



Puppets to Muppets

Michelle Lineberry

4th Grade

July 2015



Rationale

Puppetry is an old, traditional art form, which is still active in almost every culture and is used in many different contexts throughout the world. Puppetry is widely used to entertain and educate children and adults in theater, television, and artistic work. This art expression has been used to communicate to people who do not understand the spoken language for thousands of years. Puppetry is a combination of theater arts, visual arts, and storytelling. Puppetry, in relation to history and culture, helps students understand the global, historical, societal, and cultural contexts of the visual arts. It helps students make connections between visual arts and other disciplines. By incorporating the art of puppetry in the classroom, students take ownership and pride in their work and feel a sense of accomplishment in performing, team building and cooperation. They are encouraged to apply creative and critical thinking skills to artistic expression, to think critically, to problem solve, and to work together. This unit is important because it teaches about art, art expression, different cultural groups, and the significance that puppetry has had in history. Puppetry's rich history, spanning across various cultures, has had a major impact on students in many areas of the curriculum.

It is important to introduce puppetry to students because

- *it develops creative expression,
- *it stimulates and enhances imagination,
- *it develops spontaneous oral expression,
- *it improves speech, enunciation, and voice projection,
- *it practices writing skills,
- *it helps students become more fluent in oral reading,
- *it helps students gain appreciation of other cultures and of literature,
- *it enhances a child's feeling of self-worth,
- *it helps develop social interaction skills.

For many young students, finding a voice for themselves can be a challenge in school. Puppetry is a form of art expression, as it allows students the chance to build a character that has meaning and uniqueness to them, and through their character, they can express themselves in such a way that they otherwise may not on their own.

Differentiation for Gifted Learners:

This unit is beneficial to gifted learners because it allows them to use their creativity to create a variety of puppets/puppet shows. The content has multiple layers because they first will explore different types of simple puppets, such as paper bag puppets, sock puppets, and stick puppets. They will then be able to research and learn about puppets from other countries/cultures. This will broaden their ideas of different forms of art and art expression. They will research Jim Henson and different types of simple puppets, and the puppet Elmo, and how he got his "voice." The students will research puppets from Mali, China, and Indonesia. The students will create a product consisting of a puppet show, incorporating the different types and styles of puppets that they have learned how to create. The learning environment is varied to the needs of each student. They will use laptops to research information, they will have sketch pads to draw out their design puppets. They will have the ability to sit at a desk if they choose, they will be allowed to collaborate and share ideas with others in the class in a Socratic Seminar. The students will be challenged to create their own puppet show and present it to a group of younger students. They will use their creativity and knowledge during this unit in order to put complete their performance task. This unit will be complex and accelerate the students because they will also have to learn content from specific countries to share in their puppet show.

Population of Gifted Children:

Students of any socioeconomic background could participate in this unit. Their interest would need to be geared toward art and creativity. They would also need to have an interest in history and puppetry. They could have a strong sense of fairness and rights of others. They would use these strengths to teach others about a particular country while using their artistic ability and creative minds. Their backgrounds of where they have lived or traveled would be beneficial in providing background knowledge of other countries. Their background of art and puppetry is not necessarily important because they will learn quite a bit during this unit. However, their background knowledge and experiences will impact a great deal in the depth of their presentation.

CONTENT, PROCESS, & CONCEPT GOALS

CONTENT GOALS AND OUTCOMES

Goal 1: Use the language of visual arts to communicate effectively

Students will:

- Apply creative and critical thinking skills to artistic expression.
- Understand the global, historical, societal, and cultural contexts of the visual arts.

PROCESS GOALS AND OUTCOMES

Goal 2: Understand the art of puppetry in relation to history and cultures

- Students will identify puppetry as a form of art communication.

CONCEPT GOALS AND OUTCOMES

GOAL 3: To understand the concept of expression

Students will:

- understand that expression is an activity of the artist in the process of creation.
- Know that expression is something that the artist does.

