

TASSEL'S MISSION PUPPET SHOW WITH CRAFT PROGRAM PLAN FOR DOCENTS

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 three educators/chaperones		
DOCENTS	2 docents		
LOCATION	Babbitt Reading Room		
BACKGROUND	<p>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.</p> <p>The puppet show is adapted from <i>Tassel's Mission</i>, an out-of-print children's book in "The Smithsonian Wild Heritage Collection, The Grand Canyon Series." That was published in 1989. The author is Susan Thompson-Hoffman and the illustrator is Eileen M. Buzzanco. The story is about a tassel-eared Abert squirrel who embarks on a perilous mission down the Bright Angel Creek of the Grand Canyon to find her family.</p> <p>Prepare yourself for the program by reading or listening to the lecture, "Abert Squirrels—Their Lives and Times", by Dr. Sylvester Allred. Both are available in the notebook that accompanies the program materials for <i>Tassel's Mission</i>.</p>		
ESSENTIAL QUESTIONS	<p>By the end of the puppet show the children should be able to answer the following questions:</p> <ol style="list-style-type: none"> 1. What kind of forest do Abert squirrels prefer? 2. Can you name two foods Abert squirrels eat? 3. Why do we think Abert squirrels have ear tufts? 4. What can happen when an Abert squirrel forgets about a buried pinecone or acorn? 		
KEY WORDS	Squirrel Abert Squirrel Kaibab Squirrel	Ponderosa Pine Pinecones Relationship (Related)	Grand Canyon Habitat

MATERIALS NEEDED

The following items can be found in the puppet closet in Owaki:

The puppet stage (3 bags)

Puppets: Tassel, the Kaibab Squirrel; The Wind, a cloud character; Prickles, a porcupine; Orphan, a ringtail cat; and Delver, a Beaver.

Ponderosa pine tree branch pinecones squirrel pencils
Brown paper and white paper

See individual crafts below for materials needed. Basic templates for each craft appear at the end of this document.

INTRODUCTION

Before children arrive place various squirrel signs around on the floor. Examples: squirrel pencils, chewed pinecones, chewed off pinetree branches, a piece of brown paper with squirrel tracks drawn on it, and white paper with colored on squirrel snow tracks.

Greet the children and introduce yourself.

Explain to the children that you took a walk through the ponderosa pine forest and came upon all of these mysterious things on the floor. Ask them where they think the items came from and what made them.

Talk briefly about what squirrels eat and how they get their food. Why they prefer ponderosa pine forest. How they build nests. Who their enemies are and how they protect themselves.

Use your length of tape to demonstrate the squirrels jumping abilities. Use an audience volunteer. Ask them to jump as far along the length of tape as they can. Then use a toy squirrel or MNA specimen to demonstrate how far the squirrel can leap in one jump in the forest canopy.

Teach "Grey Squirrel" song.

Grey Squirrel, Grey Squirrel (*bring hands forward, one at a time to resemble squirrel paws*)

Shake your bushy tail (*pretend to shake tail*)

—repeat once—

Wrinkle up your funny nose (*push up nose with one finger*)

Eat some nuts between your toes (*pretend to pick up nuts between your feet and eat them*)

Grey squirrel, Grey Squirrel, Shake your bushy tail (*same actions as before*)

Talk about how the Kaibab and Abert squirrels became separated by the Grand Canyon. Use Arizona Highways' photos to demonstrate how a little squirrel could climb down one side of the canyon, cross the river and climb out the other side, start a family and over time was unable to return.

ACTIVITIES

Explain the theater scenery; point out the north and south rims and the vast canyon and river in between.

Perform the play.

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

Sample questions:

1. What did the wind tell Tassel to do?
2. Why did Tassel follow what the wind told him to do?
3. Who were some of the animals Tassel met along his journey?
4. What did Delver mean when he said, "Your family is not across the canyon? Your family is inside you. You can find your family by raising a tree full of baby squirrels."

