Dear Educator/Parent,

Welcome to the Center for Puppetry Arts and our production of Rudolph the Red-Nosed Reindeer. Rudolph the Red-Nosed Reindeer is the first live puppet adaptation of the classic 1964 television special. This spectacular show is the perfect accompaniment to a thematic unit on music, children's literature, animals, winter holidays, bullying, healthy habits, and/or television animation.

It has been proven (through test scores and numerous studies) that the arts
• invite empathy and interaction
• stretch the imagination
• develop important coordination and language skills (emotional and spoken)
• satisfy educational objectives across the curriculum
• support literacy and writing
• enhance social skills such as problem solving, turn-taking and active listening
• impact attendance in a positive way
• improve motivation and behavior
• and simply allow children to have fun (they're called “plays” for a reason, after all!)

This educator resource guide is designed to prepare you for the experience of a live performance. You're also invited to utilize the suggested activities as a springboard for follow-up fun after the curtain has gone down.

To access the educational standards across the curriculum that correlate to each programming area at the Center (performance, Create-A-Puppet Workshop, and Museum exhibits) click the links below:

Rudolph the Red-Nosed Reindeer, P-K & K
Rudolph the Red-Nosed Reindeer, Grade 1
Rudolph the Red-Nosed Reindeer, Grade 2
Rudolph the Red-Nosed Reindeer, Grade 3
Rudolph the Red-Nosed Reindeer, Grade 4
Rudolph the Red-Nosed Reindeer, Grade 5
Rudolph the Red-Nosed Reindeer, Grade 6

Happy holidays -- enjoy the show!

Sincerely,
Aretta Baumgartner, Education Director
Association of Theatre Movement Educators
Atlanta Puppetry Guild
Educational Theatre Association
NOTE: A very special “thank you” to Alan Louis, former Director of Museum and Education Programs at the Center for Puppetry Arts, for his hard work and expertise on the original version of this Study Guide (Center for Puppetry Arts, 2010). It was an inspiration for this Guide; select activities are reprinted with his encouragement and permission.

PRE-SHOW ACTIVITIES / DISCUSSIONS

WHAT IS A PUPPET?
A “puppet” is an inanimate (non-living) object that is brought to life by an outside force (usually a human being working as a performer) in order to tell a story.

*Rudolph the Red-Nosed Reindeer* is performed by six skilled puppeteers using rod puppets of varying scale, and two body puppets. The puppeteers manipulate, or give life to, all of the puppets in the show and also perform all of the characters’ voices live. Each puppeteer wears a cordless microphone to amplify her/his voice.

Rod puppets are typically full-bodied figures operated by sticks called control rods that are attached to different parts of a puppet’s body. The main control rod is like the puppet’s backbone. It supports the weight of the puppet. This rod also serves another important function: it extends up into the puppet’s head giving the puppeteer direct control of the puppet’s head movements. By gripping the main control rod at the base and turning it, the puppeteer can make a puppet turn or pivot its head to focus its attention in any direction. More slender rods attached to a puppet’s hands control a character’s hand and arm movement.

Body puppets are so large that the puppeteer must get inside the puppet to bring the character to life. Bumble the Abominable Snow Monster™ is an example of a body puppet. A puppeteer’s vision is severely limited when inside of a body puppet. Therefore, the performer inside the Snow Monster must exercise caution while stomping about the dimly lit playing area.

- **DISCUSSION:** Ask the children what puppets are. Have they seen them before? Are they real or pretend? What can be used as a puppet? Out of what materials can puppets be made, and why would you choose some materials over others for certain projects? Have you ever made your own mouth puppets or shadow puppets?

WHAT IS A PUPPETEER?
A performer who uses a puppet or puppets to tell a story is called a “puppeteer.”

There are six puppeteers in *Rudolph the Red-Nosed Reindeer*: Dolph Amick (playing the roles of Sam, Yukon Cornelius, and Tall Elf), Mandy Mitchell (Clarice, Misfit Doll, Boy Elf), Lyndsay Ricketson (Mrs. Donner, Hermey, Girl Elf, Spotted Elephant), Brian Harrison (Santa, Fireball, King Moonracer, Charlie-in-the-Box), Amy Sweeney (Head Puppeteer -- Rudolph, Mrs. Claus) and Tim Sweeney (Boss Elf, Donner, Comet, Bumble the Abominable Snow Monster).

