



Young
Audiences
Arts for
Learning

Maryland

Teacher Program Guide

Assembly Date: _____

Assembly Time: _____

For Students in: _____

The Talking Stone: Tales from the Iroquois, Pauite, and Hopi People

Carolyn Koerber



Carolyn uses storytelling and puppetry in a humorous and imaginative way to retell three Native American legends—“The Talking Stone,” “The North Star,” and “The Wind Spirit.” Each story is a teaching tool that fosters a curiosity among students about the environment and our place in the natural world.

Contact Young Audiences for more information on this and other programs at 410-837-7577 or yamd.org

Young Audiences/Arts for Learning | 2600 N. Howard St., Suite 1300 | Baltimore, MD 21218



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Please pass along the attached teacher program guide to all participating classrooms.

Setup Requirements

- School contact to meet artist upon arrival and direct to performance site, help with lighting, etc
- Artist will arrive 45 minutes prior to performance time. Please have someone assigned to assist in unloading and loading equipment. Please supply a flat cart, if no one is available.
- Cleared indoor performance area, away from interference and noise
- Performance area 12 feet by 12 feet and 8 feet high
- If performance is on stage, children should be on chairs. If on the floor, children should be seated on the floor.

Artist Arrival Time

45-60 minutes prior to performance

Suggested Introduction

“Ladies and Gentlemen, Boys and Girls, I am very excited to present Ms. Carolyn Koerber!”

Inclement Weather

DON'T WORRY! Artists will follow school closings and delays and will work with you to reschedule the performance if necessary.

Young Audiences Contact Number

410-837-7577

Artist Contact Information

410.357.5846 or 443.866.6094

puppetfactory@comcast.net

After Hours / Emergency Number

Call 410-837-7577 and follow the prompts to be connected with a staff member on call.

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Artist Bio

Inside this Guide:

- Artist Bio and Statement
- Program Description
- Maryland State Curriculum Connectors
- Core Curriculum Connectors
- Vocabulary
- List of Resources
- Pre- and Post-Performance Activities
- Discussion Questions



Carolyn Koerber, founder of the Puppet Factory, has been involved in teaching, acting and directing since 1967. She has worked in summer stock theatre, educational films, and public television and has taught creative drama and puppetry to children and adults in schools, libraries, theatres and recreation centers. Since 1970, she has taken her puppet production and residencies to schools, libraries, theatres, and other organizations throughout the Mid-Atlantic area.

Artist Statement

“As a storyteller, puppeteer and teacher, I seek to present performances of high quality, honestly and with a sense of humor. I try to achieve a link between audience and performer that allows both to grow and learn.”

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“What impressed us the most was Carolyn’s ability to bring out the creativity in our students.”

Brian, Teacher, Harford Day School

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Maryland State Curriculum Connectors

Maryland State Curriculum Standards For Fine Arts:

Standard 2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic works, and other literature of the theatre

a. Identify the ways that theatre reflects the values of a given society

Common Core Standard Connectors

RL.3.2 Reading Literature: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

W.5.9 Writing: Draw evidence from literary or informational texts to support analysis, reflection, and research

L.4.5 Language: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings



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Background Information

The Gus-Tah-Ote legend comes from the Seneca Tribe, a member of the Iroquois nation that lived in the region of The Great Lakes, in the northeastern woodlands. *The North Star* is a Paiute legend from the mountainous areas of Nevada. *The Wind Spirit* is a Hopi legend from northeastern Arizona.

These stories teach children about various Native American cultures and their attitudes and relationship to the Earth that is their home. American Indian stories are an important link between human society and the natural world. Each story increases the students' understanding of how the native people live in close harmony with nature and provokes a curiosity among children about their environment and the influence they have on that environment.

This program makes use of a simple playboard where the puppets will be seen, a canvas mountain backdrop and a dark blue background to represent the sky. In traditional American puppetry, the puppeteer hides, and only the puppets are visible. The production is presented in the European style in which the puppeteer is seen by the audience and may take the role of puppet manipulator, storyteller, or a character in the stories.

In a one-person show, the artist must be able to do several things at one time, including picking up and moving puppets, handling props and scenery, putting on costume pieces and moving about the stage, all without taking a break or stopping the production. Some puppets are held with a single rod (the Little Fellow, the Raven, Frog, the Wind Spirit, the cloud). The rock spirit has a hand inserted in the back to open and close the mouth, and the villager is a glove puppet (the hand is completely inside the puppet with fingers and thumb moving the head and both hands of the puppet).

During the performance, there are times when Carolyn as storyteller or as a character will draw the audience into the story by asking a question. At other times, a puppet will ask the question. Children are encouraged to respond to such questions and then to listen and watch carefully as the stories continue.

