



DRIP DRY RECORDS, INC.

Home of
**SQUEAKY
CLEAN**

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Study Guide for **PULL TOGETHER**

**A MULTI-MEDIA
CHARACTER EDUCATION
SCHOOL ASSEMBLY PROGRAM
For Grades K - 12
Approved for BOCES funding
Incorporates NYS Learning Standards**

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INTRODUCTION

After nearly 25 years of presenting history-themed school assembly programs, "Pull Together" is our first "message-oriented" program.

The concept of "character education" is quite broad and includes such topics as anti-bullying, peaceful conflict resolution, good citizenship, and ethical reasoning. Good intentions alone cannot assure that these positive messages will get through to their intended audience.

Creating and presenting our rock and roll shows has taught us unique methods of addressing young audiences. We utilize a multimedia approach which allows children to receive information through still pictures, videos and sound. We perform a carefully-selected program of songs that include rock songs from the 1950s 1960s and 1970s (our specialty), mixed with a few contemporary selections and original material.

Most important, all of our interactions with the audience demonstrate our respect for their intelligence and their ability to draw their own conclusions. As rock and roll musicians, we have a special ability to connect with young people and our work over the years has earned us credibility in their eyes. Since we are unlike many of the adults they come in contact with, our words are received differently.

GENERAL BOOKING INFORMATION

SQUEAKY CLEAN regularly accepts bookings in downstate New York, Long Island, New Jersey and Connecticut. Performances can be arranged in other areas with appropriate travel fees.

To book the band, you may contact us by phone at (718) 347-2373 or by email (Glenn@gmfmusic.com). We will fill out a bidform at that time and issue a confirmation letter shortly thereafter. Please check the letter carefully to make sure the date, price, time of performance and other details are correct. You will sign both copies and return one to us in the envelope provided.

Our programs are BOCES-aidable. If your district participates in BOCES, you will need to contact your district arts coordinator after setting up a booking with us. BOCES shows do not require a deposit.

All others will be requested to send a 50% deposit. The due date for the deposit will be on your confirmation letter, generally 60 - 90 days before the performance is scheduled. If you prefer, you may send the deposit when you return your confirmation letter. Please call us if you anticipate sending a deposit later than the due date.

Once we send out your confirmation letter, we will put a hold on the date you requested. However, **YOUR DATE IS NOT RESERVED UNTIL WE RECEIVE YOUR SIGNED CONFIRMATION LETTER.**

ALL DATE CHANGES OR CANCELLATIONS MUST BE REQUESTED IN WRITING. You may discuss your needs in a phone call or email. We will generally send out new paperwork if there are significant changes. If a date is to be cancelled, please send us a letter in writing and return the confirmation letter if possible.

LOGISTICS/TECHNICAL INFORMATION

SQUEAKY CLEAN is bassist/vocalist Suzanne C. Smithline and guitarist/vocalist Glenn Paul Manion, together with either Phil Leone or Alan Michaels on drums.

Our program consists of live performance of songs and computer-generated visuals (moving and still) projected on a six-by-nine foot rear-projection screen.

We provide our own PA system and all the required equipment for the A/V presentation. We use our own screen, which allows us to place the projector onstage with us, rather than in the audience.

Our show may be performed in an auditorium, an all-purpose room or in a gymnasium. While we cannot do this show outdoors, we could do a concert presentation (minus visuals) of the songs. We like to work on a stage, but can work without one if needed. In order for our projector image to be full-sized, there must be 10 - 15 feet of depth in our performance area (between the projector and the screen).

If the room can be darkened, the images will be more vivid. If your school does have a stage with a lighting system, please make sure that it is unlocked and operational; if the system is complex, please make the person who understands it available to us.

If you have any concerns about the performance space you have available, please call us at (718) 347-2373.

THEME OF THE PROGRAM

In our opinion, an effective "message-oriented" assembly program must have a clear focus and a compelling narrative. It is not enough simply to say "Be good to other people" or "Don't be prejudiced."

The theme of our "Pull Together" show can be summarized as follows: America's children will inherit a world where people of diverse backgrounds must be comfortable working together. The challenges they will face as citizens of their nation (and the world) will require the creativity and unique talents of each individual. Such a world demands a respect for diversity and an end to prejudice of all kinds.

Our goal is to inspire students to dream about what can be accomplished when we all "pull together."

COORDINATION WITH EXISTING SCHOOL PROGRAMS

Many schools develop their own character-education initiatives in-house. Others purchase turnkey programs such as "Character Counts" or "Auto B Good" (which uses cars as characters, much like the Pixar movie).

