

The Street That Changed Everything

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Senior Division

Group Documentary

Process Paper: 483 words

Process Paper

Beginning this school year, our group was determined to choose a topic that was unique for our National History Day project. It had to fit the theme, but also resonate with the judges. After exploring a variety of subjects like *Soul Train* and *Amnesty International*, our group concluded that the well known and loved television show *Sesame Street* was perfect. For 50 years, *Sesame Street* has taught children all around the world lessons such as math, science, language skills, building self esteem, and acceptance with their widely diverse cast and mission team. *Sesame Street* continues to make higher education their goal, as children are the future.

Our initial research began online. With *Sesame Street* being televised there were many photos and videos, making a documentary the best way to display this topic. We then took a trip to a local university, where we found significant books such as *Street Gang: The Complete History of Sesame Street* by Michael Davis and *Children and Television: Lessons from Sesame Street* by Gerald S. Lesser. We also conducted around 20 interviews with people of various backgrounds related to *Sesame Street*. Some examples being professors in Early Childhood Education, members of the *Sesame Workshop*, and political representatives. Our first interview with Jodi Nussbaum, Vice President of *Sesame Workshop* was our most impactful interview, as she has worked with *Sesame Workshop* for the past 27 years. She explained key steps in the process of creating a show, the research and collaboration, and what the future holds for *Sesame Street*.

We divided the process of building the documentary among our group members, however all of our viewpoints impacted each decision. Our group works well together, and we are determined to place in the top three at nationals, being that last year we placed fifth in the nation and received Best Project in our state. After our research was complete, we began to build our script telling the story of *Sesame Street*'s creation and plans for its future. From there, we broke off into adding sources to our bibliography and constructing our documentary. Our group wishes we could have integrated more of the groundbreaking work that *Sesame Street* has done into our project, but its entire impact would make our documentary much longer than ten minutes.

Sesame Street continues to impact its viewers, no matter their race, gender, economic advantages or disadvantages, living situation, or region of the world. *Sesame Street* has even

impacted each of our lives in certain ways, one of our group member's sister has down syndrome, and has learned to speak through watching the show. They have numerous television awards to show, with most notably, over 100 *Emmy Awards* and a *Kennedy Center Honors Award*. For 50 years, everything *Sesame Street* televises is with copious amounts of research and careful thought, with the intent of breaking barriers to make sure every child grows smarter, stronger, and kinder.

Annotated Bibliography

Primary Sources

Adams, Erik. “Sesame Street Is the Perfect TV Show.” TV Club, TV Club, 23 Aug. 2017, <<https://tv.avclub.com/sesame-street-is-the-perfect-tv-show-1798274041>>

Erik Adams’ website *Sesame Street Is the Perfect TV Show* is about *Sesame Street* history. Adams is a television producer that has worked on several episodes of *Sesame Street* and his website provided many facts and background history about both of the creators of *Sesame Street* and the show itself.

Bogatz, et al. “The Second Year of Sesame Street: A Continuing Evaluation. Volume 1.” ERIC, 31 Oct. 1971, <eric.ed.gov>

This 1971 study done by Gerry Ann Bogatz and Samuel Ball tested children from Winston-Salem, North Carolina, and Los Angeles after the second season of *Sesame Street*. They also performed a follow up study in Boston, Durham, and Phoenix, that showed that students who viewed *Sesame Street* a second year still improved more in learning complex skills. Bogatz and Ball’s study, *The Second Year of Sesame Street: A Continuing Evaluation. Volume 1.*, shows the immediate impact *Sesame Street* has on children. This second year study helped us greatly understand the effects *Sesame Street* has on children.

Brill, Fran “Interview with Fran Brill, former puppeteer on Sesame Street” 9 Oct. 2019

Our interview with *Sesame Street*’s first former female puppeteer, Fran Brill, was through email. She answered all of our questions in specific detail, while also giving us information about how *Sesame Street* works. She explained how impactful her time with *Sesame Street* was, not just for viewers but for herself as well. Fran Brill played the characters Prairie Dawn and Zoe from 1970 to the year she retired, 2014.

CBS News. “How the Muppets Are Teaching Children to Cope with Emotions.” CBS News, CBS Interactive, 18 Nov. 2019,
<www.cbsnews.com/news/sesame-street-how-the-muppets-are-teaching-children-refugees-from-syria-to-cope-with-emotions-60-minutes-2019-11-17/>

The primary source picture we used from this website was taken by *CBS News* on the set of *Ahlan Simsim* in Amman, Jordan. The picture is of three puppeteers and two cast members from the region preparing to record a segment of the show. It was placed near the end of the documentary where we explain *Sesame Street*'s international efforts.

Cheney, Catherine. “Sesame Street in the Middle East: MacArthur Announces \$100M for Refugee Education.” Devex, Devex, 21 Dec. 2017,
<www.devex.com/news/sesame-street-in-the-middle-east-macarthur-announces-100m-for-refugee-education-91791>

This news website recounts how *Sesame Street* is becoming involved with Middle Eastern education. Recently *Sesame Street* has committed to bringing their show to Lebanon, Jordan, Iraq, and Syria. The show will focus on teaching about the refugee crisis on bringing an early form of education to the children of the region. The facts from this source show how *Sesame Street* is still approaching new topics and different countries around the world.

“Classic Sesame Street - Big Bird Learns about Braille” YouTube, YouTube,
<www.youtube.com/watch?v=uNpsaXrDKfw>

This video clip from *Sesame Street* opens with Big Bird at the library with a new book. As he is leaving, he sees his friend Aristotle, a blind muppet, at a table with a book. Big Bird goes over to talk to Aristotle to see that he is reading despite being blind. He then explains Braille to Big Bird and the viewers at home. This video is one of many which shows that *Sesame Street* reaches out to all the issues children may face.

“Classic Sesame Street - Herry and John John Count to 20 (John Grown from child to adult)” YouTube, YouTube, <<https://www.youtube.com/watch?v=NuYPj29z6Ko>>

We felt that this video is one of the most emotionally striking clips to ever air on *Sesame Street* and that it would fit perfectly at the end of our documentary. The video is of a small boy named John John reciting the numbers between fifteen and twenty with the muppet Herry. John John struggles with some of the numbers and when he reaches the number twenty the video cuts to him many years later saying twenty. We decided that having this video at the end of our documentary helped show the impact *Sesame Street* has.

“Creators of 'Sesame Street' Tell How To Do Childrens Tv.” Creators of 'Sesame Street' Tell How To Do Childrens Tv, vol. 2, no. Suppl.1, 2007, doi:10.1299/jbse.2.s219.

The article focuses on the creation of *Sesame Street*. The author writes about the process of creating the program and how the creators brought their ideas to life. The creators described their motive of creating the show as a way to allow lower class children the opportunity to learn as much as the privileged. The article influenced the way we wrote the beginning of our script.

Davis, Michael. *Street Gang: The Complete History of Sesame Street*. Michael Joseph, 2011.

Michael Davis's book *Street Gang: The Complete History of Sesame Street* presents effective information and quotes directly from Joan Ganz Cooney in which we were able to apply to our script. The book has information about the entire history of *Sesame Street*. For example, how the idea of *Sesame Street* was inspired in conjunction with how the creators came together to bring life to their vision of an educational television show.

