All Popejoy Schooltime Series productions are designed to integrate the arts into classroom instruction. Each production is selected with youth and family audiences in mind, from titles and materials that reflect the cultural diversity of our global community. These professional performing artists create educational experiences designed to encourage literacy, creativity, communication, and imagination. These productions purposefully target specific grade ranges. Please review these materials to make sure the recommendations and content are appropriate for your group. We then encourage educators to use our suggestions as springboards into meaningful, dynamic learning, thus extending and anchoring the performance experience.

STANDARDS ADDRESSED BY ATTENDING THIS PERFORMANCE

COMMON CORE STATE STANDARDS:

English Language Arts: Speaking and Listening (CCSS.ELA-Literacy.SL)

Comprehension and Collaboration: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NEW MEXICO CONTENT STANDARDS:

Fine Arts: Theatre, Music & Dance

Content Standard III: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.

Content Standard V: Observe, discuss, analyze, and make critical judgments about artistic works.

New Mexico Content Standards and Common Core State Standards are provided for both attending the performance and each activity presented. For specific standards at your grade level, please consult the standards online for attending the show and all activities in this guide. For New Mexico State Standards: www.ped.state.nm.us/standards/index.html

Selected Dreamcatchers materials provided by Kids’ Entertainment, Lightwire Theater and other resources noted throughout the guide.

Thursday, October 31, 2013
10:15am & 12:15pm
Grades: PreK - 3
Curriculum: English Language Arts, Fine Arts/Theatre, Music & Dance

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Dreamcatchers are produced by the Education Department of Popejoy Hall, Albuquerque, New Mexico pjoyedu@unm.edu, www.schooltimeseries.com, facebook.com/schooltimeseries
**Introduction/Synopsis**

**The Ugly Duckling**

The tale begins when a mother duck’s eggs hatch. One of the ducklings is picked on by the other birds and animals on the farm because he is bigger than his brothers and sisters and looks different from them. Distraught by this teasing, he runs away from the barnyard and lives with wild ducks and geese for a while. However, they tease the ugly duckling too, so he goes to live with an old woman. But her cat and hen tease and bully him all the time, so he leaves the old woman’s house. He is very sad and lonely. When he sees a flock of migrating wild swans, he is overcome by their loveliness, wishing to be like them.

Winter arrives, and the poor little duckling is left all alone in the cold. A farmer finds the freezing little bird and carries him back home, but he is frightened by the noisy children and runs away from there too. He spends a very awful winter alone outdoors. When spring arrives, a flock of beautiful swans land on the lake. The “ugly duckling” is now fully grown but he doesn't know it yet. He doesn't want to live alone and unloved any more so he decides it is better to die by being pecked by such beautiful birds than to live a life of ugliness and misery. He is shocked when the swans welcome and accept him, only to see by looking at his reflection in the water that he has grown into one of them. The flock takes to the air and the ugly duckling, now a graceful swan, spreads his wings and takes flight alongside his new family.

**The Tortoise and the Hare**

This classic Aesop fable is about a slow-moving tortoise and the hare he challenges to a race. Tired of hearing the hare brag about his speed, the tortoise claims that even the hare can be beaten in a race. The hare is confident he will win, because he is very speedy compared to the tortoise. At the start of the race, the hare easily moves past the tortoise. The hare stops along the way to take a nap, unafraid that he will ever lose to the tortoise. Waking up, he sees that the tortoise is still far behind, so he decides to eat some breakfast. He then becomes sleepy again, letting his eyes close for another nap. While the hare is asleep, the tortoise passes him and ends up winning the race. The fable has long been a lesson that shows slow and steady wins the race.
1. Fables are short stories that illustrate a particular moral and teach a lesson.

2. The characters of fables and tales are usually animals that act and talk just like people while keeping their animal traits.

3. SWANS
   - Swans put their heads underwater to eat.
   - A swan’s eggs usually hatch in four weeks.
   - The area where swans live is called their habitat.
   - Baby swans are called cygnets.
   - Before the winter, swans fly south to warmer places.
   - Swans mate for life.

