

NEW

VICTORY

SCHOOL TOOL
RESOURCE GUIDES

SHOW ART: TOM SLAUGHTER, ILLUSTRATIONS: KATIE DIAMOND, PHOTOS: LIZ LAUREN



THE OLD
MAN AND
THE OLD
MOON

BY PIGPEN THEATRE Co.
directed by Stuart Carden
and PigPen Theatre Co.



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THE NEW VICTORY THEATER

The New Victory Theater is New York City's first full-time performing arts theater for kids, their families and classmates. Since it opened in 1995, The New Victory has quickly become an integral part of the cultural landscape in New York City, presenting a full season of adventurous multidisciplinary works from around the globe and close to home. The New Vic seeks out sophisticated, thought-provoking, professional productions that are as artistically rich as they are entertaining.

The international productions on NEW VICTORY stages inform and inspire the work of the award-winning NEW VICTORY Education Program through a dynamic combination of school and public programs. Our school programs serve over 34,000 Pre-K through 12th grade students and teachers each season at almost no cost to the kids or their schools. Many of our partners are NYC-area Title I schools, with a high percentage of students who would be unable to experience live theater if it weren't for The New Victory. The enthusiastic young people who greet you on your way into the theater are part of the New Vic Usher Corps, a 3-year program that provides 27,000 hours of paid employment for 75-80 high school and college-age youth each season. Families who attend the New Vic together combine their theater-going with NEW VICTORY Family Workshops, as well as free in-theater engagement activities. Together, these nationally-recognized programs exemplify the organization's long-standing commitment to the intrinsic value of cultural participation in the lives of young people and families.

NEW VICTORY EDUCATION PARTNERSHIP

The NEW VICTORY Education Department is committed to building impactful and long-lasting relationships with schools and after-school programs. We believe that creating strong and meaningful partnerships between schools and arts organizations allows school communities to deeply enrich their arts programs and infuse creativity across the curriculum. By annually enrolling in the unique and award-winning NEW VICTORY Education Partnership Program, schools take advantage of \$2 tickets to NEW VICTORY school-time and after-school performances, free classroom workshops led by highly skilled teaching artists, in-depth resources and professional development that allow teachers to incorporate the arts into their classrooms.

NEW VICTORY® SCHOOL TOOL™ RESOURCE GUIDES

Available to Education Partners for every show in our season, NEW VICTORY SCHOOL TOOL Resource Guides provide educators with comprehensive materials that explore the artistry and key themes of each production. Filled with practical, ready-to-implement activities that allow any teacher to incorporate The New Victory into their classroom, the NEW VICTORY SCHOOL TOOL Resource Guides are designed to enrich the performance experience before, during and after the students' trip to the theater.

THE NEW VICTORY THEATER
209 W 42ND STREET
NEW YORK, NY 10036

CONTACT INFORMATION
Education@NewVictory.org
646.223.3090

MAKING CONNECTIONS TO LEARNING STANDARDS

NEW VICTORY SCHOOL TOOL Resource Guides align with the Common Core State Standards, New York State Learning Standards and New York City Blueprint for Teaching and Learning in the Arts. We believe that these standards support both the high quality instruction and deep engagement that The New Victory Theater strives to achieve in its arts education practice.

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This section is part of a full New Victory® SCHOOL TOOL™ Resource Guide. For the complete guide, including information about the New Victory Education Department check out: NEWVICTORY.ORG/SCHOOLTOOLS



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COMMON CORE STANDARDS

Speaking and Listening: 1; 2; 6
Language: 1; 3; 4; 6

NEW YORK STATE STANDARDS

The Arts: 1; 4
ELA: 1; 4

BLUEPRINT FOR THE ARTS

Theater: Developing Theater Literacy;
Making Connections

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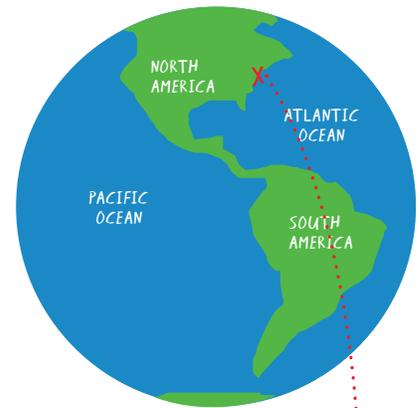
INSIDE

Ensemble Storytelling + Folk Music
+ Puppetry + An Epic Adventure =

**THE OLD MAN
AND THE OLD MOON**

The endlessly imaginative PigPen Theatre Co. elevates traditional storytelling to high art in the fantastical, song-filled play THE OLD MAN AND THE OLD MOON. After nearly a lifetime of tending to the old moon (which leaks its liquid light daily), an old man abandons his post when his wife unexpectedly leaves home. With spirited folk music, inventive theatrical effects and a rollicking array of ever-changing characters, the wunderkinds of PigPen perform a folk-rock fable about light, love and an epic journey to the End of the World.

WHERE IN THE WORLD
IS THE OLD MAN AND
THE OLD MOON FROM?



