A production of Marionetas de la Esquina (Mexico)

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BAM Fisher (Fishman Space)

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Dear Educator

Welcome to the study guide for the production of *Sleeping Beauty Dreams* that you and your students will be attending as part of BAM Education’s Page to Stage series. In this whimsical puppet performance, a young princess with overprotective parents seeks the freedom to search for true love—and her true self. Based loosely on a popular fairy tale, this inventive retelling by Mexican puppet company Marionetas de la Esquina demonstrates the power and promise of positive risk-taking. Written by award-winning playwright Amaranta Leyva, *Sleeping Beauty Dreams* uses dynamic puppetry, humorous storytelling, and seamlessly integrated video projections to demonstrate the liberating potential of creativity.

“*The enchanting, transporting quality of puppet drama speaks the language of children worldwide and crosses cultural and national boundaries.*”

—Free Lance-Star, Fredericksburg, Virginia

Your Visit to BAM

The BAM program includes: this study guide, a pre-performance workshop in your classroom led by a BAM teaching artist, and the 60 min performance, immediately followed by a post-show discussion (30 minutes). Please arrange for your students to stay and participate in this unique question-and-answer session.

How to Use This Guide

Arts experiences resonate most strongly for students when themes and ideas from the performance can be aligned to your current curriculum. This resource guide has been created to provide you with background information to help you prepare your students to see *Sleeping Beauty Dreams*. Depending on your needs, you may choose to use certain sections that directly pertain to your curriculum, or use the guide in its entirety. We encourage you to photocopy and share pages of this guide with your students. At the end of the guide you will find suggested classroom activities linked to the Common Core State Standards that you can implement before or after attending the performance. In addition, we encourage you to distribute the student guide to your class before the performance.

The overall goals of this guide are to:

- connect to your curriculum with Common Core information and activities
- encourage your students to exercise their critical and analytical thinking skills
- provide you with the necessary tools to have an engaging, educational, and inspiring experience at BAM.

Look for alignment to Common Core State Standards listed in bold and NYC Department of Education’s Blueprints for the Arts listed in italics.
THE PRODUCTION

THE STORY

Sleeping Beauty Dreams begins with a childless queen who wishes to have a baby more than anything else in the world. After all, her maid is lucky enough to have a beautiful baby boy, why can't she have a baby too? One day, a magical frog appears and grants the queen her wish. In exchange, the queen must promise the frog that he can be the baby's godmother. When the queen decides not to keep her promise to the frog (after all, a frog isn't really an appropriate godmother, right?), the frog places a curse on the princess: if she ever pricks her finger, she will fall asleep for many, many years. In order to protect their lovely daughter from the curse, the king and queen refuse to let the princess leave the castle—ever! As the years go by, the princess becomes more and more curious about the world outside the castle walls. Meanwhile, the maid's son keeps wishing he can join his mother inside the castle, where she works day and night for the queen. When the maid's son and the princess run into each other (literally!), it seems they are destined for each other. But what about the curse the frog has placed on the princess? Will this story end happily ever after? You'll have to see for yourself!

Watch a preview of Sleeping Beauty Dreams.

THE CHARACTERS

THE MOM & THE DAD
The storytellers

THE PRINCESS
A sweet young girl who wants to explore the world

THE KING & THE QUEEN
Parents who want to protect their daughter from a spell

OCTAVIA
The queen’s maid

MATEO
Octavia’s son

THE FROG
A frog with magical powers

FAIRY GODMOTHER
A fairy with magical powers

STORY DEVICES

A great deal of the story is told from the perspective of the Mom and Dad through fun and imaginative flashbacks. Prepare students for the production by sharing the following information with them before they see the show.

A FLASHBACK...

