



ROBIN HOOD

BITS 'N PIECES PUPPET THEATRE

Tampa Bay's Longest Running Children's Theatre

See us on the web at www.PuppetWorld.com

“The Adventures of Robin Hood”

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

This program is presented as part of the Artists-in-the-Schools Program which is funded and jointly sponsored by the Hillsborough County Public Schools and the Arts Council of Hillsborough County.

Bits N Pieces Programs are presented with the support of the Florida Department of State-Division of Arts and Culture, Hillsborough County Board of County Commissioners, Florida Council on Arts and Culture and National Endowment for the Arts

THE ADVENTURES OF ROBIN HOOD



Good King Richard was away from England. An evil Sheriff was in charge and it was a bad time for the people of Nottingham. The sheriff stole from the poor people every day. It was Robin Hood who stopped the Sheriff from committing crimes every time he could.

Finally the evil Sheriff decided to trick Robin Hood. He would have a tournament to find the best archer in the land. He would offer the prize of a solid golden arrow. He would trap Robin Hood at the archery match and throw him in the dungeon.

Robin Hood met his merry men, Little John and Friar Tuck. They warned Robin about the Sheriff's trap. They told Robin about the Sheriff's plan to throw Maid Marion into the dungeon. They asked Robin to stay away. But Robin was a hero and saved the day.



Before the Show

For grades K thru 2 Read the show synopsis and describe the show to your class.

For grades 3 to 5 Read the show synopsis out loud with your class.



This program is sponsored in part by the Hillsborough County Public Schools, Arts Council of Hillsborough County, Hillsborough County Board of County Commissioners, Florida State Division of Cultural Affairs, Florida Arts Council, National Endowment for the Arts, presenters across the United States, and You!

Standards connected to the Performance

Language Arts: LAFS.K12.SL.1.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Theater: TH.K.C.2.1- Respond to a performance and share personal preferences about parts of the performance.

TH.1.H.1.1 - Identify characters in stories from various cultures.

TH.2.C.1.2 – Respond to a play by drawing and/or writing about a favorite aspect of it. TH.4.O.2.1 - Write a summary of dramatic events after reading or watching a play.

TH.5.H.3.3 - 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

TH.K.S.1.1-Demonstrate appropriate audience behavior at a live performance.

TH.1.S.1.1-Exhibit appropriate audience etiquette and response.

TH.2.S.1.1-Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.

TH.3.S.1.1-Demonstrate effective audience etiquette and constructive criticism for a live performance.

TH.4.S.1.1.-Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.

TH.5.S.1.1-Describe the difference in responsibilities between being an audience member at live or recorded performances.

Language Arts Activity - Reading

Did you know the story of Robin Hood was first sung as eight ballads?!

Check out different author's 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.

LAFS.K12.R3.7 - 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.

LAFS.K12.R.3.7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LAFS.5.RL.1.3 - 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).

TH.2.O.1.1 - 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 Robin Hood had not helped the poor?

How would the story have ended if the Sheriff of Nottingham had captured Robin?

What would have happened if Robin had lost the Archery Contest?

LAFS.2.W.1.3 - 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.

LAFS.4.RL.1.3 - 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.

TH.1.F.1.1 - Pretend to be an animal or person living in an imagined place.

TH.2.H.1.1 - Read and dramatize stories with similar themes to show developing knowledge of, and respect for, cultural differences.

TH.5.H.3.4 - Act out a character learned about in another content area.

TH.5.H.3.3 - 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 "Stories of Robin Hood". Have each student become his or her favorite character. Pretend the characters are meeting each other in the woods 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 animal 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/

TH.3.F.1.1 - Create and/or collect appropriate props and costumes and use them to help tell a story.

TH.4.F.1.2 - 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.

Nine 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.