Introduce the craft (Choose one)

Squirrel Paper Bag Puppet

Materials: one for each child in the group

1. Lunch size paper bag
2. Puppet pattern
3. Crayons
4. Scissors
5. Glue

Make copies of the puppet parts for children to color, cut out, and assemble as illustrated on attached pattern sheet. For younger children have the puppet pattern already cut out for them to assemble.

Squirrel Mobile

Materials: one for each child in the group

1. Pinecone
2. Squirrel stick or squirrel pencil (same thing)
3. Foam or paper cutout of squirrel
4. Small stick
5. 4-one inch pieces of yarn
6. Masking tape for students name

Have children assemble the mobile according to the attached pattern.

Pinecone Squirrel

Materials: one for each child in the group

1. Pinecone
2. Copy of squirrel pattern
3. Scissors
4. Crayons
5. Glue

Have children cutout squirrel pattern and assemble as illustrated on the attached

CLEAN UP AND FOLLOW UP

ARIZONA ACADEMIC STANDARDS

pattern. For younger children have the pattern already cut out for them to assemble.

Squirrel Macaroni Necklace

Materials: one for each child in the group

1. Shoelace approximately 24" in length
2. Straight pasta (macaroni) with large holes in center
3. Foam colored sheets available at Michaels or colored sheets of construction paper
4. Hole punch

For young children have ready cut shapes with hole punched in the top. For tree you must glue top to trunk.

Give each child enough materials to string one necklace.

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.

SCIENCE

Strand 4: Life Science

Concept 1: Characteristics of Organisms

Kindergarten–Grade 3: Understand that basic structures in plants and animals serve a function.

Kindergarten

PO 1. Distinguish between living things and nonliving things

Grade 1

PO 1. Identify the following as characteristics of living things

- Growth and development
- Reproduction
- Response to stimulus

PO 2. Compare the following observable features of living things:

- Movement—legs, wings
- Protection—skin, feathers, tree bark
- Respiration—lungs, gills
- Support—plant stems, tree trunks

PO3. Identify observable similarities and differences (e.g. number of legs, body coverings, size) between/among different groups of animals

Grade 2

PO 1. Identify animal structures that serve different functions (e.g. sensory, defense, locomotion)

Concept 2: Life Cycles

Kindergarten–Grade 3: Understand the life cycles of plants and animals

Kindergarten

PO 1. Describe that most plants and animals will grow to physically resemble their parents.

Grade 1

PO 1. Identify stages of human life (e.g. infancy, adolescence, adulthood)

PO 2. Identify similarities and differences between animals and their parents

Concept 3: Organisms and Environments

Kindergarten–Grade 3: Understand the relationship among various organisms and their environment

Kindergarten and Grade 1

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

Kindergarten

PO 1. Identify that plants and animals need the following to grow and survive:

- Food
- Water
- Air
- Space

Grade 1

PO 2. Compare the habitats (e.g. desert, forest, prairie, water, underground) in which plants and animals live.

PO 3. Describe how plants and animals are dependent on each other

Grade 3

PO 5. Describe how environmental factors (e.g. soil composition, range of temperature, quantity and quality of light or water) in the ecosystem may affect a member organisms ability to grow, reproduce, and thrive

Concept 4: Diversity, Adaptation and Behavior

Grade 3: Identify plant and animal adaptations

PO 1. Identify adaptations of plants and animals that allow them to live in specific environments

PO 2. Describe ways that species adapt when introduced to new environments

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)

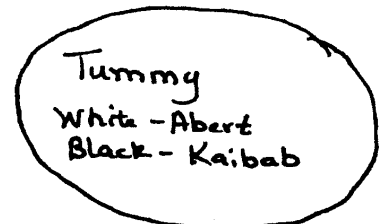
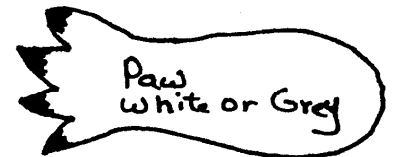
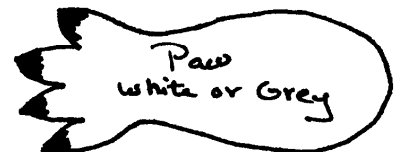
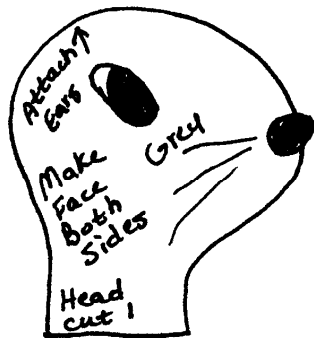
1AT-R5. Show respect for personal work and the work of others

