

Center for Puppetry Arts® Study Guide



The UGLY DUCKLING

Adapted and Directed by Michael Haverty

Aug 18 - Sept 18, 2011

Performances Thursday - Sunday

Call 404.873.3391 to book your group

CENTER FOR
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Arts

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New Generations Program
Doris Duke Charitable Foundation
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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 the Education Director

Dear Educator/Parent,

Welcome to the Center for Puppetry Arts and our production of *The Ugly Duckling*, adapted and directed by Michael Haverty.

The Ugly Duckling is a classic tale by Hans Christian Andersen, brought to life for you and your children through the magic of puppetry. This cleverly-adapted show is the perfect accompaniment to a thematic unit on birds, the farm, folk/fairy tales, or believing in yourself/anti-bullying -- and is a great example of visual, musical and dramatic arts.

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 study 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.

All three areas of programming at the Center for Puppetry Arts (performance, puppet-making workshops and Museum) meet Georgia Performance Standards (GPS - formerly Georgia Quality Core Curriculum Standards or "GA QCCs") and Georgia Bright From the Start Pre-K Program Standards. To access the GA Performance Standards that have been correlated to each programming area according to grade level, click the links below:

[The Ugly Duckling, P-K & K](#)

[The Ugly Duckling, Grade 1](#)

[The Ugly Duckling, Grade 2](#)

[The Ugly Duckling, Grade 3](#)

[The Ugly Duckling, Grade 4](#)

[The Ugly Duckling, Grade 5](#)

[The Ugly Duckling, Grade 6](#)

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

Enjoy the show!

Sincerely,

Aretta Baumgartner
Education Director

We need your wisdom!

We're in the process of evaluating the format and content of our Study Guides; we'd love your input. Please contact me at arettabaumgartner@puppet.org or 404.881.5144 to provide feedback so that we can make sure we're meeting your needs.

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, 2008). It was an inspiration for this Guide: select activities are reprinted with his encouragement and permission.

PRE-SHOW ACTIVITIES / DISCUSSIONS

WHAT IS A PUPPET?

The predominant style of puppetry in our production of *The Ugly Duckling* is called "tabletop puppetry," in which the performer manipulates jointed, full-bodied puppets on a stage that is table-height. For this particular show (originally created for the Center's 2008-2009 season), much rehearsal has been spent exploring how two performers can operate several puppets simultaneously. Unique puppet design helps the puppeteers bring many characters to life at one time: certain puppets' legs are jointed so that they remain posed in realistic positions on the stage when the puppeteers let go of them, and other puppets have mechanisms for flying or quacking that are operated with just one hand.

The Ugly Duckling is being performed by Dolph Amick and Amy Strickland who manipulate all of the puppets, perform all of the character voices, and play the many musical instruments designed into the scenery. They each wear a cordless microphone to amplify their voices. They perform in full view of the audience, in a style often referred to as 'overt' puppetry, interacting with the puppets and the audience.

All of the puppets were designed by Jason von Hinezmeyer, the Center's Resident Puppet Designer/Builder, and built in the Center's Puppet Building Shop. The set was designed by the Center's Production Manager, Roy Howington, who, in collaboration with the composer, Atlanta percussionist Klimchak, incorporated musical instruments - like a xylophone on the water's edge and a harp on a tree trunk - into the pond environment. The director of the production is Michael Haverty, Artistic Associate at the Center for Puppetry Arts.

- **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?

WHAT IS AN ACTOR?

In this show, our puppeteers are also actors. Note that the term "actor" can be used for both male and female performers — though the term "actress" can also be used for a girl.

- **DISCUSSION:** ask your students what an actor is. Have them discuss the difference between actors on stage, on TV and in the movies. How is a live performance different than a taped one? Let them know that the following vocabulary terms are related to "acting" and discuss what they mean: drama, comedy, performance, play, show, storytelling.

