAPHY TEACHER
Are you sure it's appropriate?

TALL MAN
Does it sound like I care?

The TALL MAN rushes out of the backstage area with his colonial army uniform. HAMILTON is waiting for him.

INT. BACKSTAGE - LATER

The men are dressed as their characters. The GEOGRAPHY TEACHER is dressed as JOHN ADAMS. The FEDERALIST TEACHER is dressed as ALEXANDER HAMILTON.

GEOGRAPHY TEACHER
We're changing the opening number.

JEFFERSON
To what? What haven't we tried yet?

FEDERALIST TEACHER
The girls. We haven't tried just putting the girls out there and letting them sell the open.

JEFFERSON
Aren't they a little young?

FEDERALIST TEACHER
They look older than they are.

JEFFERSON
I'm sure all the "Johns" say that.

FEDERALIST TEACHER
Are you inferring that...

JEFFERSON
I don't think we should be exploiting the sexuality of sixth grade girls.

UNIDENTIFIED MAN
I think you'll find that it's done in better taste than you're thinking.

JEFFERSONIAN TEACHER
Who is this guy?

FEDERALIST TEACHER
He's here to help put things
together.

The men looks out onto the stage as the CHEM TEACHER, STAGE
MANAGER, and the TALL MAN make their way backstage.

TALL MAN
Gentlemen! I hope you're ready for
a show!

EXT. SCHOOL - LATER

Parents are arriving at the school and making their way into
the building. A limousine approaches the entrance and stops
at the gate to the front door. A man opens the back door of
the limo and a man with slicked back hair walks out. A man
runs from the lead car to the limo.

MAN
Mr. Mayor!

MAYOR
What is it now?

MAN
With all due respect sir, I don't
think you should be here.

MAYOR
If the man is going to attempt to
publicly embarrass me he's going to
have to do it to my face.

MAN
But your being here will give his
allegations more credibility.

MAYOR
Allegations? He's not going to go
up there and go on a tirade.

MAN
I wouldn't be so sure of that.

MAYOR
It's a little play on the founders,
how bad could it be?

MAN

I think George Washington is going to announce that he's running against you in the race for Mayor.

MAYOR

The guy's name is George Washington?

MAN

No, sir. He is George Washington.

INT. DRESSING ROOM - NIGHT

The TALL MAN sits in his dressing room in a Continental army uniform. He stares at his sword as a man fits a wig on his head. He turns and looks in the mirror.

TALL MAN

Does this wig make my head look big?

MAN

I don't think so.

TALL MAN

Put some more powder on it.

MAN

If you take it off it's going to look like you have a serious dandruff problem.

The teachers make their way into the room. They are each dressed as the founder that their class was preparing for. FRANKLIN, JEFFERSON, ADAMS and finally HAMILTON, dressed in his Continental army uniform, makes his way into the room.

HAMILTONIAN FEDERALIST

His Excellency.

HAMILTON bows his head. WASHINGTON's wig is fixed upon his head. WASHINGTON grabs his sword and leads the men out of the room.

INT. GYMNASIUM - CONTINUOUS

The house is packed. The orchestra begins to play and the curtains come down revealing two rows of girls dressed up like cheerleaders. Smiles come across the men in the audience.

INT. LOCKER ROOM - CONTINUOUS

The founders peek outside the locker room doors as the girls begin to dance to the song: "I Touch Myself" being played by the orchestra and sung by the Harlem Boys Choir. WASHINGTON looks over at HAMILTON.

WASHINGTON

This is the great idea you had?

HAMILTON

Don't judge a book by it's cover.

WASHINGTON

They're twelve years old. Twelve years old and you've got them out there doing a burlesque show!

JEFFERSON checks his pocketwatch.

JEFFERSON

I've got to get backstage.

WASHINGTON

Go through the hall.

JEFFERSON

What if somebody sees me?

WASHINGTON

Then they'll see you.

The four remaining founders remain fixated on the stage where the girls are finishing their dance number set to "I Touch Myself."

JOHN ADAMS

It's like a car accident.

FRANKLIN

I think this is awesome!

JOHN ADAMS

I think we're all going to be on "To Catch a Predator" tonight.

