



A November Day: A WAR STORY By Thingumajig Theatre, of West Yorkshire, England

Feb 15 - 20, 2011

Performances Tuesday - Sunday

Call 404.873.3391 to book your group



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The Center also serves as headquarters of UNIMA-USA, the American branch of Union Internationale de la Marionnette, the international puppetry organization.

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A note from our Education Department

Dear Educator,

Welcome to the Center for Puppetry Arts and our production of *A November Day: A War Story*, created and performed by Kathy & Andrew Kim with direction by Mark Whitaker. Founded in 1978, the Center is a cherished cultural and educational resource in Atlanta. We value your patronage and are delighted that you have chosen us as a teaching resource. Your students are in for a unique learning experience.

This study guide was designed to enhance student learning before and after your visit to the Center for Puppetry Arts. With *A November Day: A War Story*, Thingumajig Theatre of West Yorkshire, England presents a timeless fable on war, remembrance, and the miracle of friendship when all else seems lost.

All three areas of programming at the Center for Puppetry Arts (performance, puppet-making workshops and Museum) meet Georgia Performance Standards (GPS) where applicable.

[A November Day: A War Story, Grade 6](#)
[A November Day: A War Story, Grade 7](#)
[A November Day: A War Story, Grade 8](#)
[A November Day: A War Story, Grades 9-12](#)

To access a complete list of GA Performance Standards for all grades and subjects, please visit <https://www.georgiastandards.org/Pages/default.aspx>.

Thank you for choosing the Center for Puppetry Arts for your study trip. We hope that your students' experience here will live on in their memories for many years to come.

Sincerely,

The Center's Education Department

A Brief Background on World War I

The First World War, also known as World War I, was a major war centered in Europe that began in the summer of 1914. The fighting ended in November 1918. The conflict involved all of the world's great powers, divided into two opposing alliances: the Triple Entente (or Allied Powers) and the Central Powers. The major forces of the Allies were the United Kingdom, France, and the Russian Empire. The major forces included in the Central Powers were Germany, the Austro-Hungarian Empire and the Ottoman Empire.

While the conflict focused mainly on European powers, the United States of America declared war on the grounds that Germany violated American neutrality by attacking international shipping and because of the Zimmermann Telegram that was sent to Mexico. The beginning of WWI is attributed to the assassination of Archduke Franz Ferdinand of Austria, the heir to the throne of Austria-Hungary, in June of 1914. Germany agreed to a cease fire on November 11, 1918, later known as Armistice Day.

During the conflict, more than 9 million combatants were killed, due largely to great technological advances in weaponry and firepower. By the end of the war, the Central Powers had been defeated and an end had been brought to the Austro-Hungarian and Ottoman Empires. The Russian Empire became the Soviet Union and much of Europe was split up into smaller nation states. The League of Nations was formed by the Treaty of Versailles in 1919 in the hope of preventing another such conflict.

Synopsis

In forgotten boxes in an attic, a woman discovers the story of her grandfather, a survivor of the First World War, and his unexpected encounter with a stray dog who knew no boundaries. *A November Day: A War Story* was created in 2008 by Thingumajig Theatre in association with The Imperial War Museum North.

Style of Puppetry

A November Day: A War Story is performed with a variety of puppetry styles. In contrast to some other styles of puppetry, in this show there is no attempt to hide the puppeteers as they manipulate the objects in front of them. One puppeteer is actually a character in the story! You will also see hand puppets – puppets worn on a puppeteer's hand like a glove and rod puppets – puppets supported by poles, or rods. Also featured in this performance are shadow puppets – one dimensional puppets used against a screen which is illuminated from behind.

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Internet Resources

<http://www.bbc.co.uk/schools/worldwarone/>

Visit the BBC's website for incredible true stories and firsthand accounts regarding the war in Britain. Here you will also find games, research articles, and World War I poetry.

<http://www.spartacus.schoolnet.co.uk/FWW.htm>

Visit the Spartacus Internet Encyclopedia which covers British History.

<http://www.pbs.org/greatwar/>

PBS offers a variety of multimedia sources surrounding their television production of "The Great War." Hear commentary by historians, view pictures, read articles and see clips from the television program.

<http://www.lib.berkeley.edu/MRC/Warfilm.html#wwi>

A great list of World War I films.