NEW YORK, NEW YORK

- Want to see the moon from New York City? It is approximately 238,900 miles (384,400 km) away from the Earth.
- Working as a musician in New York is a tough business. The musicians who perform in the NYC Subway system as part of the Music Under New York program have to go through a competitive audition process — some of these subway musicians have also played at Carnegie Hall!

CLOSER LOOK AT THE OLD MAN AND THE OLD MOON

Here are a few facts about THE OLD MAN AND THE OLD MOON to familiarize you with the show and build excitement around your upcoming visit:

- The tale of THE OLD MAN AND THE OLD MOON is told by seven performers. This production uses imaginative storytelling, puppetry, and shadow play to transform the stage into many locations including a ship, a lost city and even the belly of a whale.
- PigPen Theatre Co. can be traced back to the seven friends' freshman year at the Carnegie Mellon School of Drama. This band of buddies turned actor-musicians were the first to win the New York International Fringe Festival's top honor, the Overall Excellence Award, two years in a row (*The Nightmare Story*, 2010 and *The Mountain Song*, 2011).
- In addition to being talented actors, the men of PigPen perform together as musicians. Their debut indie-folk album *Bremen* was named #10 album of the year in The Huffington Post's 2012 Grammy preview. Since then, they have toured the US spreading a love of folk music.

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INSIDE THE ART FORM



PUPPETRY

A puppet is an inanimate figure representing a living character that is brought to life by a puppeteer through the manipulation of hands, rods, wires, and/or other means. Anything can become a puppet with enough imagination, even an old mop top! Puppets can be as large as our friends on Sesame Street or so small that it only takes one finger to animate them. In THE OLD MAN AND THE OLD MOON, a variety of puppetry techniques are used to tell the epic narrative PigPen has created, such as shadow and object puppetry.

FOLK MUSIC

Folk music is a loose label referring to a genre of music rooted in the tradition of oral storytelling that varies in style because it reflects the culture in which it originates. American folk music traditionally comes from the Appalachian region and stringed instruments like acoustic guitars, banjos, and fiddles give the music its distinctive twangy sound. PigPen's multi-talented actors play all of these instruments and more, including a hammer dulcimer and a many-stringed instrument that resembles the inside of a grand piano, to evoke the Celtic and American traditions that inspired THE OLD MAN AND THE OLD MOON.

WHAT DO YOUR STUDENTS KNOW NOW?

Prior to exploring THE OLD MAN AND THE OLD MOON with your students, find out how much they already know about **puppetry** and **folk music**. In addition, allow them to explore the theme of **responsibility**.

Have you ever been to a show in a theater before? How many performers were in the show?

Have you ever seen someone manipulate a puppet? What are some different kinds of puppets you've seen?

How does music help tell a story? Have you ever seen a musical? Have you ever seen a play with music? Is there a difference?

What makes a story epic? Can you think of some epic stories you've heard or seen in the past? What do they have in common?

What are some responsibilities that you have in your life, either at school or at home? Does anyone rely on you?





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COMMON CORE STANDARDS

Writing: 3; 4
Speaking and Listening: 1; 2
Language: 1; 2; 3

NEW YORK STATE STANDARDS

The Arts: 1; 3; 4
ELA: 1; 4

BLUEPRINT FOR THE ARTS

Theater: Theater Making; Developing Theater Literacy; Making Connections
Music: Music Making; Developing Music Literacy; Making Connections

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before | THE OLD MAN AND THE OLD MOON

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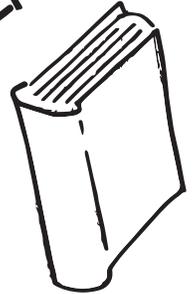
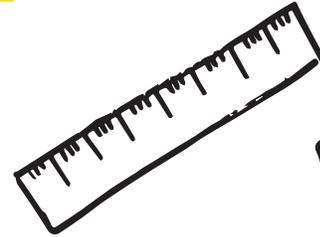
EN ROUTE

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ACTIVITY 1: THIS IS A...

Materials: Everyday objects from your classroom



1. Gather everyday objects found in your classroom (i.e. mugs, rulers, books, etc.).
2. Pile the objects in the middle of the room and have your students gather around them in a circle.
3. Ask your students to consider how these objects could be transformed with a little imagination.
4. One at a time, students can retrieve an object from the center and reinvent it by saying “This is a _____.” They then model that object’s new identity for the class. For example: If there is a drinking glass in the circle, a student may take that and say “This is a telescope” and look through it like a pirate.
5. The students should then pass the glass/telescope around the circle so they all can get a chance to look through it in their own way.
6. After the first object has made its way around the circle, it can be placed back in the middle.
7. The next student now has the option to either transform the glass into a new item or pick up a new object from the middle.
8. Continue to go around the circle until each student has shared an object transformation.

REFLECTION QUESTIONS



What were some of your favorite object transformations?

Is it easy for you to pretend? Why or why not?

Do you think it's important to use our imaginations? Why?

