

Lower Grades- Lesson Topic: Cultural Puppet Art

Unit Description: In this unit, students will participate in a hands-on curriculum program virtual field trip through the site puppets.org. In this live program, students will view a professionally done puppet show detailing the West African folk story of *Anansi and Sister Mad Turtle*. Then, the puppeteers will lead a discussion on the differences between West African and United States “food cousins”. Finally, students will participate in a workshop where they will complete their own Anansi Shadow Puppet.

This virtual field trip can be considered expensive to some schools with little to no art budget at \$255, but this can also be combined between multiple classrooms if the workshop is done in a multi-person room or other larger on campus setting. With a large group of students, raising \$255 may not be that difficult and sometimes there are grants available to schools looking to purchase these types of virtual field trips. On the puppets.org site, there is contact information on how to sign up for this hands-on curriculum based program.

Objectives:

- 🕒 Students will learn about another culture through a puppet performance.
- 🕒 Students will compare and contrast West African culture to American culture through artistic analysis.
- 🕒 Students will use creative expression and technique to construct a puppet of their own.

Standards (California State Content Standards):

CA- California K-12 Academic Content Standards
Subject : Theatre
Grade : Kindergarten
Area : CREATIVE EXPRESSION
Sub-Strand 2.0: Creating, Performing, and Participating in Theatre Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.
Concept : Creation/Invention in Theatre
Standard 2.2: Perform group pantomimes and improvisations to retell familiar stories.
Area : HISTORICAL AND CULTURAL CONTEXT
Sub-Strand 3.0: Understanding the Historical Contributions and Cultural Dimensions of Theatre Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.
Concept : Role and Cultural Significance of Theatre
Standard 3.1: Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.
Grade : Grade One
Area : HISTORICAL AND CULTURAL CONTEXT
Sub-Strand 3.0: Understanding the Historical Contributions and Cultural Dimensions of Theatre Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.
Concept : Role and Cultural Significance of Theatre
Standard 3.1: Identify cultural and geographic origins of stories.
Concept : History of Theatre
Standard 3.2: Identify theatrical conventions, such as props, costumes, masks, and sets.
Standard 3.3: Describe the roles and responsibilities of audience and actor.
Grade : Grade Two
Area : HISTORICAL AND CULTURAL CONTEXT
Sub-Strand 3.0: Understanding the Historical Contributions and Cultural Dimensions of Theatre Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.
Concept : Role and Cultural Significance of Theatre
Standard 3.1: Identify theatre and story-telling forms from different cultures.
Subject : Visual Arts
Grade : Kindergarten
Area : CREATIVE EXPRESSION
Sub-Strand 2.0: Creating, Performing, and Participating in the Visual Arts Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
Concept : Skills, Processes, Materials, and Tools
Standard 2.1: Use lines, shapes, and colors to make patterns.
Standard 2.2: Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in the creation of a three-dimensional construction.
Concept : Communication and Expression Through Original Works of Art
Standard 2.6: Use geometric shapes/forms (circle, triangle, square) in a work of art.
Standard 2.7: Create a three-dimensional form, such as a real or imaginary animal.
Grade : Grade One
Area : CREATIVE EXPRESSION
Sub-Strand 2.0: Creating, Performing, and Participating in the Visual Arts Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Concept : Skills, Processes, Materials, and Tools
Standard 2.1: Use texture in two-dimensional and three-dimensional works of art.
Standard 2.3: Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and papier maché) to create form and texture in an works of art.
Grade : Grade Two
Area : CREATIVE EXPRESSION
Sub-Strand 2.0: Creating, Performing, and Participating in the Visual Arts Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
Concept : Skills, Processes, Materials, and Tools
Standard 2.2: Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.
Area : HISTORICAL AND CULTURAL CONTEXT
Sub-Strand 3.0: Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.
Concept : Role and Development of the Visual Arts
Standard 3.1: Explain how artists use their work to share experiences or communicate ideas.
Concept : Diversity of the Visual Arts
Standard 3.3: Identify and discuss how art is used in events and celebrations in various cultures,past and present,including the use in their own lives.

Sample Lesson:

Whole Group Instruction: In this live program, students will view a professionally done puppet show detailing the West African folk story of *Anansi and Sister Mad Turtle* through live videoconferencing technology. This show is complete with recorded Nigerian drumming and narration. Then, the puppeteers will lead a discussion on the differences between West African and United States “food cousins”.

Individual Instruction: After students view the puppet show and participate in the discussion of West African culture, students will participate in a workshop where they will complete their own Anansi Shadow Puppet under the direction of the puppeteers.

Assessing the Tool:

1. Was the tool simple to use as a teacher? For the students?

2. Did the use of this tool increase student global awareness?

3. What could be done differently to maximize the effectiveness of the tool?

Assessing the Lesson:

1. Did this lesson enhance student multicultural understanding?

2. Did this lesson develop collaborative skills amongst the students?

3. Did this lesson allow students to reach an understanding of the overlying concepts and objectives?