

# The Ugly Duckling

## TEACHER RESOURCE GUIDE

School Matinee Performances



University Hospitals

Presented by



Rainbow  
Babies & Children's



Playhouse Square®



# Teacher Resource Guide

# THE UGLY DUCKLING



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## COMMUNITY ENGAGEMENT & EDUCATION



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The lessons and activities in this guide are driven by the Ohio Learning Standards (2017) in English Language Arts. The College and Career Readiness (CCR) Anchor Standards in Reading, Writing, Speaking and Listening, and Language define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed.

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the

page to the stage. Seeing live theater encourages students to read, develop critical and creative thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions, and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.



The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.





# ABOUT PLAYHOUSE SQUARE

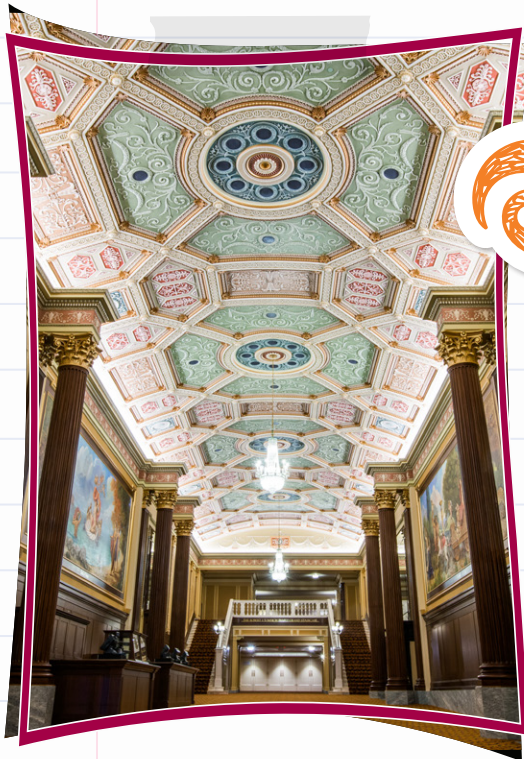


Playhouse Square is an exciting field trip destination! As the country's largest performing arts center outside of New York, the not-for-profit Playhouse Square attracts more than one million guests to 1,000+ shows and events each year. Five of Playhouse Square's 11 performance spaces are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances by Playhouse Square's six resident

companies: Cleveland Ballet, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the GE Chandelier, the world's largest outdoor chandelier, and the retro Playhouse Square sign with its 9-foot-tall letters!



# Coming to the Theater



We look forward to welcoming you and your students to Playhouse Square! To prepare for a successful field trip, we encourage you to spend some time discussing the differences between coming to the theater and watching a television show or movie or attending a sporting event, especially if you have students who have not yet had the opportunity to attend a live theater performance. Here are a few points to start the discussion:

- You and your students will be greeted and helped to your seats by members of Playhouse Square's staff and "RedCoat" volunteers.
- Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you, the performers can too.
- As you watch the performance, feel free to respond by laughing or applauding.
- Food, drink and gum are not permitted in the theater for school matinee performances.
- Photography and recording of performances are not permitted.
- Mobile phones and other devices that make noise or light up should be silenced and put away before the performance begins.
- When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.
- After the performance, a member of the Playhouse Square staff will come out on stage to dismiss each school group by bus number. Check around your seat to make sure you have all of your personal belongings before leaving.



# ABOUT THE SHOW

Hans Christian Andersen's classic *The Ugly Duckling* has helped generations of children understand one of humanity's universal struggles. Lightwire Theater brings this classic story to the modern stage offering hope to us all as we root for the Ugly Duckling who exemplifies resilience and heroism along the way to becoming a beautiful swan.

## Show Synopsis

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, the 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, the 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.

## About the Creators

Lightwire Theater combines theater and technology to bring stories to life in complete darkness and are internationally recognized for their signature brand of electroluminescent artistry.

Lightwire co-creators Ian Carney and Corbin Popp met in New York City while dancing in Twyla Tharp's *Movin' Out* on Broadway. An immediate connection was made between the kindred spirits as they discovered their mutual love of art, theater and technology. After coming across a product called, "el wire," the lights turned on and the possibilities seemed endless. Together, with their wives Eleanor and Whitney, they began to experiment with shapes and designs to develop puppetry-based neon creatures that quickly came to life.

Based in New Orleans, Lightwire Theater continues to create and deliver innovative theatrical experiences to audiences worldwide including; Hong Kon, Estonia, Canada, Belarus, China, Abu Dhabi, and as finalists on My TF1's, *The Best Le Meilleur Artiste* in Paris. Additionally, Lightwire Theater has been featured as semi-finalists on NBC's *America's Got Talent* and were winners of Tru TV's *Fake Off*.



