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PINCH PLAY PUPPET PROJECT

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Theatre Arts

by
Carolyn Faye Mattson
December 2010

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12/3/2010
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ABSTRACT

This project was designed to investigate issues and ideas of developing a play adapted from a children's book to bring "history to life" for a modern audience. The research model was designed to be a tool for the evaluation of the material presented. It was constructed to allow student practitioners to participate in the exploration and discovery of the creative process and improve their understanding of implementing theatre practices to teach required subjects.

A general outline based lesson plan was created to conduct this project research. This was done in an attempt to foster an organic collaboration with no predetermined conceptions presented to the students for the character design, other than historical reference for research and discovery. Arranged in a theater and design context that would work together to achieve and create a versatile multifaceted model that any teacher could use to enhance the teaching and learning experience in the classroom.

I approached this project using anonymous surveys as a research tool to aid in analyzing the theatrical components of the adaptation of the children's book "Scary Spring". This was done in an effort to glean an objective view of

the text as a complete and functioning work, and evaluate my abilities as both a playwright and a teacher. The results of these surveys proved an understanding of the material and will allow me to adjust and improve the work. The successful creation of the puppet character prototypes proved to be a valuable and entertaining part of the research that validated both my teaching and playwriting skills.

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Professor Kathryn Ervin

Assistant Professor Andre Harrington

The Spring 2010 Students of TA-486-01 "Puppetry in the Classroom", who so graciously participated in this project.

Rodger, Nancy, and Americo Mattson

C.A Hartnell, Author of Scary Spring

To My Grandparents:

Floyd And Faye Mattson, And
Clarence And Josephine DuPriest

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CHAPTER ONE

INTRODUCTION

Pinch Play Puppet Project

The Pinch Puppet project was developed to be an organic collaborative effort that promotes understanding through exploration. To bring history to life in an entertaining way by allowing students to critically analyze a scripted historical event and become a part of it by building puppet prototypes of the characters in the play.

To research and explore the music and products in another era creates the sense of experiencing it firsthand and provides insight for relating it to the present. It also satisfies personal interest in evaluating and improving the script, the dialogue, and character development.

To conduct this investigation I developed a project lesson plan and worked with Liberal Studies students enrolled in TA 486-01, "Puppetry in the Classroom". I assumed the role as the classroom instructor for five class periods that began on June 2, 2010 and ended on June 11, 2010. I outlined the project to the class at the first meeting and introduced the play Pinch I adapted from the

children's book, Scary Spring by C.A. Hartnell. A brief description of the setting and characters was given. Then calling for volunteers to cast the character parts, the class participated in a read through of the play which was followed by the script evaluation survey. The results of the survey showed that most of the concepts were easily identifiable. The characters and the time period were explored and the students defined their individual interpretations by examining historical references, viewing photographic research, and participating in collaborative discussion.

The students each created two of three puppet characters from the play during this period. The puppets were used in a performance of selected scenes at the final class meeting. The project was concluded with an exit survey, class discussion, and reflective comments about the process of the project.

This project was successful in providing a fun, creative, and educational classroom drama model that the students will be able to implement for many subjects in their future teaching assignments. I received useful knowledge through the instructional and creative processes that evolved and obtained valuable feedback that will

enable me to make the necessary adjustments and modifications I need to improve the work.

Project Conception

The idea for this project was inspired by a play I had written and have titled Pinch. The play is an adaptation of a children's book I read, Scary Spring by C.A. Hartnell¹. Scary Spring looks at children's concerns about polio vaccines in 1955. I felt it would make a great play for young audiences. A chance to be able to learn about a piece of the history in 1955 from a child's point of view. When the play was completed I wanted a way to get feedback on the setting, plot, and characters in my adaptation.

The play has puppet characters so the plan of action for this project was to work with TA486-01, Professor Andre Harrington's "Puppetry in the Classroom" for Liberal Arts Students. This was a great test group because the students were all prospective teachers and It would also provide a way to function and test my abilities as an instructor. To begin with I created a lesson plan and the Script Evaluation Survey and the Project Exit Survey. I joined

¹ During work on this project the book was revised it was originally titled, More Than A Pinch And Less Than A Bee Sting by C.C. Hartnell

Professor Harrington's class with him as a student teacher. My first order of business upon joining the class was to introduce both myself and my play to the class and acquaint them with the project. I would then take over the instruction of the class for five class periods, give a more detailed overview of the project, cast the character and parts conduct a play read through. At the conclusion of the read through I would give the initial Script Evaluation Survey to the students.

The students would then design and construct three puppet characters from the script. All of the students would construct the chicken puppet character. The students would then design and construct a second puppet character from the script, either the "shot pot" or the "radio". The first class assignment was to make the puppet chicken. The chicken puppet served as an introduction to the puppet prototype construction process. The class as a whole would then research the puppet characters they were to create from the 1950's by simply searching internet images. The entire class would be studying photos of what transistor radios, stock and cooking pots, and syringes looked like in that time period. Ultimately, the puppets would be used by the students to perform selected scenes from the play,

allowing them to test the effectiveness of their design, and providing the opportunity to see how the scripted text worked in an informal performance. The final task of the project was to conduct the Project Exit Survey.

Purpose of the Project

The purpose of this project was to evaluate and improve the play adaptation. To see if the script communicated the concepts in the story. To be able to bring to life the characters in the play and present them through their historical element. To personally gauge my abilities as an instructor by conveying the material to the class. To have the students create prototypes of the puppet characters from their own interpretation of the material and conception of ideas. The puppet prototypes were also to serve as an indication of the plays imagery, content, and description. It was imperative to know what the students thought did and did not work in the story. Conducting a beginning and ending survey helped gain information that would enable me to pinpoint any specific problems inherent within the play structure, plot, and character development.

Project Design

This project was designed to investigate issues, and ideas of developing a play adapted from a children's book to bring "history to life" for a modern audience. The project was constructed using anonymous surveys based on the content of the play Pinch for use as a research tool to aid in analyzing the theatrical components of the adaptation of the children's book Scary Spring in an effort to glean an objective view of the text as a complete and functioning work.

To evaluate my abilities as both a playwright and a teacher, the results of these surveys were intended to allow me to view the play from different perspectives in order to attempt to correct the flaws in both my play and my project. The research model was designed to be a tool for the evaluation of the material presented and proved to have components of puppetry in the classroom, and participatory research. This study was constructed primarily to allow student practitioners to participate in the exploration and discovery of the creative process and improve their understanding of implementing theatre practices to teach required subjects.

CHAPTER TWO

LITERATURE REVIEW

Definition by Design

It is important to keep in mind that no two projects are alike. Projects by nature are unique and the source material for this project was the play adaptation I myself created and the desire to create the puppet characters appearing within it. When conducting the literature review of this project the findings revealed related studies of the methods used to conduct the project. These studies, by their definitions helped illustrate that the project is an experimental mix of selected conceptual principals taken from Participatory Theatre and Process Drama.

In this project elements of these concepts are employed together and used in evaluating, investigating, and exploring theatre to achieve a unique and versatile model.

Play Adaptation

The vehicle for this project was the script Pinch, which explores the issues surrounding the polio vaccine field trials conducted in 1955, and a child's fear of

vaccinations. Since the project objective was to bring history to life for a modern audience, it was necessary first to compare the script to other historical plays. I proceeded to examine five historical plays for young audiences :Mother Hicks by Susan Zeder, The Witch Of Blackbird Pond by Y, York, Steal Away Home by Aurand Harris, A Thousand Cranes by Kathryn Schultz Miller, and Braille: The Early Life Of Louis Braille by Lola and Coleman Jennings. These plays, while all different in plot and character, used language, topic, set, and stage directions to accomplish the historical element. The stories themselves were written to depict a certain historical period that was conveyed through the use of the setting, costume design, dialogue appropriate to the period, and set design. Making the establishment of the historical element a mostly visual creation.

Participatory Theatre

The characteristics of Participatory Theatre were evidenced throughout the project. In the article, "Participatory Research" located in the Encyclopedia Of Sociology, the authors claim that,

Participatory research can be identified by five characteristics: (1) participation by the people

being studied; (2) inclusion of popular knowledge; (3) a focus on power and empowerment; (4) consciousness raising and education of the participants; and (5) political action. A precise definition should be avoided so that each group that does participatory research can be free to develop some of its own methods. (Cancian and Armstead 2038)

These five characteristics can be applied to this project. First, the students comments and opinions were surveyed at the beginning and end of the project and their participation was continuous. Second, the students had a popular knowledge of puppet construction because this project was conducted at the end of the quarter and they had completed several assignments prior to this project. Third, they were empowered to create their puppet characters without strict design parameters whereby the students were able to personally influence certain characters within the play by the construction of prototype puppet characters. Fourth, the project tasks were demonstrated in a manner that could be duplicated for other subjects and classroom projects. The students commented that they would take the knowledge and experience as a tool

for future teaching and instruction. Fifth and finally, they have the choice to decide if they would like to implement any of what they learned or even create new ideas themselves based on the participation in this project, which qualifies as a type of political action. The study claims that "participatory research validates popular knowledge, personal experience and feelings, and artistic and spiritual expressions as useful ways of knowing."

(Cancian and Armstead 2039)

Process Drama

The project takes the basic idea of process drama which is defined as,

A philosophical and experiential approach to teaching and learning, process drama and its strategies draw on theatrical ideas to trouble the traditional dynamics of the classroom and to provoke students into critical investigation. As the method's name suggests, the core of this work lies in the process of discovering ideas, not in the preparation for any kind of public presentation. (Mattson 102)

The process of searching the internet for images depicting the 1950's transistor radio, the stock and

cooking pots, and the syringes and then creating and developing the puppet characters for the script have the basic concepts of Process Drama, but it uses them in a creative context.

Related Studies

Two studies I found using puppet construction and historical texts to educate participants had similar components of this project but were geared for and completed by elementary and grade school students.

One study Let's Do A French Puppet Show! An Integrative Project Combining French Language, Literature, and Culture, by Dorothy Mae Johns, was a program conducted in 1939 at University High School, West Los Angeles, California. Their program to develop a puppet show was devised from a story the students had to read and translate from French to English, L'Abbee Constantin by Ludovic Halevy. The students then researched all things French. They recreated sets, and costumes from the period. The students worked in groups on sections of the story, then wrote a play from the translation. The students were surveyed about the major events that the play should include. "The purpose of the play was to get the pupils

acquainted anew with all the material they had seen, read, or discussed during the semester." (Johns 31). The students then constructed cloth puppets from a pattern provided. They cast the play by student vote, as there were more puppets created than the story needed. They took the play they had developed and translated it back into French and then performed it. Student comments were encouraged about the project and were all positive about the experience. One student commented about the project that, "From the educational standpoint, the French puppet show was very beneficial. It gave me a better understanding of the French language and my fluency was much improved." (Johns 35) Another student said that, "I feel that any knowledge learned from this type of project will be retained much longer than memorizing from books." (Johns 35).

Accordingly the Pinch Puppet Play Project is similar to this one. Both have the students read a historical play adaptation, complete a survey about the content and experience, research and create puppet characters for the play, and then perform selected scenes.

Another fascinating project that used puppet creation to teach history used the same objectives but in a different procedure. Sod Blocks, Lodge Poles, And

Cornerstones: On Teaching Cultural History And Structure Through Puppetry Arts, by David Wheeler was a study he conducted as a " participant in the artist-in-the-schools program sponsored by the Alaska State Council on the Arts" (Wheeler 20). This study emphasized the changes in Alaskan architectural and cultural changes over a 5000 year period of history. After a visit to the Chugach Optional K- 6 School in Anchorage, Alaska in May of 1996, Wheeler noted the school was unconventional in its teaching attitudes and emphasized holistic learning. He, "began to wonder if this finely conceived school could serve as a model for a puppet theatre." (Wheeler 20). Wheeler stated that, "puppet theatre contains within it the opportunity for more than commentary on single events... puppetry offers a chance for sweeping coverage and analysis of long spans of human history and, beyond that, for instruction." (Wheeler 19). Could he in fact use his "own context for the children's expression-the pup-pet stage-in a similar fashion, as a hub into which all subject areas might feed" (Wheeler 21). The study was developed by Wheeler, who as an artist and sculptor, rendered drawings of what the students would construct. He provided numerous sketches of building and characters, having the students research and construct them

in puppet fashion for performance. His production was extremely elaborate and was accompanied by storyboards depicting different time periods, a musical soundtrack, and the play was a narrated text he himself wrote. His project was an overwhelming success. Regarding a project of this type Wheeler states, "The rewards are there for those students and teachers who become involved in a sophisticated multi-media project which challenges participants by its long view of life on this planet." (Wheeler 24).

This project, although very different from Mae's and Wheeler's in both scale and scope, has very similar goals. The attempt to bring history to life for a modern audience with the use of puppets and puppet theatre. In the beginning of Wheeler's paper he uses a quote that is very apropos. It illuminates the creativity and entertainment value of this type of project to perfection, "from "The Eighteenth Brumaire Of Louis Napoleon, Karl Marx (n.d.) said , "All facts of great importance occur twice; the first time as tragedy, the second as puppet theatre." "(Wheeler 19).

CHAPTER THREE

PINCH PLAY PUPPET PROJECT DETAILS

The Lesson Plan

To organize the tasks that needed to be completed for this project it was necessary to develop a lesson plan. The lesson plan was useful as a basic guideline and had to be revised because I discovered I was not able to accomplish the tasks as specifically as I had planned them. The first revision was necessary because we were not able to finish the read through on June 2nd. There were other class activities planned by Professor Harrington that I was not aware of and we were not able to devote the whole class period to the play read through as I had established on my original lesson plan.

