

Dr. Debrah C. Sickler-Voigt Presents...

We Care: A Social Justice Puppet Theatre Production

Adolescence: 9th – 12th Grades

Big Ideas

● Performance and Social Justice

Learning Targets

- I can create a puppet production focusing on social justice.
 - I can select the most appropriate art method and materials to form my puppet.
 - I can construct a sturdy and well-balanced puppet for my puppet production.
 - I can design a set for our group's puppet production that is unified with its puppet characters and script.
- I can perform a puppet production on social justice before an audience.
- I can develop at least three different sounds and two props for my group's production.
- I can create four complete journal pages that include written text, illustrations, and at least three examples of how international puppeteers have applied social teachings to develop their puppet productions.

Vocabulary

Puppet, Fairy Tale, Performance, Script, Creativity, Social Justice, Construct, Balance, Unity

Essential Questions

1. Why do people perform?
2. What is social justice? Why is it important?
3. How do puppet productions teach about social justice issues relevant in societies across our planet?

Overview

This lesson focuses on ICEFA Lidice's theme "the theatre and the puppet." Artists and puppeteers develop performances that tell stories, communicate societal beliefs, and entertain audiences. Puppet theatre is a useful medium for teaching audiences about social justice. Social justice is the practice of ensuring equality for all. It removes barriers so that diversified peoples can coexist within peaceful and just communities throughout our world. Students will address social justice issues presented in the media, art, and puppet theatre. Topics may include but are not limited to access to a quality education, workers' rights, affordable and accessible healthcare, the impacts of warfare, and nondiscriminatory practices for all people. Given their research on a social justice topic of their choice, students will bring awareness to how their social justice issue impacts humanity and seek practical solutions to make the world a better place. They will transform their research into a group puppet production with original puppets.

Materials

Invite students to select among age-appropriate materials such as heavy papers, papier-mâché (newspaper, glue, tape, water), markers, acrylic paint, clay, wire, and/or assorted fabrics as part of a choice-based curriculum.

Procedures

Presenting, responding, and connecting...

1. The teacher will (TTW) present the big ideas performance and social justice, as well as the lesson's essential questions to the students. TTW identify and explain the lesson's objectives, vocabulary words, and assessment criteria and check for student understanding. *The students will (TSW) write down the lesson's objectives in their journals. TSW answer the essential questions orally as part of a class discussion. TSW ask questions if there is something they do not understand and acknowledge understanding at the appropriate time(s).*
2. TTW engage students in a discussion about the qualities included in international puppet theatre productions such as costumes, original music, sound effects, and props and how artists and puppeteers can use them to teach about social justice causes. TTW brainstorm various strategies for groups of students to develop characters and write a script focusing on social justice for their puppet production using research. *TSW actively examine the international puppet productions and discuss issues of social justice. TSW identify how international artists and puppeteers can combine creativity with social justice to form their puppets. TSW brainstorm ways to include relevant sound effects, props, and other unique features into their puppet productions on social justice.*

Creating and connecting...

3. TTW demonstrate how to design their sets, and form sturdy, durable puppets safely using various art media and methods. TTW explain how each group's production will focus on a different aspect of social justice. TTW ask students to create four completed journal pages that include written text, illustrations, and at least three examples of how international puppeteers have applied social teachings to develop their puppet productions. *TSW identify the storyline, media, and methods they will use to create their puppets and set design on social justice. TSW will work in groups to form a script, puppets, and a set that meet the class objectives. TSW develop four completed journal pages that include written text, illustrations, and at least three examples of how international puppeteers have applied social teachings to develop their puppet productions.* TTW monitor and assist the students throughout the learning process. TTW facilitate students' final edits to their puppets, scripts, and backdrops and provide them with feedback as they practice performing their puppet shows. TTW oversee student cleanup activities. *TSW collaborate with the teacher and their peers to produce a script about social justice for their performance. TSW make final revisions to their puppets, scripts, and sets. TSW practice performing their puppet productions. TSW be responsible and follow class procedures safely throughout the lesson, including cleanup.*

Presenting and connecting...