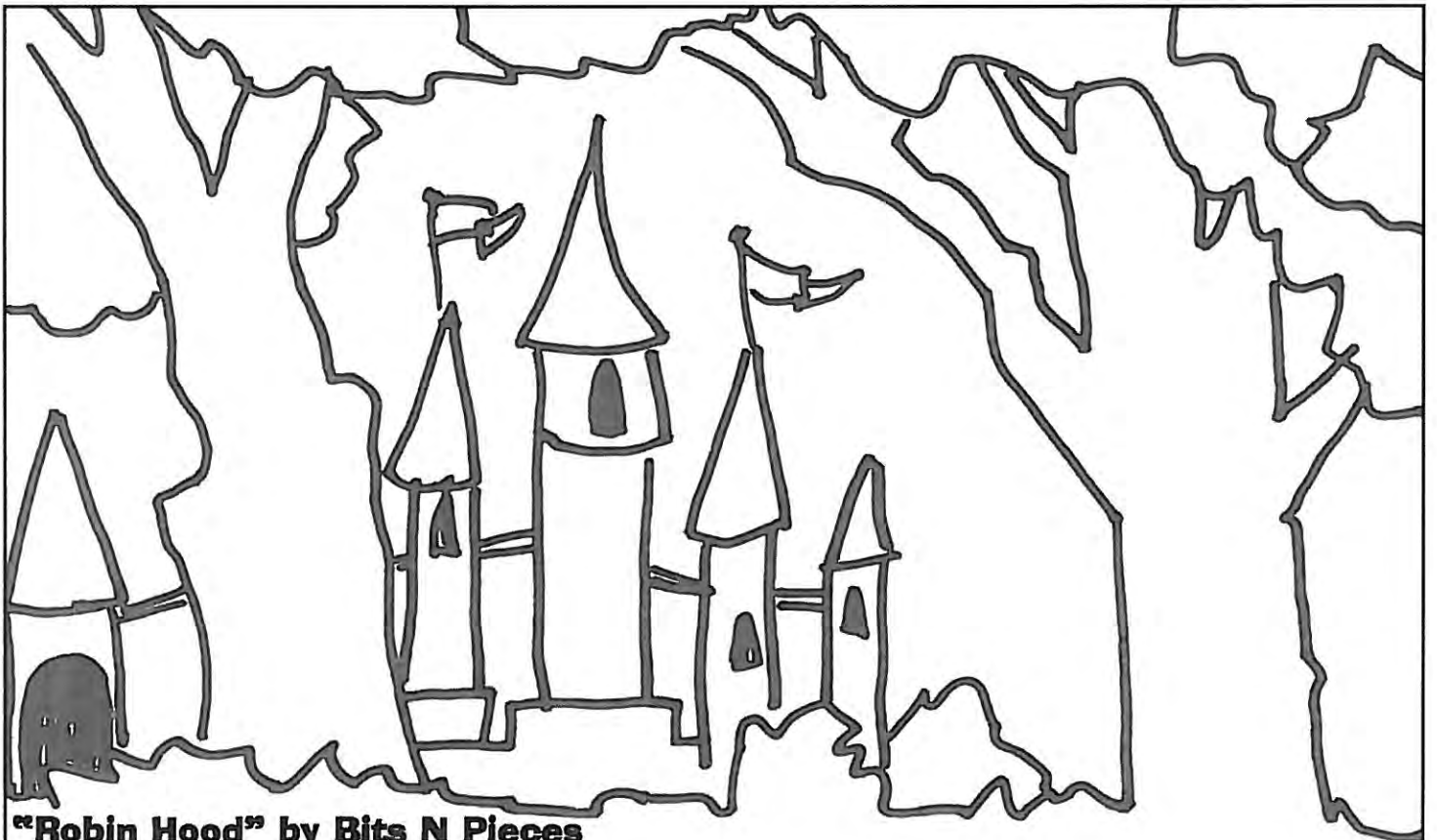
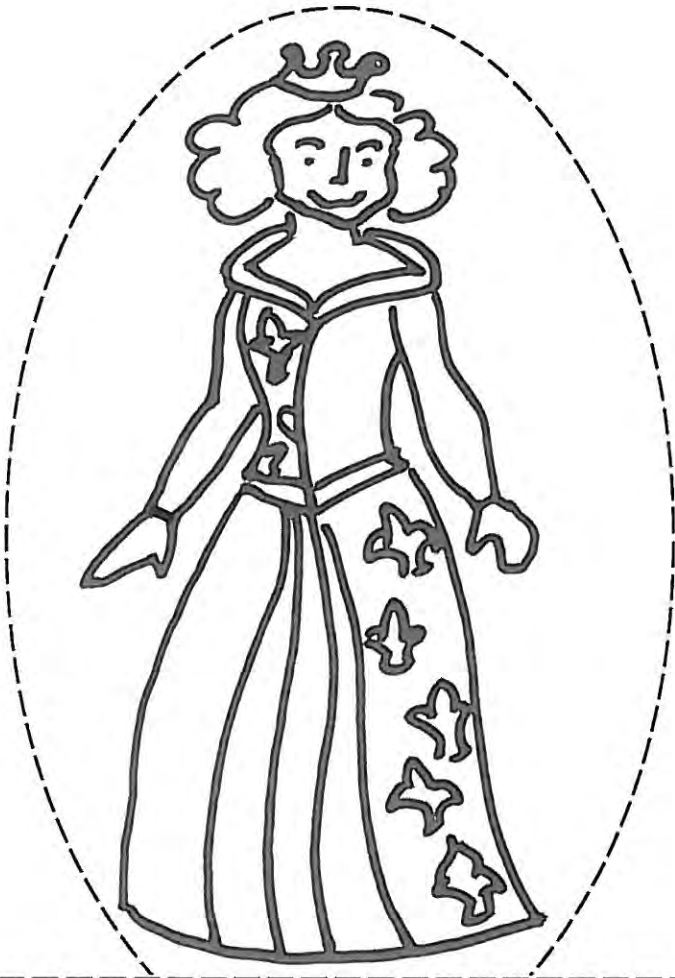
jerry@puppetworld.com

