

# Alliance Theatre

Institute

*Doctor De Soto*  
**STUDY GUIDE**

**JAN 18 – MAR 6, 2025**

Created as part of the Alliance Theatre's **Dramaturgy by Students** program

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The Museum School of Avondale Estates

# Doctor De Soto

*By*  
**IDRIS GOODWIN**

*Directed by*  
**MARK VALDEZ**

*Based on the book by*  
**WILLIAM STEIG**

*Produced in partnership with Seattle Children's Theatre*

*On the HERTZ STAGE*



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## About This Study Guide:

Through the Alliance Theatre’s Dramaturgy by Students residency program, an Alliance Theatre teaching artist and classroom teachers collaborated with third-grade students at The Museum School of Avondale Estates to create artful educational materials related to *Doctor De Soto*.

The Junior Dramaturgs’ research process included reading the play, researching the source material, and identifying characters, setting, and historical and scientific context to provide information for the audience, director, actors, and designers of the play.

The students’ writing and illustrations are included and attributed throughout this study guide.

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# GEORGIA STANDARDS OF EXCELLENCE

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## English Language Arts:

- ELAGSE1RL2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- ELAGSE1RL3 – Describe characters, settings, and major events in a story, using key details.
- ELAGSE1RL7 – Use... details in a story to describe its characters, setting, or events.
- ELAGSE2RL3 – Describe how characters in a story respond to major events and challenges.
- ELAGSE2RL6 – Acknowledge differences in the points of view of characters.
- ELAGSE3RL2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text
- ELAGSE3RL3 – Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- ELAGSE3RL6 - Distinguish their own point of view from

that of the narrator or those of the characters.

- ELAGSE4RL5 - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

## Health:

- HE1.1.d - Identify appropriate ways to express and deal with emotions and feelings. (ex: brushing your teeth)
- HE1.3.a - List the roles and responsibilities of professionals who assist with enhancing health and well-being.
- HE1.3.b - Identify specific health professionals in the school and community.
- HE1.4.a - Recognize ways to respond when in an unwanted, threatening, or dangerous situation.
- HE3.1.a - Identify situations when professional health care or emergency help for self or others is needed.

## Theatre:

- TARE.1 – Engage actively and appropriately as an audience member.
- TARE.2 – Critique various aspects of theatre and other media using appropriate supporting evidence.
- TACN.1 – Explore how theatre connects to life experience, careers, and other content.
- TACN.2 – Examine the role of theatre in a societal, cultural, and historical context.

# SYNOPSIS

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## ***From the Alliance Theatre:***

Award-winning playwright Idris Goodwin brings William Steig’s tale of wit, wisdom, and whimsy to the stage with an eye-popping blend of live-action, puppetry, music, and rhyme. Despite the sign outside stating that they do not treat predators, Doctor De Soto and Mrs. De Soto take pity on a suffering fox with a rotten tooth. But once he opens his jaws and they must step inside, they begin to rethink their decision. Full of excitement and laughter, this modern-day fable proves that even the smallest creatures can make a big difference with kindness and a little quick thinking.

## ***From Ella, Holland, and Amélié, Junior Dramaturgs at The Museum School of Avondale Estates:***

In the beginning of the play, we see Doctor De Soto’s dentistry office. Doctor De Soto, a mouse and the great doctor of dentistry, treats animals that are NOT predators! (No cats or dangerous animals allowed!) Doctor De Soto’s mouse wife helps run the office and treats patients. Their 10-year-old mouse child, Young De Soto, is learning all they can about animal dentistry.

Suddenly, a fox rings the doorbell and cries out in pain. Doctor De Soto says, “You’re not allowed in, read the sign!” The Fox begs to come in for help with their toothache. Doctor De Soto and Mrs. De Soto yell once again, “No, you can’t come in!” Young De Soto tells their parents, “It just seems cruel of you not to help the poor fox!” Doctor De Soto responds, “It is not safe for us to help the Fox!”

Long story short, Young De Soto does not listen to their parents and sneaks around to help the needy Fox. Young De Soto learns their plan is in big trouble when the Fox starts to mumble a little tune, “Everything goes nice with mice!” and Doctor and Mrs. De Soto have to step in to help.

*Make a prediction: Do you think the three mice will “outfox” the Fox?*



**The Fox comes to the De Soto Dentist Office**  
**By: Genevieve & Emmagene**

# AUTHOR VS. PLAYWRIGHT

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There are two writers of *Doctor De Soto*. The author, William Steig, wrote the original book, while the playwright, Idris Goodwin, wrote the play.

See page 21 to complete a Venn Diagram, comparing the book and play adaptation of *DOCTOR DE SOTO*.

**William Steig, Author**

**By: Charles and Eamon**

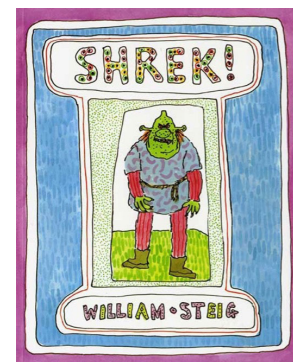
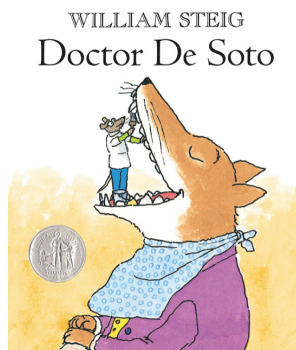
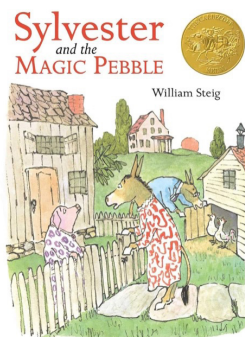
William Steig was an American cartoonist, illustrator, and children's author. He was born on November 4, 1907 and died on October 3, 2003.

When he was in high school in New York City, he drew cartoons for student newspapers and was a talented athlete. He attended City College and the National Academy of Design.

Steig sold his first cartoon to the *New Yorker* magazine in 1930 and drew cartoons for *The New Yorker* magazine for 73 years. He created his first book, *Man about Town*, in 1932, but it was not a children's book.

He was 61 years old when he started to write children's books, and he wrote more than 30 in his lifetime. In 1968, he wrote his first children's book, *Roland the Minstrel Pig*. Steig's book *Sylvester and the Magic Pebble* won the Caldecott Medal for his illustrations in 1969.

Steig wrote *Doctor De Soto* in 1982, and in 1990, he wrote his most popular book, *Shrek*.