- **DISCUSSION:** What skills does it take to be a puppeteer? Every puppeteer plays multiple roles in the show. How are they able to make each character distinct and unique? Puppeteers can change their bodies and their voices to make characters and stories come to life. Do you change your bodies and/or voices and play different “roles”?
WHAT IS AN AUDIENCE?
Being a good audience member is as important as being a good puppeteer! It takes teamwork between the audience and puppeteer/actor to make a show successful. There are “rules of etiquette” that need to be followed, such as:

- A LIVE SHOW IS DIFFERENT THAN TV OR MOVIES. It’s okay to have fun, but do remember that the people on-stage (and in the audience) can hear you—be polite!
- MAKE SURE EVERYONE CAN SEE. Stay seated so the audience members behind you can see the show.
- BE SUPPORTIVE. The way audience members show they like something is to applaud. Make sure to applaud if you appreciate what you see and hear. Between songs or scenes, after the show, and after the post-show demonstration are appropriate places/times to show your appreciation.
- LISTEN CLOSELY. It’s important that you hear all the details of the story so that you can enjoy it fully.

**DISCUSSION:** Review the “rules” of being a good audience member. Role play what is appropriate and what is not.

WHAT IS THE STORY WE’LL SHARE (THE STORY SYNOPSIS)?
Welcome to Christmas Town! Sit back, relax and enjoy yourselves as our narrator, Sam the Snowman, while recounting the tale of a terrible Christmas Eve blizzard that almost prevented Santa from delivering his toys, tells us the story of *Rudolph the Red-Nosed Reindeer.*

Rudolph is born to the Donner family who, while overjoyed to welcome their first born, are bewildered by his unusual red nose. Santa pays a congratulatory visit, but expresses concern over Rudolph’s “nonconformity.” At first, his parents are able to hide Rudolph’s nose, but as he grows older, Donner insists that Rudolph wear an artificial nose to blend in with the others. Rudolph laments feeling like a misfit, but agrees to wear the nose. Spring comes, and all the new fawns come out to meet each other and be inspected by Santa. Rudolph meets Fireball and Clarice, two other reindeer his age. Rudolph does exceptionally well, but loses his artificial nose while playing, revealing his secret to the others who, with the exception of Clarice, reject him.

Left alone, Rudolph meets Hermey the Elf who is also a misfit as he would rather practice dentistry than make toys. The two misfits run away to avoid further chastising and encounter prospector Yukon Cornelius. After a narrow escape from Bumble the Abominable Snow Monster of the North, they land on the Island of Misfit Toys. The ruler of the island, King Moonracer, explains that he cannot allow living creatures to permanently reside with the misfit toys, but arranges for Rudolph, Hermey and Yukon to spend the night. He also asks Rudolph to deliver a message to Santa Claus about finding homes for the Misfit Toys. Rudolph, afraid that his nose will only create a dangerous situation for his companions, decides to leave the others and strike out on his own. As Rudolph matures, he decides to return home to Christmas Town where he discovers that Clarice and his parents have gone out looking for him.

Rudolph heads straight to Bumble’s cave where he finds his family held captive and about to be devoured. Rudolph gallantly attacks Bumble who then renders Rudolph unconscious. Meanwhile, Yukon Cornelius and Hermey arrive and lure Bumble to the mouth of the cave where they subdue him and remove his teeth. Knowing that Bumble is harmless without his sharp teeth, Hermey and Yukon playfully advance on him. Unfortunately, wrapped up in all the excitement, Yukon and Bumble tumble off the edge of a cliff and are assumed to be gone forever.

