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Impossible Made Possible: They Sang a Hero's Song

Words by **Trilby Carter Jordan**

Music by **Anna Laura Page** and **F. Thomas Simpson**

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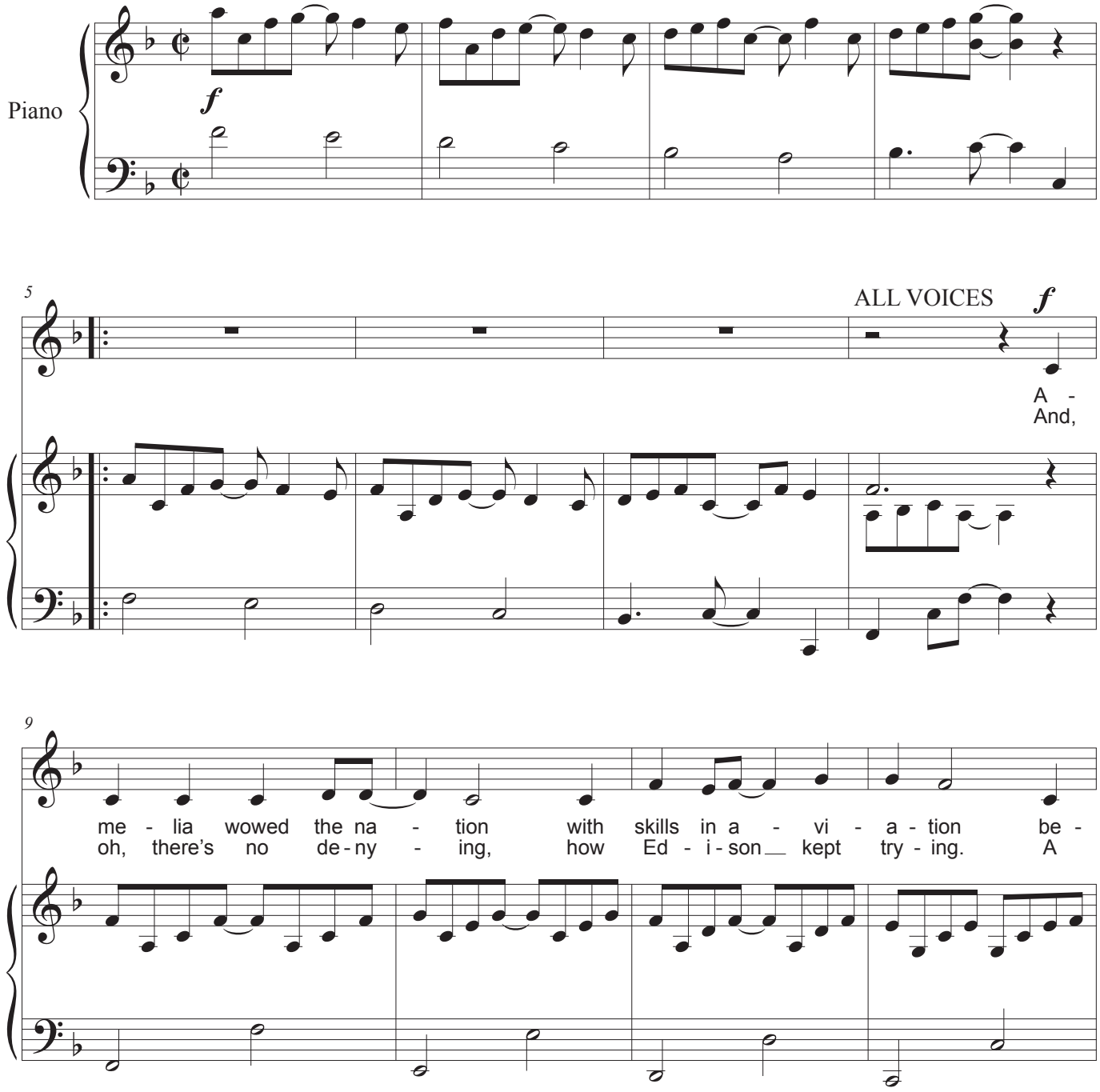
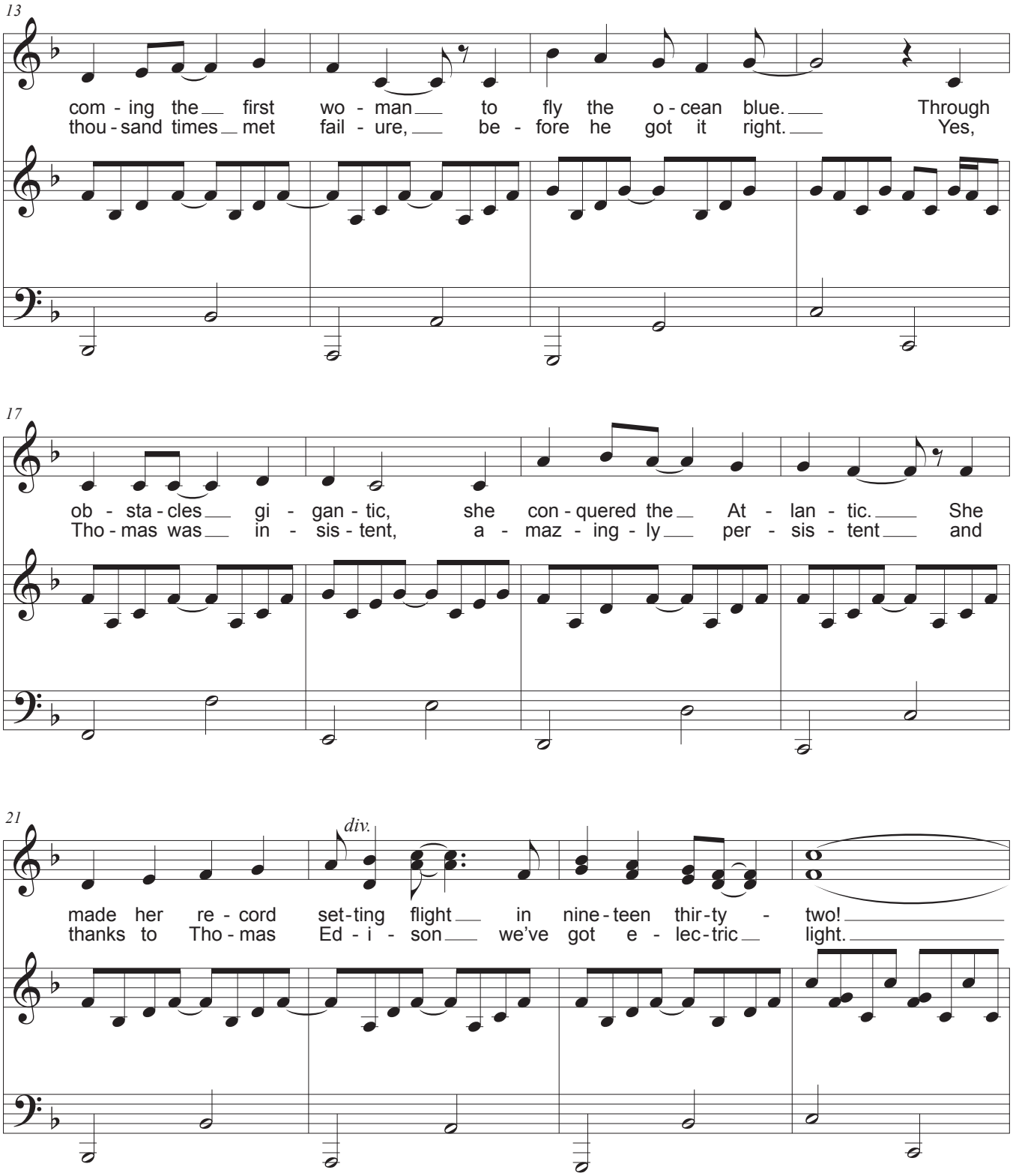
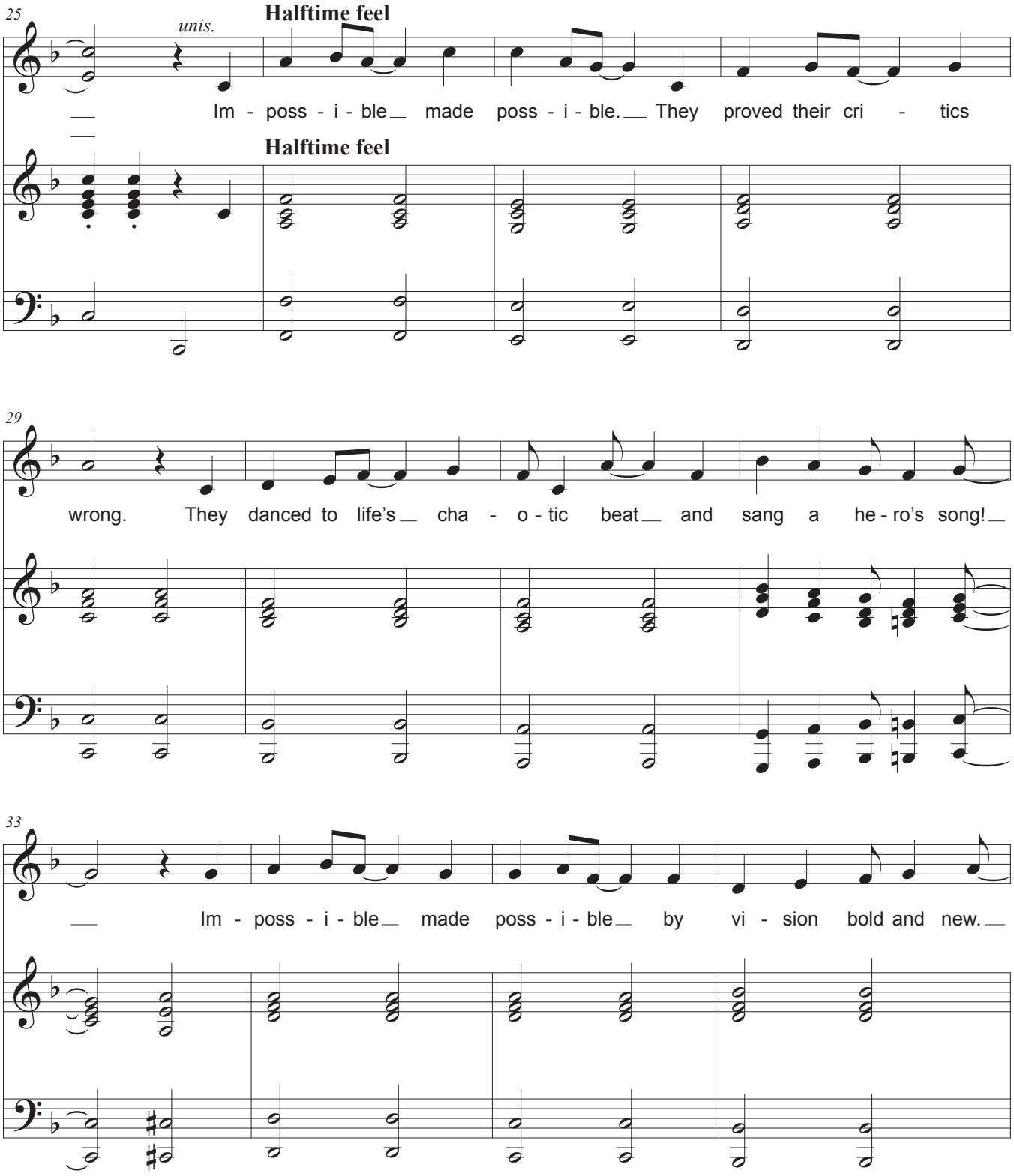
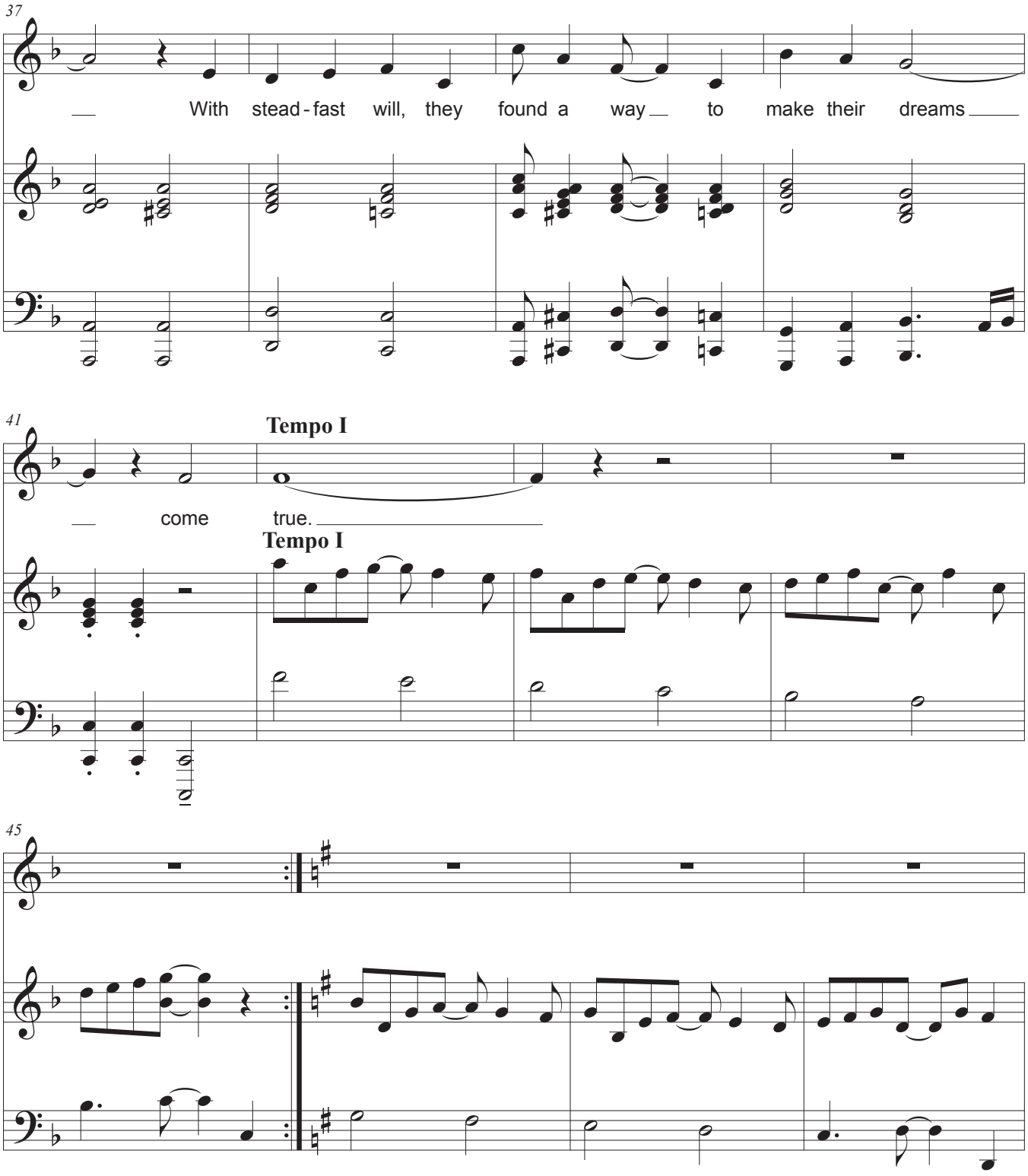
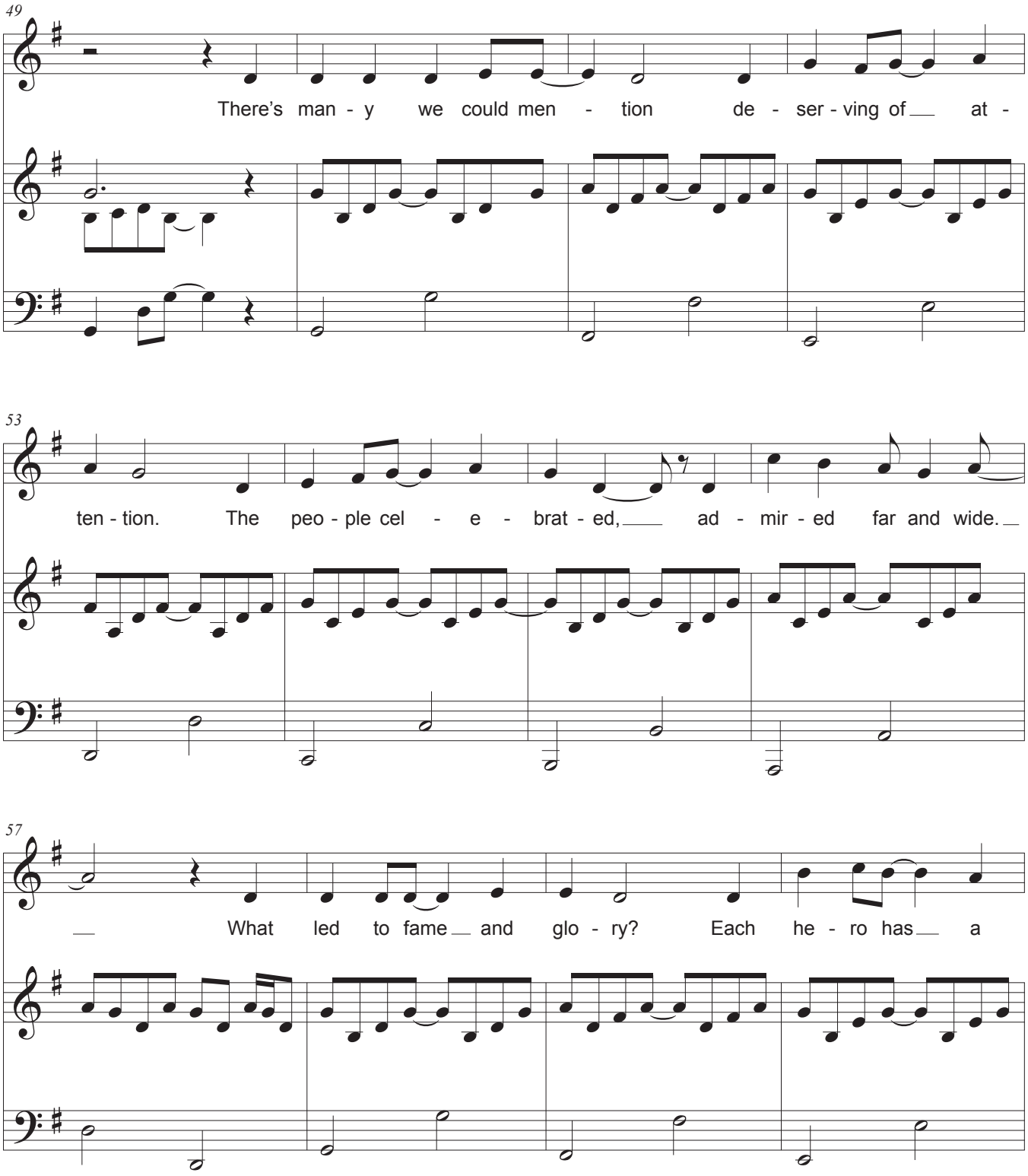
1. Impossible Made Possible

