



Eckerd Theater Company

presents

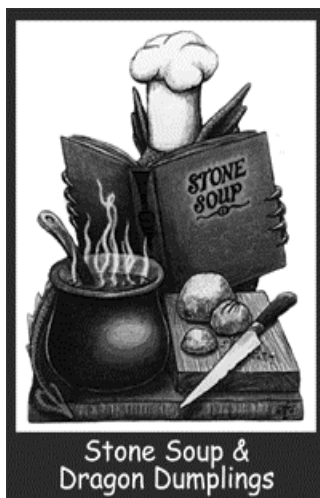
Stone Soup & Dragon Dumplings

By Julia Flood

Teacher
Guide

Expanding
the
Classroom

Stone Soup
&
Dragon
Dumplings
By
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RUTH ECKERD HALL
RICHARD B. BAUMGARDNER
CENTER FOR THE PERFORMING ARTS
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About the Show

Stone Soup & Dragon Dumplings

Scorch, a petulant baby dragon, is having a difficult time learning how to share his favorite food with his friends. When Scorch's friend Sam finds him hiding in grandma's attic, Sam brings the attic to life with her own version of the classic folktale, **Stone Soup**. Join Sam as she and a host of colorful characters show Scorch the magic of sharing.

Eckerd Theater Company

Eckerd Theater Company (ETC) is a company of professional artists, educators and administrators under the umbrella of The Marcia P. Hoffman Performing Arts Institute, the education center for Ruth Eckerd Hall at the Richard B. Baumgardner Center for the Performing Arts in Clearwater, FL. ETC seeks to provide the finest in performance and arts education experiences to family audiences of all ages. Since its inception in 1988, Eckerd Theater Company has performed for more than 800,000 young people and their families throughout the state of Florida and in venues as far north as Canada and as far west as Ohio.

From eight local performances of its first production in 1988 through more than 230 performances in the 2003-2004 season, ETC has been a proud ambassador of Ruth Eckerd Hall, creating professional productions of original works, adaptations of classic literature and the finest published scripts for the theater. ETC productions entertain while they explore such themes as diversity, multiculturalism, self-worth, loyalty, and tolerance.

ETC began touring the state of Florida in 1991 and national touring began in 1993. Since 1996, the Company has been on the Florida Arts on Tour roster, a state program providing funds to allow productions to travel to remote and underserved parts of the state.

In 1998, Julia Flood took the reins as ETC Artistic Director. In 1999, a State of Florida Challenge Grant provided funds for The Florida Project, a collaborative process bringing national and Florida theater artists and educators together to develop a new theater-for-young-audiences piece about the South. ETC was invited to showcase at both the Southern Arts Exchange in 1999, and at the 2002 International Showcase of Performing Arts for Young People, performing alongside companies from Germany, Canada, the U.S. and the U.K.

Since February 2003, Eckerd Theater Company has made its home in the 182-seat Murray Studio Theater in The Marcia P. Hoffman Performing Arts Institute.

Background Information

All About Dragons

Western Dragons

Dragons have been a part of **folklore** for centuries, featured in writings from around the world—from **mythology** to the Christian Bible. For example, one of the twelve labors of Hercules was to kill the Hydra, a beast that lived in the Lernean Swamp and had **multiple** heads. Each time Hercules struck a head, two more would **regenerate** in its place. Hercules finally defeated the dragon by trapping it beneath a large boulder. Dragons have different traditions in the eastern (Asian) and western (European) parts of the world. Dragons in medieval Europe were troublemakers who stole **maidens** and hoarded gold. Western dragons could be any size, but most were considered reptile-like, with glittering scales and rough wings. They had forked tongues, roared and breathed fire. Writers say that western dragons commonly lived underground, in caves, underwater, or in mountainous areas in Africa and Europe. Norwegian sailors used to carve their ships to **resemble** fierce dragons, presumably to scare away any sea-dwelling monsters. Milk was the western dragon's favorite drink, and it made them drowsy. Egyptians, Greeks and Romans used to leave milk at the entrance to dragon caves to protect their people from harm. Western dragons usually threatened people, and it was believed that dragon gold carried a **curse**. According to a first-century Roman named Pliny, however, dragon scales, teeth and blood could be used for **medicinal** purposes.



Eastern Dragons

Eastern dragons are distinguished as friendly, wise creatures—not at all like their western relatives. In parts of the Far East, travelers can still see **shrines** and altars dedicated to the dragons, especially near water—since most eastern dragons were sea-dwellers. Unlike western dragons, eastern dragons rarely had wings and their voices sounded like ringing bells rather than terrible roars. Eastern dragons had a “**poh shan**,” which was a growth on top of their heads that pumped air in and out, instead of wings. Giant eastern dragons were believed to affect nature by making clouds and causing whirlpools. Eastern dragons were known for feeding on **bamboo**, milk and cream—not people. Also, even though eastern dragons collected gold and riches, they liked to share their wealth with people. In the Orient, people still seek **feng shui** advisors so that their homes are built on “dragon paths.”