4. TURTLES AND TORTOISES
   - Which spends most of its life in the water? Turtle
   - Which has webbed feet? Turtle
   - Which is omnivorous, meaning it eats plants and insects? Turtle
   - Which lives on land and doesn’t migrate, living in the same place its whole life? Tortoise
   - Which is herbivorous, meaning it only eats plants? Tortoise

5. RABBIT AND HARES
   - Which usually lives in burrows or tunnels in the ground, where it prefers to stay during daylight hours? Rabbit
   - Which grows larger and has longer ears? Hare
   - Which tends to spend most of its time alone, and does not travel in a group? Rabbit
   - Which can live with humans and makes a better pet? Rabbit
   - Which is hairless and blind at birth? Hare

6. HOW THE LIGHTWIRE COSTUMES IN THIS SHOW ARE MADE:
   - Copper in the middle of the EL wire conducts electricity, letting it travel from one place to another.
   - A material called “phosphor” surrounds the copper wire. The phosphor glows when electricity runs through the wire.
   - A colored plastic tube surrounds the phosphor and copper, completing the EL wire.
   - When the EL wire is attached to a power source, like a battery, it glows! A battery pack that powers the EL wires is hidden on each character in the show.

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**Vocabulary**

(www.wordcentral.com)

- **Bullied:** to be teased, hurt, or threatened
- **Different:** partly or totally unlike another
- **Flock:** a group of animals (e.g. birds or sheep) assembled or herded together
- **Marionette:** a puppet moved by attached strings or wires
- **Puppet:** a doll whose actions are controlled by an outside person (i.e. puppeteer)
- **Reject:** to not show concern or affection for someone or something
- **Siblings:** two or more people having the same parent(s)
- **Special:** different from others of the same kind
- **Unique:** the only one of its kin

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**About the Authors**

“The Ugly Duckling” is a fairy tale by Danish poet and author Hans Christian Andersen (1805 – 1875). This well known short-story author wrote many other well-known stories such as “The Little Mermaid,” “The Emperor’s New Clothes,” and “The Brave Tin Soldier.” His stories have been translated into over 125 languages and made into movies, plays, musicals, as well as drawn by many artists. For more fables and fairytales by Hans Christian Anderson visit: www.online-literature.com/hans_christian_andersen/

It is believed that Aesop lived from about 620 to 560 B.C in ancient Greece. It is not known exactly when the first book of Aesop’s fables was written because fables were originally told as stories by one generation to another. But Aesop was one of the first to collect and write the stories down on paper as a collection. “The Tortoise and the Hare,” one of Aesop’s most famous fables, has been rewritten and retold hundreds of times throughout the centuries, as have many of his other stories.

Aesop’s fables are some of the most renowned children’s stories of all time. Each tell a timeless moral such as: look before you leap (“The Frogs and the Well”), little friends may prove great friends (“The Lion and the Mouse”), and of course the moral of this show’s story “The Tortoise and the Hare,” slow and steady wins the race.

photos: www.scholastic.com
Activities
Human Marionettes
Grades 1 – 3

Objectives:
- Students will explore different ways to move their bodies for different effects.
- Students will work collaboratively to tell a story.

Materials:
- An open space with room for students to move

Procedures:
1. Students will stand in a circle, leaving enough space for them to move their arms and legs without hitting the people next to them. Have students stretch and shake their arms, legs, and heads to warm up their bodies.
2. Tell students they will be exploring how to move their bodies as if they were attached to strings, just like a type of puppet called a marionette (have them think of Pinocchio).
3. First have students lift their arms and legs normally. Then imagine that they have strings attached to their wrists and ankles. When they move their arms or legs, they are only able to do so because an invisible puppeteer is pulling up on their strings. Ask students to note how their movements are different with their invisible strings attached. Allow time for them to explore different ways of moving.
4. Ask students to get in pairs: One student will act as a puppeteer and the other will act as a puppet. The puppeteer cannot speak and must indicate to the puppet how it is to move by gently tapping the puppet’s wrists or feet and pointing in the direction it would like the puppet to move. The puppet may only make moves that the puppeteer indicates. Give students time to try different ways of moving the puppets around.
5. Allow time for each student to play puppet and puppeteer.
6. If appropriate for the group, plan and perform a puppet show. Puppeteers can tell a favorite story read in class or at home and puppets can act it out.

Extensions/ Modifications:
+ Before starting this activity, guide students through a mirroring exercise where a designated group leader performs a series of movements while the rest of the class “mirrors” that person by doing the same movements. This can also be done in pairs with students trading-off who is the leader.
+ After seeing the play, discuss the techniques used by the puppeteers to move the marionettes. Compare that to the class's experience with the Human Marionettes activity.

Assessment:
- Teacher observation and quality of participation

COMMON CORE STATE STANDARDS

- English Language Arts:
  - Reading Standards for Literature (CCSS.ELA-Literacy.RL)
    - Integration of Knowledge and Ideas: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
  - Speaking and Listening (CCSS.ELA-Literacy.SL)
    - Comprehension and Collaboration: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NEW MEXICO CONTENT STANDARDS

- Fine Arts: Theatre
  - Content Standard I: Learn and develop skills and meet technical demands unique to dance, music, theatre/drama and visual arts.
  - Content Standard II: Use dance, music, theatre/drama and visual arts to express ideas.
  - Content Standard III: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.
  - Content Standard IV: Demonstrate an understanding of the dynamics of the creative process.
  - Content Standard V: Observe, discuss, analyze, and make critical judgments about artistic works.
What Makes Me, Me!
Grades PreK–2

Objectives:

- Students will identify their own positive traits
- Students will create a puppet that highlights their identified positive traits

Materials:

- Blank paper 8” x 10” (two pieces per book), folded as pages in a book
- Construction paper 9x12, folded for the cover of the book
- Markers, crayons, colored pencils, etc.
- Stapler or hole puncher
- Ribbon or string

Procedures:

1. Review the story of “The Ugly Duckling” with the class. Discuss how the other ducklings treated the ugly duckling poorly just because he was different. Talk about how his differences made him strong and unique and how he was eventually admired for his actions and for being true to himself.
2. Discuss what it means to be true to yourself and who you are.
3. Ask students to think about what they like most about themselves. These can be personality traits, physical features, hobbies, and interests (like coloring, singing, sports) etc. Students should come up with at least four things that make them happy or proud.
4. Take the folded pages of the books and ask students to create a title page on the first page. The title can be “All About Me” or “What Makes Me Happy” or whatever you and your students decide.
5. On the next four pages students illustrate one of the four things they have identified. Color the illustrations and make them as detailed as possible.
6. Next have students write a sentence about why they chose that trait (Ex: I am the best at being me because…).
7. Bind the books in a construction paper cover, either with the stapler or with the hole punch and ribbon/string. Write the title and author on the cover of the book.
8. Have students share their books with the class.

Extensions/Modifications:

- Use paper bags and have students make paper bag puppets that resemble themselves. Encourage them to highlight their unique and special features/traits. When students share their books they can have their puppets help them to talk about what makes them who they are.

Assessment/Evaluation:

- Teacher Observation

COMMON CORE STATE STANDARDS

English Language Arts:

Reading Standards for Literature (CCSS.ELA-Literacy.RL)
Integration of Knowledge and Ideas: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Writing (CCSS.ELA-Literacy.W)
Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening (CCSS.ELA-Literacy.SL)
Comprehension and Collaboration: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
**Seasons of the Year** – The story can be used as a spring board to thinking about the seasons of the year and the changes that occur, either in the book, as shown on stage, or here in New Mexico. Learning about weather, seasonal characteristics, spring babies, the notion of time, even migration (including along the Rio Grande) is fun and interesting.

**Animals and Birds** – The story can be used to introduce different classifications of farm and ranch animals, and birds and wild birds, including their babies, habitats, sounds, and features.

**The Body** – Use the story for the introduction to a project on growing up, helping students become aware of the time it takes and some of the changes that occur. Talk about feelings of happiness and sadness. In particular, use the story to begin a conversation about the importance of understanding people’s feelings and being kind to one another.

**Problem Solving** – How did a swan’s egg get into the duck’s nest? Ask students to list possible ways this could have happened. Students may each pick an idea from their list and draw a picture of what they think happened. The solutions may be shared and a vote taken on the most popular ideas.

Read another version of “The Ugly Duckling” set in the wilds of Africa. Caldecott Honor winner Rachel Isadora’s stunning new interpretation portrays African animals and landscapes with beautiful detail. As the ugly duckling searches for a place where he can fit in, Isadora’s vibrant collages capture the beauty in everything from glistening feathers to shimmering sunsets. The book is available free online at [www.wegivebooks.org/books/the-ugly-duckling](http://www.wegivebooks.org/books/the-ugly-duckling).

**Outreach Activities**

Visit the **UNM Duck pond** before or after the show. Feed and see real ducks! Located just west of Zimmerman Library on the UNM campus. For a map of campus visit: [www.unm.edu/~solgel/contact/campusmap.pdf](http://www.unm.edu/~solgel/contact/campusmap.pdf)

**The Albuquerque Biopark**

Learn all about conservation and the environment at any of the Biopark locations! The Albuquerque Zoo, the Aquarium, and the Botanical Garden all provide opportunity for hands on discovery and learning.

[www.cabq.gov/biopark](http://www.cabq.gov/biopark)

**Rio Grande Nature Center**

Located in the Bosque, or cottonwood forest, and next to the wetland that borders the Rio Grande, the Nature Center is a park made up of 270 acres of woods, meadows, ponds, and farmland. In the Visitor Center there are exhibits describing the Bosque’s plants, geology, and animals. There are also hands-on exhibits for children, a reference library, park trail guides, binoculars, and field guides to borrow.