**Photo Sources:**

**Arnold Newman/Getty Images; Amazon; My Imagination Kingdom**

# AUTHOR VS. PLAYWRIGHT

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## **Idris Goodwin, Playwright**

*By: Annie*

### **Why did you decide to turn the book into the play? What inspired you?**

The book was published when I was around three years old, and it quickly became a favorite. I loved the humor and simple, yet engaging, storyline. It always held a special place in my heart. Now that I'm a parent, I've had the joy of sharing it with my own kids, who also love it – and it still holds up today.

I became curious about the theatrical possibilities inherent in the story – particularly the dynamics between the fox and the mouse dentists. I approached the Steig estate to see what was possible with a theatrical adaptation and eventually secured the rights because I believed so firmly in the story's ability to be adapted for the stage. I believed the simplicity of the narrative, paired with its humor and cleverness, would translate beautifully to the stage and resonate deeply with audiences.

### **What do you want the student audience to learn after seeing the play?**

I want young audiences to reflect on what they would do in the De Sotos' situation. The narrative presents complex, layered choices – not just right or wrong answers. I hope children leave considering the consequences of their actions and the nuances of making tough decisions. It's about understanding that every choice has both benefits and drawbacks. I believe the play raises important questions about trust, compassion, and courage, and encourages families to discuss the idea of 'taking risks for the greater good,' even when something seems daunting or even threatening.







**Young De Soto on a pulley with the Fox**

*By: Lillian*



# CHARACTER ANALYSIS

Name	Character Traits
<p>Doctor De Soto</p>  <p>by Ben</p>	<p>Doctor De Soto is a mouse who is a dentist. He used to be a magician. He has a good sense of humor, and he is an optimist who tries to focus on the “good,” rather than the “bad.” Doctor De Soto doesn't let predators of mice into his dentist's office.</p>
<p>Mrs. De Soto</p>  <p>by Lillian</p>	<p>Mrs. De Soto is a great person to have around and a partner in the dentist's office. She is nice, creative, helpful, and kind but never sets the family rules aside. Mrs. De Soto is always forgiving and is really good at pop locking, a kind of dance!</p>
<p>Young De Soto</p>  <p>by Winston</p>	<p>Young De Soto is ten years old. They are learning about being a dentist. Young De Soto wishes their parents would listen to their ideas. Young De Soto is very helpful and can be courageous, but sometimes, this young mouse is a little too brave and can ignore the rules.</p>
<p>Fox</p>  <p>by Tegan</p>	<p>The Fox is a trickster and good at pretending. They are not always honest or trustworthy. The Fox really likes shiny things, like a gold tooth.</p>

# THEMES OF THE PLAY

Compiled by Annie

A **theme** is an important idea that is woven throughout a story or a literary work. A theme often links the main idea into actions that can be seen throughout the play. As you watch *Doctor De Soto*, see if you can find the following themes throughout the play.

Theme	Context in the Play
<b><i>Listen and follow rules.</i></b>	In the play, Young De Soto doesn't listen to the rules about treating a predator, and as a result, they put themselves in a dangerous situation.
<b><i>It is important to care for your family.</i></b>	The De Soto family cares about each other even when they make mistakes.
<b><i>Don't try everything by yourself. Ask for help.</i></b>	Young De Soto tries to treat the Fox without any help or dental knowledge. They realize that they need their parents' assistance and expertise to treat the Fox.
<b><i>Sometimes, it is hard to decide what is the right thing to do.</i></b>	Young De Soto wants to follow the rules of the dentist's office but doesn't want to discriminate against the Fox.

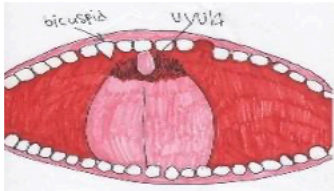

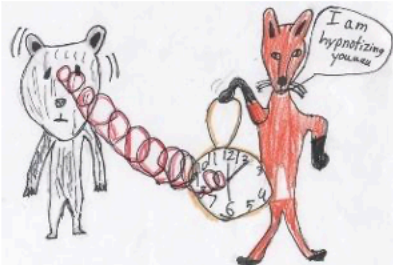


**Young De Soto decides to ignore the family rules and uses a pulley system to help the Fox**  
**By: Zoe**





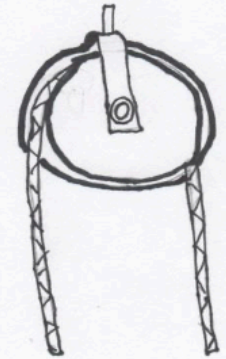
# VOCABULARY

Compiled by Whitney, Ezra, and Zoe

Word (Part of Speech)	Definition	In Context
<b>apprentice</b> – (n)	Someone trained to take over a job when needed	Young De Soto is learning to be a dentist as an <b>apprentice</b> to Doctor De Soto.
<b>bicuspid</b> – (n)	The teeth in the back of the mouth between the ‘canine’ teeth and molars  <i>by Whitney</i>	The Fox has a toothache in a <b>bicuspid</b> .
<b>discriminate</b> – (v)	To not include others based on a difference or distinction	Young De Soto wants to include predators as patients and not <b>discriminate</b> against them.
<b>efficiency</b> – (n)	Getting things done quickly and with good quality	Doctor and Mrs. De Soto run their dentist’s office with <b>efficiency</b> .
<b>generation</b> – (n)	People born during the same 20–30-year period	Young De Soto is a member of the next <b>generation</b> of the De Soto family who will be a dentist.
<b>hygiene</b> – (n)	Keeping healthy by cleaning the body and teeth	Doctor De Soto helps patients have good dental <b>hygiene</b> .  <i>by Whitney</i>
<b>hypnotize</b> – (v)	To control someone else’s mind  <i>by Ezra</i>	Doctor De Soto tries to <b>hypnotize</b> the Fox.