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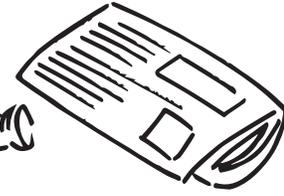
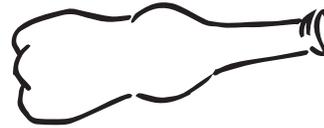
INSIDE

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ACTIVITY 2: JUNKYARD BAND

Materials: (Optional) Plastic bottles, rubber bands, newspaper, and other collected trash and recyclable items.

Use this activity to transform your classroom into a music box! Create a junkyard band with your students to get them ready for this ensemble-based folk musical.

1. Gather your students into a circle.
2. Place a variety of random objects/recyclables (junk) in the center of the circle. Inform students that today, they will be creating music as an ensemble. They can use junk objects, objects found in the classroom, or their own voices and bodies to generate this music.
3. Ask one student to start the first song by creating a bass beat. Explain that a bass beat is the steady beat that keeps the tempo of the music.
4. Invite other students, one at a time, to add different rhythms to the beat. They can use their voices, bodies, or props from the center.
5. Ultimately, invite everyone in the circle to join in, so that the entire class is helping create the song.
NOTE: As a conductor, play with increasing the volume of some of the rhythms or beats while decreasing others, increasing the tempo of the song, etc.
6. Next, break students into groups of 4 or 5 to work in small bands. Their task is to create 32-counts of music together. The groups should use a similar process to the one they just explored.
7. To prevent an overwhelming amount of noise as the songs develop, ask the groups to create their music at a low volume.
8. Have the groups perform for one another at full volume.
9. Ask your class for feedback on ways to change the rhythm or instruments in each song to enhance the performance. Have each group perform again, incorporating this feedback.

? REFLECTION QUESTIONS

How do you think people write music together? Are there parts of today's process that you feel musicians might also use?

What are some of your favorite instruments to listen to and why?

How can music be used to help tell a story?



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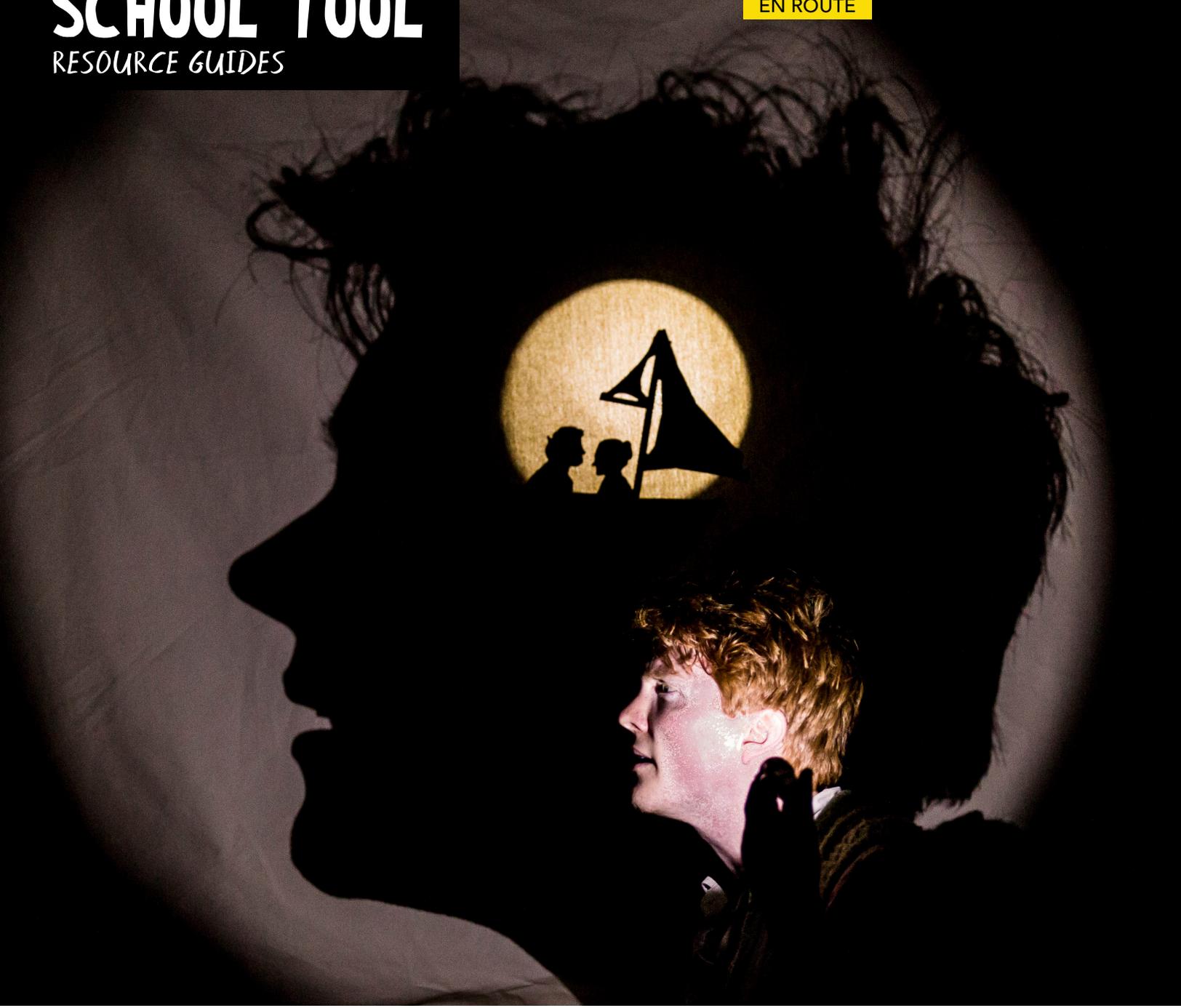
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COMMON CORE STANDARDS

