

*Engage. Educate. Entertain.*

# STAR STORIES

Curriculum aligned to the Florida Standards



**APRIL 16-17, 2019**

**11:00 A.M.**

**THE GRAND BALLROOM AT  
THE DUKE ENERGY CENTER FOR THE ARTS**

Kim Dennison

CURRICULUM RESEARCH & DESIGN

## HOW TO REACH US

*Class Acts, Mahaffey Theater*

400 1st Street South  
St. Petersburg, FL 33701-4346  
Attn: Class Acts/Perkins Elementary School

Pony Route #3

Phone: (727)892-5800

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An electronic version of this guide can be found at  
[stpetecllassacts.com](http://stpetecllassacts.com).

## DIRECTIONS TO THE MAHAFFEY THEATER

Take I-275 (south from Tampa, north from Bradenton/Sarasota) to exit 22 (I-175).

Follow Route I-175 (it will become 5th Avenue South) to 1st Street South.

The Mahaffey Theater will be in front of you.  
*1st Street South and 2nd Street South are two-way streets.*

Follow the directions given by the parking attendants.

Duke Energy Center  
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The Mahaffey Theater

Thank you for supporting Arts Education and Class Acts!



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# Class Acts

Bill Edwards Foundation for the Arts, Inc. is committed to supporting and presenting all genres of the Performing Arts at The Mahaffey Theater and throughout the St. Petersburg, Florida area; funding arts education for school children and providing its member patrons with unequalled services, entertainment, and cultural experiences.

# Star Stories: Greek Myths

Presented by Katie Adams' Make Believe Theater



## An educator's guide

### **Welcome to the show!**

Look up! The night sky is full of star constellations. The ancient Greeks named the star constellations from their awesome myths and folk tales. Katie Adams performs these myths with colorful shadow puppets, storytelling and audience participation. Stories include *Pandora's Box*, *Perseus and Pegasus*, *Icarus*, and *Baucis and Philemon*. Students will be introduced to the world of ancient Greece, experience these well-known myths and stories, and be inspired to read and learn more. 45 minutes.

# Before the show

## Synopsis of the Stories

*For grades K thru 2 Read through the show synopsis and describe the show to your class.  
For grades 3 to 5 Read the show synopsis out loud with your class*

Pandora's Box - This is a myth in which the Greeks explained how man got fire, the first woman was created, and evil came into the world.

Perseus and Pegasus – In this episode from a heroic cycle of stories, Perseus fights the snaky-haired Medusa and discovers the flying horse Pegasus in the process of saving his mother from the evil King Polydectes.

Icarus – Icarus and his father, Daedalus, build wings to escape from the island of Crete. Icarus' father warns him not to fly too high or the heat from the sun will melt the wax holding the wings together. In the excitement of flying, Icarus forgets the warning, flies up toward the sun melting the wax, and then falls into the sea.

Baucis and Philemon - An old couple who are very poor, Baucis and Philemon share their meal and house with a stranger who is really Zeus in disguise. In return Zeus grants them a wish.

### **The star constellations in the show include:**

Ursa Major, the Big Bear, also called Callista by the Greeks

Libra, the scales of justice

Pegasus, the winged horse

Taurus, the bull

Capricorn, the goat

## About Shadow Puppetry – What to look for

Solo puppeteer and storyteller Katie Adams uses shadow puppets to bring to life the many characters in these Greek myths. A large-scale shadow screen is placed over- head for maximum visibility and allow s the audience to see Katie's storytelling and "backstage " working of the puppets. *Ask you students to look for these features of shadow Puppet Theater.*

Katie uses movement and sound effects to enhance her storytelling.

A 300 watt light illuminates the shadow screen and vibrant shadow puppets.

More than 50 puppets are animated on the screen with lively action and precision.

Colored gels from theater lights accent the black shadow puppets.

The audience is invited to participate with words, sounds and movement

## **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

*Check out these versions of the folktales from your library and read the stories to, or with, your class. Compare and Contrast the different versions of the stories.*

LAFS.K12.R.3.7 - Analyze how two or more texts that address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

I am Arachne; 15 Greek and Roman Myths By Elizabeth Spires, Illustrated by Mordicai Gerstein, Copyright 2001, Francis Foster Books Farrar, Straus and Giroux, New York, NY

The McElderry Book of Greek Myths Retold by Eric A. Kimmel, Illustrated by Pep Montserrat, Copyright 2008, Margaret K. McElderry Books, New York, NY

Let's Go Pegasus; A Greek Myth Retold and Illustrated by Jean Marzollo Copyright 2006, Little, Brown and Company, New York, NY

Pandora's Box; A Greek Myth Retold and Illustrated by Jean Marzollo Copyright 2006, Little, Brown and Company, New York, NY

## 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 Icarus had not fallen into the sea?

How would the story have ended if Perseus had looked at the Medusa?

What would have happened if Baucis and Philemon had not invited Zeus into their home?

What would the world be like if Pandora had not opened the box?

