

Teacher Guide

Expanding the Classroom

**Mermaid Theatre of
Nova Scotia
presents**

Goodnight Moon and The Runaway Bunny



Photo: Margo E. Gesser

RuthEckerdHall.com

RICHARD B. BAUMGARDNER
CENTER FOR THE PERFORMING ARTS



presents the

Bank of America SchoolTime Series

About the Show

Using whimsical puppetry and evocative original music, Mermaid Theatre of Nova Scotia offers new adaptations of the Margaret Wise Brown and Clement Hurd bedtime classics *Goodnight Moon*, a celebration of familiar nighttime rituals, and *The Runaway Bunny*, a story of youthful adventure and loving parental assurance. The endearing characters and the soothing rhythms of bunny banter and dream-like imagery infuse youngsters with a comforting sense of security and peace.

Margaret Wise Brown (1819-1952) grew up loving both animals and books. She had 36 pet rabbits, two squirrels, a collie, two guinea pigs, seven fish, and a wild robin who returned each spring. She was particularly attuned to the concerns and emotions of childhood. A teacher before she became a writer, she was one of the first to write for children aged two to five, and developed the concept of the first durable board book.

Clement Hurd (1908-1988) graduated from Yale University and studied painting in Paris. His semi-abstract style became world famous with *The Runaway Bunny* and *Goodnight Moon*.

Mermaid Theatre of Nova Scotia

Beginning its thirty-seventh season in the spring of 2009, Mermaid Theatre of Nova Scotia was founded in Wolfville and now makes its home in Windsor, Canada, a small town of 3,500 at the gateway to Nova Scotia's rural Annapolis Valley. Mermaid's energetic professional touring company for family audiences has won international acclaim for original productions with a strong emphasis on puppetry. On the other hand, the Theatre's activist and outspoken Youtheatre program is intensely local, focusing on the encouragement of creative self-expression among local adolescents.

Mermaid's choice of material is based on the belief that young people can benefit substantially, both in their emotional and aesthetic development, from early exposure to literature, the arts, and the power of imagination. The Theatre draws its scripts primarily from the rich motherlode of children's literature with universal appeal. These sources are either contemporary (Sam McBratney, Berkeley Breathed, Howard Norman, Eric Carle, Sheree Fitch, Margaret Atwood), classics from an earlier generation (Jonathan Swift, Munro Leaf and E. B. White) or traditional tales. Mermaid is best known for its unusual mix of striking visual images, evocative original music, scripts with language that is moderately demanding, and puppets and staging that draw young spectators into a world of fantasy and wonder. The company's creative ambition is to produce work which is good theater—entertaining, informative and stimulating to all the senses. Just as important is the goal of encouraging literacy and generating enthusiasm for the art of reading. Mermaid Theatre has performed for more than three million young people on four continents. It plays an important ambassadorial role and has received Export Excellence Awards from both Nova Scotia and the Government of Canada. The Canadian Arts Presenting Association has honored Mermaid as Best Performing Group. Mermaid makes a point of promoting indigenous talent.

Information courtesy of Mermaid Theatre of Nova Scotia and <http://everything2.com/e2node/Margaret%2520Wise%2520Brown>

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Background Information

The Moon

Our moon is a natural **satellite** (the only one) that **orbits** around the earth. It takes the moon about a month (ca. 27 days, 8 hours) to complete its earth orbit. During that period, we see the different phases of the moon, beginning with a new moon (or dark moon), gradually growing (also known as “**waxing**”) to become what is known as either a first quarter moon (one quarter of the way through its entire cycle) or a half moon (when we can see one half of the moon’s “face” lit up by the sun), then increasing until we see a full moon with the entire side facing us lit up. After that, the moon begins to “wane” (get smaller) until it “disappears” at the end of the lunar cycle, becoming a new moon again. A good way to remember which moon is waxing and which moon is **waning** is to hold up your hand to match the crescent of the moon as you see it. For those who live in the northern hemisphere, if one forms a crescent with the left hand to match the moon, it is a “leftover” or waning moon. If one uses the right hand to make a moon in a matching shape, it is a waxing moon. The opposite is true in the southern hemisphere. Because the moon rotates on its axis at the same speed as it revolves around the earth, we always see the same side of the moon from earth. The far side of the moon wasn’t seen until 1959, when Luna 3 photographed it from space.

