

Puss In Boots



Bits N Pieces Puppet Theatre's
New Marionette Musical "Puss In Boots, The Magic Cat"

Presented with the assistance of Hillsborough County Schools, Hillsborough County Board of County Commissioners, SouthArts, and the National Endowment for the Arts

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“Puss in Boots”

The Magic Cat

Presented by Bits ‘N Pieces PuppetWorld

An Educator’s Guide

On with the Show!

Spin the globe of the earth. Take a look. Everyplace where there are children, there are puppet shows. Puppets are something all cultures share. Everyone loves to laugh and hear a good story. Jerry Bickel presents his one-man puppet performance for you. He plays the parts, sings the song, brings the puppets to life, and tells the tale. He presents a musical marionette performance from the past for your audience today.



Jerry Bickel
Bits ‘N Pieces Puppet Theatre

Synopsis:

Puss in Boots, The Magical Cat

as told by Bits 'N Pieces' Puppeteer Jerry Bickel

Based on a story by Charles Perrault and originally told in his book, The Mother Goose Tales

In old France, an elderly Miller divides his worldly goods among his three sons. The bigger brothers tease their little brother Nat who has only been given a pair of boots, a hat, and the family cat. When the Brothers push Nat and his cat from their home in the mill - justice is swift! Without a cat at the mill, the rats eat all the wheat and the brothers are left penniless.

Brother Nat discovers good fortune. His cat is magic and living the last of his nine lives. The cat puts on the boots given to Nat, speaks aloud and names himself: Puss In Boots! Puss In Boots the cat is ambitious, he wants to do a good deed and be famous throughout all eternity. Little Brother Nat tells the magical cat that honest work will get more done than lying and pretending will.

Meanwhile in the Royal Castle's Kitchen, the king of the land, King Gourmet is worried about his daughter. An evil, hungry ogre has kidnapped his daughter, Princess Penny Candy, and the king cannot stop eating..

Puss In Boots marches in to see the King. He promises that his friend, the Marquis of Cala-Nat, will rescue the Princess if allowed to marry her. The King is overjoyed. "Hip Hurray, Yes!" promises the King. Little does he know the Marquis is Little Brother Nat.

Returning home, Puss In Boots tells Little Brother Nat of the plan. Nat refuses to be called the Marquis of Cala-Nat. He feels it's not the name but the man that's important. Puss In Boots has the opposite view. The clever cat argues that clothes make the man and pushes Nat into the river. Puss In Boots tricks the King into appearing and convinces him to give the Marquis of Cala-Nat fancy dry royal clothes.

Although Nat now appears to be a prince, he tells the King the truth: he is only an honest miller's son. King Gourmet knows honesty is the best policy and feels good deeds should be rewarded. If the Princess is rescued she can marry whom she chooses.

Elsewhere, Oscar the Ogre is hungry and ready to cook. He's dishing up the dinner special: Princess Penny Candy Surprise! Puss In Boots interrupts dinner and gives the Ogre a swish of his tail.

The Ogre smells trouble. He changes into evil, big and small. But Puss In Boots, the magical cat pounces on the Ogre and catches him like a rat in a trap. Then, he rescues the Princess. Puss in Boots has saved the day!

Princess Penny Candy falls in love at first glance. Reverend Puss In Boots purr-eachs matrimony to the Purr-Fect couple. Hip, hip hurrah for Princess Penny Candy and the new Marquis of Cala-Nat! And because of the cat's good deed, he'll be remembered through all history. And that is the end of Puss in Boots' tale.



Benchmarks connected to the Performance

Language Arts – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Theater - Respond to a performance and share personal preferences about parts of the performance.

1. Identify characters in stories from various cultures.
2. Respond to a play by drawing and/or writing about a favorite aspect of it.
3. Write a summary of dramatic events after reading or watching a play.
4. Demonstrate how the use of movement and sound enhance the telling of a story.

Theater Etiquette Activity

This is a reflective exercise for your students. Read this section to them with discussion.

