



ROOM ON THE BROOM

Applause Series Curriculum Guide
February 22-23, 2016

 **DES MOINES
PERFORMING ARTS**

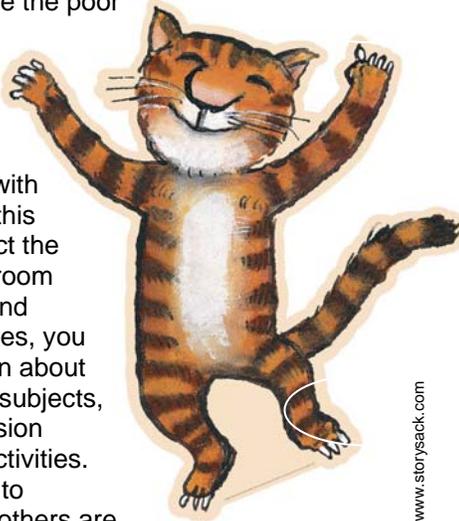
CIVIC CENTER • STONER THEATER • TEMPLE THEATER • COWLES COMMONS

Room on the Broom

Dear Teachers,

Thank you for joining us for the Applause Series presentation of *Room on the Broom* based on the best-selling book by Julia Donaldson and Axel Scheffler. A witch and her cat fly happily along on their broomstick and are joined by a daft dog, a beautiful bird and a friendly frog. But this broomstick's not meant for five and – CRACK! – it snaps in two. When a hungry dragon appears, who will save the poor witch? And will there ever be room on the broom for everyone?

We thank you for sharing this very special experience with your students and hope that this study guide helps you connect the performance to your in-classroom curriculum in ways that you find valuable. In the following pages, you will find contextual information about the performance and related subjects, as well as a variety of discussion questions and assessment activities. Some pages are appropriate to reproduce for your students; others are designed more specifically with you, their teacher, in mind. As such, we hope that you are able to “pick and choose” material and ideas from the study guide to meet your class’s unique needs.



www.storystack.com

See you at the theater,

Des Moines Performing Arts Education Team

Support for Des Moines Performing Arts education programs and the Applause Series is provided by:

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This study guide was compiled and written by Michelle McDonald and edited by Karoline Myers.

ABOUT DES MOINES PERFORMING ARTS



Des Moines Performing Arts is a private, nonprofit organization and is an important part of central Iowa's cultural community. It is recognized nationally for excellence as a performing arts center and is committed to engaging the Midwest in world-class entertainment, education, and cultural activities.

Des Moines Performing Arts presents professional touring productions, including theater direct from Broadway, world-renowned dance companies, family programming, comedy, and concerts.

Education and Community Engagement programs are core to Des Moines Performing Arts' mission as a nonprofit performing arts center.

Public education programs allow audience members and local artists to make meaningful and personal connections to the art they experience on Des Moines Performing Arts' stages. Guest lectures and Q&As with company members allow audiences to explore the inner workings of the performance. In addition, master classes, workshops, and summer camps taught by visiting performers give local actors, dancers, and musicians the chance to increase their skills by working directly with those who know what it takes to succeed on the professional stage.

Through its **K-12 School Programs**, Des Moines Performing Arts strives to ensure that central Iowa students have affordable access to high quality arts experiences as part of their education. More than 50,000 students and educators attend curriculum-connected school matinee performances through the Applause Series annually. In addition, Des Moines Performing Arts sends teaching artists into the schools to provide hands-on workshops and residencies in special opportunities that engage students directly in the creative process. Through its partnership with the John F. Kennedy Center, Des Moines Performing Arts provides teachers with in-depth professional development training on how to use the arts in their classrooms to better impact student learning. The Iowa High School Musical Theater Awards is Des Moines Performing Arts' newest initiative to support the arts in Iowa schools, providing important learning tools and public recognition to celebrate the achievements of students involved in their high school theater programs.

DID YOU KNOW?

More than 350,000 people visit Des Moines Performing Arts venues each year.

Des Moines Performing Arts opened in 1979.

