

# The Joshua Show



Photo Courtesy of The Joshua Show

40

Lincoln Center Education



4 decades of thinking like an artist

## INTRODUCTION

### Lincoln Center Education's Mission

To enrich the lives of students, educators, and lifelong learners by providing opportunities for lifelong engagement with the arts on stage, in the classroom, online, and in the community.



### Meet the Artist Teacher Resource Guide

The Lincoln Center Education (LCE) Teacher Guide for the Meet the Artist (MTA) School Series is comprised of contextual information about the artists, suggested pre- and post-performance classroom activities, and discussion questions for the ride to and from Lincoln Center. It is intended to be an adaptable resource for you to use in making the most of your visit to Lincoln Center, and provides an introduction to LCE's Learning Framework, the *Capacities for Imaginative Thinking* (see page 4). This guide is meant to help you address a few targeted Common Core Anchor Standards. You can find the Common Core Standards and learning outcomes in the 'Classroom' portion of the guide. For Standards-based assessment at your grade level, see the check-in box at the end of each lesson.

The goal of the activities and discussion questions is not to teach your students to perform like artists, but to teach them to think like artists. Having made creative choices, students are better able to perceive, analyze, and enjoy the performers' choices.

The activities are designed to be open enough so that you may adapt them to your specific grade level and student population. They do not require previous experience in teaching a specific arts curriculum as a subject, but can be adjusted to include more performing arts concepts and vocabulary should the activities be conducted by an arts specialist or enthusiast. We hope this guide will be a springboard for your students' curiosity about the performing arts; and that LCE's *Capacities for Imaginative Thinking* align with your goals for student learning.

Teacher Guides for the Meet the Artist School Series are created by LCE Teaching Artists, who work in pre-K – 12 classrooms throughout New York, Connecticut and New Jersey.

See you at Lincoln Center!

## TABLE OF CONTENTS

### MEET THE ARTIST

Page 3: Meet the artists (and puppets) from The Joshua Show!

### IN THE CLASSROOM

Page 4: Common Core State Standards Addressed in this Guide

Capacities for Imaginative Thinking

Page 5: Line of Inquiry and Student Learning Outcomes

Connections to the NYC Department of Education *Blueprint for Teaching and Learning in Theater*

Page 6-10: Pre-Performance Lesson  
Graphic Organizer

Page 10: Check In - Common Core State Standards

### ON THE JOURNEY

Page 11: Questions for the Journey to Lincoln Center and Back

### AFTER THE PERFORMANCE

Page 11-14: Post-Performance Lesson

Page 14: Check In - Common Core State Standards

### FOLLOWING YOUR CURIOSITIES

Page 15: Glossary

Page 16: Supplemental Resources and Links

Back Page: LCE's Capacities for Imaginative Thinking

## Meet the Artist School Series



### *The Joshua Show*

#### *Puppetry Theater*

Hailed as “The Ambassador of Joy,” puppeteer and performer Joshua Holden (along with his sock puppet sidekick Mr. Nicholas) brings audiences a heartwarming story about friendship, confidence, and the value of being yourself.

#### About the Artist

Hailed as “The Ambassador of Joy” and “A Hipster Mr. Rogers,” puppeteer Joshua Holden brings audiences a heartwarming story about friendship, confidence, and the value of being yourself. Mr. Nicholas, a sock puppet and Joshua’s soulmate, makes an unnerving self-discovery that causes him to spiral down a path of loneliness and hopeless despair. How do you cheer up when life gets you down? Find out in this whimsical production featuring multiple styles of puppetry, live music, physical comedy, and tap dancing!

#### Fun Facts

- Joshua Holden, the creator of The Joshua Show, was in the national tour of Avenue Q!
- The Joshua Show mainly uses hand and rod puppets. Other forms of puppetry include shadow, marionette, object, body puppetry and many others.

#### About the Artform

Puppetry is one of the oldest art forms, dating as far back as 5 BC. The early Roman Empire, and other ancient civilizations, had various forms of puppetry which would be used for entertainment, information sharing and political satire. Modern day puppeteers still use puppets for all of these purposes, and sometimes more – even spreading joy!

