# **2017-18 STUDY GUIDE**





# **LEARN** from yesterday LIVE fortoday Hope for tomorrow

Albert Einstein





**Education Series** 



MERMAID THEATRE OF NOVA SCOTIA'S
GOODNIGHT MOON AND THE
RUNAWAY BUNNY

WEDNESDAY, APRIL 4, 2018 9:30 a.m. / 12:30 p.m. Run Time: Approx. 60 minutes Grades: Pre K - 2

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## Welcome!

We are so excited that you are able to join us for the 2017-18 Bemis Education Series. Throughout this season we will celebrate and recognize generations who have paved the way and those yet to come. Join us as we explore the cultures, experiences and memories that have influenced and shaped us as individuals. With each unique performance we will learn, live and hope while we grow together through the performing arts.

We look forward to telling each unique story and providing a platform for expression through the arts. From lesson ideas and professional development workshops to backstage tours, allow us to partner with you to provide students with exciting educational opportunities!

For questions contact the education sales department (920) 730-3726 or educationsales@foxcitiespac.com.

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# WELCOME TO THE FOX CITIES P.A.C.

We are in need of an audience – are you up for the part?

# THEATER ETIQUETTE

- •When entering the Fox Cities Performing Arts Center, remember to show respect for others by waiting your turn and speaking quietly.
- •Remember that during the performance the live performers can see and hear you. Even the smallest sounds can be heard throughout the theater, so it is best to remain quiet so everyone can enjoy the performance.

•Applause is the best way to express how much you enjoyed the performance!

- Important things to remember:
  - •Student backpacks, gum, drinks and food are not allowed in the theater.
  - •Cell phones should be turned off and stowed.
  - •Note that recording or taking photos in the theater is strictly prohibited; however, photos may be taken in the lobby.
  - •It's a long way down please do not drop items off balconies.



This study guide was created for you by the Education Team as a part of The Boldt Company Beyond the Stage Education program. To download copies of this study guide or to find additional resources for this performance or view past study guides please visit: www.foxcitiespac.com.

Questions about your show reservation? Contact our education sales team at <a href="mailto:educationsales@foxcitiespac.com">educationsales@foxcitiespac.com</a> or call (920) 730-3726.

**ENJOYTHE SHOW!** 

# INFORMATION FOR TEACHERS

Be prepared to arrive early – You should plan on arriving to the Center 30 minutes before the show. Allow for travel time, parking and trips to the restroom.

**Know your needs** – To best serve the needs of you and your students, please indicate in advance if you have individuals who require special services or seating needs upon making your reservation.

**Seating** – Seating is based on a number of factors including when the reservation is made, size of group, students' ages and any special seating needs.

# **DID YOU KNOW?**

- •The Center has over 153,076 gross square footage (approx. the same as three football fields).
- •There are a total of more than 230 plumbing fixtures!
- •It required 75 million pounds of concrete to build the Center. Some of the walls are up to three feet thick to help muffle outside sound.

# WISCONSIN ACADEMIC STANDARDS

To assist you in your planning the Wisconsin Academic Standards that are most likely to connect with this performance are listed below.

#### **ENGLISH LANGUAGE ARTS**

READING/LITERATURE: Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves and of others.

ORAL LANGUAGE: Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.

#### **SOCIAL STUDIES**

GEOGRAPHY: Students in Wisconsin will learn about geography through the study of the relationships among people, places and environments.

BEHAVIORAL SCIENCES: Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

#### THEATER

PLAY READING AND ANALYSIS: Students in Wisconsin will attend live theater and read plays, be able to analyze and evaluate the play and articulate (create meaning from) the play's message for individuals and society.

RESEARCH AND ANALYSIS: Students in Wisconsin will research and analyze methods of presentation and audience response for theater, the interconnections of theater, community, other cultures and historical periods for use as general knowledge.