Des Moines Performing Arts has three theater spaces:

- *Civic Center, 2744 seats*
- *Stoner Theater, 200 seats*
- *Temple Theater, 299 seats (located in the Temple for the Performing Arts)*

No seat is more than 155 feet from center stage in the Civic Center.

Cowles Commons, situated just west of the Civic Center, is a community gathering space that is also part of Des Moines Performing Arts. The space features the Crusoe Umbrella sculpture by artist Claes Oldenburg.

As a nonprofit organization, Des Moines Performing Arts depends on donor funding to support facilities, programming, and education programs.

The Applause Series started in 1996. You are joining us for our 20th season of school performances.

GOING TO THE THEATER . . .



YOUR ROLE AS AN AUDIENCE MEMBER

Attending a live performance is a unique and exciting opportunity. Unlike the passive experience of watching a movie, audience members play an important role in every live performance. As they act, sing, dance, or play instruments, the performers on stage are very aware of the audience's mood and level of engagement. Each performance calls for a different response from audience members. Lively bands, musicians, and dancers may desire the audience to focus silently on the stage and applaud only during natural breaks in the performance. Audience members can often take cues from performers on how to respond to the performance appropriately. For example, performers will often pause or bow for applause at a specific time.

As you experience the performance, consider the following questions:

- * What kind of live performance is this (a play, a dance, a concert, etc.)?
- * What is the mood of the performance? Is the subject matter serious or lighthearted?
- * What is the mood of the performers? Are they happy and smiling or somber and reserved?
- * Are the performers encouraging the audience to clap to the music or move to the beat?
- * Are there natural breaks in the performance where applause seems appropriate?

A SPECIAL EXPERIENCE

Seeing a live performance is a very special experience. Although it is not required, many people enjoy dressing up when they attend the theater.

THEATER ETIQUETTE

Here is a checklist of general guidelines to follow when you visit the Civic Center:

- * Leave all food, drinks, and chewing gum at school or on the bus.
- * Cameras, recording devices, and personal listening devices are not permitted in the theater.
- * Turn off and put away all cell phones, pagers, and other electronic devices before the performance begins.
- * Do not text during the performance.
- * Respect the theater. Remember to keep your feet off of the seats and avoid bouncing up and down.
- * When the house lights dim, the performance is about to begin. Please stop talking at this time.
- * **Talk before and after the performance only.** Remember, the theater is designed to amplify sound. Other audience members and the performers on stage can hear your voice!
- * Use the restroom before the performance or wait until the end. If you must leave the theater during the show, make sure the first set of doors closes before you open the second — this will keep unwanted light from spilling into the theater.
- * Appropriate responses such as laughing and applauding are appreciated. Pay attention to the artists on stage — they will let you know what is appropriate.
- * Open your eyes, ears, mind, and heart to the entire experience. Enjoy yourself!

GOING TO THE THEATER information is adapted from the Ordway Center for the Performing Arts study guide materials.

CIVIC CENTER FIELD TRIP INFORMATION FOR TEACHERS



Thank you for choosing the Applause Series with Des Moines Performing Arts. Below are tips for organizing a safe and successful field trip to the Civic Center.

ORGANIZING YOUR FIELD TRIP

- * Please include all students, teachers, and chaperones in your ticket request.
- * After you submit your ticket request, you will receive a confirmation e-mail within five business days. Your **invoice will be attached to the confirmation e-mail.**
- * Payment policies and options are located at the top of the invoice. **Payment (or a purchase order) for your reservation is due four weeks** prior to the date of the performance.
- * Des Moines Performing Arts reserves the right to cancel unpaid reservations after the payment due date.
- * Tickets are not printed for Applause Series shows. Your invoice will serve as the reservation confirmation for your group order.
- * Schedule buses to arrive in downtown Des Moines at least 30 minutes prior to the start of the performance. This will allow time to park, walk to the Civic Center, and be seated in the theater.
- * Performances are approximately 60 minutes unless otherwise noted on the website and printed materials.
- * All school groups with reservations to the show will receive an e-mail notification when the study guide is posted. Please note that study guides are only printed and mailed upon request.