# ☀️ Creating the Show ☀️



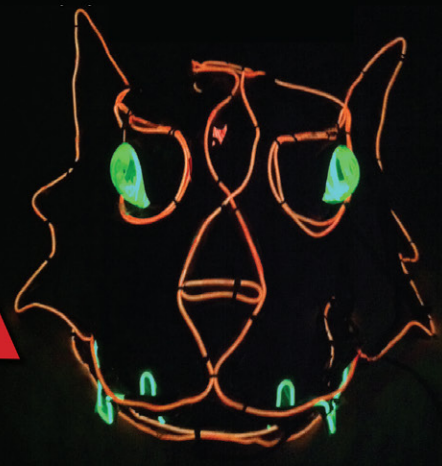
First they drew what they wanted the animal to look like.

Then they made the puppet with a helmet and aluminum wire.



Then they put it on and started to rehearse.

Finally, they added the EL wire and a power pack, turned it on and this is what the finished cat head looks like in the dark.



What kind of animal would you want to make a puppet of?

Draw a picture of your animal here





# Technology Twist

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity

SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1  
SL.K.2, SL.1.2, SL.2.2, SL.3.2, SL.4.2  
SL.K.6, SL.1.6, SL.2.6, SL.3.6, SL.4.6  
L.K.6, L.1.6, L.2.6, L.3.6, L.4.6

**OBJECTIVE:**

Students will identify characteristics of EL wire puppets and discover applications of technology.

**MATERIALS:**

- Computer with Internet Access
- “Creating the Show” handout (see the **Resource** section)
- Overhead or Smartboard

**ADVANCE ORGANIZER:**

Engage students in a discussion about puppets. Ask students to identify the characteristics of a puppet.

**LESSON:**

1. Tell students that you’ve discovered a different puppet form that you would like to share with them. Show the introductory video for *The Ugly Duckling* at <http://www.corbianarts.com>. Have students watch the video with the purpose of observing the puppets in action. Do not provide an explanation regarding the EL wire at this time.
2. Ask students to identify the characteristics of the puppets they observed on the video, “What did you notice?”
3. Using a transparency or Smartboard, display the “Creating the Show” handout found in the Resource Section of the guide. Explain each step and allow students to ask questions. Ask them if they have ever seen anything similar to EL wire. If so, where? What else do they want to know about the technology?
4. To wrap up the lesson, explain to students that they will see this form of puppetry during the performance at Playhouse Square!



# POST-SHOW ACTIVITIES

## MY ANIMAL TALE

Name \_\_\_\_\_

Fill in the blanks to write your own tale using animals other than those in *The Ugly Duckling*.

The Ohio Learning Standards listed below are addressed in the following Post-Show Activities:

RL.K.2, RL.1.2, RL.2.2, RL.3.2, RL.4.2  
RL.K.3, RL.1.3, RL.2.3, RL.3.3, RL.4.3  
RL.K.5, RL.1.5, RL.2.5, RL.3.5, RL.4.5  
RL.K.9, RL.1.9, RL.2.9, RL.3.9, RL.4.9  
SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1  
L.K.6, L.1.6, L.2.6, L.3.6, L.4.6

Once upon a time, a little \_\_\_\_\_ went  
(animal)

for a walk. He met some mean \_\_\_\_\_ who said:  
(different animal)

“You are ugly! Go way!” Next he met a mean \_\_\_\_\_.  
(different animal)

“You are ugly! Go way,” they said.

Finally he met some nice \_\_\_\_\_.  
(different animal)

“Don’t look at me! I am ugly,” he said. “You are not ugly. You are just  
different. Let’s be friends!” they said.

Then they all went out for \_\_\_\_\_ ice cream and  
(flavor of ice cream)

lived happily every after!

~The End~

Folk & Fairy Tale Easy Reader Teaching Guide @ Scholastic Teaching Resources





# FABLES & FAIRYTALES

Young students are usually very familiar with fairy tales (e.g. *Cinderella*, *Sleeping Beauty*, *The Princess and the Pea*) but are not as familiar with fables. The written version of *The Ugly Duckling* is considered a fable.

## OBJECTIVE:

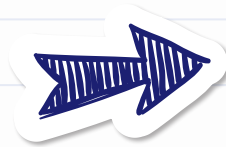
Students will recognize the defining characteristics and features of fables and fairytales.

