

# Re. BOP

## Raised on Rock 'n' Roll • Activity Worksheet

“Do not then train youth to learning by force and harshness: But direct them to it by what amuses their minds. So that you may be better able to discover with accuracy the peculiar bent of the genius of each.” *Plato*

*Here is an assortment of supplemental activities, suggestions, and participation ideas to accompany songs in Raised on Rock 'n' Roll that I'm sure will trigger your own imaginations! The underlying premise is that children learn best when fun is a natural part of the learning experience. Projects are designed to accommodate different learning styles, encourage divergent thinking, and tie in with the “7 intelligences”\*. So teachers, parents, and kids—put on your boogidy boogidy shoes, dance, sing, play and learn by having “fun, fun, fun”!*

—Diana Winn Levine, M.Ed.  
Co-producer

### Party time!

Whether for a school sock hop or a child's birthday party, oldtime rock 'n' roll makes a great theme. Decorate with old 45s and album covers, cardboard cutouts of a jukebox, guitars, saxophones, and 50s-style cars. Have everyone come dressed in poodle skirts, crinolines, saddle shoes, letter sweaters, leather jackets, sunglasses. etc., hair slicked back with sideburns or in ponytails. Make a cake in the shape of a guitar. Have games like “Pin the curl on Elvis' or an Elvis impersonation contest. And of course, do the Loco-motion, the Jitterbug, the Mash, the Swim, the Pony, and Twist the night away!

### Doo -Wop Sign Language

Singers in 60s vocal groups often did hand movements, as well as choreographed dance steps to illustrate the lyrics. Form groups of 3 or 4 kids each, name your band, and do hand motions and synchronized steps for each line of a song of your choice. For example, use body and hand motions, as well as facial expressions to dramatize **Boy from New York City** or **Poison Ivy**. Perform it for the class. Guaranteed to make you dance (and itch!)

### Fun, Fun, Fun

- Find a photo of a T-Bird and do detailed drawings, one realistic and one fantasy. Research and draw other cars from the 50s and 60s, including the infamous Edsel!
- See how many vehicles the group can list. Make a book with each child illustrating one of their favorite vehicles, e.g. school bus, motorcycle, tractor, etc.
- Debate: This song is a humorous and child-centered way of stimulating discussion (while withholding judgment!) about rules and punishments, right and wrong, authority, non-truth and consequences, driving and other responsibilities that go with growing up, and what constitutes ‘fun’ and ‘cool’. Ask questions like “What would happen if there were no rules? If you had all the freedom in the world, how would you use it? If you were the parent, how would you feel if your daughter was speeding? Not telling the truth about where she'd been? What was the girl's viewpoint? Her friends'?”

\* Howard Gardner is a researcher and author who has contributed greatly to the field of education by helping to redefine what it is to be intelligent, literate, and educated. Through his research with brain damaged hospital patients, he was able to discover separate intelligences within the brain. Two of these intelligences — Verbal & linguistic and logical & mathematical — have been the focus of classrooms for many years. The other five are musical & rhythmic, visual & spatial, interpersonal, intrapersonal, and body kinesthetic. Having this knowledge is exciting because not only can we rationalize (to any school board!) the cognitive attributes behind activities like those in this worksheet, but it helps us see the strengths of all children in a whole new light.

We are indebted for these activities to the theories of other educators as well. For example: Bloom's Taxonomy, Kohlberg's moral development theories (when the Purple People Eater comes to YOUR classroom and gets teased. . .), those dealing with learning styles (let's give more attention and balance to right brainies!), learning modes (visual? Tactile? Auditory?), and divergent questioning.

Consider, for example, the forced association model: How is the Purple People Eater like the girl in the bikini? This also supports Madeline Hunter's theories of anticipatory sets and complete teaching models.

## Poison Ivy

- Recite the intro poem ‘rap- style’ as fast as you can without tongue-stumbling!  
*Measles, mumps, and chicken pox                      Itchy gitchy jumping jivey*  
*prickly heat, mosquito bites                              and creepy poison ivy!*
- Research and report on how to identify poison ivy and other poisonous plants. What makes a plant poisonous? Do a unit on “Mr. Yuk” and how to be safe about poisonous plants and household poisons.
- Teach about metaphors and similes. Then have kids find those in this song as well as make up some of their own. (pretty as a \_\_\_\_\_, comes on like a \_\_\_\_\_)