This proved to be a great lesson for me as a student teacher and not a considerable hardship because I was flexible. I was able to make adjustments and created an amended lesson plan that proved to be successful in accomplishing the tasks that were planned in the allotted time period.

I reduced the number of puppets each student would make from three to two. I decided that everyone would construct a chicken puppet and one of either the shot pot character or the radio character. This way there would still be several prototype puppets of each character, the students would not be rushed trying to complete too many projects, and they could give more attention to the detail and function of their project.

Project Journals

After each class meeting I made notes on the outcome of the particular class based on my lesson plan. I recorded what had transpired during the class period, listed items I needed to mention at future class meetings, and made notes of my observations. The following sections are the actual journal entries from the project.

Project Journal June 2nd

I presented an introductory overview of the project and explained that we were going to read the play as a class. A description of the characters in the play was also given and parts were designated on a volunteer basis.

Script read through was not completed, we read to the bottom of page 15. The reading that we did do was

productive and it sounded good. I made corrections on my script copy where I found errors. I was not able to give the survey today either so I will need to make adjustments to the lesson plan to continue the read through and conduct the survey in the next class period. I will also need to allot time for administration business in the first 15 minutes of the next class. The students seemed receptive and they chuckled at a few of the lines. My feeling is that some of the dialogue needs to be broken up, there is too much information being given at one time. I think that I should have the radio deliver some of the lines and introduce him into the play earlier. If I can figure out how to work that out I think the play would be better and more entertaining.

Project Journal June 4th

I had to recast the characters since some of the class members were absent. The students seemed more enthusiastic about volunteering. The read through was completed and the students filled out the script evaluation survey. I seem to see the same problem with the dialogue providing too much information from Aunt Ruthie's character as well. I need to figure out a way for the shot pot and the radio to have more of the lines. I think Mr. Chester also needs to

be more developed as well. Discussion about the chicken puppet was interesting because the students showed enthusiasm for the project and got right to work. There was only 20 minutes of class time left so the chickens are due at the beginning of class on Monday. I told them they could make any type of chicken or chick puppet that they wanted to and that the chickens would perform in the scene performances the following Friday. One of the students completed her project by the end of class and had made adorable chick finger puppets!

Project Journal June 7th

The class introduced their chickens and it was really delightful to see all the various ways the class designed their puppets. I asked each student to introduce themselves and tell us one item they used in the construction of their chicken. The pompom's and feathers were popular as well as foam ball and socks, however there were no two chickens alike. One of the most interesting observations I made was that each student approached the task with an unconventional idea. They felt free to create psychedelic or plaid chickens and to me that type of thinking is very child friendly. If you are a child you don't have to color the leaves of your tree green or make

the sky blue. The students also had a little better understanding of the music in the 1950's many students expressed enjoyment as we listened to "Rock Around The Clock" and "Shake Rattle And Roll". They began moving their heads to the beat as I searched for images of different styles and types of 1950's transistor radios, 1950's syringes, and stock pots on the internet. We looked at several images on the projector screen and discussed the puppet characters. I told the class that the style was more important than the colors used in the project. I then divided the students into two groups. One group will make the "Shot Pot" and the other group will make the "Radio". I felt that this was a better idea when I made the new lesson plan so that the students could have more time to create their second puppet. I told them they could have part of class on Wednesday to finish the puppet and work out any movement problems or issues they may have with the puppet.

Project Journal June 9th

Class was very interesting today. The students resumed work on their puppets and there were so many really great ideas. One of the biggest challenges was how to make the puppet move. Several of the students were absent on

Monday and had to be assigned a puppet so I let them have the entire class to finish creating. Those students who were finished, introduced their puppets and demonstrated how they would move or speak. I outlined the Friday performance and I was able to have a glimpse of the puppet characters that I would use for the scenes we perform. I want to see all those charming chickens clucking "Shake Rattle and Roll"...

Project Journal June 11th

Most all of the students showed up with their fantastic puppets! I took lots of photos. I don't feel I was as prepared as I should have been for our scene readings even though I felt it went well. I should have spent more time in the stage design and made a drawing of how I wanted it to look for each scene. I feel that it would have given the students a better idea of what I wanted since these students are not actors. For Liberal Arts students they did a bang up job! I do think the play lacks action and the ending is a bit weak. There is some funny parts though. I cast different students to be the characters in each scene so that many of them had a chance to try out their puppets, all who did not have an actual character part were able to be in the scene with the

chicken puppets. It was a riot and they did a very good job in each scene. I think that I need to define some of the characteristics of the puppets, sort of fine tune their personas. I like the suggestion Professor Ervin made about making the radio more of an egghead, it is a great contrast to the sarcastic and hot tempered shot pot. Well more work definitely needs to be done but I feel that I have made a great start. The performance went well and I had time left to conduct the exit survey. Lesson plan completed as planned.

CHAPTER FOUR
SURVEY FINDINGS AND RESULTS

Survey Details

I conducted a "Script Evaluation Survey" which consisted of ten questions and an "Project Exit Survey" consisting of five questions, both surveys were conducted anonymously. The survey questions were designed to explore concepts and characters in the script and to pinpoint the success' and challenges faced by each student participating in the project.

Script Evaluation Survey Results

The results of the "Script Evaluation Survey" that was conducted anonymously in class on June 4, 2010, showed that of the eighteen students surveyed the theme or overall concepts the play portrayed were easily determined by the students. Most every answer had to do with the fear of getting a shot or educating people on the importance of vaccines. Participant 1 answered that the play was a, "Pretty good idea. Nice story about getting over your fears." Participant 4 commented, "Very informative about

getting vaccinated." which encourages me greatly that the message of the script was translated.

The consensus the majority of the students reached regarding the language of the play was that it is easy and natural, and appropriate for a younger audience. One comment expressed by Participant 10 states, " Yes, but it needs a little bit more 50's language so we can see the difference." Personally I do agree but as I was writing the play I found that it is hard to really know how far to go to make your point.

The character interaction, with the exception of the "Shot Pot" was well received confirming some of the trepidation I myself have with appropriate character development in this particular puppet. The fact that Participant 2 answered, "Yes, maybe the Shot Pot I didn't get" makes it apparent that this character does need work. The survey asked the students to choose their favorite character. There were several votes for Kaitlin, Pete, and the Chickens as a favorite of all of the characters. However, all but the Radio and Mr. Chester received at least one vote.

Mr. Chester did appear on the small list of character's that were not liked and it was because there

wasn't enough information about him. His character would need more development and more lines perhaps if he stays in the story. Grandma was mentioned by Participant 13 as being a bit "boring" and the "Shot Pot" was named by another student, Participant 15, who did not "know what it was". The majority of the students stated they liked all the characters.

Based on the survey findings it is apparent that the concept of going back in time in a dream is somewhat confusing to most of the students, I believe that with sound and light effects that would become more clear but it is an area I feel needs clarification and possible restructuring.

The student participants unanimously agree that they could envision this play being performed in a classroom setting which I am happy to say relieves my mind, although some of the students stipulate criteria for that being the case. Participant 5 writes, "Yes, maybe in a 3rd to 5th grade classroom", but whether it is to identify age range or to adjust the presentation of the play and it's length as another student, Participant 9 comments, "Yes, maybe a little shorter though." the play definitely has a place in school.

There were several completely different answers to what the students thought worked in this play, such as Participant 1's opinion, "The dream effect, because it is the main importance of the story" or "The easy vocabulary and the flow of the script, not only can an adult understand but so can children." as Participant 16 reveals. The results show that although the student participants had different opinions they all found something about the play that worked. The main agreement that I found in the survey for what worked was the concept of the story. The reasoning was the participants decided children could relate well to the story and its characters and they would like it.

There were also several different responses to what they thought did not work and their reasons why. For instance, Participant 13 says, "Didn't care much about Carol Ann's Aunt being part of the research" and Participant 11 comments, "The Shot Pot character is a little confusing with its dialog". The "Shot Pot" was mentioned by a couple of student participants as not having worked, as was the idea of going back in time. It was also mentioned that some of the lines were long or off topic, that the play needed more jokes. I seem to agree with all

of these assessments to some degree or another and it is very helpful to me to have this survey pinpoint and verify some of my own misgivings regarding this piece.

When asked their overall impression the students seemed to honestly like the play, to enjoy the story and the characters, and to find it interesting and funny as well as appreciate the concepts and ideas it contained. Participant 1 wrote, "Kidish, funny and interesting" and Participant 5 wrote, "I liked the play, I would use it in my classroom." All the comments were upbeat, encouraging and positive. I would be leery of the fact that no one made any negative comments if I were giving out grades for this project and the assignments. However the students were aware that this was not the case. These students were so much fun to work with and they applied themselves to the project with enthusiasm and verve. Their creations were wonderful and it was rewarding to me to watch the characters come to life.

Project Exit Survey Results

The "Project Exit Survey" was conducted anonymously at the end of the final class period on June 11, 2010. The surveys were randomly numbered. The results were not as

detailed as I could have hoped for. This is possibly because; it was at the end of a performance given by students not used to doing that sort of work, and it was a Friday at the end of class when the survey was given. Regardless, the information does prove useful to me in measuring whether the play, the project, and myself as the instructor met with success.

The results showed that, of the 19 students who responded to the survey, the challenges faced by the students varied from finding the proper materials to figuring out how to make the puppet move. " Figuring out how to give the chicken a mouth" was one challenge faced by Participant 13, and "My challenge was making it just the way I imagined. Then having to make changes to make it work" was the challenge reported by Participant 14. These were just a couple of the answers the students wrote to this question. All the puppet characters were named as presenting a challenge. The Shot Pot seemed to have been the hardest to create for those students that had that project, the Radio for others, and a few chickens made the list but the challenge there was creating a beak or making it move.

The chicken was the puppet character named the most successful. Participant 2 described one success as, "Putting the chickens parts together" I believe it's because it was the most familiar and therefore the easiest to create. There was such an array of different types of chickens the imagination and creativity was astounding. All the puppets turned out great. Participant 11's comment stated "I think the Radio was the most successful puppet due to the fact that it turned out more organized and detailed." The students really did a fabulous job and were a credit to the research we did together in class.

According to the survey response 14 of the 19 students claim that the story increased their knowledge of the history of vaccines and their importance. Participant 1's response was, "Yes, I learned about the importance of vaccines," and of the 5 not in that category Participant 6 answered, "I knew the history of vaccines prior to this story, but I think it does a good job getting the history across.", which speaks well for the educational value of the script and the subject of the story.

The majority of the students stated that they had been given sufficient information to create their puppet characters. Students that stated they would have liked

photos or more information were most likely the ones that skipped one or more sessions of the class or came in very late. I did have to assign several students a Shot Pot or Radio character on June 9th. The students who were present on the day the assignment began chose which puppet they wanted to create, so that may explain why some of the students required more information. Upon reflection I should have made a hand out that went into detail about the different puppet assignments. However, we did go over the assignment again to make certain there were no questions or problems to be addressed. I did suggest to the students who were absent for more than one class that they investigate their colleagues work and talk to them about how they designed their character and the types of materials they used. I made certain to give any assistance that was needed and I also made several photos available.

There were just a few comments and observations written about the overall project most students answered "No" or gave no answer to this question. Of the eight student participants that gave comments I am glad to say that they were positive ones, for example Participant 5 states, "Very exciting project", and "Great job! I enjoyed the play" was written by Participant 9. Participant 13

recorded, "No, I loved working with this project it was nice to see how other people made their puppets." The students expressed enjoyment and interest in creating the puppets, viewing the creations of others, participating in the project, and declared the material presented to have informative and entertainment value. I am pleased to report that the project was an overall success.

Conclusions

When I began contemplating how I would conduct this project I felt nervous and undecided on how to proceed. It was my first intention to sketch my conception of the puppet characters and bring the results to show to the class. However I disregarded the notion firmly believing that by designing the characters the way I imagined them to look I would inadvertently influence the students' own design and in the process hamper their creative exploration. Instead, I informed them that one of the most effective tools employed by designers is the thumbnail sketch. They are small sketches they draw when brainstorming and designing their projects. I explained that if you can sketch out the overall conception of how you want your design to look you could then begin to design

your character. When satisfied with the outcome you could then identify the types of shapes and textures you require. The process provides basis a to identify the materials you will need. It will then be easier to build and create a design with the effects and characteristics you want.

For this project I asked the students to create three different puppet characters. Each student began by creating their idea of a puppet chicken, the results were brilliant, there were no two puppets alike and each was unique and wonderful. The second puppet each student created was either the Shot Pot character or the Radio character. My success or failure in the instruction of the class to create the puppet characters can be shown in the answers contained in the Project Exit Survey.

In the development of the Script Evaluation Survey questions, I focused on some basic elements of dramatic structure. I examine plot, character, language, theme, and setting. I then built my questions around the structure element to aid me in my script diagnosis. In the Project exit Survey I wanted to get an idea of what the students faced in completing the tasks I had set for them and how they felt I did at providing the necessary information they needed to do so. I surmised it would be easier to see all

the answers to each particular question listed together at one time to better evaluate the project as a whole.

There are ten questions that were asked each student present on the Script Evaluation Survey and five questions on the Project Exit Survey, a copy of each survey and the scope of student answers received are recorded exactly as they were written and can be found in Appendix A.

