

Fathers of Confederation

Puppets

Art Supplies



- Knee-highs
- Stuffing
- Embroidery thread (red, skin tone)
- Google eyes
- Yarn
- Faux fur
- One piece of white felt
- Two pieces of a dark-coloured felt
- Additional scrap fabric for details
- Buttons
- Low-melt glue guns
- Low-melt glue sticks
- Clear nail polish to stop runs

Expectations Addressed in other Subject Areas

Drama Expectations

Overall

- create drama pieces, selecting and using a variety of techniques;
- interpret and communicate ideas and feelings drawn from fictional accounts, documentaries, and other material from a wide variety of sources and cultures, selecting and combining complex drama and dance techniques (e.g., "forum theatre");

Visual Arts Expectations

Overall

- produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of art forms;

Language Expectations

Writing

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

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Grade 8 History Content from Ontario Ministry of Education

Grade 8

Overall Expectations

- describe the internal and external political factors, key personalities, significant events, and geographical realities that led to the creation of the Dominion of Canada in 1867, and to the growth of Canada as other provinces and territories joined Confederation;
- use a variety of resources and tools to gather, process, and communicate information about the needs and challenges that led to the formation and expansion of the Canadian federation;

Application

- illustrate the growth of Canada, using outline maps or other tools, identifying the physical regions of Canada, the colonies that joined Confederation, and their boundaries and dates of entry

Inquiry/Research and Communication Skills

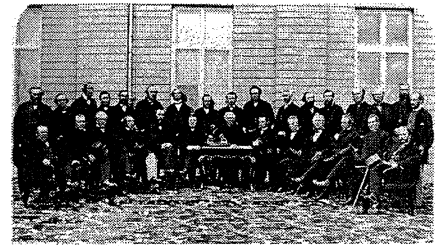
- construct and use a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information;
- formulate questions to guide research on issues and problems;
- use appropriate vocabulary to describe their inquiries and observations.
- formulate questions to guide research on issues and problems
- use a variety of primary and secondary sources to locate relevant information about the regional interests of each colony/ province before and after joining the Dominion of Canada

Knowledge and Understanding

- identify key social, political, economic, and physical characteristics of the British North American colonies between 1850 and 1860
- identify the roles of key individuals the main events leading to the signing of the British North America Act and the reasons for the exclusion of certain groups from the political process.
- identify external and internal factors and events leading to Confederation;

Fathers of Confederation Puppet Plays

Steps to Success



Part A: Learning about Confederation

1. Use your class time to learn about the factors that led to Confederation.
2. Create W-Book to learn about your colony's unique situation and perspective.
3. Do a gallery walk to find out about the other colonies.
4. Once you find out who your Father of Confederation is research about your character's contributions to Confederation.

Part B: Writing Script

1. With your colony start a story map. List characters, a setting, and plot outline. Will your play have one, two or three acts? (Keep it simple.) Place in the group's folder.
2. Write a rough draft of your play. Don't worry about the exact dialogue. Instead, write down the actions and the main idea, who the characters are, what the characters are saying to each other, and the setting and the mood of the play. Place it in your group's folder.
3. Show this to your teacher and conference about what needs to be revised before the next draft.
4. Write precise dialogue and stage directions. Follow the format used to write scripts. Place it in your group's folder.
5. Read your play out loud. How does the dialogue sound to you? To a listener? Make any changes that are necessary. Write a good copy. Place the script in your group's folder.

Part C: Making of Puppet

1. Look at the image of your Father of Confederation.
2. Find out how people dressed in Canada at that time. (Hint: no spandex)
3. Pay attention to the techniques taught in class to create the puppet (stuffing nylons, sewing facial features, making clothes, creating hair, making hands and shoes and safe use of hot glue).
4. Start to make your puppet. Once you have mastered a skill show or help someone else.