We encourage schools that book "Pull Together" to make us aware of these efforts, so that our onstage dialogue can include references to the work students are already doing. In certain cases, we can integrate relevant photos into our multimedia presentation. Over time, we hope to incorporate the best elements of the various school programs we encounter into our presentation.

"EVERYDAY PEOPLE" SEGMENT

Near the end of our show, we perform our version of Sly and the Family Stone's 1969 hit "Everyday People." We ask each participating school to provide us with digital photos of the school community engaged in cooperative activity. These photos are projected as the band performs the song.

Photos should be sent to us on a CD-R disk, JPEG format, several weeks prior to the performance. We return the disk at the end of the show and delete the photos from our computer immediately afterwards.

If privacy concerns prevent a school from providing photos, we have a "generic" set of photos to accompany the song.

NEW YORK STATE LEARNING STANDARDS

Throughout this study guide, we will refer to New York State Learning Standards in core subjects such as The Arts, Social Studies, Math/Science/Technology and Social Studies. Full text of these learning standards are available online at <http://usny.nysed.gov/teachers/nyslearningstandards.html>

RECOMMENDED GRADE LEVEL

"Pull Together" can be adapted to a wide range of grade levels.

We have carefully selected photos that have a high impact and tell a story by themselves. Most of the photos have captions that have been written at a basic reading level.

We adapt our speaking parts to the age of the audience. Young audiences appreciate hearing stories and being invited to sing and clap along. Middle and high school students are more engaged with the outside world and are trying to figure out what they can do to make a difference. Many are required to perform "community service" for college admission. For this age group, we stress concrete examples of how their efforts can have an impact on problems in their community and the world.

All ages are energized by the uplifting music we perform in the show.

Therefore, we can recommend "Pull Together" to elementary, middle and high schools, especially those schools that carry out some ongoing program of character education. For Pre-K students or primary schools, please feel free to consult with us as to the most appropriate approach to this material. We may opt to do a simplified "concert" version of the show, focusing more on interpersonal relationships and less on world issues.

SONG SELECTIONS

SQUEAKY CLEAN released an award-winning CD called "Pull Together" in March 2005. The songs are mostly from the late 1960s and early 1970s, a time when pop musicians tried to raise the social consciousness of their fans. Many artists used their music to send a message of healing, unity and hope at a time when the country was sharply divided. The CD is available from CD Baby and downloadable on Apple iTunes.

For this show, we made an effort to find songs that are familiar to young audiences, such as John Lennon's *Imagine* and the Motown classic *Ain't No Mountain High Enough*. We also found songs that directly address some of the topics we cover in the show, such as immigration (*Only In America*) and school desegregation (*Black and White*).

We included a contemporary song (John Mayer's *Waiting on the World to Change*) that is well-known to young audiences and raises a number of questions that we examine in the show.

We expect that our song selection will evolve over time, as old songs get revived in movies and commercials or new songs are written that speak to the issues we address.

- Love Train
- People Got To Be Free
- Only in America
- The Kids from Queens
- Black and White
- Tutti Fruitti
- Waiting on the World to Change
- This Marvelous Relationship
- Put a Little Love in Your Heart
- With A Little Help from My Friends
- Imagine
- Everyday People
- Ain't No Mountain High Enough

SYNOPSIS

PRESHOW/INTRODUCTION

As students enter the auditorium, they hear a recorded jazz version of Beethoven's *Ode To Joy* (which is a setting of Fredrich Schiller's poem about brotherhood). They can read key words and concepts of the show on our large projection screen, such as *Cooperation, Harmony, Understanding, Tolerance, Diversity*.

The show opens with a performance of the O'Jays soul classic *Love Train*. On the screen, we present a montage of various forms of dance practiced around the world (Arts Learning Standard 4: *Students will recognize that dance is performed in many different cultural settings and serves many different functions in diverse settings*).

ACT ONE: THE AMERICAN DREAM

This part of the show presents a brief overview of immigration to America. Students will learn that the contemporary disagreements over legal and illegal immigration (some of which are played out in their local community) have been a part of American history for centuries. (Social Studies Standard 1, Key Idea 1: *Students will know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it*).

People Got To Be Free: through videos and still photos, we show that today's new immigrants follow in the footsteps of earlier immigrants, drawn by the promise of liberty

Only In America: we speculate on the kinds of people who would be willing to uproot their lives and come to America (they would likely have been confident, courageous, etc.). We point out how we have benefited from their contributions to technology, the arts and sports. e.g. Andrew Grove, an immigrant from Hungary, helped develop the microchip (Social Studies Learning Standard 1, Key Idea 3: *...learning about the important roles and contributions of individuals and groups*).