Writing: 3; 4
Speaking and Listening: 1; 2
Language: 1; 2; 3

NEW YORK STATE STANDARDS

The Arts: 1; 4
English Language Arts: 1; 4

BLUEPRINT FOR THE ARTS

Theater: Developing Theater Literacy;
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Provide these resources to all teachers and chaperones attending the show.

DESTINATION

With spirited folk music, inventive theatrical effects and a rollicking array of characters, this folk-rock fable tells the story of an old man who abandons his post of tending to the old moon when his wife unexpectedly leaves home.



INFO TO GO

- The production of THE OLD MAN AND THE OLD MOON has seven actors to tell an epic story of a man in search of answers. They use imaginative storytelling, puppetry, and shadow play to transform the stage into many locations including a ship, a lost city and even the belly of a whale.
- PigPen Theatre Co. can be traced back to the seven friends' freshman year at Carnegie Mellon School of Drama. This band of buddies turned actor-musicians were the first to win the New York International Fringe Festival's top honor, the Overall Excellence Award, two years in a row (*The Nightmare Story*, 2010 and *The Mountain Song*, 2011).



GET THE WHEELS TURNING

QUESTIONS TO ASK STUDENTS ON THE WAY TO THE THEATER

Have you ever seen someone manipulate a puppet? What are some different kinds of puppets you've seen?

How does music help tell a story? Have you ever seen a musical?

Have you ever seen a play with music? Is there a difference?

Can you think of stories that involve epic journeys? What do they all have in common? What is different about them?

HEADS UP

THE OLD MAN AND THE OLD MOON is a show that is greatly enhanced by design elements, such as costume, set, and lighting. In addition to watching the performers take on the challenge of telling this tale, ask your students to be attuned to the show's unique design. What do they feel was the company's vision and do they believe it was achieved?

FAMILY ACTIVITY

Distribute the following page in this section to your students' families with the field trip permission slips! This page contains information and pre and post-show activities that will enable families to further enrich their kid's New Vic experience.

**PHOTOCOPY THIS PAGE AND SEND IT HOME TO YOUR STUDENT'S FAMILY
WITH THE PERMISSION FORM BEFORE THE TRIP!**

On _____, your child will see
THE OLD MAN AND THE OLD MOON
at The New Victory Theater on 42nd Street.

The New Victory Theater is dedicated to bringing extraordinary performing artists from around the globe to kids and families in New York City.



With spirited folk music, inventive theatrical effects and a rollicking array of characters, this folk-rock fable tells the story of an old man who abandons his post of tending to the old moon when his wife unexpectedly leaves home.

Enhance your kid's experience of going to the theater:



EXPLORE

Explore the show and the theater together. Watch the video trailer and learn more about the artists who created THE OLD MAN AND THE OLD MOON at www.NewVictory.org.

Ask your kid before the show:

- What do you think the show will be about?
- What are you most excited about for your trip to 42nd Street?



PLAY

Play together using the Family Activity created for the show. You can find it at NewVictory.org/FamilyActivities



ASK

Ask your kid about the trip to The New Victory Theater:

- What was your favorite part of THE OLD MAN AND THE OLD MOON?
- How was THE OLD MAN AND THE OLD MOON different from other shows you've seen?



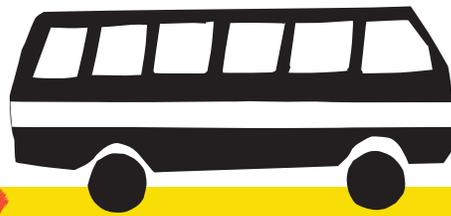
VISIT

The New Vic is New York City's only performing arts theater exclusively devoted to kids, their families and classmates - bringing exhilarating stories, innovative art forms and unparalleled performers from around the world to our historic stage in Times Square. For a full list shows in the New Vic's 2014-15 season, visit NewVictory.org.

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TRIP GUIDE

Provide this resource to the School Trip Leader and all teachers/chaperones attending the performance.

BEFORE YOU LEAVE SCHOOL

We advise you to LEAVE ALL BAGS AND LUNCHES at school, if possible. If not, bags will be collected by New VICTORY staff and stored during the performance.