Dempsey, Bobbi “Interview with Bobbi Dempsey, Author” 28 Feb. 2020

Ms. Dempsey is an author that viewed *Sesame Street* regularly as a child and credits it for inspiring her to become a writer. Interviewing Bobbie Dempsey allowed us to hear about a personal story of someone that grew up watching *Sesame Street*. We were able to get in contact with her after reading an online article where she wrote about her memories of watching *Sesame Street* as a kid. Her quotes showed us how much of an impact *Sesame Street* can leave on its viewers.

**“Disney’s Wonderful World of Color Intro” YouTube, YouTube,
<<https://www.youtube.com/watch?v=4PTJWDDumdA>>**

Disney’s Wonderful World of Color was one of the main television programs of the 1960’s for children. The show introduced children to lovable characters such as Mickey Mouse and Tinkerbell, but lacked an educational impact. The intro was incorporated into our documentary to give insight on what children at that time had access to on television, educational or not.

Dow, Rebecca “Interview with Rebecca Dow, Representative of the 38th District of New Mexico.” 6 Mar. 2020

Representative Rebecca Dow grew up watching *Sesame Street* after school. She told us how exciting it was for her to watch *Sesame Street* and to see what the next episode had in store. Representative Dow stated that she believes television can have a positive effect on kids if done right and *Sesame Street* achieves that in her opinion. She told us about how television was and how many channels were available when she was a kid and how it has drastically changed over time. Interviewing her added to the number of people that think *Sesame Street* is incredibly important and impactful.

Elassar, Alaa. "A New 'Sesame Street' Show in Arabic Aims to Help Refugee Children." CNN, Cable News Network, 20 Nov. 2019, <www.cnn.com/2019/11/20/world/sesame-workshop-syrian-refugees/index.html>

Photographs utilized from the *CNN* website, *A New 'Sesame Street' Show in Arabic Aims to Help Refugee Children*, were placed at the international section in our documentary. The pictures that we used are from separate episodes from the *Ahlan Simsim* series in the Middle East. The two images are of the character Elmo and two kids as well as a photo of Elmo and a young girl.

Fisch, Shalom. "Interview with Shalom Fisch, PhD. in Developmental Psychology and President and Founder of *MediaKidz Research and Consulting*" 19 Feb. 2020

Dr. Fisch gave us first hand insight on how *Sesame Street* conducts its research. He worked with the *Sesame Workshop* for over 30 years, as a researcher for the episodes that air. *Sesame Street* works vigorously to find ways to expose children to hard life issues, in an age appropriate way. He also told us about the careful consideration that goes into reviewing each episode before they premiere. Instead they would create a new episode that took a different approach, to ensure the wellbeing of all its viewers.

Goldman, Jason G. "Sesame Street and Child Development." Scientific American Blog Network, 15 Oct. 2012, <<https://blogs.scientificamerican.com/thoughtful-animal/baby-tv-sesame-street-and-child-development/>>

Sesame Street and Child Development, is about an interview with Daniel R. Anderson and his research on how television affects children in school. Through his research he discovered that those who watched *Sesame Street* while they were between the ages of 3 and 5 performed better in school and were more involved with their community than those who have never watched the show. We used the information to understand the impact *Sesame Street* has on children.

“Joan Ganz Cooney: Hall of Fame Tribute.” Television Academy,

<[www.emmys.comhttps://www.emmys.com/news/hall-fame/joan-ganz-cooney-hall-fame-tribute](https://www.emmys.com/news/hall-fame/joan-ganz-cooney-hall-fame-tribute)>

Joan Ganz Cooney: Hall of Fame Tribute showcases Cooney’s work with *Sesame Street*. The website provides extensive information about her early ideas of creating an educational show for children that stood out from the other kid’s shows. Through these ideas she was able to create *Sesame Street*, one of the most impactful television programs in history.

“Joan Ganz Cooney.” Quotabelle, <www.quotabelle.com/author/joan-ganz-cooney>

The *Joan Ganz Cooney* website by *Quotabelle* provided our group with multiple and various pictures taken on the *Sesame Street* set. Some of the photographs we used from this website include Joan Ganz Cooney on the premiere of *Sesame Street*, Joan Ganz Cooney signing a contract with another program, and a more recent photo of her with a few muppets.

Lesser, Gerald S. *Children and Television: Lessons from Sesame Street*. Vintage Books, 1975.

The book *Children and Television: Lessons from Sesame Street* was crucial in our understanding of how the process of creating *Sesame Street* was. The book includes personal writings from both Joan Ganz Cooney and Lloyd Morrisett who detail their motives for making *Sesame Street*. From his writings we were able to better understand the beginning of the world-changing educational program of *Sesame Street*.

**Levine, Phillip “Interview with Phillip Levine, Professor of Economics Wellesley College”
28 Jan. 2020**

Phillip Levine performed a study in 2015 on *Sesame Street*’s educational effects on minority children. His study calculated the dramatic increase in readiness for kindergarten and school after viewing *Sesame Street* regularly. His quotes showed us how excited children were when they got to watch *Sesame Street*, saying “it was the Super Bowl for kids”. Information from his study and his statements about the show, improved our understanding on how significant of a show *Sesame Street* is.

Levinsohn, Florence Hamlish. “Can Television Be Used to Teach Essential Skills?” *The School Review*, vol. 85, no. 2, 1977, pp. 297–311. JSTOR, <www.jstor.org>

Can Television Be Used to Teach Essential Skills was a research study to see if television could help teach children. In the 1960s there were no educational programs on television that focused on teaching children except for a select few shows. *Sesame Street* broke barriers by teaching kids information they would learn in preschool. The source introduced us to other educational children's shows that we were able to incorporate into our script.

“Lloyd N. Morrisett, Ph.D.” Joan Ganz Cooney Center, <<https://joanganzcooneycenter.org/people/lloyd-n-morrisett/>>

Providing extensive information on Morrisett’s motive and reasoning for giving Cooney the funding for *Sesame Street*, this source also gives great background knowledge on his life. Through this website we also gained information about the early stages of creating *Sesame Street*.

“LOONEY TUNES: The Bugs Bunny Show: Do or Diet” YouTube, YouTube, <<https://www.youtube.com/watch?v=JwarANjYKpM>>

The Bugs Bunny Show was a hit with children in the 1960’s. The show included different comical sketches that the viewers thoroughly enjoyed. However, the show in large part included violence in order to get a laugh out of the crowd. *The Bugs Bunny Show* was known for including advertisements into its show as marketing deals, where children would learn sales jingles and pass off the information to their parents. A scene from the show was put into our documentary to show that while children's shows were not uncommon at the time, not all had the intention of shaping its viewers into better people.

MIT, <web.mit.edu>

Joan Ganz Cooney, the creator of *Sesame Street*, first had the idea to create an educational children's television show in 1967 after meeting Lloyd Morrisett. Cooney's past experience with creating documentaries and her new idea gained the attention of several different companies that wanted to sponsor her. The two had the show ready and it aired on November 10, 1969. The data from this website helped us write the beginning of our script.

“Meet Zari, the Afghani Muppet” YouTube, YouTube,
<<https://www.youtube.com/watch?v=G8L-O3xCbsM>>

Zari is a muppet created for Afghanistan's *Sesame Street* in 2016. She reached out to viewers, especially females, and spread the message that education is good, and everyone should go to school. *CNN* went to Afghanistan to meet Zari, this video exemplifies the positive impact *Sesame Street* has on its audience. Children were able to interact with Zari, and even took part in a lesson along with her.

