




Winnie-the-Pooh

**Dramatized by Kristin Sergel from the stories of A.A. Milne*



Study Guide

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A Note from the Education Director

Welcome to the Center for Puppetry Arts and our production of *Winnie-the-Pooh*. The Center has been a cherished educational resource in Atlanta since 1978. We look forward to serving you in the 2002-2003 school year.

Our *Winnie-the-Pooh* study guide was designed to enhance student learning before and after your visit to the Center for Puppetry Arts. This delightful puppet play is the perfect accompaniment to a thematic unit on bears or children's literature and folklore. Listed below are just a few of the Language Arts and Fine Arts Georgia Quality Core Curriculum Standards (GA QCCs) that can be met by bringing your class to a performance of *Winnie-the-Pooh*.

Grade: Kindergarten

Subject: Language Arts

Strand: Oral Communication

#2 – Topic: Listening/Speaking

Standard: Listens to a variety of literary forms, including stories and poems.

Subject: Language Arts

Strand: Written Communication

#38 – Topic: Literature

Standard: Experiences traditional and contemporary literature through a variety of media.

Subject: Fine Arts

Strand: Theatre Arts

#15 – Topic: Connections

Standard: Recognizes art forms of drama, music, dance and visual arts.

#19 – Topic: Critical Analysis and Aesthetic Understanding

Standard: States personal reactions to dramatic presentations.

#20 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Names the role of the audience.

#21 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Demonstrates awareness of and uses school, community, and professional resources for theatre experiences.

Here are a few of the Fine Arts Georgia Quality Core Curriculum Standards (GA QCCs) introduced when you bring your class to one of our Create-A-Puppet Workshops where students will construct their own Pooh Bear Shadow Puppet:

Grade: Kindergarten

Subject: Fine Arts

Strand: Visual Arts

#3 – Topic: Artistic Skills and Knowledge: Creating, Performing, Producing

Standard: Uses a variety of art materials and techniques to model, construct, and compose original artworks.

#4 – Topic: Artistic Skills and Knowledge: Creating, Performing, Producing

Standard: Demonstrates proper care and safe use of art materials and tools.

#5 – Topic: Connections

Standard: Applies concepts and ideas from another discipline and its topics as sources of ideas for own artworks.

Here are a few of the Character Education, Social Studies and Fine Arts Georgia Quality Core Curriculum Standards (GA QCCs) that can be reinforced by taking your students through our international puppetry museum:

Grade: Kindergarten

Subject: Character Education

Strand: Citizenship

#7 – Topic: Citizenship

Standard: Tolerance: the allowable deviation from a standard. Indulgence for beliefs or practices differing from or conflicting with one's own.

Subject: Social Studies

Strand: History

#18 – Topic: Culture

Standard: Recognizes that different cultural groups have different characteristics.

Subject: Social Studies

Strand: Civics

#2 – Topic: People

Standard: States ways in which people are alike and different.

Subject: Fine Arts

Strand: Visual Arts

#12 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Describes and compares subjects and themes of artworks.

#15 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Offers ideas about what art is and who artists are.

#16 – Topic: Historical and Cultural Context

Standard: Points out clues in selected artworks that determine time and place.

Thank you for choosing the Center for Puppetry Arts for your study trip. We hope that your students' experience here will live on in their memories for many years to come.

Sincerely,
Alan Louis
Education Director

Synopsis

Oh Bother! Life is stickier (and sweeter!) than a tree full of “hunny” when *Winnie-the-Pooh* takes the puppet stage. Our story begins with Christopher Robin getting ready to spend the afternoon with his favorite stuffed toy. The two are looking for a game to play. “What about a story?” suggests Pooh, “A story about myself.” Christopher Robin agrees that this is a marvelous idea. He promises to tell stories about Pooh’s two favorite things: adventure and eating honey. Suddenly, we find ourselves deep in the Hundred Acre Wood. First, while following the tracks of a mystery animal, Pooh meets Piglet. Next, Pooh elicits Owl’s help to find Eeyore’s missing tail. Then, Pooh and Piglet set a cunning trap to catch a Heffalump. A visit to Rabbit’s house proves disastrous when Pooh eats so much that he can no longer fit through the door to Rabbit’s house. When Pooh’s friends finally un-wedge him from Rabbit’s doorway, Pooh tries to disguise himself as a rain cloud so he can retrieve some honey from a nearby hive. The bees, however, are not fooled. Pooh must be rescued once more by Christopher Robin. Finally, the time for telling stories is through because it is time for Christopher Robin’s bath. Our puppet production of *Winnie-the-Pooh* was adapted from the works of A.A. Milne, dramatized by Kristin Sergel and directed by Bobby Box.