Assessment Goals

Formative Assessment:

I will be using a variety of formative assessments to analyze the student's progress. Some assessments will include notes gathered from group discussions, participation, notes that students make in the margins of their articles, sketching and planning their puppets and puppet shows, as well as their final puppet show/performance.

Summative Assessment:

Performance task: You and a group of your classmates are working for a theater company that specializes in puppetry. The producer/director have explained that you are going to devise a performance, utilizing puppets, to inform K-2 students about the significance of puppetry and how it is used to communicate about a particular culture. Carefully choose the type of puppetry, the culture you want to explore, and how you will communicate important facts and details to the younger students. Your performance should effectively communicate your knowledge base and skill level in order for the students to better understand the significance of puppetry, a form of art, and how it is used to express about a particular culture.





TEACHER NAME

Lesson
#

Michelle Lineberry		1	
MODEL	CONTENT AREA	GRADE LEVEL	
Questioning	ELA/ Visual Arts	4th	
CONCEPTUAL LENS		LESSON TOPIC	
Expression		The Art of Puppetry	
LEARNING OBJECTIVES (from State/Local Curriculum)			
<p>RI.4.1 - Refer to details and examples in a text/video when explaining what the text/video says and when drawing inferences from the text/video.</p> <p>4.V.1 - Use the language of visual arts to communicate effectively.</p> <p>4.V.2 - Apply creative and critical thinking skills to artistic expression.</p>			
THE ESSENTIAL UNDERSTANDING		THE ESSENTIAL QUESTION	
Art impacts expression		How does art impact expression?	
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)	
<p>Jim Henson was an American puppeteer. He was the man behind the <i>Muppets</i>.</p> <p>Students will know what a puppet is and how to create sock, paper, and found object puppets.</p> <p>How to create life in inanimate objects.</p> <p>How to create meaning through a puppet creation and manipulation.</p>		<p>Create simple puppets</p> <p>Use spoken, written, and visual forms of art as communication to effectively express himself/herself through a character (puppet).</p> <p>Give life to puppets.</p> <p>Express thoughts and feelings through the puppet.</p>	
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i>			
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:	
<p>What is art?</p> <p>What is art expression?</p> <p>Who are the <i>Muppets</i>?</p> <p>What do you know about Jim Henson?</p> <p>What are the elements which make up puppetry?</p> <p>Where do puppeteers get ideas for their creations?</p> <p>Who is "Elmo"?</p> <p>How does a person's background impact their art?</p> <p>How does our lifestyle reflect our individual characteristics?</p>	<p>What are some of the characters in the <i>Muppet Show</i>?</p> <p>What are some of their specific characteristics?</p> <p>Where do the puppets on the <i>Muppet show</i> live?</p> <p>How are the puppet characters alike/different?</p> <p>What factors shape the character's actions on the <i>Muppets</i>?</p> <p>What factors played an important role in the creation of Elmo.</p>	<p>How does art impact expression?</p> <p>What techniques can bring inanimate objects to life?</p> <p>What features can be added to a puppet to create meaning?</p> <p>How can a puppet tell a story that a human cannot?</p> <p>What factors influence puppetry?</p>	
DIFFERENTIATION			
Content	Process	Product	Learning Environment

History of Puppetry	Students use observation and critical thinking to work in cooperative learning groups to create their own puppets	Students will create puppets and a short skit in order to put on a puppet show for the group.	
Video clip on Jim Henson			
Video clip on "Being Elmo"			

