



An educator's guide to...

Johnny Appleseed

A puppet show presented by Katie Adams' Make Believe Theater

Welcome to the show!

Johnny Appleseed features Puppetry, Storytelling, Whirligigs, Limberjacks, and a Storyquilt in a heart-warming adaptation of the story of America's beloved folk hero.

Puppeteer and storyteller Katie Adams weaves the story of Johnny Appleseed from the early days of the United States. Puppets crafted like old-fashioned toys, a story quilt, and traditional music are all part of the show. Each square of the story quilt is an episode in the life of the Tall Tale character of Johnny Appleseed, a man who followed his own unique dream and showed respect for all life.

This program is presented as part of the Arts in Education Program, which is funded and jointly sponsored by the Hillsborough County Public Schools and the Arts Council of Hillsborough County.

Show Synopsis:

Read through the following synopsis and discuss with your students what to look for in the performance.

The play chronicles the life of Johnny Appleseed from his birth to his death. A sampler quilt or “story quilt” as I call it, is used as a backdrop. Nine episodes of his life are encapsulated by the “pict-o-graphs” of the quilt to help young and old remember the story. The pict-o-graphs are traditional quilt patterns with the unique names for the patterns that have been passed down by quilt makers for generations.

Apple Pattern -

John Chapman is born September 26, 1774 in Leominster, Massachusetts. He later claims his first memories are of an apple tree outside his window.

Appleseed or Orange Peel Pattern-

The story of how John became a man with a mission to bring apple seeds and apple trees to the people in Ohio, Indiana and Illinois.

School House Pattern -

The story of how John Chapman got the name Johnny Appleseed

Bear’s Claw Pattern-

Johnny meets and saves the wolf. They become life long friends.

Hatchet Pattern -

The story of how Johnny used his wits instead of weapons to get himself out of trouble.

Baby Basket Pattern-

With the population growth in Ohio, Johnny moves out to Indiana. He doesn’t carry much, but he always has a story to share with whoever he meets.

Compass Rose Pattern-

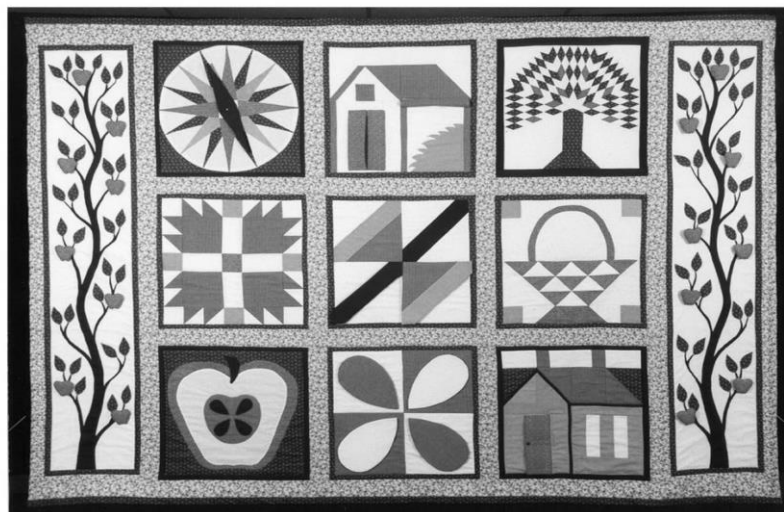
People spread Tall Tales about Johnny Appleseed to all parts of the United States.

Barn Pattern –

Johnny Appleseed lives to be seventy one years old. In 1845 he dies in Fort Wayne, Indiana.

Tree Pattern –

The legend of Johnny Appleseed and his dream still live on today.



Standards connected to the Performance

Language Arts: LAFS.K12.SL.1.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Theater: TH.2.C.1.2 – Respond to a play by drawing and/or writing about a favorite aspect of it.
TH.5.H.1.1 - Research and describe the context in which a specified playwright wrote a particular dramatic work.

Music: MU.3.H.1.1 – Compare indigenous instruments of specified cultures

Historical and geographical notes:

John Chapman was a real man who lived from 1774 to 1845. Upon his death Senator Sam Houston (for whom Houston, Texas is named), made a speech about him in Congress saying; “This old man was one of the most useful citizens of the world in his humble way. Farewell, dear old eccentric heart. Your labor has been a labor of love, and generations yet unborn will rise up and call you blessed.”

