



Science Presentation and Shadow Puppet Residency

Events Leading up to the American Revolution
4th Grade, Entire class.

Presentation + 4 workshops with student performance.

Standards Met: Science: S4P1, S4P2,

SOCIAL STUDIES: SS4H4, ELA & VISUAL ART

DAY 1: Shadow and Light Presentation : Approx. 50 min long (all classes attend)

LIGHT SONG + SCIENCE of LIGHT Presentation: Food Chain, The Sun, Isaac Newton and Archimedes: Optics, Prisms, Opaque / Transparent / Translucent Convex, Concave

Technical Requirements:

- * Seating: Students can sit on the floor, carpets, or chairs.
- * The room must be at least 8' tall to accommodate the shadow screen.
- * Room should be able to get as dark as possible. (Pitch black is ideal) If there are windows it is helpful if they can be covered with paper or cloth.
- * 2 Large tables, Power outlet and extension cord.

WORKSHOPS

Workshops are 1 hour. 5-10 min between classes for me to reset the room is helpful.

One workshop room that student groups rotate through is ideal. This can be different from the presentation room. The workshop room will need group work tables for the kids and space for the projector and screen.

Student Writing

Students will write the script for the puppet show during regular class time and bring it to the workshop for work with Mr. Damon on the first day. **The stories should create scenes, and have a narrative (a progression of events which can be illustrated visually).** Whenever possible, try to describe ACTIONS which fellow students will act out with puppets. The stories can also have asides for description and different characters: "Point of View". (Some things can be demonstrated visually without having action.) Mr. Damon will work with students on adapting the scripts / puppeteering the shows in sessions 2 and 3. There will probably be some editing on scripts after meeting with him.

Role Assignments:

By the first day, the students need to know which group they are in, what happens, and the characters in the story. (They will be making the characters on day one)

Example choices for groups for Events Leading to the Revolution :

- * FRENCH AND INDIAN WAR (with George Washington, etc)
- * ACTS / BOSTON TEA PARTY
- * INTOLERABLE ACTS
- * PAUL REVERE'S RIDE (maybe with Lexington / Concord)

Everyone will make a puppet, but there are different jobs for creating the performance:

Narrator (1-2 students): Skilled readers with easily understood voices. (They may also have been the script writers)

Puppeteers (4-7 students): Play roles of certain characters in the story.

Overhead / Background Person (1 student): Runs the projector and changes backgrounds.

Stage Hand / Sound FX Person (0-1): Extra hand can keep track of props and puppets, and makes sound effects.

Note: Backstage people may get an opportunity to be incidental characters.

TIMELINE:

Before my first day: Teachers will split class into 3 groups of 5-9 students. Each group will choose or be assigned a "Cause of the Revolution" from the list.

Please have a first draft of the script written before the first Workshop.

Each student should know their group and particular character role assignment. (IE: George Washington, King George III, British Soldier, French Soldier, Patriot, Minuteman, etc)

PRESENTATION DAY: Shadow & LIGHT SCIENCE PRESENTATION for ALL classes.

Workshop #1 Puppet Making of the characters & decorating

> Individual Group Talks: Discuss Show Requirements (Characters, props, backgrounds)

-- *Before second workshop: Students make another draft of the script.* --

Workshop #2

* Finish Decorating Puppets, Making Props, Vehicles, Backgrounds (Settings)

* Individual Group Talk.. Look at Scripts, final plans, blocking the show.

* Last 15 min: Play On Screen

-- *Before third workshop: Students finish puppets and props and practice show.*

Workshop #3 Final Show Blocking and Rehearsals on Shadow Screen

-- *Before final workshop: Students rehearse the show.*

Workshop #4 (PERFORMANCE DAY) : Classes Perform Shows for fellow students and audience members.