## MATERIALS:

- Several examples of fairy tales
- Several examples of fables
- Copy of the picture book, *The Ugly Duckling*
- Chart labeled "Favorite Fairy Tales"
- Large Venn Diagram labeled "Fairy Tale" and "Fable"

## LESSON:

1. Ask students to recall their favorite fairy tales and record their selections on the chart. Read one of the fairy tales from the list aloud as an example.
2. Have students identify the characteristics of fairy tales and record their responses on the Venn Diagram.
3. As a group, develop a definition for the concept *fairy tale*. Basically, a fairy tale is a fanciful story of legendary deeds and mythical creatures such as elves, fairies, giants, goblins or trolls.
4. Next, introduce students to a different type of story called a fable. Set the student's purpose for listening; they should listen for characteristics that are similar to or different from those found in a fairy tale. *The Lion and the Mouse*, *The Boy Who Cried Wolf*, and *The Ant and the Grasshopper* are three common examples of Aesop's fables.
5. Record the characteristics of a fable on the Venn Diagram.
6. As a class, develop a definition for the concept *fable*. Provide assistance by discussing the definition of a fable. A fable is a brief story that features animals, plants, inanimate objects, or forces of nature which are given human qualities. It illustrates a moral lesson which may be explicitly expressed or implied.



## ASSESSMENT:

To conclude the lesson, read aloud *The Ugly Duckling* to the class. Have students discuss whether it is a fable or fairy tale. Student responses should include the characteristics of each genre.



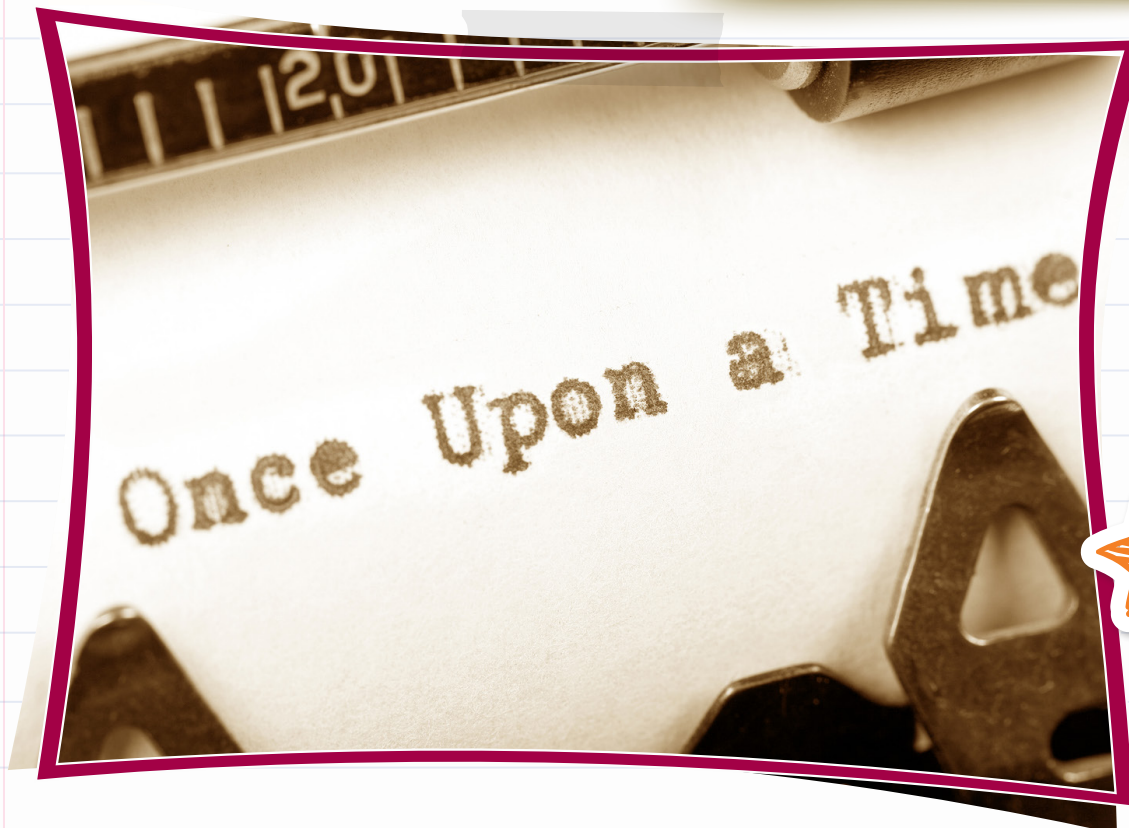
# STORY REWRITE

## OBJECTIVE:

Students will rewrite the story of *The Ugly Duckling* with an alternative setting.