Words by **Trilby Carter Jordan**

Music by **F. Thomas Simpson**

Pop Rock ♩ = 60

13
com - ing the first wo - man to fly the o - cean blue. Through
thou - sand times met fail - ure, be - fore he got it right. Yes,
17
ob - sta - cles gi - gan - tic, she con - quered the At - lan - tic. She
Tho - mas was in - sis - tent, a - maz - ing - ly per - sis - tent and
21
div.
made her re - cord set - ting flight in nine - teen thir - ty - two!
thanks to Tho - mas Ed - i - son we've got e - lec - tric light.

25
unis.
Halftime feel
Im - poss - i - ble made poss - i - ble. They proved their cri - tics
Halftime feel
29
wrong. They danced to life's cha - o - tic beat and sang a he - ro's song!
33
Im - poss - i - ble made poss - i - ble by vi - sion bold and new.

37
With stead - fast will, they found a way to make their dreams
41
Tempo I
come true.
Tempo I
45

49
There's man - y we could men - tion de - ser - ving of at -
53
ten - tion. The peo - ple cel - e - brat - ed, ad - mir - ed far and wide.
57
What led to fame and glo - ry? Each he - ro has a

SPEAKER 1: Impossible! Look at the word closely. *(holds up sign saying "Impossible")* Notice anything? It's really two words: I'm Possible*. (turns the sign around to reveal back side saying "I'm Possible")*

SPEAKER 2: Heroes seem to know—and believe—this little trick. They turn "Impossible" into "I'm Possible" all the time, right?

SPEAKER 1: That's why we've been trying to figure out what gives heroes their super power—the super power that lets them fight giants. And win!

SPEAKER 2: Well, we've done some investigating. And today we're ready to reveal what we've discovered.

SPEAKER 3: *(speaking to audience)* Have we found the master keys that will help us to defeat the challenges of today? If so, you'll be the first to know. Let's look into the lives of certain heroic Americans to see what their stories might have to say. Look, here comes Amelia Earhart!

(Amelia strides on stage followed by a friend.)

FRIEND: Amelia! Wait up. I just heard you were going to try for another flight record.

AMELIA: That's right! I'm gonna be the first woman to fly an airplane—solo—all the way across the Atlantic!

FRIEND: Across the ocean? Amelia, that's so dangerous.

AMELIA: You know how I love flying—and how important it is to me to encourage other women to take up challenges. Wish me luck!

(Both exit.)

SPEAKER 1: And she made it! Flying was her passion.

SPEAKER 2: Passion, enthusiasm—they do carry a boost of energy. So you think passion was her master key? Okay. Let's say Amelia's passion pushed her to keep flying and setting records.

SPEAKER 3: If passion describes Earhart, what word would you choose for Edison?

EDISON: *(enters)* Even if I have to try ten thousand times, I don't consider that I've failed; I've just found ten thousand ways that don't work! *(exits)*

SPEAKER 4: Ten thousand ways? Edison's motto must have been, "Keep trying," or "don't give up."

SPEAKER 5: He had persistence!

SPEAKER 6: Yep. Edison kept at it, and look what happened. He gave us an affordable electric light, the phonograph, the moving picture camera, and lots more.

SPEAKER 4: Hey, where'd you get all that information?

SPEAKER 6: *(pulls out smartphone and wiggles it proudly)* A little thing I like to call "the internet." *(puts phone back into pocket)*

SPEAKER 5: *(clears throat)* Anyway … with passion and persistence, amazing things can happen.

SPEAKER 6: Yeah! Let me tell you about Lewis and Clark, two of my personal favorites. *(pulls out smartphone again)* They became famous for exploring the western part of America back in 1804 to 1806.

SPEAKER 4: *(grabs phone from Speaker 6 and begins reading)* Calling their expedition "The Corps of Discovery," they started near St. Louis, Missouri and explored uncharted territory all the way to the Pacific Ocean …

SPEAKER 6: *(interrupting)* … which is the land we got in the Louisiana Purchase. *(takes phone from SPEAKER 4 and puts in pocket)* Today, 200 years later, you can find Lewis and Clark's actual journals online!

SPEAKER 5: And let's not forget about Sacagawea—she was a very important part of their group, and the only woman on the expedition. She served as a guide and interpreter so they could communicate with the tribes they encountered on their journey.

(Lewis, Clark, and Sacagawea enter and explore.)