#### Buzz

“Think Mr. Rogers meets Pee Wee’s Playhouse and let your heart sing for an hour at a pitch-perfect production executed simply, creatively which was absolutely delightful. The perfectly charming host Joshua Holden with his musical sidekick Alex Knapp playing his ukulele, sang and interacted with Joshua’s cast of puppet characters including the grumpy sock puppet Mr. Nicholas, the Snail Male and the wonderfully inventive book puppet, all performed by Joshua as well.”

-Puppet Muse

#### Digital Resources

##### Website

<http://joshuashow.com/>

##### Video

<https://www.youtube.com/watch?v=LDBAYP6TmwM>

## IN THE CLASSROOM

### COMMON CORE STANDARDS

The activities in the pre-performance and post-performance viewing lessons are meant to guide students to specific key standards.

#### CCR Anchor Standards for Speaking and Listening

##### **CCSS.ELA-LITERACY.SL.1.1.A**

**Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).**

#### CCR Anchor Standards for Speaking and Listening




##### **CCSS.ELA-LITERACY.CCRA.SL.2**

**Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

### CAPACITIES FOR IMAGINATIVE THINKING\*

The *Capacities for Imaginative Thinking* is a learning framework designed to help learners interact meaningfully with a work of art and to develop habits of mind that enable them to think like an artist.

We have chosen three Capacities to focus on in this guide. You can see a colored pin next to activities that focus in this capacity.

-  Embody
-  Make Connections
-  Empathize



\*For more about Lincoln Center Education’s learning framework, see the back page.

#### **Embody**

Use your body and senses to explore ideas. Try it out.

#### **Make Connections**

How is this like something else? Make personal, textual and wider connections.

#### **Empathize**

Can you understand how others think and feel? What are their perspectives?

## IN THE CLASSROOM

### CONNECTIONS TO *THE NYC DEPARTMENT OF EDUCATION BLUEPRINT FOR TEACHING AND LEARNING IN THEATER*

#### **Designing and Technical Theater**

Through sequential activities, students begin to understand the process of moving from design to the creation of production elements.

#### **Making Connections Through Theater**

Students explore how other art forms are incorporated into theater.

#### **LESSON LINE OF INQUIRY\***

How can students use various forms of puppetry to explore empathy while identifying and sharing unique aspects of themselves?

\* At Lincoln Center Education, a line of inquiry is an open, yet focused question that incorporates elements and concepts present in a live performance of dance, music, or theater. It invites questioning, guides your exploration throughout, and serves as the framework for constructing experiential lessons.

### STUDENT LEARNING OUTCOMES

**Through creating characters, discussion and guided reflection, students will:**

- Explore the idea of character by creating their own original puppet character.
- Notice and respect others' choices and creativity.
- Begin to understand the connection between character, movement and sounds (vocal choice)
- Strengthen their ability to give a verbal presentation by practicing presenting a character to peers.
- Strengthen their ability to come up with and ask questions of peers.

## IN THE CLASSROOM

### PRE-PERFORMANCE LESSON

**Suggested Grade Level:** Pre K-2<sup>nd</sup> Grade

**Suggested Materials:** Graphic Organizer (attached)  
Writing/Drawing Utensils

#### Activity 1

#### PHYSICAL AND VOCAL WARM UP

 5 minutes

Begin the lesson with a brief physical and vocal warm up.

- Have students stand in what is known as *actor neutral* (feet hip’s width apart, hands at side, standing straight up, facing forward).
- Have students imagine they are a *marionette puppet* (small puppet controlled by strings from above, like Pinocchio) and there are strings attached to their hands, feet, heads, elbows, knees, etc.
- The teacher will be the first puppeteer. The teacher will call out a body part, and the students can imagine that those strings are being pulled slowly up to the ceiling. (For example, “Right knee!” would cause the students to lift their right knee slowly and then set back down.)
- Next, have students make their faces, mouths and eyes as big as possible (Surprised Face) and then shrink it all down as tight as possible (Sour Lemon Face).
- Finally, have the students repeat after you, over stressing each syllable and *projecting* at a volume comfortable for your classroom.
  - Mare-Eeee-Ohhh-Net (Marionette)
  - Puh-pet (Puppet)
  - Shaa-Doh (Shadow)
  - Haaa-nd (Hand) Puppet
  - Chaaar-act-er (Character)
  - Add additional vocabulary if desired



## Activity 2 PUPPET BRAINSTORM

 10 minutes

After the warm up, have students gather in a circle on the floor/rug or in their desks for a brainstorm session around puppets. Begin the discussion with the following prompts and notate answers on chart paper, chalk or smart board.