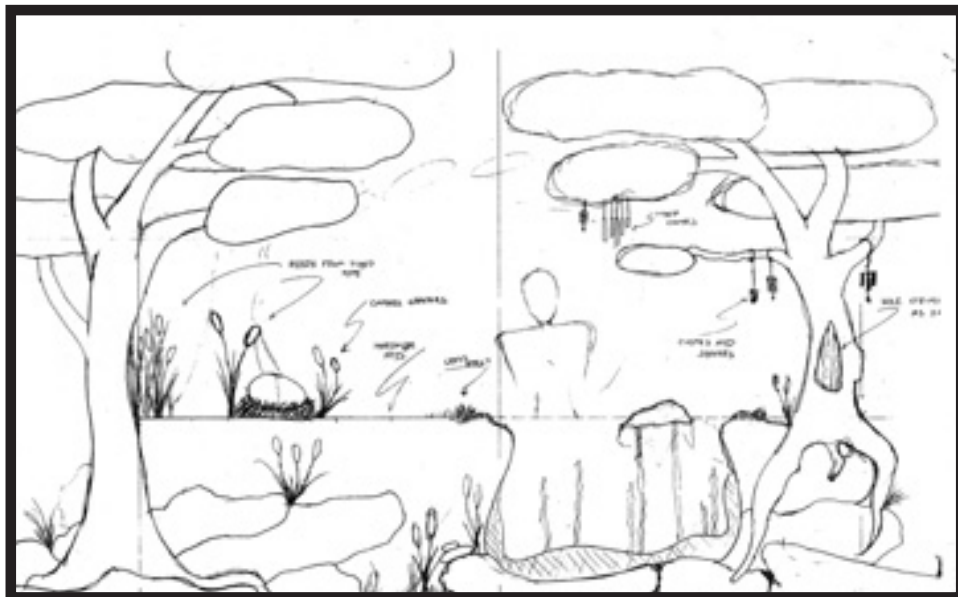
WHAT IS AN AUDIENCE?

Being a good audience member is as important as being a good puppeteer! It takes teamwork between audience and puppeteer/actor to make a show successful. There are “rules of etiquette” that need to be employed, 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)?

The Ugly Duckling is the story of a newly hatched bird who doesn’t look like his brothers. His feathers are grey, not yellow, and his beak is slightly crooked. He looks so different that his own mother doesn’t recognize him! Our little friend explores the big world of the pond and meets a cast of colorful pond creatures along the way. As he grows up, the Ugly Duckling discovers that he is not a duck at all, but a swan. Musical instruments abound in this beautifully-created environment, while the puppeteers bring the characters to life to tell a heartwarming story about finding your true self.



**Conceptual sketch of *The Ugly Duckling* set
by Roy Howington**

WHO WROTE THE STORY?

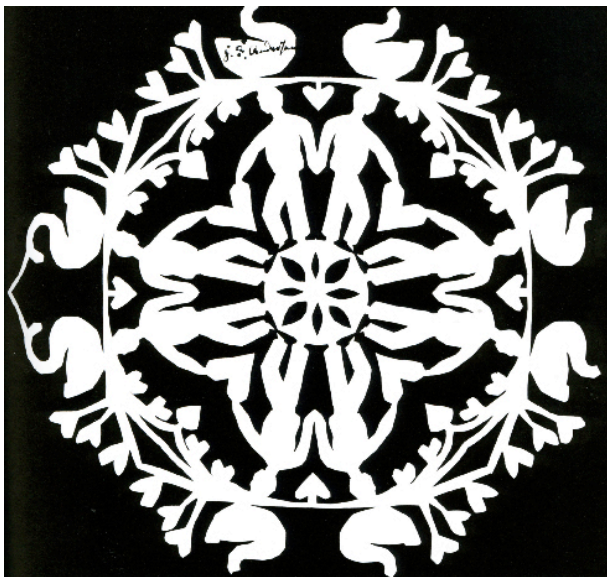
Michael Haverty, our script writer and director (the person in charge of bringing a story to life onstage), was inspired by the ideas and characters in the original story of *The Ugly Duckling*, published in 1843. Michael adapted his own version of *The Ugly Duckling* (the show you will see/have seen at the Center for Puppetry Arts), but the very first version of this story was written by a man named Hans Christian Andersen.