# VOCABULARY

Compiled by Whitney, Ezra, and Zoe

<p><b>mammal</b> – (n)</p>	<p>An animal with fur or a human with hair that gives birth to a live baby</p>  <p>by Zoe</p>	<p>The characters in the play, <i>Doctor De Soto</i>, are all <b>mammals</b>.</p> <p>An otter is a <b>mammal</b> that scared Mrs. De Soto.</p>
<p><b>mantra</b> – (n)</p>	<p>A repeated phrase to live by</p>	<p>The De Soto family has a <b>mantra</b> for the family - "Work hard, play hard, too. That is what De Sotos do."</p>
<p><b>predator</b> – (n)</p>	<p>A predator is an animal that eats animals lower on the food chain.</p>  <p>by Mabel</p>	<p>The Fox is a <b>predator</b> to the De Soto family, who are mice.</p> <p>See page 13 for more information about predators and prey.</p>
<p><b>prey</b> – (n)</p>	<p>Prey is an animal that gets eaten by other, usually larger animals.</p>	<p>The De Soto family does not want to be <b>prey</b> for the Fox.</p>
<p><b>pulley</b> – (n)</p>	<p>A simple machine used to lift heavy objects</p>  <p>by Zoe</p>	<p>Young De Soto used a <b>pulley</b> system to lift up and reach the Fox's mouth.</p>

Source: Merriam-Webster Dictionary (and student's own words)

# ALLUSIONS

An **allusion** is a reference to something else. The audience should understand the allusion’s meaning without the playwright needing to state or define it explicitly.

Allusion	Definition	In Context
“How’re the calves?”	This phrase refers to the traditional greeting, asking about the well-being of her children. This phrase is directed to Bessie Bovine-o-witz, a cow, whose children are calves.	Doctor De Soto: “Hello there? How’s it going? How’re the calves?”
“Walk up”	A patient who visits the doctor without previously scheduling an appointment	Doctor De Soto: “Thought you said there we no more appointments?”  Mrs. De Soto: “Must be a walk up”
“Hippopotamus optimus oath”	This phrase is a play on words, referring to the Hippocratic Oath, or the pledge new doctors must make to uphold ethical standards.	The Fox: “What about the <i>Hippopotamus Optimus Oath</i> ? You cannot deny another mammal treatment if they are suffering.”
“Grinding his teeth”	To internalize one's anger without expressing it externally	Young De Soto: “I heard my mom grinding out that tooth And my father, grinding his teeth.”



By: Zoe

# ANIMAL FACTS

Compiled by Annie, Mable, and Maddie

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By: Tegan



By: Whitney

## MOUSE FACTS

- Mice have 20 teeth (Doctor De Soto must have learned a thing or two about his teeth!).
- Mice have 32–56 babies a year!
- A mouse digs a burrow, or a hole in the ground that is their home.
- Mice grow their teeth back when they lose them (Doctor De Soto must be a really good dentist).
- In the wild, mice can live between 6-18 months.

## FOX FACTS

- Most foxes have 42 teeth.
- Foxes are identified by their dog-like shapes; most foxes have pointy ears that are tilted forward.
- There are four main colors of a fox: red, silver, cross between red & silver, and white.
- A baby fox is called a kit or pup.
- Foxes have whiskers on their face and their legs. These whiskers help them navigate, which means locating places.
- A grownup fox is 15-16 inches tall at the shoulder. It can weigh between 8-15 pounds. A young fox is four inches long and can weigh  $\frac{1}{4}$  pounds.
- A group of foxes is called a leash or skulk.
- Foxes are nocturnal and hunt at night. When hunting, they walk along an area and try to detect any noises before catching their prey.

# PREDATOR VS. PREY

Compiled by Mabel and Maddie

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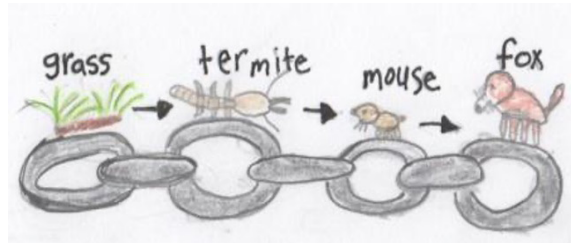
A “**predator**” is an animal that primarily eats other animals, while “prey” signifies an animal that gets eaten by other animals. Three examples of predators are foxes, wolves, and tigers, and three examples of prey are mice, chipmunks, and rabbits.

Prey and predators sometimes use camouflage to hide and blend into the surroundings. That way, prey can hide from predators, and predators can sneak up on prey. Most predators have eyes that face forward, but most prey have eyes on the sides of their heads.

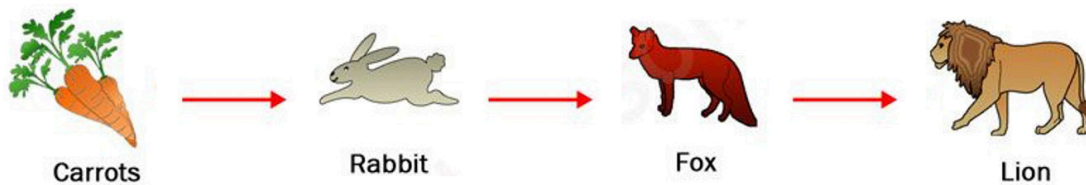
Mice, like the De Soto family, do not eat any other animals, except bugs, because mice are near the bottom of the food chain. The food chain is an imaginary chain that connects predators and prey. Starting with grass, termites eat grass, and mice eat termites. Foxes eat mice, and then, the food chain ends.

Prey is usually at the bottom of the food chain, while predators, like lions, are on the top tier. If you are on the top tier, no animal eats you. Foxes are predators, near the top of the food chain, which means they eat mice!

*Can you identify other examples of predator vs. prey?*



**The Food Chain**  
By: Zoe



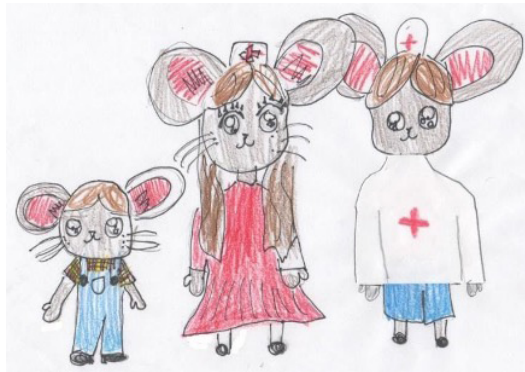
*Another Example of a Food Chain*



# DEEP DIVE INTO DENTISTRY

Compiled by Annie, Emmagene, Genevieve, and Javi

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The De Soto Family Dentists  
By: Maddie

## DENTIST FACTS:

- A dentist is a person who helps you take care of your teeth. They want to keep your mouth clean and healthy.
- A dentist can remove bad teeth (an extraction) and replace them with fake teeth (an implant). In the play, the Fox wants the dentists to extract his tooth.
- A dentist can also complete an exam where they examine the teeth and clean them. They can also fix cavities by drilling and filling the holes.
- Some people are scared to visit the dentist, even though dentists are helpful in eliminating pain or discomfort.
- A human dentist who takes care of animals' teeth is called a veterinary dentist.