- Did anyone recognize any of the types of puppets from the vocal warm up?  
Examples are marionette, shadow puppet, hand puppet.
- What do we know about different types of puppets?  
How are they controlled? What are they made out of?
- How are some puppets the same and how are some different?
- What are some different ways a puppet voice can sound?  
Examples, are “loud, soft, high, low, etc.”
- Students with responses such as “mean” and “silly” should be encouraged to elaborate. For examples, how does a “mean” puppet sound? Is it a low voice? High voice? Scratchy voice?

Make a list of 5-10 different vocal characteristics for the next activity.

An example list might be:

- Loud
- Soft
- High
- Low
- Scratchy
- Smooth
- Fast or slow
- Growly
- Whispered
- Squeaky

*Be sure to save lists either on chart paper, smartboard or by photographing the blackboard. Lists generated will be used for post-performance activity/reflection.*

## Activity 3 PUPPET WALK AND TALK

 10 minutes

Seated in a circle and focusing on *hand puppets*, have each student explore how they can make a puppet only using their hands. Some variations might be to use one hand in the traditional “duck bill” way, two hands creating the same effect or one hand with the





thumb and first finger creating a mouth (creativity should be encouraged! If there is a puppet with no mouth and fingers for antenna, all the better). Once the students have chosen a hand/finger puppet to their liking, continue with the following...

- As a group, a simple phrase should be decided upon (“good morning” “hello” “what’s for breakfast”, etc.)
  - Each student will choose one of the “puppet voice” characteristics from the class generated list or one can be agreed upon for all (e.g. everyone will use “soft”)
- They will then, one at a time, turn to their neighbor and, using their chosen hand/finger puppet and vocal choice, say the agreed upon phrase.

If a game element is desired, have the student describe, analyze and interpret the vocal choices made by the speaking student (for example, “Her voice was very high and soft so I think she is a happy puppet”).



Discussion Question: *When it was your turn to listen, did you look at the hand puppet or the student puppeteer? What happens if you tried the opposite?*

#### Activity 4

THE \_\_\_\_\_ SHOW

 10 minutes

Students are going to be creating a show that stars them and their new puppet friend.

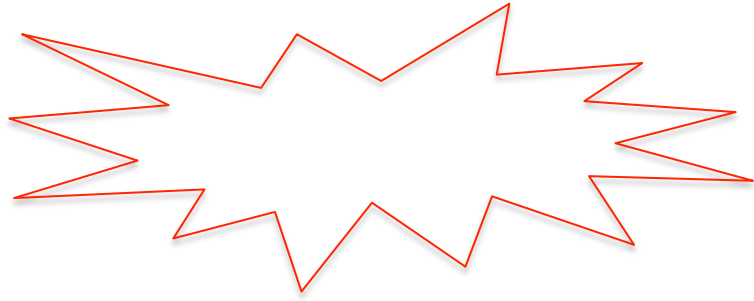
Using the attached graphic organizer on the next page, the students will fill out (or dictate to be filled out by a teacher) their name along with 3 things that make them special and unique; favorite foods, colors, places they have visited, etc.

They will then create a name for their hand puppet friend and imagine 3 things that would be special and unique about them.

Creativity and imagination are encouraged. If the puppet has visited the moon or enjoys riding seahorses, all the better!

They will then write out their puppets responses on the graphic organizer on the next page, or the teacher will write it for them, or ask them to remember it for the next activity.

# THE



# SHOW!

My name is \_\_\_\_\_ and this is my show!  
Here are 3 things I want you to know!

1

3

2

My name is \_\_\_\_\_ and I'm on this show!  
Here are 3 things I want you to know!

