



Teacher Resource Guide: **The Ugly Duckling** and **The Tortoise & The Hare**



The lessons and activities in this guide support the PreK-5 Academic Content Standards (2002) and the Common Core Standards (2010) which ensure all students are college and career ready. The College and Career Readiness (CCR) Standards in Mathematics stress not only conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value or the properties of operations to structure those ideas. The College and Career Readiness (CCR) Standards in Reading, Writing, Speaking and Listening, and Language define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed.

Pre-Performance

- About the Show
- Show Synopsis
- About the Creators
- Coming to the Theater
- Technology Twist
- Inferring with Movement
- Fables & Fairytales
- Story Rewrite

Post-Performance

- Discussion Questions
- Puppets & Ponds
- Mapping the Course
- Movin' & Groovin'
- Critical Response
- Resources

**Common Core Standards have not been determined for the Fine Arts, Social Studies or Science as of August 2011.*

21st century skills of creativity, critical thinking and collaboration are embedded in drama. Theater is a natural vehicle to engage students. Seeing live theater encourages students to read, develop critical and creative thinking and be curious about the world around them.

Community engagement and education programs at PlayhouseSquare are made possible by the generous support of foundations, corporations and donors.



Pre-Performance

ABOUT THE SHOW

Hans Christian Andersen's classic "The Ugly Duckling" has helped generations of children understand one of humanity's universal struggles. Lightwire Theater brings this classic story to the modern stage offering hope to us all as we root for the ugly duckling who exemplifies resilience and heroism along the way to becoming a beautiful swan.

Aesop's fable "The Tortoise and the Hare," now more than 2,500 years old, continues to drive home the time-tested adage, "Slow and steady wins the race." Lightwire Theater, with its dazzling visuals, poignant choreography and creative use of music ranging from classical to jazz to pop, literally brings these classic tales into a new and brilliant light.

SHOW SYNOPSIS

The Ugly Duckling

Of the five eggs in Mother Duck's nest, one is the largest and last to hatch. Bigger and paler than the others, this last hatchling is treated as an outsider by Mother Duck and her ducklings. He may be the best swimmer of the brood, but this alone is not enough to ensure his acceptance. Knowing only rejection, this Ugly Duckling goes out into the wild alone. Reflecting upon his plight under the glow of a remote willow tree, he sees a wily cat creeping in the direction of Mother Duck's nest. The Ugly Duckling follows and watches as one lagging duckling is captured and taken back to the cat's lair. In true heroic fashion, this Ugly Duckling succeeds in vanquishing the cat and rescuing the captured duckling. Celebrated by Mother Duck and her ducklings for his uniqueness, all realize that he may have been an ugly duckling, but he has grown into a beautiful and powerful swan.

The Tortoise and the Hare

Ridiculed by the Hare, the Tortoise challenges him to a race. They set off and the Hare takes a commanding lead right away. Thinking he will win easily, the Hare allows himself to be distracted with many modern day activities; texting, video games and the paparazzi, of course. The Tortoise continues to trudge along at his methodical pace and, despite the fact that the Hare is a swifter creature, wins the race due to his discipline and fortitude.



ABOUT THE CREATORS

Corbian Visual Arts and Dance

The show's creators Ian Carney and Corbin Popp met while dancing in Twyla Tharp's Broadway show *Movin' Out*. Becoming fast friends through their mutual love of art, theater and technology, Corbin showed Ian a product called EL wire and their creative partnership took off.

EL wire is electroluminescent wire powered by batteries and is used mostly to illuminate walkways, signs and instrument panels on cars. Carney and Popp quickly built rudimentary characters. Then, with the help of their wives, Eleanor Carney and Whitney Popp (who are also dancers), they began to build the rest of their puppetry-based creatures. Their first performance work, *Darwin*, was the recipient of the prestigious Jim Henson Foundation Grant.

Lightwire Theater

Ilan and Eleanor Carney founded Lightwire Theater and, in conjunction with Corbian Visual Arts and Dance, began pre-production on their first project, *The Ugly Duckling and The Tortoise & the Hare*, in January 2011. Using Corbian's signature electroluminescent puppetry, Lightwire Theater has adapted two classic tales for the stage; *The Ugly Duckling and The Tortoise & the Hare*.

