



**Durham Arts Council CAPS Teaching Artist Roster**  
**Performance Lesson Plan Template**

<b>Performance Title:</b> The Paper Bag Princess		<b>Teaching Artist/Presenter Name:</b> Puppet Show Incorporated (Kathie Guild, Puppeteer)	
<b>Grade Level(s):</b> PreK-5	<b>Maximum Students Participants:</b> Maximum Audience: 350	<b>Length of Performance:</b> 45 minutes one day	
<b>Arts Focus:</b> Theatre Arts ( Puppetry)		<b>Curriculum Focus:</b> English Language Arts, Healthful Living and Guidance	
<b>Primary Learning Objective:</b> (What should students learn during the residency, workshop or performance?) Retell stories, including key details and demonstrate understanding of their central message or lesson.( RL.1.2) Identify unique personal characteristics that contribute to positive mental health (NCES.4.MEH.2.1)			
<b>Connecting NC Essential Arts Standard</b> <i>Identify at least one NC Essential arts standards being addressed by the program and primary learning objective.</i>  <b><u>Theatre Art Essential Standards:</u></b> K.C.2 Use performance to communicate ideas and feelings <b>Clarifying Learning Objectives:</b> K.C.2.1 Use dramatic play to improvise stories and situations K.C.2.2 Use dramatic play to re-enact stories from texts read aloud  <b><u>Theatre Art Essential Standards:</u></b> 2.C.2 Use performance to communicate ideas and feelings <b>Clarifying Learning Objectives:</b> 2.C.2.1 Use improvisation to communicate problems and resolutions 2.C.2.2 Interpret stories from previously read texts by acting them out.		<b>Connecting Common Core State Standard(s)</b> <i>Identify at least one common core standards in math or language arts being addressed through your residency for the grade level specified above.</i>  <b><u>English Language Arts Reading Literature CCR Anchor Standards RL.2</u></b> _Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. <b>Learning Objective:</b> RL.K.2 With prompting and support, retell familiar stories, including key details.  <b>CCR Anchor Standard RL.3</b> _Analyze how and why individuals, events, or ideas develop and interact over the course of a text. <b>Learning Objective:</b> RL.K.3 With prompting and support, identify characters, settings and major events in a story.  <b><u>CCR Anchor Standard RL.7</u></b> Integrate and evaluate content presented in diverse media and formats, including visually	

and quantitatively, as well as in words.

**Learning Objective:**

RL.K.7 With prompting and support, describe how the words and illustrations work together to tell a story

**Connecting NC Essential Arts Standards:** Identify at least one NC Essential Arts Standards being addressed by the program and primary learning goal.

**Healthful Living Standards**

**NCES.HE.NCES.1.MEH Mental and Emotional Health. Understand the relationships among healthy expression of emotions, mental health.**

**Learning objectives:**

NCES.1.MEH.1.1 Use effective communication to express and cope with emotions  
NCES.1.MEH.1.2 Use methods of positive coping with disappointment and failure.

**Healthful Living Standards**

**NCES.HE NCES.3.ICR Interpersonal Communication and Relationships**

**Learning Objectives:**

NCES.3.ICR.1.1 Summarize qualities and benefits of a healthy relationship  
NCES.3.ICR.1.4 Illustrate how to effectively and respectfully express opinions that differ.

**Guidance Standards**

**Socio- Emotional/ Early Emergent**

EEE.SE.1 Understand the meaning and importance of personal responsibility and self – awareness

**Learning Objective:**

EEE.SE.1.2 Illustrate personal responsibility in a variety of settings and situations

**Guidance Standards**

**Socio- Emotional/ Early Emergent**

EEE.SE.3 Understand the relationship between self and others in the boarder world.

**Learning Objective:**

EEE.SE.2.3 Explain why responsibility, dependability, punctuality, integrity, and effort are important in all aspects of life

**Program/Performance Overview** *(Describe the activities/ concepts you will present each day of the residency, or for the time frame of the workshop/performance during the performance in order to help develop participant understanding of the primary learning objective and the connecting arts and connecting arts and core curriculum standards.)*

Puppetry Plot Overview: The puppetry arts performance is inspired by the award winning book *The Paper Bag Princess* by Robert Munsch. The story begins by

introducing Princess Elizabeth who lives in an opulent castle. Out of obedience and deference to the king, Princess Elizabeth dutifully consents to marry Prince Roland. Before the wedding takes place, a fire breathing dragon destroys the castle, burns all of Princess Elizabeth's belongings and carries Prince Ronald away. In unconventional fairy tale fashion, Princess Elizabeth dons a paper bag, tracks down the dragon and rescues Prince Ronald. Princess Elizabeth uses her intelligence and cunning to outsmart the vain dragon who is susceptible to flattery. In the process, Princess Elizabeth discovers what being a hero and true love are all about.