• interrupts what is going on in a story and returns to something that happened in the past;
• gives readers a deeper understanding of a character’s personality;
• can give you information about a character to help you figure out his or her motives, or reasons, for doing

THE COMPANY

Marionetas de la Esquina (mah-ree-oh-NEY-tas dey la eh-SKEE-nah) is a puppet theater company from Mexico known internationally for its inventive puppetry. The company performs shows in both English and Spanish. Since 1975, they have given more than 11,000 performances and over 50 workshops and seminars to teachers, students, and audiences about puppetry, playwriting, theater, and design.

The company maintains a repertoire of ten shows, each a testimony to the company’s wish to experiment with all aspects of puppet theater, from set and puppet design to dramaturgy. The company has a variety of themes, stages, and puppets that have won recognition in Mexico and abroad. In 2004 the company was recognized by CONACULTA and included in Mexico en Escena (Mexico on Stage), a program that supports experienced and renowned groups. In 2006, company member and playwright Amaranta Leyva (writer of Sleeping Beauty Dreams) received the Mexican National Prize for Children’s Theater for her play The Dress.
PUPPET BASICS

PUPPET PRIMER

Prior to attending the performance at BAM, begin a discussion with the following guiding questions:

· What is a puppet? Where have you seen puppets?
· Has anyone ever seen a puppet show? What was it like?
· Has anyone ever made a puppet? How did you make it?
· What materials did you use?
· How did you make it come to life?

TYPES OF PUPPETS

HAND: one hand moves the puppet from inside
FINGER: the puppet body fits on one finger
*ROD: one rod goes through the body into the head, and one or two rods are attached to the puppet’s arms or legs
STRING: (also called marionettes) the whole body of the puppet is seen because they are operated from above by strings attached to two pieces of wood
BODY: life-sized or bigger (often seen in parades or on stage)
SHADOW: a light shines on a cut-out shape and creates a large shadow on a screen

*In this performance, you will mostly see rod puppets.

BEHIND THE SCENES

Before Lucio (the puppet designer for Sleeping Beauty Dreams) makes a puppet, he asks the writer Amaranta Leyva about each character and what happens in the story. Next, Lucio creates a design for each puppet character and has his team of artists make a mold of the head and fill it with a special kind of clay. Finally, they make the puppet’s body from wood and create its costume out of fabric.

· Watch two videos that demonstrate sculpting, casting, and painting marionette heads.
  Video 1
  Video 2

PUPPETRY AROUND THE WORLD

While no one knows quite when the art of puppetry began, we do know that puppets have been around for centuries in countries all around the world. Here’s a look at some of the earliest puppetry traditions from different parts of the world.

JAPAN
Bunraku is a traditional type of Japanese puppetry that dates back to the 16th Century. Bunraku puppetry uses three puppeteers to operate a single puppet: The omozukai (who operates the head and right hand), the hidari-zukai (the left hand puppeteer) and the ashi-zukai (the foot and leg puppeteer).
· Watch a video about Bunraku puppetry.

INDONESIA
Indonesian rod puppets (wayang golek) and shadow puppets (wayang kulit) date back to 100 AD and are used to act out the epic Hindu stories. The shadow puppets were originally made from the skin of a water buffalo that was treated, turned into leather, and carefully cut into the shape of the classic characters. Indonesian rod puppets are operated by a dalang (a puppeteer) who narrates the performance from behind a white cotton screen lit by an oil lamp and performs the dialogue and songs for all the characters.
· Learn more about Indonesian puppets.

INDIA
Indian string puppetry (Kathputli) is believed to be more than a thousand years old. Like traditional marionettes, the puppets are operated by strings from above—but the strings are not attached to wood. Instead, the puppeteer holds the strings and makes the puppet bow, curtsy, sit, and spin. Puppets are carved out of wood and are costumed in turbans and long skirts. The face of the puppet is painted in a specific way that lets the audience know if it is a good or evil character.
· Learn more about Indian puppetry.

ITALY
Pulcinella—the 300-year-old mischievous character from the days of traveling puppet shows in Venice—is so popular that there are variations of him all over the world, each with a unique name: Punch (England), Kasperl (Germany), Gugnol (France), Petrouchka (Russia), and Karagoz (Turkey).
· Watch a video about Puncinella.