About the Author

Alan Alexander Milne (1882-1956) is the author of some of the best-loved children’s books ever written. Milne began his writing career after graduating from Cambridge University. He had little money but was determined to become a professional writer. After serving in World War I, he worked for many years as the assistant editor of the classic British humor magazine *Punch*. Before long, Milne had established himself as a successful playwright. His plays were produced in London and New York. In 1920, his wife Daphne gave birth to a son, Christopher Robin Milne. Daphne Milne is credited with the idea to create Winnie-the-Pooh stories. When Christopher Robin was three years old, his father published a collection of verses for children titled, *When We Were Very Young*, illustrated by Ernest H. Shepard.

Young Christopher’s favorite toy was an 18”- high stuffed teddy bear that he received as a gift on his first birthday. He called his bear “Winnie” after an American Black Bear in the London Zoo - the mascot for the Winnipeg regiment of the Canadian army. (The name “Pooh,” which was originally the name of a swan in *When We Were Very Young*, came later) Inspired by his young son’s imagination (and growing collection of stuffed toys), A.A. Milne once again teamed up with Ernest H. Shepard to publish *Winnie-the Pooh* in 1926. The book became very popular. Milne and Shepard continued their success with *Now We Are Six* (1927), and *The House at Pooh Corner* (1928).

Christopher Robin Milne’s famous stuffed toys (Pooh, Kanga, Piglet, Eeyore and Tigger) now reside in the Donnell Branch of the New York Public Library in New York City. (Owl and Rabbit were entirely fictional. Roo was lost when Christopher was a child). In 1975, Christopher Milne published an autobiography where he described the real places, people, animals, and events from which his father created the Winnie-the-Pooh books. He owned and operated a bookstore with his wife until his death in 1996.

Style of Puppetry

The Center’s resident puppeteers perform *Winnie-the-Pooh* in a magical style of puppetry known as Czech black theater technique. This method originated in the region of Eastern Europe once known as Czechoslovakia. Using this technique, our puppeteers dress in black from head to toe, performing against an all-black background made of the same material. The playing area where the puppets appear is lit directly from above creating a “curtain of light.” The puppeteers stay out of this curtain of light while they manipulate their puppets on wooden tables in the lighted areas. The puppeteers virtually disappear into the darkness while the puppets appear to move freely about the stage by themselves.

The principle characters in *Winnie-the-Pooh* are handcrafted, full-bodied hand puppets. They are similar to stuffed animals, but have a place for a puppeteer’s hand to fit inside the puppet’s body to control its head and mouth. Special little control rods (painted black) extending from the puppets’ bodies allow the puppeteers to control the arm and leg movements of each

character. It takes the coordinated efforts of two, or sometimes three, puppeteers to bring Pooh and his friends to life. Other characters in the show, such as bees and butterflies, are rod puppets. Rod puppets are figures supported by wooden sticks (dowels) or heavy wire.

The puppeteers provide the voices for all of the characters. Each puppeteer wears a small, cordless headset microphone to amplify her/his voice so the audience can hear each puppet speak and sing.

Selected Bibliography

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Larson, Thor and Sybille Kalas. *The Polar Bear Family Book*. Picture Book Studio, 1990.

Matthews, Downs. *Polar Bear Cubs*. Simon and Schuster Inc., 1989.

Milne, A.A. *When We Were Very Young*. E.P. Dutton & Co., 1924.

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Milne, Christopher. *The Enchanted Places*. E.P. Dutton & Co., 1975.

Milne, Christopher. *Beyond the World of Pooh: Selections from the Memoirs of Christopher Robin*. Dutton Books, 1998.

Milton, Joyce. *Bears Are Curious (Step Into Reading, Step 1)*. Random House, 1998.

Thwaite, Ann. *The Brilliant Career of Winnie-the-Pooh: The Definite History of the Best Bear in All the World*.
Dutton Children's Books, 1994.

Recommended Websites

<http://www.honey.com/kids/index.html>

Visit Honey.com to learn about the history of honey and fascinating facts about bees.