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Vocabulary

- **Iroquois**- a nation of Indian tribes including the Oneida, Seneca and Cayuga that lived around Lake Erie
- **Pauite**- a tribe of Native Americans that lived in the mountains of Nevada
- **Hopi**- a tribe that lives in the desert of northeastern Arizona
- **Gus-Tah-Ote** (the rock spirit)- according to Iroquois legend, this spirit held all the stories of the Earth inside him; one day, one of the first people came upon Gus-Tah-Ote and stayed to hear all the stories; this person became the first storyteller of the people.
- **Sky Woman**- according to Iroquois legend, she fell through a hole in skyland, clutching some seeds and landed on the back of the Great Earth Turtle; with the help of sky and ocean animals, she created the Earth and all the lands, animals and plants
- **North Star**- the brightest star in the Little Dipper (Ursa Minor) constellation; for centuries it was used by travelers to find their way because it points true north
- **The Little Fellow** (The War God)- Spiderwoman's grandson, sent to Earth to help people solve their problems
- **Spider Woman**- according to Hopi beliefs, she created the people and animals of the Earth
- **Corn meal mush**- a soft pancake made from cornmeal and cooked on flat rocks over an open fire; corn is the most important crop of the Hopis and is a very important part of their diet

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List of Resources

BOOKS

- *Puppetry In Early Childhood Education* by Nancy Renfro and Tamara Hunt
- *The Talking Stone: An Anthology of Native American Tales and Legends* by Dorothy De Wit and Donald Crews

WEBSITES

- This website offers great information for anyone searching information about Native American tribes. The website offers factual information, pronunciation of terms, geographical information and many other resources:
www.bigorrin.org/iroquois
- This website offers a wealth of information for someone searching information on the tribes of Utah. Researchers can find information on the Paiute tribe; demographics, geography, history and language:
www.utahindians.org
- This website offers information about the Hopi people of Arizona; their culture, regions, history and legacy. While you navigate, you can enjoy beautiful pictures and also find links to other useful sites:
www.hopi.org
- This site offers a wealth of information about the languages of a variety of native peoples. The site includes pronunciation, history, vocabulary and many other resources:
www.native-languages.org/paiute
www.native-languages.org/hopi
www.native-languages.org/iroquois

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Pre-Performance Activities

- It is highly recommended by the artist that the classroom teacher familiarize students with both the story as well as the vocabulary pertinent to this performance. This will add to their understanding and appreciation for the performance.
- On a map of North America, find the geographical regions or areas where the Pauite, Iroquois and Hopi tribes lived. Discuss the differences in these areas in terms of climate, weather, topography, and resources. How would these conditions affect the lives of these three groups? How might these conditions affect the stories they tell? Why are wind and water so precious to the Hopi? The Pauite lived where there were tall mountains. What kinds of stories might they tell?
- Discuss the stories that will be told in the storytelling and puppetry program. These will be provided to you during that first planning meeting with Carolyn. Students, in the lower grades, should be familiar with the content of the story. Students in the intermediate grades should discuss conflict and be introduced to the characters.
- Help students to understand the importance of storytelling in Native American cultures. Stories were handed down from generation to generation and explained how the world and the tribe came to be, the importance of the spirit world, the people's special relationship with the other animals of the Earth. Consider such questions as: Do we know who first told the stories? Were they written down? How are such stories passed on from generation to generation?
- Use the websites provided in the Resources section to read about the three Native American groups: the Iroquois, the Hopi and the Pauite. Discuss their culture, religions and daily lives.

Post-Performance Activities

- **Vocabulary Activity**
 1. Make a list of descriptive words to describe and "paint" a picture of Sky Woman. Use words that describe her strength, abilities, personality and size. Then draw a picture of Sky Woman putting as many of these qualities as possible into your drawing. Write a description on the back. Share your picture and description with the class.
- **Writing Activities**
 1. Imagine you are a reporter for the Hopi Times newspaper and you are covering the problem of the mischievous wind spirit. Write a factual account of the events as they occurred. Then write an editorial, giving your opinion on the behavior and attitude of the villager.
 2. Write your own creation story. Decide where your tribe lives, what the land, weather, and climate are like, what animals are found there. Think about how all these factors will affect your creation story. Do you live in the desert, the mountains, by the sea? Is the weather rainy, hot and dry, cold and snowy? Share your story with the class.