Conducting the classroom portion of this thesis project allowed me to examine my original project work through a lens that magnified the flaws within the work and greatly solidified the elements that function correctly. The classroom was peopled with Liberal Arts students, not Theatre students and it proved to be a better test because I have become accustomed to work with students that have a grasp on script reading and a flair for the dramatic. By teaching a class full of students who are not familiar with theatre and its elements it became a truer test of the material toward its suitability for schoolroom performance, for a modern audience of all ages, for the creators and performers, and myself as a theatre practitioner.

The script reading, performance, and surveys helped me to evaluate several components of dramatic structure and staging that I think worked well and that did not work as

well as I would have liked. I was delighted to see my characters created in the many forms that were presented through the fantastic efforts of the students. I am extremely pleased and satisfied with what I have learned as a student and an instructor. There is still work that needs to be done before I consider the play complete but, I have been fortunate to be able to test my work and pinpoint the areas for improvement.

Limitations

This study was limited in terms of time and materials. There were only five class periods to, read the script, make the puppet characters, perform selected scenes, and survey the participants. We had to rely on our imaginations as to what the costumes and set designs would really look like. Having stated that, this project went extremely well and the participants and myself were able to accomplish all that we set out to do and feel extremely confident that we did our job well. We did in fact, bring history to life for a modern audience.

APPENDIX A
PINCH PUPPET PROJECT

Pinch Puppet Project:

The plan of action for this project was to join Professor Harrington's class and introduce both myself and my play to the class with a play read through. Survey the students so that I could gain information that would enable me to pinpoint any specific problems inherent within the play structure and character development with the goal toward finding possible solutions for creating a more effective presentation, as well as to be able to function as an instructor by having the class create prototypes of the puppet characters. The puppet prototypes were also to serve as an indication of the plays imagery content and description.

At the onset of this project I developed the following lesson plan:

Lesson Plan #1

6/2/10 Wednesday

First Read thru of Play/Discussion

Script evaluation survey

Discuss puppet characters the class will create.

Expected outcome:

Class reads thru play and asks questions after reading.

Class completes evaluation survey.

Discuss assignments: Chicken puppet, Shot Pot and Radio.

6/4/10 Friday

Students will start construction on chicken puppets using the full class time.

Discuss Puppet project #2 The Shot Pot

Expected Outcome:

Each member of the class will create a chicken or chick puppet.

Students who complete the project during class will introduce their puppet and describe the construction method and materials used.

Students not finished will have weekend to complete assignment as well as begin on ideas for the second puppet project.

6/7/10 Monday

Discuss various ideas for the Shot Pot puppet.

Begin construction on Shot Pot puppet.

Expected Outcome:

Students have necessary information to create their puppet characters.

Begin construction on puppet using class time.

Students should continue working on puppets outside class to be finished before the next class.

6/9/10 Wednesday

Discuss puppet project #3 the 1950's transistor Radio

Work on puppet project #3 the Radio

Outline Friday performance

Introduce finished puppets

Expected Outcome:

Students use class time to finish puppet assignments.

Any unfinished puppets should be completed outside of class.

Discuss and rehearse Friday performance.

Remind students to bring puppets to next class.

6/11/10 Friday

Set up classroom for scene performances

Cast selected scenes

Performance

Exit survey

Expected Outcome:

Students report to class with their puppet characters.

Discuss performance scenes and cast accordingly.

Performance

Students fill out exit survey at the end of class

The above lesson plan was useful as a basic guideline and had to be revised because I discovered I was not able to accomplish the tasks as specifically as I had planned them. The first revision was necessary because we were not able to finish the read through on June 2nd. There were other class activities planned by Professor Harrington that I was not aware of and we were not able to devote the whole class period to the play read through as I had established on my original lesson plan.

This proved to be a great lesson for me as a student teacher and not a considerable hardship because I was flexible and was able to make adjustments and created the amended lesson plan that proved to be successful in accomplishing the tasks I had planned in the allotted time period.

I reduced the number of puppets each student would make from three to two; I decided that everyone would construct a chicken puppet and one of either the shot pot or the radio. I would still have several prototypes of each and the students would not be rushed trying to complete too many projects and could give more attention to the detail and function of their project.

Lesson Plan # 2

6/2/10 Wednesday

First Read thru of Play/Discussion

Script evaluation survey

Discuss puppet characters the class will create.

Expected outcome:

Class reads thru play and asks questions after reading.

Class completes evaluation survey.

Discuss assignments : Chicken puppet, Shot Pot and Radio.

6/4/10 Friday

Finish read through from page 15.

Have students fill out the script evaluation survey.

Students will start construction on chicken puppets using remaining class time.

Expected Outcome:

Complete play read through and script evaluation survey.

Each member of the class will create a chicken or chick puppet.

Students who complete the project during class will introduce their puppet and describe the construction method and materials used.

Students not finished will have weekend to complete assignment as well as begin on ideas for the second puppet project.

6/7/10 Monday

Students will introduce their "Chicken" puppet and briefly describe the construction method and materials used.

Discuss various ideas for the Shot Pot and Radio puppets.

Divide the Students into two groups.

Group one will create the Shot Pot.

Group two will create the Radio.

Begin construction on puppet.

Expected Outcome:

Students will be able to see the different puppets created by the others in class.

Students have necessary information to create their specific puppet character.

Begin construction on puppet using class time.

Students should continue working on puppets outside class to be finished before the end of next class meeting.

6/9/10 Wednesday

Continue work on puppet

Outline Friday performance

Introduce finished puppets

Expected Outcome:

Students use class time to finish puppet assignment

Discuss and rehearse Friday performance.

Remind students to bring both puppets to next class.

6/11/10 Friday

·Set up classroom for scene performances

Cast selected scenes

Performance

Exit survey

Expected Outcome:

Students report to class with both of their puppet characters.

Discuss performance scenes and cast accordingly.

Performance

Students fill out exit survey at the end of class.

After each class meeting I made notes on the outcome of the particular class based on my lesson plan and listed items I needed to mention at future class meetings and made notes of my observations.

Outcome notes:

June 2nd

I presented an introductory overview of the project and explained that we were going to read the play as a class. A description of the characters in the play was also given and parts were designated on a volunteer basis.

Script read through was not completed, we read to the bottom of page 15. The reading that we did do was productive and it sounded good. I made corrections on my script copy where I found errors. I was not able to give the survey today either so I will need to make adjustments to the lesson plan to continue the read through and conduct the survey in the next class period. I will also need to allot time for administration business in the first 15 minutes of the next class. The students seemed receptive and they chuckled at a few of the lines. My feeling is that some of the dialogue needs to be broken up, there is too much information being given at one time. I think that I should have the radio deliver some of the lines and introduce him into the play earlier. If I can figure out how to work that out I think the play would be better and more entertaining.

June 4th

I had to recast the characters since some of the class members were absent and the students seemed more enthusiastic about volunteering. The read through was completed and I passed out the script evaluation survey. I seem to see the same problem with the dialogue providing too much information from Aunt Ruthie's character as well. I need to figure out a way for the shot pot and the radio to have more of the lines. I think Mr. Chester also needs to be more developed as well. Discussion about the chicken puppet was interesting because the students showed enthusiasm for the project and got right to work. There was only 20 minutes of class time left so the chickens are due at the beginning of class on Monday. I told them they could make any type of chicken or chick puppet that they wanted to and that the chickens would perform in the scene performances the following Friday. One of the students completed her project by the end of class and had made adorable chick finger puppets!

June 7th

The class introduced their chickens and it was really delightful to see all the various ways the class designed their puppets. I asked each student to introduce themselves

and tell us one item they used in the construction of their chicken. The pompom's and feathers were popular as well as foam ball and socks, however there were no two chickens alike. One of the most interesting observations I made was that each student approached the task with an unconventional idea. They felt free to create psychedelic or plaid chickens and to me that type of thinking is very child friendly. If you are a child you don't have to color the leaves of your tree green or make the sky blue. The students also had a little better understanding of the music in the 1950's many students expressed enjoyment as we listened to "Rock Around The Clock" and "Shake Rattle And Roll" and began moving their heads to the beat as I searched for images of different styles and types of 1950's transistor radios, 1950's syringes, and stock pots on the internet. We looked at several images on the projector screen and discussed the puppet characters. I told the class that the style was more important than the colors used in the project. I then divided the students into two groups. One group will make the "Shot Pot" and the other group will make the "Radio". I felt that this was a better idea when I made the new lesson plan so that the students could have more time to create their second

puppet. I told them they could have part of class on Wednesday to finish the puppet and work out any movement problems or issues they may have with the puppet.

June 9th

Class was very interesting today, the students resumed work on their puppets and there were so many really great ideas. One of the biggest challenges was how to make the puppet move. Several of the students were absent on Monday and had to be assigned a puppet so I let them have the entire class to finish and those who were finished introduced their puppets and demonstrated how they would move or speak. I outlined the Friday performance and I was able to have a glimpse of the puppet characters that I would use for the scenes we perform. I want to see all those charming chickens clucking "Shake Rattle and Roll".

June 11th

Most all of the students showed up with their fantastic puppets. I took lots of photos. I don't feel I was as prepared as I should have been for our scene readings even though I felt it went well. I should have spent more time in the stage design and made a drawing of how I wanted it

to look for each scene. I feel that it would have given the students a better idea of what I wanted since these students are not actors. For Liberal Arts students they did a bang up job! I do think the play lacks action and the ending is a bit weak. There is some funny parts though. I cast different students to be the characters in each scene and they did a good job in each scene. I think that I need to define some of the characteristics of the puppets, sort of fine tune their personas. I like the suggestion Kathy made about making the radio more of an egghead, it is a great contrast to the sarcastic and hot tempered shot pot. Well more work definitely needs to be done but I feel that I have made a great start. The performance went well and I had time left to conduct the exit survey. Lesson plan completed as planned.

As I mention above I conducted a "Script Evaluation Survey" and an "Project Exit Survey", both surveys were conducted anonymously.

The results of the "Script Evaluation Survey" showed that of the seventeen students surveyed the theme or overall

concepts the play portrayed were easily determined by the students. Most every answer had to do with the fear of getting a shot or educating people on the importance of vaccines. The consensus the majority of the students reached regarding the language of the play was that it is easy and natural and appropriate for a younger audience. The character interaction, with the exception of the "Shot Pot" was well received confirming some of the trepidation I myself have with appropriate character development in this particular puppet. There were several votes for Kaitlin, Pete and the Chickens as a favorite of all of the characters, however all but the Radio and Mr. Chester received at least one vote. Mr. Chester did appear on the small list of character's that were not liked and it was because there wasn't enough information about him. His character would need more development and more lines perhaps if he stays in the story. Grandma was mentioned by one student as being a bit "boring" and the "Shot Pot" was named by another student who did not know what it was but the majority of the students stated they liked all the characters. I feel that the concept of going back in time in a dream is somewhat confusing to most of the students, I believe that with sound and light effects that would become

more clear but it is an area I feel needs clarification and possible restructuring. The students unanimously agree that they could envision this play being performed in a classroom setting which I am happy to say relieves my mind, although some of the students stipulate criteria for that being the case, whether it is to identify age range or to adjust the presentation of the play and it's length. There were several completely different answers to what the students thought worked in this play and what did not work and the reasons why. The main agreement that I found in the survey for what worked was the concept of the story. The reasoning was what they decided children could relate well to the story and its characters and they would like it. The "Shot Pot was mentioned by a couple of students as not having worked, as was the idea of going back in time and it was also mentioned that some of the lines were long or off topic, that the play needed more jokes. I seem to agree with all of these assessments to some degree or another and it is very helpful to me to have this survey pinpoint and verify some of my own misgivings regarding this piece. Overall the students seemed to honestly like the play, to enjoy the story and the characters, and to find it

interesting and funny as well as appreciate the concepts and ideas it contained.

When I began contemplating how I would conduct this project I felt nervous and undecided on how to proceed. It was my first intention to sketch my conception of the puppet characters and bring the results to show to the class, however I disregarded the notion firmly believing that by designing the characters the way I imagined them to look I may have in some way influenced and in the process hamper their creative process. Instead I told the students that one of the most effective tools employed by designers is the thumbnail sketch, I explained that if you can sketch out how you want your design to look, the overall conception of it, you could then begin by identifying the shapes and textures you require giving you a basis to identify the materials you will need to create the effect you are looking for. For this project I asked the students to create three different puppet characters. Each student began by creating their idea of a puppet chicken, the results were brilliant, there were no two puppets alike and each was unique and wonderful. The second puppet each student created was either the Shot Pot character or the

Radio character. My success or failure in the instruction of the class to create the puppet characters can be shown in the answers contained in the Project Exit Survey.

The "Project Exit Survey" results were not as detailed as I could have hoped for, possibly because; one, it was at the end of a performance given by students not used to doing that sort of work, and two, it was a Friday at the end of class when the survey was given. Regardless the information does prove useful to me in measuring whether the play, the project, and myself as the instructor met with success. The challenges faced by the students varied from finding the proper materials to figuring out how to make the puppet move. All the puppet characters were named as presenting a challenge. The Shot Pot seemed to have been the hardest to create for those students that had that project, the Radio for others, and a few chickens made the list but the challenge there was creating a beak or making it move. The chicken was the puppet character named the most successful, I believe it is because it is the most familiar and was the easiest to create. The students agree for the most part that the story increased their knowledge of the history of vaccines and their importance. The majority of the students

stated that they had been given sufficient information to create their puppet characters, the students that stated they would have liked photos or more information were most likely the ones that skipped one or more sessions of the class or came in very late. I did have to assign several students a Shot Pot or Radio character on June 9th. The students who were present on the day the assignment began chose which puppet they wanted to create, so that may explain why some of the students required more information. I did suggest that they investigate their colleagues work and also made several photos available. There were just a few comments and observations written about this project and I am glad to say that they were positive ones. The students expressed enjoyment and interest in creating the puppets, viewing the creations of others, participating in the project, and declared the material presented to have informative and entertainment value. I am pleased to report that the project was an overall success.