DIRECTIONS AND PARKING

- * Directions: From I-235, take Exit 8A (Downtown Exits) and the ramp toward 3rd Street and 2nd Avenue. Turn onto 3rd Street and head south.
- * Police officers are stationed at the corner of 3rd and Locust Streets and will direct buses to parking areas with hooded meters near the Civic Center. Groups traveling in personal vehicles are responsible for locating their own parking in ramps or metered (non-hooded) spots downtown.
- * Buses will remain parked for the duration of the show. At the conclusion, bus drivers must be available to move their bus if necessary, even if their students are staying at the Civic Center to eat lunch or take a tour.
- * Buses are not generally permitted to drop off or pick up students near the Civic Center. If a bus must return to school during the performance, prior arrangements must be made with Des Moines Performing Arts

Education staff.

ARRIVAL TO THE CIVIC CENTER

- * When arriving at the Civic Center, please have an **adult lead your group** for identification and check-in purposes. You may enter the building through the East or West lobbies; a Des Moines Performing Arts staff member may be stationed outside the building to direct you.
- * Des Moines Performing Arts staff will usher groups into the building as quickly as possible. Once inside, you will be directed to the check-in area.
- * Applause seating is not ticketed. Ushers will escort groups to their seats; various seating factors including group size, grade levels, arrival time, and special needs seating requests may be used to assign a group's specific location in the hall.
- * We request that an **adult lead the group into the theater and other adults position themselves throughout the group**; we request this arrangement for supervision purposes, especially in the event that a group must be seated in multiple rows.
- * Please allow ushers to seat your entire group before rearranging seat locations and taking groups to the restroom.
- * As a reminder, children under the age of three are not permitted in the theater for Applause performances.

IN THE THEATER

- * In case of a medical emergency, please notify the nearest usher. A medical assistant is on duty for all Main Hall performances.
- * We ask that adults handle any disruptive behavior in their groups. If the behavior persists, an usher may request your group to exit the theater.
- * Following the performance groups may exit the theater and proceed to their bus(es).
- * If an item is lost at the Civic Center, please see an usher or contact us after the performance at

QUESTIONS?

Please contact the Education department at education@desmoinesperformingarts.org or 515.246.2355

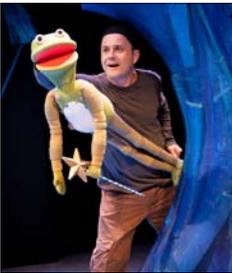
Thank you!

VOCABULARY



ART & THEATER TERMS

puppetry: an art form in which objects, often with human or animal characteristics, are brought to life by puppeteers.



Actors use puppets to tell the story in *Room on the Broom*.
Photo copyright by Helen Warner.



cauldron: a large pot, often used by witches in stories.

chip: a British name for a long, thin piece of potato that is fried, often called a French Fry in the United States.



Photo of "Fish and chips", a popular entree in Britain.

lily: a type of plant that has large white or colorful bell-shaped flowers



moor: a broad area of open land that is not good for farming used especially to

refer to land in Great Britain

FROM THE STORY

bog: an area of soft wet land



braid: an arrangement of hair made by weaving three sections together



many seeds. A pinecone is a hard and dry.

cone: the fruit of a pine tree or evergreen plant that contains

lair: a wild animal's resting place, especially one that is well hidden.



reed: a tall, thin grass that grows in wet areas



Characters in the "Harry Potter" series often use spells.

spell: a group of secret words that are believed to have magic power .

ABOUT THE PERFORMANCE



© Simon Turtle

This Tall Stories Theatre Company production of *Room on the Broom* comes to us all the way from the United Kingdom. This magical musical stage adaptation takes audiences aboard a magnificent broom for an unforgettable adventure!

Run Time: Approx. 1 hour

SYNOPSIS

Room on the Broom tells the story of a witch and her cat who set out to fight a dragon. Along the way, the Witch loses her hat, bow and wand, and each time she recovers an item she makes a friend.

But five passengers is far too many for one broom and it snaps in two. When a dragon turns up, it looks as though the Witch will be eaten, until her cat and her new friends work together to make the perfect mud monster to frighten away the dragon. In celebration, the Witch (with the help of her friends and the audience) conjures a magical new broom – with room for all.