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Discussion Questions

1. What kinds of puppets were used in the stories? Which ones were rod puppets? (These would be: raven, frog, wind spirit, sheep, the little fellow) Mouth puppets? (the rock spirit) Glove puppets? (the villager) Which characters were portrayed by the performer? Why did she decide to play these parts herself?
2. What materials were used to make the puppets? What do you have to consider when choosing materials for puppets? (Strength, durability, light weight, texture, possibilities for movement)
3. Why was the rock spirit so lonely? What did Sky Woman do to help him? What did she mean when she said she needed “someone different- someone who would sit and listen to his stories”? Who finally came to hear his stories?
4. Why did the Pauite people tell the story of “The North Star”? What is the North Star? Where can it be found in the night sky? How did travelers use the star to find their way?



Sample Lesson Plan

YOUNG AUDIENCES OF MARYLAND

Lesson Title: "Make a Spirit Mask"

Artist's Name: Carolyn Koerber

Teacher's Name:

School:

Grade:

Fine Arts Standard:

Standard: 3.0 Creative Expression and Production

Indicator: 1 Create images and forms from observation, memory, imagination, and feelings

Objective: a Experiment with art media, processes, and techniques and demonstrates a variety of ways they can be used to express meaning

Integrated Content Area:

4.MD.A.1 Measurement and Data: Solve problems involving measurement and conversion of measurement from a larger unit to a smaller unit

RL.3.5 Reading Literature (Craft and Structure): Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections

SL.4.4 Speaking and Listening (Presentation of Knowledge and Ideas): Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

Lesson Objective: Students will utilize their understanding of character by constructing a mask, after reading the legends: The Talking Stone, The North Star and The Wind Spirit.

Introduction/ Motivation (10 minutes)

Read this short introduction to the students before continuing on with the lesson:

The Iroquois' most important medicine society was the Society of False Faces. The members would make masks to represent spirits and creatures seen in dreams. In our stories, there were two spirits: wind spirit and rock spirit. All things on Earth have a spirit.

Question the students: If you could pick any object or entity from the natural world to become, what object or entity would you be? For example, you could choose to become the wind, the sea, or any animal. Give students 1-2 minutes to think on their own before inviting small groups to share with each other. Walk around and monitor group progress.

Question students while walking around: Why would you choose that being? What draws you to that specific being?

Allow students to share what they might become. Either call on students or allow student volunteers.

Explain what being or entity you would become if you had the chance. For example, I would become a tree. I would become a tree because I am drawn to trees for their beauty and strength. I can appreciate their change over time and ability to renew with every Spring.

Modeling (10 min):

So now that we have a being or entity or being from the natural world in mind, how can you describe that something? What words could you use to personify the being you chose?

Move to the whiteboard/ chalkboard to start developing a list of descriptive words. Think aloud throughout this process. For example, you could say:

“Again, I chose a tree. I chose it because of its beauty and strength.” Write down the words “beauty” and “strength.” “I could also use the words rigid, tall, stable yet flexible.

Guided Practice (10 min):

Question the students: Why do you think I used the words I have written on the board? How could I justify using those words? Allow students to turn and discuss with a partner or their table group. Choose 2-3 students to share their thoughts with the larger group.

Question the students: What other descriptive words could you use for tree? What do you think?

Explain the next steps in this process. How could you describe your object or being? What words could you use as descriptive words? Turn and talk with a neighbor before we start making our lists individually.

Instruct the students: You will have 7-8 minutes to complete a list of descriptive words on a post-it note. Hand out post-it notes to student groups.

Independent Practice (30 min):

Explain the procedures with the students. It might help to have a copy of the procedures on the overhead or chalkboard.

1. Students will choose either a paper plate or cereal box for their mask.
2. They will cut holes in their mask for eyes.
3. They will cut and tear construction paper and/ or colored tissue paper to make features; encourage bending, twisting, and folding the paper to make interesting shapes that are three-dimensional; glue shapes onto mask.
4. Add interesting decorations to the mask such as fur, raffia, trim, crepe paper, yarn or shiny paper to show the qualities of your spirit.

Assessment/Closer (20 min):**Celebration of Spirit Masks**

Students will be given the chance to present their mask to the larger group. All students will sit on the rug in a circle to watch their friends present. Allow volunteers a chance to present first, before calling on specific students.

Model by sharing your created mask. Explain your thought process as you completed your mask. Allow students to question/ compliment each other.

Vocabulary:

Iroquois- a nation of Indian tribes including the Oneida, Seneca and Cayuga that lived around Lake Erie

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landed on the back of the Great Earth Turtle; with the help of sky and ocean animals, she created the Earth and all the lands, animals and plants

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Corn meal mush- a soft pancake made from cornmeal and cooked on flat rocks over an open fire; corn is the most important crop of the Hopis and is a very important part of their diet

Materials:

Paper plates, cereal boxes (with the backs cut out), crepe paper, colored construction paper, yarn, raffia, fake fur, tissue paper, trims, post-it notes, chalkboard/ whiteboard

Handouts:

None needed for this lesson

Resources:

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