Our moon is about 2,140-2,160 miles in **diameter** and is an average of about 238,900 miles from earth. The closest the moon comes to us is 221,460 miles, and its farthest distance is 252,700 miles. Our moon is gradually moving away from the earth as its orbit expands. A billion years ago, it could orbit the earth in just 20 days. Our earth was moving faster then too, and our day was only about 18 hours long. When the moon was closer to us, our tides were higher because the moon’s gravitational force on the earth was greater. The moon has no atmosphere, so the sky there always looks black. It also has no water, although it is thought that there may be ice at the poles.

Our first moon landing was on July 20, 1969, as part of the Apollo 11 mission. Neil Armstrong was the first human to walk on the moon. As he stepped down from the lunar landing module, he said, “That’s one small step for man, one giant leap for mankind.” To see Apollo landing sites on the moon, visit www.google.com/moon. Our **astronauts** have brought back 842 pounds of rocks for scientists to study so we can gain a better understanding of the moon and its origin as well as the origin of the earth and even information about the history of the sun. These moon rocks are more than four billion years old! The moving of the earth’s **tectonic** plates, earthquakes, wind and rain have changed

the face of the earth and erased much of its history. Without an atmosphere, the moon has remained much more stable and can give us many clues about its history. Many scientists believe that the earth and the moon were once part of the same object and were torn apart by the impact of another object in space about the size of Mars. It is believed this impact happened about 60 million years after earth was formed. Perhaps the earth and moon are actually a double planet system rather than a planet and moon system.

The moon has **craters** created by impacts from space debris. The debris on the surface of the moon (lunar soil) is called regolith. There are low, flat areas ancient astronomers thought were seas. They are called **maria** (Latin for “seas”) and are darker in appearance. They are actually solidified pools of lava. The moon also has cratered highlands called terrae (which appear lighter in color) and **rilles**, long, narrow valleys. The moon’s gravitational force is only one-sixth that of earth, so if you weigh 60 pounds, you would only weigh 10 pounds on the moon! Temperatures on the moon are much more extreme than ours because there is no atmosphere. During the day, temperatures climb to about 265 degrees, and at night, they fall to about -170 degrees. Because there is no atmosphere, there is also no sound, because sound waves travel through the air. Earth’s atmosphere helps protect it from impacts from space debris because most objects burn up in our atmosphere before they hit the ground. That is not true on the moon, so there are lots of impact scars (craters). The largest crater we have found on the moon is 100 miles across.

When the sun, the earth and the moon are all in a straight line, an **eclipse** can occur. When the moon is in the middle near a new moon, a solar eclipse can be seen. When the earth is in the middle near a full moon, a lunar eclipse can occur.

Man has long been fascinated with the moon. It has been used as a model for works of art, has been mentioned in literature and has been an inspiration for music and drama. Some ancient cultures considered the moon a deity or supernatural phenomenon. Native Americans named the moon for each month of the year, depending on what was appropriate for that time of year. January was the Wolf Moon, February the Snow Moon, March the Worm Moon, April the Pink Moon (named for spring herbs and flowers), May was the Flower Moon, June the Strawberry Moon, July the Buck Moon, August the Sturgeon Moon, September the Corn Moon, October the Harvest Moon, November the Beaver Moon and December the Cold Moon or Long Nights Moon.

Background Information

All About Bunnies

Rabbits are **mammals** belonging to the order called **Lagomorpha**. The family they are classified in is Leporidae and includes both rabbits and hares. They are not **rodents**. Rabbits probably **evolved** as separate from other mammals about thirty million years ago.

Rabbits live on every continent of the world except Antarctica. They inhabit deserts, marshes, forests, grasslands and prairies. Depending on the number and skill of predators in the area, rabbits only live for one or two years in the wild. Dogs, foxes, raccoons, weasels, bobcats, lynxes, hawks and eagles all like to eat rabbits. Since rabbits tend to build shallow nests lined with grass and the mother's fur and are out in the open and vulnerable to heavy rains and flooding, one third of the babies die either because of weather conditions or because they are killed by predators. About 85% of all rabbits in the wild die each year.