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

Go over the following theater definitions with your class. Then try some of the 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 fairy tale into a "fractured fairy tale". Example- Make Goldilocks a beauty queen and the three bears farmers.
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

## Shadow Puppets

The shadow puppets in this show are made from posterboard and cereal boxes spray-painted black. The colors come from colored, translucent, plastic gels used with theater lights. The control rods (sticks) are made from metal coat hangers. **Make your own shadow puppets and use them to tell one of the myths from the show.**

- You need a 75watt (or higher) light bulb in a clamp-on light socket. When you get ready to do the shadow puppets you need to be able to darken the room as much as possible.
- For the shadow screen you can use a white sheet or shower curtain liner stretched in a door way or between two chairs. (Or in a picture frame.) Use masking tape or duct tape to attach. (Duct tape leaves more of a residue.)
- For the shadows use black posterboard or black construction paper, or spray-painted cardboard. (That way you can recycle your cereal boxes.)
- Draw the shapes you want and then cut them out with small sharp scissors. Hole punches of various shapes can help to cut out interior shapes.
- For puppets that have moving parts, use a hole punch in both parts right where they will attach and fasten with paper fasteners.
- To add colors you can tape in cellophane candy wrappers, colored plastic wrap, or tracing paper colored with colored pencils or crayons
- Make rods with straws, bamboo skewers, or other thin sticks. Tape them on with masking tape

- For preschool and kindergarten, use manila folders, draw with a heavy black outline and color in with crayons. Use one rod, the puppet will not need to have moving parts. The black outline will help define the shape of the puppet no matter how the puppet is cut out. The colors on the manila folder will show up when the shadow is pressed to the screen.

*Explore these activities with the puppets. Have fun!*

- Pick one of the stories. 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.
- Try this with another story from the show

### **Great resource for shadow puppets**

Worlds of Shadow: Teaching with Shadow Puppetry. David Wisniewski and Donna Wisniewski, 1997, Teacher Ideas Press, Englewood, CO

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.

## **Science activity**

### **STAR CONSTELLATIONS**

There are 88 officially recognized star groupings or constellations in the night sky. The Greeks named most of these constellations. Check out one of the constellation books listed in the bibliography and get to know the configuration of the star constellations. Look in the night sky and see if you can find some of the constellations from the show. In the winter you should be able to see Ursa Major, Perseus, Pegasus, Taurus and Libra. In the summer you can also see Capricorn.

SC.4.E.5.1 - Observe that the patterns of stars in the sky stay the same although they appear to shift across the sky nightly, and different stars can be seen in different seasons.

## **More Story Extenders and Lesson Ideas**

### **SOCIAL STUDIES**

- Find the countries of Greece and Crete on the map. Look for the cities of Athens and Knossos. Identify the seas that surround Greece and its nearby islands.
- Find some interesting facts about these countries - games, traditions, dress, music, etc.
- Look up information on the Greek people. How are these people like us; how are they different?
- Look at Greece and Crete on the map and compare in size to the USA.
- Compare the foods, animals, and natural resources that are the same and different between the countries.

### **ART**

- Use paper plates found at the supermarket to make paddle puppets. Add yarn, google eyes, etc.
- Draw scenes from the story. Mount them on colored construction paper and join them together for a quilt.
- Make masks of the characters or face paint (using non-toxic poster paints)
- Mix media a collage of part of the story.
- Make a Story Vine of the story(ies). Use dye cuts and give each child a portion of the story to decorate the vine. Place the vine around the room.



## **MATH**

In *Pandora's box*, the gods give gifts to Pandora. If six gods gave her one gift and two gods gave her two gifts, how many gifts did Pandora receive? If twelve gods each gave her two gifts, how many gifts did Pandora receive?

## **SCIENCE**

In the story of *Icarus, the Boy who could Fly*, Icarus and his father make wings to fly away. Explore how you might make wings for yourself. What materials would you use? How does a bird's wing work? Can a human arm work like a bird's wing? Read more about Orville and Wilbur Wright and how they were able to fly.

## **Bibliography**

Zodiac; Celestial Circle of the Sun By Jacqueline Mitton, Illustrated by Christina Balit, Copyright 2004 Francis Lincoln Children's Books, London

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The McElderry Book of Greek Myths Retold by Eric A. Kimmel, Illustrated by Pep Montserrat, Copyright 2008, Margaret K. McElderry Books, New York, NY

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Pandora's Box; A Greek Myth Retold and Illustrated by Jean Marzollo  
Copyright 2006, Little, Brown and Company, New York, NY

Young Zeus By G. Brian Karas, Copyright 2010 Scholastic Press New York, NY

Constellations; A Glow-in-the-Dark Guide to the Night Sky by Chris Sasaki , Illustrated by Alan Flinn  
2006 Sterling Publishing Company, Inc. 387 Park Avenue South, New York, NY 10016

Constellations; A True Book By F. S. Kim, Copyright 2010 Scholastic Inc. Children's Press, a Division of Scholastic, Inc. New York, NY

Once Upon a Starry Night; A Book of Constellations By Jacqueline Mitton, Illustrated by Christina Balit, copyright 2003 Francis Lincoln Limited, Published by National Geographic, Washington, D.C.

## **About the artist**

Katie Adams is a puppeteer and storyteller who loves to perform for children and family audiences. In 2000, Katie started her own company, Make-Believe Theater dedicated to entertaining, inspiring and enlightening young audiences. Katie tours to schools, libraries, theaters, museums and festivals.

Recent performance highlights include the National Festival of the Puppeteers of America, the Smithsonian Discovery Theater, the Great Arizona Puppet Theater, Mahaffey Theater for Performing Arts, and the Kravis Center. **Check out her web site at [www.katieadamstheater.com](http://www.katieadamstheater.com).**