2

1

3

**Activity 5**  
**PAIR / GROUP SHARE**

 **5 minutes**

Have the students pair (or group) share what they have created thus far. If desired, they may create a tune to announce their show name and, naturally, their hand puppet can introduce themselves.

For example, a script might look like this:

Student: "It's the Jeffrey Show! My name is Jeffrey and 3 special things about me are; my favorite color is green, I can do a headstand and I really like broccoli."

Puppet: "My name is Hector and I am Jeffrey's best friend. 3 special things about me are; I used to be in the circus, I have 200 cousins and I love cheese more than anything else in the world."

**Activity 6**  
**LESSON WRAP UP**

 **5 minutes**

Have the students return to the circle where you began the warm up for the lesson. Ask a volunteer student/puppet to share what their favorite thing about the day was.

Next, share with the students that they will be going to see a performance at Lincoln Center and ask them, based on the day's exploration, what they might see and, more importantly, what are some things they might look and listen for (e.g. different types of puppets, different voices, how they are used, etc.). Finally, have all the puppets say goodbye and take a bow together, to be put away until next time.

**CCSS.ELA-LITERACY.SL.1.1.A**

**Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).**

**Kindergarten**

- Speak audibly and express thoughts, feelings, and ideas clearly.
  - Group/Pair share of personal special qualities/characteristics.

**1<sup>st</sup> Grade**

- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - Exploring vocal choices one at a time with hand puppet in a circle.

**2<sup>nd</sup> Grade**

- Build on others' talk in conversations by linking their comments to the remarks of others.
  - Noticing/discussion of fellow student's unique qualities as compared to those of student's hand puppet.

## QUESTIONS FOR THE JOURNEY TO LINCOLN CENTER

### QUESTIONS TO THINK ABOUT RIGHT BEFORE THE PERFORMANCE

- Ask the students to review the explorations that occurred in the classroom.
- What did we do today? Can anyone recall step by step?
- What kind of puppets do you think you might see at the performance? Why?
- What kinds of puppet voices do you think you might hear?
- How do you think the puppets will move?
- Who is Joshua? What kind of show will Joshua have?

## QUESTIONS FOR THE JOURNEY BACK TO SCHOOL

### QUESTIONS TO THINK ABOUT AFTER THE PERFORMANCE

- What was the first thing you noticed on stage when you sat in your seat?
- How many puppets did you meet in The Joshua Show?
- Which was your favorite puppet and how would you *describe* their voice?
- How did Joshua make each puppet move?
- What was your favorite moment in the performance today?  
(Can you show it without using words?)
- What did you learn during the Q&A?
- What do you remember most about Joshua's answers?
- What other questions do you have?

## AFTER THE PERFORMANCE

### POST-PERFORMANCE LESSON

**Suggested Grade Level:** Pre-K through 2<sup>nd</sup>

**Suggested Materials:** Students' completed graphic organizers from previous class  
Assorted traditional and non-traditional puppet-making supplies (e.g. athletic socks, paper bags, paper plates, cardboard tubes, wood scraps, old books, lost and found gloves, shoes, hats, scarves, chopsticks, chenille sticks, google eyes, markers, dry macaroni, glue sticks, yarn.)

#### Activity 1

#### PHYSICAL AND VOCAL WARM UP

 5 minutes

Begin the lesson with a brief physical and vocal warm up.

- Have students stand in what is known as *actor neutral* (feet hip's width apart, hands at side, standing straight up, facing forward).
- Have students imagine they are a *marionette puppet* (small puppet controlled by strings from above, like Pinocchio) and there are strings attached to their hands, feet, heads, elbows, knees, etc.
- The teacher will be the first puppeteer. The teacher will call out a body part, and the students can imagine that those strings are being pulled slowly up to the ceiling. (For example, "Right knee!" would cause the students to lift their right knee slowly and then set back down.)
- One by one, each string is snipped until students are sitting on the floor.
- Next, have students make their faces, mouths and eyes as big as possible (Surprised Face) and then shrink it all down as tight as possible (Sour Lemon Face).
- Finally, have the students repeat after you, over stressing each syllable and *projecting* at a volume comfortable for your classroom.
  - Mare-Eeee-Ohhh-Net (Marionette)
  - Yoo-Kuh-Lay-Lee (Ukulele)
  - Kuh-Zoo (Kazoo)
  - Puh-pet (Puppet)
  - (add any additional vocabulary desired)



## Activity 2

### PERFORMANCE REFLECTION

 10 minutes

Pulling up the list from the previous class regarding types of puppets, vocal choices and possibilities, use the following prompts:

Did anyone notice any of these puppet styles in The Joshua Show?