THE BOOK

Room on the Broom started as a British children's book by writer and playwright Julia Donaldson and illustrated by Axel Scheffler. It has been translated into 21 languages and has won six awards. It was first published in 2002 and since been made into an animated film. The animated film was nominated for an Academy Award for best short animated film in 2013.

THE STAGE PRODUCTION

The stage production is a musical adaptation with puppetry, original and catchy songs, physical storytelling and lots of laughs. The production features four performers.

THE COMPANY

Tall Stories is the theatre company that brings this book to life on the stage. *Tall Stories* is dedicated to bringing great stories to life on stage for audiences of all ages. The United Kingdom-based company was founded in 1997 by Artistic Directors Olivia Jacobs and Toby Mitchell and has become internationally recognized for its exciting blend of storytelling

theatre and original music. The company has performed at the National Theatre, various West End theatres, Sydney Opera House and on Broadway. *Tall Stories* performances tour to small and large scale venues in the UK, and have performed abroad as far away as Australia, Canada, China, Germany, Hong Kong, Poland, Singapore, Taiwan and the US.

'Tall Stories sets the benchmark for children's theatre'

—The Sunday Times

Follow *Tall Stories* on social media!

Facebook: /tallstories theatre
Twitter: @tallstories news



THE PEOPLE BEHIND THE PRODUCTION



© Helen Warner

There are many jobs in the theater. From the people who develop the show to the performers on stage, it takes a lot of effort and teamwork to bring a story to the stage.

Help your students think about the many jobs in the theater by reviewing the following about the people who work to create *Room on the Broom*.

THE PRODUCER

Room on the Broom is produced by Tall Stories Theatre Company in London, England. The producers manage the financial aspect of the show and carry the administrative responsibilities.

AUTHOR

Some musicals and plays are inspired by books. The musical you will see is based on the book *Room on the Broom* by Julia Donaldson and Axel Scheffler.

PLAYWRIGHT

A play based on a book has to be adapted for the stage. The writer must take the story from the book and figure out what to keep, take out, or add to make the story work for the stage.

DIRECTOR

The director tells the actors where to go on stage and how to interpret their characters. The director makes sure everyone is doing a good job making the story come to life.

ACTORS

Actors are all of the people who you see on the stage. They work together as a team to rehearse the play, memorize their lines, and learn their songs.

SET DESIGNER

The set designer imagines all of the pieces you see on stage and figures out how the stage changes from scene to scene.

COSTUME DESIGNER

The costume designer imagines the clothes and costumes that the actors wear to help them become the characters.

COMPOSER

The composer writes all of the music for the show. This includes the songs that the actors sing as well as the instrumental music that sets the tone for each scene.

BACKSTAGE CREW

You may not see them, but there are lots of people backstage who build and operate the scenery, costumes, props, lights, and sound during the performance.

THE AUDIENCE

That's right! There can be no performance without you, the audience. The role of the audience is unique because you experience the show with the performers and backstage crew.



© Simon Turfitt

David Garrud shown with the Dog puppet.

ABOUT THE AUTHOR AND THE ILLUSTRATOR



Every piece of art — a book, a painting or a performance — is created by a person or a group of people. Learn about Julia Donaldson and Axel Scheffler, the people who created the book that inspired the show.

JULIA DONALDSON

Julia Donaldson is one of the UK's most popular children's authors. Her books — including *The Gruffalo* and *Room on the Broom* — have won many prizes and are perennial bestsellers around the world. She is also the author of many songs, plays and novels including the award-winning *Running on the Cracks* for teenagers, the *Princess Mirror-Belle* stories and *The Giants and the Joneses*. In 2011 Julia was appointed Children's Laureate and received an MBE in the Queen's Birthday Honours list for her services to literature. She divides her time between Scotland and West Sussex where she lives with her husband, Malcolm, who often joins her on stage for their sell-out singalong shows.



Author Julia Donaldson



Illustrator Axel Scheffler



ABOVE: An illustration by Axel Scheffler from the best-selling book *Room on the Broom*.