Mele, Christopher. “Afghan 'Sesame Street' Introduces Zari, a Muppet and Role Model for Girls.” *The New York Times*, *The New York Times*, 11 Apr. 2016,
<www.nytimes.com/2016/04/12/world/asia/afghan-sesame-street-introduces-zari-a-muppet-and-role-model-for-girls.html>

This website has a photograph of Afghanistan's first muppet, a six-year-old girl named Zari. Zari is an important character in the Afghani *Sesame Street*, *Baghch-e-Simsem*, as she helps to promote women's rights in such a region where women are oppressed. Her name means “shimmering” and her role is to focus on girls' empowerment, health, and emotional well-being.

Nussbaum, Jodi “Interview with Jodi Nussbaum, the Vice President of Special Project Productions at Sesame Workshop.” 5 Sept. 2019

Our interview with Jodi Nussbaum was extremely important as she provided us with extensive information and quotes. Nussbaum has been working with *Sesame Workshop* for 27 years and is currently the Vice President of *Special Project Productions at Sesame Workshop*. She analyzes and signs off on all new characters before they are introduced to the show. She answered a series of our questions stating many of the various international barriers *Sesame Street* has broken and the show’s effects on its viewers. We incorporated several quotes from Nussbaum into our documentary.

**“Part 1: Entire CNN/Sesame Street Coronavirus Town Hall (April 25) - CNN Video.”
CNN, Cable News Network, 25 Apr. 2020,
<www.cnn.com/videos/health/2020/04/25/entire-cnn-sesame-street-coronavirus-town-hall-part-1-vpx.cnn>**

The ABC’s of Covid 19 is a 90 minute long townhall special which featured CNN Chief Medical Correspondent Dr. Sanjay Gupta. Professionals along with the *Sesame Street* muppets were able to reach out to families all over the world, and talk about the dangers of the world's current situation. The special gives suggestions on how to stay mentally and physically happy while at home, how to stay safe and keep others safe, how to make your own masks, and how to deal with stress and anxiety in these uncertain times. Families from all over were able to send in questions to the special, which would be answered by the professionals featured. We were able to use clips from this townhall special in our documentary, when talking about how *Sesame Street* is helping to fight the pandemic.

**Petrykowski, Sandy. “Meet Zari, Sesame Street's New Female Afghan Muppet.” PBS, Public Broadcasting Service, 12 Apr. 2016,
<www.pbs.org/newshour/arts/meet-zari-sesame-streets-new-female-afghan-puppet>**

This photo depicts the Afghan muppet Zari with Afghanistan’s First Lady Rula Ghani in 2016. The photo was taken at the Women in the World Summit in New York, where Zari’s importance to Afghan viewers was made clear.

Polsky, Richard M. Getting to Sesame Street: Origins of the Children's Television Workshop. La Trobe University Library, 1981.

Getting to Sesame Street: Origins of the Children's Television Workshop provided our group with detailed descriptions about the *Children's Television Workshop (CTW)* and what it does. The book also presents valuable data through graphs depicting the positive effects and influences of *Sesame Street*. Through the given information, we accurately displayed the benefits educational programs have on young children throughout their lives.

Pruett, Kyle "Interview with Kyle Pruett, Clinical Professor of Child Psychiatry at Yale School of Medicine" 24 Feb. 2020

Professor Kyle Pruett, child psychiatrist at Yale School of Medicine, performed many studies on the effects of educational programs, such as *Sesame Street*, on young children. In the 1980s he conducted a study on how *Sesame Street* can help prepare kids for school. He first compared other children's television programs to *Sesame Street* and then compared the show to preschool and Head Start. Pruett's study showed that *Sesame Street* was the closest a television program has ever gotten to providing the same educational readiness in kids as preschool and Head Start.

"Ruby Dee." *Muppet Wiki*,

<muppet.fandom.com/wiki/Ruby_De?file=Ossiedavis-rubydee.jpg>

Sesame Street included guest stars into their show with every episode. They made it a mission to make each one unique and introduced celebrities with different backgrounds. Actress and political activist Ruby Dee made an appearance on *Sesame Street* in 1970. In the episode, she counted to twenty, allowing viewers to follow along with her.

“Sesame Street from Hillary Clinton's Best Pop Culture Moments.” E!Online, 26 Sept. 2016

<www.eonline.com/photos/19520/hillary-clintons-best-pop-culture-moments/720674>

Sesame Street did not shy away from introducing its young audience to political figures. Former First Lady Hillary Clinton made a guest appearance in 1993, where she discussed health tips with the muppets.

“Sesame Street in Communities”, <sesamestreetincommunities.org>

The primary source *Sesame Street in Communities* gave great insight about *Sesame Street*'s involvement with communities around the world. The website displays upcoming events and the different topics they teach. Each topic *Sesame Street* covers is greatly detailed on this site. Some of these details include the history, design, production, and purpose of each character. This website was very helpful by expanding our knowledge on the time and effort given towards *Sesame Street*.

“Sesame Street Introduces Its First Homeless Muppet.” YouTube, YouTube, <www.youtube.com/watch?v=zOIKarxOfnk>

Footage gained from this video posted by the official *Sesame Street YouTube* account, added to the visuals on our documentary. From this video we were allowed to show footage from the episode where the character Lily is first shown. Lily is a homeless muppet that was created after the United States' financial crisis in 2008. She exists to bring awareness to the rising numbers of homeless children today.

“Sesame Street: James Earl Jones: Alphabet.” YouTube, YouTube, <www.youtube.com/watch?v=FJ6WwC174Yc>

The original version of James Earl Jones' first appearance on *Sesame Street* is the very first example of a guest star being featured on the show. He recited the alphabet as the letters would flash on screen next to him, going at a slow pace for the viewers at home to repeat after him. This was an important part of our documentary, as guest appearances were incentives for parents as they would be familiar with these people. It encouraged parents to watch *Sesame Street* with their children as they were learning and to have a common interest.

“Sesame Street: Kami and UN Secretary General Ban Ki-Moon - Every Woman Every Child PSA.” YouTube, YouTube, <www.youtube.com/watch?v=z741Joq3Xq4>

The character Kami is one of the most important and impactful characters ever introduced to *Sesame Street* and its co-productions. Video footage of her was very important for us to include in the documentary because of how important she is. The video is from an episode of her talking with other muppets on set. We included the footage when we introduced her and her purpose on *Sesame Street*.

“Sesame Street: Sesame Workshop.” <www.sesameworkshop.org>

Sesame Workshop was an extremely useful source for our documentary. The website detailed *Sesame Street*'s history and production, as well as the show's involvement with the community. *Sesame Workshop* is the foundation of the show, as everything that gets put on television must first go through a series of tests done by the workshop. Through this website we were able to get an interview with *Sesame Workshop*'s Vice President, Jodi Nussbaum.

“Sesame Street Theme.” YouTube, YouTube, <www.youtube.com/watch?v=LXqMzmFSX_4>

Finding the theme song for *Sesame Street* was crucial in building our documentary. We play the theme at the beginning of the documentary and during the end credits. It was important for us to use the original intro song for *Sesame Street* as it would add more historical accuracy for the events and times we mention.

