

# Bringing Mulan to Life with Shadow Puppets



## ESOL and PUPPETRY

Grades  
6-8

### **Content Standards: WIDA ELD and Common Core**

*ELD 1: English language learners communicate for social and instructional purposes within the school setting.*

*ELD 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts*

*Model Performance Indicator: Interpret oral scenarios or readings on character development through role play or dramatization.*

*CCSS.ELA-Literacy.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.*

### **DRAMA (MD) Standards**

*3.0: Apply theatrical knowledge, principles, and practices to collaborative theatre.*

### **VISUAL ARTS (MD) Standards**

*1.2.b. Interpret and communicate the meaning of artworks.*



## CONNECTED OBJECTIVES

English Language Learners develop listening, speaking, and writing skills by creating a skit based on a popular legend and performing it using shadow puppetry.

## MATERIALS & RESOURCES

1. Historical Chinese Painting, such as *Emperor Xuanzong's Journey to Sichuan*, a Ming Dynasty painting after [Qiu Ying \(1494-1552\)](#).
  - Text of *Mulan*
  - Background information on and examples of shadow puppets
  - Black paper (cardstock)
  - Kebab sticks
  - Chads (brass fasteners)
  - Outlines of simple characters (male, female, horse) for students to trace
  - Tri-fold board with middle cut out and parchment paper taped over empty space
  - Overhead projector
  - Overhead transparencies

## KEY CONTENT VOCABULARY

- Character
- Setting
- Plot
- Dialogue

## KEY ARTS VOCABULARY

- Shadow Puppet
- Silhouette
- Scene
- Stage directions

- White pencils
- Scissors
- Template for writing a scene from a play (See attachment)



## A S S E S S M E N T

- Written completion of scene, including characters, setting, dialogue, and stage directions
- Creation of Shadow Puppets
- Performance of skit: correct placement of shadow puppets, appropriate scene changes, appropriate volume of actors' voices.



## L E S S O N S T E P S

1. Introduce lesson with Artful Thinking: *Looking 10x2* and *Beginning, Middle, End* using *Emperor Xuanzong's Journey to Sichuan*, a Ming Dynasty painting after Qiu Ying (1494-1552).
2. Connect painting to student background knowledge of *Mulan* (read in previous classes)
3. Complete a *Beginning, Middle, and End* organizer with events from *Mulan*. Highlight key words for characters and props.
4. Divide students into groups. Have them write dialogue for either the beginning, middle, or end of *Mulan* Shadow Puppet Play.
5. Demonstrate a Shadow Puppet; discuss the concept of *silhouette* and provide photos/videos of a shadow puppet play.
6. Model making a shadow puppet using outlines traced on black paper; cutting; fastening moving pieces with chads/sticks.
7. Assist students with making shadow puppets.
8. Have students create setting/background on overhead transparencies and color in with markers.
9. Give students time to practice their dialogue/moving puppets.
10. Model shadow puppetry using the tri-fold stage (with light shining through via overhead projector)
11. Perform skit twice: once for rehearsal, once for video taping.

## EXTENSIONS & OPTIONS

- Students write a sequel to *Mulan* and perform the shadow puppet play again, with additional characters and settings.

## SOURCES & RESOURCES

- Historical Chinese Painting, such as *Emperor Xuanzong's Journey to Sichuan*, a Ming Dynasty painting after Qiu Ying (1494-1552).
- *The Ballad of Mulan*, in McCloskey, M. & Stack, L. (2004) *Visions*, Thomson & Heinle, p. 233-237
- Artful Thinking Routines: <http://www.pzartfulthinking.org/routines.php>
- Artful Thinking Organizers: <http://www.edutopia.org/pdfs/stw/edutopia-stw-bates-artsintegration-add'lresource-artfulthinkingroutines.pdf>

S u p p o r t i n g D o c u m e n t s

SHADOW PUPPET SCENE

Scene : (Beginning, Middle, End) \_\_\_\_\_

Setting: \_\_\_\_\_

Characters: \_\_\_\_\_

Dialogue:

[ ] \_\_\_\_\_

[ ] \_\_\_\_\_

[ ] \_\_\_\_\_

[ ] \_\_\_\_\_

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