COMING TO THE THEATER!

PlayhouseSquare is an exciting venue to see live theater! As the country's largest performing arts center outside of New York, the not-for-profit performing arts center utilizes the arts to engage individuals and attract more than one million guests per year to 1,000+ annual events. PlayhouseSquare thus acts as a catalyst for economic growth and vitality within the region.

As audience members, you and your students play a vital role in the success of the performances. You are part of a community that creates the theater experience. For many students, this may be their first time viewing a live theater production. We encourage teachers to discuss some of the differences between watching a television show, attending a sporting event or viewing a movie at the cinema. Here are a few examples to start the discussion:

- ♦ Students are led into the theater and seated by an usher.
- ♦ Different types of performances require different audience behaviors. Watching the actors closely will cue students for appropriate responses such as laughing or clapping.
- ♦ Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the stage and audience.
- ♦ There is no food, drink or gum permitted in the theater.
- ♦ Photography and videotaping of performances is not permitted.
- ♦ When the houselights dim, the performance is about to begin.
- ♦ Once the performance begins, audience members should focus their attention on the stage and talking should cease.
- ♦ After the performance, the houselights will rise and each school will be dismissed by bus number.



Pre-Show Activities

TECHNOLOGY **TWIST**

S: Science & Technology Standard A
Scientific Inquiry Standard A

Corbian Visual Arts and Dance, along with Lightwire Theater, have adapted two classic tales for the stage. *The Ugly Duckling* and *The Tortoise & The Hare* are familiar stories for children, but this stage performance has a technological twist!

Students will identify characteristics of EL wire puppets and discover applications of technology.

MATERIALS:

Computer with internet access
“Creating the Show” handout
Overhead or Smartboard



1. To build interest and excitement, begin a discussion about puppets. Ask students to identify the characteristics of a puppet.
2. Tell students you’ve discovered a different puppet form that you would like to share with them. Go to <http://www.corbianarts.com/> and click the introduction video for *The Ugly Duckling* and *The Tortoise & the Hare*.
3. Have students watch the video with the purpose of observing the puppets in action. Do not provide an explanation regarding the EL wire.
4. Ask students to identify the characteristics of the puppets they observed on the video. What did they notice?
5. Using an overhead or Smartboard, share the “Creating the Show” handout found in the Resource section of the guide. Explain each step and allow students to ask questions. Have they ever seen something similar to EL wire? If so, where? What else do they want to know about the technology?
6. Finally, explain they will see this form of puppetry during the performance at PlayhouseSquare!



FAST FACTS:

- EL wire stands for Electroluminescent wire.
- EL wire looks like neon but has the flexibility and versatility of wire.
- EL wire does not emit heat.
- Electroluminescence emits light in response to the passage of an electric current to a strong electric field. The display lights of a car’s instrument panel are an example of electroluminescence.
- Electroluminescence is different than chemiluminescence. Examples of chemiluminescence include luminol tests and glow sticks.



INFERRING WITH MOVEMENT

Fine Arts (Drama): Historical, Cultural and Social Context Standard A
Creative Expression & Communication Standard A

In this performance, students will see a very unique interpretation of *The Ugly Duckling* and *The Tortoise & The Hare* performed by dancers and glow in the dark puppets made with EL wire. The story will not always be narrated. Students will need to make inferences by the dancers' movements on stage.

Students will dramatize the movement of a character to communicate feelings, ideas and activities and demonstrate proper audience behavior.