1. Shortly before your visit to Playhouse Square, read *The Ugly Duckling* aloud to the class.
2. Tell students they will see an adaptation of this story performed on the stage. Explain that “adaptation” means there are some changes that have been made to the story.
3. Have students give examples of the adaptations they saw on stage.
4. Explain that stories can be adapted by placing them in a different setting. It can make the story interesting and fun!
5. Tell students that they will adapt the story of the Ugly Duckling.
6. Have students discuss the characters, setting, plot, cause and effect relationships and the moral of the story.
7. Remind students to use their imaginations and change the setting. You may need to provide examples (e.g., under the sea, on another planet, in Australia, etc).
8. Students will determine how the change in setting affects the outcome of the story. Have students share their ideas as a class.
9. Once students are comfortable with the task, have each student rewrite the story with a new setting.
10. Finally, have students share their work, discuss the adaptations they created, and how the adaptations changed the ending of the story.

**Modification for Younger Students:** Allow students to retell the story orally using a new setting. Record the reinterpreted story in a class book and place in your classroom library for future reading.



# PUPPETS & PONDS



**A pond is the setting for the story *The Ugly Duckling*. Using the Caldecott Honor book adapted and illustrated by Jerry Pinkney, introduce students to pond life through finger puppet play and environmental sounds.**

## OBJECTIVE:

Students will investigate the pond habitat through puppetry and dramatic play.

## MATERIALS:

- Large brown fabric piece (for the pond's muddy bottom)
- Opaque blue fabric (overlay for water)
- Figures or finger puppets of a fish, turtle, frogs, ducklings and a mother duck, dragonfly, crayfish
- Green felt lily pad
- CD with pond/environmental sounds (birds, frogs, ducks)

1. On the floor, create a pond scene using the brown and blue fabric. Place the fish, turtle, and crayfish on the brown fabric. Cover with the blue fabric and place the lily pad on top. Make sure the area is large enough for all the students to sit around it.

2. Ask students the setting for the story *The Ugly Duckling* (a pond). Define a pond as a small body of water. A pond is a special kind of habitat where certain types of plants and animals live.

3. Ask students, "Would you like to visit a pond today?"

4. Tell students that they will take an imaginative field trip to the pond and everyone needs to put on their naturalist hat today. Don't forget to put your hat on too!

5. Explain that a naturalist is someone who goes out and studies the plants and animals in a pond. A naturalist learns about a habitat by observing with their eyes and listening with their ears.

6. Guide students slowly and quietly on a tour of the "pond". It is their job to use their powers of observation to look and listen. Once there, instruct students to sit quietly around the pond.

7. Once students are seated quietly, have them gently touch the water. Ask students to describe how it feels.

8. Remind students to whisper. You don't want to scare away the animals.

9. Play a CD with pond/environmental sounds and tell students to look around and listen for animal sounds (e.g., birds, baby ducks). Ask questions such as: What color is the duck? Why is the duck in the water? How many ducks do they see? Are the baby ducks following the mama duck? Why?

10. Then, ask a volunteer to place the ducks in a straight line and help mama duck with her ducklings. Encourage students to quack as they swim away.

11. Using figures or finger puppets start a narration play about animals coming to visit the pond. The first to visit are two frogs. After a quick swim, they argue over who gets to sit on the lily pad.

12. Ask students who should sit on the lily pad (discuss sharing, taking turns and place both frogs on the lily pad).

13. Ask students why the frogs are in the pond. What do frogs like to eat (flies/bugs)? How do they catch their food? Allow students to add sound effects.

14. Remind students that naturalists observe the environment. Direct students to look into the pond. Tell them to look under the water. What do they see (turtle, fish, crayfish)?

15. Ask questions about each animal to assess what students know.

16. Return to the pond another day to explore the animals under the water and continue your narration play.

**Modification for Older Students:** You can delve into deeper learning of pond habitats by discussing migration, predator/prey, and similarities and differences that exist among individuals of the same kind of plants and animals.

Adapted from "Rediscovering and Exploring Science through the Arts," developed by Jeanne Wall.



# Critical Response Questions

Students develop their comprehension when they reflect upon what they wondered, noticed and felt. Ignite a classroom discussion with the following critical thinking questions:

1. How was the show the same or different from other versions of *The Ugly Duckling* you have read or seen?
2. What did you think about the puppets? How did they help tell the story?
3. What was the moral or lesson of each story? How might you apply these lessons in your own life?
4. In *The Ugly Duckling*, the duckling gets very sad when people make fun of him for being different. What are ways you can make somebody feel better if he/she is feeling left out?
5. How did the Ugly Duckling's feelings about himself change from the beginning of the book to the end of the performance?
6. What caused him to change the way he saw himself?
7. Should the Ugly Duckling really be called an "Ugly Duckling"? Tell why or why not.
8. Talk about a place you feel "accepted."
9. What was your favorite part of the play and why?
10. Has anyone spoken to you unkindly? Have you ever spoken to someone unkindly? How did you feel? How do you think they felt?



