



Young
Audiences
Arts for
Learning

Maryland

Teacher Program Guide

Assembly Date: _____

Assembly Time: _____

For Students in: _____

Transformation Imagination

Katherine Lyons



What tools does an actor need? Actors use their bodies, their voices, and their imaginations to change or transform into something else. Together with Katherine, students will use their imaginations to create a performance and become the animal characters in the play, “Who’s In Rabbit’s House?” Professional musician Elias Mays Schutzman joins Katherine live on stage to provide the music and sound effects for the show.

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

- PA System (microphone will be provided by the artist, but an outlet connected to the existing sound system is needed)
- 1 outlet
- 10-foot extension cord
- 2 6-foot tables
- 3 chairs

Artist Arrival Time

30 minutes prior to performance

Suggested Introduction

“Ladies and Gentleman, Boys and Girls please give a warm welcome to Katherine Lyons presenting... *Transformation Imagination!*”

Inclement Weather

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

Young Audiences Contact Number

410-837-7577

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

Katherine Lyons acts regularly on Baltimore stages and tours regionally with her interactive story dramas. Katherine is a master teaching artist for the Wolf Trap Institute for Early Learning Through the Arts and conducts workshops and residencies for teachers and children in the Maryland, Virginia, and D.C. areas. As a theatre artist she has worked with children pre-kindergarten through high school for the Baltimore Symphony Orchestra, Walters Art Gallery, Peabody Institute, and the Baltimore Office of Promotion and the Arts. She has worked in theatre and film in San Francisco, Austin, and New York. Katherine has a B.A. in Creative Arts from the University of Virginia.



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“Katherine brings talent, intelligence, and genuine warmth to her work with young children and their teachers.”

Miriam C. Flaherty Willis, Senior Director, Education, Wolf Trap Foundation for the Performing Arts



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Maryland State Curriculum Connectors

Theatre: Standard 3.0 Creative Expression and Production: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.

Indicator: Use a variety of theatrical elements to communicate ideas and feelings. Develop stories and environments using pantomime and combinations of narration and dramatic action

Theatre: Standard 1.0 Perceiving and Responding: Aesthetic Education: Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Objectives: Listen to, read, observe, and perform stories and dramas from a variety of cultures.

Common Core Standard Connectors

CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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Vocabulary

- **Transformation:** An act, process, or instance of transforming or being transformed (changing).
- **Cue:** A signal (as a word, phrase, or bit of stage business) to a performer to begin a specific speech or action.
- **Prop:** Something used in creating or enhancing a desired effect (for example, a book can be a cultural prop to appear literate to others).
- **Character:** One of the attributes or features that make up and distinguish an individual; the complex of mental and ethical traits marking and often individualizing a person, group, or nation.
- **Setting:** The time, place, and circumstances in which something occurs or develops; the time and place of the action of a literary, dramatic, or cinematic work; the scenery used in a theatrical or film production.
- **Dialogue:** A written composition in which two or more characters are represented as conversing, a conversation between two or more persons; a similar exchange between a person and something else (for example, a computer); an exchange of ideas and opinions.
- **Collaboration:** To work jointly with others or together especially in an intellectual endeavor; a project.
- **Obstacle:** Something that impedes progress or achievement.
- **Audience:** A group of listeners or spectators.
- **Actor:** One that acts; a doer; one who represents a character in a dramatic production; a theatrical performer; one who behaves as if acting a part.
- **Tools of the Actor:**
 - Voice
 - Imagination
 - Body
 - Ensemble
 - Story

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List of Resources

BOOKS

- “*Who’s in Rabbit’s House?*” by Verna Aardema
- “*Trickster and the Fainting Birds*” by Howard Norman
- “*A Ring of Tricksters: Animal Tales from America the West Indies and Africa*” by Virginia Hamilton
- “*The People Could Fly: American Black Folktales*” by Virginia Hamilton
- “*Anansi and the Moss Covered Rock*” by Eric A. Kimmel



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Pre-Performance Activities

- Discuss what students think being an actor means.
- In theater, music is often used to create a mood or define a character. Discuss the ways that sound can do this. For instance, a drum can sound like an elephant. What are some other examples of how instruments can sound like animals and/or people?

Post-Performance Activities

- Discuss alternative solutions to getting the Long One out of Rabbit's house.
- Hold a news interview in which the Caterpillar is asked why she chose to hide out in Rabbit's house and scare everyone away.
- Write a prequel to the story "Who is in Rabbit's House?" based on the Caterpillar's point of view. Using an object found in the classroom, ask students how many ways can they transform this object into something else. Have them each show the class what this new thing is.
- Choose a story from "Trickster and the Fainting Birds" by Howard Norman (included in the List of Resources) and create a dramatization of the story.
- Choose one of the characters to create your own mask for them. This can be a simple drawing or painting. These can be used for the interview lesson.

Classroom Discussion Questions

- What did you like best about the assembly and why?
- How would you get the Long One out of Rabbit's house?
- What animal character would you be?
- How many ways can you transform object chosen into something else?
- How could the other animals use nonviolence to accomplish their goal?

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Sample Lesson Plan

YOUNG AUDIENCES OF MARYLAND

Lesson Title: Who's in Rabbit's House Interview

Artist's Name: Katherine Lyons

Teacher's Name:

School:

Grade:

Fine Arts Standard (from Maryland State Standards)

Standard *Creative Expression and Production*

Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.

1. **Indicator** Use a variety of theatrical elements to communicate ideas and feelings.

Objective

- d. Describe differences in dramatizations presented by various students that communicate ideas and feelings

Integrated Content Area:

CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Lesson Objective:

Hold a news interview in which the Caterpillar is asked background information and why she chose to hide out in Rabbit's house and scare everyone away.

Students will know how to use inferences related to the metamorphosis of the caterpillar.

Students will be able to ask and answer questions related to the performance "Transformation Imagination."

Students will be able to role play.

Introduction/ Motivation:

Share the Lesson Objective with the class. Prompt: You will create a list of questions to interview the caterpillar character from the performance “Transformation Imagination.”

Question examples:

What do you want to know about this character? What are you curious about? Examples: What is your name? Where do you come from? Is this the first time you’ve been in Rabbit’s house? What is the most important thing you want us to know about you?

Try interviewing the students as themselves so they can understand the connection of the questions related to the character.

Research the metamorphosis of the caterpillar to come up with questions to ask in the interview.

Using inference, discuss what types of questions to include in the interview of the caterpillar.

Modeling: Teacher will choose a student to be the reporter. Give the student the microphone to ask the opening questions.

Teacher will put on a simple costume to represent the caterpillar and answer the opening interview questions: Name? Where did you come from?

Guided Practice: Teacher will choose a few more students to be the caterpillar or the reporter and model the interview process in front of the class. The student reporter will take the microphone and ask a question from the list. The student caterpillar will answer the reporter’s question to the best of their ability.

Independent Practice: Students will be paired in groups and asked to choose another character from the story to interview. The two students will submit three questions that they’d like to ask the character they have chosen to interview. The students will practice role playing the interview process as the reporter or their chosen character.

Assessment/Closer:

Students should write out their three interview questions and answers to submit to the teacher.

The teacher should randomly select 3 or 4 groups to present their interview in front of the class.

Vocabulary

Interview, curious, role play

Reference the teacher guide for “Transformation Imagination”

Materials

Object to transform into microphones for interviewers

Use a piece of material or a hat to represent a caterpillar costume (have the students suggest what can be used from the classroom for a caterpillar costume)

Optional: premade masks of the characters

Handouts

Paper for questions and answers

Resources

Reference teacher guide for "Transformation Imagination"