Check out his web site at

www.puppetworld.com

More Education Extenders and Printables for Lesson Ideas...





"Robin Hood" by Bits N Pieces
www.puppetworld.com

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". Videotape for class enjoyment.

Answers to Crossword Puzzle:
Across
2. String
5. Hand
Down
1. Finger
2. Shadow
3. Rod
4. Giant

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.

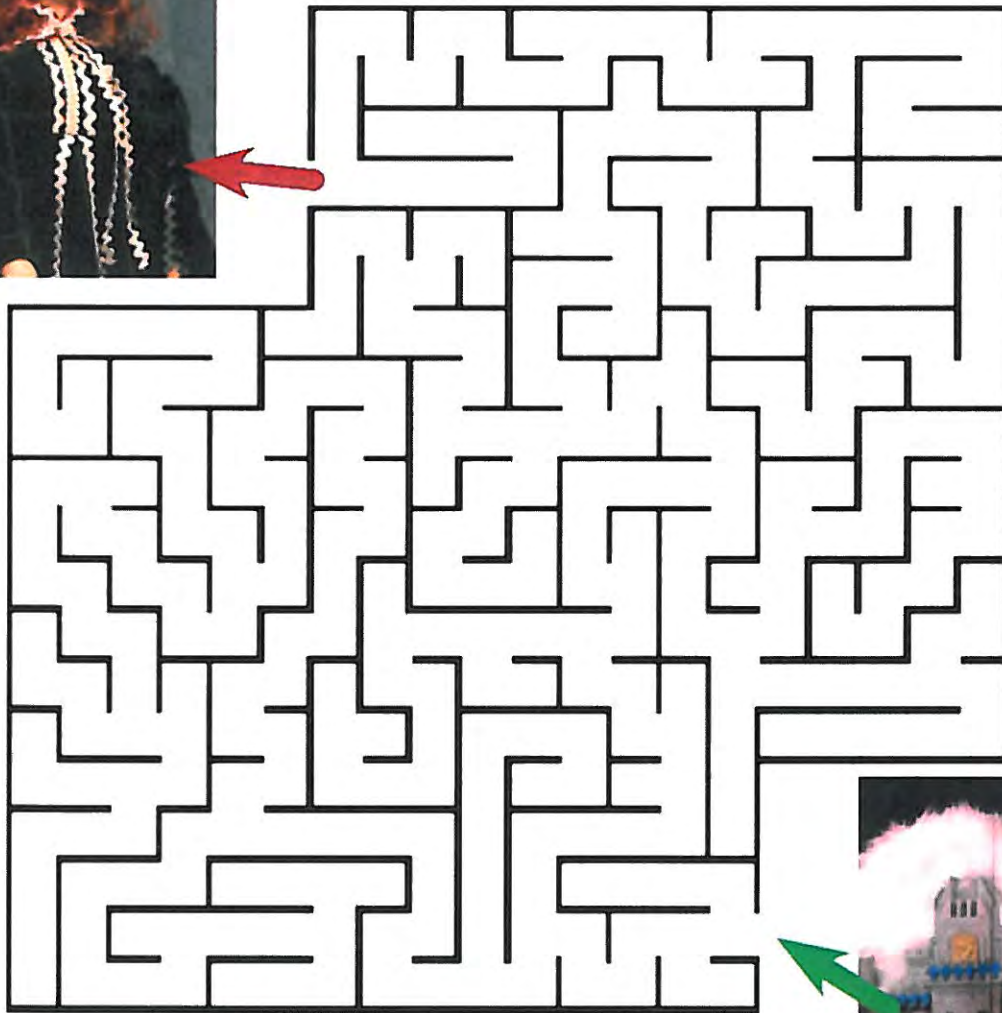
Questions to ask before the show...