# ABOUT THE COMPANY

Mermaid Theatre is best known for unique stage adaptations of children's beloved literary classics. Their innovative puppetry, striking scenic effects, evocative original music and gentle storytelling have been applauded by five million spectators in fifteen countries. Mermaid Theatre has been in continuous operation since it was founded in 1972 in Wolfville, Nova Scotia. They moved to the neighboring town of Windsor in 1987, and helped revitalize the historic town's downtown business core. The extensive headquarters encompass production studios, administrative offices, rehearsal quarters, a versatile studio and an elegant 400-seat performance facility known as The Mermaid Imperial Performing Arts Center (MIPAC).

Each year the company presents more than 400 performances for 200,000 spectators – many of them new to the theater experience. Mermaid regularly crosses Canada and the United States, and has represented Nova Scotia in more than a dozen countries.

# **ABOUT THE SHOW**

Few writers have been as attuned to the concerns and emotions of childhood as Margaret Wise Brown (1910-1952). Brown, a former teacher, believed that very young children could be fascinated by the simple pleasures of the world around them. Few had previously attempted to write specifically for children aged two to five, and Brown created some of the most enduring and beloved children's books of all time as well as developed the concept of the first durable board book.

Clement Hurd (1908-1988) graduated from Yale University and studied painting in Paris in the 1930s with Fernand Leger and others. His engaging semi-abstract style became world-famous with the publication in 1942 of "The Runaway Bunny" and "Goodnight Moon" in 1947 – collaborations with Brown that became two of the 20<sup>th</sup> Century's best-known children's books.

Goodnight Moon is the celebration of familiar nighttime rituals, while *The Runaway Bunny's* pretend tale of leaving home evokes reassuring responses from his loving mom. Both tales feature endearing rabbit characters, and the soothing rhythms of bunny banter and dream-like imagery never fail to infuse young readers with a reassuring sense of security. Mermaid's staged adaptation will bring a new sense of appreciation to stories that have delighted several generations.

# LESSON ONE: "GOODNIGHT BEARS, GOODNIGHT CHAIRS . . . "

Objective: Students will explore their bedtime routine as they are introduced to the story of "Goodnight Moon" and the illustrations.

#### **MATERIALS**

Coffee filter (small) Black construction paper

Glitter paint pens 4-inch red construction paper strips
Green cardstock 2-inch red construction paper strips

#### **OPENING DISCUSSION**

What are some things you do to get ready for bed (brush teeth, drink water, put on pajamas, give/get hugs, find your favorite stuffed animal, say goodnight, etc.). Introduce the story of "Goodnight Moon" by showing students the book's cover, introduce the title, author and illustrator. Ask students "Where do you think this story might take place?" What time of day might it be?" "What makes you guess that?"

#### WARM UP

- Ask students what they think the little bunny might say goodnight to? Write down their comments on the board.
- Open the book and take a picture walk through the pages. Have students describe and share details on the objects they see in the pictures. Encourage students to use complete sentences when describing what they see (i.e. I see a cow jumping). Have students identify one thing on each page.
- Read through the story checking in with students to see if their predictions are included in the story.

### **DID YOU KNOW?**

Students often ask "How did they do that?" following a performance. Mermaid Theatre Artistic Director, Jim Morrow has answered a few questions that often come up after kids see *Goodnight Moon and Runaway Bunny*.

#### How does the cow come out of the picture?

The cow in the picture is held in place by using little magnets, one in the cow and one in the picture. When it's time to say goodnight to the cow, one of the performers takes the small cow and moon out of the picture, then goes off stage and brings on the very large cow and floats him from one side to the other. He then replaces the cow and moon in the picture.

#### Was it hard figuring out how to make the bunnies hop?

It took a long time for us to learn how to hop the bunnies. After they were constructed, we took them into rehearsals and began to experiment with different ways to hop. Ultimately, we decided to choose a way that looked natural. We placed wooden handles in the head and body for the puppeteers to hold onto. To hop the bunnies, the performer simply lifts the bunny up by the wood handles and moves him in a way that makes it look like the puppet is actually hopping.