PO 1. Listen to others and follow suggestions

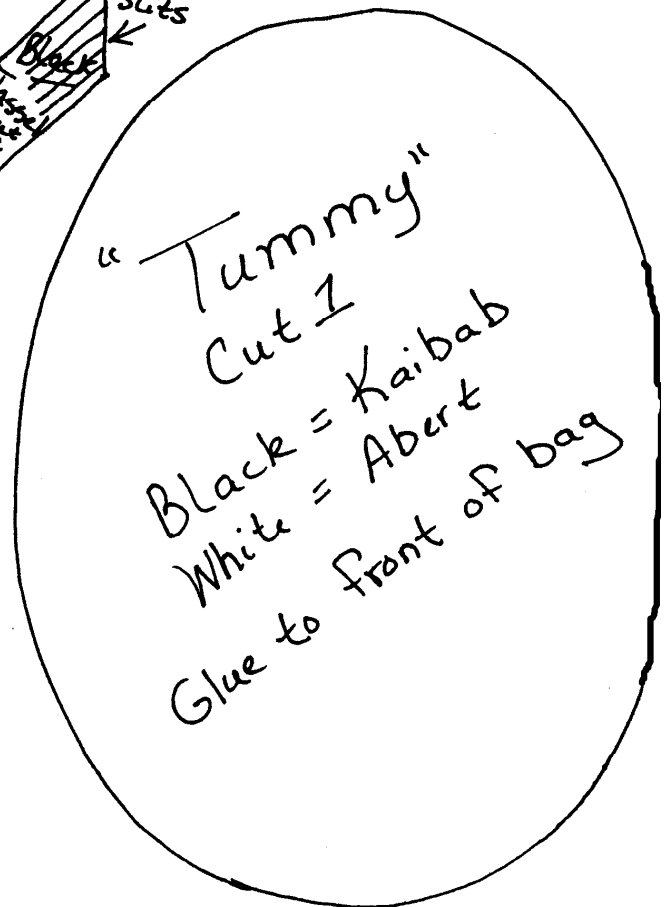
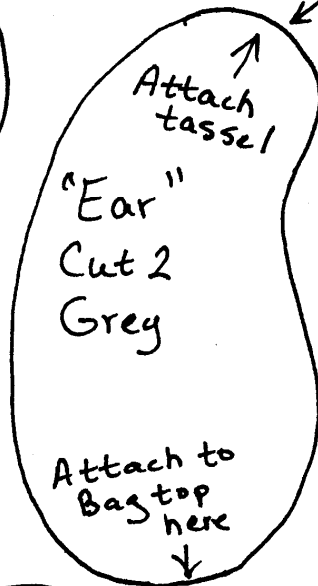
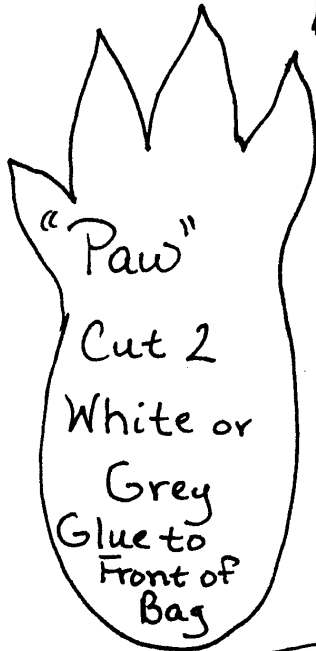
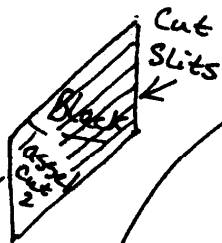
PO 2. Share and take turns