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?

Help Robin Find Marion



Types of Puppets

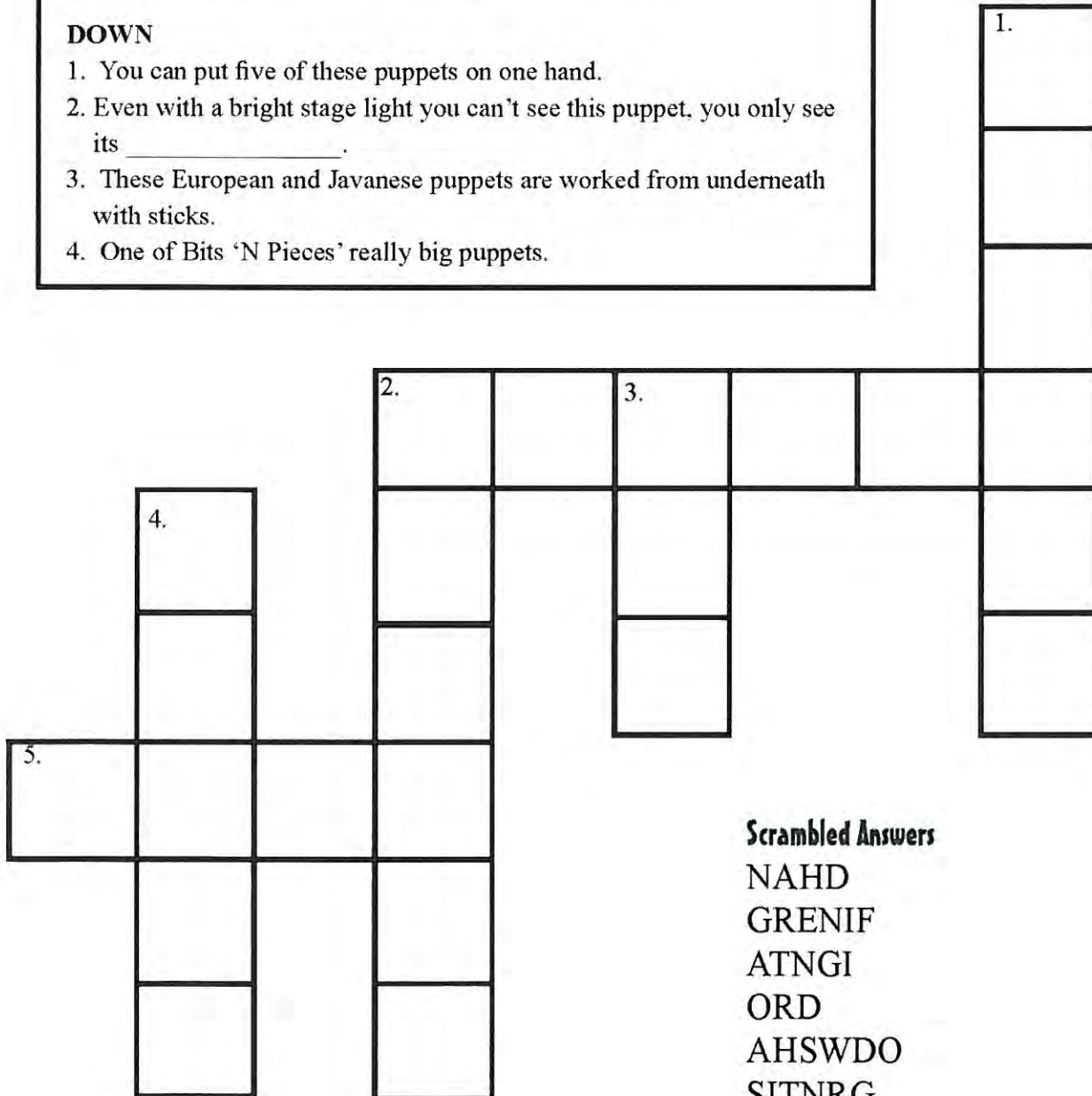
Crossword Clues

ACROSS

- These puppets are worked from above and very good for flying. In France, they say "Marionette."
- Mr. Punch is one of these puppets. It attaches to your arm.

DOWN