2. Flow Mighty Rivers

Words by **Trilby Carter Jordan**

Music by **Anna Laura Page**

Gently flowing ♩ = 76-84

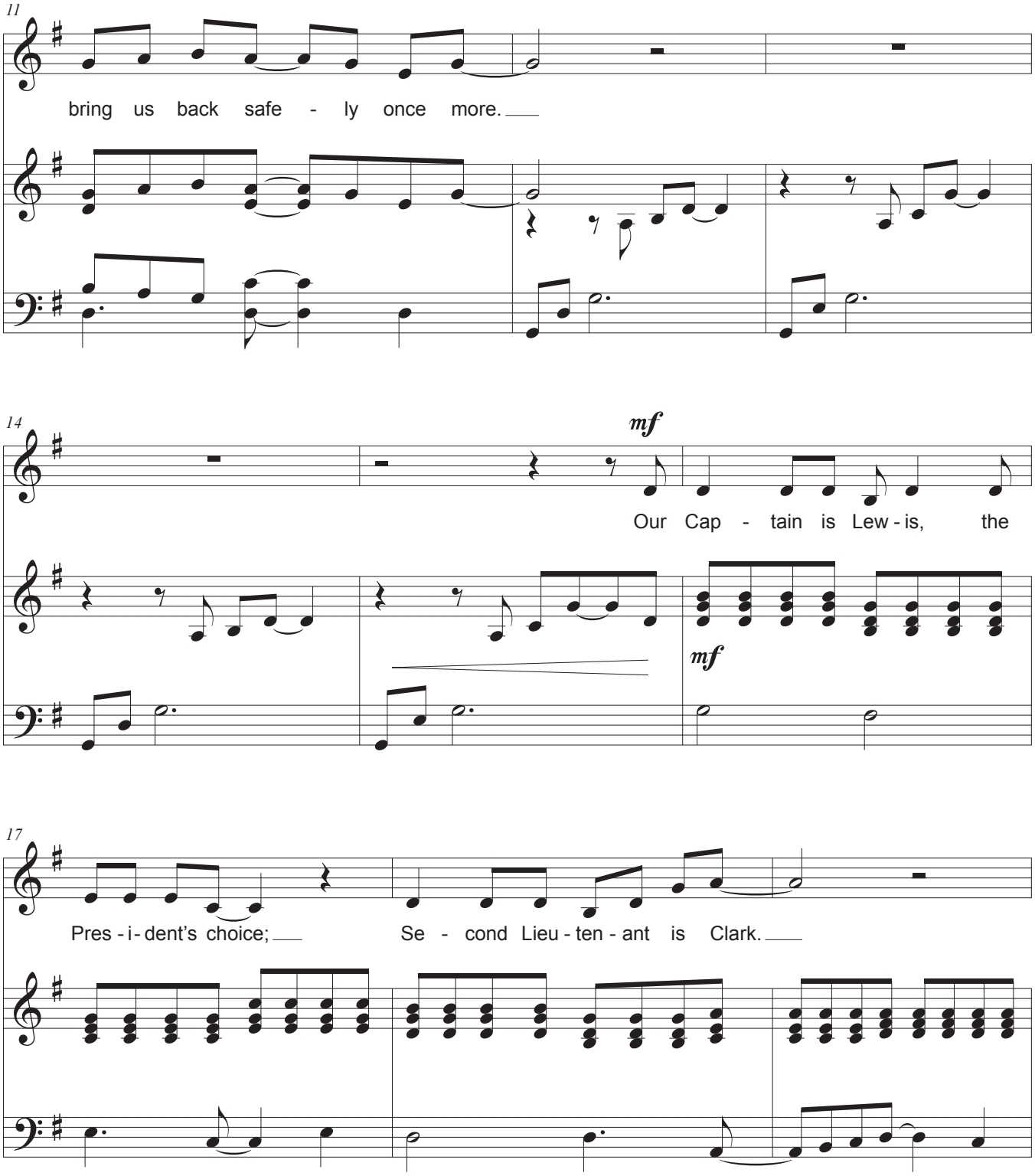