During Johnny Appleseed’s life time the country went from being English colonies, to being the thirteen United States, to being an expanding frontier.

Johnny Appleseed’s life’s travels are bounded by the Ohio River and the Wabash River. He planted apple trees from Pennsylvania all the way to the Wabash River, on the western-most boundary of Indiana.

Why the legend lives on today

Scarcely a community in the midwest hasn’t pointed to at least one apple tree it thinks descended from seeds introduced by Johnny Appleseed. John Chapman, the man, inspired curiosity, admiration, and an enormous amount of stories. Johnny Appleseed, the Tall Tale legend, lives on today because of his generosity, his reverence for life, and his courage in the face of many adversities.

The story of his life is still important for us today because it is a story of finding one’s path in life and sticking to it no matter what hardships come along. We are inspired by Johnny Appleseed just as we are by the Arthurian knights of the round table because he had a code of ethics that he lived by. Lastly, his story puts us in touch with nature, with the cycle of life, from which we are estranged in today’s culture.

I have chosen to use American folk arts to tell the story, partly because of their historical significance and partly, because their home-made, natural qualities are so reminiscent of the earlier days when we were more connected to the earth.

About the early American arts and crafts:

Limberjacks - Limberjacks, Paddywhacks, Dancing Jacks, or Clogging dolls are old-time mountain toys played along with music. Children and grownups could keep the beat to old fiddle dance tunes with the limberjack.

Patchwork Quilting - The art of making something from nothing. Patchwork is the stitching together of small pieces of fabric into squares called blocks. The blocks of patchwork were sewn together into a large bed sized square and, with a backing material and a layer of cotton or wool batting in between, stitched into a warm quilt. Fabric was a scarce commodity in the early days of the United States. Many people had to make their own fabric-washing, carding, spinning, dyeing, and weaving threads into a cloth, or they would reuse fabrics, or they would use pieces left over from other sewing projects. Patchwork quilting flourished from 1775 to 1875, and a wonderful variety of designs developed, inspired by early life and events.

Storytelling - With no TV, no computers, no movies or radio, the oral tradition was vital in the first one hundred years of this country as a source of entertainment and news. It is through storytelling that the first truly American heroes developed. The mythical larger than life characters and their adventures were chronicled in what was called Tall Tales. At first the stories enlarged upon the life and times of real folk such as Johnny Appleseed (who was the originator of many of his own stories), Davey Crockett, and Daniel Boone. Over time new characters developed that had no basis in reality, yet embodied the spirit of the different professions springing up in the new country. Paul Bunyan was the logging "mascot", John Henry the railroad builders', and Pecos Bill the cowboys'. Soon the stories were written down and in some cases the Tall Tales were created solely by writers.

Whirligigs - Whimsical and wonderful, whirligigs or wind toys are old-fashioned carvings that were placed outside to catch the wind and move playfully. They are a combination of dolls and windmills. The most common form was a single figure, however a few combine many figures and windmills. They were made throughout the eighteen hundreds.

Activities before the show:

The audience will only see a part of the story quilt at first. Through out the show the quilt will be unrolled. **Students should look for other surprises that happen with the quilt;** puppets that pop out, pieces that are added to complete patterns, and the growing apple trees.

Careful listening: By paying close attention to the show, students may discover the answers to these questions.

- What was Johnny Appleseed's real name?
- Why did Johnny Appleseed decide to plant apple trees?
- Why did he wear a cooking pot on his head?
- Why did a wolf follow him everywhere?
- Johnny Appleseed traveled light - what could he always carry with him?

Read aloud to your students some versions of the story of Johnny Appleseed. (See bibliography)

- Have your students name the characters in each story and discuss cause and effect of their actions.
- Compare and contrast with your students the differences in the story versions.

LAFS.K12.R3.7 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

LAFS.2.RL.1.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

LAFS.3.RL.1.2 - 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.

LAFS.5.RL.1.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Ask your students to look up on a map Pennsylvania, Ohio, Indiana, the Ohio River, and the Wabash River. Discuss the size of the states and what it would be like to travel that distance on foot.

Look up the following vocabulary words in the dictionary: **settler, pioneer, frontier**

The Role of the Audience

This is a reflective exercise for your students. You could read this section to them with discussion or, for 3rd, 4th and 5th grades, copy this section and pass it out for their review.