PLANNED LEARNING EXPERIENCES
<p>Engage and Connect</p> <ul style="list-style-type: none"> - Students will enter the classroom and see a variety of puppets displayed around the room. They will watch a YouTube video that shows Jim Henson explaining what puppetry is. They will learn about Jim's career that led to the creation of the Muppets. The students will learn how to make numerous different simple puppets and how to bring these creations to life. - Ask the Pre-lesson questions? <p>Explore</p> <p>-After the video and being introduced to puppet making, the students will create simple puppets using "everyday" materials made available to them. They will make hand puppets as shown by Jim Henson using every day materials. They will have time to create their puppets, decorate the puppets, and create a voice for their puppet.</p> <p>-Ask the During-lesson questions?</p> <p>Explain</p> <p>-Following this, the students will watch a documentary film, "Being Elmo", to show how the character Elmo was created. They should pay close attention to the transformation of the character of Elmo. After the video, students will write a short reflection on the video to demonstrate their understanding.</p> <p>Elaborate</p> <ul style="list-style-type: none"> - The students will have question cards with the Post-Lesson Questions that they will answer in their groups. They will continue to create their own characters that mean something to them. Based on the new knowledge gained today, the students will work in groups to plan out the puppet/puppet show that they want to put together and the characteristics that they want their puppets to exhibit. The students will be writing a short script that incorporates a beginning, middle, and end. In the end, each group will present their show and explain the meaning of their puppets and the specific characteristics of each. <p>Evaluate</p> <p>-Students will work in groups to present their puppet show. They will be able to answer the post lesson questions after their presentation. They will be graded on functionality of their puppets, creativeness of their presentation, and their cooperative learning group interactions. I will informally evaluate each group/student as I walk around and monitor the groups as they work. How does art impact expression?</p> <p>Early Finishers: Introduce Performance Task. Students will have time to work on the Performance Task for this unit each day.</p>

Michelle Lineberry		2
MODEL	CONTENT AREA	GRADE LEVEL
	ELA/SS/Visual Arts	4th

CONCEPTUAL LENS	LESSON TOPIC
Art	The History of the Art of Puppetry
LEARNING OBJECTIVES(from State/Local Curriculum)	

RI.4.1-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.C.1 - Understand the impact of various culture groups

4.V.1-Use the language of visual arts to communicate effectively.

4.V.2-Apply creative and critical thinking skills to artistic expression.

4.CX.1-Understand the global, historical, societal, and cultural contexts of the visual arts.

THE ESSENTIAL UNDERSTANDING		THE ESSENTIAL QUESTION
Art impacts expression		How does art impact expression?
CONTENT KNOWLEDGE		PROCESS SKILLS
<ul style="list-style-type: none"> Many cultures developed their own versions of puppets which often reflected the culture of their upbringing. Puppet shows became known as a way to pass the time in an entertaining fashion with friends and family, which got passed down to many generations. Puppets have been used by storytellers to illuminate and entertain for centuries. A puppet is an inanimate object or representation figure animated or manipulated by a puppeteer. It is used in puppetry, which is a very ancient form of theatre. It is believed that puppetry originated in India about 4,000 years ago. Communication is achieved when information is exchanged through written and visual imagery. 		<ul style="list-style-type: none"> Understand the art of puppetry in relation to history and cultures Make connections between visual arts (puppetry) and other disciplines Understand context by analyzing the role of art in the past and the present <ul style="list-style-type: none"> Students will be able to analyze examples of art/puppetry from a visual. Students will be able to access, organize, and apply information. Students will be able to use spoken, written, and visual forms of art as communication to effectively discuss issues/events around them. Students will be able to identify puppetry as a form of art communication.
GUIDING QUESTIONS		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:

<ul style="list-style-type: none"> What do you know about puppets from other countries? What are Malian puppets? What do you know about Japanese puppetry? 	<ul style="list-style-type: none"> What are some of the ways people use puppets from other countries? Compare/Contrast Malian puppets, Japanese Puppets, and Indonesian Puppetry. 	<ul style="list-style-type: none"> What have you learned about puppets from other countries? What is the significance of Malian puppets and how do they work? Explain how Japanese puppetry works?
---	---	---

<ul style="list-style-type: none"> What is Indonesian Puppetry? 	<ul style="list-style-type: none"> How do Indonesian puppets work? 	<ul style="list-style-type: none"> Describe Indonesian Puppetry. How does the art of puppetry impact expression? 	
DIFFERENTIATION			
Content	Process	Product	Learning Environment

PLANNED LEARNING EXPERIENCES

Engage and Connect -
 Students enter the room. Video clips of puppets/puppet shows from across the world will be running across the smart board.