The Role of the Audience

- You are the audience - an important part of the performance. You help the performers by pretending and participating with them.
- Seeing a live show is not like watching TV or a movie. The performers are in the same room with you, and can see and hear you, the audience, and interact! What are some other differences? (No commercials, no eating, no lying down or running around...)
- Enter the performance space quietly and listen. Who might be giving instructions?
- The performers need you to watch and listen quietly. Talking to friends disturbs the performers and other members of the audience.
- Your job is to pretend along with the performers. They like it when you laugh if something is funny. They also like to hear you clap at the end of a performance when they bow.
- After the bows the audience stays seated. Who might give instructions on how to leave?

Standards for Theater Etiquette Demonstrate appropriate audience behavior at a live performance.

1. Exhibit appropriate audience etiquette and response.
2. Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.
3. Demonstrate effective audience etiquette and constructive criticism for a live performance.
4. Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
5. Describe the difference in responsibilities between being an audience member at live or recorded performances.

Language Arts Activity - Reading

Did you know many authors have told the story "Puss In Boots"? Check out different versions of the story from your library. Read the original. Read those that followed. Have the class compare and contrast the different versions of the stories.

1. Analyze how two or more texts address similar themes or topics in order to, or with, your class. Compare and Contrast the different versions of the stories.

After the show

Language Arts Activity – Reading

Use a Venn Diagram to compare and contrast the book and the performance.

Use one of the stories or books from the activity above.

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
2. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
3. Compare the differences between reading a story and seeing it as a play.

Language Arts Activity – Writing

Ask you students to write a different ending to one of the stories in the performance.

Alternately, For grades K through 2, students can draw a picture, write as a group or do shared writing. Encourage you students to answer specific questions like:

What would have happened if Nat had not given the cat the boots??

How would the story have ended if Puss In Boots had not defeated the Ogre?

1. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
2. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Storytelling Activities

Theater Concepts and Vocabulary

- The storyteller and audience agree to "suspend disbelief", to pretend together that the action of the performance is real and is happening for the first time. This agreement means the audience members accept the use of theater conventions such as:
 - Audience participation - the storyteller talks directly to, and interacts with, the audience. The audience is invited to help act out parts of the story.
 - The storyteller plays multiple characters and uses many voices.
 - The storyteller sings to provide information, move the action forward and set a mood.
 - The storyteller uses mime movements to suggest props and scenery.

Storytelling Games

Go over the stories from the show with your students. Pick one of the stories (or pick one episode). Be sure to have a beginning, middle, and end.

1. Ask the students to form a circle and let the first child begin telling the story. At a prearranged signal from you, the next child in the circle must take up the story. Keep going until everyone has a turn and the story is told.
2. Turn a favorite adventure story into a "fractured fairy tale". Example- Make King Arthur a school gym coach and his Knights of the Round Table the sports team.
3. Find an interesting item or photo and invent a story about it.

1. Pretend to be an animal or person living in an imagined place.
2. Read and dramatize stories with similar themes to show developing knowledge of, and respect for, cultural differences.
3. Act out a character learned about in another content area.
4. Demonstrate how the use of movement and sound enhance the telling of a story.

Puppet Theater Activity

Simple Czech Marionette

These puppets are really simple stick puppets with one rod. Print the pictures on 110# Card Stock. Have the children color the characters, cut out and attach a drinking straw to the back of each puppet. The straws stick "up" out of the head. The straws go all the way down to the toes, but you attach the straw with tape up behind the nose. The scenery is folded like a picture book so it stands upright. The puppets are performed in front of the scenery. When the show is over the puppet can be "attached" to the stage by sliding the puppet over the set between the cardboard and the straw. As further development, a "real" stage can be made from a shoebox or cereal carton. A Diorama could have a set of performing puppets. Students could create their own puppets and performance based on a book read in class.

