Puppet Show Project   Instructions and Rubric

In your groups, you will be making your own puppet show version of one of the short stories that we've read this quarter. You will design either paper bag or sock puppets (same style within each group) for each character in the story and use them to reenact the plot. Each group will perform their puppet show in front of the class, and the presentation should be between five and ten minutes long.

At first glance, this may seem like an easy task. However, upon closer examination, you will find that critical thinking as well as many high-level English skills are needed in order to effectively complete this task. Adapting a text from one genre to another requires a thorough understanding of the original text, as well as extensive knowledge about the differences between the two genres. The characters (puppets) you create will demonstrate that you read the original story closely enough that you were able to identify each character's physical appearance and personality traits. Then, you will portray those traits during your presentation as well as in physical form on the puppets. One of the most challenging tasks associated with this project is designing a functional stage and changeable settings for the puppet show performance. You will find that extensive planning, collaboration, and creative thinking skills are required in order to design a stage that works well for a performance (Hint: change settings quickly/quietly without anyone being seen). In your presentation, you will also demonstrate your mastery of several presentation skills such as volume, rate, tone, and voice modulation.

Puppet Shows address the following Common Core Standards:

9-10 Writing Standards:
  Text Types and Purpose:
    3.) Develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
      a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
    4.) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
9-10 Speaking and Listening:
  Presentation of Knowledge and Ideas:
    4.) Present information clearly, concisely, and logically (e.g., adequate volume and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. CA
      b. Plan and present a recitation that includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. CA

First Steps:
  1.) Form a group of 3-4 members who you know will contribute equally
  2.) Determine which story you will adapt into a puppet show and decide if your group will use sock puppets or paper bag puppets
  3.) Complete the Character Analysis Chart for all of the characters in your story. In the "Costumes & Props" section of the handout, include details for how you will design your characters (materials, etc…for consistency sake). Your puppets should all match in style.
  4.) Decide who is responsible for designing the puppet for each character and write that group member's name next to the character's name on the Character Analysis
  5.) Discuss a plan for designing a stage, keeping in mind things like appropriate size and smooth transitions between scenes
  6.) Discuss the different settings/backgrounds you will need, and how you might create such settings. Be sure to consider the appropriate size. For example, if there are four people in your group, all four of you need to fit behind the stage without being visible to the audience, so it should not be really small.

NEXT STEPS (see the rubric on the back for specific grading criteria)
1.) TYPE SCRIPT (be sure to use an appropriate format for a drama)
  ☐ The plot should include all of the same major events, and the characters' personalities should remain the same.
  ☐ You may simplify the story, and change the wording, as long as the theme remains the same
2.) DESIGN & MAKE PUPPETS/STAGE/PROPS/BACKGROUNDS
  PUPPET REQUIREMENTS:
  ☐ Decorate a small paper bag (like the kind you would pack your lunch in) or tube socks
  ☐ must show character traits/personality through design of costume
  ☐ design & create props (characters do not count as props) to make the performance more interesting
  STAGE REQUIREMENTS (you will be allowed to set your stage on top of the big table in front of the room)
  ☐ large enough to conceal all actors throughout the entire puppet show (actors' hands & heads should NOT show at any time)
  ☐ have some type of curtain (or alternate system) to hide the scene change transitions
  ☐ stage must be sturdy and stable
  ☐ have a professional appearance, and detailed backgrounds/settings
3.) PRACTICE AND PERFORM PUPPET SHOW
  ☐ presentations should be polished and performed with appropriate volume, tone, pitch, and inflection
  ☐ should not sound like performers are reading a script
  ☐ puppets must move mouths and use gestures
  ☐ use of props must be effective and flow smoothly
  ☐ performance time must fall between five and ten minutes (performances will be cut-off at 10 minutes)

Names of all group members:
Teacher:
Class & Period:
Date:

Each group must submit ONE rubric to the teacher on the day of the presentation.

<u>**RUBRIC #4:**</u>
Performance (50 points)
_____ (10) Professionalism—the show is taken seriously and the actors are not laughing/whispering, talking to eachother behind the stage
_____ (10) Volume & Speed—loud & clear enough that every word can be heard from the back of the classroom & speech is natural with appropriate pauses (does not sound like script is being read)
_____ (10) Personality—characters have distinct personalities, which makes the show entertaining
_____ (10) Gestures/Movement—the puppets must move around, use appropriate movements to indicate gestures, and are fully visible during the show (held up high enough/facing correct direction/not hid behind other characters or curtain)
_____ (10) Smooth Transitions—No part of the actors can be seen at any point during the show unless there is an optional visible narrator, quick & smooth scene/setting changes, no long pauses, and it's evident that the performance was <u>extensively</u> rehearsed)

Design (Puppets, Stage, Setting, Props)—(30 points)
_____ (10) Functionality of stage—effective, functional design with professional appearance
_____ (5) Puppets have distinct character traits—it must be obvious which character is which by looking at the puppets
_____ (5) Appropriate setting(s)—it is obvious where the characters are and the settings change as appropriate to the plot
_____ (5) Effective Props (characters do not count as props)
_____ (5) Creativity & Attention to Detail

Script (20 points)
_____ (10) Accuracy to plot (highlights all main ideas from original story), and the theme is accurately conveyed.
_____ (10) Script is typed & error free (spelling/grammar/punctuation), with proper MLA heading, and script formatting

Extra Credit Opportunity (+5 EC added to the final project score)
_____ (+5 EC) As a group, type out a minimum of a 100-word persuasive speech, requesting your parent attend class on the day of your puppet show to watch your group's presentation. The speech should provide all of the reasons why your parent/adult should come in to watch your presentation. If your speech is persuasive enough to convince your parent/adult to come to school to watch your group's performance, then your group will receive five extra credit points toward your puppet show project score. The persuasive speech must be typed in MLA format and submitted with the project rubric on the day of the puppet show presentation. The adult who comes to observe must be over 18-years-old and must have already graduated high school. It is acceptable to bring a parent, grandparent, aunt/uncle, family friend, youth director, school employee (who is on his/her prep period, break, or lunch), or another mature adult. You may invite an older sibling as long as he/she has already graduated high school. Your group only needs ONE adult for the entire group to get the five bonus points for all members of the group, but you are welcome to invite more than one guest per group if you would like to. The maximum number of bonus points is five, so bringing more than one guest to class will not increase the number of bonus points your group receives.

TOTAL: _____