## DENTIST JOKES

- What time do you go to the dentist?

***Tooth hurty!***

- How do you pull a tooth out?

***You use a toothpick!***

- Why do dentists like potatoes?

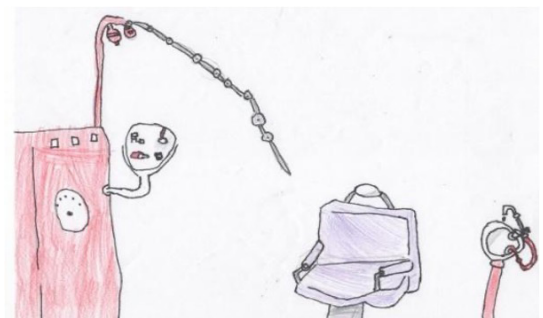
***Because they are so filling!***

- Why did the smartphone go to the dentist?

***It had Bluetooth!***

- What is a dentist's favorite animal?

***A molar bear!***



By: Eamon

*Can you create your own dentist joke?*

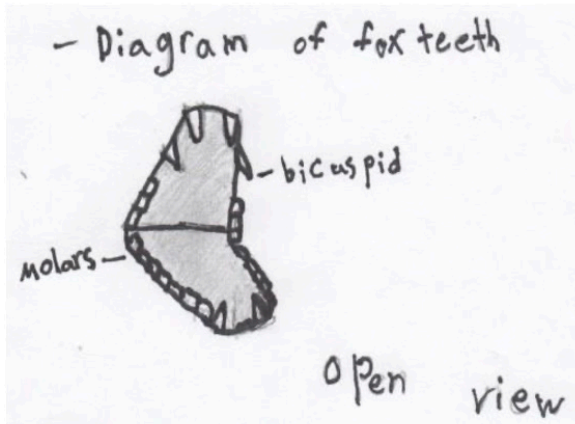


# DEEP DIVE INTO DENTISTRY

Compiled by Annie, Emmagene, Genevieve, and Javi

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## Fox Teeth:

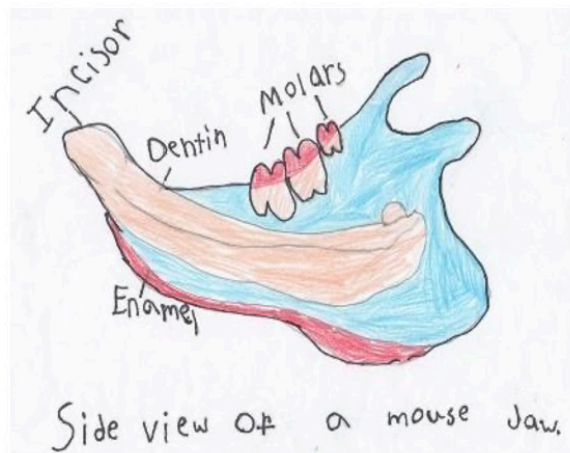


By: Gigi

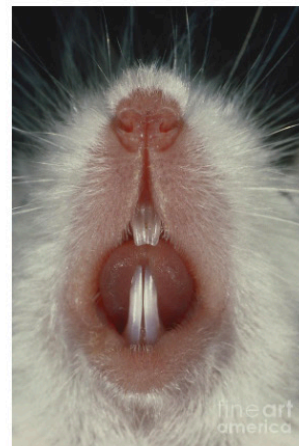


Source: AAAC Wildlife Removal

## Mouse Teeth:



By: Emmagene



Source: Pixels



# RHYME ZONE

Rhymes tell the story of *Doctor De Soto* by advancing the plot or introducing us to what the characters are really thinking or feeling.

*From the Playwright:*

Idris Goodwin, the playwright, calls *Doctor De Soto*, “a play with occasional rhymes.” He shares, “[This] phrase...is a playful nod to the fact that while I write lyrics and incorporate rhythmic language, I’m not a traditional composer in the musical theater tradition. My background is in rhythmic storytelling which of course invites musical accompaniment. Ultimately, I just want to tell a compelling story, and if audiences want to call it a musical, that’s fine by me.”

*Types of Rhymes:*

Type	Definition	Example
Internal Rhyme	Rhyme occurs in the middle lines of poetry, rather than the ends	The Fox: “Raw with butter, very <u>nice</u> , a dry white wine, a little <u>spice</u> ”
Couplet	A pair of consecutive lines of poetry that create a complete thought or idea and have the same meter; most have rhymes at the end of each line.	Young De Soto: “Fellow mice and mole, on down to the <u>shrew</u> , Relief to all teeth, even if they only have <u>two</u> ”
Free Verse	Poetry that does not rhyme or have a regular meter	The Fox: “Chomp, chomp, Shake, shake, I’ll eat you raw with salt.”

One of our Junior Dramaturgs wrote their own rhyme to summarize the play. Can you identify the types of rhyme they included?

Doctor De Soto’s Rad Rhyme

By: Amelié

This is a story.

It’s not super boring,

About a fox and a mouse and a rotten tooth.

Like what? What are you gonna do?

It’s harder than tying a shoe.

Doctor De Soto had a sign that read:

“No cats or predators”

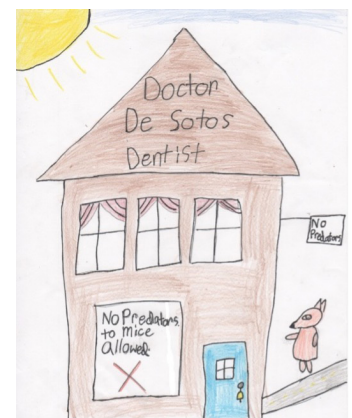
P-p-predators

Yeah, predators

Young De Soto, didn’t even take a photo,

When they did the Fox’s teeth

Se-cret-ly!



By: Annie

*Can you write a rhyme about one of these topics - visiting the dentist, working with your family, or being brave and trying something new?*

# SHADOW PUPPETRY

Compiled by Griffin and Noah



## A Short History of Shadow Puppets:

- Shadow puppetry is the oldest type of puppetry in the world. It originated in 3000 BCE in Ancient Greece.
- Shadow puppets grew in popularity about 2,000 years ago (156-87 BCE) in the Han Dynasty (China) and India!
- In Doctor De Soto, the actors and puppeteers use flashlights as their light source, but in ancient Indonesia, they used fire for the light source.
- Thousands of years ago, shadow puppets were made of animal hide and leather.

