Teacher Resource Guide: **Me and My Shadow**

The lessons and activities in these pages are guided by the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (2010) which help ensure that all students are college and career ready in literacy no later than the end of high school. 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.

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical and creative thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.

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**Before the Show**

*About the Performance*

*About the Artist*

*Coming to the Theater*

**Pre-Show Activities**

- Integrating the Arts in Your Classroom
- Did You Know?
- Read Aloud

**Post-Show Activities**

- Critical Response Questions
- Science: What Makes Shadows?
- Blackline Masters

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*The following is a partial list of Common Core State Standards for English Language Arts & Literacy, History/Social Studies, Science and Technical Subjects that align with the performance, lessons and activities found in this Teacher Resource Guide:*

**College and Career Readiness (CCR) Anchor Standards for Reading**

**Key Ideas and Details 2**

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Craft and Structure 4**

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**College and Career Readiness (CCR) Anchor Standards for Writing**

**Text Types and Purposes 3**

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

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**College and Career Readiness (CCR) Anchor Standards for Speaking and Listening**

**Comprehension and Collaboration 1, 3**

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas 4**

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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Some of the activities in this guide have been adapted from Patch Theatre Company’s educational resources. Visit their website at patchtheatre.org.au.

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

*Me and My Shadow* is a gentle story of the fanciful escapades of a girl who finds a way to be friends with her shadow. But making friends with your shadow can be a tricky business. There are things to sort out, negotiations to be made, frustrations to be overcome, problems to solve, adventures to be had and laughter to be shared. *Me and My Shadow* is presented in the form of a visual poem for children. The show tells its story using the languages of paper, light, shadow, color, water, music, sound and words. With fantastical imagery, quirky physical performances and an intriguing score, *Me and My Shadow* seeks to ignite the imaginations of 4-8 year olds in a poetical experience that explores the frustrations and joys of friendship.

ABOUT THE ARTIST

Patch Theatre Company is devoted to keeping the artists alive in the child. The company has a diverse repertoire of acclaimed, tour-ready productions for 4-8 year olds and their families. Based in Adelaide, South Australia, Patch has presented more than 100 new productions to more than 1.6 million children and their families since it began in 1972. Over the last decade, Patch Theatre Company has presented six of its repertoire productions, in more than 20 international seasons, to children’s festivals and venues in the US, Canada, Singapore, Korea, Japan and New Zealand.
COMING TO THE THEATER!

PlayhouseSquare is an exciting destination! 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.
- Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you, the performers can too.
- Appropriate responses such as laughing or applauding are appreciated. Pay attention to the artists on stage; they will let you know what is appropriate.
- 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. Please turn your attention toward the stage.

After the performance, you will be dismissed by bus number. Check around your seat to make sure you have all of your personal belongings.
BEFORE THE SHOW

Incorporate the Arts into Your Classroom

You don’t need to be an artist, musician or actor to give your students a chance to express their creativity in your class. These guidelines will help you integrate the arts into your practice:

• Play instrumental music in the background as students read or find an upbeat song to play as they enter your class. Consider sharing your favorites while growing up – a blast from the past!

• Would your student’s favorite song lyrics stand alone as poetry? Have them use the lyrics in a spoken word presentation.

College and Career Readiness (CCR) Anchor Standards for Reading
Key Ideas and Details 2
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Craft and Structure 4
• Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Craft and Structure 4

Read Aloud: Everything Has a Shadow Except Ants is a book that takes the reader through a project on shadows. By Reggio Children - ISBN: 978-88-87960-19-8

Creative Possibilities: Children are completely at home with symbolic play…a flashlight can become a car or a rocket ship, a paper bag can transform into a dog, a shadow can become a friend. In Patch Theatre Company’s production of Me and My Shadow, we draw upon the simple possibilities of found objects and their capacity to transform into the amazing possibilities that children invent in their creative play.

College and Career Readiness (CCR) Anchor Standards for Writing
Text Types and Purposes 3
• Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

College and Career Readiness (CCR) Anchor Standards for Speaking and Listening
Comprehension and Collaboration 1
• Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas 4
• Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Further Exploration Activities:
• Collect a box full of interesting objects and invite groups of children to use objects from the box to create a story.
• Invite children to do a performance using specific objects, e.g. chairs and cushions, string and paper or building blocks.
• Have students form groups of 3-6 and create tableaus. A tableau is an interlude during a scene when all the performers on stage freeze in position and then resume action as before.
  • Tableau 1 – represent the group meeting as strangers
  • Tableau 2 – represent the group getting to know each other
  • Tableau 3 – represent getting to like each other
  • Tableau 4 – represent that the group has become good friends

Did You Know?