“Sesame Street.” *Young Children's Attention to "Sesame Street"*, pp. 1–6

This article provides information about children and their experience watching *Sesame Street*. *Young Children's Attention to Sesame Street* states that results from a study showed that children tended to pay more attention and be more engaged with *Sesame Street* than any other educational show in the early 1970's. The engagement between the show and the children proved to benefit the kids greatly in school. Through this source we learned how much a television show can help children.

“Sesame Street: 50 Songs in 50 Years .” YouTube, YouTube,
<www.youtube.com/watch?v=ZSuY3lb94g0>

This video contains clips from episodes starting in the 1970s up to recent years. We cut the audio from these clips and used different pieces of the video at certain parts of our documentary and used them in spots fitting for the video. Using this source, we were able to make the documentary aesthetically pleasing in terms of visual effect.

“Sesame Street - 78th Annual Peabody Awards Acceptance.” YouTube, YouTube,
<www.youtube.com/watch?v=uX6CuCHR_Jo>

Over the past 50 years *Sesame Street* has won various awards. Some of their achievements range from *Peabody* awards to the *Kennedy Center Honors*. The part we use from this video is of a woman giving a speech about *Sesame Street*'s impact on the world. We used this short clip towards the end of our documentary to add to the achievements *Sesame Street* has gained.

Smith, David. “Sesame Street Receives Kennedy Center Honors to Rare Bipartisan Cheer.”
The Guardian, Guardian News and Media, 9 Dec. 2019,
<www.theguardian.com/tv-and-radio/2019/dec/09/sesame-street-receives-kennedy-center-honors?scrllybrkr=1812e314>

From *Sesame Street Receives Kennedy Center Honors to Rare Bipartisan Cheer*, we gathered a photograph of the *Sesame Street* winners at the *42nd Annual Kennedy Center Honors*. The *Kennedy Center Honors* picture was added towards the end of our documentary where we mention the many awards *Sesame Street* has won.

Stout Elementary First Graders. “Interview with first grade students at Stout Elementary School.” 9 Mar. 2020

The process of interviewing six first grade students took some time as we needed parental permission. We first had a meeting with the principal of the school, and got his permission to pull out the kids from their classes in order to ask them about *Sesame Street*. All of the six kids still watch *Sesame Street* regularly and told us about their favorite muppets and episodes and what the show taught them. Four of the six kids told us that *Sesame Street* helped them learn their alphabet and numbers. Interviewing these students showed us how *Sesame Street* is still positively impacting its viewers and maintaining an audience today.

**“The ABC's of COVID-19: A CNN/Sesame Street Town Hall for Kids and Parents: Sesame Workshop.” *The ABC's of COVID-19: A CNN/Sesame Street Town Hall for Kids and Parents* | *Sesame Workshop*, 22 Apr. 2020,
<www.sesameworkshop.org/press-room/press-releases/abcs-covid-19-cnnsesame-street-town-hall-kids-and-parents>**

This article from the *Sesame Workshop* gives background information about the townhall special ‘*The ABC’s of Covid 19*’ as well as it’s intent. With the current pandemic, the world is in a very serious situation, and *Sesame Street* is doing it’s part to help keep families happy and healthy. They 90 minute long townhall special hopes to inform children as well as parents on how to stay safe when leaving the house, keep others safe, and how to learn from home.

**“The ABC's of Sesame Street's First Fifty Years.” Television Academy,
<www.emmys.com/news/mix/abcs-sesame-streets-first-fifty-years>**

The primary source website, *The ABC’s of Sesame Street’s First Fifty Years*, supplied us with two pictures. One picture is of a business meeting discussing how *Sesame Street* episodes will be made and the other photo is of the characters Bert and Ernie with a cast member of the show. The two pictures were used towards the beginning of the documentary.

“The IRC and Sesame Street, Rescuing Children's Futures.” International Rescue Committee (IRC), <www.rescue.org/sesame>

This primary source website provided data on how influential *Sesame Street* is on kids around the world. This website's main focus is *Sesame Street's* involvement with children in Syria and Iraq and how they are tackling the refugee crisis. The source provides information about how the show handles these various subjects.

“The 36th Annual Daytime Emmy Awards Sesame Street Tribute.” *YouTube*, YouTube, <www.youtube.com/watch?v=2ONzkiHcluY>

Some of *Sesame Street's* most notable achievements they have received include 189 Emmy Awards. This video is from the year 1986 at the *36th Annual Daytime Emmy Award* show and displays a compilation of *Sesame Street* episodes as well as many of the various times the cast has gone on stage to receive their award. We use pieces of this video throughout our documentary according to the accuracy of events.

TodayShow. “‘Sesame Street’ Muppet with Autism, Julia, Gets a Family.” TODAY.com, 1 Apr. 2019, <www.today.com/parents/sesame-street-s-muppet-autism-julia-gets-family-t151345?scrllybrkr=c3655faf>

Today's website ‘*Sesame Street’ Muppet with Autism, Julia, Gets a Family*, provided our group one photo of *Sesame Street's* autistic muppet, Julia. We include her in our documentary because of her impact on the show. The photo from the show, shows the character presenting her very own drawing to her family. The picture is used near the end of our documentary.

Unaid.org. “South African Muppet Kami Speaks the Language of Acceptance.” UNAIDS, UNAIDS, 17 Dec. 2009, <www.unaids.org/en/resources/presscentre/featurestories/2009/december/20091217s_africasesamestreet>

In 2001, the muppet named Kami, whose name means “acceptance”, debuted in South Africa’s co-production of *Sesame Street*, *Takalani Sesame*. She is the first character in children’s television to have the HIV virus. Kami is a very important character that shows just because you’re different doesn’t mean that you can’t still play and have fun. She also educates children on how to keep from retracting the virus.

Warren, Jim. “Children’s Television Workshop.” *Educational Researcher*, vol. 5, no. 8, 1976, pp. 6–8. JSTOR, <www.jstor.org>

Children’s Television Workshop, written by Jim Warren, is about the process of creating props for *Sesame Street*, for example, the puppets. Each new prop is thoroughly looked over and is specifically designed to teach children about a certain issue. We utilized this information in a way to look for pictures in our documentary.

Van den Broek, Paul, et al, “Children’s and Adults’ Memory for Television Stories: The Role of Causal Factors, Story-Grammar Categories, and Hierarchical Level.” *Child Development*, vol. 67, no. 6, 1996, pp. 3010–3028. JSTOR, <www.jstor.org>

Sesame Street is a very memorable show for many people. According to this article, when people were asked about what they remember from their childhood, specifically television shows, most answered *Sesame Street*. Those that responded with *Sesame Street* as their answer credited the show for being a great way of learning. This article aided us in building our script, as it proved that *Sesame Street* has a lasting impact.

Secondary Sources

ABC News. “Sesame Street Helping Preschoolers Pre-Game in New Book.” ABC Columbia, 12 Sept. 2019, <<https://www.abccolumbia.com/tag/sesame-street/>>

Sesame Street helps young children prepare not only for school but common life problems. *Sesame Street Helping Preschoolers Pre-Game in New Book*, focuses on the many issues *Sesame Street* teaches its audience. We gained information on *Sesame Street*'s approach to some problems through this website.

Altman, Alex. “The History of Sesame Street.” *The Journal of Popular Culture*, vol. 43, no. 1, 29 Dec. 2008, pp. 213–214.

