Dear Educator,

Welcome to the Center for Puppetry Arts and our production of The Tortoise & the Hare & More, adapted by Clint Thornton. 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 big treat!

This study guide was designed to enhance student learning before and after your visit to the Center for Puppetry Arts. The Tortoise & the Hare & More is a delightful puppet play based on the teachings of Greek philosopher Aesop. This charming show is the perfect accompaniment to a thematic unit on ancient Greece, folklore, fables, fairy tales, fantasy or children's literature.

All three areas of programming at the Center for Puppetry Arts (performance, puppet-making workshops and Museum) meet Georgia Quality Core Curriculum Standards (GA QCCs) and Georgia Performance Standards (GPS) where applicable. To access the GA QCC/Performance Standards that have been correlated to each programming area according to grade level, click the links below:

To access a complete list of GA QCC/Performance Standards for all grades and subjects, please visit [www.qlc.k12.ga.us](http://www.qlc.k12.ga.us).

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,

Alan Louis
Director of Museum and Education Programs
Bibliography


Online Resources

Read 82 of Aesop's Fables online for free.

[http://www.pitt.edu/~dash/folktexts.html](http://www.pitt.edu/~dash/folktexts.html)
Visit this comprehensive database of international folklore and mythology brought to you by the University of Pittsburgh.

[http://www.darsie.net/talesofwonder/](http://www.darsie.net/talesofwonder/)
Visit *Tales of Wonder*, a collection of folk and fairy tales from around the world.

Teachers will like this informative Web site *Teaching with Folklore*.

Are you a fan of foxes? Visit the Web site of the National Fox Welfare Society of Great Britain to learn about foxes and play fox games online.

[http://www.arba.net/](http://www.arba.net/)
Visit the American Rabbit Breeders Association Web site to learn all about rabbits.

[http://www.americanfolklore.net/animal-stories.html](http://www.americanfolklore.net/animal-stories.html)
Read animal stories at this unique American Folklore Web site.

Read animal stories written by children at Stone Soup.com, a companion Web site to the popular magazine for young writers and artists.

[http://oaks.nvg.org/lg4ra2.html](http://oaks.nvg.org/lg4ra2.html)
Read folk tales from Norway online at this Web site called *Norwegian Folk Tales: The Classics Collection.*
Synopsis

The fables of Aesop, using animals to illustrate human faults and virtues, have been used for many generations to teach and entertain. The Center for Puppetry Arts’ production of *The Tortoise & the Hare & More* is an adaptation of a collection of fables by Greek storyteller Aesop. Six different fables are brought to life in this colorful, fun-filled show.

In *The Hen and the Fox*, the hungry fox tries to lure a hen to him by pretending to be her friend. The hen gets away, learning to beware of insincere friends.

In *The Fox, Crow and the Cheese*, the fox flatters the crow by telling her that she has a sweet singing voice. He tricks her into opening her mouth to sing him a song, dropping the piece of cheese that she holds in her beak which the fox quickly devours. In the end, the crow learns not to trust flatterers.

In *The Fox and the Grapes*, the fox spies delicious grapes that are just out of reach. Because they are unobtainable, he deems the grapes sour, telling himself that he wouldn’t want them anyway. The audience learns that any fool can despise what he cannot get.

In *The Country Mouse and the City Mouse*, two mice who are cousins decide to visit each other. The city mouse learns that there are things about the country that he does not like and the country mouse realizes that the dangers and fast pace of the city are not for him and that it is better to live simply in peace, than luxuriously in fear.

In *The Lion and the Mouse*, a lion frees a trapped mouse who promises to repay the lion’s kindness someday. The mighty lion dismisses the promise from the tiny mouse, but then learns just how valuable his little friend and his big promise can be.

In *The Tortoise and the Hare*, the slow tortoise and the boastful hare run a race to see who is the fastest. A serious miscalculation on the hare’s part teaches him that slow and steady wins the race.

Style of Puppetry

*The Tortoise & the Hare & More* is performed by two skilled puppeteers using a variety of puppetry styles. One type of puppet used in the show is a hand-and-rod puppet. The crow is one example of a hand-and-rod puppet. A puppeteer operates a hand-and-rod puppet by placing one hand inside the puppet’s head to turn the puppet’s head and operate the puppet’s mouth. A puppeteer opens and closes that hand to make the puppet’s mouth move as she/he provided the character’s voice. This is known as lip-synch. The puppeteer’s other hand operates the control rods attached to the puppet’s hands (or wings).