Hans Christian Andersen (1805 – 1875) is famous all over the world for his fairy tales. The Danish author wrote such classic tales as *Thumbelina*, *The Little Mermaid*, *The Emperor's New Clothes*, *The Steadfast Tin Soldier*, and *The Ugly Duckling*.

Andersen was born in Odense, Denmark, on April 2, 1805. He grew up in the poorest section of the town. His father was a shoemaker and his mother a washerwoman. As a boy he loved folktales and fantasy. He would act out plays with puppets that he would build himself. His toy theatre kept him occupied for hours. He used to memorize entire plays by William Shakespeare and act them out with his puppets. Sometimes he would write his own plays. At age 14 he moved to Copenhagen, the capital of Denmark, to become an actor at the Royal Theatre.



**Hans Christian Andersen in Copenhagen, Denmark, age 61.
Photo by Harald Paetz, 1866.**



**Paper cutting by Hans Christian Andersen
Men in a circle holding hearts and hands.
8 ½" x 8".**

**The H. Laage-Peterson Collection,
The Royal Library, Copenhagen.**

Andersen arrived in Copenhagen with a small bundle of clothes, some stale bread and a few coins that he spent in the first two weeks. He knew no one in the city. The Royal Theatre rejected Andersen because of his lack of formal education. After a few years of persistence, he did work his way on to the stage as a member of the chorus. He continued writing plays for his puppets. At age seventeen he received a grant to attend grammar school where the rest of the students in his class were just twelve years old. After five years he completed his elementary and secondary education and then went on to college. At college he started writing and publishing books of poems, plays and fairy tales.

Andersen always had a desire to perform. He found an outlet for this desire in his storytelling. While he told stories, usually surrounded by a small group of children, he would cut a folded piece of paper with scissors. He cut as he spoke, and at the conclusion of the tale he would open the paper to reveal the finished piece - an intricate scene illustrating the theme of the story.

Many people have speculated that *The Ugly Duckling* was, in fact, an autobiographical story. British Journalist Anne Chisolm writes, "Andersen himself was a tall, ugly boy with a big nose and big feet, and when he grew up with a beautiful singing voice and a passion for the theatre, he was cruelly teased and mocked by other children." *The Ugly Duckling* demonstrates Andersen's identification with, and his sympathies for, the outsider searching for his or her place in society.

Learning Activities

P-K & K: Comparing Ducks and Swans

Georgia Bright from the Start Pre-K Content Standards covered: Language and Literacy Development, LD 3 a (increases vocabulary through everyday communication); Scientific Development, SD 2 a (observes, explores and describes a wide variety of plants and animals). **Georgia Performance Standards covered: Kindergarten, ELAKLSVI a, b, e, f, h; SKCS 1 a; SKCS 4 a; SKLI b; SKL2 a.**

Objective: Students will compare and contrast two birds (using side-by-side pictures of a duck and a swan), giving examples of how they are alike and different. Students will then color their pictures.

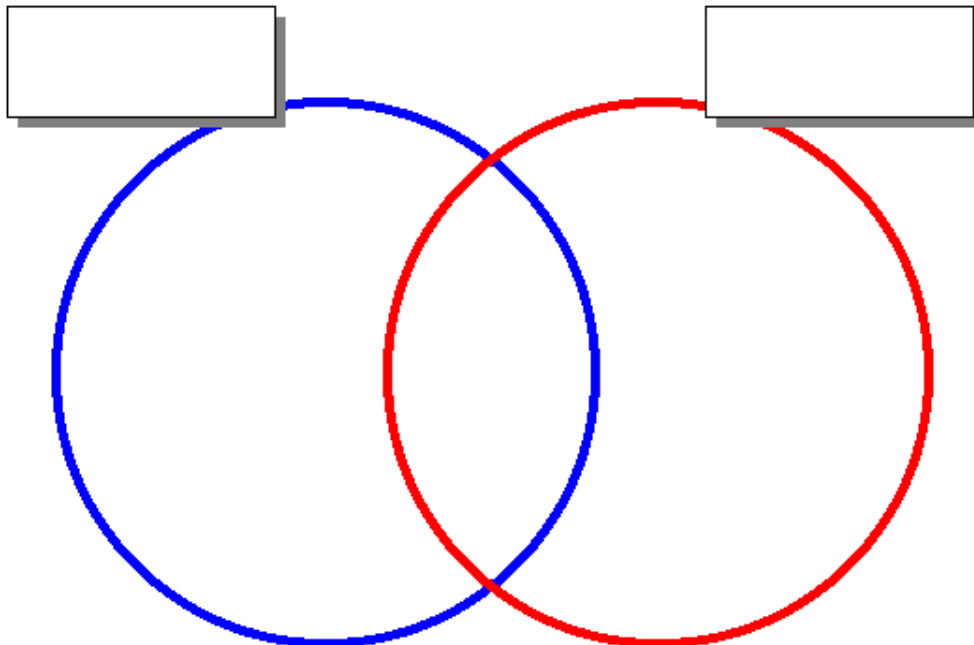
Materials: Swan and duck coloring sheet from this study guide (courtesy of www.thecoloringspot.com), crayons, chart paper, markers.