COMMON CORE CONNECTIONS

CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Blueprint Theater: Theater Literacy; Making Connections; Working with Community and Cultural Resources
**Fairy Tale Brainstorming**

**OPENING QUESTIONS:**
What makes a fairy tale different from a regular story? From real life? (i.e. magical and mystical characters, magical spells, animals that talk, etc.) In this activity, students will review story elements and brainstorm how they specifically apply to fairy tales. As a class, discuss each of the following story elements:

**SETTING**
The WHERE of the story; the time and place
As a class, brainstorm a list of popular fairy tale settings (such as forests, castles, villages, kingdoms).

**PLOT**
The WHAT of the story; the sequence of events
As a class, choose a well-known fairy tale such as Little Red Riding Hood or Cinderella and list the sequence of events.

**PROBLEM/SOLUTION**
The “WHY DO WE CARE?” of the story; the conflict and how the conflict is resolved
As a class, brainstorm a list of fairy tale characters who cause problems such as dragons, witches, evil queens, and giants. Discuss how fairy tales traditionally end (i.e. happily ever after).

**CHARACTER**
The WHO of the story; the people, animals, or creatures
As a class, brainstorm a list of popular fairy tale characters such as princes, princesses, kings, queens, ogres, witches, wizards, etc. Have students draw a picture of their favorite fairy tale character.

**CLOSING QUESTIONS:** Are there elements of fairytales in your own lives? If so, what are they? Do the characters share any of your problems, dreams, and desires? What roles do fairy tales play in our culture today?

*See p7 for a way to use this activity to create a puppet play!

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**Fairy Tale Puppets**

In this activity, students will use their knowledge and understanding of character traits and qualities to create their own fairy tale puppet character. They will then take their preliminary character ideas and craft a paper bag puppet based on those ideas.

**MATERIALS:** Puppet Character Worksheet (p. 11), puppet materials, paper bags, glue, scissors, tape.

**PART 1: PUPPET CHARACTER WORKSHEET**
Provide students with copies of the Puppet Character Worksheet found in the student guide. Set aside class time for the students to work independently on the worksheet, being available to provide help and suggestions. Once the students have completed the worksheet, have them present their characters to the class. Give the class the opportunity to ask questions about the characters, and encourage the students presenting to use their imaginations to answer on the spot.

**PART 2: GATHERING PUPPET MATERIALS**
Following the puppet character lesson, brainstorm what materials could be used to create paper bag puppets. A few days before Puppet Crafting Day, send students home with a sample list of materials to share with parents and families. Give students and parents a deadline and begin a collection box for gathered recycled materials. Here is a sample list of items: buttons, pasta, stickers/labels, cotton balls, gift wrap, colored tissue paper, fabric scraps, aluminum foil, Q-tips, ribbon, and construction paper.

**PART 3: PUPPET CRAFTING DAY**
Allow a full period (approximately 45 minutes) for students to craft their puppets.

- Distribute paper bags to the class and establish which side to decorate. (It should be the side that has a natural fold for the mouth.)
- Bring students up in groups of five to choose three materials to begin crafting with.
- Glue, tape, and child-friendly scissors, as well as markers and crayons should be placed in a central area that students have access to. If necessary, the teacher can use a stapler to attach pieces, as well.
- Once all puppets have been completed, do a brief show-and-tell where...
  - Students introduce their puppet to the class in character, using their puppet character voice and operating their puppet.
  - Students tell the class what the inspiration was for their design and why they chose the materials they did.

*Extension exercise for older students: Students can write a monologue (a solo piece written in the first person from their puppet character’s perspective) that can be performed for the class.