A Chinese legend traces Shadow Theater back to 121 BCE. It is storied that a court musician comforted the Emperor by creating a shadow play of his wife with a screen and a flame.

Eratosthenes of Cyrene calculated the first accurate estimate of the Earth’s circumference by comparing the angles of shadows during the Summer Solstice.

Adelaide is the capital of South Australia, the opal capital of the world.
POST-SHOW ACTIVITIES

College and Career Readiness (CCR) Anchor Standards for Speaking and Listening

Comprehension and Collaboration 1, 3
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas 4
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Critical Response Questions

Students develop their comprehension when they reflect upon what they wondered about, noticed and felt. Prompt students to respond with the following questions:

Act 1: Playing
What did the girl do with her cutout children?
(She kissed them goodnight.)
Why?

Act 2: Discovering Shadows
What shadow animal did the girl make with her hand?
(A dog.)
What animal would you choose?

Act 3: Paper Bag
What did the paper bag teach her?
(How to draw a girl.)
How would you explain the steps you take to draw a girl?

Act 4: My Shadow
What happened to the girl’s shadow?
(It turned into the shadow of a boy and it started to play with her.)
Why?

Act 5: Extensions
What happened when the girl put her arm into the shadow world?
(Her arm got longer and longer and longer.)
What similar things have you seen?

Act 6: My Shadow Is Real
When the girl cut the paper with the shadow of her scissors, what happened?
(The shadow boy came through the hole into her world.)
Imagine what it would be like if this happened in real life.

Act 7: Copying
When they see each other for the first time, what happens?
(The shadow boy keeps copying the girl until she runs away from him.)
Why does she run away?

Act 8: Pretending
When the girl runs away, the boy is left to play in her space.
What does he do?
(He puts on her hat and pretends he is her.)
How do you know that the boy is pretending to be the girl?

Act 9: Playing Together
When the girl and the shadow boy play together, they have a tug of war with a rope. Who wins and what happens?
(The girl wins and together they connect the balloon to her end of the rope and when they push it into the girl’s bag, it magically goes through the floor and comes out of the other bag.)

Act 10: Singing Star
What happens when the shadow boy tries to outdo the girl?
(Shes doesn’t want to play anymore.)
How would you feel if you were the girl?

Act 11: Alone
The girl tries to play by herself but her imagination has deserted her. Why were the girl and boy sad?
(They’d stopped being friends.)
How could they become friends again?

Act 12: Light
The boy gives the girl light to try to make friends with her again. What did the boy do with the big ball of light?
(He shaped it into a square and pushed it into a paper bag.)
What would you do to get a friend back?
**Act 13: Friends Again**
Together the boy and girl play with little balls of light. Do you remember what two colors these lights were?
(Red and blue.)
What do the colors red and blue bring to mind?

**Act 14: Shadow-land**
The boy invites the girl to play in his world of shadows, where they can be big or small. Do you move towards or away from the light to make your shadow bigger?
(Towards.)
Why?

**Act 15: Painting**
When the girl and boy return to their own worlds, the boy makes a big painting for her. What was in the middle of the painting?
(A heart.)
What does the heart symbolize?

**Act 16: Gone**
When the girl tears down the paper wall to look for the boy, he's not there. Where do you think he went?
(Anything you choose to imagine.)

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**College and Career Readiness (CCR) Anchor Standards for Writing**
Text Types and Purposes 1, 2
- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Friends**
Have students think about their friends, and list or illustrate the things they like about their friends. Have students address the following:

- What makes a good friend?
- What does it take to be a good friend?
- How can people make new friends?

These questions can be addressed through discussion, poetry, fine arts and/or performance arts.
SCIENCE

Observations of the Environment

This theme focuses on helping students develop the skills for systematic discovery to understand the science of the natural world around them in greater depth by using scientific inquiry.

Science Inquiry and Applications

During the years of Pre–K to grade 4, all students must develop the ability to:

• Observe and ask questions about the natural environment;
• Plan and conduct simple investigations;
• Employ simple equipment and tools to gather data and extend the senses;
• Use appropriate mathematics with data to construct reasonable explanations;
• Communicate about observations, investigations and explanations; and
• Review and ask questions about the observations and explanations of others.

