

LIGHTWIRE THEATER

THE UGLY DUCKLING

NOVEMBER 1-2, 2018

CURRICULUM
GUIDE



DES MOINES
PERFORMING ARTS

Dear Teachers,

Thank you for joining us for the Applause Series presentation of *The Ugly Duckling*. This classic tale — with timeless messages about the power of perseverance and the truth that beauty is more than skin deep — are told anew in this dazzling production. Without using any spoken word, Lightwire Theater brings the story to life through movement, music, and remarkable electroluminescent puppets. The result is an experience that both delights and moves children and adults alike.

We thank you for sharing this 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 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.

See you at the theater,
Des Moines Performing Arts Education Team

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THANK YOU TO OUR DONORS

SUPPORT FOR DES MOINES PERFORMING ARTS EDUCATION PROGRAMS
AND THE APPLAUSE SERIES IS PROVIDED BY:

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DES MOINES PERFORMING ARTS

BY THE NUMBERS

300,000

More than 300,000 guests attend performances and events in our four venues each year

75,000

DMPA education programs serve more than 75,000 lowans annually.

500,000

More than half a million students and teachers have attended school-time performances as part of the Applause Series since its launch in 1996.

DMPA is central Iowa's premier not-for-profit performing arts organization.

Guests experience a wide variety of art forms and cultural activities, with presentations ranging from Broadway, comedy, professional dance, to family programming.

DMPA is more than the Civic Center! 

You can find us at the following spaces:

- Civic Center, 2744 seats
- Stoner Theater, 200 seats
- Temple Theater, 299 seats
- Cowles Commons (outdoor plaza)



Take thousands of Iowa students out of their classrooms, place them in a theater, sprinkle the stage with world-class performers,



AND WHAT DO YOU HAVE?

A recipe for learning that reaches new levels of possibility — for students and teachers.

APPLAUSE SERIES



MAKING A DIFFERENCE

Each year, more than 55,000 students and teachers attend an Applause Series performance. The actual cost per person is \$8, but thanks to the caring contributions of donors, schools pay just \$1 per ticket. By removing the financial barriers to participation, donors introduce a whole new generation to the power of arts in action. That means stronger schools and communities now and in the future.

BEYOND THE STAGE

For many Applause Series performances, we offer the opportunity for schools to go deeper by exploring an art form or theme that connects with what is seen on stage. Invite a professional teaching artist into the classroom or visit another cultural destination in Des Moines to help students make more meaning of a piece of theater.



TICKET TO IMAGINATION

The Applause Series annually delivers 60 age-appropriate performances for pre-school to high school students. The impact stretches far beyond the Des Moines metro, reaching schools in over 35 Iowa counties. The theater becomes the classroom. One-hour matinees energize students to imagine new ways of creative expression, cultural diversity and even career opportunities.

BRINGING ARTS EDUCATION TO LIFE

The Applause Series is a flagship education program of Des Moines Performing Arts. Since its launch in 1996, more than a half million students and teachers have attended school-time performances as part of the series. You are joining us for the 23rd season of school performances!



FIELD TRIP INFORMATION

TEACHER GUIDE

WE WANT YOUR FIELD TRIP TO BE SAFE AND SUCCESSFUL!

Please read below for important tips and details to ensure a great day.

GET ORGANIZED

Double-check that all students, teachers, and chaperones were included in your ticket order. Request an adjustment if your numbers have increased. We want to make sure we have enough seats for you!

Tickets are not issued. Bring a copy of your invoice, which will serve as your group's "ticket".

Schedule arrival for 30 minutes prior to the start of the performance. This allows time to park, cross streets, find your seats, and go to the restroom.

Let drivers know that Applause performances are approximately 60 minutes, unless otherwise noted.

Remind chaperones that children under the age of three are not permitted in the theater for Applause Series events.

DIRECTIONS/PARKING

The Des Moines Civic Center is located at
221 WALNUT STREET, DES MOINES, IOWA

DIRECTIONS FROM I-235: take Exit 8A (Downtown Exits) and the ramp toward 3rd St and 2nd Ave. Turn onto 3rd Street and head south.

Police officers stationed at the corner of 3rd & Locust Streets will direct buses to reserved street parking near the Civic Center.

Buses are not allowed to drop groups off in front of the theater. Contact us in advance if there is a special circumstance.

Buses remain parked for the duration of the show. Drivers must be available to move the bus immediately following the performance.

Personal vehicles are responsible for securing their own parking on a nearby street or in a downtown parking ramp.

ARRIVAL/SEATING

An usher will greet you at the door and ask for your school name.

Adults will be asked to show proper identification (such as school IDs or visitor badges as applicable) at the door.

Each group will be assigned a specific location in the theater based on various factors. An usher will escort you to your section.

Your school may be seated in multiple rows. Adults should position themselves throughout the group.

Allow ushers to seat your entire group before rearranging student seats or taking groups to the restroom. This helps us seat efficiently and better start the show on time.

IN THE THEATER

Adults are asked to handle any disruptive behavior in their group. If the behavior persists, an usher may request your group to exit the theater.

Please wait for your group to be dismissed by DMPA staff prior to exiting the theater.

QUESTIONS?

We are happy to help!