1. Create a stage area in the front of the classroom and tell students they are going to be members of an audience today.
2. Talk about appropriate audience member etiquette (e.g., stay seated during the performance, do not talk while the actors are performing, clap at the end of the performance, etc).
3. Explain to students that sometimes performances are not always narrated or completely read/told aloud. Sometimes, they will have to infer what is happening on stage by taking what they know and combining it with what they see.
4. Ask for a volunteer to join you "on stage" and provide an example.
5. Have the volunteer actor say "hello" to you without using any words (the student will most likely wave to you) and reciprocate without using language.
6. Ask the class what just took place (you greeted one another). What did they observe that led them to that conclusion?
7. Thank your volunteer actor and ask for two more students to join you "on stage." Students continue to dramatize, or act out, movements of familiar characters from and *The Ugly Duckling* and *The Tortoise & The Hare*. If your students are unfamiliar with the stories, read both stories during a read aloud prior to this activity.
8. The audience must try to figure out the character and what activity he/she is doing.
9. Remind audience members pay close attention while the actors are performing on stage and to clap at the end of the performance.



10. Whispering to your volunteers, tell them to act like a duck swimming. You will let the actors know when to stop their performance (allow 10-15 seconds or as needed).
11. Next, ask students what character the actors were portraying. What action took place? What led them to that conclusion?
12. Repeat the activity several times with new volunteer actors using familiar characters and actions from and *The Ugly Duckling* and *The Tortoise & The Hare*.
13. Add a new twist by including emotions (a sad duck swimming, a happy hare running very fast, a tired tortoise moving very slow, etc). You can also expand characters to include other familiar stories for additional practice.
14. Finally, remind students that they will need to watch the performance on stage carefully so they can figure out the story even when it is not narrated.
15. Congratulate students on being great audience members and give them "a round" (clapping in a big circle) of applause!



MATERIALS:

Several examples of fairytales
The Ugly Duckling (book)
The Tortoise & The Hare (book)
 Several examples of fables



FABLES & FAIRYTALES

ELA: Reading Application: Literary Text Standard C
 R.CCR.2

Young students are usually very familiar with fairytales (*Cinderella*, *Sleeping Beauty*, and *The Princess and the Pea*), but are not as familiar with fables. The written versions of *The Ugly Duckling* and *The Tortoise & The Hare* and are both considered fables.

Students will recognize the defining characteristics and features of fables and fairytales.

1. Ask students to recall their favorite fairytales and record their selections on chart paper. Read one of the popular fairytales aloud as an example.
2. Next, ask what features are found in fairytales. On chart paper, record answers in a column labeled "Fairytales."
3. As a group, create a definition of a fairytale. **Fairytales** are short stories that include characters such as fairies, goblins, elves, trolls, or giants and usually magic or enchantments. Write an age-appropriate definition for all students to see and check for agreement.
4. Next, tell students you are going to introduce them to a different type of story called a fable. Have students listen to the story for features that are similar or different to the one's found in a fairytale. *The Lion and the Mouse*, *The Boy Who Cried Wolf*, and *The Ant and the Grasshopper* are three popular examples of Aesop's fables.
5. Ask students to share what features were similar in the story to those in the fairytales. Record answers by placing a checkmark next to students' original characteristics of fairytales.



6. Ask students to share what features were different in this story to those in the fairytales. Record answers in a second column labeled "Fables."
7. Review similarities and differences.
8. As a class, create a definition of a fable. Provide assistance by discussing the definition of a fable. A **fable** is a brief story that features animals, plants, inanimate objects, or forces of nature which are given human qualities. A fable illustrates a moral lesson which may be explicitly expressed or implied.
9. Help students understand by reading another familiar fable identifying the qualities that make it a fable.
10. Finally, read *The Tortoise & The Hare*. Ask students if it is a fable or fairytale. Students should respond with defining characteristics.





STORY REWRITE

ELA: Applications Standard B
W.CCR.3

The beloved stories of *The Ugly Duckling* and *The Tortoise & The Hare* have been adapted for the stage in this performance by Corbian Visual Arts & Dance and Lightwire Theater. The themes remain the same, but the interpretation takes on a modern twist with the utilization of modern day technology.

Students will reinterpret and rewrite the story of *The Ugly Duckling* with an alternative setting.