<http://www.aratakihoneyhb.co.nz/bears/>

Meet Bakti and Chomel, two sun bears (sometimes known as honey bears) at the Wellington Zoo in New Zealand.

<http://www.bears.org>

Learn about different species of bears at this comprehensive website.

<http://www.seaworld.org/infobooks/PolarBears/home.html>

Check out Sea World's complete guide to polar bears.

<http://www.smokeybear.com/>

Fire prevention games, stories and fun from Smokey the Bear.

<http://www.nypl.org/branch/kids/pooh/winnie.html>

A fascinating online exhibit from the New York Public Library tracing the history of the actual toys that inspired A.A. Milne's famous Winnie-the-Pooh characters.

http://www.poohsticks.com/index_y.htm

Play a virtual game of Pooh Sticks, the game created in the Winnie-the-Pooh books.

<http://www.lavasurfer.com/pooh-guide.html>

Complete a Pooh crossword or word search puzzle at Christopher Robin's Winnie-the-Pooh Character Guide web site.

<http://www.pooh-corner.org/index.shtml>

The Page at Pooh Corner has lots of good information about your favorite bear and his friends.

A Recipe Just for Fun

Pooh Bear's No-Bake Honey Crispies

- 1/2 cup powdered sugar
- 1/2 cup honey
- 1/2 cup peanut butter
- 1+1/2 cups crispy rice cereal
- 1/2 cup raisins
- 1/2 cup chocolate or multicolored candy sprinkles

Place a sheet of waxed paper on a cookie sheet so cookies won't stick. Combine powdered sugar, honey and peanut butter in a medium bowl. Stir until mixed well. Stir in cereal and raisins. Using hands, shape mixture into 1-inch balls. Roll balls in sprinkles and place on cookie sheet. Refrigerate for 1 hour. Cookies should feel firm when touched. Serve right away or place in tightly covered container and store in refrigerator. Yields about 30 cookies. (Source: Honey.com)

Play the "B" Hive Game

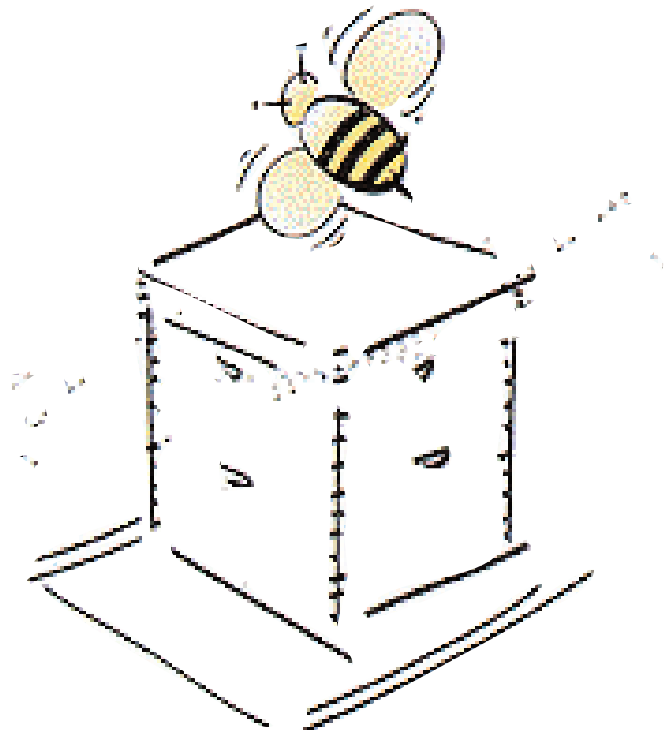
Preschool and Kindergarten: GA QCC Standards covered: Kindergarten, Language Arts, Written Communication (Reading): 20, 21.