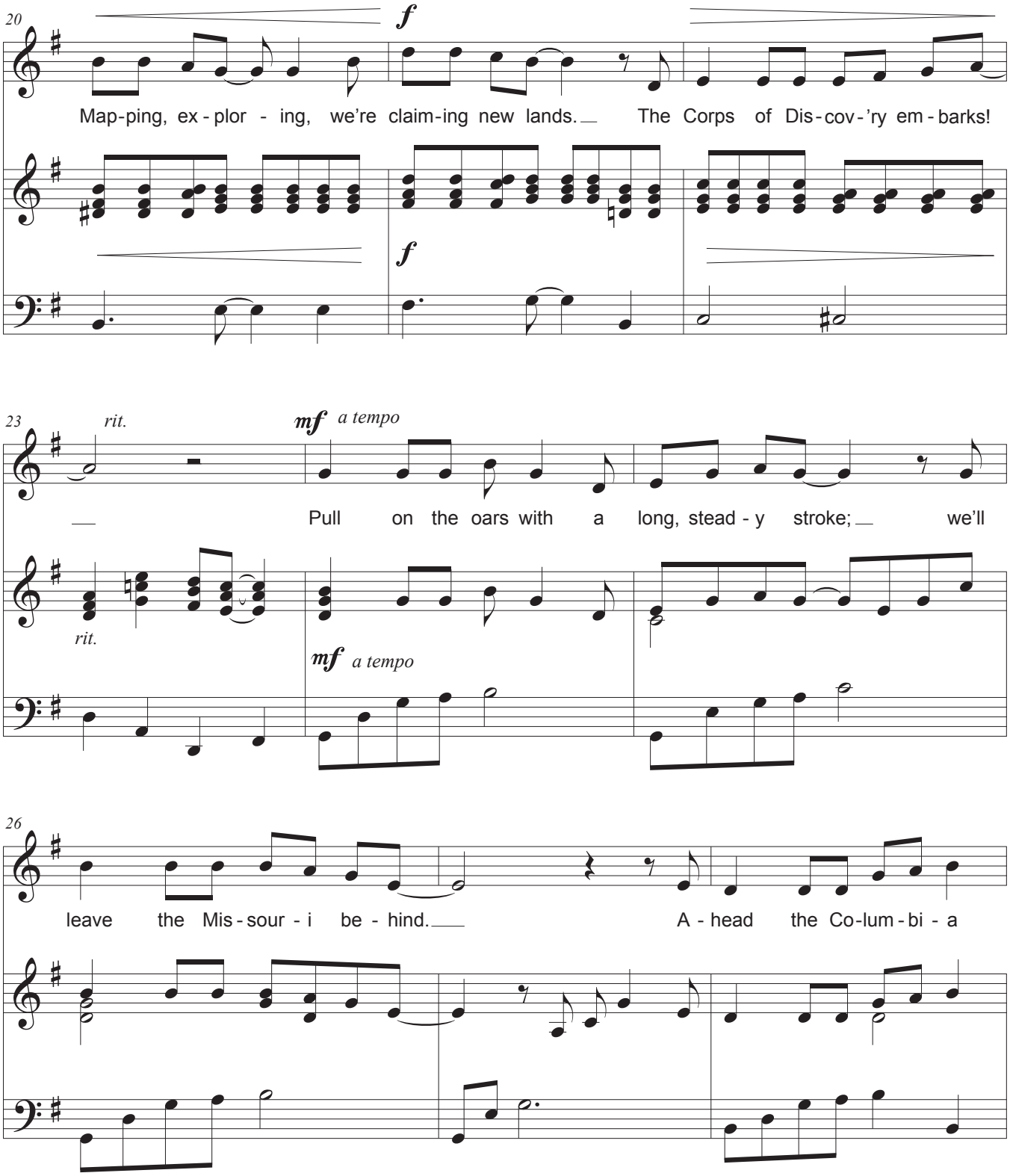
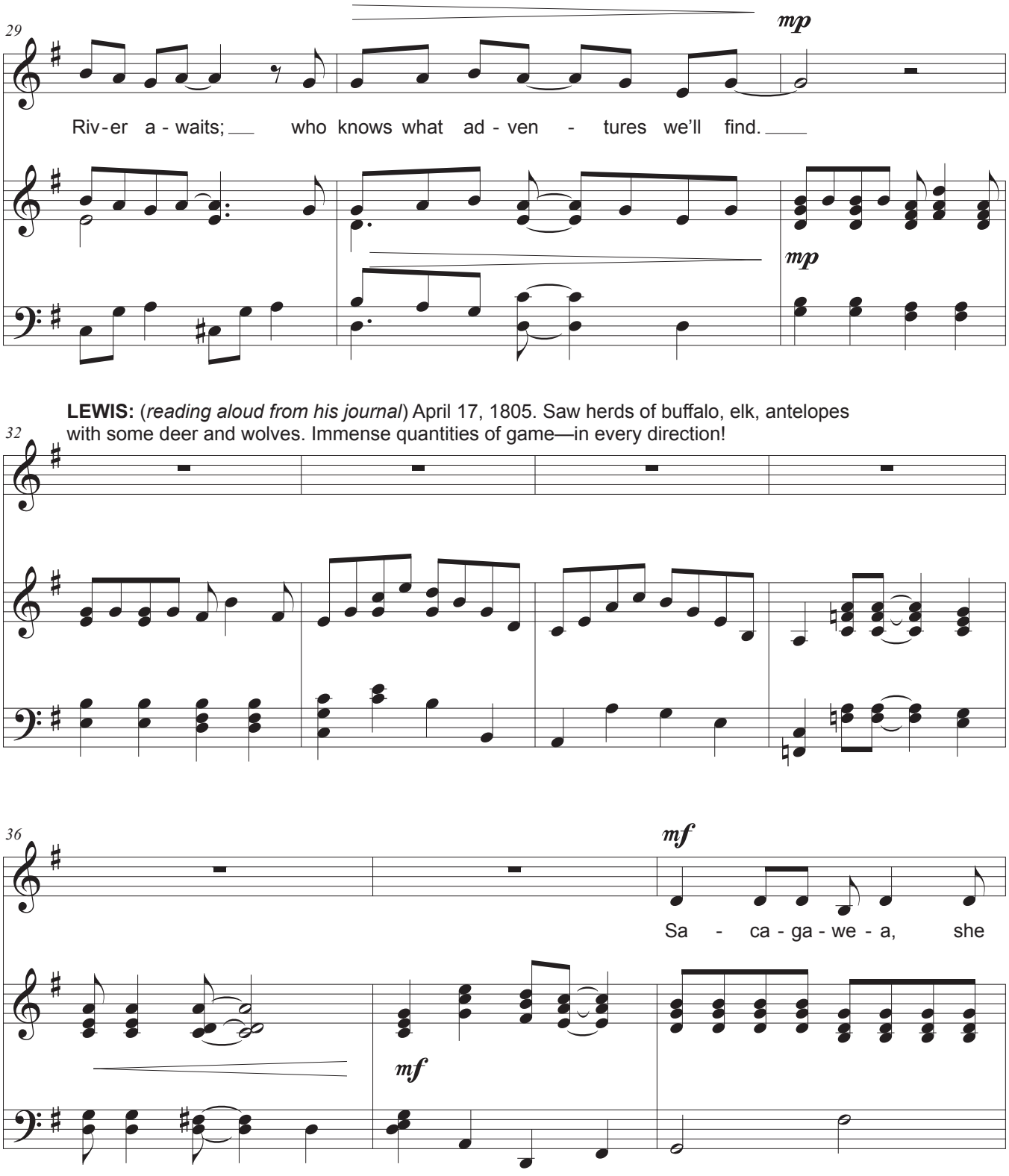
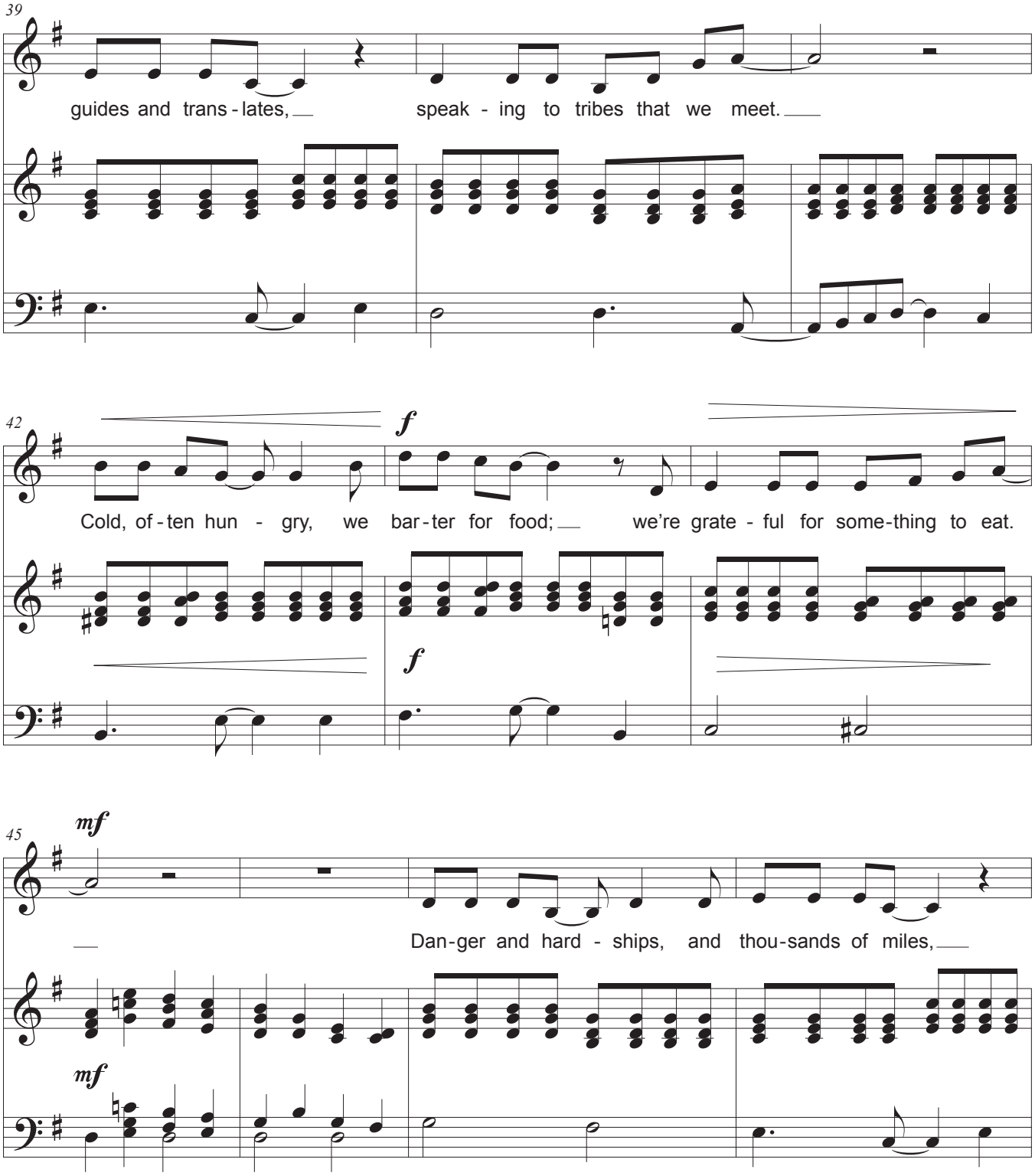
Piano