L.A.C.1.1, LA.E.1.1, SS.A.1.1, SS.A.3.1, LA.C.1.2, LA.E.1.2, SS.A.3.2

Background Information

Folktales

"Traditional literature arose from the oral tradition and gradually entered the world of writing. Traditional literature includes different kinds of folktales, stories that have been passed down from generation to generation. The characters are generally flat, the plots are simple, and good triumphs over evil. The study of folktales is a good way to help students become aware of other cultures. It's interesting that versions of the same tale often emerge in different parts of the world." (Fountas & Pinnell, 2001, p. 394)

Stone Soup is a **folktale** that has been told for many years in several different countries. The story of **Stone Soup** has been preserved through generations because of an **oral tradition** of storytelling.

Read **Stone Soup** by a variety of authors and discuss the similarities and differences with the class.

Stone Soup by Marcia Brown

Stone Soup by Jon J. Muth

Stone Soup by Ann Mc Govern

Stone Soup by Heather Forest

Fountas, I.C., and G.S. Pinnell, **Guided Readers and Writers**, Portsmouth, NH, Heinemann, 2001.

Folktales for Students

The Mitten: A Ukrainian Folktale
by Jan Brett

The Adventures of Spider: West African Folktales
by Joyce Cooper Arkhurst

Two of Everything: A Chinese Folktale
by Lily Toy Hong

The People Could Fly: American Black Folktales
by Virginia Hamilton, et al.

The Boy Who Drew Cats: A Japanese Folktale
by Arthur A. Levine, Frederic Clement

Folktales of Joha, Jewish Trickster
by Matilda Koen-Sarano

Rockabye Crocodile: A Folktale from the Philippines
by Jose Aruego

Folktale Sites for Students

Scholastic - a great website that includes activities and rubrics to use in your class:
<http://teacher.scholastic.com/writewit/mff/index.htm>

Aaron's Storybook - folktale plays for readers' theater:
<http://www.aaronshp.com/stories/folk.html>

Children's Stories & Folktales from Indonesia
by Renny Yaniar:
<http://www.geocities.com/kesumawijaya>



Vocabulary

Show Specific

- Bamboo**—a tall, treelike tropical grass with a hard, jointed stem
- Cooperation**—working together of individuals toward a shared goal
- Cunning**—skillful, clever
- Curious**—eager to learn
- Curse**—an expression of evil and misfortune
- Feng shui**—the art of placing graves, homes and buildings in locations that won't bother dragons
- Folklore**—customs, beliefs, stories and sayings of a people handed down from generation to generation
- Folktale**—traditional tales of imaginary events
- Hoard**—to collect and store away
- Maidens**—unmarried girls or women
- Medicinal**—used to relieve or cure disease
- Multiple**—more than one
- Mythology**—a collection of myths—stories that describe supernatural beings and events
- Oral tradition**—the passing down of stories from generation to generation through the spoken word
- Poh shan**—a growth on top of an eastern dragon's head that pumps air in and out, allowing the creature to fly
- Regenerate**—to re-grow
- Resemble**—to be like or similar to
- Shrine**—a place that is considered sacred
- Traditional**—handed down from age to age
- Trickery**—the use of tricks to deceive
- Variations**—changes in form, position or condition

Art Form Specific

What is a Prop?

Props: It's short for properties.

Props are all of the things needed to decorate the set and be used by actors onstage. They are either made, bought, borrowed or rented.

The prop master is in charge of everything the actors carry or use onstage. Props are kept on a prop table so they can be easily found during the play. Because each prop has its own place on the table, it's easy to tell if a prop is missing. Sometimes these props can be found in the prop room among the props used for previous plays. Other things may need to be purchased. A craftsman may make props that can't be purchased.

Personal props

A personal prop is something actors carry or wear to help develop the characters they are portraying. Glasses, a walking stick, a pipe, a purse or a fan are examples of personal props. What famous theater character might have used this personal prop:

- a hook for a hand?
- a broom?
- a basket with a dog inside?

Can you think of other examples of personal props?

You're faking it!

Many props are made from papier mâché, foam rubber, cardboard or styrofoam. Props can be decorated to look expensive and elaborate, or textured and painted to look like wood, stone, food, etc. Most props are designed to be seen from a distance, by the audience. Up close, they may not look real.

Set props

Set props are large pieces of furniture like chairs, tables, rugs, beds and other big pieces that add realism to the setting.

Trim props

Trim props are smaller than set props. They might be things like lamps, vases, clocks, dishes and curtains that decorate the set.

