

Lesson: Victory Rally Toy Theater: Puppetry and Storytelling

Activity Designed by Artist: Graci Horne

Time: 120 minutes

Grades: K-12

Purpose:

This activity will teach you basic puppet making skills and storytelling using a theme regarding the current issue of ending racist mascots.

Goals/Motivation:

- Students will learn history of racist mascots.
- Students will create and appreciate puppet making and puppeteering skills as an artform for human expression.
- Students will utilize storytelling by creating a narrative using the theme of ending inappropriate mascots.

MN State Standards:

Art

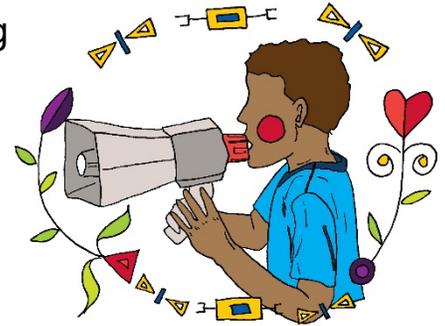
- 0.1.3.4.1 - Interpret and perform a variety of characters using voice, movement and props.
- 4.1.3.4.1 - Describe the cultural and historical traditions of works in theater including the contributions of Minnesota American Indian tribes and communities.
- 6.2.1.2.1 - Create original works of media art in a variety of artistic contexts.
- 9.1.2.2.1 - Create a single, complex work or multiple works in media arts.

Social Studies

- 0.4.1.2.1 – Describe ways people learn about the past
- 1.4.1.2.1 - Ask basic historical questions about a past event in one's family, school or local community.
- 2.4.2.4.2 - Describe how the culture of a community reflects the history, daily life or beliefs of its people.
- 5.1.1.1.2 - Identify a public problem in the school or community, analyze the issue from multiple perspectives, and create an action plan to address it.
- 6.1.1.1.1, 7.1.1.1.1, 8.1.1.1.1 - Evaluate arguments about selected issues from diverse perspectives and frames of reference, noting the strengths, weaknesses and consequences associated with the decision made on each issue.
- 9.1.4.8.2 - Evaluate the role of interest groups, corporations, think tanks, the media and public opinion on the political process and public policy formation.

English

- 0.6.6.6, 1.6.6.6, 2.6.6.6, 1.6.6.6, 2.6.6.6, 3.6.6.6, 4.6.6.6, 5.6.6.6 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- 9.9.8.8, 11.9.8.8 - Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.



Resources Needed:

- Amanda Blackhorse Wiki: https://en.wikipedia.org/wiki/Amanda_Blackhorse
- Charlene Teters Wiki: https://en.wikipedia.org/wiki/Charlene_Teters
- John Little, filmmaker, More Than a Word: <http://morethanawordfilm.com/>
- Graci Horne artist bio: <https://gcihrn.com/>
- Graci's demo video: <http://bit.ly/VictoryRallyArtistVideo>
- Quizlet Vocabulary Study: https://quizlet.com/_8uj1bi?x=1qq&i=p2v5u
- Mascot Controversy: <https://www.wisconsinlife.org/story/native-american-artist-draws-attention-to-mascot-controversy/>
- Smart Wars: <https://www.youtube.com/watch?v=DpeZFQRHrsI>

Materials Needed:

- shoe box
- colored pencils
- index cards
- wooden sticks
- glue stick
- 4 illustrations (included in kit)
- tape
- scissors
- access to internet suggested
- phone, ipad, recording device suggested

Vocabulary Words

- **Racism:** belief that certain races of people are by birth and nature superior/better to others.
- **Discrimination:** when someone is treated unfairly or differently because of their religion, sex, ethnicity, culture, race, or class.
- **Police Brutality:** excessive use of force by law enforcement.
- **Derogatory:** saying things that are unkind and intended to hurt, insult, and/or offend.
- **Ledger Art:** type of artwork done by Plains Indians telling a story through drawing or painting on paper or cloth.
- **Cultural Appropriation:** when a person from one cultural uses the fashion, iconography, trends, or styles from another culture, particularly as a mascot or costume.
- **Oppression:** cruel or unjust use of power or authority
- **Ally:** person who supports, advocates for, and uplifts a marginalized community to which they don't belong.

Lesson Introduction:

1. Students will read the artist bio in the brochure from the toy theater kit box. They will then discuss the purpose and theme of the project.
2. Watch the artists demo video provided in the resources above. 15 min
3. Investigate the resources above by learning a little about Amanda Blackhorse, Charlene Teter, and Rory Wakemup. Watch the “Mascot Controversy” video for background and “Smart Wars” for inspiration. 20 min
4. Discuss the vocabulary involved or study the vocabulary using the Quizlet link provided. 10 min
5. Aspiring puppeteers will learn how to make a tiny toy theater and paper style puppets. Ever wonder how to make your very own theater production? This activity will teach you basic puppet making skills and storytelling.

Lesson Activity:

1. Each Victory Rally art kit provides illustrations of youth who symbolically carry the torch to put an end to racism. The drawings are stylized in *ledger art* style with having no face. Some tribes use this design concept to honor the spirit of an individual by not including face details. These drawings also depict the triumphant name change of the professional football team the Washington Redskins during the summer of 2020. This would not have happened without the hard work from the Native communities and allies who wrote letters of support. Let’s celebrate this win by creating a play the shows the long overdue name change and the future without racist imagery. Think about your story, what are you trying to say, what are you trying celebrate, or what are you trying to portray about being a good ally or by defeating racist mascots.
2. Look at the supplies in the box. Cut out the illustrated characters provided. Create your own characters thinking of how to make change or celebrate in regards to racist mascots. Examples of characters are monster mascots, yourself, or magical talking protest signs. What feeling are you trying to portray? Are you celebrating the victory or are you showing how the racist mascots were defeated? Color or decorate your character to portray your feeling or message. Make sure that you are not “playing Native” unless you are Native, that is cultural appropriation. This is a chance to be a good ally. Everyone needs allies.
3. When you are done creating your character, glue it to the stick like the artist does in her video. Practice moving it around and bringing your character to life.
4. Now decorate and create your background in the shoebox. You are trying to tell a story about how you feel, or about your defeat, or about your celebration. Make a list of some good background ideas to support your story, choose one, and then decorate your box. This is where the story scaffolds for each grade level.

K-4:

5. Think about how to celebrate victory over mascots? Was it a tough battle? What does this story look like? Tell this story without words by acting out with your puppets. 10 min
6. Practice telling your story about the victory over mascots by using your characters to act out what is happening. Take time to practice your play and make sure it’s timed out correctly. Plays should be 1 minute in length. 20 min
7. Share your play by either spending time recording it and showing the video, or perform it in front of your classmates. 10 min

5-8:

5. What is change? What do you see for the future of racist mascots? Tell this story by including one of the vocabulary words into your story.
6. Practice telling your story about the future of mascots. Act it out with your puppets and time it to make sure it is 1 minute long. 20 min
7. Share your play by either spending time recording it and showing the video, or perform it in front of your classmates. 10 min

9-12

5. How do you envision the future of racist mascots? How do you stay encouraged to fight the good battle to make sure they no longer exist? How are you a good ally in this battle? Use these questions to tell your story about the victory over mascots. Include 2 of the vocabulary words in your production.
6. Practice acting your play with your puppets. Time it to make sure it is 1 minute long. 20 min
7. Share your play by either spending time recording it and showing the video, or perform it in front of your classmates. 10 min

Assessment:

Performing play in front of classmates or showing finished video production of play.