We used this source's information multiple times in all stages of our documentary. It helped by adding to our knowledge on the background history of *Sesame Street*. The article goes into extensive detail about the process of producing the show and how *Sesame Street* has changed over time to remain consistent and effective.

Altman, Alex. “The History Of.” *Time*, Time Inc., 29 Dec. 2008, <content.time.com/time/nation/article/0,8599,1868862,00.html>

Initial interactions between Joan Ganz Cooney and Lloyd Morriset were described on this website's article. It portrays a Manhattan dinner party which Cooney and Morriset both attended, where the idea for *Sesame Street* first came together. Morriset toasted to new ideas, as well as sharing a story about his experiences with children and their investments in television. Cooney took his lighthearted story a step further, and committed to creating a television show which drew children in as well as having a lasting educational impact on them. From this website, we incorporated this iconic event in which *Sesame Street* turned into a vision.

Anderson, Daniel “Interview with Daniel Anderson, Professor at the Department of Psychological and Brain Sciences at the University of Massachusetts” 4 Feb. 2020

Interviewing Professor Daniel Anderson was powerful in regards to our project. He was able to tell us about his experiences researching *Sesame Street*. Anderson also expressed which muppets he feels have had the biggest impacts throughout *Sesame Street*'s history. He explained the thought that goes into creating each and every episode, and how much research is done by the show's creators before releasing it into the public. This interview was used to emphasize how *Sesame Street* broke barriers in our project.

Areifler, Author. “50 Years of 'Sunny Days': A Look at the Goals and Effects of ‘Sesame Street.’” Educ 300 Education Reform Past and Present, 3 May 2019, <<https://commons.trincoll.edu/edreform/author/areifler/>>

Recounting some of the major goals the screenwriters of *Sesame Street* have come up with over the past 50 years helped us understand the dedication and effort put into the show. Everything that is aired has been thought up and gone over continuously for hours by professionals as the producers. Their staff members are people of all different cultures, ethnicities, and social backgrounds. Information gathered here was used to emphasize *Sesame Street*'s thought process and its all around goals.

Associated Press. “Sesame Street, Longest-Running Kids' Show in US TV History, Marks 45th Birthday Nov. 10.” Fox Business, Fox Business, 24 Mar. 2015, <<https://www.foxbusiness.com/markets/sesame-street-longest-running-kids-show-in-us-tv-history-marks-45th-birthday-nov-10>>

Sesame Street, Longest-Running Kids' Show in US TV History, Marks 45th Birthday provided content on the complete history and goals of *Sesame Street* on their website. When this webpage was published *Sesame Street* had reached its 45th year on television. The source expands on how *Sesame Street* has been funded and how the show gets its money. This source helped us write the parts of our script when we discuss the show's funding.

B., Daniel, and Rocio Galarza. “Begin with the Children: What Research on ‘Sesame Street’s’ International Coproductions Reveals about Using Media to Promote a New More Peaceful World.” *International Journal of Behavioral Development*, SAGE Publications.

This article explains the international variations of *Sesame Street* and their prosocial messages. The main focus of the article is *Sesame Workshop*’s effects through media on children in regions of conflict. Issues are presented in age-appropriate and culturally-relevant ways so they are easily understood by children in such regions. These studies show evidence for the necessity of more specific and direct media efforts. This article helped us understand *Sesame Street*’s involvement in countries around the world.

“Breaking Glass - Broken Barriers.”

<https://books.google.com/books/about/Breaking_Glass_Broken_Barriers.html?id=2a1vDwAAQBAJ>

Breaking Glass - Broken Barriers introduces some of *Sesame Street*’s biggest accomplishments. Covering all the way from the show’s first season in 1969 to this year’s season, its 50th anniversary, this website includes many of the broken barriers such as integrating a multicultural cast mostly consisting of children and being the first children’s show focusing on early school education. The website introduced us to even more barriers *Sesame Street* broke providing us with some ideas of which of these broken barriers that we wanted to include in our documentary.

Cahill, Betsy. “Interview with Betsy Cahill, Co-Director of the School for Teacher Preparation, Administration, and Leadership.” 23 Sept. 2019.

Dr. Cahill has been working as the Co-Director of Early Childhood Education at New Mexico State University since 1994. She granted us with great insight of the cultural effect *Sesame Street* exhibits to children through its diverse cast. Dr. Cahill told us that *Sesame Street* is an amazing way for kids to learn before they start school. She explained how *Sesame Street* teaches different real world difficulties and also helps the younger generations understand these issues. We were able to better form and strengthen our script using the issues described by Dr. Cahill.

Carl, Diana R. “Instructional Development in Instructional Television.” *Educational Technology*, vol. 16, no. 5, 1976, pp. 10–24. JSTOR, <www.jstor.org>

This article provides a general overview of the way *Sesame Street* teaches its viewers. The source goes into detail about the process of finding new topics and how they are shown and tested to be most effective towards the show’s audience. Development of certain issues and how they will be displayed is very important to *Sesame Street* because they want the best and most effective way to teach for their audience. Providing such extensive information, this article helped us incorporate more detailed information in our script.

CASANOVA, MANUEL GONZÁLEZ, and Manuel Gonzáles Cassanova. “The Participation of Our Schools in the Defense and Diffusion of National Culture.” *Journal of the University Film Association*, vol. 29, no. 2, 1977, pp. 3–7. JSTOR, <www.jstor.org>

When researching the effect *Sesame Street* has had on children, this article was very useful. The article goes into extensive detail about studies to see if television can affect children. Many of these showed that *Sesame Street* viewers were more active in their communities and performed better throughout their school careers. We used this article to better explain *Sesame Street*’s short term and long term impact on people.

Cbs. “Sesame Street’s Julia Is Breaking Barriers By Promoting Autism Awareness.” CBS Baltimore, CBS Baltimore, 4 Apr. 2017, <<https://baltimore.cbslocal.com/2017/04/04/sesame-streets-julia-is-breaking-barriers-by-promoting-autism-awareness/>>

Bringing awareness to autism is a recent subject *Sesame Street* took on. In 2015, the show aired its first character with autism. The writers of *Sesame Street* decided to incorporate the character Julia into the show because they wanted to teach kids about what people with autism face and how they act. This source illustrates another example of *Sesame Street* breaking barriers in child education. This information is discussed in the later portion of our documentary, when we talk about Julia.

Coates, Brian, et al. “The Influence of ‘Sesame Street’ and ‘Mister Rogers’ Neighborhood’ on Children’s Social Behavior in Preschool.” *Child Development*

Brian Coates’ article, *The Influence of ‘Sesame Street’ and ‘Mister Rogers’ Neighborhood’ on Children’s Social Behavior in Preschool*, was crucial in the beginning of our research. The source compares shows such as *Mister Rogers’ Neighborhood* to *Sesame Street* and displays how much more influential *Sesame Street* is. We used the information to help us write the conclusion to our documentary’s script.

Copper, Jeff, et al. “S Is for Self-Regulation: Lessons in ADHD Emotional Control from ‘Sesame Street.’” *ADDitude*, *ADDitude*, 3 July 2019,
<<https://www.additudemag.com/self-regulation-sesame-street-adhd-children/>>

This website provides extensive information on how *Sesame Street* takes on different topics every year. The website is mostly about *Sesame Street* introducing the issue of ADHD and how it affects a person. *Sesame Street* teaches children about these different topics to help show them what it does. The website showed us another topic that *Sesame Street* has incorporated into their show.