There will also be a slideshow introducing puppetry in general.

The students will be given articles to read about puppets from Africa, Japan, Indonesia, and China.

The teacher will ask the Essential Question: How does art impact expression?

The students will then have the opportunity to read about puppets from other countries. They may choose to read independently or work in partners/groups. However, They will make a list of how the art of puppetry impacts expression from the selected countries.

Explore -

The students will work together to continue to read the articles and use the internet. They will be able to compare and contrast the different countries and the ways they use the art of puppetry as a form of expression.

They will have cards with the during lesson questions that they must answer.

Explain - The students will be given an opportunity to answer the "during" lesson questions and present what they have learned to the class. They will be able to answer "How art impacts expression" with each particular country.

The students will choose which particular country that they wish to investigate more about. They will work on making a puppet from that particular country. Resources will be provided.

Elaborate—Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

The students will choose a particular country that they want to begin researching. I will provide books, computers, and other information to help the students in their research.

Evaluate: The students will be evaluated on their group work, their depth of understanding that will be evident in their presentations. I will also check for understanding and participation as I facilitate around the room

******The teacher will introduce the performance task and inform the students that this week they will be working with and learning about the history of puppetry and how it is used as a form of art expression. Each day they will gain a deeper understanding.

Early Finishers: Students will have time to work on the Performance Task for this unit each day.

TEACHER NAME	Lesson #
Michelle Lineberry	3

MODEL	CONTENT AREA	GRADE LEVEL
Creative Problem-Based Learning	ELA/S.S./Sci/ Visual Arts	4th
CONCEPTUAL LENS		LESSON TOPIC
Expression		The Art of Shadow Puppetry
LEARNING OBJECTIVES(from State/Local Curriculum)		

CCSS ELA-Literacy.RI.4.1-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.C.1 - Understand the impact of various culture groups

4.V.1-Use the language of visual arts to communicate effectively.

4.V.2-Apply creative and critical thinking skills to artistic expression.

4.CX.1-Understand the global, historical, societal, and cultural contexts of the visual arts.

4.P.3.2-Recognize that light travels in a straight line until it strikes an object or travels from one medium to another and that light can be reflected, refracted, and absorbed.

THE ESSENTIAL UNDERSTANDING		THE ESSENTIAL QUESTION
Art impacts expression		How does art impact expression?
CONTENT KNOWLEDGE		PROCESS SKILLS
<p>Puppets have been used by storytellers to illuminate and entertain for centuries.</p> <ul style="list-style-type: none"> · Puppets have been a way people communicate with one another. · A puppet is an inanimate object or representational figure animated or manipulated by a puppeteer. It is used in puppetry, which is a very ancient form of theatre (art). · Communication is achieved when information is exchanged through written and visual imagery. · Shadow puppetry is an ancient form of storytelling and entertainment, originated in China, which uses cut-out shapes that are held between a source of light and a translucent screen. 		<ul style="list-style-type: none"> · Students will be able to analyze of shadow examples puppetry. · Students will be able to access, organize, and apply information. · Students will be able to use spoken, written, and visual forms of art as communication to effectively discuss issues/events around them. · Students will be able to identify shadow puppetry as a form of art expression. · Students will demonstrate creative problem solving skills to express complex concepts. · Students will demonstrate that light travels in a straight line until it strikes an object and then it is reflected, refracted, or absorbed.
GUIDING QUESTIONS		
<p>What questions will be asked to support instruction? Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</p>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:

<p>What do you think of when you see the shadow puppets? What is expression? What is art? What is shadow puppetry? When did shadow shows first appear? How does art impact expression? How does shadow puppetry impact expression?</p>	<p>What does translucent mean? Why is it important that your screen be translucent? What are the different ways that emotion can be expressed through puppetry? What is the science behind shadow puppetry?</p>	<p>What kind of stories will you use to inspire your shadow play? What is most surprising to you about the art of shadow puppetry? How does art impact expression? How has shadow puppetry</p>
--	--	---