Procedure:

1. Make copies of the swan and duck coloring sheet so that every student has one.
2. Distribute swan and duck coloring sheets to the class. Ask students to compare the birds.
3. On a piece of chart paper, draw two overlapping circles (a Venn diagram). Label one circle “ducks” and the other circle “swans.” Label the part where the circles overlap “both.”
4. First ask students to give examples of how they are different (size of body, size of neck, shape of bill). List each bird’s unique qualities under its name on the diagram.
5. Then ask students to give examples of how they are alike (both are birds, both have feathers, both can swim, both can walk on land, both lay eggs). List the similarities that the birds share in the space where the circles overlap labeled “both.”
6. When they are done comparing the two birds, ask students to color their sheets.

Assessment: Assessment: Monitor student responses for accuracy. After a few weeks have passed, ask students to recall the similarities and differences between ducks and swans. Repeat this activity with different animals so that students become accustomed to comparing and contrasting.

Venn Diagram:



swan



duck



Learning Activities

1st & 2nd Grade: Made in Denmark: An Online Reading Activity

Georgia Performance Standards covered: **Grade 1**, English/Language Arts, Writing, ELAIR5 a, b; ELAIR6 a,b,c; **Grade 1**, Geographic Understandings, SSIE1, SSIE2, SSIE3; **Grade 2**, English/Language Arts, Writing, ELA2R2 a,b,c,d,e; ELA2R3 a,b,c,d; ELA2R4 a,b,c,d,e.

Objective: Students will visit the kids' section of the official website of Denmark to view photos of life in Denmark and read (and/or read along with) the text that accompanies the photos. Students will then answer questions about the text.

Materials: Computer with Internet access, handout from this study guide, pencils.

Procedure:

1. Direct your computer's internet web browser(s) to http://www.denmark.dk/NR/rdonlyres/64C3843E-667C-42AD-BD0C-A958FF187D67/0/Denmark_for_Kids.pdf
2. Show Denmark on the globe/map in your classroom, comparing this location with what is shown on pages 3 and 4 of the .pdf.
3. Share the .pdf from the website with your class on the Smart board/projected screen and/or computer(s), hitting highlights on each page. Slow down on page 8 to compare their National Symbols with ours, on page 15 to discuss famous Danish foods, and on pages 18-19-20 to teach the students about Danish exports.
4. Distribute a copy of the "Made in Denmark" worksheet to each student.
5. **Answer Key:** 1) red, white 2) two 3) swan 4) Danish 5) Hans Christian Andersen 6) Maersk 7) bacon, butter, candy, gum 8) Lego bricks

Assessment: Circulate around the room during the activity to observe students reading and completing their work. Check handouts for completeness and accuracy.



Name _____ Date _____

Made in Denmark

Instructions: Read along with the article about Danish symbols, foods and products. Fill in the blanks with the correct answer to each question.