mp

ALL VOICES

mp

Flow, might-y riv-ers and car-ry us West, to the Pa-ci-fic Coast shore.

O - ver the wil-der-ness moun-tains and plains,

11
bring us back safe - ly once more.
14
mf
Our Cap - tain is Lew - is, the
mf
17
Pres - i - dent's choice;
Se - cond Lieu - ten - ant is Clark.

20
f
Map-ping, ex - plor - ing, we're claim-ing new lands. The Corps of Dis - cov - 'ry em - barks!
f
23
rit.
mf a tempo
Pull on the oars with a long, stead - y stroke; we'll
rit.
mf a tempo
26
leave the Mis - sour - i be - hind. A - head the Co-lum - bi - a

29
mp
Riv - er a - waits; who knows what ad - ven - tures we'll find.
mp
LEWIS: (reading aloud from his journal) April 17, 1805. Saw herds of buffalo, elk, antelopes with some deer and wolves. Immense quantities of game—in every direction!
32
36
mf
Sa - ca - ga - we - a, she
mf

39
guides and trans - lates,
speak - ing to tribes that we meet.
42
f
Cold, of - ten hun - gry, we bar - ter for food;
we're grate - ful for some - thing to eat.
f
45
mf
Dan - ger and hard - ships, and thou - sands of miles,
mf

(Lewis, Clark, and Sacagawea exit.)

SPEAKER 7: Moving on from Lewis and Clark—*(turns to see SPEAKER 8)* what are you doing?

SPEAKER 8: *(fiddling with smartphone)* Just looking up our next hero—or should I say SHE-ro? HE-ro? SHE-ro? *(coughs)* Heroine. Our next heroine is Helen Keller. Can you imagine, not being able to see … or hear?

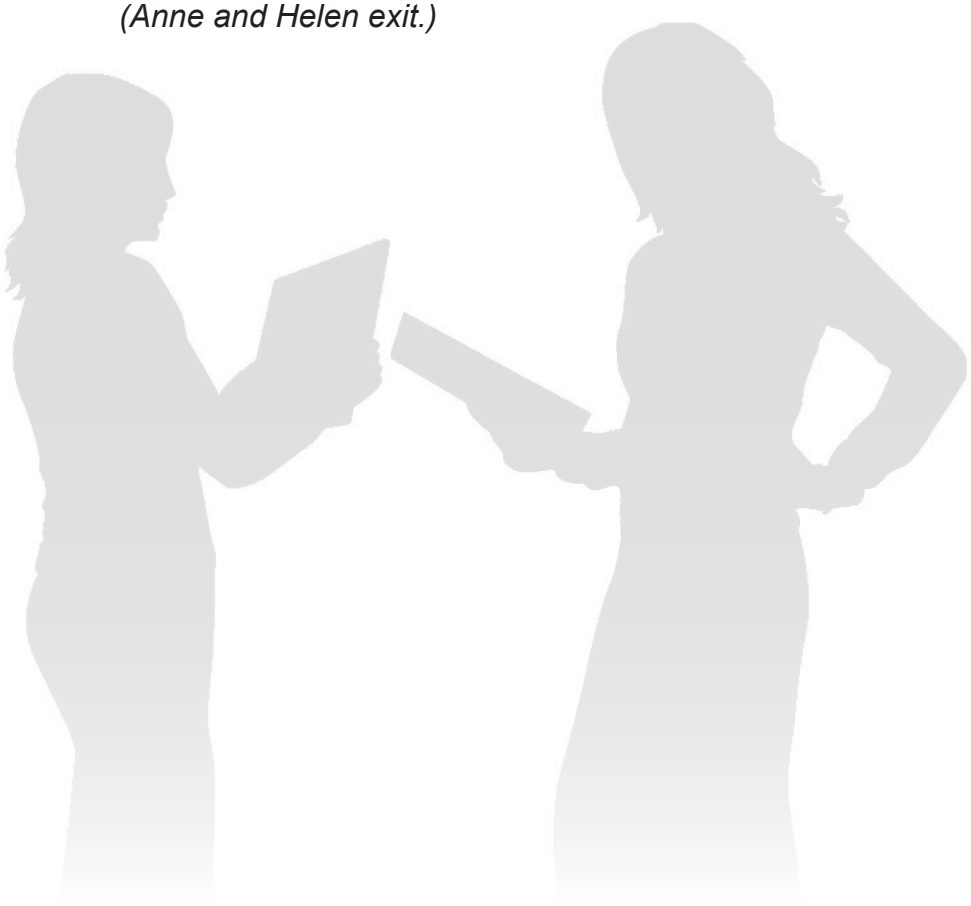
(Anne and Helen enter and start reading a braille book. This pantomime should continue until song.)

SPEAKER 9: I can't think of anyone who had bigger challenges. From the time she was 19 months old, she was both blind and deaf. Yet, with incredible determination and the help of her teacher, Anne Sullivan, Helen graduated from college.