Please contact us at:
education@dmpa.org
515.246.2355



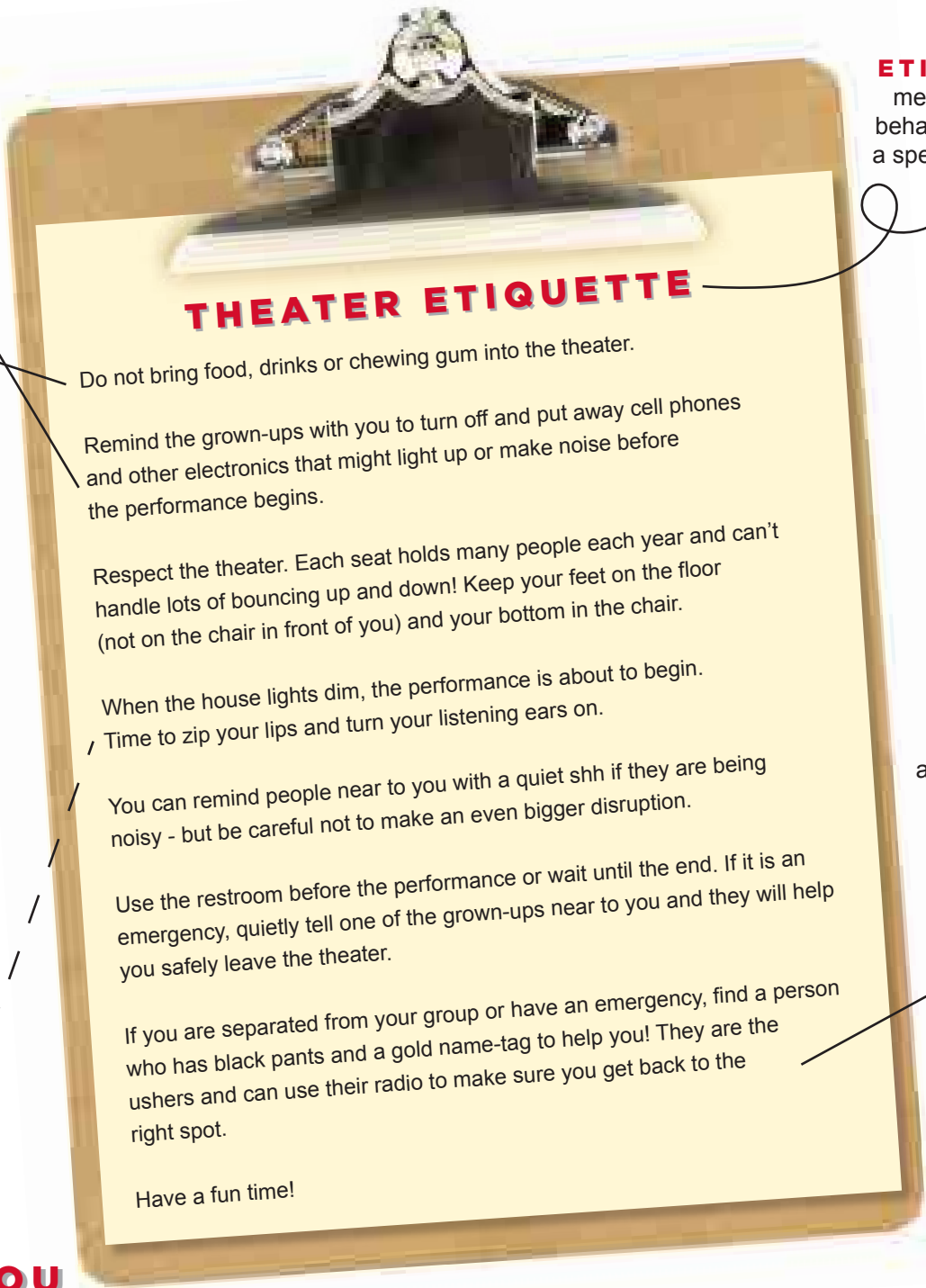
GOING TO THE THEATER



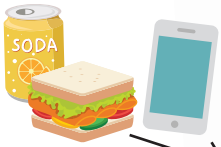
WE ARE EXCITED TO WELCOME YOU TO A PERFORMANCE TODAY!

It is so fun and special to see a show with real people and music instead of watching on a screen.

It is different than watching a movie at home because at the theater the audience has an important job to do to make the performance the best!



ETIQUETTE means how to behave politely in a special situation



NO WAY! save your lunch and your phone calls for before or after the show

Do not bring food, drinks or chewing gum into the theater.

Remind the grown-ups with you to turn off and put away cell phones and other electronics that might light up or make noise before the performance begins.

Respect the theater. Each seat holds many people each year and can't handle lots of bouncing up and down! Keep your feet on the floor (not on the chair in front of you) and your bottom in the chair.

When the house lights dim, the performance is about to begin. Time to zip your lips and turn your listening ears on.

You can remind people near to you with a quiet shh if they are being noisy - but be careful not to make an even bigger disruption.

Use the restroom before the performance or wait until the end. If it is an emergency, quietly tell one of the grown-ups near to you and they will help you safely leave the theater.

If you are separated from your group or have an emergency, find a person who has black pants and a gold name-tag to help you! They are the ushers and can use their radio to make sure you get back to the right spot.

Have a fun time!

WE'RE HERE TO HELP!

our ushers can answer your questions!