Plan to arrive at the NEW VICTORY® venue at least 30 - 45 minutes before curtain time. The building opens one hour prior to curtain (i.e. 10:00am for an 11:00am performance). If you realize that your group is running late, please contact the theater DIRECTLY at 646.223.3020. If you will be arriving by bus, please ensure that your driver drops your group off on the **north side** of 42nd Street between 7th and 8th Avenues.

ARRIVAL

- When you reach 42nd Street, a member of the New Victory Front of House staff wearing a green vest will check in with the school trip leader.
- If you arrive by bus, they will direct your bus to a location on the street where it is safest to unload the students.
 - It is important to wait until our staff checks in the School Trip Leader and Bus Driver, before unloading the students.
 - They will record the bus number and give the School Trip Leader and the Bus correlating tags.
 - Please remember to exchange cell numbers between the School Trip Leader and the Bus Driver.
 - The Front of House staff will give a time for the bus to return to pick up your school group.

THE QUESTION OF LUNCH

NEW VICTORY venues are not equipped to host lunch/snacks. In the early autumn and spring months, nearby Bryant Park (42nd Street at 6th Avenue) offers a pleasant place for lunching, and there are also public restroom facilities.

SEATING

In order to make your experience at the theater as efficient and safe as possible, you will not be issued tickets. Your group will be assigned seats in advance by the Education Department. Your seating assignment will not be available prior to the performance. If you have any questions, please contact the Education Department at:

Education@NewVictory.org.

ACCESSIBILITY



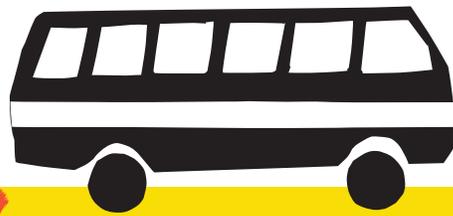
Wheelchair accessibility: Wheelchair seating must be requested in advance at the time of the ticket request, and is subject to availability. Assisted listening devices are available for patrons who have hearing impairments.

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TRIP GUIDE

Provide this resource to the School Trip Leader and all teachers/chaperones attending the performance. If you are traveling by bus, please also share this important information with the bus driver.

DIRECTIONS

The New Victory Theater is located at 209 West 42nd Street. The Duke on 42nd Street and the NEW 42ND STREET[®] Studios are both at 229 West 42nd Street.

BY SCHOOL BUS

It is safest to drop off and pick up your school group on the north side of the street in front of the venue. Turn onto 42nd Street from 7th Avenue so students can unload in front of the theater space.

DURING THE SHOW

42nd Street is extremely congested and has a high volume of traffic. According to the New York City Department of Transportation, vehicles are not allowed to sit idle or park on the street without special permission. Once your bus is empty, it is important that the bus driver find parking in a nearby location. Below is a list of possible places to park.

If a driver chooses to park on 42nd Street, they do so at their own risk of being ticketed by the police. The New Victory Theater is not responsible for bus drivers who receive parking tickets.

POSSIBLE PARKING LOCATIONS

8th Avenue (both sides) between 38th and 39th Streets
11th Avenue (both sides) between 39th and 40th Streets

West 44th Street (north side) between 10th and 12th Avenues
West 45th Street (south side) between 11th and 12th avenues

PICK UP

Taking Midtown traffic into consideration, bus drivers should leave their waiting location approximately 10 minutes prior to the return time given by the Front of House staff. In addition, they will help find a spot on 42nd Street to safely load your student group after the show has ended.

BY MTA, SUBWAY OR BUS

1/2/3, N/R/Q/7

Exit the station at 42nd Street/7th Avenue. When you come out of the turnstile, take the stairs to your right. All NEW VICTORY venues are directly to the west of the subway station.

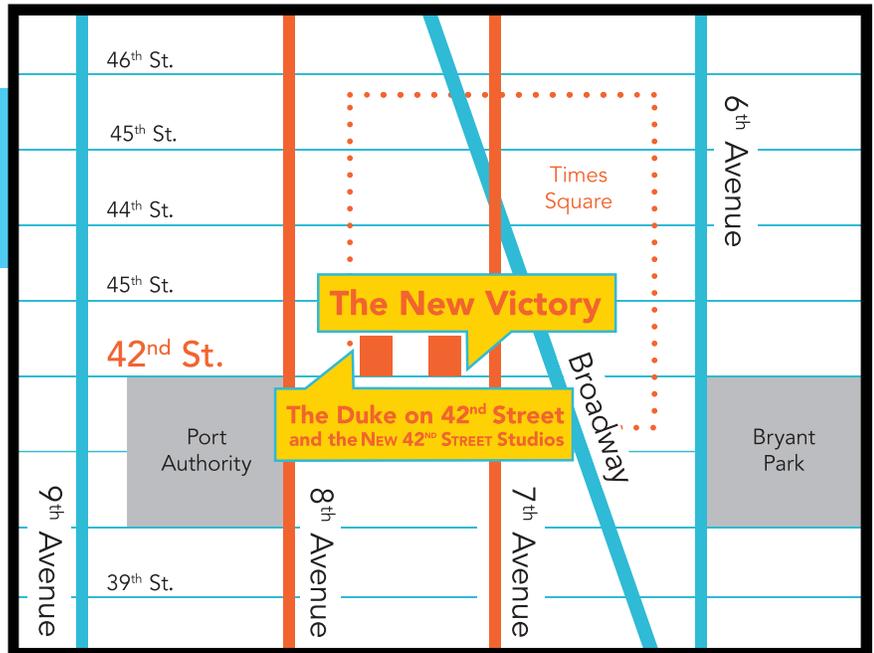
A/C/E to Port Authority

Exit at 42nd Street/8th Avenue. Walk to 42nd Street, turn east, and continue walking until you arrive at NEW VICTORY venues.