<http://www.worldwar1.com/>

Visit "Trenches on the Web" for a great way to get your search for information started. By using their research catalogue, you can search multiple databases at once for information on the Great War.

<http://north.iwm.org.uk/>

Thingamajig Theatre put together *A November Day: A War Story* in conjunction with this museum.

Visit this website for webquests, photographs, and insight into the British experience of World War I.

Learning Activities

6th Grade: World War When? Online with the BBC and World War I

Georgia Performance Standards covered: _ELA6RI a, b, c, d,e (Informational Texts), ELA6RC4, a, c, ELA6W3, a, b, ELA6LSVI, a, b,c,d,e

Objective: Students will visit the BBC's Schools website dedicated to World War I and learn more about the timeline of the First World War. Divide your students into teams or military "units" of 2 or more for this activity.

Materials: Computers with Internet and printer access.

Procedure:

1. Students should go to <http://www.bbc.co.uk/schools/worldwarone/> and click on "Interactive Timeline" under the banner marked "HQ"
2. Students should read the interactive timeline to gain a better understanding of the sequence of events. Students can alter what is viewable on the timeline by clicking on various headings.
3. Students should then return to the homepage and click on "Games," where they can play "World War When?" This game will test their knowledge of the timeline. Once they have completed the game they can print off a certificate which shows their category of success! Are your students Fleas or Dogs of War?

Evaluation and Assessment: Discuss the interactive timeline with students, and go over the "World War When?" game with them. Collect certificates and post them.



World War I Map

Learning Activities

7th Grade: Writing Letters Home

Georgia Performance Standards covered: ELA7RI (informational texts) a, b, c, f ELA7R3, ELA7RC4, a, b, ELA7WI, a, b, c, d, e, ELA7W2 (fictional), a, b, c, d, e, f, g, ELA7W3, a, e.

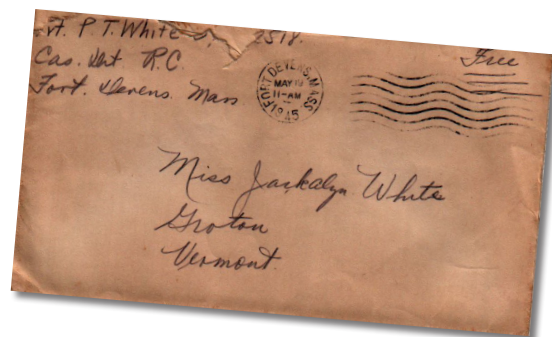
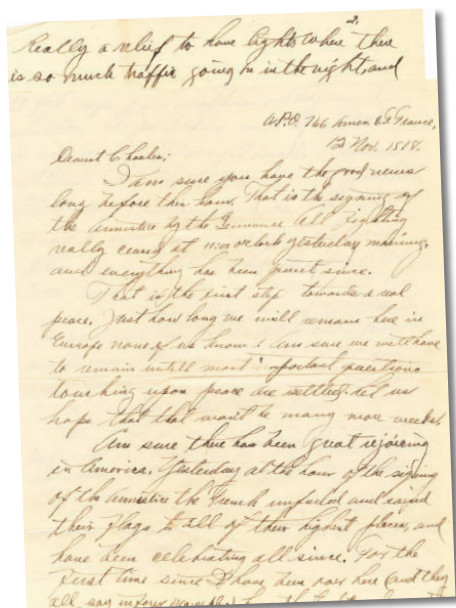
Objective: Students will first visit the BBC website dedicated to World War I and read excerpts from letters written by a WWI soldier and doctor. They will then write their own letter and read it aloud in class.

Materials: Computers with internet access, and paper, pencils, or pens.

Procedure:

1. Have students go to <http://www.bbc.co.uk/schools/worldwarone/>. From there they should click on “The Soldier” to see the personal accounts of Noel Chase, a heroic soldier and doctor.
2. From there, students should click on “Letters” and read the 18 excerpts of Chase’s letters home.
3. Discuss the content of the letters with students. Encourage students to click on the other graphics to learn more about what Chase is speaking about. What is most striking about his letters? What do you find most compelling? If you were Chase’s family members, how would you feel when you read these letters?
4. Ask students to write their own brief letter home from the “front.” Have them use what they have learned from Chase’s letters and from exploring the website to create their own “soldier” personality and write a compelling letter to their families describing what it may be like to serve in the trenches during WWI.
5. Select students to read letters aloud to the class.