# RESOURCES

## Web

Visit Corbian Visual Arts and Dance & Lightwire Theater's website to see how they use technology in their performances, meet the cast, and watch videos of their EL wire puppets in action!

<http://iancarney.com>

This child-friendly, Canadian website includes the story of Hans Christian Andersen, links to other tales written by the author, and fun computer-based games based on his stories.

<http://www.andersenfairytale.com>

This site, from the University of Massachusetts Amherst, boasts traditional and modern versions of a variety of Aesop's fables.

<http://www.umass.edu/aesop/fables.php>

**Fresh Plans: The Ugly Duckling Lesson Plan**

<http://www.myfreshplans.com/2010/12/the-ugly-duckling-lesson-plans-2/>

**Myths, Folktales and Fairy Tales**

A resource for learning about and writing in these genres.

<http://teacher.scholastic.com/writewit/mff>

**JigZone**

<http://www.first-school.ws/theme/animals/birds/duck.htm>

**Speakaboos**

Animated Stories, Worksheets, Lesson Plans & other activities

<http://www.speakaboos.com/>

**Story Arts, Inc.** is a non-profit organization which focuses on storytelling and the diverse ways that storytelling can enrich multi-cultural understanding, interpersonal communication, and literacy. The site includes activities and lesson plans based on storytelling in the classroom.

<http://www.storyarts.org>

## Reading

*The Elves and the Shoemaker* by Jacob Grimm (Author), Jim Lamarche (Author). Chronicle Books; First Edition (October 2003).

*Honestly, Red Riding Hood Was Rotten!: The Story of Little Red Riding Hood as Told by the Wolf (The Other Side of the Story)* by Trisha Speed Shaskan (Author) and Gerald Guerlais (Illustrator). Publisher: Picture Window Books, 2011.

*Jack and the Beanstalk* by John Cech (Adapter) and Robert Mackenzie (Illustrator). Sterling Publisher, 2008.

*The Princess and the Pea* (Classic Fairy Tale Collection) by John Cech (adapter). Sterling Publisher, 2007.

*The Ugly Duckling* by Hans Christian Andersen; adapted and illustrated by Jerry Pinkney. HarperCollins, 1999.

*The Ugly Duckling* by H.C. Andersen, illustrated by Robert Ingpen. Minedition, 2005.

*The Ugly Duckling* (Easy-to-Read) adapted by Emily Bolam and Harriet Ziefert. Puffin, 1997.

*The Stories of Hans Christian Andersen: A New Translation from the Danish.* Translated by Diana Crone Frank, illustrated by Jeffrey Frank, Diana Frank, Vilhelm Pedersen, Lorenz Froelich. Houghton Mifflin, 2003.

*The Classic Treasury of Hans Christian Andersen* by H.C. Andersen. Illustrated by Christian Birmingham. Courage Books, 2002.





# COLLEGE AND CAREER READINESS ANCHOR STANDARDS INDEX

Standard	Description	Grade	Activity	Page
CCR.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Kindergarten, 1st, 2nd, 3rd, 4th	Technology Twist Puppets & Ponds	7 11
CCR.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Kindergarten, 1st, 2nd, 3rd, 4th	Technology Twist	7
CCR.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Kindergarten, 1st, 2nd, 3rd, 4th	Technology Twist	7
CCR.L.6	Acquire and use accurately a range of general academic and domain – specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary when encountering an unknown term important to comprehension or expression.	Kindergarten, 1st, 2nd, 3rd, 4th	Technology Twist My Animal Tale Story Rewrite Critical Response Questions	7 8 10 12
CCR.RL.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Kindergarten, 1st, 2nd, 3rd, 4th	Fables & Fairytales Story Rewrite Critical Response Questions	9 10 12
CCR.RL.3	Analyze how and why individuals, events, and ideas develop and interact over the course of text.	Kindergarten, 1st, 2nd, 3rd, 4th	Fables & Fairytales Story Rewrite Critical Response Questions	9 10 12
CCR.RL.5	Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.	Kindergarten, 1st, 2nd, 3rd, 4th	My Animal Tale Fables & Fairytales	8 9
CCR.RL.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Kindergarten, 1st, 2nd, 3rd, 4th	Fables & Fairytales Story Rewrite Critical Response Questions	9 10 12