In the development of the Script Evaluation Survey questions I focused on some basic elements of dramatic structure such as plot, character, language, theme, and

setting. I then built my questions around the structure element to aid me in my script diagnosis. In the Project exit Survey I wanted to get an idea of what the students faced in completing the tasks I had set for them and how they felt I did at providing the necessary information they needed to do so. I surmised it would be easier to see all the answers to each particular question listed together at one time to better evaluate the project as a whole. There are ten questions that were asked each student present on the Script Evaluation Survey and five questions on the Project Exit Survey, a copy of each survey and the scope of answers received are recorded exactly as they were written and are as follows.

Pinch Project

Please give detailed answers to the following questions regarding the first read thru of the above mentioned script.

To these questions I received the following answers from the 18 participants. Each anonymous survey was randomly assigned a number that corresponds to the individual answers to the questions:

1. What do you think the overall idea or concept of this play is?

1. "Pretty good idea. Nice story about getting over your fears."

2. "I think it is a good idea for a theme"

3. "I think the overall idea is that sometimes we have to make sacrifices in order to be happy."

4. "Very informative about getting vaccinated"

5. "I was not here for the first part but the second part was good"

6. "To explain to children that shots are not as bad as they seem. Also to show the importance of getting all shots."
7. "To advise children of the importance of "vaccinations"."
8. "To get people vaccinated"
9. "That shots are important, especially for children."
10. "Not to be afraid, everybody is afraid of something, but it's ok, face your fears."
11. "To inform about the polio vaccine"
12. "To educate people about different vaccines"
13. "I really like the idea, people need to be aware of this."
14. "I like it because it informs parents of the risks of not getting a vaccination."
15. "Staying healthy and getting vaccines, also doing the right thing"
16. " I like the idea. I thought it was easy to understand and read. Good for children."
17. "Health awareness."

18. "I think you are giving information about getting the polio vaccine and not worrying about getting shots."

2. Was the language easy and natural? Yes or No? Explain why?

1. "Language was natural for people who speak like that at that time."

2. "Yes, the language connected to us."

3. "Yes, I think the language was natural and flowed very well."

4. "Yes the language is easy & natural. The dialog makes it feel like a conversation between an adult & child & the characters help."

5. "Yes, very simple to read a child that could read would not have problems with it."

6. "Easy to understand. Children will know the vocabulary."

7. "Yes, easy and natural. Although for today's youth the word "scream" would have to be translated to "tight" or "bad"."

8. "Yes."

9. "Yes, it was easy to read."

10. "Yes, but it needs a little bit more 50's language so we can see the difference."

11. "Sometimes the characters explanations see a bit unnatural. They offer a lot of information without it necessarily being requested."

12. "Yes."

13. "The language was easy for most characters but for Carol Ann she had really long sentences so it was hard to focus on what she was saying."

14. "Yes, I think any age group would easily understand the script and/ or concept being portrayed."

15. "Yes it didn't have a lot of big words."

16. "Yes, small words for children. Not complex."

17. "Yes."

18. "Yes, everything flowed easily together. The only thing was a few spots were not clear who was supposed to read."

3. Did the characters interact and communicate well with each other?

1. "I believe so. None of the interaction seems uncomfortable towards the characters."

2. "Yes, maybe the Shot Pot I didn't get."
3. "Yes, the characters communicated effectively."
4. "Yes."
5. "Yes the characters communicate well with each other."
6. "Yes."
7. "Yes, They all communicated w/one another you could see the closeness of Carol & Pete."
8. "Yes."
9. "Yes."
10. "Yes the lines were very clear. It's easy to understand the story."
11. "Yes, I enjoyed their interactions with each other, they were natural."
12. "Sometimes it was hard to remember the difference between the two main characters."
13. "Yes, this was very interesting, I liked the part where the Radio interacts with Carol Ann."
14. "Yes."
15. "Yes they were like family."
16. "Yes."
17. "Yes."
18. "Yes."

4. Which character was your favorite? Why?

1. "I don't have a favorite one, but if I have to choose, it has to be the grandmother because she is telling a life lesson."

2. "Carol Ann because the way she thinks."

3. "Kaitlin/Carol Ann were my favorite characters because they had that fear of shots, but eventually overcame that fear."

4. "The Shot Pot because he just wanted so badly to give Carol Ann the shot & the tone of his dialog was cute."

5. "I don't have one."

6. "Pete, because he seems like a real boy, very natural."

7. "Pete, a real boy. "funny to mischievous"."

8. "Kaitlin, because she was the main character & curious about things."

9. "I like Pete, he acted like a real boy."

10. "Carolyn and Pete because they were funny, and the chickens even though I didn't hear them sing yet."

11. "The chickens. They are a cute addition to the cast,"

12. "The chickens, they were super pointless. I kinda liked that."

13. "My favorite was Pete, he sounds like a very outgoing kid."

14. "The main character because I could just imagine a cute little girl acting it out. She has a cute role."

15. "Kaitlin, she was cute and smart."

16. "Aunt Ruthie, because she is a doctor and that I admire."

17. "Pete."

18. "The chickens. I think it is a good idea to have them singing. I was looking at a puppet book that had chickens and all I could think about was them clucking to the songs."

5. Were there any characters you didn't like? Why?

1. "None."

2. "No."

3. "I liked each of the characters for different reasons."

4. "No, I thought all the characters were perfect for the story."

5. "No, I liked them all."

6. "No."
7. "No."
8. "No."
9. "No, not really all were cool."
10. "The mean old man, he needed more lines to be scary and so we can imagine more how he looks like."
11. "No, they were all likable."
12. "The old man, didn't seem to go into him all that well."
13. "The grandma was a little boring."
14. No Answer
15. "Shot Pot, because I didn't know what it was."
16. "No, I liked all the characters."
17. "No."
18. "No."

6. Was the idea of traveling back in time in a dream clear? Confusing? Explain why?

1. "I don't remember it was a dream in the beginning (maybe because I confuse it when the grandmother was explaining) but at the end I figure it out once Kaitlin woke up."

2. "At the beginning it didn't seem clear but maybe once I see it acted out it will be better."
3. "Yeah this part of the play was kinda confusing as to who was who when they went back in time."
4. "It was very clear. I was a little confused about Carol Ann changing to Caitlin @ the end."
5. "No I go the point."
6. "It was a little confusing with the change of names, but I guess if the character doesn't change physically it would be easier to follow when performed."
7. "No, I think it was good for the storyline. You actually become part of the story and can visualize."
8. "I wasn't sure where she was when it was 1955 thought it was the grandma talking about her life but the kid was grandma."
9. "At first, but then at the end I got it."
10. "Yes but at first I didn't realize it was a dream until the end. She needs to sleep and then wake up confused kind of like the Wizard of Oz."
11. "As long as the same reader is not used for two different characters it should be clear."

12. "I didn't know it was a dream until the last few lines. I thought it was just a flashback the grandma was saying."

13. "At first I was confused but caught on quickly."

14. "It was a little confusing to me."

15. "Yeah I didn't remember falling asleep before waking up as her grandma."

16. "It was clear, especially in the end. It was all summed up."

17. "Reading it the second time I made the connection between Grandma & Carol Ann."

18. "I was confusing because I wasn't sure when the reader w/ two characters switched from one character to the other."

7. Could you see this play performed in a classroom setting?

1. "Yes, in Kindergarten to 3rd grade."

2. "Most parts I could envision it."

3. "I could see this play performed in a classroom setting because it teaches about polio."

4. "Yes, maybe upper elementary grades so they can understand the importance of vaccines."

5. "Yes, maybe in a 3rd to 5th grade classroom."
6. "Yes, but not by students, at least not very young, older students yes, because some lines are long."
7. "Absolutely. I like the "Chickens" "Shot Pot". The kids would love the chickens "cluck, cluck, cluck, ect."
8. "Depends on the age & if they understand what's going on."
9. "Yes, maybe a little shorter though."
10. "Yes kids can definitely relate to the story."
11. "Yes, the kids would like it a lot, especially the chickens."
12. "Yes, either it needs to be shorter or completely written out and not just end."
13. "Yes, I think children will like it."
14. "Yes."
15. "Definitely I think the characters would come to life."
16. "Yes, Kinder till 6th grade I feel."
17. "Yes."
18. "Yes, but I think each character should have a separate person play that role."

8. What do you think worked in this play? Explain Why?
1. "The dream effect, because it is the main importance of the story."
 2. "I think the shake rattle & roll song worked because it went along with the time."
 3. "I think the characters worked well in the play because they communicated together well."
 4. "The interaction & dialog of the characters. Everything seemed to flow very well."
 5. "The message, that shots are important."
 6. "The point is very clear, the characters are perfect because it is a child that talks about the fear so children can relate."
 7. "The characters of the "Chickens" & "Shot Pot". The "Shot Pot" sort of reminded me of Mrs. Potts in Beauty and the Beast. There two characters add "humor" to this play."
 8. "The concept."
 9. "I liked the scene when the kids went to the old man's house, super funny."

10. "The main idea of the story because a lot of kids can relate."

11. "I think really driving home the idea "less than a pinch, but more than a bee sting" will help kids feel a little more comfortable with vaccinations."

12. "The idea of not liking shots."

13. "The interaction between the characters flowed."

14. "The overall concept."

15. "The concept of getting your shot and being afraid but also knowing the consequences of being sick."

16. "The easy vocabulary and the flow of the script, not only can an adult understand but so can children."

17. "Everything worked together fine."

18. "I think that the characters interaction with one another was good."

9. What do you think did not work in this play? Explain Why?

1. "There is nothing I could think of."

2. "Everything pretty much worked."

3. "The Shot Pot/ Chickens were kind of confusing. I couldn't really figure out the point of them."
4. "I thought the play was very good."
5. "None."
6. No Answer
7. No Answer
8. "Maybe going back in time certain ages won't understand maybe."
9. "Maybe some areas, kind of too many words. Characters talked about a subject that was kind of off topic."
10. "I think it needs more jokes but overall it was good."
11. "The Shot Pot character is a little confusing with its dialog."
12. "The Shot Pot was weird. I didn't really get into that character it was just kinda thrown out there."
13. "Didn't care much about Carol Ann's Aunt being part of the research."
14. No Answer
15. "The Shot Pot because it was so far from my time."

16. "I think as long as the people participating do a good job reading the script there won't be an issue."

17. "Everything seems to work well I would of liked traveling back into time more clear."

18. "I think having one person read two or more roles was confusing."

10. What is your overall impression of this play?

1. "Kidish, funny and interesting."

2. "I think the play was good."

3. "I enjoyed this play for many different reasons."

4. "I likes it & thought it was a good way to explain the importance of vaccinations."

5. "I liked the play I would use it in my classroom."

6. "I enjoyed it, and I think children would enjoy it even more, I think the chickens will be really cute."

7. "It is cute, perfect for children."

8. "It was OK."

9. "It was good."

10. "I can't wait to hear the chickens sing the rock and roll songs. I love chickens and rock and roll music from the 50's."

11. "Great idea. Helps shed light on a topic most kids might not be aware of."
12. "It was good but at the end it just stopped there was no real ending, it was just over."
13. "Was very entertaining. I wish I could see it performed with the puppets & character voices."
14. "I was confused @ first, but after it was explained, I really liked the idea of a play to inform parents & children of vaccinations."
15. "Wonderful, whoever wrote it did great."
16. "I like it two thumbs up."
17. "Overall I enjoyed the play."
18. "I like the play, I would like to see children do this play it will be fun."

Project Exit Survey

TA486-01 June 11,2010

Pinch Project

Please answer each question as completely as possible,
thank you for your participation in this project.

1. What were the challenges you faced in creating your puppets?

1. "Creating the Shot Pot was a challenge in itself"

2. "I had big issues with making my Shot Pot. (It turned out so horribly and my syringes broke.)"

3. "Trying to figure out how to make the Radio an actual puppet"

4. "Finding the materials so that the puppet had specific characteristics like a beak for the chicken."

5. "Putting the Shot Pot together was my biggest challenge. Finding the material to make it look like it was boiling was also a challenge."

6. "Creating the base was probably the hardest. I had initially taped the Radio base with scotch tape, but had to redo it completely with packing tape."

7. "The Radio puppet, it was hard to figure out what puppet is should be."

8. "Trying to decide how to make the 1950'S syringes."

9. "I had a hard time trying to get mine to look like a pot. The handle of the pot was suppose to be his nose, but it looks funny."

10. "The only challenges, for me, were thinking of the colors since I love the colors of the world."

11. "While creating the Radio puppet I had problems creating the box shape and decorating the box."

12. "The creativity aspect of creating a puppet was the greatest challenge."

13. "Figuring out how to give the chicken a mouth."

14. "My challenge was making it just the way I imagined. Then having to make changes to have it work."

15. "Making the Shot Pot was hard because it was difficult to find pictures of one of the 50's."