What Makes Shadows?

Students learn about shadows as they observe and draw the shadow of a classmate. In the extension activity, students observe and discuss shadows changing over time.

Objectives:

1. Make accurate drawings of a classmate’s shadow.
2. Note position of the sun in the sky.
3. Be able to identify a connection between the direction of the shadow and location of the sun.
4. Observe changes in shadows over time.
5. Develop an elementary understanding of the Earth’s motion.

Getting Started

1. Turn on the lamp, turn off the overhead lights, and ask students to observe the student’s shadow being cast in the classroom. Ask them where the light source is and where the shadow is cast.
2. Explain that the sun is similar to the light and discuss the location of the shadow.
3. Demonstrate how to trace the shadow by following the outline of the student’s shadow with your finger.
4. Explain that each student will use chalk to trace the outline of his or her partner’s shadow on the playground.
5. Tell students that after the tracing is complete, they can use pencils to draw their partner, his or her shadow, and the location of the sun on their work sheets.
6. Remind students NEVER to look directly at the sun. After students have drawn on their work sheets they can add more detail in the classroom with crayons.
7. You may find it useful to print out a sample of a student work sheet to show your students.

Outdoor Hands-On Activity

1. Remind students again, NEVER to look directly at the sun, but to concentrate on the shadows.
2. In pairs, students spread out over the playground. Distribute chalk.
3. Ask students to position themselves to make shadows.
4. Begin tracing by outlining partner’s shoes – this is especially important if doing the extension activity in this lesson.
5. As students complete the shadow tracing with chalk on the playground surface, distribute the work sheet.
6. Make sure that each student gets the opportunity to create a shadow and also document the shadow of a classmate.
Extension Activity: Changing Shadows

1. Two or three hours after students have completed their first shadow tracings, explain that they will go outside again to observe their partner’s shadow and make tracings of what they see.
2. Ask students to predict if the second shadows will be the same as or different from the first shadows they drew.
3. Ask for a show of hands and take a tally of students’ predictions.
4. Return to the playground and ask students to find their shadows. Distribute chalk. Remind students again, NEVER to look directly at the sun, but to concentrate on the shadows.
5. Have students reposition themselves in their original locations, using their shoe outlines as a guide.
6. Ask students to complete the second shadow tracing.
7. If time allows, redistribute student work sheets and have students add the second shadow.
8. The following questions can guide a discussion of what students observed:
   • Did anything change in your tracings? What looks different?
   • How many of your shadows moved? Tally raised hands. Review the tally taken in the morning and see how many students predicted correctly.
   • What do you think made the shadows move? How can you explain that?
   • Did the sun move? Did we move? (Of course, we moved! Explain to students that shadows move as a result of the Earth’s motion.)
   • Ask students what else they have learned and want to add to their KWL chart (Knowledge/Want to Know/Learned). Place any new questions on the chart and check if any previous questions can now be answered!
Being shadowed

Observations
Light comes from different sources, such as the Sun, light bulbs, and candles. When light shines on a wall, the ground, or a piece of paper, it makes that thing look bright. When no light is shining, everything looks dark. By putting your hand between a light source and a surface, you can make a shadow. A shadow is a place where no light is shining.

Science activity
Draw a shadow for the girl. Make sure it is in the right position.

Science exploration
⚠️ Take extra care - ask an adult to supervise you.
Make shadow puppets. Trace various animal and people shapes onto cardboard and glue them to popsicle sticks. Use a flashlight in a darkened room for your show.
Literature Books

This is a listing of children's literature books that may create an interest in shadows and provide some provocation for the children to begin or to continue to explore the phenomena of shadows:

Burford E Darkness Slipped In... Kingfisher, MacMillan Children's Books
Seuss, Dr. (1973). The Shape of Me and other Stuff. New York: Random House

Web Links

Early Childhood/Elementary The Reggio Emilia Approach with Sydney GurewitzClemens and Debbie Heck
Children’s picture book database at Miami University Activities from a constructivist approach
DeVries, R. and Zan, B. Creating a constructivist classroom atmosphere. Bob Miller’s Light Walk
Richard Bradshaw: Shadow Puppeteer
Cirque De Doleils KA Shadow Puppets
Hand Shadow – Raymond Crowe at Royal Variety Show