## Who Put the Bomp?

- BOMPS AWAY! Doo-wop was a style of vocal rock & roll popular in the ’50s and ’60s using phonetic or nonsense syllables as rhythmic back-ups. Have the kids pick out all the silly syllable vocals in the song, spell them phonetically, and imitate them in all kinds of opposite ways (high, low, speedy, slow, soft, loud, scary, happy).
- Listen to how the singer used doo-wop nonsense phrases as if they meant something. Have kids make some up and see who can use context clues to guess meanings, e.g. I’m so hungry I could waddley wap a shishsplop.
- “I went to the market and...” Play this classic alphabet game except, instead of foods, use nonsense words. Each child contributes a nonsense word, repeating the ones that came before in order. (I went to the market and I bought an ahchoo, blah, clunk, and dippedy doo.) Then get really tricky and add a motion to go with each nonsense word!

## The Way You Do the Things You Do

**Madlibs and Analogies:** Make up your own! Fill in the blanks with things you like about somebody special...

“The way you (*verb phrase*), you know you could’ve been a (*noun*) ”

“Baby you’re so (*adjective*), you could’ve been some (*noun*)!”

“The way you (*verb phrase*), you know you could’ve been a (*noun*) ”

Here’s one that came out of a parent giving the first half of each sentence and her child finishing—

Baby you’re so **cool**, you could’ve been some **iced tea**

And baby you’re so **strong**, you could’ve been an **oak tree**

The way you make me **laugh**, you could’ve been a **tickle bug**

The way you **warm me up**, you could’ve been a **big hug**!

**Lists of good things:** This song is a great self-esteem builder! At the end of the song, listen to some of the positive attributes the singer highlights. Have each child say something they like about the person sitting next to them. Starting with “(I love) The Way You...”, have kids list as many actions as they can think up! For example: The way you share your toys, whistle while you work, play kazoo, laugh out loud, tie a doublebow, dance so wild, chew your cud, chase your tail (yes, you can sing this to your pet!) As the whole class sings “The way you do the things you do”, have each child say his idea in rhythm, rhyming couplets whenever possible.

Use the line “You could do anything that you want to do...” to get kids talking about what each would do if they could do anything they wanted to — you could be an opera singer, a scientist, an artist, etc.

## Do You Love Me?

**Self-confidence** and what people will do to be ‘loved’: This is a fun way to get at what kids think is important, cool, etc. in terms of actions, dress, behavior, character, and personality. Divide into two groups and take turns, one side singing “Do you love me?” and the other group singing a question starting with “Do you...” or “Can you...”, as if their love or approval is contingent upon the answer. Do you like heavy metal? Are you good at math? Do you like to ice skate? Can you make me laugh? Can you bake a cherry pie? Can you mash potato?

- Write a diary entry about what makes you loveable. Then add another on what you find loveable about another person you know.
- Learn and demonstrate the dances mentioned in the song, as well as other dance crazes from the 50s and 60s era such as the Wah-tusi, the Swim, The Hully Gully, the Fish, the Pony, the Stroll, the Loco-motion. Put together a How to Dance video which includes all the old dances plus more modern ones like the Hip-hop. Then make up a name and ‘moves’ for a new dance craze you’re about to start!

## The Boy from New York City

- Write and illustrate a travel brochure for New York City.
- City Ditty game: Think of as many cities as you can (San Jose, Miami Beach, etc.) Have one person start with “What about the boys from\_\_\_\_\_? (fill in city of choice) and someone else answer with a rhyme in rhythm. “What about the boys from Baton Rouge?” - “They love hot food and get real huge!” “What about the boys from Joliette?” - “I don’t know, we’ve never met!” Have the rest of the class keep the rhythm by singing “Oo wah Oo wah Kool Kool Kiddies, Tell us ’bout the Boy from New York City” over and over again.
- Discuss how New York City might be the same or different from where you live. Talk about populations. How many of your communities would it take to equal the number of people in N.Y.C.?

## Raised on Rock ‘n’ Roll

**Sequencing skills:** This is the story of three generations who were Raised on Rock ‘n’ Roll. Divide into two teams. Each team creates a set of illustrations, choosing from the following scenes:

- 1) Daddy and Mommy meeting at the rock ‘n’ roll show
- 2) Taking a taxi to get married
- 3) Taking a taxi back to the dance again
- 4) Mommy telling Daddy she’s pregnant
- 5) Daddy buying blue suede baby shoes
- 6) Mommy dancing and singing “Shakin’ up Baby” while she’s pregnant
- 7) The baby rocking in the Cradle of Love
- 8) The baby boy grown to school age learning his 4 R’s
- 9) The son jamming in the lunchroom
- 10) The son growing up and meeting Sherry
- 11) He and Sherry getting married
- 12) He and Sherry having babies who all love to boogey!

Have each team sequence the illustrations. Put them together in a book to share.

As a math problem, pretend Mommy and Daddy met in 1950. How old might they have been? Based on that age, make a time line for the rest of the story and a family tree, giving the characters names.

## You Can’t Sit Down

**You Can’t Sit Down Mirroring game:** Start with everyone sitting. Play the song. Every time the singer says “You can’t sit down” a child goes up to another child and does a dance step or motion to the music. The other child stands up and mimics the motion. They each pick another child and when the singer says “You can’t sit down” again, they start another motion which gets mimicked, and so on until the whole class is up and moving, including teachers, principals, gran-nies, and all! (One child sang this at home to her infant baby brother, changing the lyrics to You can’t sit UP !)

## Come Go With Me

Try these back-up vocals--they’re easy!

1. First, ‘Dum, Dum, Dum, Dumby Dooby’ 3 times. (with an emphatic ‘DUH’ pronunciation!)
2. Then, Cry like a Baby, ‘WAH, WAH, WAH, WAH!’
3. Next, shake your head ‘no’ as you sing “NEVER, NEVER, NEVER, NEVER” until you run out of breath! (roughly seven times)
4. Finally, pretend you’re parachuting out of a plane— Get ready, get set, SCREAM as you GO, high to low!

**Come Go With Me Game:** Make a circle with one person in the middle who picks someone to “come go with me.” They form a small circle in the middle. That person picks someone else and when the inside circle becomes too large, it becomes the outside circle. Keep choosing new friends until everyone is in the outside circle!

## Mockingbird

- Do some role-playing of a mom or dad taking care of an infant — feeding, changing, bathing, and putting to sleep with a tender lullaby.
- Kids love to sing along with the background vocals. Try the two different vocal parts as demonstrated by the kids in the ending section of this recording. Those doing the slow part can use all the lyrics of the original traditional lullaby.
- What is a mockingbird? Do we have them around here? What are some of the birds we might have around our school? Put out a bird feeder and see who comes. Have children make a bird feeder for their own tree out of 1/2 grapefruit, filled with birdseeds mixed with peanut butter.

## The Lion Sleeps Tonight

- Create a jungle scene diorama. Sculpt the lion out of clay.
- Paint a picture of the jungle scene and the lion sleeping. Make it into a puzzle (mount it first and cover it with contact paper before cutting it into pieces). Place the puzzle pieces in a coffee can, the outside of which has been decorated to show what is inside.
- This song is a joy for kids to sing along with. The Wim-o-weh back-ups are slow and repetitive enough for kids to learn about 3-part harmony. See if children can identify some of the elements of doo-wop music shown in this song: the bass voice, the falsetto, the 3 part harmony back-ups, the tenor lead.
- This song is also a joy for kids to dance to. It evokes a hypnotic, mysterious feeling that can inspire some very lyrical movements. Kids can dance as if they are the lion waking up or going to sleep, the trees swaying, the waves lapping at the shore, the other animals hunting in the dark, the natives dancing around a fire.
- Where did the song originate? Why was it important for those people to think about when the lion was or wasn't sleeping? Discuss safety and things we need to be careful of. Could lead into bicycle safety, crossing streets, personal safety, pets.
- What is a jungle? Where are jungles found? Why protect jungles? What is the difference between a rainforest and a jungle? What are the different types of rainforests? (a good chance to encourage map skills and global awareness)

## Goodnight, Sweetheart

Change this to a morning song called Wake Up, Sweetheart! What lyrics might be used then?

This is a great winding down song. The vision it always triggers for me is: dozens of children on stage with the Re-Bops, singing and swaying back and forth to the music, arms around each others' waists except for an occasional thumb in mouth. So sway away, naptime or nighttime! And slowly work your way down to a reclining position so that, by the time you hear that 5 part harmony ending chord, you're horiz-z-z-z-zontal!

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*While these songs do stimulate creativity and can be used as a springboard for numerous activities, the essence remains the music itself. With here-a skit, there-a tongue twisting poem, lullaby refrain, silly sound effect, guest appearance from a parrot or sheep, and especially the sound of children's voices throughout, kids can't help chiming in. What better reason for giving them a chance to sing and dance along than for the pure wiggling, jiggling joy of it?*

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