16. "I had trouble putting a beak on my chicken sock puppet. But I figured it out after 3 attempts."

17. "The challenges I faced were finding the proper materials."

18. "Knowing exactly what was wanted/needed. Also knowing what the Radio was or looked like."

19. "I had trouble getting my idea into a puppet."

2. What was most successful in each of the puppets you created?

1. "The chickens (sock puppet)."

2. "Putting the chickens parts together."
3. No Answer
4. "The movement of the mouth in my Radio puppet or maneuvering the chickens"
5. "The chicken was the most successful."
6. "I think the overall appearance was most successful. It's always amazing to be able to take what is considered junk or trash and turn it into something."
7. "The chicken puppet because it was easy to create."
8. "I really like the way the chicken puppet turned out."
9. "Using a paint can as the base for my Shot Pot."
10. "I loved creating the Transistor Radio for this project and the chicken was fun too, but I was most successful with the Radio."
11. "I think the Radio was the most successful puppet due to the fact that it turned out more organized and detailed."
12. "The most successful puppet were my sock puppet. I was surprised that I could create a puppet from a sock."

13. "I loved the way my needles worked out. The chicken did not have a mouth but it had moving wings."

14. "The outcome. My kids loved them."

15. "The chicken, I had fun making the chicken because my room is full of stuffed animal chickens. I love chickens."

16. "I like the head of my chicken sock puppet and I like everything about my old time radio puppet."

17. "They all had their own characteristics ie. Colors, faces, etc."

18. "The chicken was super easy to just pull out and make it however I wanted."

19. "At the end each of my puppets looked like I wanted them to look like."

3. Did the play/story increase your understanding of the history of vaccines? How?

1. "Yes, I learned about the importance of vaccines."

2. "I already knew. (but if I hadn't sure) I believe in the mom's kitchen or aunts that part would help to understand."

3. Yes, bc it was educational & learning through plays is an excellent way to retain info."

4. "Yes, I did not know that polio was an epidemic & that they had to be sterilized syringes)."

5. "Yes, I didn't know that children also received the vaccine for polio."

6. "I knew the history of vaccines prior to this story, but I think it does a good job getting the history across."

7. "Yes, since I don't have knowledge of vaccines."

8. "It sort of did but at times confused."

9. "Yes, it made more understanding because it gave information about what could happen if you didn't get vaccinated."

10. "I would have to say it did increase my knowledge about polio."

11. "Yes, the play taught me how important it is to get your vaccines."

12. "Yes, I never knew how complicated it was to use them."

13. "Since I did not have a hard copy to read while going through it, it was hard to understand it but it was still interesting."

14. "A little. The story did a good job."

15. "Yes, because I didn't know they were cleaned with pots."

16. "Yes because I don't really pay attention to things from the past. This opened my eyes to the history of vaccines."

17. "Yes because I never knew about the polio disease."

18. "Not really. I already knew a lot about it and the story was more about not being afraid to me."

19. "Yes, I didn't know how things were sterilized during that time period."

4. Was there other information you felt you needed to better understand the subject, and/or to create your puppets?

1. "How to move a puppet."

2. "Maybe a better understanding of the Shot Pot." (Radio was understood.)

3. "No."

4. "Just more pictures of radios in the 50's."

5. "I would have liked to see more pictures of how pot in the 50's looked."

6. "Maybe a better idea of what size we should make."

7. "No."
8. "No once I saw an idea of what to create I went form there."
9. "Nope. We had plenty of information & time to create our puppets."
10. "No, not really- My puppets were created with things around the home- the internet was sufficient when you showed us transistor radio."
11. "No."
12. "No we had sufficient information."
13. "No, all the info was great."
14. "No, I', good."
15. "No."
16. "No the play was good and informative. Also the pictures you showed us of the old time radio and shot pot really helped."
17. "Yes, once I knew what exactly to make I could bring it to life."
18. "The Radio was hard to know what it looked like and what ever was a shot pot."
19. "Maybe a physical description to help create but even w/o previous knowledge it was easy to create."

5. Do you have any other comments or observations about this project?

1. No Answer
2. "Nope, enjoyed doing it."
3. No Answer
4. "Very cute I liked it. Very fun & creative."
5. "Very exciting project."
6. "Informative play that will help inform about the importance of vaccines."
7. "It was difficult in the second set but it helps when asking others how to create and overcome the difficulty."
8. "No."
9. "Great job! I enjoyed the play."
10. No Answer
11. "No."
12. "No."
13. "No, I loved working with this project it was nice to see how other people made their puppets."
14. "No."
15. "No, it was a good project to do a lot of children can relate to Carol Ann."

16. "It was fun to make the Radio puppet because it was different than any other puppet."

17. "No everything was great.!!!"

18. No Answer

19. "This would be a great classroom play/show. The material was easy to understand."

END OF SURVEY ANSWERS.

Conducting the classroom portion of this thesis project allowed me to examine my original project work through a lens that magnified the flaws within the work and greatly solidified the elements that function correctly. The classroom was peopled with Liberal Arts students, not Theatre students and it proved to be a better test because I have become accustomed to work with students that have a grasp on script reading and a flair for the dramatic. By using a class full of students who are not familiar with theatre and its elements it became a truer test of the material toward its suitability for school room performance and child audience and performers.

The reading, performance, and surveys helped me to evaluate several components of dramatic structure and staging that I think worked well and that did not work as well as I would

have liked. I was delighted to see my characters created in the many forms that were presented through the fantastic efforts of the students. I am extremely pleased and satisfied with what I have learned as a student and an instructor. There is still work that needs to be done before I consider the play complete but, I have been fortunate to be able to test my work and pinpoint the areas for improvement.

APPENDIX B
THE PINCH PLAY SCRIPT

Pinch

An Adaptation of the children's book
Scary Spring by C.A. Hartnell

By Carolyn Mattson

Cast of Characters

Kaitlin, cute, spirited, and spunky 8 year old girl, played by the actor who plays Carol Ann

Grandma, Kaitlin's wise and optimistic sixty-something maternal grandmother, played by the actor who plays Mrs. Hartnell

Laurie, Kaitlin's thirty-something business professional mother, played by the actor who plays Aunt Ruthie

Carol Ann, Kaitlin's Grandmother, when she was an inquisitive and spirited 8 year old girl back in 1955
Pete, Wise and funny 8 year old boy, Carol Ann's best friend in 1955

Mrs. Hartnell, Carol Ann's thirty-something mother, typical 1955 housewife

Aunt Ruthie, Carol Ann's intelligent and kind thirty-something Aunt who happens to be a Doctor and researcher in 1955

Puppet Characters

The Shot Pot, pot of boiling syringes

Mr. Radio, 1950's transistor radio

Mr. Chester, Grumpy older man living on property behind the Hartnell's (We hear the voice, see his hand and arm and the top of his head, can use puppeteer to play the character)

The Chickens, goofy and funny, Mr. Chester's chicks and chickens run amuck

The play takes place in two different time periods, a few hours and one setting in the present, and a few days in various settings in 1955

Grandma's House
Scene 1

At rise: (*Grandma's living room. A cozy couch made up with sheet blanket and pillow and an easy chair sit stage left center, they are angled toward each other. A table and lamp separate them; there is a rug on the floor.*)

Lights up: (*We see Grandma Carol tucking Kaitlin in on the couch, Carol's daughter Laurie is setting her coffee cup down and grabbing her handbag and cell phone in preparation to exit.*)

Laurie

Thank you so much, Mom for letting Kaitlin stay with you, this business trip is really important to the firm.

Grandma

Don't worry about it, you just go on and do what you need to do, we'll be just fine.

Laurie

Here's the Hotel information where I'll be staying and the address of Kaitlin's Doctor, her appointment is at 10:15...I would have rescheduled it but I've already had to do that three times and now she is behind on her vaccinations...the office told me she really has to keep this one...I'm sorry to put you to this trouble Mom but I have just been so busy with things-

Grandma

It's no trouble honey, Kaitlin's health and well being is the most important thing...you go on now and don't worry about a thing. (*Gives Laurie a hug.*)

Laurie

Thanks again Mom, I love you...(*hugs her mother then goes and gives Kaitlin a Kiss*).

Grandma

I love you too.

Laurie

Kaitlin honey, you be good for Grandma while I'm gone...I love you.

Kaitlin

Bye Mom, I love you too. (*Kaitlin hugs Laurie*)

Laurie

(*Laurie stands and crosses to exit*) Don't give Grandma any trouble at the Doctors tomorrow.

Kaitlin

I won't...Bye Mom...(stares into space contemplatively)

Grandma

(*Heads for Kitchen while speaking*)

Would you like a fresh baked chocolate chip cookie and some milk?

Kaitlin

No thank you Grandma

(*Kaitlin starts crying and presses her face into the pillow trying to silence her crying*)

Grandma

(*Stops and turns her head*) It's ok you don't have to have a cookie.

Kaitlin

It's not that (continues to cry)

Grandma

(*Returns and pats Kaitlin on the back*)

Kaitlin...don't cry honey your Mother will be back in a few days...we'll have lots of fun while she's gone.

Kaitlin

I know Mom won't be gone long and I'll miss her, but that's not why I'm crying.

Grandma

It isn't?...well then what's the matter

Kaitlin

You promise you won't laugh at me?

Grandma

I promise. Cross my heart.

Kaitlin

It's about the Doctor's...I don't want to go!

Grandma

It's a routine check up all kids are supposed to have them.

Kaitlin

I don't mind the check up but I don't want to get shots!

Grandma

You have to get your vaccines so that you stay healthy.

Kaitlin

I hate shots! I try to be brave but they scare me...a lot!

Grandma

It's not so bad.

Kaitlin

It is...it's really bad, I'm afraid of needles and I can't help it.

Grandma

Kaitlin, everybody is afraid of something.

Kaitlin

Even grown ups?

Grandma

Even grown ups.

Kaitlin

Grandma I want to be brave but I don't know how.

Grandma

Being brave doesn't mean you're not afraid; in fact true courage is doing the right thing even if you are afraid.

Kaitlin

Really?

Grandma

Really and truly. Like the soldiers fighting in the war, most of them are afraid but if they didn't fight we wouldn't have our freedom.

Kaitlin

That doesn't seem like the same thing at all.

Grandma

I know it doesn't seem like the same thing but if you don't get your shots you could get really ill.

Kaitlin

Isn't there any other way? Who came up with the idea of shots anyhow?

Grandma

Research Doctors worked for many years to get rid of the diseases that killed people and made thousands of people really sick they created vaccines to help people stay healthy and live better lives.

Kaitlin

Why can't we wait to see if we get sick before getting a vaccine?

Grandma

Because by then it is too late...the germ is in your body and it is harder to fight. That's why the doctor's tell us to have our children get their vaccine's at certain times...to prevent them from getting these diseases.

Kaitlin

What if parents still don't listen to the doctor and get the vaccines?

Grandma

The diseases these doctor's worked so hard to find a cure for can spread and lots of people can be infected and many of them could even die.

Kaitlin

That makes me feel so guilty

Grandma

Why does it make you feel guilty?

Kaitlin

I...um...I...even sort of forgot to give Mom the reminder message the office gives you before your appointment a couple of times...so...I wouldn't have to go.

Grandma

You shouldn't do things like that to your Mother..

Kaitlin

I feel really bad about being sneaky and not telling Mom the truth but...but... I was just so afraid. (*She sighs*).

Grandma

Avoiding it and lying about it isn't the answer

Kaitlin

I know it isn't. I prayed and prayed about it asked GOD to forgive me for what I did...

Grandma

Of course GOD will forgive you and so will your Mother--

Kaitlin

--but I still do not want to go and get a shot!

Grandma

You might not believe this but, when I was a little girl I was afraid to get a shot.

Kaitlin

You were?

Grandma

I was absolutely terrified.

Kaitlin

Really Grandma...you were afraid of shots too? Are you still afraid of them?

Grandma

Well, they aren't my favorite things--

Kaitlin

--Does that mean that we don't have to go tomorrow?

Grandma

No, it doesn't.

Kaitlin

Can't it wait a week or two?

Grandma

Kaitlin honey, I'm not afraid of shots anymore but I can remember when I was...We'll get you to the Doctors tomorrow-

-

Kaitlin

But Grandmaaaaa!

Grandma

Now you just lay down and relax and let me tell you what happened to me when I was...well, I was just about your age...It was 1955...

Lights Out: *Music, sounds and light effects to depict dream sequence occur.*

The Shot Pot

Scene 2

At rise: *Music, sounds and light effects to depict dream sequence continue.*

The 50's popular song "Shake Rattle and Roll" is playing in the background

A Quartet of chicken puppets appear and cross the stage, they are clucking the words to the 50's tune of "Shake rattle and roll")

Dr. Ruth McCammon's (Aunt Ruthie's) kitchen. On the stove sits a large puppet pot that appears to be filled with boiling water and glass syringes. sound effects create the impression that the syringes are boiling and moving around the pot making a noisy pinging racket.

(Carol Ann enters and places a plate of cookies on the counter and notices the Shot pot! She slowly backs up toward the door).

Carol Ann

The Shot Pot!!! (She turns to run out of the room)

Shot Pot

Well Higha cutie!

Carol Ann

(Turning back startled) Di...did you just say something?

Shot Pot

Nobody here but us chickens. (Chickens pop up and cluck)

Carol Ann

Yikes! Someone's getting a shot... Ouch!

Shot Pot

Hey...we're sterilizing here.

Carol Ann

Sorry...Sterilizing?