Left: An Indonesian shadow puppet

Below: Examples of shadow puppetry



Source: Adventures in a Box, Kidspot

# SHADOW PUPPETRY

Compiled by Griffin and Noah



## Shadow Puppet Interview with the Director:

The Junior Dramaturgs asked the director of *Doctor De Soto*, Mark Valdez, about shadow puppets in the play.

### How will the play use shadow puppets? Will the puppeteer use a projector and paper puppets?

The play will use shadow puppets, using a new kind of projector that the Alliance Theatre is making just for this show! We will use a tall, glass top table with lights and a video camera sitting at the bottom. Using cut out shadow puppets, we will project what the puppeteers are doing live. This way, we can play with different sizes of shadows.

### Why did you include shadow puppets in the production?

Idris Goodwin's play calls for puppets (but doesn't specify what types of puppets). We landed on shadow puppets because they allow for a lot of flexibility, and they invite imagination. Plus, we can make them very small or very large, simply by moving a light source. Lots of flexibility and fun! For the nightmare section, we will make 3-D puppets (fully dimensional puppets).



Puppetry sketches by *Doctor De Soto* Puppet Designer Lynn Jeffries

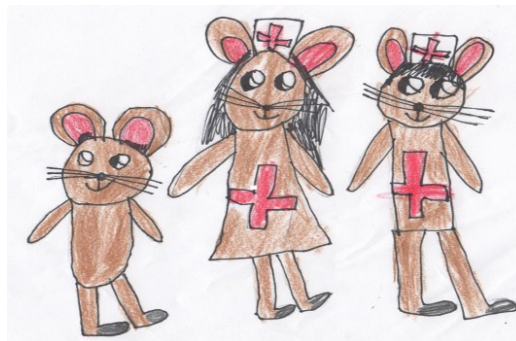
*Turn to pages 24-26 for a template to create your own shadow puppet!*



# PRE-SHOW DISCUSSION QUESTIONS

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1. Make a prediction: Based on the title of the play, *Doctor De Soto*, what do you think this play will be about?
2. Have you read the book *Doctor De Soto* by William Steig? If so, describe the plot of that story.
3. In this play, the main characters are mice and foxes. Describe these animals. Have you ever seen one in real life before?
4. Have you ever been to the dentist? Describe that experience.
5. In the play, the Fox has a bad toothache. Have you ever had a cavity or toothache? How was it resolved?
6. If you were in pain and needed to go to the dentist, would you rather be treated immediately by an inexperienced dentist and not have to wait, or would you rather wait and be treated with good care later?
7. In this play, the characters are compassionate, uncertain, brave, worried, and sneaky. Describe a time when you identified with one of those character traits.
8. In *Doctor De Soto*, Young De Soto takes a BIG risk to help another character, the Fox. Describe a time when you took a risk to help a friend or family member.
9. What is the role of an audience member during a play? How do they show their appreciation for the actors?
10. Review the elements of theater (set, costumes, props, lighting, sound). How do these elements help to share the story on the stage?
11. This play is about animals of many different sizes. What creative tools could you use to show different sized animals on stage?



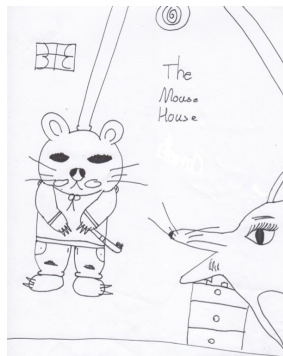
By: Mabel

# POST-SHOW DISCUSSION QUESTIONS

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*Engage in a discussion as a class or use these questions as journal prompts.*

1. How could you relate to the characters? What characteristics do you share with Doctor De Soto, Mrs. De Soto, Young De Soto, and the Fox?
2. Use your imagination: how do you think the Fox got a toothache?
3. What was your favorite moment in the play? Why?
4. Who was your favorite character, and why?
5. What was the problem that Young De Soto encountered, and how did they solve the problem?
6. What is the central message of the play? What did the playwright want audiences to learn?
7. In the play, Young De Soto took a big risk to help the Fox. They put their life in danger! How do you know when it is a safe time to take a chance versus be careful or cautious?
8. The De Soto family has a mantra, "This is what De Sotos do." What is your family mantra, or a repeated phrase to live by?
9. How did the technical elements of the play (costumes, lighting, sound, etc.) help tell the story?
10. The play used spoken word/poetry to entertain the audience. What was your favorite rhyme, and why?
11. How did the actors transform into the characters? How did they use the Tools of the Actor (body, voice, imagination, concentration)?
12. How did you know when the setting of the play changed? How did the sound or lighting change?
13. How was puppetry used in the performance?
14. Make a prediction: After the De Soto family returns from vacation, will the Fox return to their dentist's office? Why or why not?
15. Write a persuasive letter, encouraging someone to attend this play. Give reasons why they would enjoy the production.