Saddened by the loss of their friend but eager to return home, the others make their way back to Christmas Town when suddenly the terrible blizzard strikes. Santa gathers everyone to inform them of his decision to cancel Christmas when he sees Rudolph’s nose and gets an idea! Rudolph will guide the sleigh team through the inclement weather and save the day. Just then, Yukon Cornelius arrives with a reformed Bumble whose enormous size makes him the perfect helper to decorate the very tops of the tallest Christmas trees. With Rudolph at the head of the formation, Santa and his team take flight. Their first stop is the Island of Misfit Toys where Santa collects the group for delivery on Christmas Morning. As for Rudolph, he went down in history!

**DISCUSSION:** Are you familiar with the story of *Rudolph the Red-Nosed Reindeer?* Most children know the story of Rudolph because they know the famous holiday song, and many have enjoyed the classic 1964 television special. This play is an adaptation of that television special. Can you think of any other examples of adaptations (examples include the Broadway musical “The Lion King,” inspired by the Walt Disney Pictures film; and the film “Charlotte’s Web,” inspired by the novel by E.B. White)?
P-K & K: Rudolph the Red-Nosed Reindeer™ Patterning Activity

Objective: Students will identify simple picture patterns and select from a list the picture that completes each pattern.

Materials: Rudolph the Red-Nosed Reindeer patterning handout from this study guide, scissors, glue sticks or paste, crayons, chart paper, and markers or SMART Board

Procedure:
1. Reproduce Rudolph the Red-Nosed Reindeer™ patterning handouts so that there are enough for each student.
2. Before distributing handouts, draw a few simple patterns with geometric shapes on the board or on chart paper. Say the names of the shapes out loud as you point to them. For example, “Triangle, circle, square, triangle, circle, square.”
3. Draw a different sample pattern and ask students to identify the patterns in each row, saying the name of the shape out loud as they “read” the picture of the shape.
5. Ask students to cut out the characters at the bottom of the page (the squares bordered by the dotted lines) and glue them at the end of each row to complete each pattern. Ask them to say the names of the characters aloud to help them recognize the pattern if they are having difficulty doing it visually.
6. When all the patterns have been completed, allow the students to decorate their sheets.

Assessment: Collect student handouts for review. Check for accuracy and remediate as necessary. Save work samples for mathematics portfolios or classroom bulletin board display.

LEARNING ACTIVITIES
RUDOLPH THE RED-NOSED REINDEER PATTERNING ACTIVITY

Directions: Cut out the pictures below. Paste one picture in each square that will complete the pattern for that row. You will use all but one picture.
1st & 2nd Grade: Rudolph the Red-Nosed Reindeer™ Fraction Activity

Objective: Students will relate fractions (halves, thirds, fourths, etc.) to concrete pictorial models of the fractions.

Materials: Red crayons, chart paper and markers (or a SMART Board), Rudolph Fraction Activity handouts from this study guide (one per student)

Procedure:
1. Review fractions with students. Explain that the number below the line (denominator) represents the whole and the number above the line (numerator) represents the part of the whole. Demonstrate this concept using groups of like objects and write the numerical representation in the form of a fraction on the board or on chart paper.

2. Distribute Rudolph Fraction Activity handouts and red crayons.

3. Ask students to color the number of Rudolph heads that will represent the fraction given for each group. For example, since ½ is one out of two, just one Rudolph should be colored red.

Assessment: Collect student handouts and check for accuracy. Remediate if necessary.
**RUDOLPH FRACTION ACTIVITY**

**Directions:** Using a red crayon, color the correct number of *Rudolph* faces to represent the fraction shown for each group.

1/2

2/3

6/6

1/4
3rd & 4th Grade: Rudolph the Red-Nosed Reindeer™ Word Search Puzzle

**Objective:** Students will read an informational paragraph about reindeer and complete a word search puzzle that uses vocabulary from their reading.

**Materials:** Word search puzzle student handout (one per student) from this study guide, and highlighters or pencils

**Procedure:**
1. Distribute word search puzzle student handout to each student. Read the directions aloud to the class. Ask students to read the informational paragraph to themselves and then complete the puzzle.
2. When all students have completed the activity, choose students to take turns reading sentences from the paragraph aloud. Answer any questions about the content of the passage or the meaning of any vocabulary words.