**COMMON CORE CONNECTIONS**

**CCSS.ELA-Literacy.CCRA.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.

**CCSS.ELA-Literacy.CCRA.SL.6** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**CCSS.ELA-Literacy.CCRA.L.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

*Blueprint Visual Arts: Art Making; Visual Art Literacy; Making Connections; Working with Community and Cultural Resources*
EXPLORING MEXICO

Sleeping Beauty Dreams is a production created by the Mexican puppet theater company Marionetas de la Esquina. Use this section with students to begin a classroom exploration of Mexico.

BASICS

Mexico (Estados Unidos Mexicanos) is a huge and beautiful country south of the United States. It has 31 states, and its capital is Mexico City. It has the largest number of Spanish speakers in the world. Its geography is incredibly diverse, with high mountains and deep canyons in the central part of the country, deserts in the north, and rainforests in the east and south.

- As a class, look at Mexico on a map. What countries and bodies of water surround it? What do you think the weather is like there? How long do you think it takes to travel to Mexico City from New York City?

HISTORY

Many great civilizations began in Mexico. Two of these included the Mayan empire, which began about 2,300 years ago, and the Aztec empire, which began about 600 years ago. These ancient societies built great cities, huge pyramids, and created remarkable works of art. In the early 1500s, Spanish explorers came to Mexico and claimed it as part of Spain. The Aztec capital, Tenochtitlan, was seized and destroyed, and the people got sick from smallpox and other diseases that the Spanish brought with them. Mexico was ruled by the Spanish until 1821, when it became an independent country.

- Go on a virtual field trip with Sam and Molly in this National Geographic video as they travel to Mexico to climb a pyramid in the ancient Mayan city of Chichen Itza.

- Watch this animated video about Mayan culture from the History Channel.

FOOD

Mexicans began growing squash about 10,000 years ago; chili peppers about 9,500 years ago; and corn for food about 4,500 years ago. It is believed that corn plants grew wild in Mexico for close to 80,000 years! Corn is a primary component of a Mexican diet. Instead of eating bread, most Mexicans eat a corn tortilla (a soft flatbread made with cornmeal), or a taco (a hard cornmeal shell filled with meat and vegetables). Many people also eat frijoles (beans), rice, tomatoes, potatoes, and spicy chilies. And let’s not forget chocolate, which was first made in Mexico almost 2,000 years ago. Chocolate was so popular that during the Mayan empire people used it as money.

- Watch this Discovery Channel video to learn more about food in Mexico.

MUSIC

One of the most famous types of Mexican music is called mariachi. Mariachi is a type of folk music performed by a group of musicians dressed in special uniforms called charro suits. These bands play in restaurants, at dances, festivals, weddings, and other events. Some of the instruments played are trumpets, violins, and special guitars called guitarrons and vihuelas.

- Learn more about mariachi music by watching the following Smithsonian Magazine video.

ARTS & CRAFTS

Throughout history, Mexico has been known for its great artists. The Maya and other native Mexicans made beautiful murals, sculptures, and jewelry, as well as masks that were used in religious festivals, squash-plant bowls from hollowed-out and dried squashes, and yucca baskets woven from the yucca plant.

- Choose a Mexican crafting project to do with your class from one of the following websites:
  - Craft Jr.
  - Incredible Art

ANIMALS

Mexico has a large variety of animals. Rabbits, armadillos, and snakes are common. In the forests you can find spider monkeys, ocelots, anteaters, parrots, and toucans. And every year, thousands of Monarch butterflies migrate from the United States to Mexico for their winter vacation!

- Watch the following National Geographic video about Monarch butterfly migration.

COMMON CORE CONNECTIONS

CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Blueprint Visual Arts: Making Connections; Working with Community and Cultural Resources.
ENRICHMENT ACTIVITY

Before the Show

SLEEPING BEAUTY RECAP:
Read or listen to the traditional *Sleeping Beauty* story (Brothers Grimm) and have the students answer the following questions:

- What is the setting of the story?
- What characters do we meet in the story?
- What happens in the story?
- What magical things happen in the story?
- What is the problem?
- Why does the oldest fairy cast a spell on the princess?
- How is the problem resolved?