“Creation of Sesame Street.” Jstor, 2012, doi:10.1515/9781400843114.toc.

Providing extensive information on the creation, impact, and the struggles of making *Sesame Street*, this article starts out by explaining the idea of the show. The article entry describes the first season of *Sesame Street* and its struggles with becoming nationally recognized. This article helped us describe *Sesame Street’s* early issues with funding in the beginning of our documentary.

Cronin, Brian. “TV Legends Revealed: Did Mississippi Really Once Ban ‘Sesame Street’?” *CBR*, *CBR*, 14 May 2014,
<<https://www.cbr.com/tv-legends-revealed-did-mississippi-really-once-ban-sesame-street/>>

From Brian Cronin’s website we learned how *Sesame Street* was banned in Mississippi in April 1970. It was first voted to not be aired due to The State Commission for Educational Television believing the state was not yet ready for the “highly integrated cast of children”. The ban lasted only for 22 days after the panel that voted it off decided to allow the show to be televised.

ET Bureau. "Sesame Street's 48 Years of Educating and Entertaining Children." The Economic Times, Economic Times, 5 Nov. 2017, <<https://economictimes.indiatimes.com/magazines/panache/sesame-streets-48-years-of-educating-and-entertaining-children/articleshow/61511566.cms>>

This website details how *Sesame Street* makes enough money to still air. *Sesame Street* gains most of its money from product sales and sponsorship. When the show first aired in 1969, advertisements appropriate to be shown during commercial breaks for a kids' show were rare. Because of this shortage of ads *Sesame Street* had trouble making money during its first few seasons. This website showed us the importance of product sales for *Sesame Street*.

"Figure 2f from: Irimia R, Gottschling M (2016) Taxonomic Revision of Rochefort Sw. (Ehretiaceae, Boraginales). Biodiversity Data Journal 4: e7720. <<https://doi.org/>>

Sesame Street's income is based on each episode's initial air date views and product sales. The article also goes into extensive detail on how the show is being aired in many other countries around the world. Every country is different on the issues they want to teach and *Sesame Street* has proved that it is a very effective way of teaching a young audience. Through the article we gained ideas on what we wanted to include in our documentary.

Fisch, Shalom M., et al. "The Impact of Sesame Street on Preschool Children: A Review and Synthesis of 30 Years' Research." Media Psychology, vol. 1, no. 2, 1999, pp. 165–190.

From Shalom Fisch's article we gathered data about how *Sesame Street* affected children in school. The source is about a research study done to analyze the impact television programs have had viewers. The study shows that people that watched *Sesame Street* as a child outperformed other people that never watched the show, not only in school but also their involvement with their community.

Geist, Eugene. "Toddlers Through Preschool: Using Tablet Computers With Toddlers and Young Preschoolers." YC Young Children, vol. 69, no. 1, 2014, pp. 58–63. JSTOR, <www.jstor.org>

This article focuses on how technology is being integrated into children's learning. The article states that now since technology such as laptops, tablets, and phones are accessible products, *Sesame Street* has to find ways to establish themselves on these devices to reach even more children. We used this information to show how *Sesame Street* is always making changes to keep up with current topics.

Gillespie, Claire. "Study: Watching 'Sesame Street' Linked To Better School Performance." Simplemost, 15 Mar. 2019, <<https://www.simplemost.com/study-sesame-street-watchers-better-school/>>

The educational program *Sesame Street*, is said to be one of the most impactful and influential shows in history. Numerous studies from around the world done over the past 50 years have shown how *Sesame Street* and shows alike can greatly benefit children in school and socially. The website gave us ideas on how we want to introduce and display the many studies in our documentary.

Glavin, Chris. "History of Preschool in the United States." History of Preschool in the United States | K12 Academics, 6 Feb. 2014, <www.k12academics.com/systems-formal-education/preschool-education/history-preschool-united-states.>

Through the website *History of Preschool in the United States* we learned when preschool was created in the United States and how *Sesame Street* ties into it. The first form of government preschool was named Head Start and was established in 1965 by President Johnson as an attempt to give financially disadvantaged children a chance to be ready for kindergarten. Due to low funding however, Head Start didn't get the anticipated amount of students as it thought due to the low funding and inflated costs.

Golos, Debbie B. “Deaf Children’s Engagement in an Educational Video in American Sign Language.” *American Annals of the Deaf*, vol. 155, no. 3, 2010, pp. 360–368. JSTOR, <www.jstor.org>

This secondary source article is about *Sesame Street* engaging with deaf children. The article describes *Sesame Street*’s attempts to teach sign language to kids and how teaching this helps involve deaf children along with other disabled kids within communities. From this source we were able to learn about one of *Sesame Street*’s broken barriers in children’s television .

Harrington, Anne, et al. “Psychiatry, Racism, and the Birth of 'Sesame Street'.” Undark, <undark.org>

Anne Harrington’s article explains how Mississippi didn’t allow *Sesame Street* to be aired during the show’s first season. The show was first voted to not be aired due to its multicultural cast and according to the voting panel they agreed that the state wasn’t ready for a show with various races of people. This only lasted for 22 days as when the reasoning was known the state received backlash. We used this source to help write the part of our script when we mention some of the early problems *Sesame Street* faced.

Heasley, Shaun. “With Muppet On The Spectrum, 'Sesame Street' Makes Impact.” *Disability Scoop*, 10 June 2019, <www.disabilityscoop.com/2019/06/10/with-muppet-spectrum-sesame-street-impact/26758/>

Reviewing the effects *Sesame Street*’s muppet Julia has had on children, this website also analyzes the different ways *Sesame Street* is available to kids. The website *With Muppet on the Spectrum*, ‘*Sesame Street*’ *Makes Impact* shows how Julia, the muppet with autism, has brought awareness to people with different disabilities. From this website we were able to see the way *Sesame Street* makes itself available to its viewers and how different muppets can have different impacts.

“How Sesame Street Came to Add a Foster Home to The Neighborhood.” The Chronicle of Social Change, 11 July 2019, <chronicleofsocialchange.org>

This source provides information that we could use by expanding into detail about *Sesame Street* introducing new issues onto the show. *Sesame Street* has a certain concern they try to teach and explain in every new season of the show to introduce children to some of the problems the world still faces.

“How 'Sesame Street' Changed the World in Its 50-Year Lifetime.” FamilyMinded, <<https://www.familyminded.com/s/how-sesame-street-changed-the-world-b43dc10db6304536>>

Sesame Street has been influencing generations for 50 years now. This website recaps the whole history of *Sesame Street* and details the impact the show has had on people over the show’s lifespan. The website also provides data on many barriers *Sesame Street* has broken not only in the past but also currently. Viewing this source helped us see the more recent barriers *Sesame Street* has broken.

“How Sesame Street Helps Children Learn For Life.” PBS, Public Broadcasting Service, 1 Jan. 2020, <www.pbs.org/education/blog/how-sesame-street-helps-children-learn-for-life>

In this website *PBS* breaks down how *Sesame Street* develops its curriculum for each season. The main curriculum they discussed was when *Sesame Street* wanted to teach children how to express their feelings. Throughout the season *Sesame Street* taught lessons that helped kids find words to help express how they feel. Learning how to express different feelings helped the children when talking to their parents about how they feel.