The Kids from Queens: this original composition celebrates the vibrant diversity of Suzanne and Glenn's hometown by presenting a montage of its numerous ethnic restaurants. (Social Studies Learning Standard 1, Key Idea 1 *...the study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context...*)

ACT TWO: INTO THE MAINSTREAM

Not all American immigrants were welcomed by those who came before (Nativist movements, the Know Nothing Party). And many came involuntarily, as indentured servants and deported convicts. (Social Studies Learning Standard 1, Key Idea 1... *compare and contrast the experiences of different groups in the United States*). This part of the show focuses on the struggle for equality waged by, and on behalf of, African Americans.

Black and White: today's students instinctively understand the absurdity of separating children according to their skin color. But until the second half of the twentieth century, the idea of mixing the races in the classroom was unthinkable to many. We briefly explain the circumstances that led to the historic *Brown vs. Board of Education* Supreme Court decision in 1954. (Social Studies Learning Standard 5, Key Idea 2... *understand how civic values reflected in United States and New York State Constitutions have been implemented through laws and practices*). We perform this lighthearted song while we show images from the Jim Crow South, Thurgood Marshall and the early years of school integration. We conclude with a series of images that show black and white combining to make dominoes, a piano keyboard, cattle and Converse sneakers.

Tutti Fruitti: unlike their parents, children in newly integrated classrooms quickly made friends and shared their enthusiasm for movies, sports and music. Rock and roll provided white children with a chance to bond with their black classmates. While this new music drew heavily on black traditions of jazz, blues and R & B, rock and roll stars of many races and backgrounds were adored by teenagers. (Arts Standard 4: *students will discuss the current and past cultural, social, and political uses for the music they listen to and perform*).

ACT THREE: WORKING TOGETHER

This section of our show is designed to show how individual and collective efforts can make a positive difference in your local community, the nation and the world. (Social Studies Standard 5, Key Idea 3... *Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities*).

Waiting on the World to Change: this contemporary song, written and performed by John Mayer, expresses this generation's sense of helplessness: *Now we see everything is going wrong with the world and those who lead it/We just feel like we don't have the means to rise above and beat it*. Based on Internet discussions about the song, it is unclear whether the song is viewed as a statement of resignation or as a challenge to today's young people to assert their values aggressively, like the generation that came of age in the 1960s.

This Marvelous Relationship: this original song teaches how each individual, whether big or small, can find a job that suits his or her unique abilities. As an allegorical device (English Language Arts Learning Standard 2: *recognizing literary devices*), the lyrics are sung from the point of view of the African oxpecker bird, a tiny creature who rides along on the back of a rhinoceros. The bird rids his host of insect pests, and the rhino provides a food source and protection. Cooperation can take the place of competition. (MST Learning Standard 4:...*students will describe how plants and animals, including humans, depend upon each other and the nonliving environment*).

Put A Little Love In Your Heart: we take about how diverse groups of people often come together to address serious world problems. We use the example of UNICEF, which focuses on helping children and families all over the world deal with issues such as education, protection from violence, gender equality, health and nutrition. Children may be familiar with the annual "Trick-or-Treat for UNICEF" program, which gives them a chance to help children in other parts of the world. We show photos that present the work of UNICEF is a positive, hopeful light.

A Little Help From My Friends: there are many other opportunities for young people to have a positive impact that they can see in their own community. Many high school students are required to put in a certain number of hours engaged in community service, as a condition for graduation or for admission to college. We make suggestion of ten specific ways that young people can help their community. They include: cleaning up litter for Earth Day; volunteering at an animal shelter; building housing for the needy through Habitat for Humanity; participating in a community art project, such as a mural. (Social Studies Learning Standard 5: *students will use a variety of intellectual skills to demonstrate their understanding of ...[the] responsibilities of citizenship, including avenues of participation*).

ACT FOUR: VISIONARIES

This section of our show is designed to inspire the audience to take on the challenges of their world, armed with a sense of the possibilities for individual accomplishment and cooperative achievement.

Imagine: we point out that society recognizes the work of military leaders with medals, parades and statues. There is also an award established by Alfred Nobel given "*to the person who shall have done the most or the best work for the abolition or reduction of standing armies and for the holding and promotion of peace congresses.*" We show pictures of many past Nobel Peace Prize winners: some of them are known to today's students (Martin Luther King, Nelson Mandela), others deserve to be (Albert Schweitzer, Jane Addams, Mohamed El Baradi). (Social Studies Learning Standard 2, Key Idea 3: *...[students will] analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities*).