Make your own simple puppets and use them to tell your favorite fairytales. *Explore these activities with the puppets. Have fun!*

- Present "Puss In Boot". Have each student become his or her favorite character. Pretend the characters are meeting each other for the first time.
- Have your students act out a scene from the story. Have the students make other puppets as needed.
- Use desk lamps to light your stage. Make it bright, make it dim, make it flash, make it dark.
- Add sound effects and noises..

Great resource for making simple stick puppets

"DIY - How to make Stick Puppets" - YouTube
www.youtube.com/watch?v=zU3O7CahPg4

"10 Super Fun Puppet Crafts For Your Kids" - MomJunction

www.momjunction.com/articles/super-fun-puppet-crafts-kids_0075121/

1. Create and/or collect appropriate props and costumes and use them to help tell a story.
2. Create sound and lighting effects to suggest the mood of a story.

Bibliography

Making Puppets Come Alive
by Larry Engler and Carol Fijan

Puppets
by Bil Baird

Stop the Flap!
by Pegg Callahan



ABOUT MARIONETTES

What to Look for



Solo artist, puppeteer and storyteller Jerry Bickel uses marionettes to bring his story to life on stage. These marionettes are made of wood and plaster and fabric. Some of the marionettes are “French” with strings, and some marionettes are “Czech” with wires instead. A traditional classic marionette stage with full scenery and lighting compliments the performance. In addition to the performance Jerry also presents an illustrated demonstration of the marionette’s historical development. During the performance Jerry allows the audience to see the “manipulation technique” of the puppets and the “backstage” workings of the theatre.

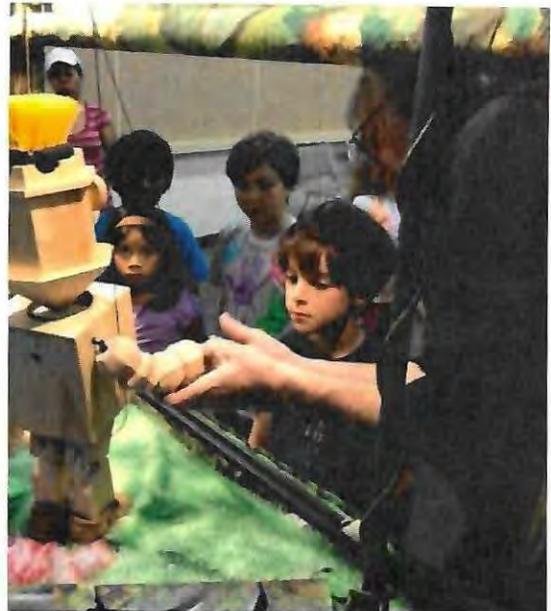
Puppetry uses movement and sound effects to enhance the storytelling.

Seven marionettes are animated on stage with dramatic action movement and precision.

During the puppetry demonstration the audience is invited to participate with words, sounds and movement.

About the performing artist Jerry Bickel

Puppeteer and Founder of Bits 'N Pieces Theatre



An earnest puppeteer since childhood, Jerry received the Distinguished Career Award in Youth Theatre from the Florida Theatre Conference in 1998. He has written and produced eleven giant puppet musicals and dozens of smaller traditional puppet productions.. Bits 'N Pieces Puppet Theatre has made 16 international tours to Asia and Europe. In addition to leading the Bits N Pieces GIANT Puppet Theatre he is the solo performer at PuppetWorld in Tampa and tours traditional puppet productions across the county. He is currently the North American Councilor for the World Puppet Carnival.

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Check out his web site at

www.puppetworld.com

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Classroom Activities



Rhyme

List the characters for the class. Ask the children to choose a specific character or event and to list rhyming words which match it. Ask the children to make a sentence using those words.

Vocabulary Revisited

Review the characters and events of our production. Review the vocabulary words after the performance. Have the students identify the characters or scenes to which the words refer. Have them write or recite a sentence about the play using all the words in each word group.

Show Plot Development in a Classroom Mural

Ask children to choose a favorite scene and draw three pictures which show the beginning situation in a scene, what happens during the scene, and how the situation has changed by the end of the scene. Display the pictures so they make a storytelling mural from beginning to end.