**By: Amelié**

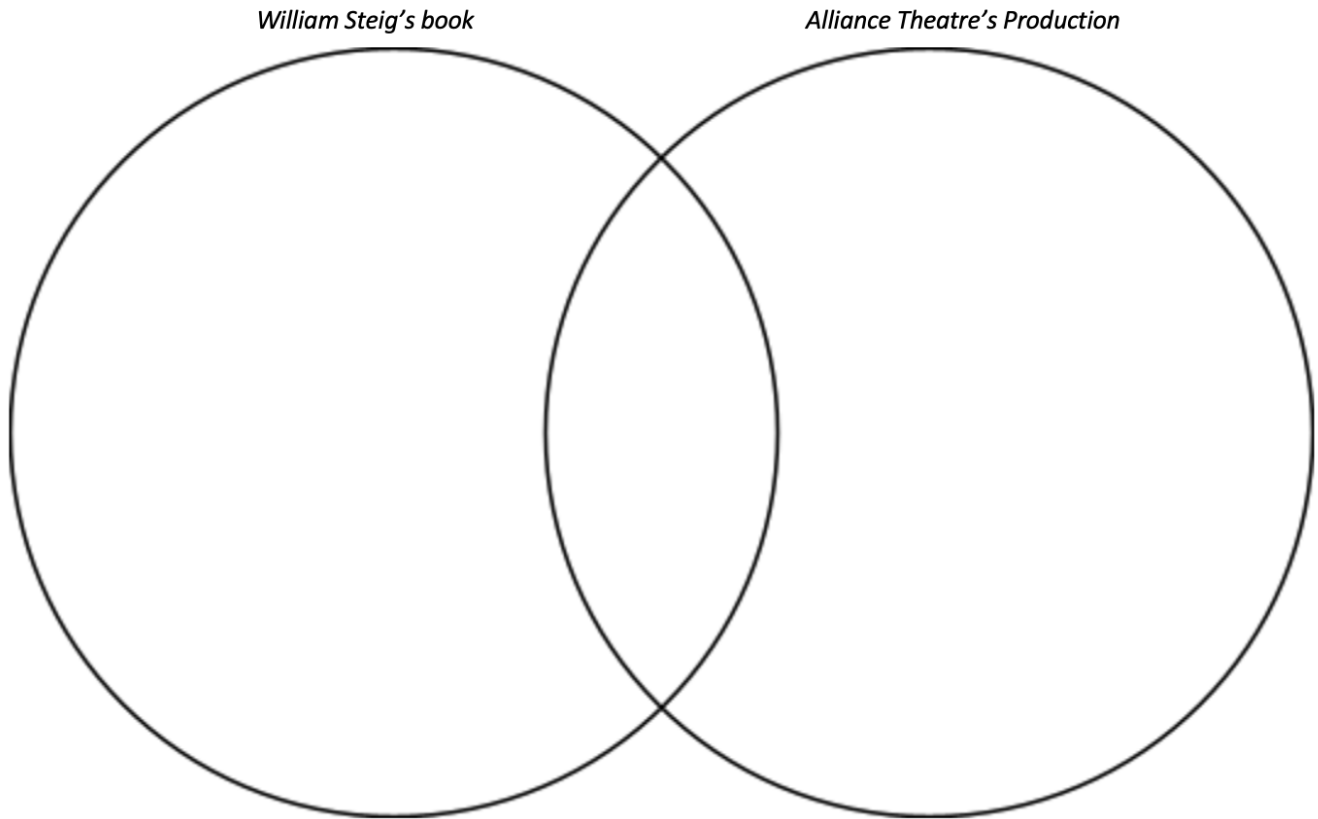


# POST-SHOW EXTENSION ACTIVITIES

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## Venn Diagram

In what ways were the Alliance Theatre's production, *Doctor De Soto*, and the book by William Steig similar? How were they different?

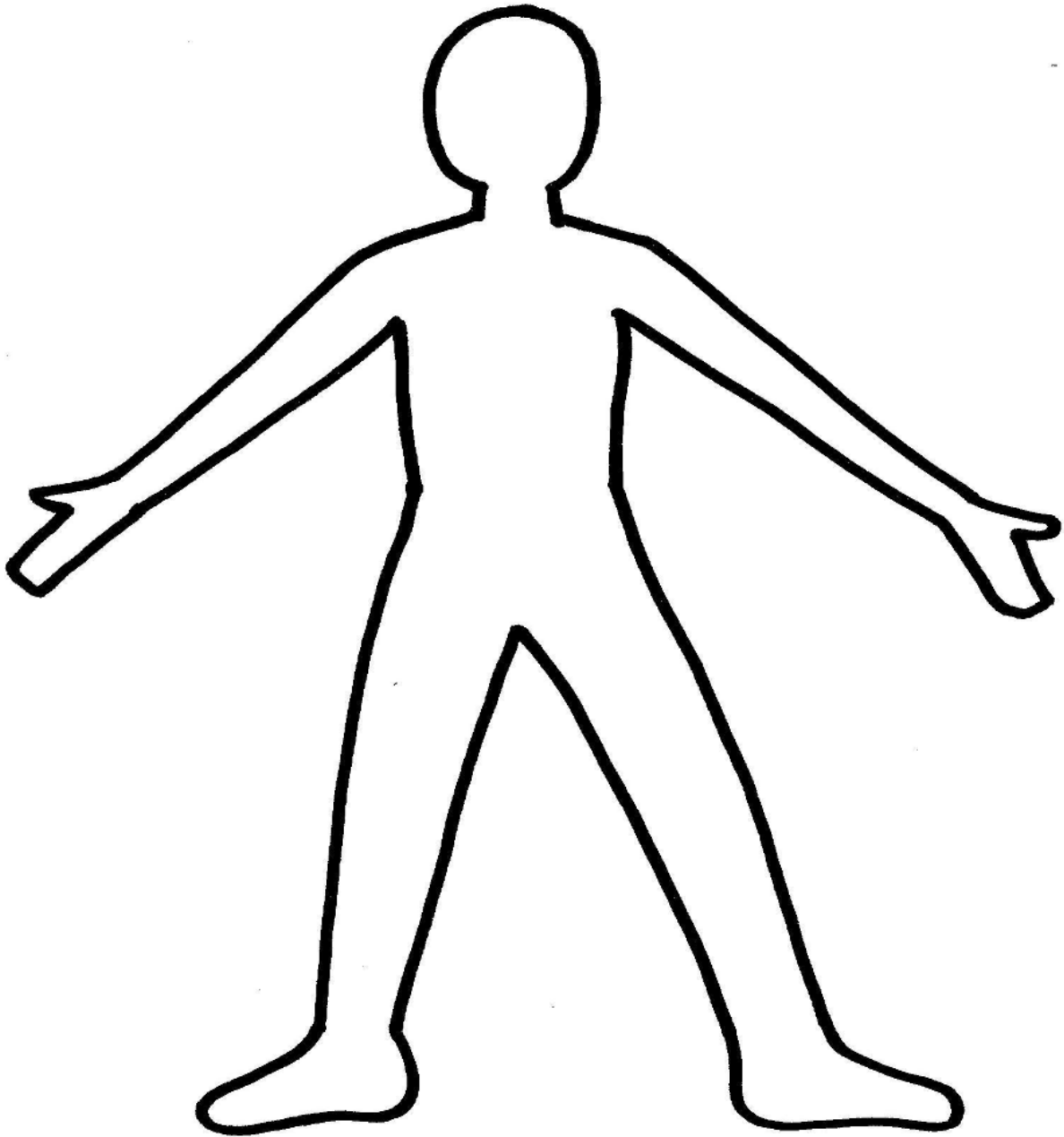


# POST-SHOW EXTENSION ACTIVITIES

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## Costume Design

Brainstorm costume ideas for the main characters: Doctor De Soto, Mrs. De Soto, Young De Soto, and the Fox.



# POST-SHOW EXTENSION ACTIVITIES

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Check out these costume design examples from the Junior Dramaturgs!



*The Fox* by Tegan



*Young De Soto* by Amelié

Here are the official renderings from DOCTOR DE SOTO's costume designer, Garry Lennon.