DID YOU KNOW?

THE THEATER IS DESIGNED TO MAGNIFY SOUND. (even whispers can be heard!)

HOW TO BE AN AUDIENCE MEMBER

When people are on stage performing they can hear and see the audience. The audience has the job of making sure the actors or dancers or singers know that you are paying attention and enjoying the performance. Sometimes the right thing is to clap and shout out. Sometimes the best way to show you are having a good time is by sitting quietly with your hands in your lap.

YOUR JOB AS AN AUDIENCE MEMBER

As you experience the performance, ask yourself the following questions:

What kind of show is this?
A musical or concert?
A dance performance or a play?

What are the performers asking the audience to do?
Do they want people to clap along & get up? Or do you think they need quiet to concentrate on their hard work?

What is the mood of the artists?
Are they happy & smiling or wearing serious faces?

What are the people around you doing? Are your grown-ups watching the stage quietly or stomping to the beat or dancing?

How do you know when to clap?
Is the audience waiting until the very end or is there a break in the performance where others are clapping too?



HOW WILL YOU GET TO THE THEATER?



ABOUT THE STORY

In this performance from Lightwire Theater, the audience will experience a classic fable told in a brand new way — through electroluminescent puppetry. Clothed in black, the puppeteers remain invisible to the audience as crayon-like squiggles, in the form of different creatures, light up the stage. The performance contains no spoken word. Instead, the story is revealed through the ballet-like movements of the many puppets. Creative music, ranging from classical to jazz to pop, underscores the action and the emotion behind the dazzling visuals.

Run Time: Approx. 60 minutes

THE UGLY DUCKLING

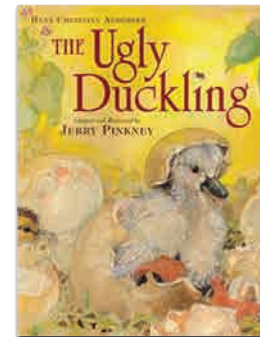
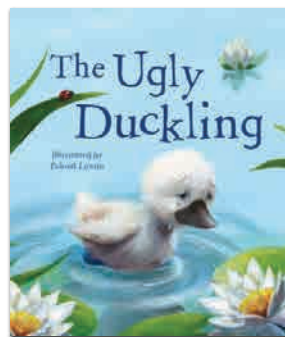
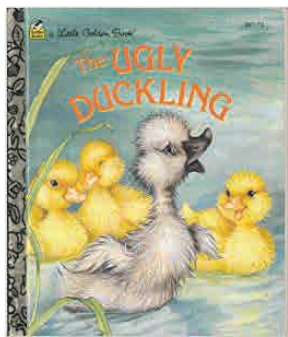
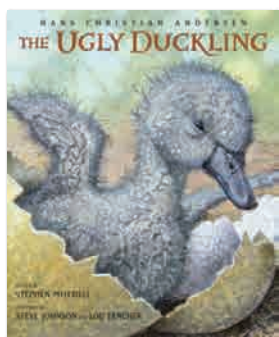
The Ugly Duckling is based on a fable written by Hans Christian Andersen in 1843.

Of the five eggs in Mother Duck's nest, one is the largest and last to hatch. Bigger and paler than the others, this last hatchling is treated as an outsider by Mother Duck and her ducklings. He may be the best swimmer of the brood, but this alone is not enough to ensure his acceptance. Knowing only rejection, this Ugly Duckling goes out into the wild alone. Reflecting upon his plight under the glow of a remote willow tree, he sees a wily cat creeping in the direction of Mother Duck's nest. The Ugly Duckling follows and watches as one lagging duckling is captured and taken back to the cat's lair. In true heroic fashion, this Ugly Duckling succeeds in vanquishing the cat and rescuing the captured duckling. Celebrated by Mother Duck and her ducklings for his uniqueness, all realize that he may have been an ugly duckling, but he has grown into a beautiful and powerful swan.



Hans Christian Andersen

These images are all adaptations of Hans Christian Andersen's original story. It has been adapted into many different versions and art forms all with the same main character of the Ugly Duckling. The performance you will see on your field trip will also be an adaptation. Some parts will be the same and some will be different! It might be fun to keep track of the differences.



Andersen also wrote *The Little Mermaid*, *The Emperor's New Clothes*, *The Little Match Girl*, *Thumbelina*, and many more stories!

ABOUT THE ARTISTS

The Ugly Duckling is the creation of the innovative work of Lightwire Theater. Learn about how the founders met, their inspiration for this new artistic form, and some of their critically acclaimed shows.



Lightwire Theater has been featured as semi-finalists on NBC's *America's Got Talent* and winners of Tru TV's *Fake Off*. The group combines theater and technology to bring stories to life in complete darkness and are internationally recognized for their signature brand of electroluminescent artistry.

The show's creators Ian Carney and Corbin Popp met while dancing in Twyla Tharp and Billy Joel's Broadway show *MOVIN' OUT*. An immediate connection was made as they discovered their mutual love for art, theater, and technology. After coming across a product called EL Wire, a new vision formed. To Carney and Popp, the possibilities of this technology seemed endless. Together, with their wives Eleanor and Whitney, they began to develop puppet-like creatures out of EL Wire.