#### How do you make the puppets?

All the puppets are carved at the studios in Windsor, Nova Scotia, Canada. Most of the puppets are carved out of soft foam using a pair of scissors or a sharp knife. We try to make the puppets look like the characters in the books as much as possible. Once carved, a carpenter places wooden handles in some of the pieces. Some very excellent seamstresses then take the carved pieces and cover them with stretchy fabric. The pieces are put together before a skilled painter covers them with fluorescent paint. So it's not just one person but many who work together to make the puppets and the things you see in the show. (Source: mermaidtheatre.ca)

#### **ACTIVITY**

- Divide students into pairs and provide students with copies of the Green Room picture (or project a large image for students to study).
- Explain that now they are going to take an in-depth look at the Green Room.
  - Instruct students to take turns pointing out something they see in the picture. Have students take turn noticing things until you tell them to stop.
  - Have students begin their sentence with "I notice . . . . "
  - Encourage them to look even harder than they did when they did the first walk through of the book.
- Once completed, ask students to share things they noticed in the picture. Explain that one thing you noticed was the windows in the room.
  - Have students look again at the windows and ask: "What color are the window panes?" "What color(s) are the curtains?" "What is outside the windows?" "Can you see the moon?"
- Pass out the green construction paper to students and ask "What does this remind you of?" (Green Room)
- Next pass out the black construction paper asking "What might this be?" (night sky)
  - Ask students "What were some things you see in the night sky?" (stars)
- Pass out the glitter paint pens and have students draw in their stars.
- Next show the students the coffee filter and ask for ideas of what it might look like in the night sky (moon).
  - Pass to students and have them attach it to the night sky.
- Then pass out the red strips of window panes and have students affix them to the outside of the window (4-inch wide) and attach the two ¼-inch wide strips to the inside of the window.
- Glue the completed night sky window to the green sheet.

#### **CLOSING DISCUSSION**

How is your bedtime routine similar or different from the rabbit's? Was there anything in the rabbit's room that are in your room? If so, what were the objects?



# Discover the Arts

If Clement Hurd (1908–1988), the illustrator of *Goodnight Moon*, led a charmed life, it was not the one his parents had predicted for him. The son of a prosperous New York mortgage banker, Hurd attended St. Paul's and Yale, and seemed destined to join his father's firm when, in the spring of 1931, he announced his plan to become an artist and sailed for France

The next two years proved to be a revelatory experience. In Paris, Hurd studied with Fernand Leger, absorbed the modernist painters' revolutionary new approach to composition and color, and generally immersed himself, as he later recalled, in "French civilization and the wealth of European treasures." Returning to New York when his money ran out in 1933, he was freelancing as a decorative artist when Margaret Wise Brown first saw two of his paintings and suggested that he try his hand as a children's books illustrator.

Over the next forty-five years, the Clement and his wife Edith Thacher became one of the field's best-known teams, collaborating on dozens of projects, including such picture-book favorites as *Johnny Lion's Book* (1965), *The Day the Sun Danced* (1966), and *Wilson's World* (1971).

But it was as the illustrator of two picture books written by Brown—*The Runaway Bunny* (1942) and *Goodnight Moon* (1947)—that Hurd achieved his greatest fame. For those two little bedtime books, the artist produced work of incomparable tenderness, gentle wit, and pictorial enchantment.

Source: harperscollinschildren.con

# LESSON TWO: GOODNIGHT KITTENS, GOODNIGHT MITTENS

Objective: Rhyming words help with memorization! Students will look at the rhyming words in "Goodnight Moon" and participate in an interactive activity to see how many items they remember from the story.

#### **MATERIALS**

Various <u>small</u> toys/objects (some from book, some not) Two pails Labels "In Story" / "Not in Story" "Goodnight Moon" by Margaret Wise Brown



#### **OPENING DISCUSSION**

Do you like to rhyme? Do you find yourself rhyming words and having fun seeing where you end? Rhyme is found in poetry, songs and many books and today we are going to find rhyming words in our book "Goodnight Moon."