1. What colors are on the Danish flag, possibly the oldest flag in the world?
_____ and _____
2. How many national anthems does Denmark have? _____
3. What is the national bird of Denmark? _____
4. One of the most famous food exports from Denmark is a type of pastry called a
_____.
5. The Danish writer _____ (the original author of “The Ugly Duckling”) wrote almost 200 fairy tales and stories that have been read by children from many countries.
6. The shipping container business called _____ takes products all over the world.
7. Name two food products that Denmark is famous for:
 1. _____
 2. _____
8. The best-known toy (first produced in 1932) that is made in Denmark is the
_____.

Learning Activities

3rd & 4th Grade: Facts about Trumpeter Swans: A Word Search Puzzle

Georgia Performance Standards covered: **Grade 3**, English/Language Arts, Reading, Comprehension ELA3R2 a,f; ELA3R3 a,b; **Grade 4**, English/Language Arts, Reading, Comprehension, ELA4R3 a,b,c.

Objective: Students will read a paragraph about Trumpeter Swans and complete a word search puzzle featuring vocabulary words from the reading.

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

Procedure:

1. Have students read the paragraph at the bottom of the word search puzzle, paying special attention to the words in bold face. Discuss the meaning of any unfamiliar words.
2. After they have 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 backward.

Assessment: Check student handouts for completion, comprehension and retention of information. Remediate content from paragraph if necessary.



Black swan with cygnets

Facts about Trumpeter Swans: A Word Search Puzzle

Directions: Read the paragraph below about Trumpeter Swans. Locate all 12 of the paragraph's bold faced words in the puzzle. Circle or highlight each word as you find it. Words are hidden vertically, horizontally, diagonally and backward.

c y l t d h v x t k n p e n d
 o k i n m e k e v i h w r d h
 b e b e l z d c r p b p g s p
 y i w m i f q n c t o e i w e
 e l i n e v u j e m e u f r g
 s e y o g n s r m m g b x e n
 d k g r d o a m f n m h r e v
 f b x i o a x p i g a o p a a
 e s a v o n y t s t d z c d e
 a t t n w h s s c g r p a e c
 t e d e s i m h n l n e k j r
 h n t g d k i t l p f i b t l
 e g q z l n e g j c z u w b g
 r y a k g b a r s c c w g y n
 s c o b c w a t e r f o w l f

Trumpeter swans are beautiful birds. They are the largest **waterfowl** in North America. A female swan is called a **pen**. A male swan is called a **cob**. A baby swan is called a **cygnet**, which comes from the Latin word cygnus, meaning “swan.” Trumpeters are not bothered by the cold. They have up to 35,000 **feathers** and their downy layer is two inches thick. They have 25 neck **vertebrae** – almost twice as much as giraffes, who only have 13. Trumpeters feed on aquatic vegetation and wild grasses in their natural **environment** - bread is not **recommended** as a treat. Trumpeters live an average of 12 years in the wild, and can live for over 30 years in captivity. Cygnets weigh 8 ounces at **hatching**. Newborns are grey with pinkish beaks, legs and feet. **Juvenile** Trumpeters can be **distinguished** from adults by their grey feathers, which they retain until their second summer of life. There are few noticeable differences between the sexes, making it difficult to distinguish males from females. The **wingspan** of an adult Trumpeter can reach almost 8 feet.

Learning Activities

5th and 6th Grade: Paper Cuttings and Lines of Symmetry

Georgia Performance Standards covered: Grade 5, Mathematics, Process Skills, M5P5; Grade 6, Mathematics, Geometry, M6G1 a.

Objective: Students will determine the line of symmetry in paper cuttings that they design themselves.

Materials: Copy of *The Amazing Paper Cuttings of Hans Christian Andersen* by Beth Wagner Brust (or examples of Andersen's paper cuttings from <http://www2.kb.dk/elib/mss/hcaklip/index-en.htm>), plain white paper, scissors, glue sticks, dark construction paper.