Evaluation and Assessment: Have some students voluntarily share their letters with the class. Check the letters to make sure they reference important components of Chase’s letters and life in the trenches. Make sure students are using the correct form of narrative and have accurately described what life might be like fighting in WWI.



Sample letter and envelope sent during World War I

Learning Activities

8th Grade: Watch, Listen, Write: World War I Era Poetry

Georgia Performance Standards covered: ELAR 1, a, c, g, h, ELA8RC4, a, ELA8WI, ELA8W2, a, b, c, d, f, g, h, i, ELA8W3, a, b, c, ELA8LSV 1

Objective: Students will watch and listen to the animated WWI era poems “In Flanders Fields” by John McRae and “Zeppelins” by Nancy Cunard via the BBC’s website dedicated to World War I. After discussing the poems, they will then write their own short poem in a similar style.

Materials: Computers with internet access and flash player.

Procedure:

1. Have students visit <http://www.bbc.co.uk/schools/worldwarone/> and click on “Poems” under the “HQ” banner. Have students watch and listen to both poems.
2. Lead a discussion on the poems. What did you notice about the style? Compare and contrast the poems. What did you like or dislike? What images did the poems create for you? Did the animation match those images? Did the animation enrich the poetry or detract from it? What message were the poets trying to convey?
3. Ask students to write their own brief poem in the same style. The poem doesn’t need to focus on WWI but can be about another vivid event in their lives.

Evaluation and Assessment: Ask students to share their poems in class. Lead discussion on their works. Did the poems move their fellow students? Do the writers have ideas for animating their poems?



“In Flanders Fields” by John McRae

Learning Activities

9th - 12th Grades: “My Boy Jack” The Poem, The Play, and the Film

Georgia Performance Standards covered: **Grade 9:** ELA9RL4, ELA9W1, ELA9W2; **Grade 10:** ELA10RL4, ELA10W1, ELA10W2, **Grade 11:** ELA11W1, ELA11W2, **Grade 12:** ELA12W1, ELA12W2.

Objective: Students will write a response to the film and the poem “My Boy Jack.” The poem, by Rudyard Kipling, is a testimony to the loss of his son Jack who died in WWI. Jack was originally listed as missing and it was years until the Kiplings had his death confirmed. The 2008 film is based on the play of the same name by David Haig.

Materials: Copies of the poem and the DVD of the film if possible.

Procedure:

1. Students should read the poem and then watch the film. While watching the film they should keep in mind the following questions:
 - 1) Does the film evoke the same spirit as the poem?
 - 2) Why does Jack go to war?
 - 3) What does Jack’s disability mean to his serving on the front?
 - 4) Why do you think Rudyard Kipling wrote the poem?
 - 5) Do you think Jack was where he wanted to be?
 - 6) What effects did WWI have on British families and patriotism?
2. After viewing the film and reading the poem, students should write a 4-5 page response to these questions.
3. After students have turned in their work, lead a class discussion. What did people like about the film? What didn’t they like? Were they moved? Do they believe this one family’s dramatized story captures what it would have been like? Does the film evoke the same spirit of the poem?

Evaluation and Assessment: Check that each student has submitted work. Make sure the work indicates they have seen the film and read the poem. Use the classroom discussion to engage students to be sure they have connected the poem and the film to learning about life during World War I.



A scene from *A November Day: A War Story*



Study Guide Feedback Form

The following questions are intended for teachers and group leaders who make use of the Center for Puppetry Arts' study guides.

1. In what grade are your students?
2. Which show did you see? When?
3. Was this your first time at the Center?
4. Was this the first time you used a Center Study Guide?
5. Did you download/use the guide before or after your field trip?
6. Did you find the bibliography useful? If so, how?
7. Did you find the list of online resources useful? If so, how?
8. Did you reproduce the grade-appropriate activity sheet for your class?
9. Additional information and/or comments:

Please **fax** back to the Center for Puppetry Arts at **404.873.9907**.
Your feedback will help us to better meet *your* needs. Thank you for your help!