Huston, Aletha “Interview with Aletha Huston, Principal Investigator in the New Hope Project at the University of Texas at Austin.” 5 Feb. 2020

Our interview with Professor Huston was very informative, as she explained what kinds of research go into understanding what information kids should and shouldn't be exposed to. She also illustrated how every piece of information *Sesame Workshop* finds is incorporated in the planning for every episode. The main goal for them is to reach out to the younger generation in a fun and educational way, about a myriad of issues facing our world, but still in a way that is easy to process. Though *Sesame Street* is on its 50th season, they still refer to each season as an “experimental one” as the research, data, and results will continue to be tested to make sure it is suitable for young viewers.

**Jacobson, Linda. “Updated 'Sesame' Curriculum Includes Early-Learning Initiatives at Stations.” *Current, Current*, 1 Sept. 2017,
<<https://current.org/2017/09/updated-sesame-curriculum-includes-early-learning-in-initiatives-at-stations/>>**

Updated 'Sesame' Curriculum Includes Early-Learning Initiatives at Stations explains how *Sesame Street* is collaborating with public broadcasting stations to bring educational resources to early-learning providers and parents. This source is useful as it helped us understand how *Sesame Street* not only teaches through television but also physically in the products they sell.

Jan Perney., et al. “TV Viewing and Early School Achievement.” *TV Viewing and Early School Achievement*, 1993, pp. 14–18.,

The source *TV Viewing and Early School Achievement*, focuses on how television programs help in school. The article states how most studies are only about the negatives of television on children instead of the positives. It expands on how TV programs can actually benefit children a lot more than other studies have shown. The article uses *Sesame Street* as a reference on how children can achieve more by learning through a television program. This article helped us write different parts of our script.

“Joan Ganz Cooney.” From Scratch with Jessica Harris RSS,
<<http://www.fromscratchradio.org/show/joan-ganz-cooney>>

This website is about *Sesame Street* teaching children tragic things that can happen in real life. From the website we learned about some of the ways *Sesame Street* helps teach these major issues by helping kids learn how to deal with racism, all the way to the loss of a loved one. Addressing these problems has helped children better understand these subjects.

“Kids' Eyes Are Glued to TV.” Los Angeles Times, Los Angeles Times, 27 Oct. 2009,
<<https://www.latimes.com/archives/la-xpm-2009-oct-27-et-kids-tv27-story.html>>

The website *Kids' Eyes Are Glued to TV* demonstrates the amount of time young children spend in front of the television. We were able to use this when explaining the beginnings of *Sesame Street*, as the creators knew how infatuated children were with television. Joan Ganz Conney and Lloyd Morriset took advantage of this to create an educational show to help teach children in a fun and engaging way.

Kirkorian, Heather “Interview with Heather Kirkorian, Faculty Director of the Child Development Lab at University of Wisconsin” 5 Feb. 2020

Director Heather Kirkorian worked along with one of our previous interviews, Professor Mares, in order to analyze the impacts *Sesame Street* has on it's viewers. Kirkorian was able to explain how *Sesame Street* paves the way for student's success throughout school as well as life. Children who view *Sesame Street* in their youth are proven to have a more positive attitude about learning once they reach school. This interview was helpful in understanding what direct impact *Sesame Street* has.

Levinsohn, Florence Hamlish. “Imagine School TV in the Forefront!” *The School Review*, vol. 84, no. 2, 1976, pp. 255–264. JSTOR, <www.jstor.org>

Imagine School TV in the Forefront, provided us with information on how *Sesame Street* broke multiple barriers in television history. It broke barriers by having a cast mainly featuring children, showing different races, and finally focusing on teaching kids preschool and kindergarten level educational skills. The article also uses quotes from teachers on how they believe television can help influence children in doing better in school. Through the provided data from this article we gained insight on how groundbreaking a multicultural cast was in the 1970s.

Linebarger, Deborah L. “Teaching with Television: New Evidence Supports an Old Medium.” *The Phi Delta Kappan*, vol. 93, no. 3, 2011, pp. 62–65. JSTOR, <www.jstor.org>

Teaching with Television: New Evidence Supports an Old Medium, expanded our knowledge on how *Sesame Street* benefits children by going into detail about what the show teaches kids. The article states how *Sesame Street* focuses on teaching preschool and kindergarten curriculum. The effects of teaching children this information before they start school provides them the benefit of having a head start. The provided information from this primary source helped us construct our script.

Mares, Marie-Louise “Interview with Marie-Louise Mares, Professor at the Department of Communication Arts University of Wisconsin-Madison” 3 Feb. 2020

Professor Marie-Louise Mares was one of our most significant interviews. She studied the impacts *Sesame Street* had and continues to have on the youth of the world. She also went into depth in explaining the show’s mission, and its initial purpose. Mares herself stated that the statistics she gathered from her research shocked her, in that *Sesame Street* is such a big part of early childhood education.

Morrow, Robert W. “Sesame Street and the Reform of Children's Television”. Johns Hopkins University Press, 2006.

From the book, *Sesame Street and the Reform of Children's Television*, we obtained general reports on the beginning of *Sesame Street*. It contains insight from psychologists discussing the effects of early educational programs on children. The book also mentions how *Sesame Street* managed to break barriers within educational television. For example, one listed in the book was racial barriers. By breaking these barriers, children are able to better understand acceptance and diversity around them.

Ostrofsky, Kathryn A. “‘Sesame Street’ Steps up to the Biggest Issues Kids Face.” CNN, Cable News Network, 14 Dec. 2018, <<https://www.cnn.com/2018/12/14/opinions/sesame-street-homeless-muppet-mission-ostrofsky/index.html>>

The website *Sesame Street Steps up to the Biggest Issues Kids Face* published by CNN provides data about the various subjects and barriers *Sesame Street* takes on. The website explains how teaching young children certain subjects that the show has taught greatly benefits them for the present and future. Some of these impacts shown on this website were used in our documentary.

Pezdek, Kathy, and Eileen F. Hartman. “Children's Television Viewing: Attention and Comprehension of Auditory versus Visual Information.” *Child Development*, vol. 54, no. 4, 2019, pp. 1015–1023. JSTOR, <www.jstor.org>

This article is about how childrens' attention spans are affected by watching television. According to this article the effects of watching television can greatly impact a child. Watching shows like *Sesame Street* has been proven to help kids with their attention spans in school. *Sesame Street* is a fun way for children to learn and actually helps make them more interested in learning. The article summarized some of the tests and allowed us to add precise data into our documentary.

Poehlmann, Julie “Interview with Julie Poehlmann, Psychiatrist” 19 Sept. 2019

Psychiatrist Julie Poehlmann was a significant person in the beginning of our project. She presented us with many quotes and articles about *Sesame Street*. The articles she provided us with are mainly about how *Sesame Street* has impacted a large number of children's behavior in and out of school. Through our interview with Poehlmann we were able to greatly expand on *Sesame Street's* effect in the later stages of our script.