#### WARM UP

- Before class, create sets of rhyming words found in "Goodnight Moon" and print out pictures of the objects.
  - Write the words in clear, lowercase letters on the cards.
  - Underline the rhyming part in words.
- Share with students that there are many rhyming words in the book "Goodnight Moon."
- Show students the picture of your target word and have the class name the picture.
- Next, show students the word that corresponds with the picture.
  - Have the class read each letter sound and then read the underlined portion of the word.
  - Explain that the underlined part is the portion of the word that rhymes.
- Introduce the other objects and work through the same process.
- Explain to students that as you read through the story, if they hear a rhyming word they should raise their hand (for younger students, point out the rhyming words as a class).
- Once you have finished reading the story, ask students if they can remember which words rhyme in the book.

# ds

# DID YOU KNOW?

People unfamiliar to pet rabbits may not know that bunnies have a very dramatic way expressing excitement and joy. They dance (known as binky)! Leaping in the air, contorting and twisting their bodies, and kicking their feet out, binkying rabbits are quite the spectacle. Sometimes rabbits lead up to binky by taking a running start. Other times, a binky is a sudden burst to the side.

A bunny at ease will often flop in contentment. Sometimes, there's a buildup to the flop as a bunny turns his/her head a few times before finally rolling over completely onto his/her side. Bunnies will also show their enjoyment if you are petting them by grinding their teeth. This is a rabbit's way of purring.

Rabbits will explore their environment by sniffing and nudging. It may be a greeting or their first line of investigation. But nudging can also indicate a level of bossiness. A rabbit might be saying "You're in my way!" They may also be trying to get attention if they aren't being petted enough. Sometimes if the nudge is ignored, they follow up with a nip.

Source: myhouserabbit.com

#### **ACTIVITY**

- Ask students if they are able to remember some of the things the bunny says goodnight to in the story.
- Place two pails in front of the class labeled "In Story" and "Not in Story."
- From a large bucket of objects have each students pull an item from the bucket and place in the appropriate pail. If the students remember the item being in the story (i.e. a small cow, a mitten, a kitten, etc.) have them place it in the "In Story" pail, if the item is not in the story (i.e. Lego, small car, candy, etc.) place in the "Not in Story" pail.
- Allow each student the opportunity to take a turn selecting an object and placing it in the correct container.

#### **CLOSING DISCUSSION**

Rhyming is often used in books and now that you know some words that rhyme, what other words can you think of that rhyme?







# In the Spotlight

Margaret Wise Brown, (born May 23, 1910) was known as a prolific American writer of children's literature whose books, many of them classics, continue to engage generations of children and their parents.

Brown attended Hollins College in Roanoke, Virginia, where she earned a B.A. in 1932. After further work at the Writers Laboratory of the Bureau of Education Experiments, she took a job as an editor of children's books in New York City. Encouraged by publisher William R. Schott, she began her hand at writing children's books.

Her books were so successful that in 1941 she left her job as an editor to concentrate full-time on writing, sometimes completing five ore more children's titles a year. Her works, which ultimately ran to more than 100 titles, were illustrated by Clement Hurd and others. They include such classics as "The Runaway Bunny" (1942) and "Goodnight Moon" (1947).

Something of an eccentric, Brown led a somewhat complicated personal life. Following a number of broken engagements, a period of psychoanalysis and stormy relationships, she met and fell in love with a much younger man. Their plans to marry never materialized, however. In 1952, while in Nice, France, she died of complications from emergency surgery.

#### LESSON THREE: RUNAWAY BUNNY

Objective: Using conditional statements, students will explore the idea of "if" and "then" while being introduced to the story of "The Runaway Bunny."

#### **MATERIALS**

"Runaway Bunny" by Margaret Wise Brown Image cards

#### **OPENING DISCUSSION**

What do you think your mom, dad or caregiver might do if you decided you were going to run away from home? Explain that in the story you will be looking at today, a small bunny plans to run away from his home, but his mother has different plans too – to bring him back home.