<p>impact expression? How does shadow puppetry work?</p>		<p>How has shadow puppetry been used as a form of expression?</p>	
<p>DIFFERENTIATION</p>			
<p>Content</p>	<p>Process</p>	<p>Product</p>	<p>Learning Environment</p>
<p>Shadow Puppet Reading selection on the history of Shadow Puppets</p>	<p>Students will use observation and critical thinking to work in cooperative learning groups to create their own shadow puppets.</p>	<p>Students will create shadow puppets and a shadow box with a self-selected story or story line</p>	

PLANNED LEARNING EXPERIENCES

Engage and Connect -
When students enter, there will be a shadow puppet displayed on the board. The teacher will ask pre-lesson questions about the puppet that forces examination of art and expression.

Explore -
The students will watch video/slideshow, "Playing with Shadows-An Introduction to Shadow Puppetry." Based on what they observe as they enter the room and from the slideshow, the students will be given time to work in groups to create their own shadow puppets. There will be a variety of supplies available to the students. Students will work in groups. They will create their own character or choose characters from a book/story on their own. They will work in groups to make shadow puppets. The student target questions will be asked as the teacher monitors the group work.

puppets. The "during lesson" questions will be asked as the teacher monitors the group work.

Explain -

The different groups will share what they have learned about shadow puppets from their hands-on experience. They will share their puppets and explain their thinking about how shadow puppetry works.

The teacher will show a video of a shadow puppet show where the puppets are more advanced with moveable joints. This video portrays the puppets acting out a familiar story line. The teacher will ask during lesson questions again.

Elaborate—

Students expand on their shadow puppet making skills and go further in making their puppets with moveable joints. They will continue to put together a shadow puppet show. They will create their own shadow box and will discover the science around the idea of shadow puppets and how they work. They will develop an understanding of how the light, the shadow puppets, and the shadow box work together in this process. The students will put together a puppet show and will incorporate dialogue into their group project.

Evaluate-

Students will work in groups to present their puppet show. They will be able to answer post lesson questions after their presentation. They will be graded on functionality of their puppets, creativeness of their presentation, and their cooperative learning group interactions. I will informally evaluate each group/student as I walk around and monitor the groups as they work. How does art impact expression?

Early Finishers: Students will have time to work on the Performance Task for this unit each day.

TEACHER NAME	L#
Michelle Lineberry	4

MODEL	CONTENT AREA	GRADE LEVEL
Visual Thinking Strategy	Social Studies/ELA/ Visual Arts	4 th
CONCEPTUAL LENS		LESSON TOPIC
Art		History of the Art of Puppetry
• LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
CCSS.ELA-Literacy.RI.4.1- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text		
4.C.1 Understand the impact of various cultural groups		

4.C.1 Understand the impact of various cultural groups

4.V.1 Use the language of visual arts to communicate effectively
4.v.2.Apply creative and critical thinking skills to artistic expression

4.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.

THE ESSENTIAL UNDERSTANDING		THE ESSENTIAL QUESTION	
Art impacts Expression		How does art impacts expression?	
CONTENT KNOWLEDGE		PROCESS SKILLS	
<p>Puppets have been used by storytellers to illuminate and entertain for centuries.</p> <p>A puppet is an inanimate object or representation figure animated or manipulated by a puppeteer. It is used in puppetry, which is a very ancient form of theatre.</p> <p>It is believed that puppetry originated in India about 4,000 years ago.</p> <p>Early Indian puppet shows dealt with religious themes and political satires.</p> <p>Communication is achieved when information is exchanged through written and visual imagery.</p>		<ul style="list-style-type: none">• Students will be able to analyze examples of art/puppetry from a visual.• Students will be able to access, organize, and apply information.• Students will be able to use spoken, written, and visual forms of art as communication to effectively discuss issues/events around them.• Students will be able to identify puppetry as a form of art communication.• Students will be able to use creative problem solving skills to express complex concepts.	
GUIDING QUESTIONS			
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:	

What types of pictures did you draw?
How did you decide what you would draw?
What meaning does your drawing have to you?
What meaning do you want others to get from your drawing?
What do you think any artist wants others to know by what is included in his/her artwork?
What did you reveal about society (the world in which you live) through your artwork?