- Which ones? How did they move? How would you describe their voices?

Did Joshua or any of the puppets share something special about themselves?

- What were those things? Did you have things in common? Differences?

*Describe* what kind of character Mr. Nicholas was.

- Did his character or feelings change throughout the show? How?

If you could talk to Mr. Nicholas, what would you want to say to him?



## Activity 3

### PUPPET BUILDING TIME!

 15 minutes

The main goal of this activity is to allow the students to explore various types of puppet making. Materials should vary from the traditional (tube socks, paper bags) to the non-traditional (an old book, a cardboard tube, a swiffer duster, an old shoe, glove, etc.) Chopsticks, pencils, etc. can be used to explore “rod” puppet work or flashlights and paper to explore shadow puppetry. Students may use their previously created hand puppet friend as a base or begin a new puppet friend all together.

If you were going to create a puppet using some of these materials, which ones would you choose?

What kind of personality would your puppet have?

- Would that personality affect the materials you choose?

Would your puppet have moving parts? (arms, mouth, etc.)

- If so, how will they move?

What kind of voice does this puppet friend have?

- (if different from previous exploration)

What name does this puppet have?

- (if different from previous exploration)



## Activity 4

### SHARING OUR PUPPET FRIENDS WITH THE CLASS!

 10 minutes

Have each student come up with 5 questions to ask the class’s puppet friends, and have students write these five questions on a piece of paper. For younger students, come up with 5 questions to ask as a class and write them on the board.

Then students will count off into pairs of A and B. Student A will be the interviewer and student B will be the interviewee with their puppet friend. Student B will introduce his or herself and the puppet.

Then Student A will ask the puppet the 5 questions, making sure they are clear and adding clarification questions as necessary. Students should try to make sure they remember a few key details from the interview.

First Grade: Remember at least 3 details from the interview.

Second Grade: Remember or write down three key ideas, and be able to recount them in complete sentences.

Student A and B will switch so that Student B interviews student A and his or her puppet.

When the students have completed their sharing, they will then share out something they learned from their interview with the whole class.

Consider the following prompts.

- What did you notice about the different puppet voices in the room?
- What did you notice about the different ways the puppets moved?
- Did anyone learn anything new today about a classroom friend?

#### Activity 5 LESSON WRAP UP

 5 minutes

Now that the students have seen *THE JOSHUA SHOW* and created their own puppet characters, consider the following questions for a final reflection.

- Did anyone learn anything new about puppet making or bringing a puppet to life? If so, what did you learn?
- What did we learn about creating characters?
- How did we distinguish the puppet's point of view from our own?
- What message do you think Joshua and his puppets wanted you to take away from his show?
- If you had your own show, what message would you want your audience to take away from it?



**CHECK IN – Speaking and Listening Standards**

**CCSS.ELA-LITERACY.CCRA.SL.2**

**Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

**Kindergarten**

- Confirm understanding of information presented orally by asking and answering questions about key details and requesting clarification if something is not understood.

**1<sup>st</sup> Grade**

- Confirm understanding of information presented orally by asking and answering questions about key details and requesting clarification if something is not understood.
- Be able to recount information gathered from information presented orally.

**2<sup>nd</sup> Grade**

- Confirm understanding of information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- Recount or describe key ideas from information presented orally.



### GLOSSARY OF TERMS RELATED TO *THE JOSHUA SHOW*

**Actor Neutral** This is a stance that is used in actor’s terminology to mean feet positioned hip width apart, hands at sides, standing straight up, facing forward. This is a neutral position, meaning it is not meant to convey a character or emotion, but to be a blank slate to build character movement and body positions on top of.

**Character** Who is in the story? Characters can be people, animals, or even objects that have come to life. When someone is on stage, the performer is the real person, while the character is the person that he or she is representing in the story. For instance, in this performance, Doktor Kaboom is a character.