Everyday People: perhaps your school is attended by a future Nobel laureate? Will the students of your school initiate a community-improvement project that is imitated all over the country? Photos provided by the school will emphasize the diversity of the student body what their cooperation has already accomplished. Including photos of students body is our way of "bringing the audience onstage" with us. [Note: we have an alternate presentation if your school is unable or uncomfortable with providing students photos]

Ain't No Mountain High Enough: this Motown favorite, originally a simple love song, has become a song of determination for those who must overcome daunting challenges. The band's performance never fails to get the entire audience singing. On our screen, we project striking pictures of the world's most celebrated mountains, valleys and rivers. (Social Studies Learning Standard 3 (Geography): *Students will: use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live*).

SUGGESTED PRE- AND POST-ACTIVITIES

Your school may already have a rich resource library of character-education activities. Here we offer a few suggestions that directly relate to the material presented in our show:

Nobel Peace Prize winners: while students may be familiar with a few of the individuals or organizations we present in our show, many of them are unknown to today's students. Students may be assigned to research a specific Nobel Peace laureate, learn about the relevant facts of his or her life and present their findings to their classmates in the form of a report, a mock interview or some other creative response to this individual's life.

Who do you think should get the Nobel Peace Prize for the upcoming year? Can you make your case to the Nobel committee?

Who could be awarded a Nobel Peace Prize in your school or classroom?

Black and White: our show presents real-life cases where black and white are both required (piano keys, dice, dominoes, cows, Dalmatians). Students could find other examples from their everyday life. Black and white photography was once the rule. Students could research and share with their classmates celebrated photographers who worked exclusively in this medium (Steiglitz, Ansel Adams, etc.) Do you think these photographers would have used color photography, had it been available to them? The early years of rock and roll were largely documented in black and white photography. Students could find black and white photographs of early rock and roll stars and consider whether the race of the performer can be determined from the photographs. Do you think this information was relevant to teenagers at the time? What about their parents?

Only In America: students may conduct an in-depth exploration of the role of naturalized Americans. They may report on an individual, or look at various groupings, e.g. naturalized Americans in the NBA; inventors and scientists; individuals from a specific country or region, etc. Whether reporting on groups or individuals, students should be able to locate the country of origin on a world map or a globe. Was the individual/group part of a larger movement, such as the Irish who came to America after the Potato Famine? Did they have to overcome language obstacles? Did they face discrimination at first? Ideally, the work generated by a given classroom should include representatives from many regions of the world, not merely Western Europe.

Many classrooms have children whose parents are immigrants, or the students themselves may have been born in another country. Hearing their stories directly (what motivated their family to emigrate; what are their dreams; what challenges have they worked to overcome) will make it clear that the story of American immigration began with America itself and continues to this day.

SUGGESTED RESOURCES:

There is a staggering amount of resources available to teach children about the issues we raise in our show. We will list some of our favorites here. Please feel free to suggest (Glenn@gmfmusic.com) other resources you have found valuable:

Jane Addams Children's Book Awards: According to their website, *the Jane Addams Children's Book Awards are given annually to the children's books published the preceding year that effectively promote the cause of peace, social justice, world community, and the equality of the sexes and all races as well as meeting conventional standards for excellence.* Among the 2007 winners are two books about Japanese-American girls in World War II internment camps: *A Place Where Sunflowers Grow* by Amy Lee-Tai and *Weedflower* by Cynthia Kadohata.

Pay It Forward: this film, rated PG-13, tells the story of a young person challenged by his social studies teacher to come up with a plan to change the world through direct action. It is based on the book by Catherine Ryan Hyde, which is written for Young Adult readers.

Goodcharacter.com is a noncommercial website with free resources, materials and lesson plans.

EVALUATION FORM

The principal or faculty contact person should collect these forms and mail them back to us at: Drip Dry Records, P.O. Box 3873, New Hyde Park, NY 11040

Date of Performance _____

School _____

Grade Level _____ Teacher _____

Please rate "Pull Together" in the areas listed below. Circle the rating numbers from 1 to 5, 1 being poor and 5 being excellent.

1) Student Response to Program 1 2 3 4 5

2) Technical Quality of Program 1 2 3 4 5

3) Educational Quality of Program 1 2 3 4 5

4) Performance Quality of Program 1 2 3 4 5

5) Quality of Study Guide 1 2 3 4 5

6) Any ideas to add to the study guide?

7) What parts of the show worked especially well?

8) What parts didn't work especially well?

Comments and/or suggestions: