

APPlause!

K-12 Performing Arts Series

ELLIS PAUL: The Hero in You

January 26 - February 23, 2022



The Hero in You: A Study Guide

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Lesson I

Purpose	<p>To instill into our youth the idea that the story of their life is not yet written yet. They are an open canvas with untapped potential and what happens to them is largely up to them.</p> <p><i>You are someone special, and the story of your life is happening right now! It'll be a bumpy ride sometimes, but you'll learn a lot along the way. Maybe you'll invent something or write a book or become a leader. Or maybe you'll try something that's never been done before. How will you be a hero? It's up to you.</i></p> <p style="text-align: right;"><i>-Ellis Paul</i></p>
Learning Results	<p style="text-align: center;">Career and Education Development Standards</p> <p>A. <u>Learning About Self-Knowledge and Interpersonal Relationships:</u> Students identify, demonstrate, analyze, and evaluate:</p> <ul style="list-style-type: none">• self-knowledge related to interests, skills, work, and school;• positive personal traits, attitudes, beliefs, behaviors, <i>habits of mind</i>, and experiences that lead to success in school, work, and community;• their ability to build and maintain a positive <i>self-concept</i>; and• their ability to develop and recognize the positive <i>interpersonal skills</i> that effectively influence work and relationships with others. <p>B. <u>Learning about and Exploring Education and Career and Life Roles:</u> Students identify, demonstrate, analyze, and evaluate:</p> <ul style="list-style-type: none">• An understanding of the relationship between education and work, especially how learning new skills and educational achievement lead to increased work options and success with personal career and life goals; and• the ability to identify and use education and career information for lifelong learning to achieve success.
Objectives	<p>I can identify and demonstrate interests, skills, habits of mind, and experiences that build and maintain a positive self-concept.</p> <p>I can explain how success in school supports my ability to positively contribute to school, home, and community.</p>
Outline	<p>Introduce the book Hero In You</p> <p><i>We are going to do more with this book next class, but for this week we are going to spend some time getting to know the author.</i></p> <p>Read Ellis Paul's Biography (Appendix A) and discuss the following questions:</p> <ol style="list-style-type: none">1. What were the two qualities that Ellis Paul possessed that enabled him to be successful?2. Which of the two qualities is more important? Give supporting evidence to back up your thoughts.3. Did Ellis Paul end up in the career that he thought that he would pursue when he was in school?

	<p>Watch the following video: Song: <i>The Hero In You</i> https://www.youtube.com/watch?v=1lYguZ2GVz0</p> <p>Learn the song using the CD found in the book and lyric sheets (Appendix B).</p> <p>Application Questions:</p> <ol style="list-style-type: none"> 1. What are some skills or talents that Ellis Paul talks about in the song? Do you already possess any of these skills? 2. Which skills do you think that you might like to use in your adult career? It's okay if you do not already have experience with that skill. There is still time to learn. 3. What does the song say about trying? Will you succeed at everything you try? 4. Beyond that, is hard work something that you are willing to do? Name one time that you have worked hard. 5. Do you consider people successful when their life or career may not have gone as they planned? Was Ellis Paul successful? He went to college to be a writer and to run in the Olympics.
Materials	<p>Book: Hero In You CD Player and Hero In You CD from the book Appendix A: Ellis Paul Biography Appendix B: <i>Hero In You</i> lyric sheet Appendix C: Assessment and writing/drawing utensils</p>
Resources for students/parents/teachers	<p>Websites</p> <p>http://freestoriesforkids.com/tales-for-kids/values-and-virtues/stories-about-aspirations</p> <p>http://www.pickthebrain.com/blog/5-ways-to-help-your-children-turn-their-dreams-into-reality/</p> <p>http://www.theseedsnetwork.com/getting-kids-to-dream-big/</p> <p>http://www.thewmparentingconnection.com/2011/02/teaching-kids-to-dream-big.html</p>
Assessments	<p>On a sheet of paper write or draw:</p> <ol style="list-style-type: none"> 1. One thing you might like to be or do when you grow up 2. What can you do now that will help you reach that goal?

Lesson II

Purpose	<p>To instill into our youth the idea that the story of their life is not yet written yet. They are an open canvas with untapped potential and what happens to them is largely up to them.</p> <p><i>You are someone special, and the story of your life is happening right now! It'll be a bumpy ride sometimes, but you'll learn a lot along the way. Maybe you'll invent something or write a book or become a leader. Or maybe you'll try something that's never been done before. How will you be a hero? It's up to you.</i></p> <p style="text-align: right;"><i>-Ellis Paul</i></p>
Learning Results	<p style="text-align: center;">Career and Education Development Standards</p> <p>B. <u>Learning About Self-Knowledge and Interpersonal Relationships:</u> Students identify, demonstrate, analyze, and evaluate:</p> <ul style="list-style-type: none"> • self-knowledge related to interests, skills, work, and school; • positive personal traits, attitudes, beliefs, behaviors, <i>habits of mind</i>, and experiences that lead to success in school, work, and community; • their ability to build and maintain a positive <i>self-concept</i>; and • their ability to develop and recognize the positive <i>interpersonal skills</i> that effectively influence work and relationships with others. <p>B. <u>Learning about and Exploring Education and Career and Life Roles:</u> Students identify, demonstrate, analyze, and evaluate:</p> <ul style="list-style-type: none"> • An understanding of the relationship between education and work, especially how learning new skills and educational achievement lead to increased work options and success with personal career and life goals; and • the ability to identify and use education and career information for lifelong learning to achieve success.
Objectives	<p>I can identify and demonstrate interests, skills, habits of mind, and experiences that build and maintain a positive self-concept.</p> <p>I can explain how success in school supports my ability to positively contribute to school, home, and community.</p>
Outline	<p>Review: Sing <i>Hero in You</i> with the CD and lyric sheets</p> <p>Today we are going to look closer at the book Hero In You. This book is a collection of songs about different people in American history. Ellis Paul writes:</p> <p><i>I wrote this music-and now this book-to remind parents and children about some of the truly amazing people this country has produced. As we've been confronted by war, terrorism, class struggles, and political divides, I worry that our perception of ourselves has become more about our challenges than our victories. So I set out to write music that says, "this is who we really are." I hope it will inspire kids to reach for the better parts of themselves. A nation is only as good as its heroes, and we truly need more. If you're a kid reading this: remember that at one time</i></p>

	<p><i>Abraham Lincoln, Jackie Robinson, and the Beatles were kids too. They were dreamers, writers, painters, science geeks, and athletes. A lot of the work they did as grown-ups had roots in the dreams they had as kids. So keep dreaming! Dream out loud! Start now!</i></p> <p>Let's take some time to get to know the heroes in this book. We are going to break up into groups of three. Each group will be assigned one hero from the book. We will then go the computer lab where you will search for information to answer the question on the Hero Reporting Out Sheet. After approximately 20 minutes we are going to report back to our peers. Please be prepared to share your findings as well as the Ellis Paul song about your hero with the group.</p> <p>The Heroes: Nellie Bly Augustus Jackson Woody Guthrie Chief Joseph Rachel Carson Jackie Robinson Albert Einstein Rosa Parks Ben Franklin Mr. Tee Tot (Rufus Payne) Thomas Edison Martha Graham Georgia O'Keeffe</p>
Materials	<p>Book: Hero In You CD Player and Hero In You CD from the book Appendix B: <i>Hero In You</i> lyric sheet Computer Lab Appendix D: Hero Reporting Out Sheet Pencil or Pen CD's of each individual song (For the group work) Earphones</p>
Resources for students/parents/teachers	<p>Websites</p> <p>http://freestoriesforkids.com/tales-for-kids/values-and-virtues/stories-about-aspirations</p> <p>http://www.pickthebrain.com/blog/5-ways-to-help-your-children-turn-their-dreams-into-reality/</p> <p>http://www.theseedsnetwork.com/getting-kids-to-dream-big/</p> <p>http://www.thewmparentingconnection.com/2011/02/teaching-kids-to-dream-big.html</p>
Assessments	<p>Does your hero have any similarities to individuals in the group? If yes, what are those similarities? If no, what would you most like to learn from your hero?</p>

Appendix A

Ellis Paul Biography

Ellis Paul was born in the dead of winter in the small town of Fort Kent, Maine, a place nestled right up next to the Canadian border. He came from humble origins, a family of potato farmers who could count among their forebears a veteran of the battle of Gettysburg, whose heroism on that field of honor earned him the 140 acres of Maine farmland that his descendants would continue to sow. It was the place that taught Paul the meaning of hard work and self-reliance, and the values that accompany as much drive and determination any individual could muster.

As a boy, Paul found his escape in athletics, working out as a runner and testing his mettle in the open spaces near his home. He became a star competitor, and enjoyed the advantage of traveling throughout the nation after being given opportunities to compete. Every trip was funded by a hat the town passed around on my behalf, and it never came back empty.” When Paul finished second in a nationwide track competition, he was met at the airport by the high school marching band and a fire engine with spinning lights that drove him in triumph through town. In an expression of hometown pride, the mayor handed him the key to the city.

No one ever told Paul he had to follow in his family’s tradition. He was a dreamer after all, and he had seen enough of America to know there was more out there than his little town could ever offer. Consequently, his ambitions were never destined to stay bottled up for long. He would write, paint, play trumpet and sing in the school choir. “I never had anyone tell me I had to be a farmer,” Paul insists. “I had plenty of people telling me how my hard work and talent could take me places. That’s enough to get you dreaming, And enough to make you believe those dreams are within reach.”

Indeed, Paul found those dreams were within his reach, at least in terms of his imagination. However their pursuit would take him far from home. His first destination was Boston College, courtesy of a track scholarship. Yet as Paul describes it, his athletic endeavors, combined with his academic responsibilities, served to rob him of his creativity. It was only after he suffered a knee injury which forced him to take a year off that he rebounded with a new form of expression, made possible when his girlfriend’s sister gave him a second hand guitar. “A mysterious partnership with the instrument followed,” Paul concedes. “It became a marriage, a friendship, a lifelong bond that only comes when you find that one thing that becomes an extension of yourself. I played for hours, choosing to write my own original songs and sing instead of studying, socializing or exploring what the Boston streets could offer after hours.”

After graduation, Paul did find time to explore those paths, while taking opportunities to indulge his creative ambitions. Working as a teacher and social worker with inner city children by day and pursuing the possibilities offered by Boston’s fertile music scene at night, he gained prominence in local coffeehouses and open mic nights. It was the same circuit that opened the door for other like-minded artists of the day. It also helped him win a Boston Underground Songwriting competition and placement on a Windham Hill Records singer/songwriter compilation, bringing him his first hint of national exposure at the same time.

- Lee Zimmerman (writer/reviewer for American Songwriter,
No Depression, New Times, Country Standard Time, Blurt, Relix, and
M Music and Musicians)

Appendix B

Hero In You Lyrics

Everybody's got a story
Of all their troubles
All their glories
Tell me yours you cannot bore me
I love to listen to you
All your bumps and all your scratches
All your holes and all your patches
It's you. It's true. You have no matches.
There's a hero in you

You can make the hero you are
With your brains, your aim, and your battle scars

Everybody's got a tale
Of how they chased the great white whale
Some succeed and some just fail
Tryin's what you got to do
Cause in the tryin'
You feel you're flyin'
A whole wide world's beneath you lyin'
It's you. It's true. There's no denyin'.
There's a hero in you.

You can make the hero you are
With your brains, your aim, and your battle scars

Everybody's got a story
Of all their troubles
All their glory
Tell me yours you cannot bore me
There's a hero in you.
So use your brain and do some thinkin'
You could be the next Abe Lincoln
Use your muscle, try to hustle
You could be Mohammad Ali
Use your toes and dance on pumpkins
You could be Isadora Duncan
It's you. It's true. I hope it's sunk in.
There's a hero in you.

You can make the hero you are
With your brains, your aim, and your battle scars

Everybody's got a story
Of all their troubles

All their glories
Tell me yours you cannot bore me
There's a hero in you.

Appendix C

Assessment

Name_____

Grade_____

1. Write or draw one thing you might like to be or do when you grow up.
2. What can you do now that will help you reach that goal?

Appendix D

Hero Reporting Out Sheet

Names of Students in the Group _____

Name of the hero _____

What makes this person a hero? _____

Did this hero have any struggles, difficulties, and/or failures before attaining their goal? _____ If yes, what were they? _____

If you had to decide on one trait or skill that this person possessed that caused them to be a hero, what would that skill or trait be?

Does your hero have any similarities to individuals in the group? _____ If yes, what are those similarities? If no, what would you most like to learn from your hero? _____

Share the song for your hero from the book. Please feel free to sing along with Ellis Paul.

APPlause!

K-12 Performing Arts Series

Enriching lives, sparking imaginations, and inspiring a love of learning through the arts!

Arts education and outreach programming at Appalachian is committed to connecting university arts resources to a diverse audience of community arts patrons, teachers and learners in the campus community, and in the public, private and home school network across our region. In doing so, the series strives to broaden and deepen arts experiences for audiences of all ages, while ensuring access to the arts for young audiences, building future audiences for the arts, and inspiring a love of learning through the arts.

Every season, affordable music, dance, film, and theatre events are offered to students and their teachers from K-12 classrooms across the region. Students experience everything from high-energy acrobatics and Appalachian music to international dance and literary classics brought to life through theatrical productions. In recent seasons, more than 8,000 students across our region have attended APPlause Series events.

This academic year, the APPlause! Series will be completely virtual and completely free, offering compelling programming to connect to K-12 classrooms, thanks in large part to generous donors who believe in supplying educators with arts programming that will spark creativity and inspire a love of learning.

Thank You to Our Sponsors!

The APPlause! 2021-22 season has been generously supported by a grant from the
JAMES G. HANES MEMORIAL FUND

&

STEVE AND SUE CHASE.