AXEL SCHEFFLER

Axel Scheffler moved to the UK from Germany to study at the Bath College of Art. His career as an illustrator of children's books began more than 22 years ago; since then Axel has achieved worldwide acclaim and his books have been translated into over forty languages. He has worked with a variety of authors, illustrating fiction as well as picture books. His first book with Julia Donaldson, *A Squash and a Squeeze*, was published in 1993, and has been followed by bestselling and award winning favorites, including *The Gruffalo* and *Stick Man*. Axel recently illustrated a 60th anniversary edition of TS Eliot's *Old Possum's Book of Practical Cats* and is the illustrator of Royal Mail's official Christmas stamps 2012. Axel lives in London with his family.

ABOUT THE UNITED KINGDOM



Room on the Broom comes to us from England, a country which is part of the United Kingdom.

GEOGRAPHY

The official name of the United Kingdom is the "United Kingdom of Great Britain and Northern Ireland". Great Britain is a European island made up of the countries England, Scotland, and Wales.

Approximately 61.9 million people live in the United Kingdom.



ABOVE: map of the United Kingdom and the Union Flag of the UK.
Image: projectbritain.com

CULTURE & LANGUAGE

Everyone who lives in the United Kingdom is British, but there are different nationalities, cultures and ethnicities among the different countries. Britain is multicultural, and people who move to Britain bring their own cultures with them and then often try to keep the two cultures alive. The city of London is especially diverse, as nearly half of the United Kingdom's total minority ethnic population lives in London, England.

The primary languages spoken in Britain are English, Welsh, Gaelic, and Scots. Many speak English, but people from different areas of England have different accents and slang that distinguish them from other areas of England.

GOVERNMENT

The monarchy is the oldest institution of government. Queen Elizabeth II is directly descended from King Egbert, who ruled until 829.

If you ever get a chance to greet the Queen, the only obligation is courtesies. Men may do a neck bow and women may do a small curtsy, or a hand shake if they wish.

ABOVE: London, England at nightfall. London is the capital of England.



Queen Elizabeth II has ruled since 1952.
Image: www.royal.gov.uk



A Queen's Guard standing in front of Buckingham Palace.
Image: www.worldofstock.com

PRE-SHOW EXPLORATION ACTIVITIES

1) PREPARE FOR THE JOURNEY

Goal: To prepare young students for what may be their very first performance experience.

Explanation: In this activity, lead a class discussion that a) accesses students' prior knowledge of performances and b) prepares them for what to expect when they visit the theater to see *Room on the Broom*.

Activity:

1. Ask students about their experiences with performance (watching older siblings in a school play, going to a concert, etc.)
2. Share the journey with them step by step. Talk about:
 - ◇ Going into a special 'theater' space.
 - ◇ Being an 'audience'. They are a very important part of the performance. The actors need them.
 - ◇ What is the job of the audience? To look and listen.
 - ◇ What is going to happen? They will be watching 'actors' tell a story with puppets, movement, and music.
 - ◇ A performance usually finishes with clapping.

Follow-up Questions:

1. Why do you think going to a performance is a special experience?
2. Why is it important to look and listen during a performance?



2) CREATE A PREQUEL

Goal: To encourage students to use their imaginations and practice creative writing.

Explanation: In this activity, students will create a prequel story about what one of the characters from *Room on the Broom* was doing before they met the witch.

Activity:

1. Read *Room on the Broom* by Julia Donaldson and Axel Scheffler as a class.
2. After going over basic comprehension of the story (if needed), ask the students to think about what the characters might have been doing before they met the witch? Where did they come from? Who did they meet along the way? How did they find the witch's belonging?
3. Then, explain the idea of a prequel story to the students. Ask students to write a story about what they think the characters were doing that led up to the story *Room on the Broom*.
4. Have the students revise a final draft and create illustrations for their story, as well as a title.
5. Staple or sew pages together to create booklets, if time allows.
6. Encourage students to create book covers, title pages, and a dedication if they so desire.

Follow-up Questions:

1. How is your story different from Julia Donaldson's *Room on the Broom*? How is it alike?
2. What challenges did you face as you created your story?
3. What was your favorite part about creating your prequel story/storybook?