#### WARM UP

- Introduce students to the story of "Runaway Bunny" explain to students that Margaret Wise Brown is also the author of "Goodnight Moon."
- Read through the story to students and discuss what is similar in the story and what is different?
- Discuss with students that in the story the bunny pretends that he could be a fish, a rock, a flower, a bird, a sailboat, a circus performer and a human.
- Have students close their eyes and ask them to imagine what they would pick to become if they could (instruct students to pick other things other than a human).
- Invite students to find an open space in the classroom (note: an open space is where with their arms extended out they are unable to touch another student).
- Explain to students that based on their imaginations, they will portray using only their bodies what they chose to become. Have students think of how they can portray their identity with their body (i.e. curling into a ball to represent a rock, extending arms to mimic petals of a flower, etc.).
- Share with students that when you shake your tambourine, they will become their alternative identity.
- Practice with students a few times, reminding them of the need to stay focused during the process.

#### ACTIVITY

 Before the activity begins, prepare pictures of a fish, rock, trapeze artist, sailboat, flower, bird and child. These pictures will represent your "if" statement. Did you know that if you look carefully at the bookshelves pictured in *Goodnight Moon*. You'll see one of the little rabbit's books is "The Runaway Bunny." One of three framed pictures on the walls shows a scene from the same book.

# DID YOU KNOW?

The performance of *Goodnight Moon and The Runaway Bunny* employs a variety of styles of puppets – including rod and table top puppets – to tell the two stories. Amazingly, all the puppets and scenic elements are manipulated by just three puppeteers! In *Goodnight Moon*, part of the visual magic comes from the use of black light. Black light makes fluorescent colors glow in the dark, and makes anything black invisible to the eye. In *Goodnight Moon*, the puppets and scenery are painted with fluorescent paint which makes them glow under the ultraviolet light. The puppeteers are onstage as they work with the puppets. They wear black clothing and black masks and perform in front of a black wall. This makes them almost invisible to the audience and allows them to execute visual illusions with the puppets. The show also employs pre-recorded narration of Margaret Wise Brown's text of the two stories, and original music composed by Steven Naylor especially for this production.

Source: playhousequare.org

- Next, prepare a picture of a fisherman, rock climber, tightrope walker, cloud, gardener, tree and mother. These pictures will represent your "then" statements.
- On the board write "if" and "then."
- Explain that in the story if the bunny proposed a place to run away to, then his mother would come up with something that would allow her to find him.
- Provide an example of "if and then" (conditional) statements to students: "If I clap my hands, then I want you to stand," "If you misbehave, then you won't get any candy," "If you don't come in from recess, then I will have to come and get you." Ask for students to provide some examples they can think of.
- As a class, ask students how many of the "if and then" statements were in the story. Instruct students to help you put the scenarios in the correct order using the pictures are reminders.
- Work together to place the images under the correct heading and in the correct order. Walk through the story using the statements as guides.
- Pass out the "If/Then" handout and have students create their own statements. Encourage students to draw a picture showing their statement.

#### **CLOSING DISCUSSION**

Why do you think baby bunny wanted to run away? What do you think would have happened if baby bunny had run away? What was the momma bunny trying to help the baby bunny understand?







#### LESSON FOUR: BUNIIES AND RHYMES

Objective: Students will look at the popular nursery rhyme used throughout "Goodnight Moon" and create their own puppet to re-tell the story.

#### **MATERIALS**

Brown paper bag Cotton balls Construction paper Markers

Scissors Tempera paint
Glue sticks Paint brush

#### **OPENING DISCUSSION**

Mermaid Theatre uses puppets to tell the story of *Goodnight Moon and Runaway Bunny*. On stage you will see so many beautiful and creative puppets as the tell the stories we have been exploring in our classroom time. Between "Goodnight Moon" and "Runaway Bunny," which story is your favorite? Why?