Washington and Jefferson look back at Franklin and shake their heads.

WASHINGTON

I'm just going to ignore those crude remarks.

JOHN ADAMS

Seriously, I can picture it right now. We might as well sit back and wait for Chris Hansen to walk on stage.

ADAMS keeps staring at the front row. He could swear that he saw something he recognized, but somehow he can't quite explain it.

INT. GYMNASIUM - CONTINUOUS

The MAYOR is watching the opening number of the play unfold and is clearly uncomfortable. He leans over and whispers in his AIDES' ear.

MAYOR

Is this what he wants us to spend our money on? A bunch of Britney Spears wannabes?

AIDE

I think that it would be a tad inartful to attack the kids because we disagree with the results of their efforts.

MAYOR

Somebody needs to get through to these people. What's next? Patrick Henry coming out and telling us that his only regret is that he has but one life to give for his country?

AIDE

I don't think it was Patrick Henry that said that.

MAYOR

Like it matters.

INT. STAGE - CONTINUOUS

The stage is split into two sections. The lights are on in one section where a gallery full of men is assembled. A man dressed as PATRICK HENRY addresses a packed hall of delegates.

HENRY

No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope that it will not be thought disrespectful to those gentlemen, if, entertaining as I do opinions of a character very opposite to theirs, I shall speak forth my sentiments freely and without reserve.

HENRY continues speaking and the audience looks on. The founders, still peering out of the locker room behind the gym, shake their heads.

INT. LOCKER ROOM - CONTINUOUS

WASHINGTON leads the men towards a bench and sits down.

WASHINGTON

Mr. Jefferson's speech is up next. Mr. Adams and I will prepare for my nomination in the Second Continental Congress, Franklin will prepare to leave for France. This is the last time we'll be meeting before the campaign starts and I just want each one of you to know that it has been a privilege leading you men into battle.

The men make their way out of the locker room and into the hallway.

INT. HALLWAY - CONTINUOUS

The men keep their heads up as they walk towards the backstage area of the stage.

INT. STAGE - LATER

The lights go out on one side of the stage and focus in on THOMAS JEFFERSON writing the Declaration of Independence on the other side. We hear the voice over from Patrick, the student from the opening scene. JEFFERSON writes as PATRICK speaks.

PATRICK

When in the course of human events,
it becomes necessary for one people
to dissolve the political bands
which have connected them with
another and to assume among the
powers of the Earth, the separate
and equal station to which the Laws
of nature and of Nature's God
entitle them, a decent respect to
the opinions of mankind requires
that they should declare the causes
which impel them to the separation.
(Beat.)

PATRICK (CONT'D)

We hold these truths to be self-
evident, that all men are created
equal, that they are endowed by
their creator with certain
unalienable rights, that among
these are life, liberty and the
pursuit of happiness - that to
secure these rights, governments
are instituted among men, deriving
their just powers from the consent
of the governed, that whenever any
form of government becomes
destructive of these ends, it is
the right of the people to alter or
abolish it, and to institute new
government, laying its foundation
on such principles, and organizing
its powers in such form, as to them
shall seem most likely to effect
their safety and happiness.

INT. STAGE - LATER

The lights come on slowly and we can make out the shadow of
one man with his hand on a bible swearing an oath. We hear
bits and pieces of the conversation.

WASHINGTON

I, George Washington, do solemnly
swear...

JEFFERSON, FRANKLIN and HAMILTON make their way out onto the
edge of the backstage area, barely in view of the audience.
They wait for WASHINGTON to finish taking his oath.

WASHINGTON (CONT'D)

So help me God!

WASHINGTON and ADAMS stand on stage waving at the crowd. FRANKLIN, JEFFERSON, AND HAMILTON emerge from backstage and enter to a standing ovation. WASHINGTON nods his head and smiles. HAMILTON leans over and whispers in WASHINGTON's ear.

HAMILTON

The Mayor walked into this room running for re-election unopposed, but now it looks like he will have a formidable opponent.

WASHINGTON

This may be the last play that the Mayor pays for, but it won't be the final one he'll see.

END OF SHOW