Performance Overview: The concepts presented during the puppetry performance align with the N.C.D.P.I. Character Education traits of respect, responsibility, perseverance, integrity, courage, good judgement and self-discipline and the core competencies of Social Emotional Learning (S.E.L.) self-awareness, self-management, social awareness, relationship skills and responsible decision making. These concepts are further integrated with the Theater Arts, English Language Arts, Healthful Living and Guidance Standards. The performance features interactive stage hand puppets, props, music, sound effects and graphic images/videos projected onto a screen behind the puppet stage.

The visual text and live dramatization of *The Paper Bag Princess* initially follows a storyline with a seemingly traditional central idea and stereotypical characters (ELA CCR Anchor Std.s RL 2 & 3; T.A. K.C.2.2). The dramatic introduction of the dragon and subsequent loss of both home, possessions and the prince's abduction results in the princess's determination to overcome her disappointment at the altered circumstances she now faces (NCES.1.MEH.1.1; NCES.1.MEH.1.2). In setting out to rescue the prince, the princess demonstrates a clarity of self-awareness and assumes personal responsibility in rectifying the situation (EEE.SE.1, EEE.SE.3, EEE.SE.2.3). At this midpoint in the performance, the classic fairy tale is given a modern twist and the central ideas and themes undergo a transformation (ELA CCR Anchor Std.s RL 2 & 3). The interactions between the dragon and the princess, the princess and the prince and the princess with the king signify character development, character change and difference of opinions among characters (NCES.3.ICR.1.4). Throughout the performance, the main character, Princess Elizabeth, communicates her inner and outer thoughts aloud to the audience (Theater Arts K.C.2 & 2.C.2.2). Through these open dialogues with the audience, the princess articulates her plans in overcoming the problems (prince kidnapped and no clothing to wear) and her resolution of the problems (wearing a paper bag as a dress and using her intelligence to outwit the dragon). The princess's discourse reflects her changing views and ideas as the story unfolds (Theater Arts 2.C.2.1). The revelation of the prince's true character towards the end of the drama alters the relationship between the prince and princess (NCES.3.ICR.1.1) and prompts Princess Elizabeth to make a choice. The dramatic reenactment of the children's book (Theater Arts K.C.2.1, 2.C.2) educates hearts, inspires minds and helps children navigate the world more effectively.

A variety of interactive activities are implemented during the performance to develop students' understanding of the learning objectives/concepts and the curriculum standards. Based on the composition of the audience (size and grade levels) checking for understanding participatory techniques may include any of the following: Q & A with the puppeteer, Q and A with the puppets, sing along, chants with rhythmic movements, a show of hands, call and response, and a select number of students/teachers brought on stage to demonstrate what they have learned.

**Materials:** *List materials that will be required to conduct this performance.*

An area/space 10 x10 to set up puppet theater, speakers, screen and projector. Access to the internet (passwords and codes) and electrical outlets.

\*Some schools have ceiling mounted projectors and wall mounted screens and if this is the case, we will use the school's projector and screen.

\*\* If we use our own portable projector it will need to be placed on top of a rolling AV stand/cart placed in the middle of the auditorium/cafeteria/assembly room. Students will need to be arranged to sit on either side of the projector stand to have an unobstructed views of the stage.

Teacher Involvement	Program Assessment
<p><b>Teacher(s) role:</b> <i>Describe the role of the classroom teacher/staff before, during, and/or after the performance.</i></p> <p>During the performance the teacher or teacher assistant is asked to remain with their class. Teachers may elect to read the story <i>The Paper Bag Princess</i> to their students before the performance. Optional Lesson Plans are provided to the teachers with follow up expansion activities to reinforce the standards and concepts introduced through the puppetry program.</p>	<p><b>Evaluation Tool(s):</b> <i>Describe how you will evaluate your program's success. Address at what points you will check in throughout the performance to determine student learning and participation levels.</i></p> <p>Check ins are at the beginning, middle and end of the performance. Audience participation in the activities, non-verbal and verbal reactions, and spontaneous laughter/comments are an indicator of the student's engagement. Feedback will also be sought through surveys.</p> <p><b>Documentation:</b> <i>Describe how this program will be documented including formats that will be used (photos, video, etc.) if applicable.</i></p> <p>Videotaped and photographed.</p>
<p><b>Extension Activities:</b> <i>Describe the tools you will leave behind for the staff to develop and implement after the performance.</i></p> <p>Optional Expansion/Enrichment Lesson plans will be provided upon request with templates for make and take puppets in order for students to re- enact the story.</p>	

**Resources:** *List resources consulted or used during the performance (books, DVD's, music, web resources, and other supporting materials)*

Children's book The Paper Bag Princess by Robert Munsch; Garage Band music shorts, and digital Images

**Space Requirements:**

10 x 10 area ( indoors)

**Technical Needs:**

Electrical outlet plugs and access to the internet. Internet network and password information for logging on.

**Program/ Performance Variations Available:** *Describe any flexibility in the performance or other variations of the performance offered, etc.*

Before the Paper Bag Princess Puppet Show, there is a puppet pre-show consisting of puppet talents (singing, dancing, playing instruments, etc.) and a post -show with Q & A and demonstrations.

**Additional Comments:**