*The Fox*



*Young De Soto*

# POST-SHOW EXTENSION ACTIVITIES

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Lynn Jeffries, the puppet designer for Doctor De Soto, created a shadow puppet template of Young De Soto. Create your own shadow puppet inspired by Doctor De Soto!

## SUPPLIES:

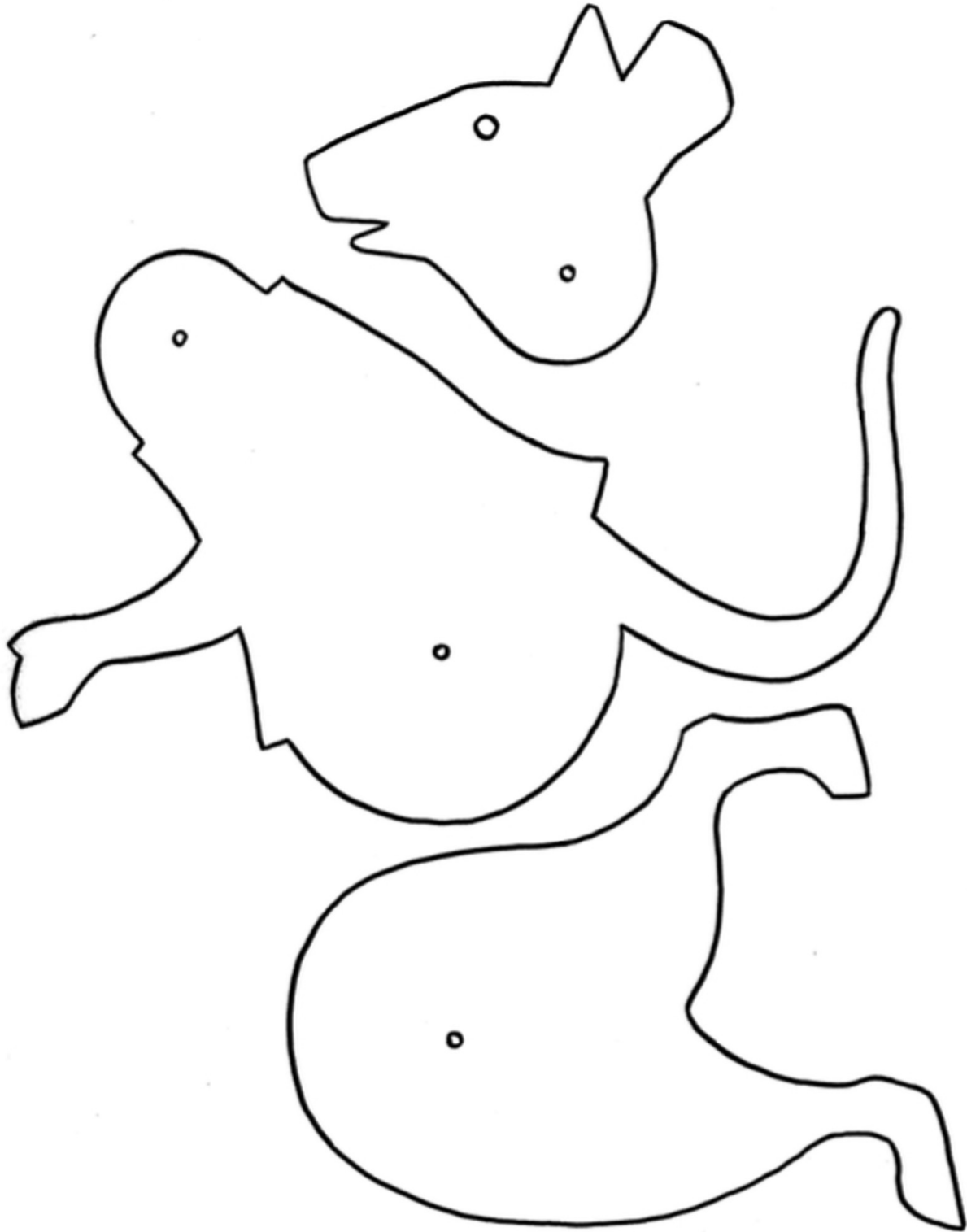
- Scissors
- Black construction paper or cardstock
- Fasteners (see step 5 below)
- Sticks (see step 6 below)
- Light source

## INSTRUCTIONS:

1. Print the three puppet outlines on card stock (see page 25 for template).
2. Cut out the three pieces along the lines.
3. Hole punch the eye.
4. Poke holes for the joints. The smaller circles mark where the joints go. You can use a sharp pencil to poke a hole in the paper on each small circle, and you can use a blunt-tipped scissors to carefully enlarge the holes if necessary.
5. **Join the pieces**, head to body and body to legs. For the joints, you can use:
6. Brads (small ones are best)
7. Two strands of yarn knotted on either side of the puppet
8. Yarn tied to a button on either side
9. Your own invention with materials at hand! (One teacher made joints with rubber bands, poked through the hole, and knotted on either side of the puppet)
  - a. A note on overlapping: The puppet will work best if the head is placed on top of the body, and the body is on top of the legs, so the three pieces form a stack. See the arrangement on page 26.
10. Add the control sticks. Use thin dowels, if you have them. If not, use what sticks you can find: chopsticks, drinking straws, skewers (blunt the tips!), or, in a pinch, pencils. It's important that the sticks extend below the body of the puppet.
  - a. You can tape the sticks to the puppet. Attach the head stick on one side of the puppet; then, flip it over and attach the legs stick to the other side. See illustrations on page 26. Be careful not to cover up the eye hole with the tape!
11. Use your shadow puppet: Create a shadow screen by hanging a bedsheet in a doorway or taping white paper in a frame. Butcher paper makes a great shadow screen.
  - a. Shine a light on the screen. Hold the puppet up against the screen and make it move. Have your audience sit on the other side of the screen, so they just see the shadow.
  - b. No screen? The sun will cast a nice crisp shadow! You can go outside and hold your puppet, so the shadow falls on pavement or on a smooth wall. A flashlight also works against a blank wall.