PO 3. Participate in a process of self-evaluation, feedback about the process, and feedback about the dramatization

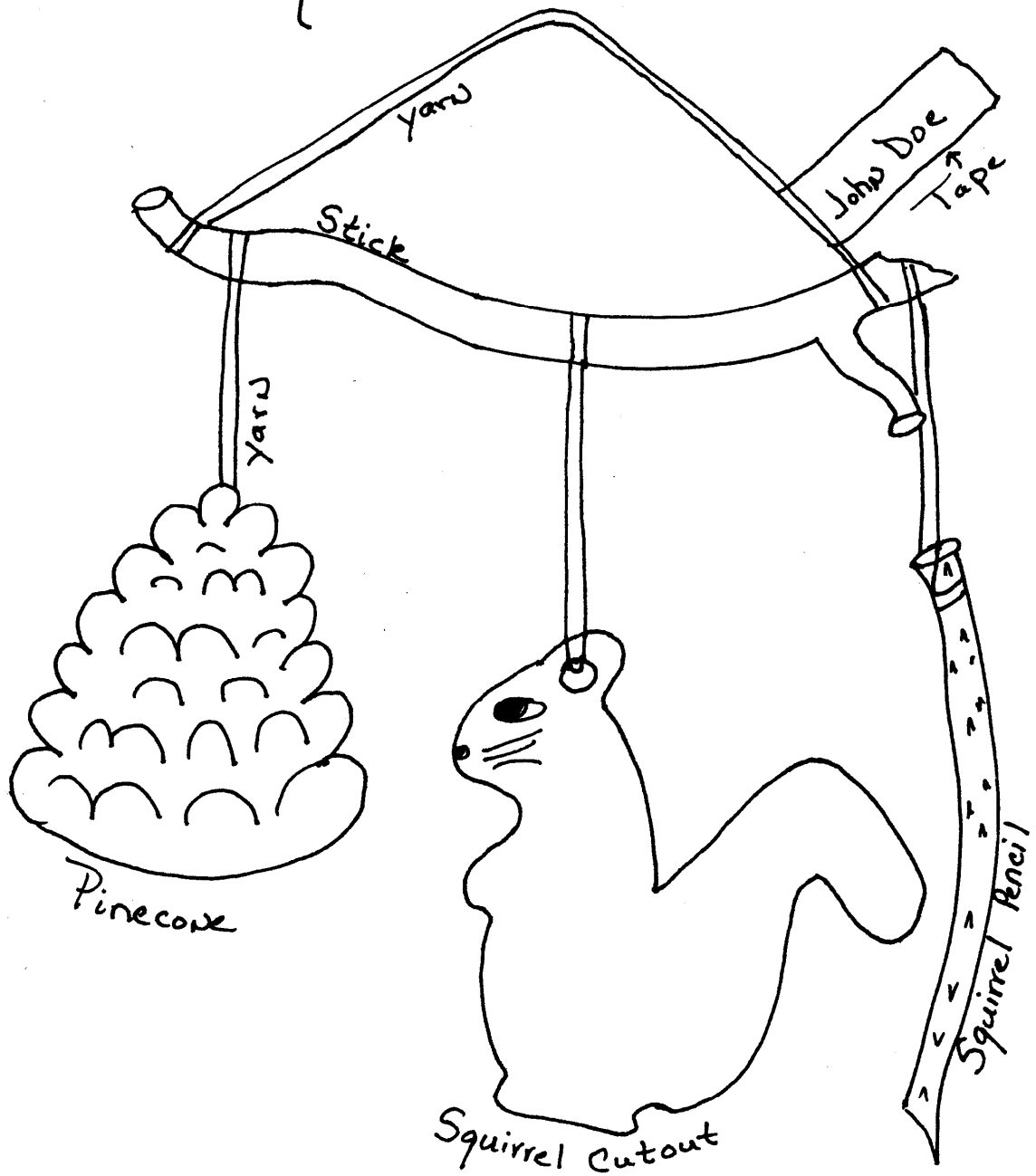
Pinecone Squirrel



Squirrel Paperbag Puppet Pattern



Squirrel Mobile



TASSEL'S MISSION PUPPET SHOW WITH CRAFT

OVERVIEW FOR EDUCATORS/PARENTS

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 plus three educators/chaperones		
LOCATION	Babbitt Reading Room		
BACKGROUND	<p>The puppet show is adapted from <i>Tassel's Mission</i>, an out-of-print children's book in "The Smithsonian Wild Heritage Collection, The Grand Canyon Series." That was published in 1989. The author is Susan Thompson-Hoffman and the illustrator is Eileen M. Buzzanco. The story is about a tassel-eared Abert squirrel who embarks on a perilous mission down the Bright Angel Creek of the Grand Canyon to find her family.</p> <p>A craft for the children is included in the program.</p>		
ESSENTIAL QUESTIONS	<p>By the end of the puppet show the children should be able to answer the following questions:</p> <ol style="list-style-type: none"> 1. What kind of forest do Abert squirrels prefer? 2. Can you name two foods Abert squirrels eat? 3. Why do we think Abert squirrels have ear tufts? 4. What can happen when an Abert squirrel forgets about a buried pinecone or acorn? 		
KEY WORDS USED IN THE PROGRAM	Squirrel Abert Squirrel Kaibab Squirrel	Ponderosa Pine Pinecones Relationship (Related)	Grand Canyon Habitat
ARIZONA ACADEMIC STANDARDS ADDRESSED BY THIS PROGRAM	<p>SCIENCE</p> <p>Strand 4: Life Science</p> <p>Concept 1: Characteristics of Organisms</p> <p><i>Kindergarten–Grade 3:</i> Understand that basic structures in plants and animals serve a function.</p> <p><i>Kindergarten</i></p> <p>PO 1. Distinguish between living things and nonliving things</p> <p><i>Grade 1</i></p> <p>PO 1. Identify the following as characteristics of living things</p> <ul style="list-style-type: none"> • Growth and development • Reproduction • Response to stimulus <p>PO 2. Compare the following observable features of living things:</p> <ul style="list-style-type: none"> • Movement—legs, wings • Protection—skin, feathers, tree bark 		