4. TTW facilitate the class puppet productions and closure activities. *TSW perform their puppet productions with their groups. TSW explain what they learned by studying and performing a puppet production on social justice during a final critique. TSW complete the checklist.*

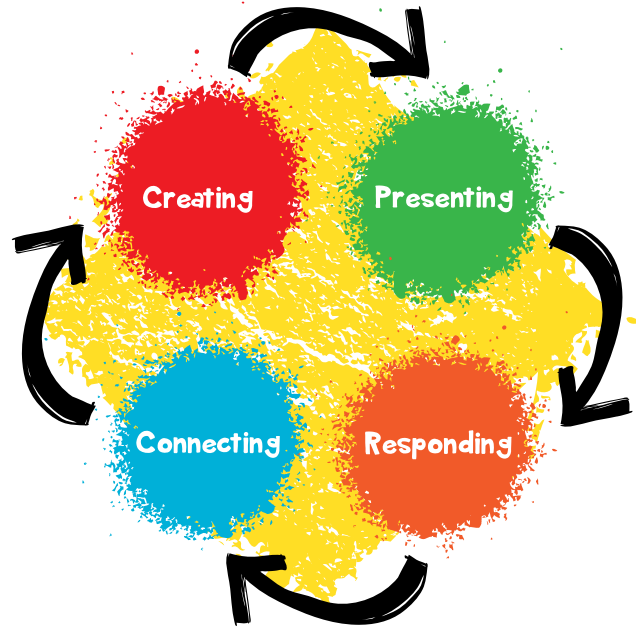
Accommodations

The teacher will:

1. Break down academic vocabulary and the steps necessary for students to participate in all class activities.
2. Provide hands-on demonstrations to show students how to participate in the choice-based puppet production and performance.
3. Meet with students individually to review key information and check for understanding.
4. Brainstorm possible ways to augment the puppet production and performance with advanced learners.

National Visual Arts Standards

- Standard #1—**Creating**: Generate and conceptualize artistic ideas and work.
- Standard #5—**Presenting**: Develop and refine artistic techniques and work for presentation.
- Standard #8—**Responding**: Interpret intent and meaning in artistic work.
- Standard #11—**Connecting**: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.



Inspiration Artists

- Jim Henson
- Jiří Trnka
- Pablo Cano
- Alice Wallace
- Liz Joyce
- Javanese Wayang Kulit: Shadow Puppet Theatre
- Bunraku: Japanese Puppet Theatre
- Yaya Coulibaly (Bambara puppetry)
- Grimm Brother's Illustrated Fairy Tale Books



- Medal: Vávrová Josefína (15 years), ZŠ, Praha 1, Czech Republic. ICEFA Lidice, 40th Exhibition

Assessment: Checklist

The student will meet all six criteria.

- I created a puppet production that focuses on a social justice topic using the art method and materials of my choice.
- I constructed a sturdy and well-balanced puppet for my puppet production.
- I designed a set for my puppet production that is unified with its characters and script.
- I performed a puppet production on social justice before an audience.
- I developed at least three different sounds and two props for my group's production.
- I created four completed journal pages that include written text, illustrations, and at least three examples of how international puppeteers have applied social teachings to develop their puppet productions.

Group and Self-Assessment

The students will participate in a class critique of the finished puppets and performance. They will discuss the process of making their puppets and sets. They will identify the most successful components of their production and how they taught their audience about a social justice issue of their choice. They will identify if there were any aspects of their production that they would have changed and how they would do them differently.

References

- ICEFA Lidice. (2015). *International Children's Exhibition of Fine Arts Lidice*. Retrieved from <http://www.mdvv-lidice.cz/en/>
- National Coalition for Core Arts Standards. (2014). *National Core Arts Standards: A conceptual framework for arts learning*. Retrieved from http://www.nationalartsstandards.org/sites/default/files/NCCAS%20%20Conceptual%20Framework_4.pdf
- Sickler-Voigt, D. C. (2020). *Teaching and learning in art education: Cultivating students' potential from pre-k through high school*. New York, NY: Routledge.
- State Education Agency Directors of Arts Education. (2014). *National Core Arts Standards*. Dover, DE: State Education Agency Directors of Arts Education.

Acknowledgements

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