Rao, Sonia. “‘Sesame Street’ Welcomes a Muppet in Foster Care, the Latest Addition to Its Inclusive Cast.” *The Washington Post*, WP Company, 20 May 2019, <<https://www.washingtonpost.com/arts-entertainment/2019/05/20/sesame-street-welcomes-muppet-foster-care-latest-addition-its-inclusive-cast/>>

Sesame Street introduced its first foster muppet onto the show in early 2017. The creation of this new muppet shows that *Sesame Street* is still finding ways to help teach children about different topics. The new muppet was brought onto *Sesame Street* to show recognition to all the foster parents around the world to show how much they do for the community. This source was important because it focused on the more recent *Sesame Street* events.

Roberts, Ebony M. “Through the Eyes of a Child: Representations of Blackness in Children’s Television Programming.” *Race, Gender & Class*, vol. 11, no. 2, 2004, pp. 130–139. JSTOR, <www.jstor.org>

Sesame Street was the first educational show to integrate different races of people together. At the time *Sesame Street* came out it wasn’t the first show with mixed races but it did break barriers for educational programs. The creators of *Sesame Street* wanted to bring people together by showing that everyone can get along and be friends. We used the information in various ways, mostly within our script when we talk about the show breaking barriers by including different races of people and having kids as the main characters.

ROSE, ERNEST D., and ROBERT W. WAGNER. “American Film and Television Schools and the Search for Cultural Identity.” *Journal of the University Film Association*, vol. 29, no. 2, 1977, pp. 8–11. JSTOR, <www.jstor.org>

The article *American Film and Television Schools* provides data on how much television can impact people. According to this source, about 95% of American households have at least one television set. The article also states how the creators of *Sesame Street* saw this as a way to help teach children since so many watched television. This was an incredibly helpful source as it provided us with accurate data that we incorporated in our script.

Salazar Perez, Michelle. "Interview with Michelle Salazar Perez, Associate Professor of Early Childhood Education at New Mexico State University." 25 Sept. 2019.

Our interview with Professor Salazar Perez, from the *Department of Early Childhood Education at New Mexico State University*, provided us with several quotes and further information about *Sesame Street's* impression on childrens' behavior. Professor Perez gave us information on how television programs like *Sesame Street* can assist kids. She told us that *Sesame Street* is the most impactful children's television show in history. She was also able to give us contact information for other people she believed would be able to help us.

SCHOCK, JAIMIE N. "PRE-K EDUCATION: New Word on the Street." ASEE Prism, vol. 21, no. 3, 2011, pp. 19–19. JSTOR, <www.jstor.org>

PRE-K EDUCATION: New Word on the Street, is about *Sesame Street* teaching kids pre-k level education as a headstart for school. The article explains how *Sesame Street* teaches kids in multiple ways to help them be prepared and ready to start school. *Sesame Street* is portrayed in this source as a "great and outstanding" way to help jumpstart children in their school career.

"Sesame Street." Bridgespan, <www.bridgespan.org/sesamestreet>

Besides providing quotes from the creators of *Sesame Street*, this website provides general information about the show's history as well as the direction it seems to be heading in. The quotes provided by this source were useful to us as they gave names to some possible interviews.

Stroman, Carolyn A. "Television's Role in the Socialization of African American Children and Adolescents." The Journal of Negro Education, vol. 60, no. 3, 1991, pp. 314–327. JSTOR, <www.jstor.org>

The primary source article *Television's Role in the Socialization of African American Children and Adolescents*, helped us understand how minorities can learn more and be more prepared for school because of television. The article states that almost all American households own a television, and because of this most kids watch it. Because of shows like *Sesame Street*, children of all financial classes can have the opportunity to an equal academic level in school.

Tartaro. “Newest Sesame Street Resident Is Helping Break down Barriers.” UOWTV Multimedia, 15 Mar. 2018,
<<http://www.uowtvmultimedia.com/2017/03/22/the-newest-member-of-sesame-street-is-breaking-down-barriers/>>

In 2015 *Sesame Street* introduced its first muppet with autism. *Sesame Street* is the first children’s television show to have a character with autism. On this website, University of Wollongong in Australia, alumni Sam Gee says the *Sesame Street* character would benefit children by representing autism and other disabilities as part of human diversity.

Timsit, Annabelle. Economists Explain Why Kids Who Watched Sesame Street Did Better in School. 2019,
<qz.com/1554895/why-kids-who-watched-sesame-street-did-better-in-school/>

Annabelle Timsit’s website, *Economists Explain Why Kids Who Watched Sesame Street Did Better in School*, follows the outcomes of studies done by researchers Melissa Kearney and Phillip Levine in the 1980s and 1990s. The studies mainly showed that *Sesame Street* benefited its viewers by better preparing them for school. Kearney and Levine’s studies showed that kids who had access to *Sesame Street* were one and a half to two percent more likely to be at the grade level appropriate for their age.

Tinsley, Barbara J. “How Children Learn to Be Healthy.” *How Children Learn to Be Healthy*, pp. 15-16

The article *How Children Learn to Be Healthy*, written by Barbara Tinsley, describes *Sesame Street* changing over the years in how they teach their viewers. Recently some of these changes include the character Cookie Monster turning into the Veggie Monster for several episodes to help promote healthy eating towards today's children. We used this article to help show how *Sesame Street* is always changing.

White, Peter B. “Sesame Street: The Packaging of a Curriculum.” *The Journal of Educational Thought (JET) / Revue De La Pensée Éducative*, vol. 14, no. 3, 1980, pp. 209–219. JSTOR, <www.jstor.org>

Sesame Street's focus and purpose is to teach children the kindergarten and preschool common curriculum. This article expands on this by providing information about the process of creating the show and finding what the show's main purpose should be. The creators wanted to take a different approach to children's television by focusing on making children smarter, stronger, and kinder. They decided to make school curriculum the basis of the show. We were able to take information from this article to show how *Sesame Street* went about creating characters, muppets, and lessons.

Whitlock, Natalie Walker. “Ultimate Guide to Elmo.” *HowStuffWorks, HowStuffWorks*, 16 Oct. 2006, <lifestyle.howstuffworks.com>

Ultimate Guide to Elmo describes why certain characters are created for the show and what they teach the audience. In this specific case they explain that Elmo's purpose on the show is to always be optimistic. His optimistic attitude helps children learn in positive ways and teaches kids to be happy even if they don't catch onto certain subjects as fast as others. From this website we learned about the many meanings behind every character.

Wyllie, Julian. “Sesame Street Expands Its Reach With Messages of Love for Homeless Kids.” *The Chronicle of Philanthropy, The Chronicle of Philanthropy*, 5 Mar. 2019, <<https://www.philanthropy.com/article/Sesame-Street-Expands-Its/245776>>

This website introduces its readers to *Sesame Street*'s first homeless character, Lily. Lily is a pink muppet that was first introduced to the show in 2011. Her purpose is to show kids to treat each other with respect and kindness. *Sesame Street* wanted to create a muppet that was homeless due to the rising number of young children that were homeless in the United States during the 2008 financial crisis.

“50 Years of 'Sesame Street': What the Show's History Can Teach Us.” America Magazine, 23 Aug. 2019, <<https://www.americamagazine.org/2019/08/14/sesame-street-evangelization>>

Every year *Sesame Street*'s screenwriters come up with a topic they want to teach and this is credited for the show's long television life. *Sesame Street* is one of the most studied and analyzed programs in history as it not only helps kids learn but it also helps new and upcoming show writers design their very own programs. This website provided examples of the new yearly themes *Sesame Street* makes for every season, allowing us to see how they still stay relevant and always new.