B/D/F/M

Exit at 42nd Street/6th Avenue. Walk west on 42nd Street until you come to 7th Avenue. The venues are on the north side of the street at 7th Avenue, next to the subway station.

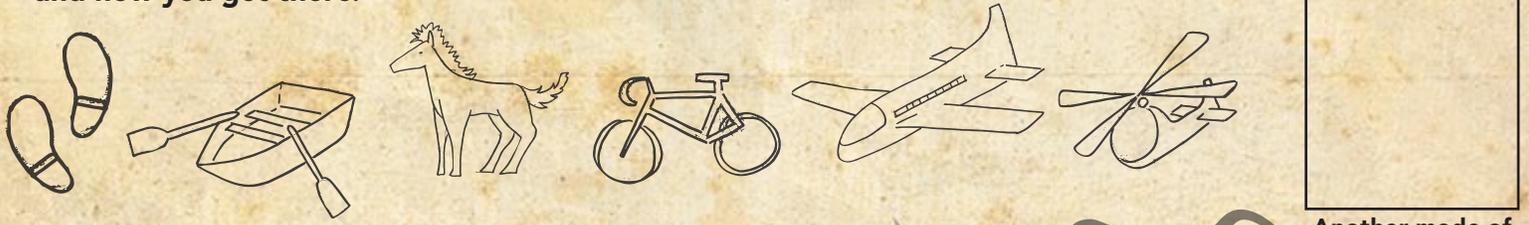
The M10, M16, M27, M42, M104 buses all stop within one block of the venues.





An Epic Journey

STEP 1: What is YOUR epic journey? Choose a starting point on the map below. Chart out your journey, beginning in one place and stopping in at least two other destinations along the way. Also, fill in the blank location and mode of transportation to make your journey your own! It's up to you where you go and how you get there.



Another mode of transportation - your choice!



Another location - your choice!



An Epic Journey

STEP 2: Write the imagined story of your epic journey. Where did you go? How did you get there? Use your map to help tell your story.

This is the tale of an epic journey.

BEGINNING

(Where did you start? Who was with you? Why did you leave that place?)

MIDDLE

(What were some places you visited? Did you travel with friends or alone? Who/what did you meet? Did you face any dangers on your journey?)

END

(How did you get to this place? Are you back to where you started or somewhere new? How does it feel to be here? What do you wonder about?)



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COMMON CORE STANDARDS

Writing: 1; 2; 4
Speaking and Listening: 1; 2; 3; 4; 5; 6
Language: 1; 2; 3

NEW YORK STATE STANDARDS

The Arts: 1; 2; 3; 4
ELA: 1; 3; 4

BLUEPRINT FOR THE ARTS

Theater: Theater Making; Developing Theater Literacy; Making Connections
Visual Art: Art Making; Making Connections

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THEATER

PERFORMANCE REFLECTION

Be a theater critic and write your own review of **THE OLD MAN AND THE OLD MOON**. Your review should include the following elements: An eye-catching headline, an opening that clearly states your opinion on the production and how you came to have that opinion, a brief summary of what you saw, and what made this production unique. Don't forget to think about the set, costumes, lighting, music, and acting choices.

HEADLINE:

WHAT I SAW:

WHAT SURPRISED ME:

HOW THE SHOW MADE ME FEEL (What mood were you in after the show? What about the show made you feel that way?):

MY OPINION (consider the story, set, costumes, and lighting):

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IN-CLASSROOM WORKSHOP EXTENSION: SHADOW PUPPET JOURNEY

Materials: Cardstock, popsicle sticks or straws, tape, scissors, white bed sheets or large pieces of white butcher paper, flashlights.

This activity will lead students through a hands-on exploration of shadow puppetry and allow them to tell THE OLD MAN AND THE OLD MOON's story of the wife's journey through a new art form.

1. Split students into their same groups from the post-show workshop. Inform students that they will be creating a shadow puppet scene from the journey of the Old Man's wife.
2. Give students a chance to recall the story of the wife's journey that they created in the post-show workshop. Ask each group to identify a clear beginning, middle, and end to her journey. Inform each group that they will be presenting one part of this story.
3. Tell students to identify what shadow puppets they will need to create in order to tell their part of the story. Each group should create a shadow puppet of the wife and can also create pieces of scenery, other characters the wife encounters on her journey, and more.
4. Students create their shadow puppets by drawing an outline of each puppet on a piece of cardstock, cutting out the puppet, and taping the popsicle stick to the back of the character. Remind students that the audience will only see the outline of each puppet and any place that light is able to shine through.
5. Once students have had a chance to create the shadow characters and the set they will need, give them time to explore the way their puppets move and how they will work together as puppeteers.
6. Pass out opaque white butcher paper and a flashlight to each group and instruct them to rehearse their shadow puppet scenes! TIP: Tape or clip each group's shadow screen between two chairs.
7. Have students assign themselves the following roles:
 - a. Narrator
 - b. Character voice(s)
 - c. Light operator
 - d. Puppet operator(s)
8. Ask each group to perform their scenes for one another!