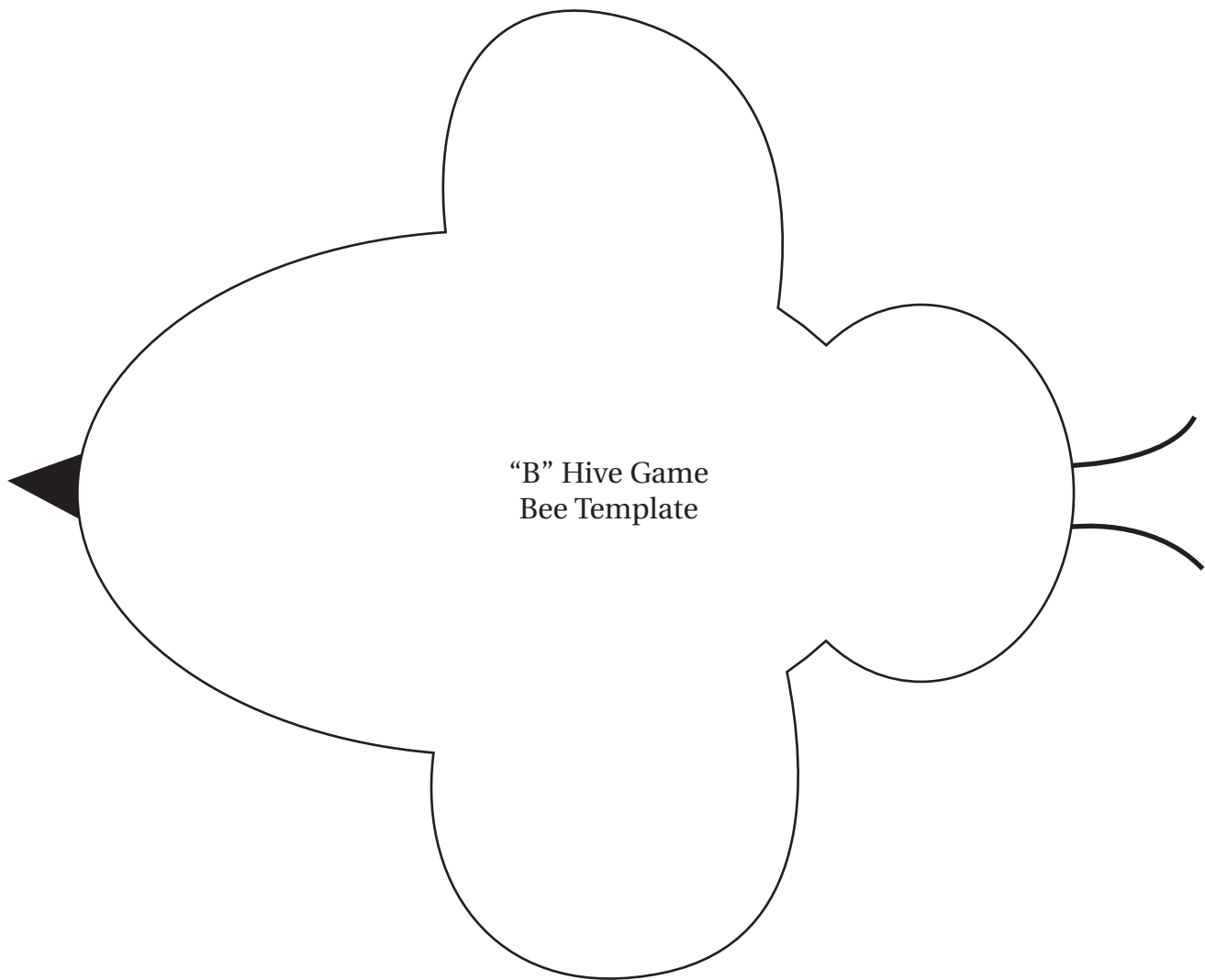
Objective: Students will identify images whose names begin with the letter B.

Materials: Magazines, construction paper, bee template, brown paper, cardboard box, scissors, glue.

Procedure:

1. Cover a small box with brown paper to make a beehive.
2. Cut a slit in the top of the box and label it with the letter "B."
3. Cut bee shapes out of construction paper (see template).
4. Glue pictures of things that have names beginning with "B" and other pictures of things whose names begin with other letters to the bee shapes.
5. Explain to students that only the bees that have pictures of things whose name begins with "B" can go into the beehive. Review the phonetic sound of the letter B.
6. Have students take turns selecting a bee, saying the name of the picture, and deciding whether or not it can go into the beehive.





Make a Talking Polar Bear Puppet!

First and Second Grade: GA QCC Standards covered: First Grade, Language Arts, Oral Communication (Listening/Speaking): 2, 3, 4, 7; Fine Arts, Theatre Arts (Artistic Skills and Knowledge): 11. Second Grade, Language Arts, Oral Communication (Listening/Speaking): 2, 3, 4, 5, 8, 12; Fine Arts, Theatre Arts (Artistic Skills and Knowledge): 4.