1. First, reread the story of *The Tortoise & The Hare* aloud to the class.
2. Tell students they will see an adaptation of the story performed on the stage. Explain “adaptation” means there are some changes that have been made to the story. For example, during the performance, modern technology such as cell phones, texting, video games, etc. distract the Hare from the race.
3. To reiterate the point, ask students what distracted the Hare from the race in the original story you just read together.
4. Explain many stories are adapted and placed in a different setting. It can make the story interesting and fun!
5. Tell students they will have the opportunity to reinterpret the story of *The Ugly Duckling*, another story they will see performed on stage.
6. Read the story of *The Ugly Duckling* aloud to the class.
7. Ask students about the characters, setting, plot, cause and effect and moral of the story.
8. Next, ask students to use their imaginations and change the setting. You may need to provide examples (e.g., under the sea, on another planet, in Australia, etc). Allow students to choose their own setting.
9. Have students determine how the setting changes the story. Discuss their ideas as a large group encouraging students to exchange ideas and demonstrate how the setting may change the outcome.
10. Finally, once students are comfortable with the task, have each student rewrite the story with the perspective of a new setting.
11. Students share their writing recognizing how one another’s stories ended differently due to the change in setting.

► QUICK TIPS:

Modification for Younger Students: Allow students to verbally retell the story with the perspective of a new setting. Record the reinterpreted story in a class book and place in your classroom library for future reading.





Post-Show Activities

Discussion Questions:

Students understand a performance more deeply by discussing what they enjoyed, observed and wondered about following the experience. Use the questions below to begin a conversation. Make note of students' interests and explore their ideas further.

1. How was the performance the same, or different, from the story of *The Ugly Duckling* and *The Tortoise & The Hare* that you've read?
2. What did you find most interesting about the puppets? What else would you like to know about the puppets?
3. Why do you think the creators chose to use EL wire puppets to tell the story?
4. How did music help tell the story?
5. What story do you think the creators should adapt next?

MATERIALS:

Large brown fabric piece (for the pond's muddy bottom)
Opaque blue fabric (overlay for water)
Figures or finger puppets of a fish, turtle, frogs, ducks, dragonfly, crayfish
Green felt lily pad
CD with pond/environmental sounds (birds, frogs, ducks)



PUPPETS & PONDS

S: Life Science Standard B

Fine Arts (Drama): Creative Expression and Communication Standard A

A pond is the beautiful setting for the story *The Ugly Duckling*. Using the Caldecott Honor book adapted and illustrated by Jerry Pinkney, introduce students to pond life through finger puppet play and environmental sounds.

Students will investigate the pond habitat through puppetry and dramatic play.

(cont'd. on page 8)



PUPPETS & PONDS *continued*

1. On the floor, create a pre-set pond scene using the brown and blue fabric. Place the fish, turtle, and crayfish on the brown fabric. Cover with the blue fabric and place the lily pad on top. Make sure the area is large enough for all the students to sit around it.
2. Ask students the setting for the story *The Ugly Duckling* (a pond). Define a pond as a small body of water. A pond is a special kind of habitat where certain types of plants and animals live.
3. Ask students if they would like to take a tour and visit a pond today?
4. Tell students you are going to take an imagination field trip to the pond and everyone needs to put on their naturalist hat today. Don't forget to put your hat on too!
5. Explain that a naturalist is someone who goes out and studies the plants and animals in a pond. A naturalist learns about a habitat by observing using their eyes and listening using their ears.
6. Leading the way, have students slowly and quietly walk over to the pre-set pond using their eyes to observe and their ears to listen. Once there, instruct students to sit quietly around the pond.
7. After students are seated quietly, have all students take one hand and gently touch the water. Ask students to describe how it feels.
8. Remind students to whisper. You don't want to scare away the animals.
9. Play a CD with pond/environmental sounds and tell students to look around and see if they can observe any of the animals they hear (e.g., birds- ducks, baby ducks). Ask questions such as: where is the bird is flying? What color is the duck? Why is the duck in the water? How many ducks do they see? Are the baby ducks following the mama duck? Why?
10. Using the ducks, create different shapes one at a time and ask students what shapes they see. You can do math questions with older students.
11. Then, ask a volunteer to place the ducks in a straight line and help mama duck with her ducklings. Encourage students to quack as they swim away.
12. Using figures or finger puppets, start a narration play about animals coming to visit the pond. The first to visit are two frogs. After a quick swim, they argue over who gets to sit on the lily pad.
13. Ask students what who should sit on the lily pad (discuss sharing, taking turns and place both frogs on the lily pad).
14. Ask students why the frogs are in the pond. What do frogs like to eat (flies/bugs)? How do they catch their food? Allow students to add sound effects.
15. Remind students that naturalists observe the environment. Direct students to look (with their eyes only) into the pond. Focus their attention under the water. What do they see? (turtle, fish, crayfish)
16. Ask questions about each animal to assess what students know.
17. Return to the pond another day to explore the animals under the water and continue your narration play.