Creative Dramatics

Using the skills they learned and the puppets they made in the workshop, have the children act out the story or particular scenes of their choice. Include sound effects when appropriate.

Ask children to pretend to be a favorite character and explain some of the important things they did in the play. Ask why they chose that character.



Before and After the Show

Classroom Activities

Questions to ask before the show...

1. What will the characters look like? Have the students draw their ideas.
2. What is music? Can music tell the emotions of the singer? Think of a happy song. Think of a sad song. Without the words is the song still happy or sad?
3. Do you expect the story to be scary or funny? Why?

Questions to ask after the show...

1. What did you like best about the show? What did you like the least?
2. Do you have to listen carefully to the words to understand the story?
3. Which character is your favorite? Why?
4. What was the mood of the show? Happy, scary, sad?



Other PUPPET Ideas for the Classroom

Science

Make simple paper cut out puppets and present the water cycle. Show it rain, fill the lake, sink into the ground, feed the plants, evaporate and begin again.

Literature

Make puppets to act out a scene from a book you are currently reading. Use shadow puppets cut from cardboard and projected with an overhead projector.

Cultures

Investigate the puppets traditionally seen by children of a specific country. Find paintings and pictures of their puppets. Make a show from one of their traditional stories.

History

Make a show based on past history of what's happening in the news today. Make a cardboard box puppet stage that looks like a television screen or an old history book.

Art

Study famous paintings and make puppets of the figures. Tie to March with the World Day of Puppetry or April with America's Day of Puppetry.

Music

Team up with the music teacher to write a show. Compose songs about "Who you are" and "What you want" or "How I'll get in the Way". Video tape for class enjoyment.

PUPPET & Theatre Vocabulary

Art

The use of a variety of means to express ideas, entertain and enlighten.

Blocking

The movement of characters on the stage as planned by the director.

Composer

The artist who creates original music.

Dance

The expressive use of the body to convey a story, emotion and or pleasing visual effect.

Marionette

A string puppet operated from overhead.

Music

The art of making sound tell a story or have a meaning.

Puppet

An inanimate object made to seem alive by the puppeteer who performs the show.

Script

The written dialogue and stage action description of the play.

Let's Read the Show Poster

1.) What is the name of the show?

2.) Who will present the show?

3.) On what days can you see the show?

4.) Who wrote the original story?

5.) What do you think the play will be about?

6.) Do you already know the story? How?

Bits 'N Pieces Puppet Theatre
presents



Puss In Boots,
The Magical Cat

Based on The Master Cat, a Mother Goose
Tale by Charles Perrault
Shows are Weekdays & Saturdays

Vocabulary, Rhyme & Puns

Vocabulary

Discuss the meaning of the play's vocabulary before the show. Suggestions:

miller	wheat	marquis	gourmet
magical	ogre	rescue	inspiration
legend	tale	history	honesty
marriage	good deed	chef	

After the performance review the characters and events of our production. Review the vocabulary words. Have the students identify the characters or scenes to which the words refer. Have them write or recite a sentence using all the words in the vocabulary list.

Writing Letters

Before the Show

Teach or review how to write a letter including date, salutation, body text and closing signature.

After the Show

There are many possibilities for letter writing. Students may write directly to a character or write a letter from one character to another character.

- They might write a letter from Puss in Boots to King Gourmet
- Practice using descriptive terms by sending one to Puss in Boots describing his appearance.
- Write a letter to Charles Perrault about his fairy tale.

Characters

Puss in Boots, Little Brother Nat the Miller's Son, King Gourmet, Princess Penny Candy, Oscar the Ogre, and Chef Eclair

After the Lesson

Mail students' letters to: **Puss in Boots, the Magical Cat**, c/o Bits 'N Pieces Puppet Theatre, 12904 Tom Gallagher Road, Dover, FL 33527

Rhyme

Ask students to choose a character, event, or theme and list rhyming words which match it. Ask the children to make a story, rhyming lines, using those words. Once you have the rhyme and rhythm you can try to improvise a song

Rhyme:

I can make my dream come true
to be remembered for what I do.
But I've learned honesty is what it takes
not lying or pretending to be something fake!