You will also notice shadow puppets in our production – flat figures cut from cardboard or Plexiglas performed on an overhead projector and projected onto a screen. The silhouette images that the shadow puppets cast on the screen are much larger than the puppets themselves. *The Country Mouse and the City Mouse* segment of the show is performed using shadow puppets.

The puppeteers provide all of the voices for the characters. Each puppeteer wears a small, cordless microphone to amplify her/his voice.

About the Author

Aesop (from the Greek *Aisopos*) lived in ancient Greece in the 6th century BC. Scholars believe that Aesop was a slave of African descent who was at one point freed from slavery. As a free man, he supposedly became involved in public affairs and traveled a lot—telling his fables along the way. King Croesus of Lydia was so impressed with Aesop that he offered him residency and a job at his court. Not all of his fables, however, can be credited to Aesop as his own original material. Because Aesop was famous for telling stories, many stories that had been passed down orally for generations became associated with Aesop. Most feature animals as the main characters and most have a moral—a lesson or truth learned from the tale. Aesop’s fables are over 2,600 years old, but the stories—and their morals—are still relevant today.
Learning Activities

P-K & K: Make a Favorite Fables Bar Graph


Objective:
Students will choose their favorite fable from those performed in *The Tortoise & the Hare & More* to construct a class bar graph.

Materials:
Fable Images Sheet (see reproducible sheet on next page) for each student, a marker for the teacher, crayons or markers for the students, tape and chart paper.

Procedure:
1. Have students recall the following six stories from the Center for Puppetry Arts’ production *The Tortoise and the Hare & More*: “The Fox and the Hen,” “The Fox and the Grapes,” “The Country Mouse and the City Mouse,” “The Lion and the Mouse,” “The Crow and the Cheese,” and “The Tortoise and the Hare.”
2. Make a copy of the Fables Images Sheet (see next page) for each student. Have students color and cut out each picture.
3. Post a sheet or two of chart paper on the board (or on an easel) in front of the classroom. Divide the paper into six rows or columns (bar graphs can be vertical or horizontal). Title your graph and label each row or column with a story title.
4. Ask students to choose the image that represents their favorite fable and put a piece of tape on the back of it. Then, have each student come up to the graph and place her/his image on the corresponding row or column. Adults in the room are encouraged to participate.
5. When everyone has placed her/his image on the chart, ask students if they can tell just by looking at the bar graph which fable was the most popular, the second most popular, etc. Are any two bars on the graph equivalent? Encourage students to use the following comparison terms: same as, fewer than, more than, etc.
6. Ask students to count the number of images in each row or column, or do this together as a class. Record the numbers for each bar on the graph.
7. Display bar graph in classroom or hallway.

Assessment:
Ask each student to compare two or more bars on the graph and describe the relationship between them. Remediate if necessary.
Learning Activities (continued)

1st & 2nd Grade: Act Out Your Favorite Fables

GA QCC Standards covered: **Grade 1**, Language Arts, Oral Communication (Listening/Speaking): 2, 4; (Literature): 23, 39. **Georgia Performance Standards covered: Grade 1**, English/Language Arts (ELA), Comprehension: ELA1R6a,d.

**Grade 2**, Language Arts, Oral Communication (Listening/Speaking): 2, 3, 4; Written Communication (Literature): 46. **Georgia Performance Standards covered: Grade 2**, English/Language Arts (ELA), Comprehension: ELA2R4m.

**Objective:**
Students will create masks and act out their favorite Aesop's Fables in the classroom.

**Materials:**
Paper plates, markers or crayons, construction paper, glue, scissors, single hole punch, rubber bands.

**Procedure:**
1. After a visit to the Center for Puppetry Arts to see *The Tortoise and the Hare & More*, (or after having read a collection of Aesop's Fables), ask students to choose a few of their favorite fables to act out in groups. Make a list of the stories and the characters in each story. Assign parts to students for each story.

2. Once students have their assigned parts, ask them to make masks of their characters. Give the students paper plates. Ask them to fold the paper plate in half vertically and cut a horizontal slit across the middle of the mask about ¾ of the way down to make room for the student’s nose. (Students must be able to breathe normally in their masks!) Open the paper plate up. Next, cut a slit along the vertical fold from the bottom of the mask up to the nose slit. Overlap the cut edges creating a three-dimensional nose in the paper plate. Next, teachers should help students cut eye holes in their plates. Eye holes should be big enough so that students will have no trouble seeing.