Soon, they relocated from New York to New Orleans, Louisiana, to continue the creative process. The result, after years of engineering and development was their first show, *Dino-Light* which has toured extensively through North America and Europe to critical acclaim. Lightwire Theater continues to create and deliver innovative theatrical experiences to audiences worldwide including: Hong Kong, Estonia, Canada, Belarus, China, Abu Dhabi, and as finalists on My TF1's, *The Best Le Meilleur Artiste in Paris*.

"It makes us proud to inhabit the sculptures that we make. We truly are bringing something to life from the ground up in a way that cannot be achieved by just putting on a costume. Also, the fact that we are dancers first is critical to getting the subtle movements of the creatures down. You have to fall in love with the character and forget they are looking at a cool electrical puppet... Cool-looking only gets you five minutes. After that you have to care."
-Ian Carney, Lightwire Theater

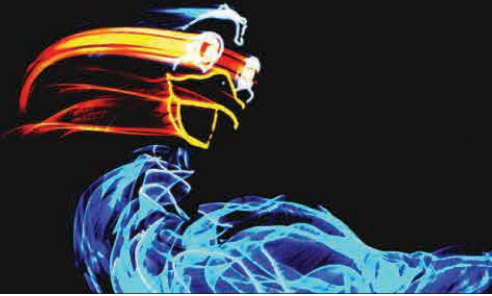


Ian Carney

China Daily

ABOUT THE PERFORMANCE

The Ugly Duckling is told through movement, gestures, and images much like ballet. Dance is often used as a way to express how one is feeling and to socially connect with others. Dance is a way to communicate without words.



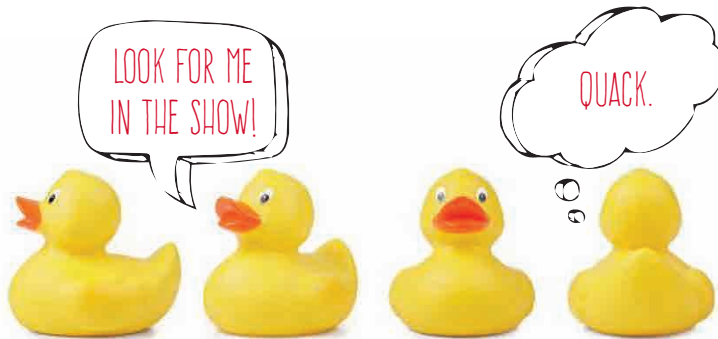
Lightwire Theater

THE CREATORS OF *THE UGLY DUCKLING* WORKED WITHIN SOME VERY SPECIFIC PARAMETERS WHEN CHOREOGRAPHING THE SHOW:

ELEMENTS OF DANCE

Dance is the movement of the human body through space in time using energy. *The Ugly Duckling* uses puppetry, so the choreographers and performers must use the elements of dance and the special constraints of the puppets in creating the movement for the show.

The dancers have to try to remain invisible. This means one actor cannot pass in front of others or they will be backlit and their bodies will show.



TYPES

Some of the characters—like the Ugly Duckling and cat—are designed like costumes that the actors wear. Other characters are more like standard puppets which the actors hold and manipulate. The small ducklings are an example of this type of puppet.

THE PUPPETS

Puppetry is an ancient art form that exists in many different cultures. Puppets are used in storytelling to convey simple, clear meaning about universal themes such as love, friendship, or discovery. Some examples of different kinds of puppets are shadow puppets, hand puppets, ventriloquist dummies, and marionettes. *The Ugly Duckling* uses a new kind of light-based puppetry.

Each character in *The Ugly Duckling* is built from a framework of struts and joints covered in black cloth that is lined with electroluminescent wire powered by a battery pack. Building the characters required knowledge of both art and technology. The designers had to solve problems such as how to make a hinge joint that does not stress the light wire, or a battery pack that is powerful but not too heavy for the actors to wear while moving.

DESIGN CHOICES

When designing the puppets and costumes, the creators made many artistic choices. For each character, the creators had to decide on its color, size, and shape. When making these decisions, the creators took into account the characters' roles in the story. As you watch the show, think about how the different design choices affect how you feel about the characters. For example, why did the creators make the cat red rather than a different color? How does that change the way you feel about the cat?



Each of the puppets take nearly 200 hours to create!

CREATING THE PUPPETS

The Ugly Duckling uses electroluminescent wire (or EL wire, for short) to create its glow-in-the-dark creatures. EL wire can be used in many creative ways, such as on clothing and costumes. It is also sometimes used on bicycle spokes and helmets, stairs, and walkways so that people can see them in the dark and stay safe. Learn more about how EL wire works before seeing the show.

1) COPPER WIRE

At the center of EL wire is a solid metal core made from copper. This copper acts as a **conductor**.

CONDUCTOR

means a material through which electricity – a flow of electrons – moves easily.



2) PHOSPHOR

The copper core is coated with an even layer of phosphor. Phosphor gives off light when electricity runs through the wire.

3) PLASTIC TUBE

For protection, the copper core and phosphor are surrounded by a colored plastic tube. Phosphor gives off limited colors of light, so in addition to offering protection, the plastic tube is used to create additional color effects.



4) POWER SOURCE

When the EL wire is attached to a power source, such as a battery, it glows! A battery pack that powers the EL wires is hidden on each creature in *The Ugly Duckling*.