- You can put five of these puppets on one hand.
- Even with a bright stage light you can't see this puppet, you only see its _____.
- These European and Javanese puppets are worked from underneath with sticks.
- One of Bits 'N Pieces' really big puppets.



Scrambled Answers

NAHD
 GRENIF
 ATNGI
 ORD
 AHSWDO
 SITNRG

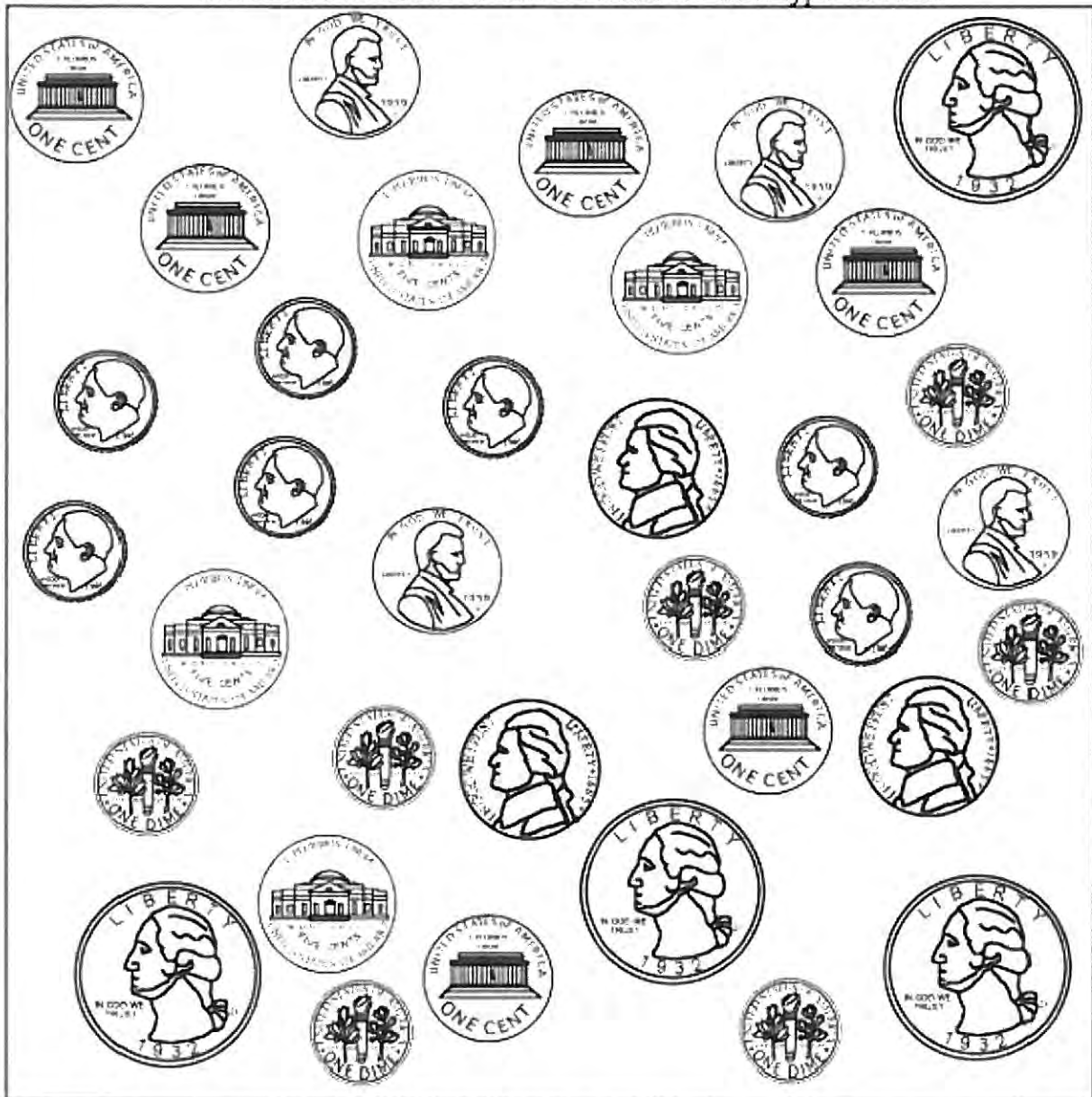
COLOR ME!