Shot pot

Yeah... ya know... getting germ free?

Carol Ann

Germ free for what?

Shot pot

So's the doc can use us to give somebody a shot.

Carol Ann

A Shot! I hate shots!...

Shot Pot

Why do you hate shots, there good for you?

Carol Ann

I'm terrified of them! ...I wish I could be brave like Pete... An old pot of syringes wouldn't scare Pete, he's not afraid of shots!...he's not afraid of anything.

Shot Pot
Hey who you callin' old?

Carol Ann
No offense but--

Shot Pot
Who is Pete I'd like to meet him?

Carol Ann
He's my best friend.

Shot Pot
It's nice to have friends

Carol Ann
Yeah...This is ridiculous...I'm talking to a pot!

Shot Pot
A very important pot, even if I do say so myself.

Carol Ann
Yeah I suppose, but if your out here that means someone is getting a shot

Shot Pot
That's the idea--

Carol Ann
Dear GOD, please don't let it be me that has to have a shot...

Shot Pot
It is probably you!

Carol Ann
Uh... I... Uh... I gotta go! Nice talking to you...I think

(Carol Ann turns to leave but before she can exit she is seen by her Aunt (Dr. Ruth McCammon) who enters the kitchen)

Aunt Ruthie
Hello Carol Ann

Carol Ann

(Startled and nervous she turns back around)
Hello Aunt Ruthie.

Aunt Ruthie

(Walks to stove, and turns it off , checks it and gives a satisfied nod.)
How are you today?

Carol Ann

(Checking her head for signs of a fever, sniffing, and clearing her throat)
FINE! ...I mean... I feel great! Is someone.. sick?

Aunt Ruthie

(Extracting a large syringe from the pot with tongs)
Your cousin Jimmy is not feeling well and he needs some medication to make him better.

Carol Ann

Why do people have to get shots when they get sick? Can't they just take a pill or liquid medicine?

Aunt Ruthie

That's a good question! *(preparing the syringe with medication)* Sometimes pills or liquids won't help heal or prevent a sickness and some of the medicines that can do the job are only available in injectable forms, such as antibiotics that help prevent infections and vaccines that help prevent serious illnesses.

Carol Ann

Oh, well...I... I gotta go...oh yeah...Mom sent over some chocolate chip cookies she just made. I put them on the counter.

Aunt Ruthie

Thank you dear and tell your Mother thank you...

Carol Ann

I will... Oh ! I'll get Jimmy a lollypop and bring it back for him later...maybe it'll help him feel better.

Aunt Ruthie

That would be very sweet of you, I'm sure he'll love that.

Carol Ann

I'm going to see what Pete is doing right now..Bye Aunt Ruthie.

(Carol Ann Exits the house Aunt Ruthie exits the kitchen).

(Chicken puppets appear and are clucking the words and dancing with the shot pot to "Shake Rattle and Roll"..)

The lights go down slowly as music ends

April Fools
Scene 3

At rise: Outside, there are two sets of porch steps visible on stage right and left. Picket fence with hedge and various plants lining it is placed on upstage wall between both homes. Stage left shows garage door lifted up and the front end of a Jalopy sticking out. You can hear the motor revving three or four times in succession as lights go up, then the sound is repeated every so often until the end of the scene.

(Carol Ann enters stage right in front of steps and hails Pete.)

Carol Ann

Hi Pete!

Pete

Hi Carol Ann, My brother's working on his hot rod!
I...mean...his car.

Carol Ann

Well...why did you say hot rod then?

Pete

Because a hot rod is a special kind of car, silly..My brother and his friends have been working on his old 1937 Ford two-door sedan. It's really neato now...it has a chopped top, a hopped-up engine and a real hip new paint job...man this car is cherry!

Carol Ann

(teasingly) Golly Pete you sure do use the *fanciest* words...(giggles)...just joking...it really is a cherry hot rod though wow wee!

(As the two kids walk to center stage lights go down on garage scene jalopy is pushed back, hood lowered and garage door closed)

Pete

Did you hear the latest Carol Ann? Our grammar school got picked for the polio vaccine field trial. Everyone in the school is getting a polio shot next week!

Carol Ann

Yikes! You mean we all have to stand in a long line with our sleeves rolled up to get SHOTS? That's HORRIBLE!!! I... I'll faint...or throw up! No I'll run...Running is a good idea...I hate shots! ... I ...feel... sick.

Pete

Oh, come on Carol Ann don't be such a baby. A shot is only a pin prick that's more than a pinch and less than a bee sting you know!

Carol Ann

You're right... Polio is worse...

Pete

Yeah Polio is worse

Carol Ann

In fact, it is the WORST. Polio cripples and kills!

Pete

Yeah boy does it ever.

Carol Ann

(Walking away trying to convince herself) A shot is only a pin prick that's more than a pinch and less than a bee sting.

Pete

That's what I always say...In fact I just said it!

Carol Ann

I can do this if I have to. Oh GOD help me be brave please...

Pete

Have courage Carol Ann

Carol Ann

(turns around and walks back to Pete) What day is the Polio vaccine arriving, do you know?

Pete

(laughing) APRIL FOOLS!!!!!!!!!!!!!!

Carol Ann

(Frowning) YOU...! What a mean trick! (Stomping away from him)

Pete

Come on admit it, it was a Great trick...I really fooled you good on April Fools day, you should have seen your face Carol Ann, it looked like a storm cloud crossed over it!

Carol Ann

(Carol Ann turns back to come toward him again, Scolding) Pete...that polio vaccine is really scary, you shouldn't tease about getting a shot.! Why just a while ago poor little cousin Jimmy had to get a shot from his mom and I think I can still hear him crying.

Pete

Sorry you got upset Carol Ann...it was just a prank-

Carol Ann

Yeah very funny, ha ha ha

Pete

Well, they're only giving first through third graders the trial vaccine anyhow...luckily our school didn't get picked for Dr. Salk's field trial or that would mean your sisters would have to have one.

Carol Ann

You really got me good Pete...You sure fooled me...

Pete

Yeah pretty good wasn't it?

Carol Ann

You bet...hey, we just got a new television set you want to come over to my house and watch it?

Pete

OK...does your mom have any homemade cookies?

Carol Ann

Nope...she hasn't baked in a week.

Pete

(Downcast) That's too bad her cookies are really nifty-

Carol Ann

They sure are, I can almost taste them...the cookie melting in my mouth with the warm chocolate chips...

Pete

Oh me too...

(sighs and licks and smacks his lips)

Carol Ann

It's really too bad she's been too busy to bake.

Pete

Yeah... my mouth's watering just thinking about it.

Carol Ann

APRIL FOOL'S! Ha, Ha, Ha. I got you. *(laughs)*

Pete

So there might be some cookies?

Carol Ann

(teasingly) Yeah...there might be...Mom got all her baking stuff out this morning... you know...cookie sheets, spatula, mixing bowl, oven mitt...flour, sugar, butter, and...oodles and oodles of chocolate chips!...let's go check my house.

(Carol Ann and Pete walk closer to the porch steps and we hear the sounds of chicken's clucking)

Pete

(With elbows bent and flapping his arms like a chicken)
CLUCK! CLUCK! CLUCK!

Carol Ann

Don't scare the baby chicks.

Pete

You are the only family in the world that has an abandoned car in your yard that is choked with chickens...

Carol Ann

They like it here...They flew over the fence right out of Mr. Chester's yard.

(Several loud squawks and screeches are heard and we see feathers appear in the air over the hedge)

Pete

What's going on over there?

Carol Ann

(trying to whisper) I don't know...something scary goes on in Mr. Chester's yard...I've heard awful noises back there behind those bushes...It give me the creeps.

Pete

Have you ever seen him? My Dad has...He said Mr. Chester is crabby, crippled and cruel.

Carol Ann

I've seen him... Mr. Chester is crippled real bad, it's hard for him to walk. Mom said he got polio in the 1916 Polio Epidemic, but so did my Granny Catherine and Great Aunt Julia and they don't act cruel or hateful...they are very loving people. They even send us gifts all the way from Chicago.

Pete

One of my brother's friends said you can catch polio from chickens...do you think that's true? *(both kids hear a noise behind the bushes they turn startled)* Shhhhhhhh!*(Whispers)* Be quiet.*(pointing to top of bushes where you can see a good amount of gray hair that keeps moving along and we hear an indecipherable voice grumbling with each step)* Look at that...Is someone playing an April Fool's trick on us?

Carol Ann

(Whispering) That's no trick...That head has Mr. Chester's hair on it. Yikes!

Pete

He can't see us so don't worry...He's bad news...My dad said that polio crippled Mr. Chester's legs and his heart.

Carol Ann

Hawk's friend Tim is crippled and has to walk with crutches, but he's real nice...he didn't let polio cripple his heart.

(the bushes swayed and rustled then a gnarled hand slips through the greenery...the kids take in a startled breath and race up the porch steps)

(Chicken's appear clucking "Rock around the Clock")

Lights Fade Out

Mom's Advice

Scene 4

At rise: *The Hartnell living room/kitchen...early 1950's middle class furniture and television...Mrs. Hartnell at informal dinette table snapping green beans...A plate of cookies is sitting on the table.*

Carol Ann and Pete enter stage left breathing rapidly

Mrs. Hartnell

Hello kids, have you been running you're all out of breath?

Pete

Yes, we ran all the way here from my house following the most delicious smell.

Mrs. Hartnell

Pete, you little charmer. *(Chuckling)* Would you two like a couple of fresh baked cookies?

Pete and Carol Ann

(in unison)

YES PLEASE!

Carol Ann

Mom would it be ok if Pete and I have some milk to go with our cookies?

Mrs. Hartnell

Sure let me get it for you. *(Starts to exit but Pete's comment stops her.)*

Pete

None for me Mrs. Hartnell, I have to head home, Mom wants me home to finish my homework before dinner...I just couldn't resist your cookies...hate to eat and run though.

Carol Ann

I thought you wanted to watch our new TV?

Pete

Maybe later Carol Ann.

Mrs. Hartnell

It's nice to see a boy that minds his mother and one that likes my cookies...see you later Pete. *(exits up stage left door to kitchen)*

Pete

(Calling after her) Goodbye Mrs. Hartnell...See you tomorrow Carol Ann

Carol Ann

Goodbye Pete. *(Pete goes out door stage left, Mrs. Hartnell reenters and places glass of milk on the table Carol Ann takes a seat and picks up a cookie and just looks at it then puts it back down.)* Mom, is it true that a shot called polio vaccine will stop kids from getting polio?

Mrs. Hartnell

Dr. Jonas Salk in Pittsburg, PA, has been working on a polio vaccine for many years now. He's been working together with many other scientists, in fact your Aunt Ruthie and Uncle Charlie are part of his research team here in California. They're helping Dr. Salk.

Carol Ann
Really?

Mrs. Hartnell

Yes, really. I know you dislike shots, Carol Ann, but this is one shot that is worth getting very soon.

Carol Ann

Can the shot cause polio?

Mrs. Hartnell

Not if the vaccine is made carefully by reputable laboratories.

Carol Ann

What is polio anyway, how do people get it? The kids at school talk about it all the time. They say people get polio from not washing their hands (*looks at hands and wipes them on skirt and pushes cookies and milk out of reach*) with soap and water... Gail thinks kids can get it from falling in the gutter...I heard that we could get polio from swimming in the pool at the high school, maybe that's how Tim got polio.

Mrs. Hartnell

(*concentrated frown*) I don't know if a person gets polio from the pool. Doctors think polio enters the body through the nose or mouth. Polio is a virus that's extremely small. Your Aunt Ruthie told me that the poliovirus causes the disease of polio by infecting healthy cells in the body. The virus causes fever, sore throat, stiff muscles, and paralysis which produces helplessness. Polio infects children more than it does adults. Most breakouts happen in the summer months and they are more common in big cities. I'm glad we live in the country and I'm also glad to live behind two doctors.

Carol Ann

I'm glad too Mom, It's nice to know we have Aunt Ruthie and Uncle Charlie to take care of us.

Mrs. Hartnell

If you still have questions about polio or the vaccine ask your Aunt Ruthie, she knows a lot more about it than I do...

Carol Ann

(gives her mom a hug) Thanks Mom

(Chickens appear clucking to "Rock Around the clock")

Lights Fade Out slowly

The March of Dimes
Scene 5

At rise: *The Hartnell Living room. Mrs. Hartnell and Aunt Ruthie are sitting on the sofa having coffee as Carol Ann enters from her room with a package.*

Aunt Ruthie

Well Carol Ann, let's have a look at the Easter Dress your mother has been telling me about.

Carol Ann

(Pulling a tissue wrapped dress out of a plain paper shopping bag, unwraps it and is holding it out in front of her for all to view)

It's real dreamy isn't it Aunt Ruthie?

Aunt Ruthie

It certainly is...Jean where did you find such a lovely dress?

Mrs. Hartnell

At Darla's Dress shop downtown, and they were having the most amazing sale... we shopped all morning.

Carol Ann

We sure did, we went to Darla's and the big department store, and the drug store, we had lunch on the way home at Dan's Diner...It's been a great day! I love my new dress I can't wait to wear it to your Bar BQ on Easter.

Mrs. Hartnell

Yes Ruthie, we're all excited to come to the party on Sunday, is Charlie making his special ribs?

Aunt Ruthie

Of course, you know Charlie, he's also invited some of the Doctors from our research team.

Mrs. Hartnell

That's wonderful. What can I bring?