Fortunately for the rabbits, between February and September, they tend to produce three or four litters of four or five "kittens" each year. A rabbit's pregnancy lasts only about 28 days. Mother rabbits' milk is very rich. They only need to nurse their babies about five minutes a day, and feed their young only once or twice a day. Since mothers do not lie on top of their babies to keep them warm and tend to stay away from their nests a lot so as not to attract the attention of predators, many people find baby rabbits in nests and think they have been abandoned. This is usually not the case. One should always observe carefully and try to determine whether the mother is returning to a nest each day and whether the babies look warm and healthy before trying to rescue them. Fewer than 10% of rescued babies survive. Usually, the mother will return and take care of them. Although babies are born helpless and without fur, within a week, they develop a full coat. Their eyes open 6-10 days after they are born, and within about three weeks, they are weaned from their mother's milk and are ready to leave the nest during the day to explore their surroundings, although they will still return to their nest to sleep at night.

Rabbits eat leafy plants and grass during the growing season and twigs, bark and buds of woody plants during the winter. They are herbivores, eating only plants. They do not eat meat as carnivores do. Animals that eat both plants and meat are called omnivores, meaning that they eat everything.

Information courtesy of: www.enchantedlearning.com/subjects/mammals/farm/Rabbitprintout.shtml, <http://pleasebekind.com/rabbit.html>, www.sandiegorabbits.org/adoption/colorbook.pdf (Kids-n-Bunnies)

Of the approximately twenty-five species of rabbits, twelve are native to the United States. The eastern cottontail is the most common rabbit in the U.S. Cottontails may be gray or brown, but all of them have large ears and large, very strong hind legs used for hopping and digging burrows. They also have fluffy tails. Most are about a foot long (some other species can be up to two feet long) and weigh two or three pounds. They usually live in areas with shrubbery or at the edge of woods that offer good protection, but they are also often found in suburbs and even in cities.

Rabbits can make good pets. They may be shy at first, until they become comfortable with you and know you won't hurt them. Because they have many predators, they tend to be cautious at first. Just be patient. They can become quite affectionate after they get to know and trust you. Rabbits tend to be more active in the morning and the evening. Bunnies can be taught to use a litter box. They need fresh hay and water, and they like to play with toys. A piece of fleece fabric or fake fur will help them feel cozy in their cages, where they will feel safe, just as they would in a rabbit hole. Bunnies like to eat carrots and carrot tops, spinach, kale, broccoli, cauliflower, parsley and dark green lettuces, although not all bunnies will like all of these vegetables. Just like kids, each bunny likes some vegetables better than others. It is natural for bunnies to want to dig and chew.

If you are observant, you will be able to understand your bunny better. If a bunny growls, it wants to be left alone. When it is happy, a rabbit will "dance." If a bunny's whiskers and teeth vibrate when you pet it, it is happy and likes what you are doing. If a rabbit wants attention, it may nudge you. If it is unhappy about something, it may stamp its feet and whine. If it just thumps its feet (without whining), it probably sees, hears or smells something out of the ordinary that has caught its attention and alarmed it. Bunnies give "kisses" by licking you, just as dogs do. Your bunny may "oink" if it wants a treat. But be sure not to give your bunny sweets. They are bad for rabbits. Vegetables make a fine treat for bunnies. When a bunny is relaxed, it may like to stretch out on the floor. If its body is hunched and it is making loud crunching noises with its teeth, your bunny is probably sick and needs to see a veterinarian. Rabbits are used to living in families, so they are often happier if they have a rabbit companion. They may also make friends with the family dog, cat or guinea pig. Rabbits are available for adoption from local animal shelters and Humane Societies.