#### **Character Traits**

A character trait is a word that describes someone’s personality or physical appearance. It might describe how someone looks, moves or speaks, or it might describe that person’s demeanor, personality or how they act in a certain situation. These can be things like : crazy, smart, funny, loud, quiet, honest, dishonest, etc.

**Expression** In theater, expression is the ability to communicate feelings or moods through your face, movements and body language.

**Gesture** A movement of your body (especially of your hands and arms) that shows or emphasizes an idea or a feeling; something said or done to show a particular feeling or attitude.

- *From Merriam-Webster Online*

**Marionette** A puppet controlled from above by strings.

**Melody** A rhythmic succession of single tones of sound organized as a whole. What makes something “melodic” and how does this vary by cultural traditions?

**Pattern** Much like a textile pattern, a pattern in music is the form of a piece of music. For instance, when an element of the song is repeated at regular intervals, this becomes the pattern of the song. Lines of melody followed by a chorus can be the principal pattern of a song. A rhythm pattern is the repeated beat that holds the song together: four beats is a pattern, three beats is a different pattern, and so on. For example, scales are common patterns in music.

**Projecting** Projecting is speaking loudly and clearly without yelling. Actors project when they speak onstage so that they can be heard by the audience without straining their voices. This is also called speaking from the diaphragm (the muscle underneath your rib cage), because this is the muscle that helps push air out of your lungs.

## Supplementary Texts and Resources

### **The Joshua Show**

<http://www.joshuashow.com>

Find more information about *The Joshua Show*, including background, videos, photos, press and a bio for the collaborators and the creator of this performance, Mr. Joshua Holden himself!

### **Teaching with Puppet Power**

<http://wonderteacher.com/teaching-with-puppet-power/>

Want to introduce more puppetry into your classroom and teaching techniques? Wonder Teacher is a teacher's blog about teaching creatively.

### **Enchanted Learning: Make Your Own Puppets**

<http://www.enchantedlearning.com/crafts/puppets/>

This handy resource has instructions on several kinds of easy-to-make puppets for young people.

### **Jim Henson: On making puppets**

[http://www.openculture.com/2012/12/jim\\_henson\\_teaches\\_you\\_how\\_to\\_make\\_puppets\\_in\\_vintage\\_footage\\_from\\_1969.html](http://www.openculture.com/2012/12/jim_henson_teaches_you_how_to_make_puppets_in_vintage_footage_from_1969.html)

This site features a wonderful video by Sesame Street and The Muppet's Jim Henson, making a puppet out of household supplies.

### **Story Elements for K-2**

<http://www.k12reader.com/subject/reading-skills/story-elements/>

This page features worksheets and activities to teach basic story elements to young audiences.

### **Teaching Character and Setting**

<http://mrswheelerfirst.blogspot.com/2014/09/character-setting.html>

This blog has a step by step lesson plan on teaching character and setting to first grade students, with pictures of student work and graphic organizers.

### **Reading Resources: Scholastic**

<http://www.scholastic.com/teachers/lesson-plan/bookshelf-bests-friendship-stories-grades-k%2%965>

Scholastic has books and lesson plans for just about everything, including lesson plans to teach about friendship and believing in yourself.