Part D: Presenting Puppet Play

1. Work on your introduction so that the audience finds out the name of your colony, your Father of Confederation and your name.
2. Rehearse your play with puppets. Pay attention to how you animate the puppet. When you speak, your puppet needs to move. Have your puppet turn and look at other characters when they speak.
3. Rehearse your lines using expression. Your voice needs to have enough volume to project to the back of the room. Make sure you enunciate (don't swallow your words).
4. Practice, practice and practice so that you meet your cues.
5. Present and take a bow.

Fathers of Confederation: Historical Drama

Name: _____

Features of Historical Fiction:

Historical fictions are stories, novels or plays set in the past.

They have: historically accurate settings and geographical details, a mix of fictional and real characters and events, or all fictional characters.

The characters are realistic, believable, and true to the time period. The plot is well developed and realistic, with historical fact.

The stories usually feature common themes such as loyalty, friendship, the struggle between good and evil, and people's reactions to the world around them.

In a play, the characters have conversations or speak words. These words are called dialogue. This dialogue must give an audience all the information that is necessary to understand the play. Thus dialogue tells the audience something about the people who are speaking. It reveals character. It tells about the past or gives information about the setting, tone and mood of the play. Dialogue can reveal humour and conflict. It is through the use of dialogue that the plot moves forward.

Your task is to create a puppet play about Confederation. This is the vehicle that you use to demonstrate what you have learned about Confederation and the people involved. You will be evaluated on how well you pass on that information with the audience in an entertaining way.

Steps

1. Select a Father of Confederation from your assigned colony.
2. Create a puppet in his image.
3. Participate in class to learn more about Confederation. Research about your character's contributions to Confederation.
4. With your group, brainstorm some possible ideas. Record all ideas on paper and place in group's folder at the end of each class.
5. Create a story map. List characters, a setting, and plot outline. Will your play have one, two or three acts? (Keep it simple.) Place in the group's folder.
6. Write a rough draft of your play. Don't worry about the exact dialogue. Instead, write down the actions and the main idea, who the characters are, what the characters are saying to each other, and the setting and the mood of the play. Place it in your group's folder.
7. Show this to your teacher and conference about what needs to be revised before the next draft.
8. Write precise dialogue and stage directions. Follow the format listed in the box titled *Play Format*. Place it in your group's folder.
9. Read your play out loud. How does the dialogue sound to you? To a listener? Make any changes that are necessary. Place the script in your group's folder.
10. Rehearse your play with puppets. Create or bring any props or scenery that your group will need. Warning: if you chose to do this, keep it simple.
11. Present you play. Break a leg. (That is just a saying).

Helpful Information

Play Format

Here are some of the general rules for the format of the play.

1. A play begins with a title.
2. A list of characters is necessary.
3. Acts and scenes must be labeled.
4. The setting is described. Depending on the play, this may be brief or detailed.
5. AT RISE refers to the action that is happening as the curtain rises.
6. Character names are in CAPITAL LETTERS and followed by colons (:). Stage directions are written in parentheses (brackets) to make them distinct from the character's words. Dialogue is generally single-spaced, with double-spacing between the speakers.
7. Longer stage directions or descriptions are usually separated from their dialogue and are single-spaced.
8. Use the word CURTAIN to indicate the ending of a scene .

An Example: *The Greatest Team Ever*

Characters

Jerome Iginla, the best player in the NHL

Mika Kiprusoff, the best goalie in the NHL

ACT 1

Scene 1

SETTING: the ice surface of a large NHL arena, just prior to game time.

AT RISE: the buzz of an arena full of excited fans can be both felt and heard. Mika and Jerome are warming up for a game versus a lesser team. Both players look bored as they skate around the ice.

JEROME (sighs): Another game, another easy victory, eh Mika?

MIKA (rolling eyes): Yes, I wish there were some better teams that could challenge us.

JEROME: Hey, maybe if we blindfold you and tie one arm behind your back that might even things out between us and the rest of the league.