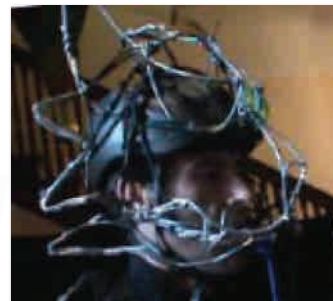
BRINGING THE PUPPETS TO LIFE

See the process used to design the cat puppet's head.



First, they drew what they wanted the character to look like.

Then, they made the puppet with a helmet.



Next, they put it on and started to rehearse.

Finally, they added the EL wire and a power pack and turned it on!



Photos from Lightwire Theater

DID YOU KNOW?

You find phosphor in other glow-in-the-dark products like light sticks.



PRE-SHOW EXPLORATION

CONNECTING LANGUAGE ARTS

LESSON 1:

Objective: Place the main events of the story in chronological order

Materials: A copy of *The Ugly Duckling* (page i.) OR watch & listen to the story read aloud by **Paper Puppet Playhouse**, a storyboard organizer* (pages ii and iii), for placing the events of the story in order, writing utensil, crayons and/or colored pencils.

*Kindergarten and 1st graders may use the 3-box organizer focused on beginning middle and end while 2nd-4th graders may want to use the storyboard organizer.

Discussion: Remind students that there are many different versions of *The Ugly Duckling* and each story or adaptation might have something a little different. Whichever version of the story you chose to read in your class there will be differences to explore in the Lightwire Theater production! Ask students to summarize the main events of the version you read with a partner. What happened in the story first? What was the most exciting part? Did the story end in a satisfying way?

Activity: Students will work independently or in pairs to draw the main events of *The Ugly Duckling*. Students may color and cut out the pieces of the story and then use a glue stick to attach the events in order on a sentence strip. Encourage students who are ready to be challenged to label each image with a caption.

Extension: Instead of recalling the story for comprehension, students may choose to create their own version in their story board. What might happen differently at the conclusion of the story if the swan had super-powers? What if the Ugly Duckling was out for revenge or if one of the ducklings had chosen to be kind from the start? How might the story change?

LESSON 2:

Objective: Students will demonstrate the concept of a “moral” and create a moral in their own words for *The Ugly Duckling*.

Materials: *The Ugly Duckling* story (any version), large paper for list making, unlined paper or printed copies of the Book Cover template (page iv), markers, crayons or colored pencils.

Discussion: Often fairy tales and fables are meant to teach us something by reading the story. Sometimes the author tells us what we are meant to learn but sometimes we have to use the story to consider what the lesson or moral of the story is.

After reading the story, brainstorm with your shoulder partner: “What do you think a moral of *The Ugly Duckling* is?” “What do you think was the lesson from the story?”

Teacher can keep a list of possible morals or students may draft their own lists.

Activity: Students will create a book cover or poster for the story *The Ugly Duckling*. Use the front cover to create an illustration (or explore other mediums in collage, paint, or photography) that represents what a new reader might need to know about the book to decide if they want to read it! The back cover can be used to write a sentence or two about the moral or lesson of the story.

PRE-SHOW EXPLORATION

CONNECTING SCIENCE

Objectives: Student will make close observations about ducklings and cygnets (swan babies), and will use the collected adjectives to create a poem about their chosen animal.

Materials: Cygnet and Duckling photos (page v), large paper for poem composition, computer with internet connection, printable observation page, writing utensils.

Discussion: Cygnets (baby swans) and Ducklings (baby ducks) look different, but also share some qualities. What can you observe by looking at them closely?

Activity: Project or distribute the photos of the swan and the duck. Kindergarten and first graders may appreciate completing this activity in a large group or having some teacher-selected words to choose from as center work. Older students might do this task independently and may be challenged to use adjectives to describe the two birds using only objective observation and avoiding “judging” words - like cute, ugly, or sweet.

Once the class has made a series of observations about each of the photos they may want to use the Venn diagram graphic organizer (page vi) to chart similarities and differences between the two birds. If using a device that can download apps, Venn Diagram is a handy technology integration for comparing any two items.

To move the observations beyond the visual, students can watch videos of ducklings and swans swimming, eating and hatching. [The Abbotsbury Swannery](#) has some excellent video that students can use to observe. Be sure to have your volume on to be able to make observations about the cygnet sounds!

Collect observations individually using the attached observation notebook page (page vii) or use a class Padlet for a technology integration that allows collaborative responses. Allow a few extra minutes to create an account if you haven't previously used Padlet.

Students may use their observation sheets to create drawings of what they see or to create a list of what they noticed. Remind students that scientists make observations by using their 5 senses to notice the world around them. In this case, we aren't able to smell, touch or taste the swans so we'll have to rely on what we SEE, what we HEAR.

Extension: Use your list of describing words and observations to write a poem.

LIST POEM

Line 1: Animal Name

Line 2: 3 words that describe how the animal LOOKS

Line 3: 4 words about what the animal DOES

Line 4: 3 words about how the animal SOUNDS

Line 5: I wish . . . or I think . . .

Line 6: Repeat animal name

Students may also make free verse poems that include at least 5 of the words they used in observation or in the compare/contrast. A class word bank may be useful inspiration!