REFLECTION QUESTIONS

What was it like to tell a story through shadow puppetry? Why use shadow puppets to tell a story?
What was a favorite moment from your classmates' shadow scenes? Why?
What did you learn about shadow puppetry by doing this activity?

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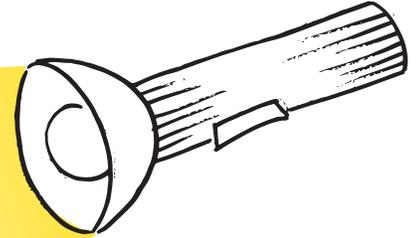
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CLASSROOM CONNECTIONS: TALES AT SEA



Materials: Flashlight

Long days and nights at sea can be draining on the mind and body. Sailors have a history of telling grand tales about their journeys across the world to keep themselves entertained.

Use this activity to explore the power of storytelling and to add a bit of intrigue to your classroom.

1. Ask your class: *What makes for a good tale to tell at sea?* Tell students that tales at sea are also similar to stories told around a campfire or urban myths and often involve superstition and exaggeration. For inspiration, encourage students to think about the tales told in *THE OLD MAN AND THE OLD MOON*.
2. Once you've brainstormed, give students 5-10 minutes to think of their very own tale at sea. Tell students that they will be sharing these stories orally so they do not need to write down their story. The story should be told in 1 minute or less.
3. Gather your students in a circle and turn off the lights in your classroom.
4. Invent your own tale at sea and tell your story first to model this method of storytelling.
5. Ask for a volunteer to tell their story first. Give the student telling the story a flashlight and instruct him/her to hold the flashlight under their chin so that the light shines eerily on his/her face while the story is told.
6. Go around the circle and allow each student to tell their tale at sea with the flashlight.



REFLECTION QUESTIONS

Why do people tell tales at sea, urban myths, and campfire stories?

What were some similarities in your tale and some of your classmates' tales?

What was your favorite tale and why?

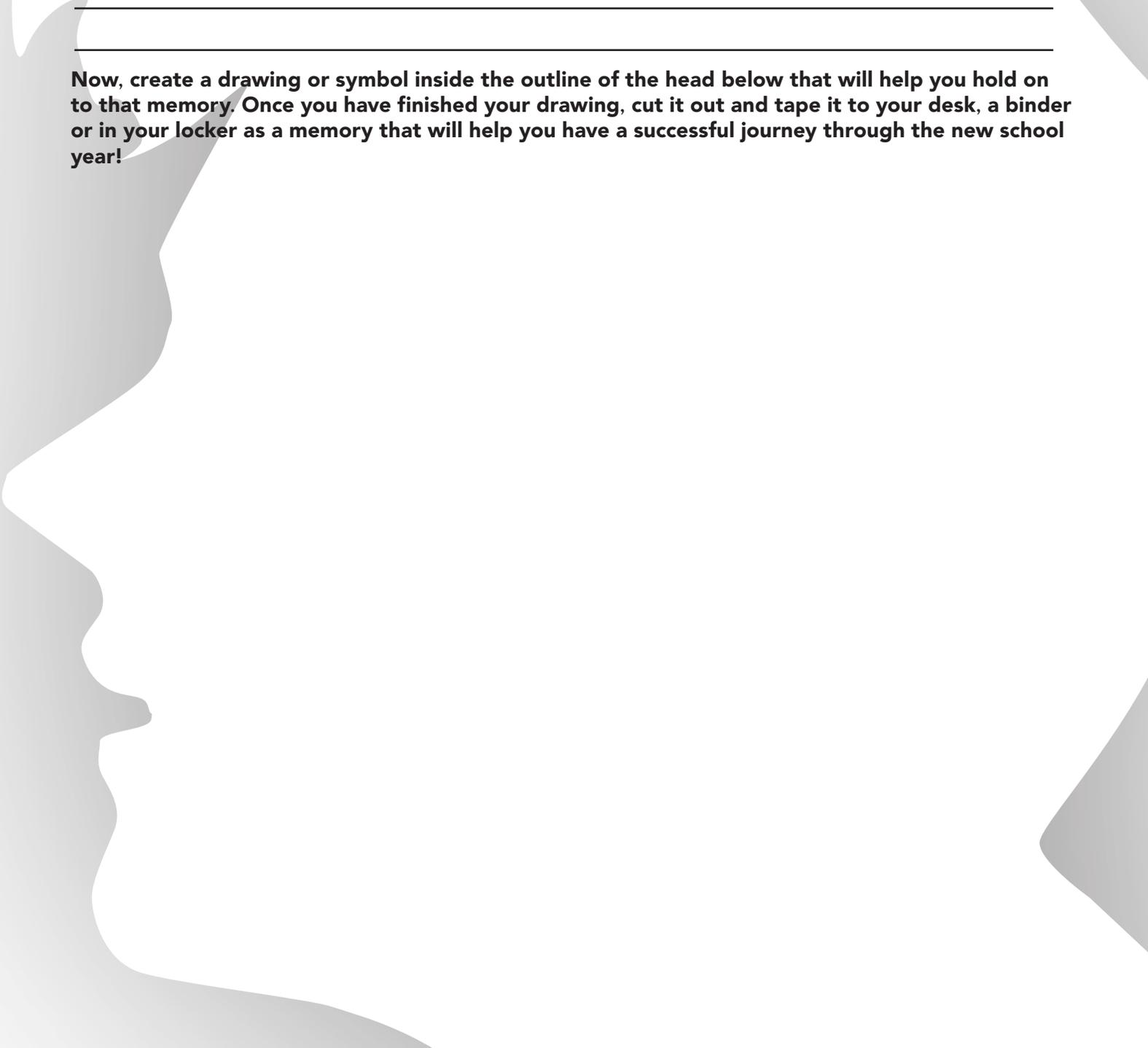
What did the lighting effect add to our tales? What are other ways we could make our tales more intriguing and theatrical?