Save the answers from this activity as a reference for the post-show Compare and Contrast activity.

**CCSS.ELA-Literacy.CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Blueprint Theater: Making Connections

ENRICHMENT ACTIVITY

Puppet Plays

Once students have created their fairy tale character puppets, put them into small groups to create a play that combines their characters into one story. Using the Fairy tale Brainstorming Activity lists (found on p.5) as inspiration, have students answer the following questions in their group:

- What happens in the beginning? Middle? End?
- What brings these characters together?
- What is the setting?
- What is the conflict or problem in the story?
- How is it resolved?

Assign one student in the group to be the narrator (another student can operate the narrator’s puppet for them, along with his/her own) and using a table or a desk with a tablecloth or piece of fabric, have each group perform their story for the class in an improvisational manner.

*If working with older students, this can be scripted.

**CCSS.ELA-Literacy.CCRA.W.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Blueprint Theater: Theater Making
ENRICHMENT ACTIVITY

Mexican Fiesta

Have a fiesta! What follows are some ideas for creating a classroom fiesta.

• Send out a letter to the parents telling them about the fiesta and ask them to donate food.
• Play traditional mariachi music.
• Eat traditional Mexican foods such as tacos, quesadillas, nachos, salsa, and corn chips.
• Set up a place for the students to paint a class mural.
• Make serapes or ponchos out of white sheets or muslin. Let the students decorate them with designs using markers or fabric paint.
• Make shakers out of egg cartons, beans, and tape.
• Break open a piñata.

CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Blueprint Theater: Making Connections; Working with Community and Cultural Resources

AT THE SHOW

Encourage students to:

• Notice how the puppeteers use the rods and little sticks to move the hands and head, and bend the puppet’s bodies at the wrists, elbow, and knee.
• Notice how the puppeteers change their voices to create different characters.
• Notice what is different from the Brothers Grimm Sleeping Beauty story.
• Notice the sights, sounds, and bright colors of Mexico in the costumes, music, and scenery.
• Notice how the puppets move and speak when they are expressing different emotions. How does that help to give you information about the characters and the plot?

RESOURCES / BIBLIOGRAPHY

Harvey, Miles. Look What Came From Mexico!
(Franklin Watts Publishing)

Henson, Cheryl. The Muppets Make Puppets.
(Workman Publishing)

National Geographic Kids
Time for Kids
Science Kids
ThinkQuest

AFTER THE SHOW

ENRICHMENT ACTIVITY

Compare and Contrast

Have students fill in a Venn Diagram that compares the Brothers Grimm Sleeping Beauty to Sleeping Beauty Dreams. Create your own Venn Diagram template.

CCSS.ELA-Literacy.CCRA.R.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.

Blueprint Theater: Making Connections

ENRICHMENT ACTIVITY

Puppet Exhibit

Find a space at school where the student’s puppets can be displayed for the school and community to view. Students can curate their exhibit, creating placards to go under their puppets with information from their Puppet Character Worksheet. Host a reception where students can answer any questions that visitors may have about their design concept, character choices, and the materials they used to create their puppets.

CCSS.ELA-Literacy.CCRA.L.1 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Blueprint Visual Arts: Making Connections

ENRICHMENT ACTIVITY

Fractured Fairy Tales

Have students use the Fractured Fairy Tale Worksheet provided in the student guide as a starting point for writing their own Fractured Fairy Tales. As an extension, watch one of the classic Fractured Fairy Tale cartoons from the 1960s program Rocky and Bullwinkle.

CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Blueprint Theater: Making Connections
TEACHERS
Please print the following three pages for your students and try some of the activities in your classroom.

FOR STUDENTS

At the performance you will see…
• A familiar fairy tale told in a new and imaginative way.
• Puppeteers creating magical fairy tale characters like princesses, kings, queens and fairies.

At this performance you will experience…
• The magic of live theater.
• A puppetry performance that was created in Mexico by Mexican writers and puppeteers.