#### WARM UP

- Share with students that one of the parts of the story in "Goodnight Moon" that helps it remain memorable is its use of a popular nursery rhyme.
- See if students are able to say the nursery rhyme of "The Cat and the Fiddle" with you.
  - "Hey diddle, diddle!

The cat and the fiddle

The cow jumped over the moon;

The little dog laughed

To see such sport

And the dish ran away with the spoon."

- Discuss with students:
  - Who plays the fiddle? (Explain what a fiddle is if needed).
  - Who jumps the moon, who laughs, and what are the dish and the spoon doing?
- Define the word *sport* in this context (to frolic, play or amuse oneself) and define the word *diddle* (to waste time).
  - Explain to the students that opening line of the poem almost reads "hey there silly!"
- Write out the words to the rhyme on the board and recite again with students.
- Pass out a cow toy (or paper cutout) and a yellow plate to each student.
- Pass out a plastic spoon to half the group and a plastic dish to the other half.

# DID YOU KNOW?

- Rabbits are not rodents but belong to their own order called lagomorphs.
- Rabbits are herbivores, which means they eat plants, but do not eat meat.
- Rabbits' teeth never stop growing. They keep them from growing too long by constantly chewing to wear them down. Rabbits will chew on almost anything but house rabbits especially like remote controls!
- House rabbits generally live 8-12 years. According to the Guinness Book of World Records, the oldest rabbit in the world lived to the age of 18.
- Larger rabbits generally have shorter lifespans than smaller rabbits.
- Outdoor rabbits have (on average) a much shorter lifespan because of the many risks and hazards associated with living outside.

Source: playhousequare.org



- Teach the student the following actions to accompany their recitation.
  - Imitate a fiddle on their shoulder
  - Laugh when the little dog does
  - Have the cow jump over the spoon
  - Have the plates and spoons find each other and walk away
- Recite the rhyme again and include the actions learned.

#### **ACTIVITY**

- Throughout the performance, you will get to see many creative types of puppets. Explain to students that today they are going to have the opportunity to create their own puppet.
  - Share with students that the type of puppet they will be creating is a paper bag puppet!
- Provide each student with a lunch size paper bag.
- Have the students turn the paper bag so the flap is at the top and facing them. Explain to students that the flap will be used to make the bunny's mouth.
- Assist students (or pre-cut) in cutting two bunny ears, two eyes and nose for their puppet. Have them glue the facial features and ears to the bunny.
- Have the students add details and decorations to their bunny as desired.
  - Students can give the bunny fur by painting it on with tempera paint if desired.
- Set the puppet aside to dry.
  - Once dry, have students turn the puppet over and glue a cluster of cotton balls on the back.

#### CLOSING DISCUSSION

When you arrive for the performance of *Goodnight Moon and Runaway Bunny* keep your eyes open for all of the different things you will see on stage. Based on what we have read from the books, what things do you think we might see on stage? What characters do you think will be puppets?



Don't let this experience end with the drop of the curtain. Keep the conversation going with your students and reflect on the performance that you just attended. Here are a few questions to get the conversation started!

- How do you think the bunny felt knowing his mother would always be there for him?
- •What was your most memorable part of the performance?
- •Which moment do you remember most from the performance? What was happening?
- •What was your favorite puppet? Describe what it looked like.
- •Describe the music you heard. How did the music add to the mood or atmosphere of the performance?
- •Describe some of props you saw in the story. How did it help you know where the story was taking place?
- •If you were going to tell a friend about the performance, how would you describe it in one sentence?



#### **BOOKS**

"Goodnight Moon" by Margaret Wise Brown

"Runaway Bunny" by Margaret Wise Brown

"Margaret Wise Brown" by Carol Greene

#### **WEBSITES**

**Arts Edge** – free digital resource for teaching and learning in, through and about the arts www.artedge.kennedy-center.org

**Margaret Wise Brown** – author's personal website www.margaretwisebrown.com

This educator resource guide is created as part of The Boldt Company Beyond the Stage Education Program.







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