Aunt Ruthie

I was hoping you'd ask me that...I would love it if you could bring some of your fabulous cookies and your delicious banana pudding.

Mrs. Hartnell

I'd be delighted. Your parties are always so special.

Carol Ann

Aunt Ruthie, did you know that every where we went today I saw poster's that said FIGHT POLIO ,join the March of Dimes...

Aunt Ruthie

That's great!

Carol Ann

It was real sad, The poster's all had pictures of children who are crippled with the disease and there are donation cans by each poster!...They are all over town...We even have a donation can for the March of Dimes at school...I feel really bad for all those kids...I put a dime in the can every time I see one.

Aunt Ruthie

I am very proud of you Carol Ann

Carol Ann

Mom said that you and her marched for the dimes...did you? And do you get to keep any of the dimes for yourself?

Mrs. Hartnell

(Embarrassed) Carol Ann, I think you misunderstood what I said.

Aunt Ruthie

(Chuckling) Well Carol Ann, your mother and I did walk in the Mother's march for the March of Dimes.

Carol Ann

What exactly is the March of Dimes?

Aunt Ruthie

The March of Dimes is an important charitable organization that gives all the money that it raises to hospitals and research laboratories so that they can treat diseases like polio and help find cures and develop vaccines to protect children and adults.

Carol Ann

(Impressed) Oh how wonderful

Aunt Ruthie

Doctor's work very hard to develop vaccines that can prevent people from getting devastating diseases and stop epidemic's from spreading...That is why it is so important, especially for infants children to get their recommended shots.

Carol Ann

Oh. I hate shots!!! Can't we just pray that we won't get sick?

Mrs. Hartnell

Praying is always a good thing to do...but, GOD gives people intelligence to figure out problems for themselves, that is one of the reasons that Doctor's do research.

Aunt Ruthie

That's right Carol Ann. That way we can make sure that more than one person, in fact millions of people don't end up getting sick and are protected from any number of deadly viruses and diseases.

(Carol Ann walks away to fold her dress and put it back in the bag)

Mrs. Hartnell

Carol Ann has been very troubled about polio lately, she has asked me several questions about how people get polio. I've told her what you've told me about it... Carol Ann?

Carol Ann

Yes Mom.

Mrs. Hartnell

Maybe you have some questions to ask Aunt Ruthie? I'm sure she won't mind.

Aunt Ruthie

Not at all Carol Ann, in fact any time you have medical questions I'd be happy to talk to you about them. I'd love to help you any time I can.

Carol Ann

Well I did wonder if you could get polio from chickens... cause Mr. Chester has it and he's around chickens all the time, Mom said she wanted me to go over and get some eggs from him for us to dye for Easter...But I'm afraid to go over there if there's a chance that I could get sick or catch polio from him.

Mrs. Hartnell

Shame on you Carol Ann! I would never send you into a dangerous situation and you know it too!

Carol Ann

I know that Mom. I just thought that maybe you didn't know that you could get polio from chicken's and (under her breath) Mr. Chester is real scary...(dejected)

Aunt Ruthie

Carol Ann, there is no connection between chicken's and polio that we are aware of.

Carol Ann

Some of the other kids told me you can get it from swimming pools, and Gayle thinks you can get it from the water in the gutter.

Aunt Ruthie

Well it is true that we aren't certain how a person gets polio and that is why we need to vaccinate children as soon as we can to make sure they are protected against it...

(takes a sip of her coffee and turns to talk to Mrs. Hartnell)

As a matter of fact Jeanne, one of the doctors that Charlie has invited will be bringing me a box of the newest vaccine, so we can immunize the children right away.

Mrs. Hartnell

That really sets my mind at ease Ruthie, thank you.

Aunt Ruthie

Mine too actually. I want to put a stop to this disease as soon as possible. *(the women engage in quiet conversation together not paying attention to Carol Ann)*

Carol Ann

(faces audience speaking quietly but frantic to herself)
Oh no, I hate shots!!!! *(begging)* Please, oh please GOD don't let me get sick or have to get a shot!

LIGHTS OUT

The Chicken or the Egg

Scene 6

At rise: Carol Ann is outside walking toward Mr. Chester's fence, we see Pete enter from the opposite side and continue crossing to center stage toward Carol Ann

Pete

Hey Carol Ann

Carol Ann

Hi Pete

Pete

Whatcha doing?

Carol Ann

I'm supposed to go and get some eggs from Mr. Chester today for Mom so she can boil them up for us to color for the Easter Sunday egg hunt.

Pete

You want to spy on him first before you go in there?

(both kids walk up to fence, kneel down and spread leaves to peer into Mr. Chester's yard, we hear chickens clucking and chicks chirping)

Carol Ann

Yeah, I guess that would be a good idea Boy it sure smells bad doesn't it?

Pete

Boy does it ever, chicken poop really stinks!

Carol Ann

Oh look at all those baby chicks!

Pete

I bet my sister would love a baby chick for Easter! Hey, maybe you could get one for me to give to her from the chicken car?

Carol Ann

No, those aren't our chicks, they belong to Mr. Chester, they just hang out in that car because it's nice and warm.

Pete

He wouldn't miss one chick would he?

Carol Ann

That's not the point Pete, stealing is wrong no matter what...You could just ask him for one...see what he says.

Pete

Yeah, you're right...I guess I'll go with you to get the eggs and ask then...oh look there he is, he's chasing a chicken.

Carol Ann

He sure can move fast for a guy who has polio.

Pete

He sure can, he's also got lightening fast reflexes, he grabbed that chicken so fast it was a blur.

Carol Ann

What's he going to do with it now? He's got it by the neck, you think he mad at it?

Pete

Ah...don't look now Carol Ann but I think he's getting dinner ready! Close your eyes!

Carol Ann

Oh Yuck!

Pete

Shhhh! He'll hear us and know we're spying on him.

Carol Ann

Too late, here he comes!

(They look at each other for a moment and say their next line in unison.)

Carol Ann

Run!

(The kids turn and run offstage in opposite directions and we hear the voice of Mr. Chester and see the top of his head and feathers flying)

Pete

Run!

Mr. Chester

You kids get away from that fence and stop you're spying or I'll tell your folks!

LIGHTS OUT

The Hunt
Scene 7

At rise: Carol Ann and Pete are sitting outside the front window of Carol Ann's house each of them holding an Easter Basket, they are admiring Eggs they have found and eating candy, they overhear Carol Ann's Uncle Henry talking with one of the research Doctors

Carol Ann

I found nine beautiful eggs, two blue ones, a yellow one, a green one, a red one, a pink one, an orange one, and two purple ones!

Pete

Well, I only found seven eggs, but that's because my brother gave me a ride in his hot rod today and I was late for the hunt.

Carol Ann

Wow, really...did you have a good time?

Pete

Boy did I ever, that car can really scream!

Carol Ann

It is really loud?

Pete

Yeah...but scream means it goes really fast.

Carol Ann

(Cough) Oh, Pete (Coughing a bit then takes a breath and clears throat) you and your fancy words. (coughs again and rubs throat)

Pete

(Looking at her with concern) You all right Carol Ann? Your voice sounds funny and ya keep coughing...

Carol Ann

My throat feels scratchy and I have a bit headache from coughing, that's all...I think I'll go home now anyway.

Pete

Isn't everyone at your Aunt's house now?

Carol Ann

Yeah but I feel a bit tired. I'll just lay down for a bit then go over there in a little while.

Pete

Ok, I'll see you later then.

(He stands up and brushes off the seat of his pants, then extends his hand to help Carol Ann up, Chickens appear clucking to the song "You give me fever" as Pete places his arm around her and escorts her to her door)

Lights fade slowly out

Fever
Scene 8

At rise: "You Give Me Fever" is playing softly in the background as Carol Ann enters the Hartnell residence, she walks slowly to the kitchen table and places her Easter Basket on it. she then walks to the sofa. On an end table beside the sofa is the puppet Radio, the music slowly grows louder as the Chickens appear clucking to the tune

Carol Ann

(laying weakly down on the sofa, she begins to cough and whimper a bit all the puppet characters take a beat to look at her and the music stops suddenly) I don't feel so well

Radio

Maybe you have polio

Carol Ann

Who said that? (Jerking up startled and looking around)
Wh...Wh... Who's there?

Radio

I just can't resist, No one here but us chickens!

Carol Ann

Very funny!

Radio

I do try.

Carol Ann

Where are you?

Radio

Sitting right next to you silly girl.

Carol Ann

(looks at the radio in shock)O-O-Oh

Shot Pot

(Appears on the back of the sofa from behind) Yeah are you blind or something?

Carol Ann

(looks at the shot pot in shock, the next few lines are a rapid fire exchange)My goodness!

Radio

She has Polio

Carol Ann

I do not!

Shot Pot

Yeah she needs a shot

Carol Ann

No I don't

Radio

Doctors think polio enters the body through the nose or mouth... Polio is a virus that's extremely small.

Carol Ann

I don't have polio!

Shot Pot

Yeah you need a shot

Carol Ann

No I don't

Shot Pot

If she has polio-

Carol Ann

(Interrupting) I don't have polio!

Shot Pot

--She definitely needs a shot

Radio

The virus causes fever, sore throat, stiff muscles and paralysis...

Carol Ann

I feel really bad and You're not helping at all

Radio

Oh, I am terribly sorry

Shot Pot

Yeah you need a shot

Carol Ann

(*shouting*) I don't want a shot!

Shot Pot

Well excuse me.

Radio

Polio affects children more than it does adults.

Carol Ann

(*terrified*) Maybe I do have polio!

Shot Pot

Yeah you need a shot

Carol Ann

Will you please stop saying that?

Shot Pot

Sor-ry!

Carol Ann

I pray I don't have polio

Radio

Dr. Jonas Salk announces his successful development of a polio vaccine.

Shot Pot

Just in case you didn't know it, that's a shot!

Carol Ann

I know... I'm really very lucky there's a vaccine--

Radio and Shot Pot

--Very, Very Lucky!

Carol Ann

--polio is a horrible disease.

Shot Pot

Yeah you need a shot

Carol Ann

Oh I hope not.

Shot Pot

Yeah you need a shot

Carol Ann

(*tearfully*) Stop saying that!

Radio

Please, Stop upsetting the girl this minute!

Shot Pot

All right, all right, calm down already.

Radio

She doesn't look well at all

Shot Pot

(*exasperated*) That's because she needs a shot!

Carol Ann

(*tearfully*) I'm afraid to get a shot

Radio

Did you hear her? she is afraid to get a shot

Shot Pot

There's nuthin to be afraid of, why it's just a little bit more than a pinch and less than a bee sting.

Radio

(*Shocked*) Is that a fact?

Carol Ann

Please you guys, I feel so bad right now I just want to rest

Radio

Don't worry we'll take care of you

Shot Pot

Yeah, we'll take care of you! We can tell someone you need a shot!

Carol Ann

(groans in exasperation) ughhhhh.

(Puppets freeze in place, hide and disappear as Mom and Pete enter the house and find Carol Ann laying on the couch. She seems to be asleep but when her mother tries to rouse her she notices her burning with fever.)

Mrs. Hartnell

Here she is Pete... Let's get her up... she's missing all the fun. (walking over to couch)

Pete

She said she was tired earlier and was gonna go lay down.

Mrs. Hartnell

(Smoothing her hair back and touching her brow)
Why she is burning up with fever...

Pete

(Worried) She didn't sound so good earlier, she was coughing and rubbing her throat, I even had to help her up and walk her to the door she seemed so weak

Mrs. Hartnell

Quickly Pete, Go Get Ruthie for me please.

Pete

Ok Mrs. Hartnell (exits)

Mrs. Hartnell

Carol Ann...Carol Ann...wake up honey...can you hear me?
Come on Carol Ann...please wake up...
Just open up your eyes and look at mommy...honey are you ok?

(Radio, Shot Pot move to the music as Chicken's appear clucking and dancing to "Shake Rattle and Roll")

Lights fade out slowly

More than a Pinch, less than a bee sting

Scene 9

At rise: *Grandma's living room present day, Kaitlin is all covered up sleeping on the couch, a small spotlight shows her tossing and turning, having a bad dream.*

Kaitlin

No...please... I don't want to...I don't want to have polio...I can't...No...

Grandma

(Grandma enters, turns on the light and wakes her)

Kaitlin...Kaitlin...Honey wake up... It's ok...

you're just having a bad dream...come on...wake up--

Kaitlin

Wh...where am I?

Grandma

You're right here at my house with me .

Kaitlin

Oh Grandma, I'm so glad it you.

Grandma

You were having a bad dream

Kaitlin

Yeah...I was...sort of...

Grandma

Do you want to tell me about it?*(sitting down on the couch next to Kaitlin and putting her arm around her)*

Kaitlin

Well...I was dreaming I was you... you know...in the story... the one you were telling me last night...about what happened in 1955

Grandma

I'm so sorry...I looked over and there you were sound asleep.. I didn't think you'd have a bad dream about it ...I wouldn't have told you...If I'd known it would scare you,

Kaitlin

No Grandma it ok! I just dreamed about when you got real sick and I guess I didn't remember how it turned out... Did you have polio?

Grandma

No, I didn't have polio but I was so sick with strep throat I did have to have a shot of penicillin...and after I was well enough I did get vaccinated for polio.

Kaitlin

(Astonished) You did? really? Did it hurt much?

Grandma

Not as much as I thought it would, it felt like "more than a pinch and less than a bee sting" just like my old friend Pete told me it would.