▶ QUICK TIPS:

Modifications for Older Students: You can delve into deeper learning of pond habitats by discussing migration, predator/prey, and similarities and differences that exist among individuals of the same kind of plants and animals.

Adapted from "Rediscovering and Exploring Science through the Arts," developed by Jeanne Wall.



MATERIALS:

The Tortoise & The Hare adapted and illustrated by Janet Stevens

Prepared race handout to include the following locations: starting line, Bear's house, Mouse's house, pond, and finish line

Paper/crayons/scissors/glue



MAPPING THE COURSE

SS: Geography Standard A

In Aesop's fable *The Tortoise & The Hare*, Hare challenges Tortoise to a six mile race. The course is marked by red flags and the first to reach the finish line wins!

Students will identify and use symbols (shapes & colors) to locate places on a map charting the race course found in the story.

1. Gather students to the carpet and read the book *The Tortoise & The Hare*, adapted and illustrated by Janet Stevens.
2. Ask students to recall and sequence the places Hare stopped along the race course (Bear's house for something to drink, Mouse's house for a snack and a pond to take a nap).
3. Ask students where the race started and where the finish line was located.
4. Next, tell students they are going to create a map of the race course.
5. Tell students you would like to use a specific shape and color as the symbol for the starting line. Model "thinking aloud" and tell them you think you will use a red star as the symbol for the starting line. Draw a red star on the board for students to see.
6. Next, ask students to choose a symbol (shape and color) for the Bear's house. Once you have a group consensus, draw the symbol on the board. You may wish to limit choices by preparing shapes/colors in advance.
7. Follow the same group process for the Mouse's house, the pond, and the finish line.

8. Review each symbol (shape and color) for each stop on the race route.
9. Have students return to their desks so they may draw, color, and cut out each symbol. Prepared shape/colors may be used for younger students.
10. Next, distribute the prepared race handout. Have students independently place and glue the correct symbol next to the appropriate location on the map.
11. As a review, ask students to name the locations the symbols represent out of order. How do symbols help someone to read a map?

▶ QUICK TIPS:

Modifications for Older Students: Students in grades 2 and up can construct a map that includes a map title and key that explains all symbols that are used.



MATERIALS:

CD of classical and jazz music



MOVIN' & GROOVIN'

Fine Arts (Dance): Creative Expression & Communication Standard A

The stage performance of *The Ugly Duckling* and *The Tortoise & The Hare* is supported by music ranging from classical to jazz to pop. The music and choreography bring the story to life and provide a continuous flow to the performance.

Students will perform locomotor and nonlocomotor movements.