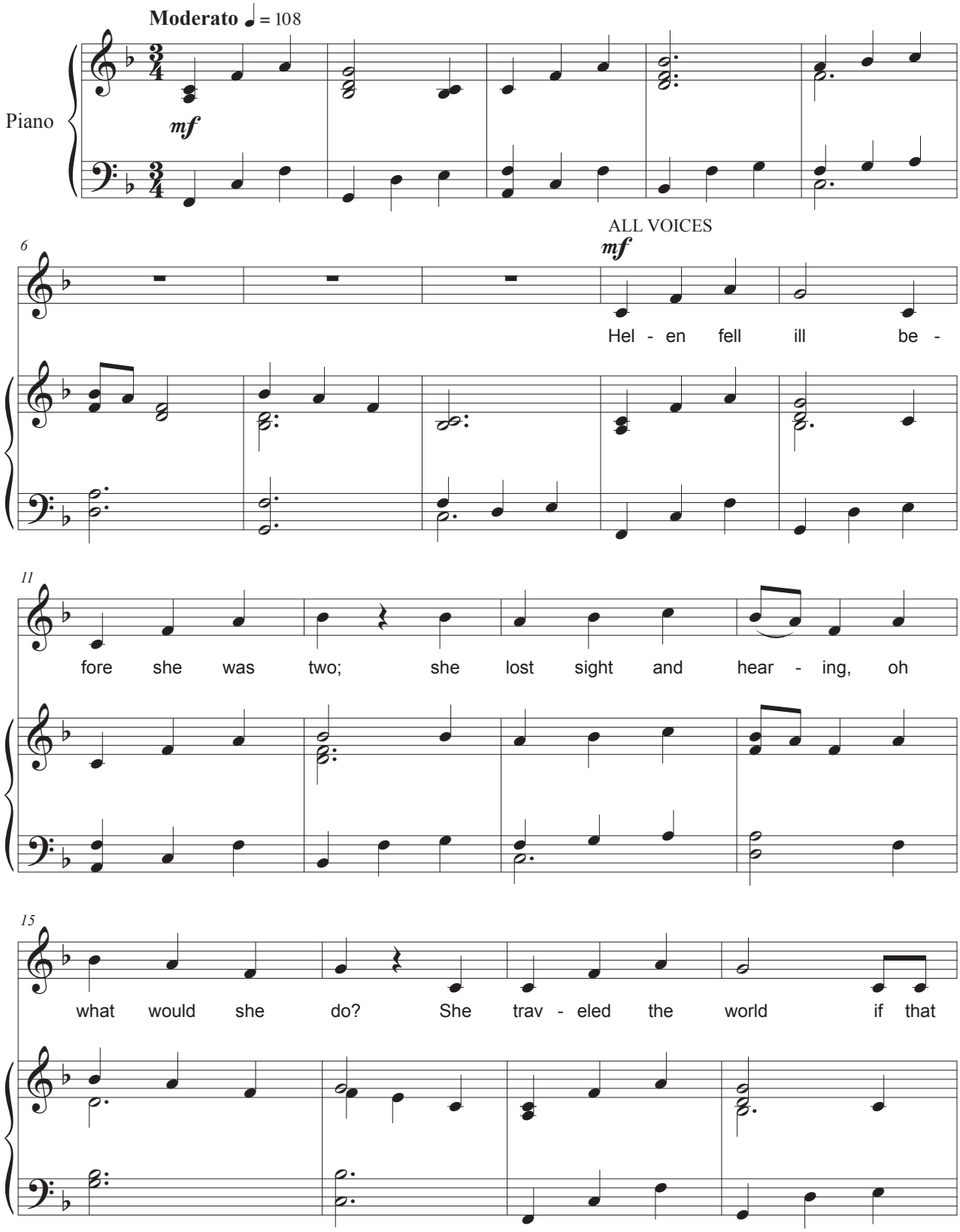
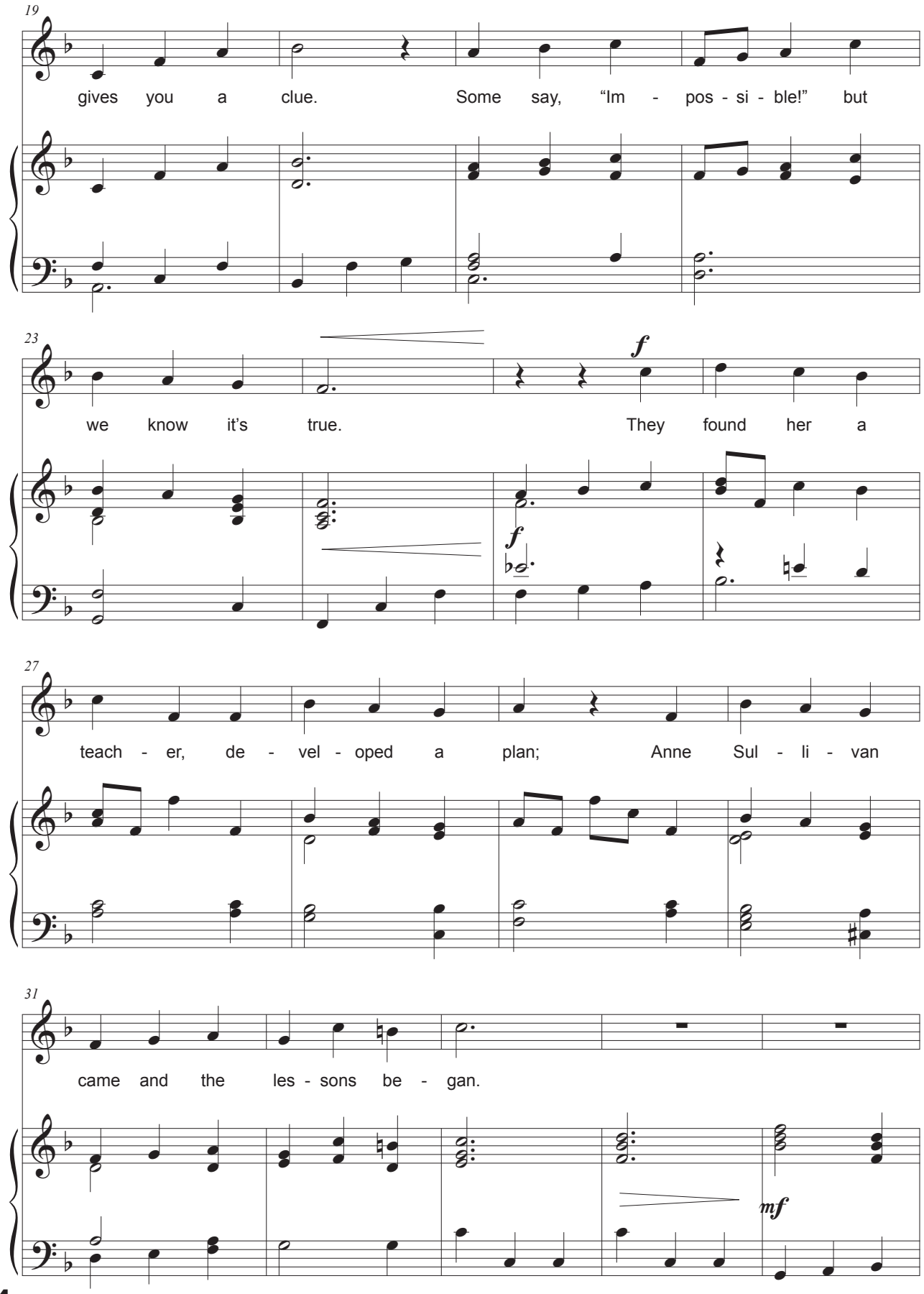
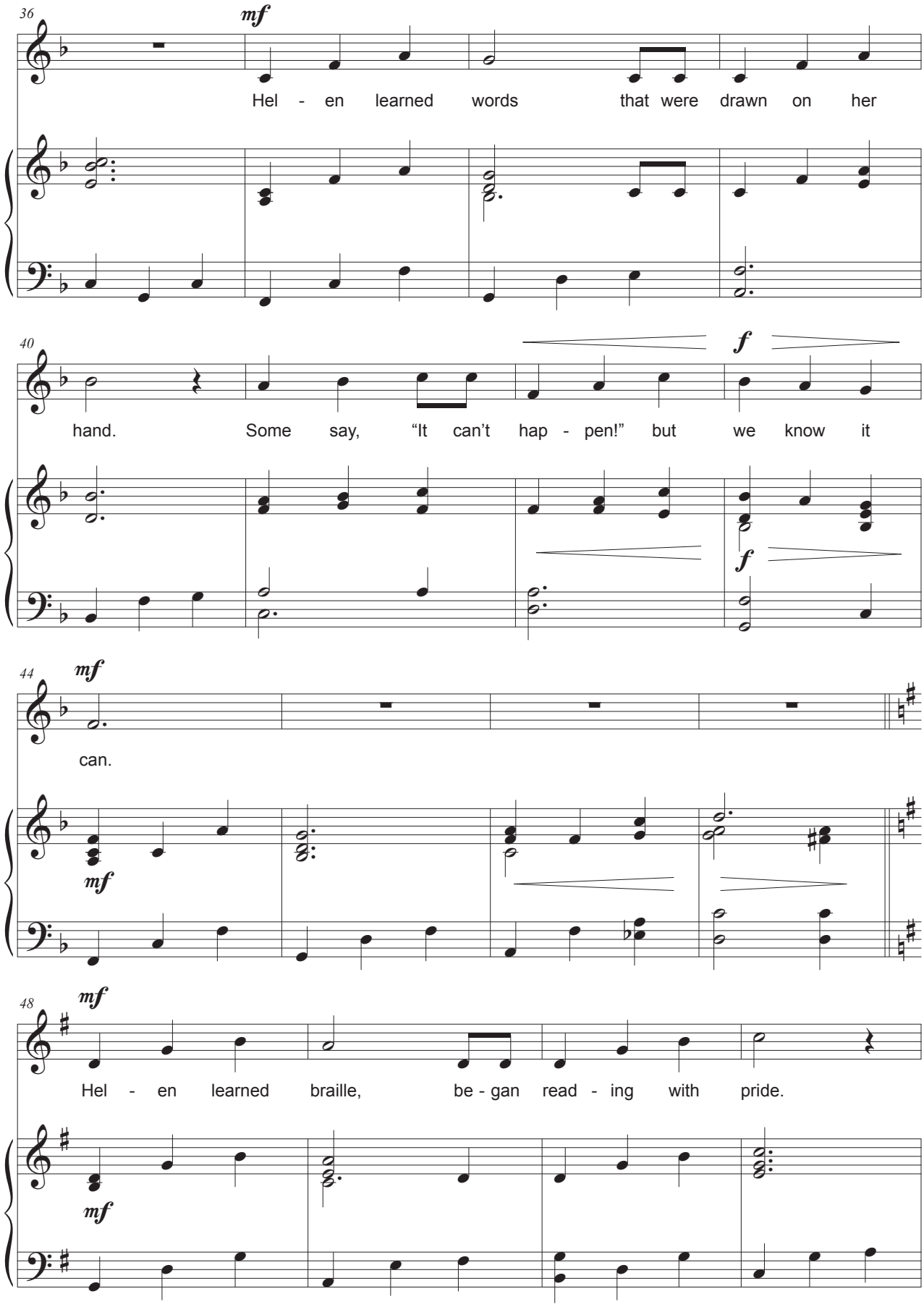
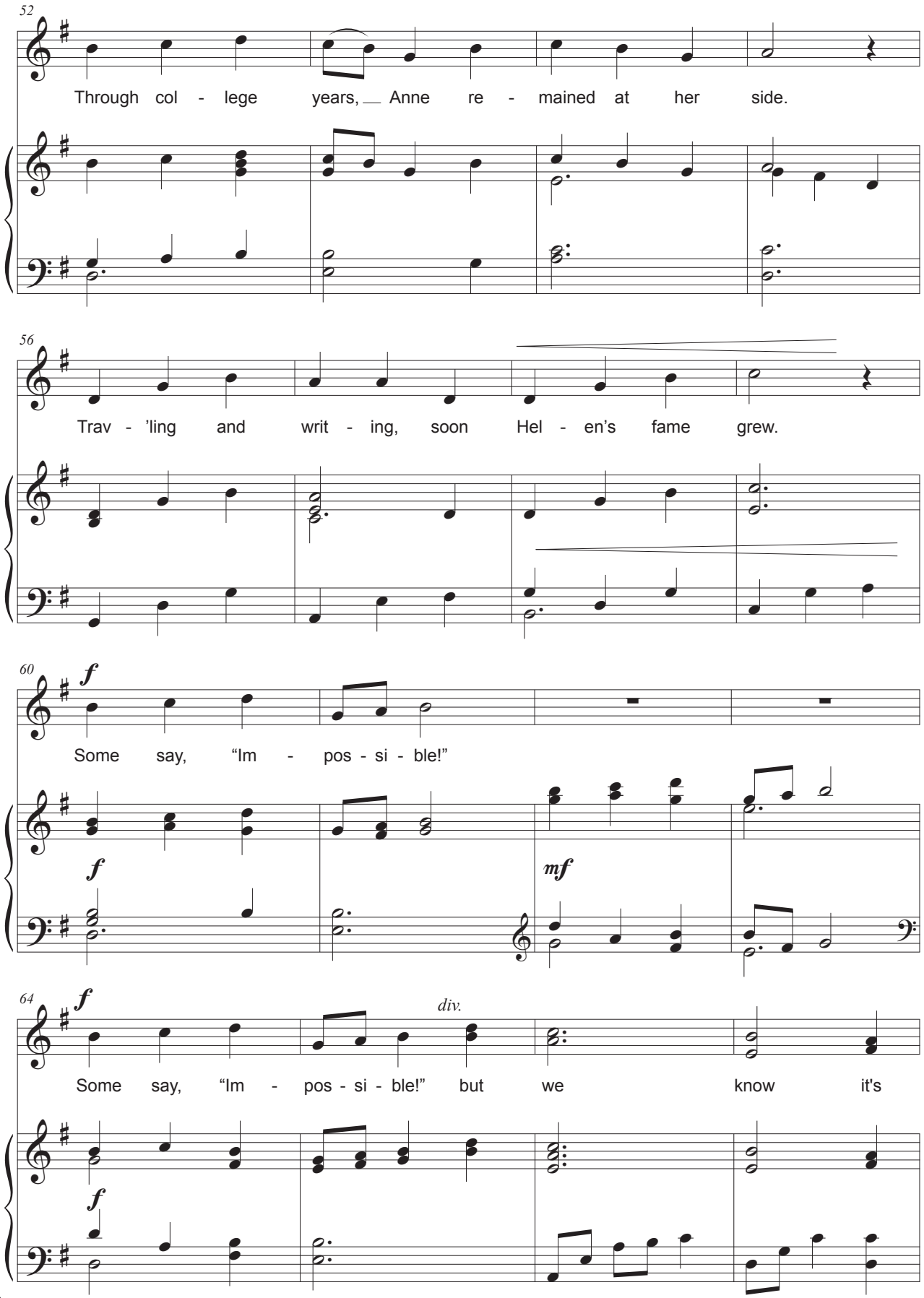
SPEAKER 8: She traveled to 39 countries, met four presidents, and raised a lot of money for the blind.