AFTER THE PERFORMANCE

DISCUSSION

REFLECTION 1:

When you get back to your classroom, you might think about:

Writing a letter to the performers asking them a question or sharing something you learned or something you liked. Send your letters to: Des Moines Performing Arts • 221 Walnut Street • Des Moines, Iowa 50309
Or send your class email to - Education@DesMoinesPerformingArts.org

REFLECTION 2:

Making a list of ten differences between the story you read or might be familiar with and what happened in *The Ugly Duckling* on stage.

For example, was there a light-saber battle in the story before?

Think about why the creators of this performance made some different choices than Hans Christian Andersen. Which one did you like better? Which one is funnier?

REFLECTION 3:

The creators of *The Ugly Duckling* use electroluminescent light to create creatures that dance and even glow in the dark.

EL wire & electroluminescence are just one of the ways that people use to make things glow.

Bioluminescence is light produced naturally inside the body. The light occurs because of chemical reactions inside the animal -- like these three examples below.



Scorpion Fish



Jellyfish



Lightning Bug

Extension: Watch this video of bioluminescent creatures to see glow-in-the-dark in the wild and a scientist who studies them:

Glow sticks use the process of **chemiluminescence**, which means glowing because of a chemical reaction. There is a glass capsule inside the plastic outer capsule of a glow stick. When the glass capsule breaks, the two chemicals mix and give off light. The light lasts a long time because the chemical reaction occurs slowly.

Phosphorescence is the process used in the glow-in-the-dark materials you probably see most often. It works by the light being absorbed by a chemical called phosphor until it emits or sends out that light. It leaks the light back slowly, so even after the light is taken away it keeps glowing for a while. Glow-in-the-dark glue and glow-in-the-dark slime use this same chemical to create their magical effect!

AFTER THE PERFORMANCE

CONNECTING WITH ART

Choose one of these art projects to see the glow for yourselves.

PIPE CLEANER CREATURE

Materials: Glow-in-the-dark pipe-cleaners, cardboard box for viewing station.

Directions: When they began creating the puppets for *The Ugly Duckling* they first had to create the “skeleton” of each creature. How might you use pipe cleaners to create 3-D shape? First try to make two squares. See if you can make those two squares into a cube by joining them on each corner. Once you’ve got the cube figured out branch out into creating a cat, a duckling or something else entirely!

Extension: Create a viewing station for all the glow-in-the-dark creations using a cardboard box with a small viewing hole cut-out for watchers. If available, a table and a blanket can become an improvised viewing tent.

GLOWING SLIME

Mix up (or have your students do the mixing!) a batch of glowing slime or flubber to create a center activity for the week. Remind students to wash hands before and after playing with slime in order to keep your slime in prime condition.

GLOWING SLIME RECIPE

Ingredients:

5 oz Elmer’s Glow-in-the-Dark Glue
½ tbsp of baking soda
1 tbsp of contact lens solution

Instructions:

1. Pour out entire contents of the 5 fl oz Elmer's Glow-in-the-Dark Glue into a bowl.
2. Add ½ tbsp of baking soda and mix thoroughly.
3. Add 1 tbsp of contact lens solution. Mix until mixture gets harder to mix and slime begins to form.
4. Take the slime out and begin kneading with both of your hands.
5. If it's too sticky, add ¼ tbsp contact lens solution and knead. Keep adding ¼ tbsp contact lens solution until desired consistency.

NIGHT BRIGHT

Materials: Elmers Glow-in-the-Dark glue (available in many colors), black or navy paper to be your “night sky”

Directions: Take your night sky paper and outline a drawing with pencil. You can use the tip of the glue container to dot some glowing stars in the night sky or use a small paintbrush to paint over a larger part of your drawing.

Tips: Make the shapes larger or more simple than you otherwise would. It can also be handy to use white crayon or gel pen to work in some of the more detailed pieces (like people’s faces or swan’s feathers) and then use the paintbrush to make the whole creature shine!

AFTER THE PERFORMANCE

CONNECTING WITH MOVEMENT AND DANCE

LESSON 1:

Objectives: Students will create movement that responds to a chosen piece of music.

Materials: Chose a song from the performance or use any music that you feel will evoke a response or that portrays an emotion.

Directions: In *The Ugly Duckling* there are no speaking parts for the characters. Everything that happened was conveyed through music and the movement of the dancers' bodies. Nonverbals can convey so much meaning and tell a whole story without words.

Encourage students to find a place in the room with plenty of space to move their arms and legs without bothering others OR have students seated in a circle and a few dancing volunteers to start. Select a song and have students take a few seconds to listen closely to the song and the way it makes them feel.

Next, either in partners or in the large group have a child convey that feeling through moving their body - remind students to be silent - even sounds, like fake crying or cheering are excluded. Have the other students guess the feeling meant to be portrayed and then switch roles. Alternatively, if every student is dancing, have a few demonstrate their movement and share the emotion they are thinking of as represented by the music after each song.

LESSON 2:

Activity: Use the checklist below as a starting point of items to lead the class in an activity the celebrates differences. Each item is accompanied by an easy action in order to illustrate how many differences (and similarities) exist in the classroom - for example, "Pat your head if you have a brother," or "Jump on one foot if you like pickles!"

Extension: Alternatively, you might print the sheet with the actions removed and have students travel the room in search of signatures of classmates who have the quality listed.