Mark Your Memory

Memory is a powerful force in the **THE OLD MAN AND THE OLD MOON!** Do you have a memory from last school year that will help you through your journey this school year? Did you learn a lesson, make a promise, or forge a friendship that you never want to forget? Write your memory on the lines below:

Now, create a drawing or symbol inside the outline of the head below that will help you hold on to that memory. Once you have finished your drawing, cut it out and tape it to your desk, a binder or in your locker as a memory that will help you have a successful journey through the new school year!





This section is part of a full New Victory® SCHOOL TOOL™ Resource Guide. For the complete guide, including information about the New Victory Education Department check out: NEWVICTORY.ORG/SCHOOLTOOLS



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COMMON CORE STANDARDS

Reading: 9
Writing: 3
Speaking and Listening: 1; 2; 3; 6
Language: 1; 2; 3

NEW YORK STATE STANDARDS

The Arts: 1; 3; 4
ELA: 1; 4

BLUEPRINT FOR THE ARTS

Theater: Theater Making; Developing Theater Literacy; Making Connections

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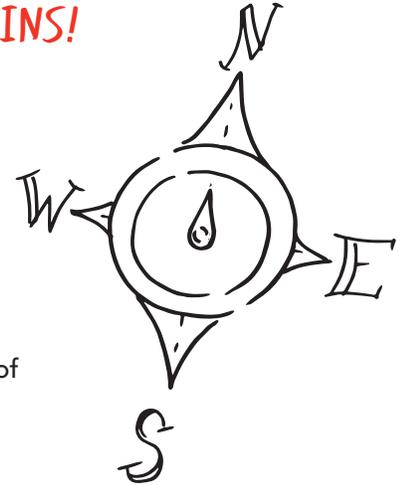
BEYOND

EXTENDING THE EXPERIENCE: YOUR EPIC ADVENTURE BEGINS!

Step 1: Based on their experience attending THE OLD MAN AND THE OLD MOON, ask your class the following: *What is your definition of an epic story? What are the elements of an epic story? What makes an epic story exciting? Why are epic stories popular?* To help the discussion along, you can talk about the following elements of an epic story:

- Epics are tales of heroism and grand adventure
- Epics often showcase a single heroic character who is at the center of the action
- Epics often take place over a long span of time encompassing many years and sometimes even multiple generations of characters (many epic stories are trilogies), and the quest of the hero in an epic often has an outcome that will affect a large number of people (ie: filling the moon with light).

As you discuss this topic, scribe your students' responses and thoughts on the blackboard.



Step 2: As a class, have a conversation about other examples of epic stories. These may include *The Iliad* and *The Odyssey*, *Lord of the Rings*, *Harry Potter*, *Percy Jackson* or other examples from your school's curriculum. Also, encourage students to think about epic movies and sometimes even video games! Ask students: *What are the similarities and differences between these stories and THE OLD MAN AND THE OLD MOON?* Scribe your students' thoughts on the blackboard.

Step 3: Now that your students are story experts, it's time for them to create their very own epic adventure! Instruct students to come up with a short proposal for their epic story. Tell them that it should contain the elements of an epic, but also encourage them to let their imaginations run wild and create unique characters, settings, and adventures. Once they've created their pitches, have them share with a classmate or the whole class.

Bonus activity: Have students write the introduction or first chapter to their epic stories (or write the whole thing)!

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SOURCES:

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[HTTP://WWW.SI.EDU/ENCYCLOPEDIA_SI/NMAH/DULCIMER.HTM](http://www.si.edu/encyclopedia_si/nmah/dulcimer.htm)