SPEAKER 7: Anne became Helen's life long friend and companion. And through the years, Helen never stopped calling Anne "Teacher".

(Anne and Helen exit.)



3. We Know It's True

Words by **Trilby Carter Jordan** Music by **Anna Laura Page**

19
gives you a clue. Some say, “Im - pos - si - ble!” but
23
we know it’s true. They found her a
f
f
27
teach - er, de - vel - oped a plan; Anne Sul - li - van
31
came and the les - sons be - gan.
mf

36
mf
Hel - en learned words that were drawn on her
40
f
hand. Some say, “It can’t hap - pen!” but we know it
f
44
mf
can.
mf
48
mf
Hel - en learned braille, be - gan read - ing with pride.
mf

52
Through col - lege years, Anne re - mained at her side.
56
Trav - 'ling and writ - ing, soon Hel - en's fame grew.
60
f
Some say, "Im - pos - si - ble!"
f
mf
64
f
div.
Some say, "Im - pos - si - ble!" but we know it's
f

Cast of Characters and Costumes

Speakers 1–16: Regular concert attire. Speakers and chorus could be wearing matching t-shirts and black pants, or just in the semi-formal clothes you'd require for any other concert or program. Though 16 speakers are listed, please combine or divide parts to meet the needs of your group. Speakers will exit and reenter the choir before and after their spoken lines.

Heroes (Amelia, Friend, Edison, Lewis, Clark, Sacagawea, Helen, Anne, Martin Luther King Jr., Protestors, Astronauts): Costuming can be as simple as wearing all black with a large name tag readable from the audience to detailed period costumes to anything in between.

Props

Poster: For Speaker 1. Should say "Impossible" on the front and "I'm Possible" on the back.

Smartphone: For use by certain speakers looking up information on their heroes. Can be real or something that looks similar. Doesn't need to work.

Notebook and pen: For Lewis to carry and take notes in.

Book: For Helen and Anne to read from.

Civil rights protest signs: For protestors to carry. Should say things like: All Are Created Equal, We Walk for Human Dignity, Equal Rights for All, and We Shall Overcome (etc.).

American flag: For astronauts' moon landing.

Poster: To be created by your group and brought in at end. Should include heroes from this play and their "super powers" as well as any others your group suggests.

Staging and Setting

Chorus should be on risers or arranged in lines to make room for one center space for speakers and another off-center space for heroes. Speakers should exit and re-enter chorus after their scenes.

The stage and auditorium/audience space can be decorated with posters of newspapers/headlines from the past honoring our heroes both represented in this show and not. Additionally, students may cut outlines of themselves out of colored butcher paper to create a setting of shadows of heroes past, present, and future.

About the Authors

Trilby Carter Jordan

Born in Bellingham, Washington, Trilby worked for her father at his real estate office after high school graduation. She attended Western Washington University intending on becoming a teacher. Running out of money for college, she moved to Seattle to work as a secretary for The Boeing Company where she met and married Nick Jordan, an engineer. They live in Bellevue, WA. and have two grown children and three grandchildren. Writing seems to run in her family. She was writing by the second grade. Her great grandmother was an Ingalls and Laura Ingalls Wilder shows up in her genealogy. So does Jeremiah Ingalls, a choir director and composer of hymns in George Washington's time. She has written texts for a dozen different composers and has written the script and lyrics for fifteen published musicals.

Anna Laura Page

Anna Laura Page received a B.M. degree in vocal music education with a concentration in piano and a M.M. in music theory with a concentration in organ from the University of Kentucky. Mrs. Page taught organ as an adjunct faculty member at Mercer University in Macon, Georgia, and theory in addition to organ as an adjunct faculty member at Lander University in Greenwood, South Carolina. She also served as director of the Austin Peay Community Children's Chorus in Clarksville, Tennessee for three years. Active as a composer, clinician, and organist, she has authored numerous choral works for children, youth, and adults as well as compositions for handbells, organ, and piano.

F. Thomas Simpson

Thomas spent the first 20 years of his career teaching in schools and churches around the country before making the transition to professional work in TV production (shows on Nickelodeon, CBS, and syndicated) and studio work. Most recently, he worked at Paramount Studios on children's programs such as "Marvin, Marvin" and "Figure It Out!" Prior to this, he taught music to elementary grade students at the United Nations International School in New York City, NY and at the Buckley School in Sherman Oaks, CA. He received his Bachelor of Music from Westminster Choir College in Princeton, NJ and has done graduate work in both Kodaly and the Orff methodologies. He is an accomplished composer and conductor of youth and adult music, and he continues to work as an orchestrator for various ensembles in the Los Angeles area. Thomas also keeps in touch with his roots by teaching several days a week in the San Marino public schools.