Put your hand up high if you have a brother or sister.

Touch the floor if you live near to your grandma or grandpa.

Point at your eyes if someone in your family needs to wear glasses.

Run in place if you like to play sports.

Turn around if you are in a dance class or like to dance at home.

Stretch your arms out wide if you have been on airplane.

Pretend that you are using a steering wheel if you have ridden on a bus.

Hands on your knees if your family likes to eat a special food together.

Hands on your hips if you have a favorite stuffed animal.

Point at yourself if you are a good cook.

AFTER THE PERFORMANCE

CONNECTING WITH SOCIAL SKILLS

LESSON 1:

Objective: Notice and accept that each person has similarities and differences. Being unkind to someone because they are different is not okay.

Discussion: A big part of the lesson of *The Ugly Duckling* is that it is painful and unfair when we are treated badly or are unkind to others because they are different than the group. Of course, we know that the Ugly Duckling wasn't ugly after all - it was only that he didn't look exactly like what was expected for a duckling. We all have differences and, in fact, our differences are what make us amazing.

Question: How did you feel when the Ugly Duckling was being treated unkindly? Have you ever been treated unfairly by other people? What did you do? Have you seen other people be mean to someone when you were nearby? What did you do? What can we do to make sure that no one in our classroom is treated the way the Ugly Duckling was?

Activity: Students may want to create a picture and caption of a time that they were treated unkindly or a time that they helped someone by being a friend. After sharing their pictures with the class or a small group, gather students in a discussion about what rules we have or can make in the classroom to make certain people are safe and treat others kindly.

LESSON 2:

Objective: Student will draw a portrait of themselves and write three words that focus on their good qualities or something they are proud of.

Discussion: When the Ugly Duckling finally sees his reflection in the pond at the conclusion of the story, he sees that he is a beautiful swan. Sometimes it can happen that what you see in your reflection changes depending on how you look at it.

Materials: White paper or blue paper, colored pencils, blue watercolor and brushes only if using white paper, mirrors if available

Activity: Ask students to draw a picture of themselves on the paper as if they are looking into the pond.

WHO DO THEY SEE LOOKING BACK AT THEM?

Instead of only seeing yourself through others' eyes - what good qualities do **you** see in yourself?

Draw a picture of yourself using colored pencil. If using watercolors, use a large bristle or foam brush to lightly apply blue watercolor paint over the surface of the picture.

When the portrait is dry, add three or more words that the student identifies as true about them that others might not see. Some of these might be part of appearance but encourage students to think beyond the surface to their inner qualities as well. What are they proud of? Who are they when no one else is around?

RESOURCES AND SOURCES

Lightwire Theater Website

www.lightwiretheater.com/

The Ugly Duckling

<https://etc.usf.edu/lit2go/pdf/passage/5107/fairy-tales-and-other-traditional-stories-031-the-ugly-duckling.pdf>

Collected Stories by Hans Christian Andersen

<http://hca.gilead.org.il>

Paper Puppet Playhouse

www.youtube.com/watch?v=bNwtMIZMEh4

The Abbotsbury Swannery

<http://abbotsbury-tourism.co.uk/swannery/>

Bioluminescent Video

<https://ocean.si.edu/ecosystems/deep-sea/weird-wonderful-world-bioluminescence>

Cute as an Axolotl

<https://www.amazon.com/Cute-Axolotl-Discovering-Adorable-Animals/dp/1524764477>

Ribbit

<https://www.amazon.com/Ribbit-Rodrigo-Folgueira/dp/0553537210>

One

<https://www.amazon.com/One-Kathryn-Otoshi/dp/0972394648>

I Walk with Vanessa

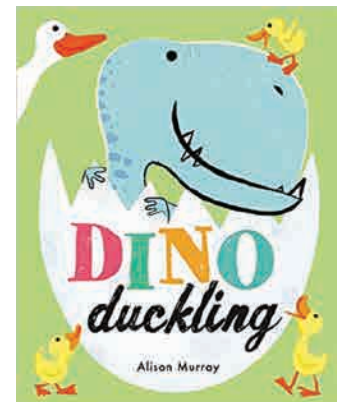
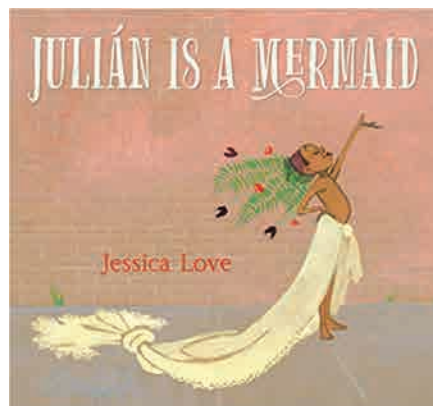
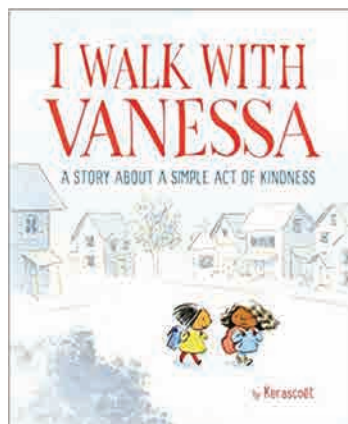
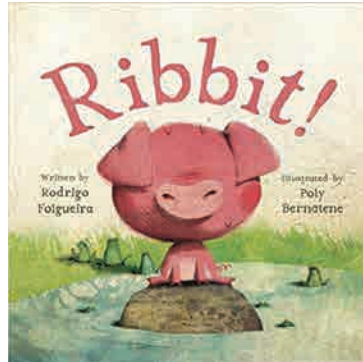
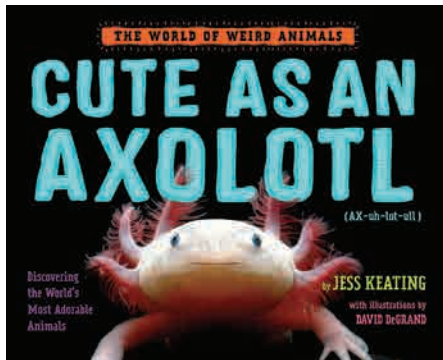
<https://www.amazon.com/Walk-Vanessa-Story-Simple-Kindness/dp/1524769568>