PRE-SHOW EXPLORATION, pg. 2



3) HELPING HANDS

Goal: To explore how we demonstrate caring by helping one another

When: Before seeing the performance

Explanation: In this activity, students will discuss ways that we demonstrate caring for one another at home, school, and in the community. They will end by writing a thank you note to someone who helps them.

Activity:

1. Read the book *Room on the Broom* by Julia Donaldson and Axel Scheffler aloud as a class. Tell students to pay attention to examples of characters helping one another or needing help.
2. After you finish reading, record examples of helping that students noticed on the board or on a large sheet of paper.
3. Discuss with students that one of the ways that we show caring for one another is by helping one another.
4. Create three large charts at the front of the room. Label each chart with a heading: home, school, community.
5. As a class, brainstorm different things we might need help with. Then brainstorm who helps us in each place and how. Add students' ideas to the appropriate charts.
6. Invite students to write a thank you note to someone who helps them or others. The person that they write to can be someone they know (a parent or sibling at home, a friend or teacher at school) or someone they may not know personally (firefighters at the local fire station).

7. Provide students with art materials to decorate their thank you note and deliver the thank you notes where appropriate.

Follow-up Discussion Questions:

1. How do we know that people care for us?
2. How do you feel when you help someone?
3. How do you feel when you receive help from someone?
4. Many of the characters in *Room on the Broom* helped each other, but they also asked for help. When is it okay to ask for help?
5. Do you have to wait for someone to ask before you offer to help them? What are some signs that someone needs help?



POST-SHOW DISCUSSION AND ASSESSMENT

DISCUSSION

Comprehension:

1. Why did the witch have to go down to the ground? How many times did she have to go back down?
2. Which characters did the witch meet when she was on the ground? What happened next?
3. Why did the cat not want to invite others on the broomstick?
4. What happened after all four animals rode the broomstick with the witch?
5. What creature did the witch meet after the broomstick broke?
6. How did the witch escape the dragon?
7. Why did the dragon leave when the other animals were covered in mud?
8. How did the witch fix her broken broomstick?
9. What did the animals think of the new broomstick?
10. Can you think of times in the show where someone helped someone else? Why is it important to help others?

Theater Experience:

1. What was your favorite part about our trip to the theater?
2. Were you able to see the puppeteers during the show? Why or why not?
3. What did the puppets look like? What kind of colors were they? How do you think the different puppets were made?
4. What did the set look like? Did it do anything that surprised you?
5. Why is the audience such an important part of this show?

1) WRITE A LETTER

Goal: To reflect on the performance experience and to practice writing skills.

Explanation: In this activity, students will write a letter about their experience to Des Moines Performing Arts education donors whose support keeps Applause Series tickets accessibly priced for school groups.

Activity:

1. After attending the performance, discuss the experience with your students. Use the following discussion questions to guide the conversation:

- ◇ What was the show about?
- ◇ What parts of the show were most exciting?
- ◇ Which character did you enjoy the most? Why?
- ◇ What did the characters learn?

2. Next, invite students to write a letter to Des Moines Performing Arts donors about their theater experience.

Example letter starter:

Dear Des Moines Performing Arts Donors,
Thank you for helping my class go to the Civic Center to see *Room on the Broom*. My favorite part of the show was...
While watching the show I felt... because ...
I have drawn a picture of the scene when...
This experience was special because ...

3. Mail the letters to:

Des Moines Performing Arts
Attn: Education Department
221 Walnut Street
Des Moines, IA 50309

Follow-up Questions:

1. What did you include in your letter? Why did you want to share that particular idea?

POST-SHOW DISCUSSION AND ASSESSMENT, pg. 2

2) ACTING OUT A STORY

Goal: To use drama and imagination to demonstrate comprehension of a story.

Explanation: In this activity, students will use drama and their imaginations to re-tell the story of *Room on the Broom* by Julia Donaldson and Axel Scheffler to demonstrate their understanding of characters and key events using tableau.

Tableau: a dramatic convention in which individuals use their bodies to create a “frozen picture” that expresses actions, locations, feelings or situations.