3. Have students punch a hole in the plate even with the eye holes on each side near the edge of the plate. Weave a rubber band through each hole and then back through itself creating a loop. The rubber bands should now be attached to the paper plate with a loop on each side. The loops will go around the students’ ears to keep the mask in place while they are wearing it.

4. Have students decorate their masks.

5. Students can write scripts or teacher can read the story from a book while the students act it out.

**Assessment:**
Monitor student participation. Ask students if they thought their plays were successful – why or why not?
Learning Activities (continued)

3rd & 4th Grade: Animal Research: Discovering the Difference Between Rabbits and Hares


Objective:
Students will consult a variety of sources to report on the similarities and differences between rabbits and hares.

Materials:
Books from a public library or school media center, computers with Internet access, pencils and paper (or word processing software), crayons or markers.

 Procedure:
1. Many people use the words “rabbit” and “hare” interchangeably, but there are important biological differences between the two. Survey your students to find out their prior knowledge of rabbits and hares. View a summary here: http://yahooligans.yahoo.com/content/ask_earl/page?d=20010430
2. Ask students to use any available reference material they can find to gather information on how rabbits and hares are alike and different. Ask them to identify and report on at least five differences.
3. Have students employ the writing process (prewriting, drafting, revising, editing, publishing) to compose a finished report with illustrations to share with a class of younger students.

Assessment:
Keep reports for student work portfolios.
5th and 6th Grade: Fox Facts - A Word Search Puzzle

GA QCC’s covered: Grade 5, Language Arts (Reading): 16, 18, 19, 24, 32, 33, 34; Georgia Performance Standards covered: Grade 5, English/Language Arts (ELA), Writing: ELA5W1, ELA5W2. Grade 6, Language Arts (Literature): 22, 24; (Writing): 69, 71, 74, 75, 76, 80. Georgia Performance Standards covered: Grade 6, English/Language Arts (ELA), Writing: ELA6W1, ELA6W2.

Objective:
Students will read a paragraph about foxes and complete a word search puzzle featuring vocabulary words from the article.

Materials:
Copies of word search puzzle handout, pencils or highlighters.

Procedure:
1. Have students read the paragraph about foxes at the bottom of the word search puzzle handout paying special attention to the words in bold face. Students will encounter some unfamiliar words, but most words are explained in the reading.
2. After they read the paragraph, ask them to locate the bolded words in the puzzle. Students should circle or highlight each word as they find it. Words are hidden vertically, horizontally, diagonally and backwards.

Assessment:
Check for completion of activity and retention of information. Remediate content from article if necessary.
Fox Facts Word Search Puzzle

Directions: Read the paragraph about foxes below. Locate all 17 bold face words in the puzzle. Circle or highlight each word as you find it. Words are hidden vertically, horizontally, diagonally and backwards.

N R P R Y D G S Q O X M E P A
D C M I U E K U K S O Y I T K
J E F F R U C B G H Y T B W L
X P N I L N R S E L Z Z U M S
I U M K Q P E W I B Y A O L H
O D D F D R A V F D U Y R O D
A M A J M U T K R M N S U G P
S L N F G K U Y D E H S H B Z
I R L I M B R O E W E S D Y U
N M E W V X E K K C R T O C O
F Q R T C O S G A S E I D L A
V F X B N Z R T H M T K F I Z
L A R G E U B O G Z T V N M Z
N E X I V P H X U S I N A B U
P E T S V X R M B S L Q S T D

Foxes are beautiful and fascinating creatures. The five most common types of foxes in North America are Gray Foxes, Red Foxes, Arctic Foxes, Kit Foxes and Swift Foxes. Foxes are not large animals. They are a little larger than the average housecat. Foxes have pointy muzzles, long ears, long thin bodies, long legs and long bushy tails. Foxes are good hunters. They can run fast - about 35 miles per hour. They are also able to swim. Gray Foxes can even climb trees! A fox's home is called a den. A group of foxes is called a skulk. A male fox is known as a dog, while a female fox is called a vixen. Baby foxes are known as cubs, pups or kits. An average litter is four kits. Foxes have a keen sense of hearing but very poor eyesight. Foxes are omnivorous. They eat meat (like rabbits or chickens), but they also eat nuts, berries, fruits and grains. Like most wild animals, foxes don’t make good pets. If you see a fox, don’t try to pet it; just admire it from a distance.
Study Guide Feedback Form

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

1. What grade are your students in?

2. Which show did you see? When?

3. Is this your first time at the Center?

4. Was this the first time you used a 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 activity sheet for your grade?

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!