At this performance you will learn…
• About the different story elements that make up a fairy tale.
• About the magic of dreams.

SPECIAL INSTRUCTIONS

When you watch the performance of Sleeping Beauty Dreams:
• Notice how the puppeteers use the rods and little sticks to move the hands, head, and bend the puppets’ bodies at the wrists, elbows, and knees.
• Notice how the puppeteers change their voices to create different characters.
• Notice what is different from the original Sleeping Beauty story.
• Notice the sights, sounds, and bright colors of Mexico in the costumes, music, and scenery.
• Notice how the puppets move and speak when they are expressing different emotions. How does that help to give you information about the characters and the plot?

FUN FACTS

Sleeping Beauty Dreams was created by a Mexican puppet theater company called Marionetas de las Esquina. Learn more about Mexico and puppetry here.

MEXICO
• Mexico is a huge and beautiful country south of the United States. It has 31 states, and its capital is Mexico City. It has the largest number of Spanish speakers in the world.

• Two great civilizations began in Mexico, the Mayan empire and the Aztec empire.

• Chocolate was first made in Mexico almost 2,000 years ago. Chocolate was so popular that during the Mayan empire, people used it as money.

• Some types of traditional Mexican clothing include: large blanket capes worn by men called serapes, shawls called rebozos, full long skirts worn by women and girls called polblanas, and tall hats with wide brims called sombreros.

• One of the most famous types of Mexican music is called mariachi. Some of the instruments played by mariachi bands are trumpets, violins, and special guitars called guitarrons and vihuelas.

• The Maya and other Mexican natives made squash-plant bowls from hollowed out and dried squashes, and yucca baskets woven from the yucca plant.

• Every year, thousands of Monarch butterflies migrate from the United States to Mexico for their winter vacation.

PUPPETS

There are many different types of puppets. Which of these puppets have you seen or made before? Notice which types of puppets they use in Sleeping Beauty Dreams.

HAND PUPPET: one hand moves the puppet from inside
FINGER PUPPET: the puppet body fits on one finger
ROD PUPPET: one rod goes through the body into the head, and one or two rods are attached to the puppet’s arms or legs
STRING PUPPET: (also called marionettes) the whole body of the puppet is seen because they are operated from above by strings attached to two pieces of wood
BODY PUPPET: life-sized or bigger, they’re often seen in parades or on stage
SHADOW PUPPET: a light shines on a cut-out shape and creates a large shadow on a screen
Once upon a time, there was a princess named ______________ who lived in a big, beautiful, _______________. But the princess wasn't happy. All she wanted to do, more than anything in the world was to ______________ and eat lots of _______________. One day, when she was taking a walk, a troll jumped out from behind a tree and said: “I will give you one magical wish, if only you promise that I can have as many ______________ as I want! The princess agreed and told the troll her wish, which was to:________________________________________.

What happened next? Finish your Fractured Fairytale on the lines below:

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NAME ____________________________________________________________

PUPPET CHARACTER WORKSHEET
Fill in the blanks about your puppet character.

1. My puppet character’s name is ____________________________________________.

2. My puppet is ___________________ years old.

2. My puppet was born in ______________________ on ______________________.

3. My puppet now lives on __________________ Avenue, in ____________________.

4. (Circle one.) My puppet: WORKS  GOES TO SCHOOL

5. My puppet’s favorite food is ____________________________________________.

6. My puppet’s favorite hobby is __________________________________________.

7. My puppet’s favorite television show or movie is ____________________________.

8. My puppet’s favorite book or story is ______________________________________.

9. My puppet has a best friend whose name is ________________________________.

10. My puppet’s voice sounds like __________________________________________.

11. My puppet character always says:
______________________________________________________________________

List three words that describe your puppet character’s personality:
1. ___________________________________
2. ___________________________________
3. ___________________________________

DRAW A SKETCH OF YOUR PUPPET CHARACTER IN THE BOX
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ART WORKS.

About the Writer

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