Robin Hood and his trusty bow and arrow.

How Much Money?

Robin Hood gave money to the poor. Count the money below and write in the correct totals for each type of coin.



Color the pennies brown.

How many pennies are there? _____

Color the nickels blue.

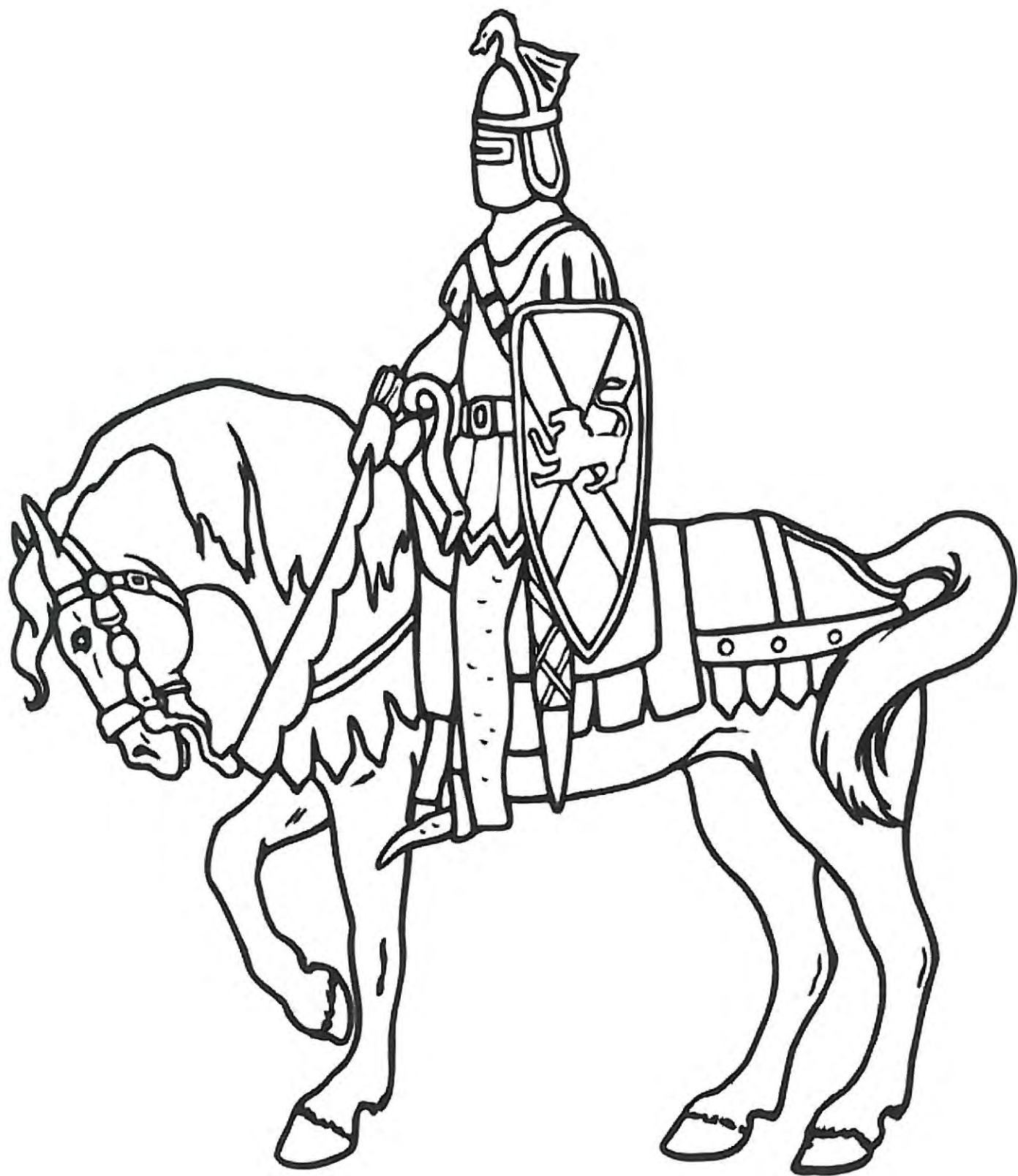
How many nickels are there? _____

Color the dimes gray.

How many dimes are there? _____

Color the quarters green.

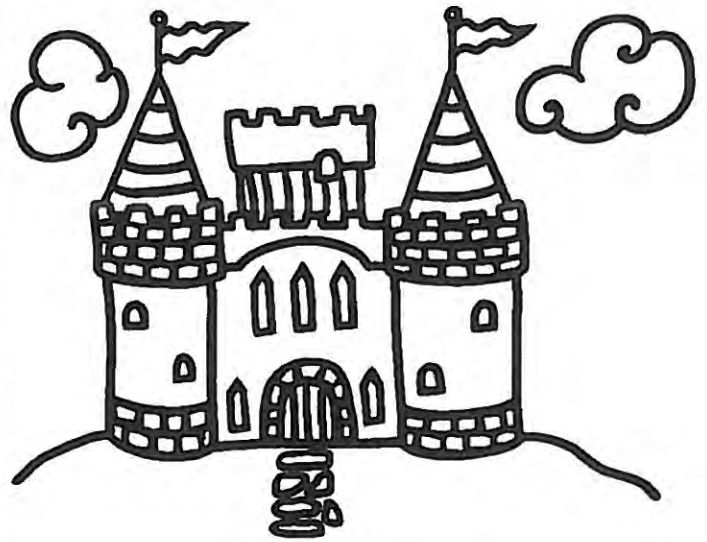
How many quarters are there? _____



COLOR ME!



ROBIN __OOD



CA __TLE



TAR __ET



RO __IN and __ARION

Fill in the blank with the missing letter: G S M H B

Bits 'N Pieces Puppet Theatre Evaluation

Please help us better serve you by completing this evaluation and mailing to
Bits 'N Pieces Puppet Theatre, 12904 Tom Gallagher Rd., Dover, FL 33529.

Show: _____ Performance Date: _____ Location: _____

Your Name: _____ School: _____ Grade: _____

Address: _____

PERFORMANCE (Artistic Merit)

1. The performance was a professional artistic production of high aesthetic merit and technical quality. **Strongly agree** **Agree** **Disagree**

2. What part of the show worked especially well for your group?

PERFORMANCE (Educational Merit)

3. The performance was a valuable educational tool that enhanced the students' learning experience. **Strongly agree** **Agree** **Disagree**

4. What aspect(s) of the show were most valuable as a teaching tool?

5. How did your students respond to the show?

EDUCATIONAL GUIDE AND ACTIVITY SHEETS

6. The teachers' guide contained an array of background information useful for pre-show preparation. **Strongly agree** **Agree** **Disagree**

7. Which elements of the educational guide were particularly useful in your pre-show preparation?

8. The activity pages were useful tools in helping children demonstrate evidence of achieving teaching standards and benchmarks. **Strongly agree** **Agree** **Disagree**

9. Which elements of the activity sheets worked particularly well?

10. Do you have any suggestions to improve the resource guide or activity sheets?

OVERALL EXPERIENCE

11. Please rate the following by circling the number best representing your opinion. If you indicate "needs improvement" for any answer, please specify. (Use additional sheets if needed.)

	Needs Improvement	Fair	Good	Excellent
Artistic Quality of Program	1	2	3	4
Technical Quality of Program	1	2	3	4
Students' response to program	1	2	3	4
Educational quality of program	1	2	3	4
Quality of educational guide and activity sheets	1	2	3	4