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TASSEL'S MISSION PUPPET SHOW

Story begins with Tassel resting on tree branch and WIND appears

Wind

*Appears and whispers
several times and becomes
gradually louder.*

Tassel

*Jumping around excited on
the tree branch, trying to get
closer to the wind*

Wind

Tassel, OOOH Tassel. Listen carefully, for I have a story to tell you.

Long ago, Tassel, your ancestors all lived on the south rim of the Grand Canyon. During that time, the great Colorado River bed was sometimes dry. One day, a young squirrel left her home on the south rim. She climbed down the canyon walls until she reached the dry riverbed and darted across. She then followed a streambed until she reached the north rim of the Grand Canyon. And here she began to raise your side of the family.

No squirrels were ever able to cross the river again. The canyon became deeper with each passing year and the river ran full and fast. One family of squirrels remained on the south rim. They are called the Abert Squirrels. But, a new family—yours Tassel, grew on the north rim. These are the Kaibab squirrels. As time went on the Abert squirrels became known for their dark tails and light bellies.

And the kaibabs were known by their white tails and dark bellies.

Wind sighs

A family once whole, is now divided.

*Wind fades out and
disappears while saying*

But Tassel, there is a way to find your family.

Find your family, Tassel, find your family.

Tassel

*Looking in the wind's
direction and sounds
determined*

It's up to me to find my family.

**CHANGE TO
PORCUPINE PUPPET**

Prickles

On the branch with Tassel

Rustle, rustle, rustle.

Tassel

Prickles, my friend, stay away from my nest. One day you will leave a quill behind and I will get stuck with it.

Prickles

Oh, Tassel, the wind woke me up. I feel scared and I need a hug.

*Prickles moves toward
Tassel and tries to hug her*

Tassel

Jumping out of the way

Prickles, your quills are too sharp, give yourself a hug and pretend it's from me.