Puns, A Figure of Speech

Explain that writers often use puns as humor, a way to amuse us with words that sound alike but have different meanings -- a play on words. Examples from the play:

Purr-sian Emperor

Sandy Claws

Octo-Puss

Aristo-cat

Paw-per

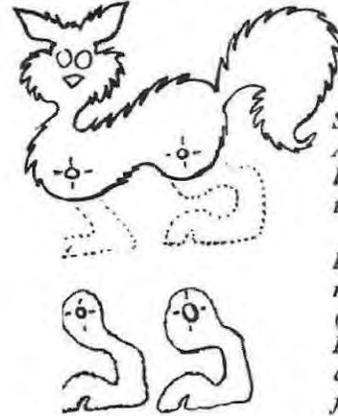
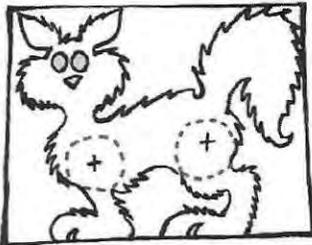
Copy cats



Teacher Activity:

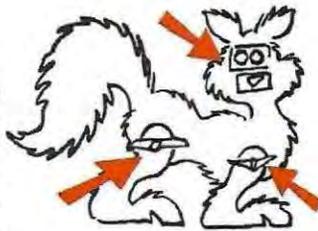
Making A Shadow Puppet Show

Step 1:
Draw cat on cardboard pieces, then cut holes for eyes and nose. Make two (one for cat body, one for cat legs).



Step 2:
A. First cut out cat's body leaving out legs (cut along the red dotted line in step 1).
B. Cut out legs using the round extended tops (along blue dotted line). Punch holes in the body and legs as indicated for joining later.

Step 3:
Turn the cat right side down and tape to the back yellow cellophane over the eyes and red cellophane over the nose. Then, connect the legs to the body with split fasteners.

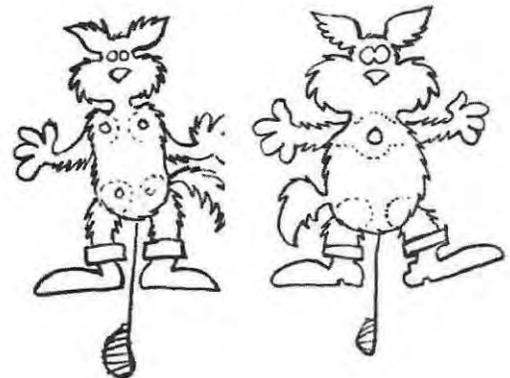


Step 4:
Tape the L-shaped end of the coat hanger to the cat's body. Wrap other end with tape to make handle.

Step 5:
Turn the cat over. Congratulations! Your shadow puppet is complete!



Alternate cat designs



MATERIALS

- Cardboard 6 x 9 inches
- Red cellophane and Yellow cellophane
- Tape
- Split fasteners
- Coat hanger

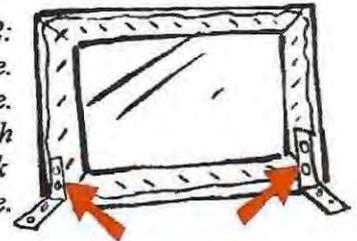
Make Your Stage!



Step 1:
 Draw scenery on
 black cardboard.
 Cut holes for pond
 and house windows.



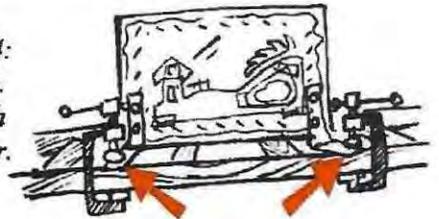
Step 2:
 Cut bedsheet to frame's size.
 Staple to back of frame.
 Attach L-brackets with
 screws to lower back
 corners of frame.