- **You are the audience - an important part of the performance.** You help the performers by pretending and participating with them.
- **Seeing a live show is not like watching TV or a movie.** The performers are in the same room with you, and can hear and see the audience, and interact! What are some other differences? (no commercials, no eating, no lying down or running around...)
- **Enter the performance space quietly and listen.** Who might be giving instructions?
- **The performers need you to watch and listen quietly.** Talking to friends disturbs the performers and other members of the audience.
- **Your job is to pretend along with the performers.** They like it when you laugh if something is funny. They also like to hear you clap at the end of a performance when they bow.
- **After the bows the audience stays seated.** Who might give instructions on how to leave?

Standards for Theater Etiquette

TH.K.S.1.1-Demonstrate appropriate audience behavior at a live performance.

TH.1.S.1.1-Exhibit appropriate audience etiquette and response.

TH.2.S.1.1-Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.

TH.3.S.1.1-Demonstrate effective audience etiquette and constructive criticism for a live performance.

TH.4.S.1.1.-Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.

TH.5.S.1.1-Describe the difference in responsibilities between being an audience member at live or recorded performances.

Activities After the show:

Storytelling and Theater

Go over the following theater definitions with your class. Then try some of the storytelling games.

Theater Concepts and Vocabulary

The performer and audience agree to "suspend disbelief", to pretend together that the action of the performance is real and is happening for the first time. This agreement means the audience members accept the use of theater conventions such as:

- Audience participation - the performer talks directly to, and interacts with, the audience. The audience is invited to respond verbally to parts of the story.
- The performer plays multiple characters and uses many voices.
- The performer sings to provide information, move the action forward and set a mood.
- The performer uses mime movements to suggest props and scenery.

Storytelling Activities - Games

Go over the stories from the show with your students. Pick one of the stories (or pick one episode). Be sure to have a beginning, middle, and end.

- Ask the students to form a circle and let the first child begin telling the story. At a prearranged signal from you, the next child in the circle must take up the story. Keep going until everyone has a turn and the story is told.
- Turn a favorite fairy tale into a "fractured fairy tale". Example- Make Goldilocks a beauty queen and the three bears farmers.
- Find an interesting item or photo and invent a story about it.

Learn Stories From Your Own Family

Visit an older relative and ask him or her questions. Stories will usually result. Some possible questions are listed below.

- What were holidays like when you were growing up? How were they different?
- Who was your best childhood friend and what did you do together?
- Is there a family event you wish you could do again in a different way?
- What was your grandmother's house like?
- Do you remember when I was little? What was I like?

LAFS.K.RL.1.2 - With prompting and support, retell familiar stories, including key details.

LAFS.1.RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LAFS.2.RL.1.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

LAFS.3.RL.1.2 - 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.

Puppet Theater Activity

- 1) Working as a group, pick a well known fairytale that most of the class is familiar with.
- 2) Decide what the theme or message of the story is.
- 3) Decide what characters you will have in the play.
- 4) Divide the class into two or more groups depending on the number of characters. Each group will have a turn performing for the rest of the class.
- 5) Using dolls, toys, or simple paper cut-out puppets let the students take turns improvising the main scenes of the story. Remember to keep the theme in mind!
- 6) If you choose, you can write down your scripts, rehearse and put on a show within your class!

TH.1.F.1.1 - Pretend to be an animal or person living in an imagined place.

TH.2.H.1.1 - Read and dramatize stories with similar themes to show developing knowledge of, and respect for, cultural differences.

TH.3.F.1.1 - Create and/or collect appropriate props and costumes and use them to help tell a story.

TH.4.F.1.2 - Create sound and lighting effects to suggest the mood of a story.

TH.5.H.3.4 - Act out a character learned about in another content area.

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More activities

Ask your students to write letters to Katie Adams. What did they like about the play? Who was their favorite character?

Bring apples in to examine and eat - then plant their seeds.

If you have access to a limberjack, bring it in to let your students try it out. (Perhaps the music teacher might have access to one). If they are very interested, let your students try manipulating the limberjack to music.

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Meet the Artists:

Katie Adams is a professional puppeteer whose shows invite you on a journey of imagination, inspiration and edification. Katie has been a professional puppet artist since 1986, and she loves to bring puppet shows to audiences all over the southeast and beyond. Katie lives in Tampa with her husband and daughter. Check out her website at: www.katieadamstheater.com

The song "Johnny Appleseed had a Dream" was written and composed by Pete Adams and Katie Adams.

Additional music by Mark O'Connor from his album Midnight on the Water, copyright 1998 Sony Music Entertainment, Inc.