1. Have students stand several feet apart from one another giving them plenty of room for movement. You can prepare in advance by placing "Xs" on the floor for each child to stand on.
2. Ask students what movements they observed during the performance. You can simplify the movements by using the terms: jump, skip, hop, twist, bend, etc.
3. Practice the movements as a class.
4. Discuss the music heard during the performance. How did the movements change when the music changed?
5. Play classical music with a slow tempo. Have students move their bodies slowly while standing on their "X" or in their area.
6. Next, create a dance sequence using some of the movements from the performance as students follow along. For example, hop slowly to the rhythm of the music then change to another movement, twisting. Have students repeat hopping then twisting, pointing out that by combining the two movements, they are creating a sequence.
7. Using the word "freeze," have all students stop.
8. Next, ask students what would happen if you changed the music to something with a faster tempo. How would their movements change? Play a jazz tune and have students first listen to the rhythm without adding movements.
9. Ask students what movements would "fit" with the faster, livelier music (e.g., skipping across the room, running in place, etc).
10. As a class, decide on two moves and perform them to the music creating another faster dance sequence.
11. Have students "freeze."
12. Then, tell students you are going to play music that has different rhythms, both fast and slow. Their job is to "interpret" the music with their movements. Students can perform one (or both) of the dance sequences you've practiced or create their own.
13. Remind students to listen to the rhythm and create movements that follow the music allowing students to explore their creativity.
14. Finally, have students "freeze" and reflect on when and how their movements changed with the music. How was it similar to the dancers in the performance?





RESOURCES

Visit Corbian Visual Arts and Dance & Lightwire Theater's website to see how they use technology in their performances, meet the cast, and watch videos of their EL wire puppets in action!

<http://iancarney.com/>

This child-friendly, Canadian website includes the story of Hans Christian Andersen, links to other tales written by the author, and fun computer-based games based on his stories.

<http://www.andersenfairytale.com>

Story Arts, Inc. is a non-profit organization which focuses on storytelling and the diverse ways that storytelling can enrich multi-cultural understanding, interpersonal communication, and literacy. The site includes activities and lesson plans based on storytelling in the classroom.

<http://www.storyarts.org>

DLTK's Growing Together website has simple crafts, finger puppets and games that are appropriate for younger children. The link below will take you directly to the story of *The Tortoise and The Hare*, however go the fable home page for many more ideas of how to use Aesop's other fables!

<http://www.dltk-teach.com/fables/tortoise/index.htm>

This site, from the University of Massachusetts Amherst, boasts traditional and modern versions of a variety of Aesop's fables.

<http://www.umass.edu/aesop/fables.php>

CRITICAL RESPONSE

We can better understand any complex work or experience when we slow down and first pay attention to what we notice, remember, feel, and wonder about.

Critical Response is a structured process that allows responders to pay close attention to a particular piece of art, text or a performance. Through the guidance of a facilitator or teacher, a group responds to these five questions:

1. What do you notice? (Describe without judgment: "I notice...")

If judgment emerges, ask for evidence on which the judgment is based: What did you see that makes you say that?

2. What does it remind you of? How can you connect this work to your own life? (Examples may include a memory, music or other experience that this work triggers.)

When students access and share their prior knowledge they build more connections to the work. (There are no wrong answers or associations.)

3. What emotions do you feel as you respond to this work?

Describe feelings using one or two words. People tend to remember those things that they can connect to an emotion.

4. What questions does it raise for you? ("I wonder...")

5. What meaning or understanding is intended or conveyed in this work? What do you think was the artist's intent?

CREATING THE SHOW



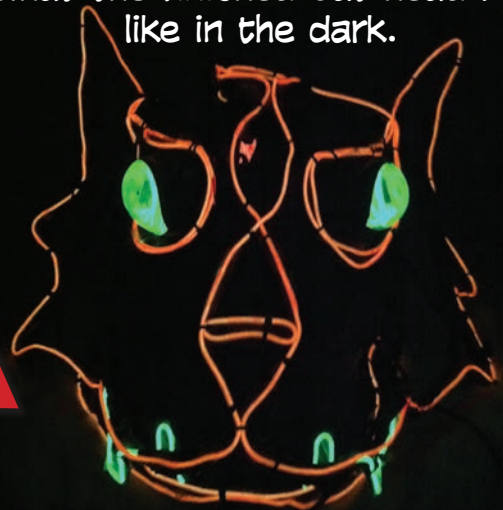
First they drew what they wanted the animal to look like.

Then they made the puppet with a helmet and aluminum wire.



Then they put it on and started to rehearse.

Finally, they added the EL wire and a power pack, turned it on and this is what the finished cat head looks like in the dark.



What kind of animal would you want to make a puppet of?
Draw a picture of your animal here →