The following is a suggested format for the puppet show. Please feel free to bring your own experiences and creativity to the show; however, maintain the Arizona State Academic Standards when you do this program.

**AGE/GRADE LEVEL**

This program is appropriate for pre-school through third grade students.

**DURATION**

The puppet show with craft takes approximately one hour to complete.

**GROUP SIZE**

15 children with 3 educators/chaperones

**DOCENTS**

2 docents

**LOCATION**

Babbitt Reading Room

**BACKGROUND**

This program takes considerable time to set up. Generally, the puppet stage is set up in the Babbitt Gallery. The parts for the puppet stage are in Owaki. They are color coded for the show. It may take nearly 30 to 45 minutes to set up the stage with all the props. It is possible to set it up the afternoon before the show. Be sure to notify the staff in advance if you want to do that.

The puppet show is adapted from the children’s book, *Dragonfly’s Tale*, by Kristina Rodanas. The story is based on a Zuni legend about the origins of the dragonfly and the importance of sharing, gratitude, and kindness.

The A’shiwi people were blessed with a bounty of food. They offended the Corn Maidens, who had blessed them with the bountiful harvest, when they wasted food in a food fight and would not share the food with the disguised Corn Maidens. The Corn Maidens withdrew their blessings. Bad weather produced a famine that drove the villagers away. Only two children, a brother and his sister, devised a way to regain the Corn Maidens blessing for their people.

**ESSENTIAL QUESTIONS**

By the end of the puppet show the children should be able to answer the following questions:

1. Zuni people in the story lived in a pueblo. How is a pueblo the same or different from the house you live in?
2. How can bad weather affect a garden and the food people have?
3. Why is it important to share with others?

**KEY WORDS**

Zuni  Chief  Clan  Dragonfly  
Village  Pueblo  Spirit  Corn Tassel

**MATERIALS NEEDED**

You will need the following from the puppet closet in Owaki:

The puppet stage (3 bags labeled Zuni Dragonfly’s Tale—2 bags contain the frame and 1 bag has scenery)
Props needed for the actual play can be found in the box marked “Zuni Dragonfly’s Tale.”

Puppets (Dragonfly, Corn Maidens, Chief and Elders, Boy, Sister, Mouse)
Butterfly Corn Toy Basket Bread
Mirror Bucket

Materials needed for the dragonfly craft (Choose one)

Rattle
Small paper plates with dragonfly design drawn on them
Beans Glitter
Markers Heavy cardboard strips
Stapler and staples

Cornhusk Dragonfly
2 pcs. Cornhusk (one 10” x 2” and one 6” x 6”)
Glue
String cut into 8” lengths
Scissors
Glitter
Water paint or markers

INTRODUCTION

Greet the children and introduce yourself.

Explain to the children that the puppet show is based on a traditional story that has been passed down through many generations. Zuni people are Native Americans who traditionally lived in pueblos. Explain how pueblos are different from houses we live in today. Make sure they realize that the story took place a long time ago.

Introduce the puppets and explain their characters. Explain clans, elders, and chief. Ask if they have ever seen a dragonfly.

Tell the children to look for the dragonfly in the puppet show. Ask them to also listen carefully to what the boy and his sister call the dragonfly in the show.

ACTIVITIES

Perform the play.

Bring out the puppets and have them ask the children questions about the puppet show.

Suggested questions:
• How did the little boy cheer up his sister?
• What happened when the villagers had a food fight?
• How did the dragonfly help the children?
• Why did the Corn Maidens dress up like beggars?
• Why did the Corn Maidens decide the people should not have lots of food?
• What did the little girl call the dragonfly?
• What are some ways we can share with others who do not have as much
as we have?

Tell them that the puppet show story is also a book. Show them the book. They might want to get the book at the library or buy a copy so they can read the story themselves.

*Introduce the craft (choose one)*

**CORN HUSK DRAGONFLY**
See attached sheet for detailed instructions

**RATTLES**
Each child should be given two small paper plates on which a picture of a dragonfly has been drawn. They may color the dragonflies with markers and/or spread glue on the dragonfly and apply glitter. With the help of the instructor or chaperone, place a few beans on the inside of one of the paper plates. Place the other paper plate on top (dragonflies on the outside) and staple all around the edges (leaving about an inch to insert the handle) in order to hold the beans inside. Insert 2 heavy cardboard strips to make a handle and staple between the last section of the paper plate.

**CLEAN UP AND FOLLOW UP**

It is very important to put all materials and supplies back where you found them in Owaki. Other docents may need some of the supplies for another program.