Vocabulary

Show Related

- Astronaut**—a person engaged in or trained for spaceflight
- Crater**—(on the surface of the earth, moon, etc.) a bowl-shaped depression with a raised rim, formed by the impact of a meteoroid
- Diameter**—a straight line from side to side through the center of a circle or sphere
- Eclipse**—obscuring of the light of the moon when the earth comes between it and the sun (lunar eclipse) or obscuring the light of the sun when the moon comes between it and a point on the earth (solar eclipse)
- Evolve**—to develop gradually to a different adaptive state or condition
- Lagomorphs**—hares, rabbits and pikas, resembling rodents but having two pairs of upper incisors
- Mammal**—any vertebrate of the class Mammalia, having the body more or less covered with hair, nursing the young with milk, and (with a few exceptions) giving birth to live young rather than eggs
- Mare**—(plural *maria*) any of the large, dark plains on the moon and Mars; Galileo believed they were seas
- Orbit**—a curved path, usually elliptical, taken by a planet, satellite, spaceship, etc. around a celestial body, as the sun
- Rill (or rille)**—a long, narrow, straight or sinuous trench or valley observed on the surface of the moon
- Rodent**—belonging to gnawing or nibbling mammals of the order Rodentia, including mice, squirrels, beavers, etc.
- Satellite**—a natural body that revolves around a planet; a moon; a device launched into orbit around the earth, another planet, the sun, etc.
- Tectonic**—pertaining to the structure of the earth's crust
- Wane**—(of the moon) to decrease periodically in the extent of its illuminated portion after the full moon
- Wax**—(of the moon) to increase in the extent of its illuminated portion before the full moon

Art Form Related

- Acoustics**—theater's qualities that determine the audibility and trueness of sound
- Acting area**—the portion of the stage used by the actors during a play
- Action**—what happens onstage to hold the audience's attention
- Apron**—the section of the stage in front of the curtain
- Audition**—to try out for a position in a play
- Backdrop**—a large piece of cloth on which scenery is painted that is hung at the back of the stage setting
- Black light**—invisible infrared or ultraviolet light
- Catwalk**—a narrow bridge near the ceiling that provides access to stage scenery and lighting units
- Composer**—a person who writes music
- Control console**—electronic light control board, usually with a keyboard, a programmed memory system and a monitor
- Crash box**—a box offstage into which something can be thrown to create the sound of breakage
- Cue**—a stage signal; the last words, action, or technical effect that immediately precedes any line or action
- Curtain call**—the appearance of the cast of a play or musicians in a concert in response to an audience's applause
- Green room**—a waiting area offstage used by actors
- Grips**—stagehands who move scenery
- House manager**—the person responsible for distribution of programs, seating of the audience, and training of ushers
- Proscenium arch**—the arch opening between the stage and the auditorium
- Puppet**—an artificial figure representing a human being or an animal, manipulated by the hand (hand puppet), rods (rod puppet), wires (marionettes), etc.; puppetry has been a popular theater art in many countries for centuries

Definitions courtesy of *The Random House Dictionary of the English Language* and *The Stage and the School* by Harry H. Shanker and Katharine Anne Ommanney

Expanding the Classroom through Discussion

Pre-Performance Discussion Questions

1. Do you have a favorite bedtime story? What is it? Why is it your favorite?
2. To whom or to what do you say goodnight every night?
3. Do you have people or animal friends you think about before you go to bed even if they do not live in your house?
4. Did you ever run away from home? If you did, why did you want to do that?
5. Have you ever seen a live puppet show? If so, which one(s)?

Post-Performance Discussion Questions

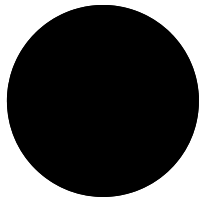
1. What did you like best about the show or the two stories? Why?
2. Why do you think the bunny wanted to say goodnight to the things around him?
3. Why do you think the bunny wanted to run away? Was he unhappy? Adventurous? Bored?
4. How did the music affect the stories and the way you felt? Did the music make the show better?
5. How do you feel about the mother bunny's response to her little bunny? Would you want your mother to find you if you ran away? Why or why not?
6. Did the use of puppets make the stories better than if they had been characters played by people? Why or why not? How are puppet characters different from human characters?
7. What did you think about the lighting effects used in this production? How did the lighting affect the show?

Teacher Guided Activities

Hello, Moon!

Have students match the pictures to the names of the phases of the moon as they appear in the northern hemisphere.