MIKA: Perhaps, but we would still outscore teams because of your amazing scoring ability.

JEROME: So true Mika. Maybe I'll start playing in bare feet and cut my hockey stick in half.

MIKA: You could try, that might limit you to five goals per game.

This project will count as part of history, drama, visual art and writing.

Group skills are part of the curriculum under oral and visual communication. The expectation is that you will: *contribute collaboratively in group situations by asking questions and building on ideas of others, listen and respond constructively to alternative ideas or viewpoints, express ideas and opinion confidently, but without trying to dominate discussion.*

Fathers of Confederation Art Rubric for Puppet Making



Art Rubric for Puppet Making

Level One	Level Two	Level Three	Level Four
<p>- applies few of the skills, concepts and techniques taught:</p> <ul style="list-style-type: none"> • sewing • nylon stuffing • facial features • hair • construction • clothing design • hands • feet • safe glue application <p>- communicates historical dress and time period in limited and incomplete ways</p> <p>- uses critical and creative thinking processes with <i>limited</i> effectiveness</p>	<p>- applies some of the skills, concepts and techniques taught:</p> <ul style="list-style-type: none"> • sewing • nylon stuffing • facial features • hair • construction • clothing design • hands • feet • safe glue application <p>- communicates historical dress and time period in complete but simple ways</p> <p>- uses critical and creative thinking processes with <i>some</i> effectiveness</p>	<p>- applies most of the skills, concepts and techniques taught:</p> <ul style="list-style-type: none"> • sewing • nylon stuffing • facial features • hair • construction • clothing design • hands • feet • safe glue application <p>- communicates historical dress and time period in complete ways with increasing sophistication</p> <p>- uses critical and creative thinking processes with <i>considerable</i> effectiveness</p>	<p>- applies all (or almost all) of the skills, concepts and techniques taught:</p> <ul style="list-style-type: none"> • sewing • nylon stuffing • facial features • hair • construction • clothing design • hands • feet • safe glue application <p>- communicates historical dress and time period in complex and well-developed ways</p> <p>- critical and creative thinking processes with a <i>high degree</i> of effectiveness</p>

Name:

Presentation of Puppet Plays Rubric

Level 1	Level 2	Level 3	Level 4
<p>- applies few of the skills, concepts, and techniques taught:</p> <ul style="list-style-type: none"> • Introduction • Animation of puppet • Expression • Projection • Enunciation • Volume • Meets cues • Conclusion 	<p>- applies some of the skills, concepts, and techniques taught:</p> <ul style="list-style-type: none"> • Introduction • Animation of puppet • Expression • Projection • Enunciation • Volume • Meets cues • Conclusion 	<p>- applies most of the skills, concepts, and techniques taught:</p> <ul style="list-style-type: none"> • Introduction • Animation of puppet • Expression • Projection • Enunciation • Volume • Meets cues • Conclusion 	<p>- applies all (or almost all) of the skills, concepts, and techniques taught:</p> <ul style="list-style-type: none"> • Introduction • Animation of puppet • Expression • Projection • Enunciation • Volume • Meets cues • Conclusion
<p>- creates only in limited and incomplete ways</p> <p>- creates drama pieces, selecting and using a variety of techniques when willing to follow the lead of others;</p> <p>- produce work as a member of an ensemble with limited effectiveness</p>	<p>- occasionally creates in complete ways</p> <p>- creates drama pieces, selecting and using a variety of techniques with some direction from others;</p> <p>- produce work as a member of an ensemble with some effectiveness</p>	<p>- usually creates in complete ways</p> <p>- creates drama pieces, selecting and using a variety of techniques taking a leadership role on occasion;</p> <p>- produce work as a member of an ensemble with considerable effectiveness</p>	<p>- consistently creates in well-developed ways</p> <p>- creates drama pieces, selecting and using a variety of techniques usually taking a leadership role;</p> <p>- produce work as a member of an ensemble with a high degree of effectiveness</p>