**ARIZONA ACADEMIC STANDARDS**

**SCIENCE**

Strand 3: Science in Personal and Social Perspectives

- **Concept 1: Changes in Environments**
  - *Grade 3*: Describe the interactions between human populations, natural hazards, and the environment
    - PO 1. Describe the major factors that could impact a human population (e.g. famine, drought, disease, improved transportation, medical breakthroughs)

Strand 4: Life Science

- **Concept: Organisms and Environments**
  - *Kindergarten and Grade 1*: Understand the relationship among various organisms and their environment
    - PO 1. Identify some plants and animals that exist in the local environment

**SOCIAL STUDIES**

Strand 3: Civics/Government

- **Concept 4: Rights, Responsibilities, and Roles of Citizenship**
  - *Kindergarten, Grades 1 and 2*
    - PO 2. Recognize the rights and responsibilities of citizenship:
      a. elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated.
      b. Importance of participation and cooperation in a classroom and community.

  - *Grade 3*
    - PO 1. Describe the rights and responsibilities of citizenship
      a. good sportsmanship
      b. participation and cooperation
c. rules and consequences
PO 2. Describe the importance of students contributing to the community (cooperating, service projects).

Strand 4: Geography
Concept 2: Places and Regions
Kindergarten
PO 1. Recognize through images how people live differently in other places and times.

Grade 1
PO 3. Recognize through images of content studied that places have distinct characteristics.

Grade 2
PO 1. Identify through images how places have distinct characteristics.

Concept 4: Human Systems
Kindergarten
PO 1. Discuss the elements (e.g. food, clothing, housing, sports, holidays) of diverse cultures, including those in your own community.

Grade 1
PO 1. Discuss the elements of culture (e.g. food, clothing, housing, sports, holidays) in a community or nation.

Grade 2
PO 4. Discuss cultural elements (e.g. food, clothing, housing, sports, customs, beliefs) of a community or nation.

Grade 3
PO 4. Discuss the cultural elements of a community or nation (e.g. food, clothing, housing, sports, customs, beliefs) in regions studied.

Strand 5: Economics
Concept 1: Foundations of Economics
Grade 1
PO 2. Recognize that people need to make choices because of limited resources.

Grades 2 and 3
PO 1. Discuss how scarcity requires people to make choices due to their limited needs and wants with limited resources.

THE ARTS: VISUAL ARTS
Standard 1: Creating Art
Students know and apply the arts, disciplines, techniques and processes to communicate in original or interpretive work.

Readiness (Kindergarten)
1AV-R6. Show respect for personal work and the work of others
PO 1. Show ways to respect one’s own work and the work of others

THE ARTS: THEATER
Standard 1: Creating Art
Readiness (Kindergarten)
1AT-R5. Show respect for personal work and the work of others
PO 1. Listen to others and follow suggestions
PO 2. Share and take turns
PO 3. Participate in a process of self-evaluation, feedback about the
process, and feedback about the dramatization

Standard 2: Art in Context
Students demonstrate how interrelated conditions (social, economic,
political, time and place) influence and give meaning to the development
and reception of thought, ideas and concepts in the arts.

Readiness (Kindergarten)
2AT-R1. Share personal cultural traditions which they have seen while
viewing a play, a film or television show.

Foundations (Grades 1–3)
2AT-F2. Identify, by genre, examples of theater about historical periods
and cultures
Given the opportunity to see a production (television, film, theater)
about a different time or culture:
PO 1. Identify the culture by country of setting and time

CORN HUSK DRAGONFLY DIRECTIONS

You may use either natural or craft material cornhusks.

1. Smooth out the 10” piece of cornhusk and fold in
half. Round off free ends with scissors.

2. Wings: Unfold and twist and tie tightly at fold, using
about 8” of string. Leave ends of string untrimmed. Set
aside.

3. Using the 6” square of cornhusk, roll into a cylinder,
using glue along edge to keep from unrolling.
# Zuni Dragonfly's Tale Puppet Show with Craft

## Overview for Educators/Parents

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## Essential Questions

By the end of the puppet show the children should be able to answer the following questions:

1. Zuni people in the story lived in a pueblo. How is a pueblo the same or different from the house you live in?
2. How can bad weather affect a garden and the food people have?
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## Key Words Used in the Program

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<th>Clan</th>
<th>Dragonfly</th>
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<td>Pueblo</td>
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## Arizona Academic Standards Addressed by This Program

### Science

**Concept: Organisms and Environments**

*Kindergarten and Grade 1: Understand the relationship among various organisms and their environment*

PO 1. Identify some plants and animals that exist in the local environment

### Social Studies

**Concept 4: Rights, Responsibilities, and Roles of Citizenship**

*Kindergarten, Grades 1 and 2*

PO 2. Recognize the rights and responsibilities of citizenship:

   c. elements of fair play, good sportsmanship, and the idea of
treating others the way you want to be treated.
d. Importance of participation and cooperation in a classroom and community.