**Assessment:** Check student work for completeness. Quiz students on questions from the reading after a few weeks have passed to see if they have retained the information given in the informational paragraph.

Santa puppet sketches
Illustrations by Jason von Hinezmeyer,
Center for Puppetry Arts Resident Puppet Builder
Name___________________________ Date_____________________

**REINDEER: A WORD SEARCH PUZZLE**

**Directions:** Read the paragraph below. Locate all 15 bold face words in the puzzle. Circle or highlight each word as you find it. Words are hidden vertically, horizontally, diagonally and backward.

Reindeer, also known as **caribou** in North America, are a **species** of deer from the Arctic and Subarctic regions of the planet. While most species of reindeer are plentiful, some subspecies are **rare** and have already gone **extinct**. Reindeer vary in **color** and size. Both males and females grow **antlers**, although males tend to have larger antlers. People in the Arctic hunt **wild** reindeer and herd them for meat, **hides**, antlers, milk, and transportation. Even far outside its habitat, the **reindeer** is well known due to the **myth**, probably originating in early 19th century America, in which Santa Claus’s **sleigh** is pulled by **flying** reindeer. Therefore reindeer have become a popular **symbol** of Christmas. In Lapland, Finland, reindeer would not pull a sleigh but a small **toboggan** known as a **pulk**.

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Objective: Students will read an online entry called The Real Face of Saint Nicholas and then answer questions about the content.

Materials: Computers with Internet access, student handouts from this study guide, and pens or pencils

Procedure:
1. Discuss with your students the Christmas tradition of Santa Claus and his origin as St. Nicholas.
2. Have students go to http://www.stnicholascenter.org/pages/real-face/ and read the article The Real Face of Saint Nicholas.
3. Distribute student handouts and ask students to answer the questions on the sheet.
4. Question Sheet Answers:
   1) forensic anthropologists study bones or osteology: the study of the human skeleton
   2) iconography is the branch of art history which studies the identification, description, and the interpretation of the content of images; literally means “image writing”
   3) Italy
   4) University of Manchester in England
   5) nose
   6) virtual clay on a computer screen
   7) about 60 years old
   8) brown
   9) a copy or a reproduction
   10) fighting

Assessment: Check student handouts for comprehension and completeness. Review vocabulary words.
THE REAL FACE OF ST. NICHOLAS

Directions: Carefully read the online article The Real Face of St. Nicholas and answer the questions below. Use an online dictionary to answer questions 2 and 9.

1. What do forensic anthropologists study? _____________________________________
   _____________________________________________________________________
   _____________________________________________________________________

2. What does the word iconography mean? ______________________________________
   _____________________________________________________________________
   _____________________________________________________________________

3. The remains of St. Nicholas are buried in which country? _________________________
   _____________________________________________________________________

4. Facial anthropologist, Caroline Wilkinson, works at the University of
   __________________________ in __________________________

5. When forensic scientists examined the skull of St. Nicholas, they discovered that his
   __________________________ had been badly broken.

6. Did Ms. Wilkinson use real clay or virtual clay on a computer screen to reconstruct St.
   Nicholas’ face? ________________________________________________________

7. About how old was St. Nicholas when he died? ________________________________

8. According to scientists, St. Nicholas’ eyes were probably what color?
   ______________________________

9. What does the word facsimile mean? ______________________________________
   ________________

10. What is a synonym for the word brawling? ________________________________
Being Yourself
What did Rudolph learn about self-confidence and individuality? Was his journey of self-discovery easy or difficult? Have you ever felt confused or lost like he did? Talk about bullying – what it is, how it makes others feel. Think about what makes you feel beautiful or handsome and what is unique and special about you. Share this with a classmate, and ask him/her to add to the list. Write simple poems or sentences about what makes you different from each other and how/why you should be proud of the person you are/are becoming.