Prickles hugs herself

Tassel

*Thoughtfully stroking her
chin*

I have an idea Prickles. I must go on a long journey and I would like for you to stay and guard my nest while I am away. And, for goodness sake if you lose any quills, sweep them away from my nest.

Prickles

Excited and nervous

Tassel, where are you going, and will you ever come back?

Tassel

Consoling Prickles

Don't worry friend, I will be back. The wind has told me to go search for my family.

Prickles

Sounding worried

But Tassel, where will you go?

Tassel

*Moves to the end of the tree
branch and looks to the
other side of the canyon*

Over there on the other side of the canyon. Leave now Prickles. It's time to prepare for my journey.

Prickles departs

*Tassel munches noisily on a
pinecone and moves around
nervously on her branch*

Tassel

Maybe this is not a good idea. What if I can't find enough food or a dry place to sleep? And I hope I will be safe from the coyote! No, I've made up my mind. I must go.

Tassel climbs down out of

*the tree and disappears
behind the theater*

***PLACE CANYON ON
STAGE***

*Tassel stumbles, grunts and
moans half way down the
canyon wall*

Tassel
Looking around

The sun is going down and I need a place to rest.

*Tassel goes to sleep briefly.
She wakes up and shakes
herself off and proceeds
stumbling, sighing, and
grunting down the canyon
wall*

Tassel

This is too hard. This canyon gets hotter with every step and I can't find any food. I wish I were back in my nest in the soft cool ponderosa pine forest.

*The Wind appears, blows
and whistles through the
canyon, teasing Tassel*

Tassel
*Watches the wind and tries
to catch up*

Please speak to me again.

***CHANGE TO RINGTAIL
CAT PUPPET***

*The wind whirls around
Tassel. Tassel is frightened
and tries to retreat. When
she gains her composure
she notices a Ringtail cat on
the ledge close by*

Tassel

I beg your pardon. I know this is your time to sleep and I don't mean to wake you.

Orphan

Who are you?

Stretches, annoyed with Tassel

Tassel

My name is Tassel and I am on a mission to find my family. Who are you?

Orphan

The coyote call me Orphan. I have no family. But I will have one soon. I am looking for a mate.

Tassel

Then we are both looking for a family. I am on my way to find my cousins on the south rim.

Orphan

If you are going to the south rim, little squirrel, how will you cross the great river?

Tassel

I hadn't thought of that! Do you have any ideas?

Orphan

No, but when you reach the riverbank, you might ask Delver, the beaver, for advice. Delver is very wise.

Tassel continues on her journey, complaining to herself

Tassel

It is so hot and I am hungry. I hurt all over and it's still such a long way to the river. Poor me!

CHANGE TO BEAVER PUPPET NOW

Tassel begins to hear the roar of water, make water noises the best you can. Tassel hears the slap of a beaver tail and Deliver appears

Tassel

Sounds surprised

Are you Deliver?

Delver

Nonchalantly answers

I'm Deliver

Tassel

I'm Tassel the Kaibab squirrel. The Wind has sent me on a mission to find my cousins, the Abert squirrels. They live up there on the south rim. Can you take me across the river?

Delver

*Pondering the question and
looking at the river*

Tassel, I am sorry but the river is just too fast and dangerous. If I try to carry you across on my back the river might sweep us both away.

Tassel

Pleading

But, I must go. The Wind said I must find my family.

Delver

Soothing Tassel

Tassel, the Wind said to find your family. In your blood you carry a little of the Kaibabs and a little of the Aberts. Your family is not across the canyon. Your family is inside you. Go home, Tassel, go home. You can find your family by raising a tree full of baby squirrels. And when you look at your children, see in their tufted ears the Aberts and in their snowy tails the Kaibabs.

Tassel

Excited

Oh, Delver, Orphan was right. You are very wise. I must hurry home now. Good-bye and thank you!

*Tassel returns to her nest in
the ponderosa pine tree on
the north rim, curls up and
goes to sleep, snores.*

**Narrator (or could be
Delver)**

Before long, the bright eyes of Tassel's children would sparkle in the branches of the ponderosa pine like stars in the night sky. And one day, they too would hear the call of the Wind, telling them to find their family.

THE END