Grade 3
PO 1. Describe the rights and responsibilities of citizenship
d. good sportsmanship
e. participation and cooperation
f. rules and consequences
PO 2. Describe the importance of students contributing to the community (cooperating, service projects).

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THE ARTS: VISUAL ARTS
Standard 1: Creating Art
Readiness (Kindergarten)
1AV-R6. Show respect for personal work and the work of others
   PO 1. Show ways to respect one’s own work and work of others

Standard 2: Art in Context
Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

   Readiness (Kindergarten)
   2AV-R1. Identify art objects from different times, places and culture through reproductions and/or original works of art.
   PO 2. Match art images/objects with their location and/or cultural group.

   Foundations (Grades 1–3)
   2AV-F3. Identify and describe how history, culture and visual arts can and do influence one another.
   PO 1. Identify art images/objects from a particular culture.
   PO 4. Restate the purpose an art image/object served based on the cultural history of the maker (e.g. Kachina dolls to the Hopi)

Standard 3: Art as Inquiry
Students demonstrate how the arts reveal universal concepts and themes. Students reflect and assess the characteristics and merits of their work and the work of others.

   Readiness (Kindergarten)
   3AV-R1. Identify design elements (e.g. line, color, shapes, texture) and design principles (e.g. balance, repetition, emphasis, perspective) and how they are used by visual artists to communicate meaning.
   PO 2. Locate the principles of design in an artwork.

   Foundations (Grades 1–3)
   3AV-F2. Understand there are various purposes for creating works of art
   PO 1. Explain various purposes for art (e.g. function, ceremonial)

THE ARTS: THEATER
Standard 2: Art in Context
Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

   Readiness (Kindergarten)
   2AT-R1. Share personal cultural traditions which they have seen while viewing a play, a film or television show.

   Foundations (Grades 1–3)
   2AT-F2. Identify, by genre, examples of theater about historical periods and cultures
   Given the opportunity to see a production (television, film, theater) about a different time or culture:
   PO 1. Identify the culture by country of setting and time
ZUNI DRAGONFLY’S TALE PUPPET SHOW

Dragonfly
(Enters, circling, humming “Oh what a beautiful day”)
Oh! Hello, boys and girls. I’m enjoying this beautiful summer sun and these corn tassels. Do you know who I am? That’s right! I’m a dragonfly, and I want to tell you the Zuni storytellers’ tale of how I came to be.

Look, here come the Corn Maidens!

Corn Maidens
(Enter, move across stage)
Many lifetimes ago, some people called the A’shiwi lived on top of a hill in the village of Ha’Wi’koo. These two powerful spirits watched over the people. The Corn Maidens sent warm spring winds to melt the snow, and summer rains to help the corn grow.

The A’shiwi worked hard to grow corn and squash and melons. They had more food than they could eat. They then stored it away for the winter, and the Corn Maidens blessed them.

Corn Maidens
(Bow heads, then exit)

Dragonfly
(Moving back and forth)
One day the chief was watching some children having a mud fight. The children were throwing gobs of much at each other. The chief had an idea.

Look, here come the chief and the elders.

Chief and Elders
(Enter)

PUT DRAGONFLY IN BASE

Chief
(Looking right and left)
We must show our neighbors that we are great and powerful. Let’s invite them to a big battle, such as the children play. But instead of bows and arrows we will use bread and dough for our weapons. Our neighbors will be jealous when they see that we have so much food we can waste it in play.

Elders
(Nodding heads)
You have a good idea. Let’s do it! We’ll get ready for the party.

Chief and Elders
(Exit)
The boy and his sister were playing while their parents were getting ready for the big feast.

(In unison) There is a great commotion in the village of Ha’Wi’koo. The people are preparing for a big feast, and they’ve invited their neighbors. Let’s go see what is happening. We will go dressed like ragged, old beggars, so the people won’t know who we are.

Boy

Look sister. Here are two poor, old grandmothers. They look hungry. No one has invited them to come in and sit and eat. Let’s give them some of our corn cakes.

Chief

Give me that food! Do not waste good food on these lazy beggars. Just like the coyotes they are looking for an easy meal. Now, let our games begin!

Corn Maidens

How can this be? Our people are wasting this good food. We are sad when we see how they treat the gifts we have given them. It is time to teach our people a lesson. Soon there will be no food in the village of Ha’Wi’koo.

Boy and Sister and Corn Maidens

Look, the invited guest left in disgust and armies of mice, called by the Corn Maidens are taking away the food.

Mouse (Runs across 3 times with food, exits).
Sing “3 blind mice”
When the A’shiwi looked the next morning, their storerooms were half full.