NOTE: Please visit PACER’S National Bullying Prevention Center website to find out about the ShineBright initiative: http://www.pacer.org/bullying/shinebright/

CURRICULUM CONNECTIONS: Physical Education (Personal and Social Behavior)

Food and Cooking
Creating and enjoying meals together, as a family, is an important part of holiday celebrations. Many recipes, with secret ingredients and slight variations unique to each family, are passed down from generation to generation. Visit the “Christmas: Recipes and Traditions” page on the whats4eats website, explore winter holiday cuisine, and try out some recipes together: http://www.whats4eats.com/holidays/christmas-recipes-and-traditions.

CURRICULUM CONNECTIONS: Physical Education (Nutrition), English Language Arts & Reading

Music
Explore how music can help tell a story. Music was a big part of this theatrical experience. How did music help you understand the actions of the play and the feelings of the characters? Make your own music: play drums you make out of coffee cans, guitars you make out of cereal boxes and rubber bands, and flutes you make out of empty plastic bottles. Create lyrics and sing along! What mood or emotion do these different instruments suggest, and how can your voice reflect these emotions? Listen to some holiday songs and identify what instruments you hear being played.

CURRICULUM CONNECTIONS: Fine Arts/Music, Fine Arts/Visual Art

Places and People
What parts of the story made you think/know it was set in the North Pole? Talk about the costumes, scenery, and characters and how they are representative of that place. How is it different from Atlanta, Georgia?

CURRICULUM CONNECTION: Social Studies

Puppetry
How are puppets brought to life? How are puppet shows created? Have the students create a puppet show using objects they can find in the classroom and/or in their desks. Have them each bring in one kitchen utensil from home (marked with their name on masking tape!) and brainstorm how to re-create a favorite fairytale using these utensils.

CURRICULUM CONNECTION: Theatre Arts

Spelling
What fun can you have with the letters of the word “reindeer”? Give each student the letters R-E-I-N-D-E-E-R, and ask them to make (and define) the following words: need, dine, reed, dire, ride, and eider. What other words can you and your students make (and define) with those letters?

CURRICULUM CONNECTIONS: English and Language Arts

Storytelling
How are stories written? How can a story be told? Have the children draw a series of pictures to illustrate what happened in the story. Add simple captions. This is called a “storyboard” and is often the way a play or a movie is created! Have the children act out what they remember, allowing different children to take on different roles (including scenery so all have a part to play!).

CURRICULUM CONNECTIONS: Theatre Arts, English Language Arts & Reading, Fine Arts/Visual Art
INTERNET RESOURCES

http://www.bearcountryusa.com/animals/
Read about reindeer at the website for Bear Country USA, a drive through Wildlife Park in the Black Hills of South Dakota.

http://www.castlearcana.com/christmas/snowman/
No snow outside? Have fun building a virtual snowman online!

http://www.stnicholascenter.org/Brix?pageID=23
Visit the Saint Nicholas Center online to learn the real story of Santa Claus.

http://www.historyofthesnowman.com/
Explore the official site for the book The History of the Snowman: From the Ice Age to the Flea Market by Bob Eckstein.

http://www.academyoficecarving.com/
Visit the Academy of Ice Carving and Design to see some amazing work by culinary artists.

http://www.its.caltech.edu/~atomic/snowcrystals/
SnowCrystals.com is all about snow crystals and snowflakes -- what they are, where they come from, and just how these remarkably complex and beautiful structures are created, quite literally, out of thin air.

http://www.snowfes.com/english/
You won’t believe your eyes when you see these creations from the Annual Sapporo Snow Festival on Hokkaido Island, Japan.

http://teacher.scholastic.com/activities/holidays/
Enjoy this exploration of winter holidays around the world.

http://www.songsforteaching.com/christmas/
Sing along with holiday songs from around the world and through the ages.

http://www.puppet.org
Visit the website of the Center for Puppetry Arts where you can take a virtual tour of the Museum and see examples of puppets from many cultures and of many different styles.

http://www.puppeteers.org
Find out about puppetry and puppeteers in the United States by visiting the webpage for the Puppeteers of America.

http://www.unima-usa.org
Learn how Union Internationale de la Marionnette USA “promotes international friendship through the art of puppetry.”
BIBLIOGRAPHY


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