Julián is a Mermaid

<https://www.amazon.com/Julian-Mermaid-Jessica-Love/dp/0763690457>

Dino Duckling

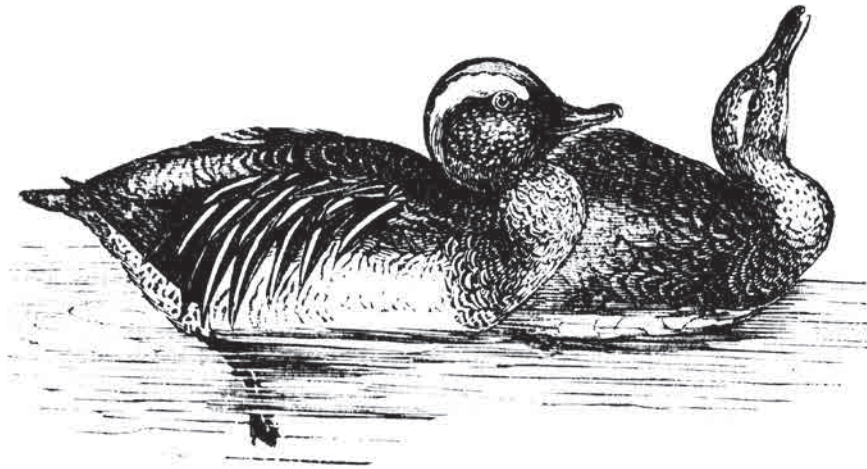
<https://www.amazon.com/Dino-Duckling-Alison-Murray/dp/031651313X>



THE UGLY DUCKLING

BY HANS CHRISTIAN ANDERSEN

It was so glorious out in the country; it was summer; the cornfields were yellow, the oats were green, the hay had been put up in stacks in the green meadows, and the stork went about on his long red legs, and chattered Egyptian, for this was the language he had learned from his good mother. All around the fields and meadows were great forests, and in the midst of these forests lay deep lakes. Yes, it was right glorious out in the country. In the midst of the sunshine there lay an old farm, with deep canals about it, and from the wall down to the water grew great burdocks, so high that little children could stand upright under the loftiest of them. It was just as wild there as in the deepest wood, and here sat a Duck upon her nest; she had to hatch her ducklings; but she was almost tired out before the little ones came and then she so seldom had visitors. The other ducks liked better to swim about in the canals than to run up to sit down under a burdock, and cackle with her.



At last one egg-shell after another burst open. “Piep! piep!” it cried, and in all the eggs there were little creatures that stuck out their heads.

“Quack! quack!” they said; and they all came quacking out as fast as they could,

looking all round them under the green leaves; and the mother let them look as much as they chose, for green is good for the eye.

“How wide the world is!” said all the young ones, for they certainly had much more room now than when they were in the eggs.

“D’ye think this is all the world?” said the mother. “That stretches far across the other side of the garden, quite into the parson’s field; but I have never been there yet. I hope you are all together,” and she stood up. “No, I have not all. The largest egg still lies there. How long is that to last? I am really tired of it.” And she sat down again.

TO KEEP READING, CLICK HERE

STORYBOARD ORGANIZER

KINDERGARTEN AND FIRST GRADE | CONNECTING LANGUAGE ARTS (PAGE 12)

Beginning

Middle

End

STORYBOARD ORGANIZER

SECOND TO FOURTH GRADE | CONNECTING LANGUAGE ARTS (PAGE 12)

The storyboard organizer is a large rectangular sheet with a dashed border. It is divided into six panels arranged in a 3x2 grid. Each panel consists of a large red-outlined rectangle at the top, intended for a drawing, and three horizontal black lines below it, intended for writing. There are small scissors icons at the corners of the grid: top-right, middle-left, and bottom-right.

BOOK COVER

CONNECTING LANGUAGE ARTS (PAGE 12)

A large rectangular box for drawing a book cover. It contains a central set of ten vertical red lines, two horizontal red lines near the top, and two horizontal red lines near the bottom, providing a guide for the book's spine and cover panels.

CYGNET AND DUCK PHOTOS

CONNECTING SCIENCE (PAGE 13)



Cygnet



Duckling

VENN DIAGRAM

CONNECTING SCIENCE (PAGE 13)



Cygnet



Duckling