Objective: Students will use puppets to recall information about polar bears presented orally by the teacher.

Materials: A copy of *Great Crystal Bear* by Carolyn Lesser, white paper lunch bags from a party or craft store, scissors, glue, pattern printed from: <http://www.teelfamily.com/activities/polarbear/binky.html>

Procedure:

1. Read *Great Crystal Bear* by Carolyn Lesser.
2. Ask students to recall as many facts about polar bears as they can from the story. List on chart paper.
3. Have students cut out polar bear head and polar bear mouth and glue accordingly to white paper lunch bag.
4. Have each student choose one polar bear fact from the story for her/his puppet to share with the class.
"I'm a polar bear. I _____." Or, have students ask questions of one another's polar bears letting the puppet respond.

Toy Stories

Third and Fourth Grade: GA QCC Standards covered: Third Grade, Language Arts, Written Communication (Reading): 28; Language Arts, Written Communication (Writing): 35, 41, 43, 44; Fourth Grade, Language Arts, Written Communication (Reading): 27; Language Arts, Written Communication (Writing): 35, 39, 41, 43, 44.

Objective: Students will write a story about a toy coming to life like A.A. Milne did in his *Winnie-the-Pooh* books.

Materials: Computers with Internet access, word processing software or paper and pencil.

Procedure:

1. Have students visit <http://www.nypl.org/branch/kids/pooh/winnie.html> to view the actual stuffed animals that A.A. Milne's based his *Winnie-the-Pooh* characters on.
2. Discuss with students how the author was inspired to write books based on his son's collection of stuffed toys. (See About the Author section of this study guide) Can students recall any other books, films or performances where toys come to life and have adventures? (*The Nutcracker*, *The Velveteen Rabbit*, *Toy Story & Toy Story II*)
3. Have students choose one of their own toys to write a story about. Ask them to consider the following:
 - Is the toy always alive or just when people aren't around?
 - How does the toy behave? What is its character/nature?
 - What does the toy want or hope to achieve?
4. Have students use the writing process: prewriting, drafting, revising, editing and publishing.
5. Share stories with class and classes of younger students.

Zoological Research Online: Identifying Different Species of Bears

Fifth and Sixth Grade: GA QCC Standards covered: Fifth Grade, Science, Inquiry, (Reference Skills): 2; Science, Life Science (Animals): 18; Language Arts, Written Communication, (Reading): 16, 19, 20; Social Studies, Core Social Study Skills (Information Processing): 30; Sixth Grade, Science, Physical Science (Reference Skills): 4; Language Arts, (Reading): 32, 35, 36.

Objective: Students will read information online and refer to specific topic headings to answer questions about the eight different species of bears.

Materials: Computers with Internet access, printer (optional), pencils, questions (listed below).

Procedure:

1. Before you begin, make sure students are familiar with the following vocabulary words: carrion, nocturnal, proximity, litter, weaned, predation, poaching, distribution, muzzle, longevity, peninsular, population, conservation.
2. Have students go to The International Association for Bear Research and Management (IBA) web site at <http://www.bearbiology.com> and click on "Bear Species Descriptions."
3. Instruct students to choose two of the eight known bear species to compare and contrast. Encourage students to select at least one species that they are not at all familiar with.
4. After reading all of the information about both types of bears, students should answer the following questions on paper about the two different bears they selected:
 - A. Describe this type of bear's appearance.
 - B. How did this species of bear get its name?
 - C. In what sort of habitat does this bear live?
 - D. Where is this bear found on the map?
 - E. How does this species of bear reproduce?
 - F. To what sort of social system does this bear belong?
 - G. What does this bear eat?
5. At the conclusion of this activity, ask students to share their findings with the class. Ask students why the International Association for Bear Research and Management might have posted this information on their web site. Discuss with students any facts that surprised them or challenged their assumptions about bears and their relationship to humans.

Center for Puppetry Arts

1404 Spring Street NW • Atlanta, GA USA 30309 • Administration/ 404.873.3089 • Ticket Sales/ 404.873.3391
Fax/ 404.873.9907 • www.puppet.org • puppet@mindspring.com • Headquarters of UNIMA-USA