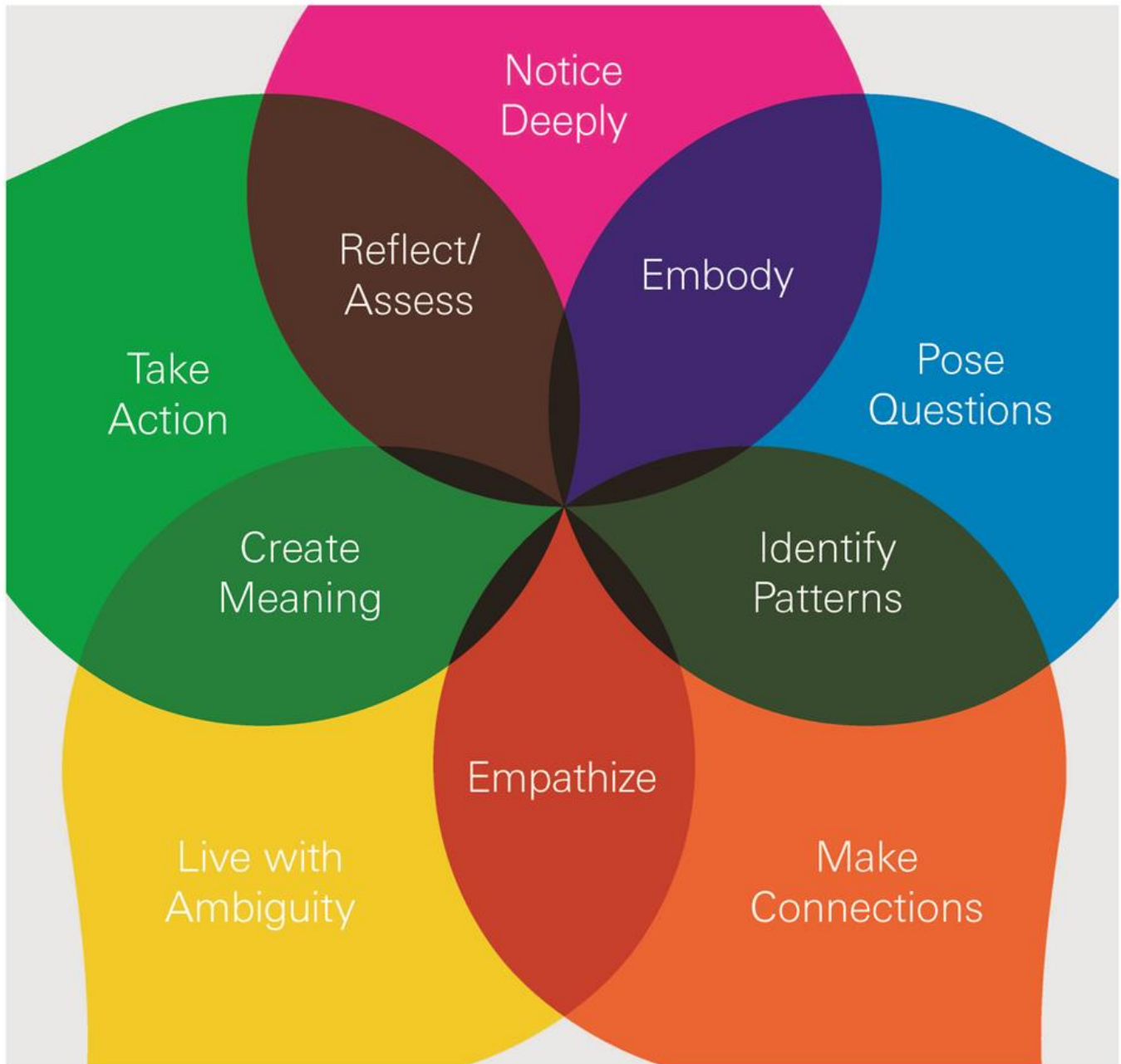
### **The History of Puppetry**

<http://www.theaterseatstore.com/history-of-puppetry>

This site has the history of hands puppets, different types of hand puppets, and links to further resources!

# Capacities for Imaginative Thinking

## Helping young minds perform in a dynamic world



### **NOTICE DEEPLY**

How many layers of detail can you identify if you take the time? Can you go deeper?

### **EMBODY**

Use your body to explore your ideas. Try it out.

### **POSE QUESTIONS**

What do you wonder?

### **IDENTIFY PATTERNS**

How might different details relate? Analyze them.

### **MAKE CONNECTIONS**

How is this like something else? Make personal, textual, and wider connections.

### **EMPATHIZE**

Can you understand how others think and feel? What are their perspectives?

### **LIVE WITH AMBIGUITY**

What if there is not just one answer? Be patient with complexity.

### **CREATE MEANING**

Bring together what you've thought so far. What new interpretations can you make?

### **TAKE ACTION**

What will you choose to do with your ideas? Put them into practice.

### **REFLECT/ASSESS**

Look back on what you've experienced. What have you learned? What's next?