[www.rgnc.org](http://www.rgnc.org)

**Whitfield Wildlife Conservation Area** is a cooperative conservation project dedicated to constructing and protecting wetlands, planting food plots, and restoring native vegetation for food and shelter for wildlife. WWCA provides learning opportunities to local school children, and sponsors teacher workshops, a lecture series, adult education programs, special events, and other programs. The Center also attracts a diverse group of tourists, birdwatchers, hikers, and students who want to learn about wetlands ecology in an otherwise arid place.

For general information visit [www.whitfieldwildlife.org](http://www.whitfieldwildlife.org) or call 505-865-5807

For educational tours e-mail whitfieldwca@gmail.com or call 505-864-8914
Resources


For additional information and activities go to the company study guide from Kids’ Entertainment

[www.kidsentertainment.net/roster/ugly-duckling/docs/UglyDuckling_SG_Corbian.pdf](http://www.kidsentertainment.net/roster/ugly-duckling/docs/UglyDuckling_SG_Corbian.pdf)

Websites

You can read “The Tortoise and the Hare” and many other Aesop’s Fables at:

[www.kids-pages.com](http://www.kids-pages.com)

Kidpower Teenpower Fullpower International
The website has a free online library, publications and K – 12 curriculum, workshops, and consulting.
Kidpower prepares families, schools, and youth organizations to prevent bullying, child abuse, and kidnapping. Kidpower makes it FUN (not scary) to learn to be safe.

[www.kidpower.org](http://www.kidpower.org)

Great for all ages! Play games, learn, and talk about how to stop bullying at: [pbskids.org/itsmylife](http://pbskids.org/itsmylife).

For a list of fairy tales, fable authors, and books visit:

[www.ivyjoy.com/fables](http://www.ivyjoy.com/fables)

Observe National Bullying Prevention Awareness Week at your school October 3rd.

About the Company

Ian and Eleanor Carney founded Lightwire Theater and, in conjunction with Corbian Visual Arts and Dance, began preproduction on their first project, *The Ugly Duckling* and *The Tortoise and the Hare*, in January of 2011.

[www.lightwiretheater.com](http://www.lightwiretheater.com)
Music, theater, dance, and opera are collaborative arts. This means they require the cooperation of many people: the directors, the performers, and the audience. Live performances can transport you to other times and places, but to do so, they require you, the audience to listen, observe, discover, and imagine.

A poster of Theater Etiquette is included on the website. Please post it and discuss it with your students before coming to the performance.

- Seeing a live performance is a special experience. Although it is not required, many people enjoy dressing up when they attend the theater.
- Gentlemen should remove hats or caps when inside the building.
- Please enjoy your food, drink, and gum in the lobby.
- Please allow ushers to seat your entire group before rearranging students and/or taking groups to the restroom.
- Photography and recordings of the shows, as well as cell phones, texting, or gaming are all strictly prohibited during the performances.
- Crying babies, unhappy siblings, and other loud noises disturb the actors and the other patrons. Please be considerate and leave the hall during these periods. You may still enjoy the show in the lobby via our large screen monitors.
- Some shows are interactive, and involve audience participation; some are not. Discuss with your class how to know the difference, as well as what is appropriate conduct in a theater, versus at a sports arena or outdoor concert.
- During a musical, it is appropriate to clap at the end of a song. During a ballet or dance performance, it is appropriate to clap at the end of the number.
- Curtain calls occur when the show has ended and the cast comes forward to take their bows. The best way to show the performers how much you appreciate their hard work is to stay at your seats and clap until the actors leave the stage, or until the curtain comes down and the house lights come on.
- At the end of the show, after the applause, remain in your seats until you are dismissed from the theater.
- If you are staying for the Question & Answer session, remain in your seats until the house clears and then move down front toward the stage.

WANDERING CHILDREN

For the safety of our precious little ones, UNM requests school identifiers. When students are too scared to tell us their school name or teacher, school identifiers give us a quick and easy way to reunite them with their class groups. Examples of suitable identifiers include matching T-shirts, homemade headbands, hats, scarves, lanyards, and school badges. Be creative!

The kiosk in the lobby is our rendezvous point. Please immediately report a separated child to the usher at the kiosk. Staff will search for and bring lost children there first.

Please visit our website at http://schooltimeseries.com/house-policies for detailed information about Etiquette, Safety, and House Policies.

The Schooltime Series is a proud member of

International Performing Arts for Youth

produce • promote • present

“Appearances are often deceiving.” – Aesop

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The Popejoy Schooltime Education Endowment

The Popejoy Mission: To provide access to the performing arts for all New Mexicans.