What do you think is going on in this picture?
What do you see that makes you say that?
What else can you find in this picture?
Who are the people in this picture?
What do you think the people in this picture are doing?
What do you think the people in this picture are doing?
How do you feel about the people in this picture?

What positions do the people in the picture hold?
What are the differences between the characters in the picture?
What does the picture tell us about?
Why do you say that?
What period of history is revealed in this picture?
What other scenes in history remind you of this picture?
How is history revealed through this form of art?
How does art enhance expression?

DIFFERENTIATION

Content	Process	Product	Learning Environment
"A scene from Irawan's Wedding, mid 20 th century" shows an example of shadow puppets that many students have not seen before.	Students use observation and critical thinking to create individual and personal meaning by using the Virtual Thinking Skills model.		

PLANNED LEARNING EXPERIENCES

Engage and Connect -When students enter the classroom, the teacher provides a sheet of blank drawing paper and markers. She instructs students to draw a picture, a scene depicting something that is important. After five minutes of drawing time, the teacher asks the pre-lesson questions. The teacher allows time for students to respond to questions.

Explore: The teacher reveals "A scene from Irawan's Wedding, mid 20th century," on the Smartboard. The teacher gathers students around the picture and instructs them to observe the painting without speaking. The teacher allows three minutes for students to observe the painting in silence.

Explain: After three minutes of observation, the teacher asks the during-lesson questions. The teacher allows time for students to respond to the questions. Time is allowed for students to comment and to expand on comments made by their peers.

Elaborate: Students are divided into groups. They are provided with cards which have the post-lesson questions. Students are instructed to read, discuss and record their responses to the questions on the cards. After 10 minutes, the teacher asks groups to share their responses, question by question. Discussion is facilitated by the teacher as she asks probing questions:

Why do you say that?

Why do you say that?

What else do you see that lead you to that decision?

EVALUATE:

What do you think the artist is trying to tell us about the people and the events in this painting?

How is art depicting culture in this painting?

What other forms of art/culture have happened in history?

What art forms exist today that communicates culture to the audience?

List and explain art forms of today.

Students are provided a blank piece of drawing paper and markers. Students are instructed to illustrate an important story/event they feel exists today or from the past. Their illustration should tell a story that relates to a particular culture. They are instructed to provide a caption for their illustration which identifies the story/event they depicted.

Assessment:

Students will be assessed during the VTS session based on how well they are able to communicate their ideas based on the VTS routine. The teacher will use this information to determine which students may need additional guidance during brainstorming, especially when students begin doing individual writing.

Teacher will look for:

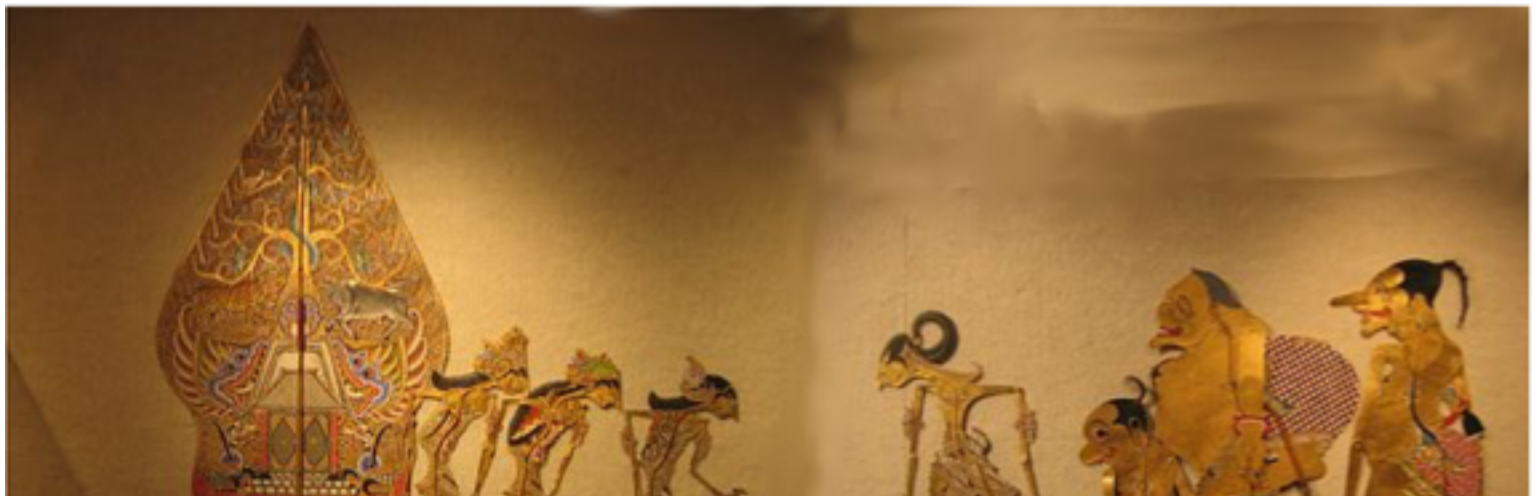
Identification of an issue/event that is communicated through their artwork.

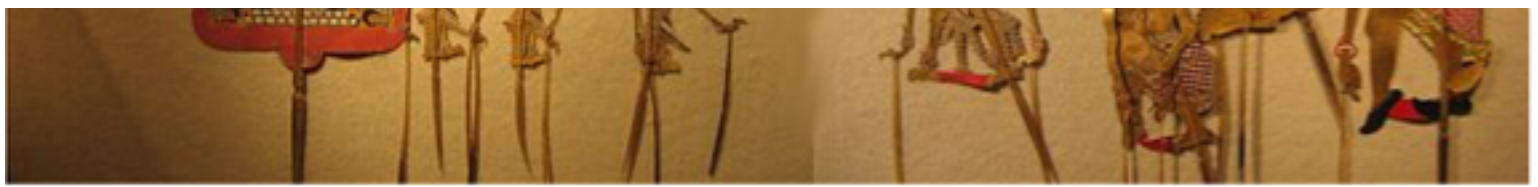
Detail in the depiction & Clarity of captioning.

Early Finishers: Students will have time to work on the Performance Task for this unit each day.

Wayang (shadow puppets) from central Java, a scene from [Irawan's Wedding](#), mid 20th century

A Scene from Irawan's Wedding





Unit Resources

Jim Henson: How to make puppets (1969) - www.youtube.com/watch?v=AC440k8iByA

Being Elmo: A Puppeteer's Journey (2011-Documentary) - www.youtube.com/watch?v=y-t7FxgbhQE

Puppets around the world video
www.slideshare.net/nutmegblue/puppets-around-the-world

HISTORY OF PUPPETS SLIDE SHOW.ppt
www.puppetsnow.com/history-of-puppets.html
www.slideserve.com/happy/history-of-puppets

Distance Learning Study Guides on West Africa,China,Japan, and Indonesia
centerforpuppetryarts.com

"Playing with Shadows-An Introduction to Shadow Puppetry." - <http://artsedge.kennedy-center.org/interactives/shadowpuppets/artsedge.html>

Templates: www.firstpalette.com/_/zooanimalstickpuppets/zooanimalstickpuppets.ht...

https://www.nwf.org/_/shadow-puppets.asp...

(shadow puppets) from central Java, "A scene from *lrawan's Wedding*, mid 20th century"