Procedure:

1. Show students examples of paper cutting by Hans Christian Andersen.
2. Ask students to identify the line of symmetry in the paper cuttings.
 - symmetry - the correspondence in size, form, and arrangement of parts on opposite sides of a plane, line, or point; regularity of form or arrangement in terms of like, reciprocal, or corresponding parts.
3. Give students several sheets of plain white paper and a pair of scissors. Ask them to fold one piece in half. Model cutting a half heart shape on the folded edge. Open the heart. Ask students if the heart is symmetrical and why. Model cutting a second piece of paper folded in half and then in half again (in fourths). Make the piece of paper rounded by curving the edges with scissors. Then, make random cuts and open. Ask students if this is also symmetrical and why.
4. Ask students to create their own designs like Hans Christian Andersen would do as he told stories.
5. Have students mount their cuttings on dark colored construction paper with a glue stick.

Assessment: Check students' work to see if their cuttings are symmetrical. Display student work in classroom.



Sunflower man.

Made in 1848 in the village of Sorø, Denmark,
for Johan Martin Christian Lange.

5 1/2" x 8 3/4".

The Portman Collection, The Royal Library, Copenhagen.

ADDITIONAL LEARNING & ENRICHMENT OPPORTUNITIES

Acting and Drama

How did the performers help tell the story? Talk about how we use our voice, our body, and our movement to pretend to be things, other people, animals, etc. Have the children explore the tools (body, movement, voice) one at a time:

1. **BODY:** pose as different things (i.e. an elephant, using an arm as trunk and expanding to be as big as possible; a grandmother/grandfather, bending your back and leaning over a bit; a Ferris wheel, placing both arms over your head in a circle and clasping your hands together)
2. **MOVEMENT:** add movement to the above
3. **VOICE:** how would they sound?

CURRICULUM CONNECTION: Theatre Arts

Being Yourself

What did the Ugly Duckling 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.

CURRICULUM CONNECTIONS: Physical Education (Personal and Social Behavior)

Music

Explore how music can help tell a story. Create your own musical instruments (inspired by the ones you saw onstage in the show). 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. What mood or emotion do these different instruments suggest? Listen to the music of famous Danish composers such as Carl Nielsen (1865–1931) and discuss what it makes you feel, think and visualize.

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 Denmark? Talk about the costumes, scenery, and characters and how they are representative of the country of Denmark. Are there Danish traditions or customs that you are now aware of after seeing this show? How are they similar to and/or different from our customs in the United States of America?

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

Seasons, Eco-systems and Weather

Discuss the eco-system and timeline of the play. What is life like around a pond? What other plants and animals would our “duckling” (swan) encounter? Create posters of a pond eco-system using clippings from discarded magazines, crayons, scraps of fabric, etc. What seasons did the Ugly Duckling experience in the play, in what order/sequence, and how did you know a new season had begun? What do the changes of season look like in Atlanta?

CURRICULUM CONNECTIONS: Science, Mathematics

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

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Internet Resources

<http://museum.odense.dk/>

Visit the Hans Christian Andersen Museum in Odense, Denmark.

http://www.andersen.sdu.dk/index_e.html

Visit the Hans Christian Andersen Center at the University of Southern Denmark, Odense.

http://www.andersen.sdu.dk/vaerk/hersholt/TheUglyDuckling_e.html

Read an English translation of Hans Christian Andersen's *The Ugly Duckling* written in 1843.

<http://www2.kb.dk/elib/mss/hcaklip/index-en.htm>

See collections of Hans Christian Andersen's famous paper cuts in the Royal Library, Copenhagen, Denmark.

<http://www.daccusa.org/>

Visit the Danish American Chamber of Commerce website.

<http://www.trumpeterswansociety.org/>

Explore the Trumpeter Swan Society. Established in 1968, the Trumpeter Swan Society is the only non-profit organization dedicated to the vitality and welfare of wild Trumpeter Swans across North America.

<http://www.mauricefield.net/chenoa/ducks.shtml>

Study different species of ducks at the "Ducks of the World" website.

<http://www.surlalunefairytales.com/introduction/index.html>

Explore SurLaLune Fairytales.com: An Introduction to Fairy Tales and Folklore.

<http://www.webenglishteacher.com/andersen.html>

Find texts/translations of many of Andersen's works as well as lesson plans to explore them.

<http://www.puppet.org>

Visit the website of the Center for Puppetry Arts where you can take a virtual tour of our Museum and see examples of puppets from all over the world.

<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."

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