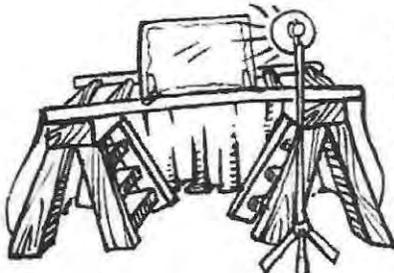
Step 3:
 Tape the scenery to the
 back of the bedsheet/frame.
 Tape cellophane to the back of
 the pond and the house windows.



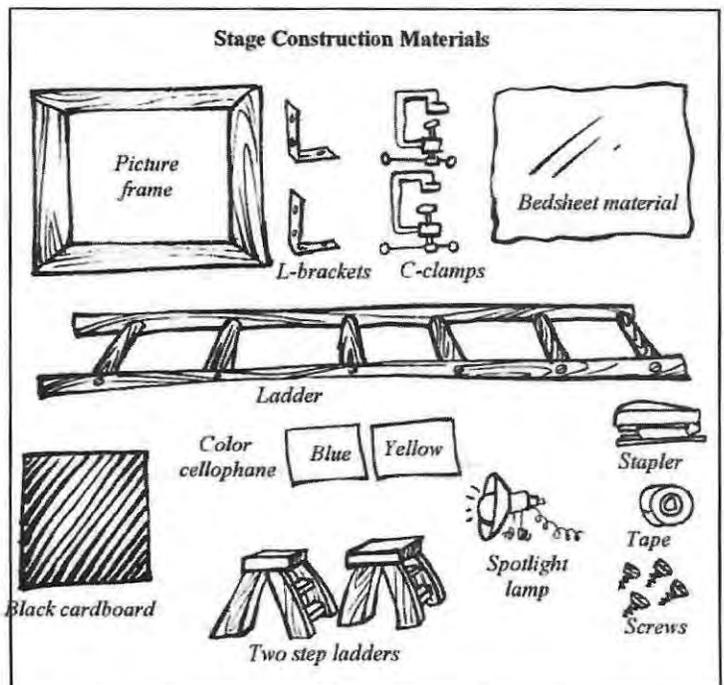
Step 4:
 Make your stage.
 Use C-clamps to attach
 L-brackets to ladder.



Step 5:
 Place the ladder on top
 of the two step-ladders.
 Drape with a sheet.
 Place spotlight behind
 the screen.



On with the show!



Who? What? Where? How?

1. Who are the characters in *Puss in Boots, The Magical Cat*?

2. Where does the story take place?

3. What problem happened?

4. What are three main things that tell what happened in the story?

5. How was the problem solved?

Make A Story Map

Beginning (Who, Where, When):

Middle (Problem, Goal):

Ending (Solution):



**Puss in Boots
The Magical Cat**



Color Me!



King Gourmet, Puss in Boots and Chef Eclair
celebrate the rescue of the Princess.

**Puss in Boots
The Magical Cat**



Puss In Boots



Bits N Pieces Puppet Theatre
presents their Musical Marionettes in
Puss In Boots, the Magic Cat!

Presented with the assistance of Hillsborough County Board of County Commissioners,
Hillsborough County Schools, and presenters across Florida.

Bits N Pieces Puppet Theatre

Performance Evaluation

Thank you for sharing our puppet theater performance with your students. Please help by sharing this form with several teachers who will file out the evaluation, save it, and email it back to us. Please email the evaluation back to jerry@puppetworld.com. Thank you again. Help? 813-659-0659

Name of School

Teacher's Name

Grade Level

This program supports/extends curriculum.

Do Not Agree

Agree

Strongly Agree

Please explain your response.

My students were engaged during the experience.

Do Not Agree

Agree

Strongly Agree

How was this a valuable experience for your students?

Please provide additional comments or suggestions you may have.