Hand props

Hand props are the things actors use onstage, for example a letter, money, a book, food, drinks, a key, a sword, etc.

Expanding the Classroom through Discussion

Pre-Performance Discussion Questions

1. Who are some dragons that you've heard about, read about or seen in movies (e.g., Elliott from Disney's **Pete's Dragon**, "Puff the Magic Dragon")? What are some of their characteristics? How do these dragons compare to the description of western dragons found on page 2 of this Teacher Guide?
2. **Stone Soup** is a story that has been passed down for generations. What kind of stories have your friends or family told you? Did anything exciting ever happen in the history of your town that you've heard about? Did you ever do anything that taught you a lesson about sharing or cooperation? In a circle, share a story with your class.
3. How does sharing make you feel? Name three people that you know with whom you like to share.

Post-Performance Discussion Questions

1. How did Scorch the dragon compare to other dragons that you've read about, heard about or seen in movies? Compare Scorch to the other dragons you may have talked about before the show. What lesson did Scorch learn from Sam's story?
2. Sometimes, plays and movies have music in them. What did you think about the music in **Stone Soup & Dragon Dumplings**? Why do you think people put music in plays and movies?
3. How was the **Stone Soup** story in this play different from other versions that you've heard? Which one do you like the best? Why?

Teacher Guided Activities

Taking Care of a Dragon

Adopting a dragon can be a lot of work—especially when you need to show him how to eat properly and use good manners. Answer the following questions to prove that you are responsible enough to care for your dragon!

1. Your dragon friend is hungry! You decide that a sensible breakfast is a cup of milk, a banana and two pieces of toast. If your dragon friend eats this breakfast every day for seven days a week, how many cups of milk will your friend drink in one week?

How many pieces of toast will he/she eat in one week?

2. Your adopted dragon needs to sleep 10 hours each day, eat 1 hour each day and study his/her alphabet 1 hour each day. After subtracting the sleeping, eating and studying hours, how many hours are left in a day?



Teacher Guided Activities

Class-ic Stone Soup

Pre-Activities

- Study basic food groups
- Read the book **Stone Soup**
- Sort foods by food groups



Activity

Have each student bring in his or her favorite vegetable (either fresh or canned). Remind the students that you want their soup to taste like the soup in the story. (The teacher might want to have a few “spare” cans in case a child does not bring a can.)

Before you start making the soup, here are a few activities for you and your class (depending on grade level):

- Have each child identify the name of his or her vegetable.
- Sort the cans of vegetables into groups by name on the carpet.
- Have children create a real graph on the carpet by placing their vegetables next to like names.
- Older students can create a bar graph, pictograph or pie chart.
- Discuss your findings as a class: how many different kinds of vegetables, number of each kind of vegetable, greatest number vegetables, least number vegetables, etc.
- Have each student illustrate a picture of his or her vegetable on a small index card. Use each student’s card to create a picture graph on chart paper.



It is now time to create your Class-ic Stone Soup!

Allow each student to add his or her vegetable to the Crockpot.

Add some salt and pepper to taste, scoop each child a bowl full and enjoy!

Eckerd Theater Company

www.eckerdtheatercompany.com

Writing Connections

Everyone has a favorite after-school snack.
Before you begin writing, think about some of your favorite after-school snacks.
Now write to explain how to make your favorite after-school snack.

Helpful Hints

Write the Directions:
Use time order words: first,
then, next and last
OR
Use numbers before your
words.

Check the directions:
Did you include ALL
the steps?
Are the steps in the right
order?

Check for Errors:
Check your directions for
spelling, capital letters and
proper punctuation.

Read the directions below for making a milkshake.

First, you get out the blender (after you ask your parents).
Then, you get your favorite ice cream out of the freezer and the milk from the refrigerator.
Next, you scoop out the ice cream and pour in some milk. Carefully place the lid on the blender and, with your parent's help, turn it on. Blend until it is mixed together well. Stop the blender and pour it into a cup. Last, drink your delicious milkshake!

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

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Additional Resources

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

The Discovery of Dragons

by Graeme Base

A Book of Dragons

by Hosie and Leonard
Baskin

Lao Lao of Dragon

by Margaret Bateson-Hill

Check out these
Internet sites for
additional
information!

[http://stonesoup.esd.
ornl.gov/stonesoup.html](http://stonesoup.esd.ornl.gov/stonesoup.html)

[http://kidshealth.org/
kid/stay_healthy/food/
pyramid.html](http://kidshealth.org/kid/stay_healthy/food/pyramid.html)

Student Guide Standards

(For Florida Schools)

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Page 2 - VA.A.1.1, VA.A.1.2

Page 3 - VA.A.1.1, VA.A.1.2

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