Activity:

1. Read the book aloud to the class.
2. As a class, brainstorm the characters in the story.
3. As a class, determine the plot or sequence of main events.
4. Break up the story into small segments and assign each segment to a group of 3-4 students.
5. Students then create tableau (frozen picture that tells a story) of their assigned moment in the story. Together, students may represent the characters, objects, or setting of their assigned moment.
6. Have groups share their tableau in the order of the story.
7. Once a group is “frozen,” tap students on the shoulder one at a time. When a student has been tapped, they should “unfreeze” and briefly describe who they are and what they are doing in the scene.

Follow-up Questions:

1. How would you describe the character or object you played?
2. What happened at the beginning of the story? In the middle? At the end?
3. How did you feel when you were depicting your tableau for the class?

3) RE-TELL THE STORY WITH PUPPETS

Goal: To practice sequencing and storytelling.

When: After the performance

Explanation: Students will re-tell the story of *Room on the Broom* using simple puppets.

Sequencing Activity:

1. Print copies of the characters on pages 15 onto blue cardstock with colored ink.
2. Carefully cut out the different characters. (You may wish to laminate.)
2. Attach a popsicle stick to the back of each figure to turn it into a simple rod puppet.
3. Invite students to manipulate the puppets as they re-tell the story of *Room on the Broom*.
4. Next, invite the students to make up their own story using the cloud puppets and perform it for the class.

Follow-up Question:

1. How does using a puppet help you to use your imagination?
2. How was the story you re-told of *Room on the Broom* like the performance you saw from Tall Stories Theatre? How was it different?
3. What choices did you make with your puppets to create your own story? Why did you make those choices?



lovelywork.co.uk



Cut out puppets

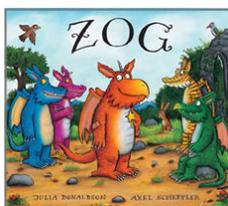
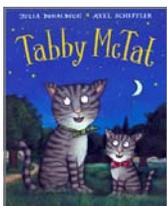
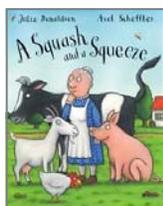
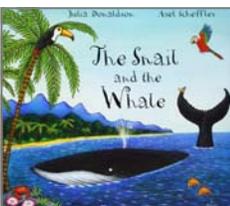
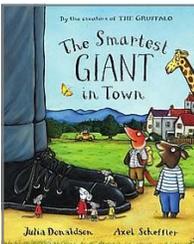
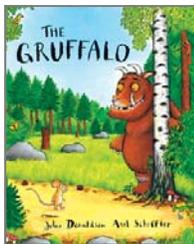


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RESOURCES AND SOURCES



OTHER BOOKS BY JULIA DONALDSON AND AXEL SCHEFFLER (not a complete listing):



All images from www.juliadonaldson.co.uk

CLASSROOM RESOURCES:

"Axel Scheffler Draws Bird."

<https://www.youtube.com/watch?v=3hDP-zMMrM8>

Watch Axel Scheffler draw the character of "bird". There are also other characters to watch him draw on YouTube.

"Frequently Asked Questions with Julia Donaldson."

<http://www.juliadonaldson.co.uk/about.htm#faq>

Learn more about Julia Donaldson by reading some questions and answers.

"Interview: At Home with Julia Donaldson."

<https://www.youtube.com/watch?v=zFpWHRgDUpw>

Children interview the Children's Laureate Julia Donaldson before she set out on her Libraries Tour.

"Julia Donaldson: Beyond the Gruffalo."

https://www.youtube.com/watch?v=_0vAK702VnE

Gruffalo author Julia Donaldson talks about why she started writing and why she kept on going.

"Room on the Broom Activities."

<http://www.roomonthebroomlive.co.uk/FUN/Activities/c42/p76>

Find cut-outs for puppets, coloring pages, etc.

STUDY GUIDE SOURCES:

"British Life and Culture." www.projectbritain.com

"Meet the Creators." <http://roomonthebroom.com/meet-the-creators/>

"Tall Stories." <http://tallstories.org.uk/shows/room-on-the-broom>