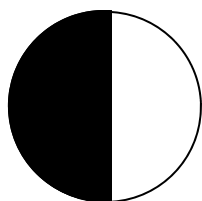
Students may write the name of each phase next to the picture or draw a line from the word to the picture, depending on grade level. Then color the moons.



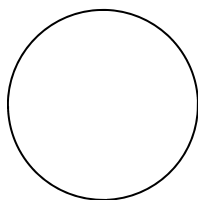
FULL MOON



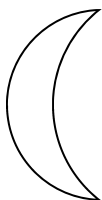
**HALF MOON
(or first quarter
moon)**



NEW MOON



**WAXING MOON
(growing moon)**



**WANING MOON
(leftover moon)**

Runaways

As a class, have students think of places to which they could or would like to run away. List them on the board. Then have students think of ways their mothers could pursue them and find them, just as the mother rabbit knew ways to find her little bunny no matter where he went. List these on the board too.

Teacher Guided Activities

GOODNIGHT ALL!

The bunny says goodnight to lots of things in his room. List things in your classroom that begin with the letters of the title of *Goodnight Moon*. This can be done individually or as a class, with the teacher writing the list on the board. Students may list more than one thing for each letter if they like. Remind them to think about what's in their lunch boxes, especially for repetitive letters like "O" (e.g., Oreo cookies, oranges). Use your imagination!

G _____

O _____

O _____

D _____

N _____

I _____

G _____

H _____

T _____

M _____

O _____

O _____

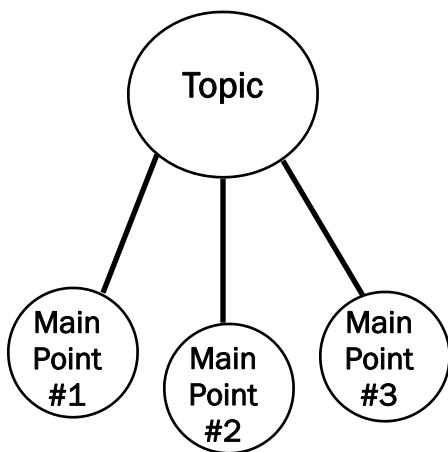
N _____

Bank of America SchoolTime Series

Florida Writing Connections

Have you ever thought about running away? Where did you want to go? Did you do it? How far did you get? If your mother knew about your plans, how did she react? Write about or tell your class about a time you wanted to run away.

Helpful Hints



Language Arts: Communication, Writing

We want to hear from YOU! Write to us at The Marcia P. Hoffman Performing Arts Institute at Ruth Eckerd Hall, 1111 McMullen Booth Road, Clearwater, FL 33759

RUTH ECKERD HALL
RICHARD B. BAUMGARDNER CENTER FOR THE PERFORMING ARTS

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Additional Resources

Ask your school or local librarian for help in locating these books for you and your students!

Papa, Please Get the Moon for Me

by Eric Carle

The Going-To-Bed Book

by Sandra Boynton

Good Night, Gorilla

by Peggy Rathmann

Time for Bed

by Mem Fox

The Napping House

by Audrey Wood

The Velveteen Rabbit

by Margery Williams Bianco

Check out these Internet sites for additional information!

www.hubbardscupboard.org/goodnight_moon.html

www.kidscosmos.org/kid-stuff/moon-facts.html

www2.scholastic.com/browse/article.jsp?id=4850

www.scribd.com/doc/259695/Moon-for-kids

<http://lunar.arc.nasa.gov/education/activities/active10.htm...active12.htm> and ...active12a.htm

www.woodlands-junior.kent.sch.uk/time/moon/facts.htm...moon/phases.html

<http://nineplanets.org/luna.html>

<http://kids.nineplanets.org/moon1.htm>

www.rabbit.org

www.myhouserabbit.com

www.hopperhome.com (lots of interesting and fun rabbit facts)

Student Guide Standards

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Page 2 – Brain Teasers; Language Arts: Reading

Page 3 – Brain Teasers; Language Arts: Reading

Page 4 – Language Arts: Reading, Communication; Visual Arts: Skills and Techniques