**Elders**
(Enter)

**Chief**
Who cares if our food is gone? We can always grow more.

**Elders**
(Nod in agreement)

**Chief and Elders**
(Exit)

**LOWER THE WINTER SCENE**

Winter came. It was long and cold. The warm winds came late that year, and there was no rain. Their corn plants turned yellow and dried up in the fields. Then winter returned, and snow fell on the dead corn plants. The storerooms were empty. The people had no food to eat.

**Chief and Elders**
(Enter wearing blanket)

**Chief**
What can we do? Our people are cold and hungry. Our priests have sung their most sacred chants and danced their most powerful dances. But the Corn Maidens have forgotten us. Our storerooms are empty. My people are starving. We must go to our neighbors for help.

(shouts)
People of Ha’Wi’koo, gather up your warmest robes and blankets. We must leave the village tonight!

**Chief and Elders**
(Exit. Remove blanket)

**Boy and Sister**
(Sleeping on stage)

**Dragonfly**
When the people left, they forgot about the boy and his little sister sleeping in their house.

**Boy**
(Waking up)
Oh, I am so hungry; all I can do is sleep. Where is everyone? The village is as silent as the snow.
Boy
(Leaves stage, agitated, and returns)

Everyone has left the village. We are here alone.

Boy
(Thinking out loud)

I am so afraid—but I will think of something. First I will build a fire. Then I will gather a dried corn plant from the field and make a toy for my little sister. And maybe she will forget how scared and hungry she is. I know! I’ll make a butterfly. I’ll use a dry cornstalk for the body and cornhusks for the wings.

Boy
(Exits, returns with toy.
Wakes up sister. Gives her the toy)

Little sister, everyone has left the village. We are alone. But look! I have made you this beautiful butterfly. It doesn’t look much like a butterfly, but I hope it will make you happy.

Dragonfly

Then the boy heard the sound of his sister laughing for the first time since the old ones had left. The little girl touched the corn stock toy’s wings and said, "You have funny wings. I am going to call you Being-That-Flies." She played with the toy all day. Before the boy went to sleep that night he said to the Being-That-Flies, please fly away and find us something to eat.

Then I moved my wings a little bit and found out I could fly.

Dragonfly (Flies to butterfly corn toy, touches it, then flies away)

Boy, Sister, Butterfly Corn Toy (Exit)

RAISE WINTER SCENE

Corn Maidens (Enter)

Corn Maidens, do you remember the two little children who offered you corncakes when you dressed up like old beggars and came to Ha’Wi’koo? The children are alone and hungry. All the people are starving. They left the village and forgot to take the boy and his sister. The children need corn to eat. Will you help them?

Corn Maidens

Yes, we will gladly help the little ones! We remember how kind they were to us. Take them food from our storehouse!

Dragonfly
(Excited flies away humming)

Corn Maidens
(Exit)

PLACE BASKET ON STAGE

Boy and Sister
(Enter)

Boy
(Sees corn, excited looks for toy)

Look at this corn! Where is our Being-That-Flies? Maybe he flew away and brought us this food. I know what we’ll do! We will plant some of this corn so we can have food next winter. And we’ll thank the Corn Maidens for blessing us.

Dragonfly

The children planted the corn, and that night rain fell over Ha’Wi’koo. A warm wind blew and melted the snow. Little plants began to grow, and soon the fields were filled with corn.

Chief and Elders
(Enter)

Dragonfly

Then the A’shiwi returned. They were surprised when they saw all the corn.

Chief

The Corn Maidens have again blessed our village. But look! Here are the two children who tried to help the old beggars. And I told them not to help the poor. I did not want to share our food with poor old people. I was too proud.

Elders

These children have been blessed! The Corn Maidens have brought them gifts.

Chief

We have learned from these children! From now on we will be thankful for our blessings. We will not waste our food. And we will share it with each other and our neighbors and the poor. Then maybe the Corn Maidens will bless us all.

Chief, Elders, Boy, Sister, and Basket
(Exit)

Dragonfly
(Hovers, humming “Hush
“Little Baby”

Corn Maidens 
(Enter)

Dragonfly

BOBS UP AND DOWN
WITH JOY

Dragonfly 
(Flies away, humming 
“Leaving on a Jet Plane”)

Corn Maidens 
(Exit)

After that the people of Ha’Wi’koo were kind and generous like the boy and his sister. And their fields were filled with many ears of corn for the years to come.

As for me, at first little sister touched my funny wings and called me Being-That-Flies. Now everyone calls me Dragonfly. My home is among the corn tassels. In early summer, when the corn begins to bloom, I come back. I spend my summer days flying from one corn tassel to the next, humming and being happy. For that’s what a Dragonfly likes to do!

THE END