# POST-SHOW EXTENSION ACTIVITIES

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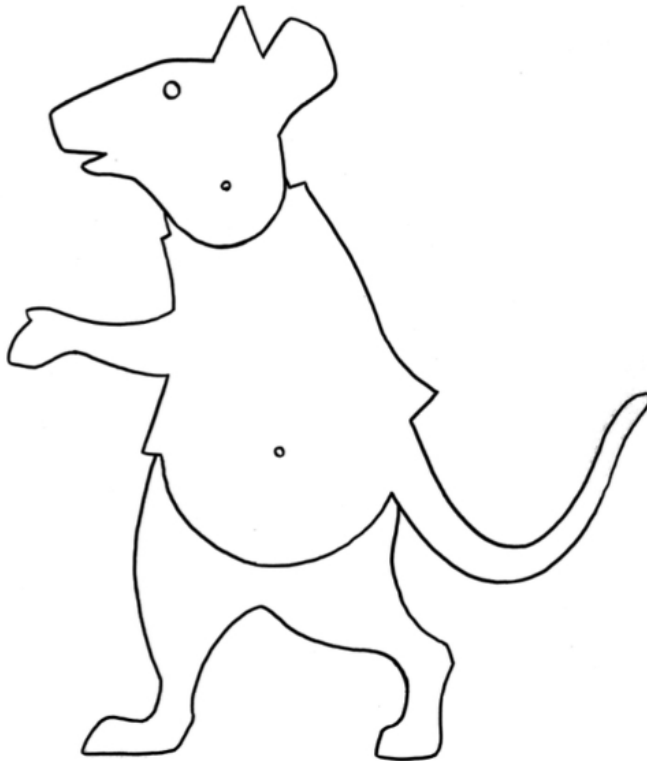


Puppet Designer: Lynn Jeffries

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# POST-SHOW EXTENSION ACTIVITIES

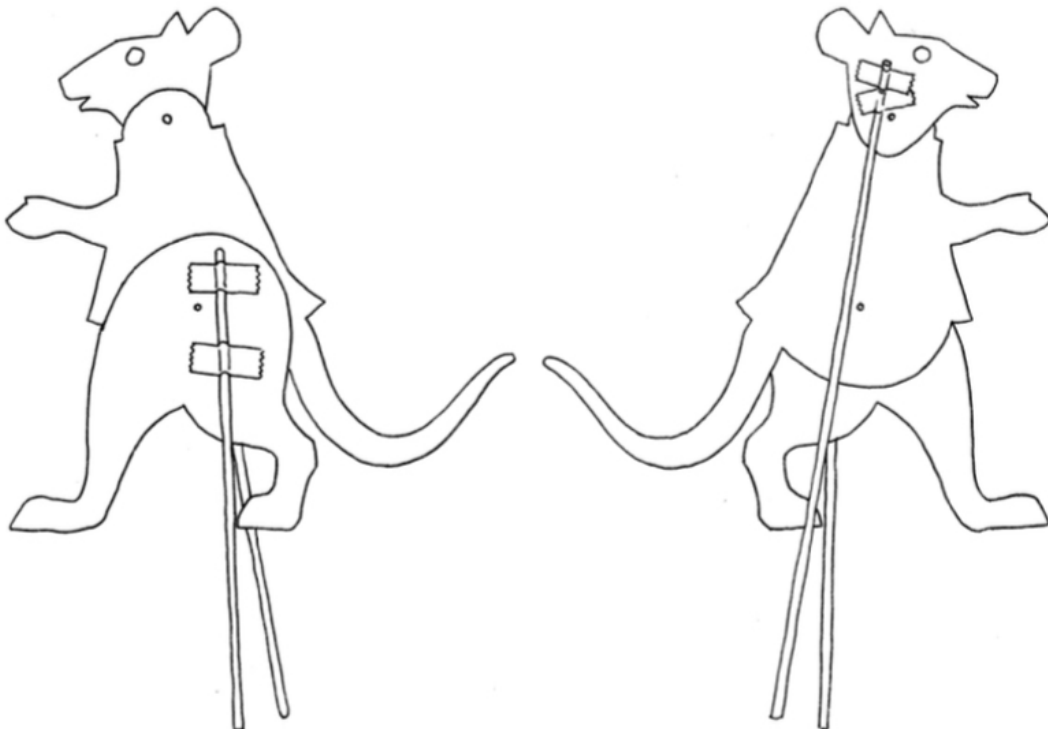
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**Previous Page:**  
Separate pieces to cut out

**Left:**  
Layered puppet

**Below:**  
Assembled puppet with sticks attached to the front and back of the puppet.





# POST-SHOW EXTENSION ACTIVITIES

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## Word Search

T D Y A O N H O M T Q U Y V F  
F S I V F G T O A Y H E L Y Z  
N N I P Y O Z E N N R U I C R  
N M G T S D O J T P H T M R C  
L H O E N U A O R Y O A A O T  
N Q D U S E C G A O Q C F T Z  
L R A T S M D I T F Y K T A L  
D I T B X E K H B T V U W D D  
A G Y F O X A Y E L L U P E L  
X Q L H T C P F W W W N I R T  
Z S W J H W R L E X B F L P U  
X P F E K N L C A K Z R M A M  
Q B Q P L A Y S V H A N Q A P  
F B Z W B H H H T P Y X W F T  
R R C Q L K V H C D B N X G K

### **Word Bank:**

Dentist

Family

Dr. De Soto

Fox

Mouse

Mantra

Toothache

Pulley

Bicuspid

Predator

Prey

Play

# POST-SHOW EXTENSION ACTIVITIES

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## Create Your Own Story

By: Tegan

Grab a partner; one will be the “writer” who fills in the blanks. The other will share words for the parts of speech specified. Write the answers (in pencil), and then, read the new story. Get ready to laugh!

### *The De Sotos Take Vacation*

After the Fox leaves the dentist’s office, it’s time for the De Soto family to take a vacation.

The De Sotos are traveling to \_\_\_\_\_ . Each family member packs  
place

a \_\_\_\_\_ , which is very \_\_\_\_\_ . |  
item adjective

The De Sotos decide to travel by \_\_\_\_\_ , and it only takes  
mode of transportation

\_\_\_\_\_ hours! When the De Soto family finally arrives, they feel very  
number

\_\_\_\_\_ . They check into their hotel and decide to  
adjective

\_\_\_\_\_ . The De Soto family stays for \_\_\_\_\_  
verb number

days. When they finally get home, they say, “Our vacation was

\_\_\_\_\_ .”  
adjective

### Reminder:

Noun: a person, place, or thing

Verb: an action word

Adjective: a word that describes a noun

# SOURCES

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- <https://maxwellmuseum.unm.edu/sites/default/files/public/Shadow%20Puppets%20and%20storytelling.pdf>
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By: Holland



*Robin Hollis, Emily Gardner, and the third grade Junior Dramaturgs from The Museum School of Avondale Estates*