Kaitlin

Oh...well I am glad you got a shot so you didn't get sicker or get polio and we could be together now.

Grandma

That's true, Doctor's recommend that all kids should get their vaccinations and flu shots so that we can eradicate and eliminate diseases that kill and cause epidemics.

Kaitlin

You know Grandma your story has made me think a lot about having the courage to do the right thing.

Grandma

It has?

Kaitlin

Yeah, it really has.

Grandma

In what way?

Carol Ann

Well...I want to be able to stay healthy...and...do my part to make sure other people don't get sick because of me...Even though I am afraid to get a shot...I...I think it is really worth it.

Grandma

I'm really glad you think so because I'd hate to lose you.

Kaitlin

I'd hate you to lose me too (*giggles*) what time is my appointment again?

Lights out...

The End

APPENDIX C
FINAL LESSON PLAN

6/2/10 Wednesday

First Read thru of Play/Discussion

Script evaluation survey

Discuss puppet characters the class will create.

Expected outcome:

Class reads thru play and asks questions after reading.

Class completes evaluation survey.

Discuss assignments : Chicken puppet, Shot Pot and Radio.

6/4/10 Friday

Finish read through from page 15.

Have students fill out the script evaluation survey.

Students will start construction on chicken puppets using remaining class time.

Expected Outcome:

Complete play read through and script evaluation survey.

Each member of the class will create a chicken or chick puppet.

Students who complete the project during class will introduce their puppet and describe the construction method and materials used.

Students not finished will have weekend to complete assignment as well as begin on ideas for the second puppet project.

6/7/10 Monday

Students will introduce their "Chicken" puppet and briefly describe the construction method and materials used.

Discuss various ideas for the Shot Pot and Radio puppets.

Divide the Students into two groups.

Group one will create the Shot Pot.

Group two will create the Radio.

Begin construction on puppet.

Expected Outcome:

Students will be able to see the different puppets created by the others in class.

Students have necessary information to create their specific puppet character.

Begin construction on puppet using class time.

Students should continue working on puppets outside class to be finished before the end of next class meeting.

6/9/10 Wednesday

Continue work on puppet

Outline Friday performance

Introduce finished puppets

Expected Outcome:

Students use class time to finish puppet assignment

Discuss and rehearse Friday performance.

Remind students to bring both puppets to next class.

6/11/10 Friday

Set up classroom for scene performances

Cast selected scenes

Performance

Exit survey

Expected Outcome:

Students report to class with both of their puppet characters.

Discuss performance scenes and cast accordingly.

Performance

Students fill out exit survey at the end of class.

APPENDIX D
SCRIPT EVALUATION SURVEY

Pinch Project

1. What do you think the overall idea or concept of this play is?
2. Was the language easy and natural? Yes or No? Explain why?
3. Did the characters interact and communicate well with each other?
4. Which character was your favorite? Why?
5. Were there any characters you didn't like? Why?
6. Was the idea of traveling back in time in a dream clear? Confusing? Explain why?
7. Could you see this play performed in a classroom setting?
8. What do you think worked in this play? Explain why?
9. What did you think did not work in this play? Explain why?
10. What is your overall impression of this play?

APPENDIX E
PROJECT EXIT SURVEY

Pinch Project

Please answer each question as completely as possible, thank you for your participation in this project.

1. What were the challenges you faces in creating your puppets?

2. What was most successful in each of the puppets you created?

3. Did the play/story increase your understanding of the history of vaccines? How?

4. Was there other information you felt you needed to better understand the subject, and/or to create your puppets?

5. Do you have any other comments or observations about this project?

APPENDIX F
ANNOTATED WORKS CONSULTED

ANNOTATED WORKS CONSULTED

Harris, Aurand. "Steal Away Home". Six Plays For Children .

Comp. Aurand Harris and Coleman A. Jennings. Austin & London: U of Texas P, 1977. An adaptation of the book, Steal Away Home by Jane Kristof, in which two young boys travel the Underground Railway to escape a life of slavery. Their intent is to join their father in Philadelphia, who has been freed by his former master. The Father, Mr. Carpenter, has plans to purchase their Mother and sickly baby Sister but knows that he cannot purchase two healthy young boys from the plantation. Preacher Prentiss delivers the message from Mr. Carpenter to the family that implies the boys need to run away and join him in the free state of Philadelphia because he needs their help to earn money to buy their Mother and Sister. The play presents the boy's adventures in traveling the Underground Railway and gives us a portrait of some of the people that made it possible for slaves to escape to freedom.

Hartnell, C.A. Scary Spring. Minnesota: Bethany, 2010.

--More Than A Pinch, Less Than A Bee Sting. Texas:

Hannibal Books, 2008.

"Scary Spring" Manuscript Revised Previously Titled,

"More Than A Pinch, Less Than A Bee Sting"

This imaginative book, set in El Monte, California in the year 1955, is a story about the exploits, adventures, and fears of an 11 year old girl named Carol Ann. Carol Ann shares certain childhood experiences with the readers of events that happen to her, her friends, and her family. We get a look at her daily interactions at home, school, around her neighborhood, and around town. From April fool's pranks to shopping downtown we get a glimpse into the life of a child growing up in the 1950's. Through these adventures we are able to imagine and relive the duck and cover drills conducted at schools across the nation as a result of the cold war. We are familiarized with the slang used by the children of different ages in the decade of the 1950's, and the excitement of the latest technology of the time, color television. There are many references that communicate this era to us, for instance, the love of jalopies or hot rods as they were called by the youth, Mighty Mouse, Betsy McCall paper dolls, Kid Courageous, and The March of Dimes.

Miller, Kathryn Schultz. "A Thousand Cranes". Theatre For

Young Audiences: 20 Great Plays For Children. Ed. Coleman A. Jennings. New York: St. Martin's Press, 1998.

A play that spotlights some of the effects of the atomic bomb that was dropped on Hiroshima in 1945. The play takes place 10 years after the bomb has been dropped and 12 year old Sadako, who loves running and wants to win races, is suddenly struck with leukemia and is unable to race. Her best friend Kenji comes to visit her in hospital bringing with him an origami crane and a legend that if a person folds a thousand cranes the Gods will grant their wish, in this case their wish is for Sadako to be healed. Sadako's Grandmother was killed instantly in the atomic blast and appears to Sadako. She guides Sadako on a trip to visit others who have died as a result of the bomb. Sadako tells her grandmother that she has not finished folding her cranes. Kenji comes to the hospital to find that Sadako has died and in her honor her classmates finish folding 356 cranes. A monument to her was created and a statue of Sadako was placed in Hiroshima's Peace Park in 1958. Every year children from every part of Japan visit the statue and bring with them thousands and thousands of origami cranes.

Jennings, Lola H. and Coleman A. "Braille: The Early Life

Of Louis Braille". Theatre For Children: Fifteen Classic Plays. Ed. Coleman A. Jennings. New York: St. Martin's Press, 2005. This play begins in the year 1812 when Louis Braille is a young child, a self inflicted injury to his eye causes an infection that affects both eyes and he becomes blind. Louis is a bright child and has a great desire to go to school. Louis endures much taunting and abuse by the other children and is excluded from school because he is blind, Louis does not see the blindness as a disability, only a difference. He is finally allowed to attend school around age 9 and he does so well that the schoolmaster Becheret recommends him to an exclusive government funded school for blind boys in Paris, the Institute for Blind Youth. At age 10, the youngest pupil attending the Institute, Louis is removed from all that is familiar to him but makes friends with Gabriel Gauthier and eventually the rest of his peers. He excels at his studies and is awarded highest honors in multiple subjects he learns to knit and play music as well. The Institute is visited by Captain Charles Barbier, who has brought a system he has invented during the war that the soldiers used to read and write messages in darkness. This invention was called sonography and it consisted of bumps on paper

that represented sounds, by tracing the fingertips over the bumps messages could be sounded out by touch. Louis was delighted with the idea of being able to read and he was dedicated to learning this system. Louis found several problems with the system, it was time consuming and incomplete. He asked Headmaster Pignier if he could meet Captain Barbier to ask him some questions about the system. When Louis spoke to the Captain his questions were dismissed as insults and disregarded. The Captain had no wish to improve his system and believed his invention was complete and if Louis thought it had problems he should solve them himself. Louis did just that. Night after night he went against school policy and stayed up diligently working on a system so the blind could read. When he had at last perfected it, he taught his friends to use it and ultimately read, write and do arithmetic. The schoolmaster, Monsieur Dufau comes upon the boys practicing to read in the middle of the night and takes the materials away from them and proceeds to punish them. He reports them to Headmaster Pignier. The Headmaster questions them about their nocturnal activities and is astounded at what Louis Braille has done at only 15 years old. The Headmaster immediately implements the system in the school to be

taught by Louis to all students and teachers. Louis further develops the system so the blind can also read music. The Braille System changed the lives of the blind worldwide.

York, Y. "The Witch Of Blackbird Pond". Eight Plays For Children: The New Generation Play Project. Ed. Coleman A. Jennings. Austin: U Of Texas P, 1999. This play is an adaptation from the novel by Elizabeth George and takes place in the year 1687. Katherine "Kit" Tyler has left Barbados after her Grandfather's death from smallpox and comes to live with her only remaining relatives on the shores of Connecticut. Her Mother's sister, Her Aunt Rachel and her Uncle Matthew welcome Kit into their Puritan home. As Kit tries to get settled in her new life she makes one blunder after another. Her ignorance of their ways hamper her ability to fit in. She gets to know her two cousins Judith and Mercy Wood who relatively the same age as herself and Kit has hopes that they will like her, however, she inspires jealousy in Judith because the young men in town all want to court and marry Kit. Traveling to Connecticut Kit is joined by the Reverend Gish and his wife Rebecca and daughter Prudence, but due to seasickness Prudence is left to her own devices and spends her time

with Kit. They develop a friendship that Prudence is eager to continue because one of the benefits is that she is learning from Kit to read and write. Trouble is brewing because the Puritan's do not believe in educating women or that women can learn. Kit's compassionate and merciful nature lead her to befriend the town outcast, A Quaker old woman named Hannah Tupper whose only companion is a feline pet named Miss Cat. Kit's Uncle Mathew lets Hannah live in a hut on his land next to Blackbird Pond, against the wishes of the community. When several of the Puritan people of this strict and superstitious religious community fall ill and some even die, the Reverend Gish and his family take action to rid the place of suspected witches believing the town's misfortune is the result of evil spells and witchcraft. Kit, in an attempt to save Hannah, swims her to Nat Eaton's Ship, when she returns to shore the Reverend and her family arrest Kit for witchcraft and hold her in a storage closet jail until Magistrate Talbot arrives the next week. The trial is conducted and circumstantial evidence along with narrow minded prejudice all but convict Kit of witchcraft, Hannah and Nat arrive in the nick of time to set the record straight and the most unlikely witness, little Prudence, gives evidence. All ends well but

Kit's experiences here have changed her desire to linger, she will return to Barbados. Nat invites her to sail away on his ship, "The Witch Of Blackbird Pond" with Hannah as her chaperon and hopefully decide to get married to him.

Zeder, Susan L. "Mother Hicks". Seattle Children's Theatre: Six Plays For Young Audiences. Ed. Marisa Smith. New Hampshire: Smith and Kraus, Inc., 1997.

It is 1935 in the town of Ware, located in Southern Illinois, where times are hard and jobs are scarce. The play opens with a chorus telling us that Mother Hicks who lives at the top of Dug hill is a witch. The protagonist Girl, abandoned at birth, flits here and there and runs wild through the town that has raised her for the last 10 years. At the store in town she meets a writer from the University of Carbondale, Wilson Walker, who is collecting folklore on witchcraft for the Federal Writer's Project. He speaks with Girl about witches and witchcraft and overhearing, some townsfolk tell him about Mother Hicks. Wilson leaves the store to investigate and forgets one of his notebooks, Girl finds and keeps it. Girl can no longer reside with the Hammons, who are moving there large family to Cairo, Illinois. Girl is sent to live with Hosiah and

Alma Ward, a childless couple. Alma really cares for Girl and wants her to stay. However, it disturbs Girl that Mr. Ward is a mortician and that the other children in the town tease her about staying with them. Tuc is a deaf mute who befriends Girl. He watches unseen as Girl performs a ritual to become a witch she discovered in Wilson's notebook. Girl takes a rusty knife, a porcelain pan, and pours water over her head by the cold stream then repeats an incantation. She does this every morning for seven days and ends up with pneumonia. Alma tries to take care of her and wants to call the doctor. Delirious and sick with fever Girl goes back out to the stream to finish the spell. She has to kill something and doesn't want to. She sees a flower, tries to slice it down and cuts her leg and is bleeding badly. Tuc witness' this and he takes her to Mother Hicks for help. Girl learns about herself and Mother Hicks while she recovers. Girl discovers she is not a witch but a healer. The townsfolk find out that Girl is there and in a mob go up to rescue her. They threaten Mother Hicks, who defends herself and her property, Girl runs away. Alma asks Mother Hicks to tell Girl she is wanted if she comes back. Girl jumps train to Cairo and runs into Jake and Howie Hammon. She is upset to find out Jake is not doing well, he broke

up his family and sent them all to different places. Girl is desperate for a family and can't understand Jake's not keeping them together. She returns to Ware and waits at the graveyard to talk to Mother Hicks. She wants to stay with her until she finds her name. Mother Hicks consents to this and tells her once she finds her name and heals she should go to Alma who truly cares for her.

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