



# Lesson Plan: Marionettes and Language

## Australian Curriculum links

### Health and Physical Education

Plan and practise strategies to promote health, safety and wellbeing(ACPPS054)

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities(ACPPS058)

### English

#### Year 5

Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)

Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)

#### Year 6

Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)

Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)

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## Goals

1. To appreciate the complexity of human and animal movement and the importance of joints through an examination of the giant marionettes.
2. To work collaboratively to produce precise verbs, adverbs, similes and metaphors and other figures of speech to describe the movements of both marionettes and Lilliputians and the responses of the crowds.
3. To produce posters of these words (either hand drawn or via technology)
4. To reflect on the activity and their understanding through the completion of a feedback sheet.

## Resources

There are many more marionettes than came to Perth and there are a wide variety of You tube videos available. Other marionettes include an elephant, a grandmother, a diver, a boy,

1. Dog walking through street <https://www.youtube.com/watch?v=zYA8fkFGpe0>
2. Dog waking up (has advertisement at the beginning) [https://www.youtube.com/watch?v=AvA\\_7mQX1OM](https://www.youtube.com/watch?v=AvA_7mQX1OM)
3. Girl, dog and good Lilliputians <https://www.youtube.com/watch?v=l7EF7pjnPCg>
4. Le Xolo (dog) <https://www.youtube.com/watch?v=gOMUX8jvyic>

**Teacher:** <http://www.myread.org/index.htm> reminders of reading and learning theories and scaffolding strategies

## Background information

From Oxford Online Dictionary <http://www.oxforddictionaries.com/definition/english/marionette>

### Origin of the word *marionette*

Early 17th century: from French *marionnette*, from *Marion*, diminutive of the given name *Marie*.

Definition of *marionette* in English: noun

1A puppet worked by strings: *the bird bobs up and down like a marionette*

1.1A person who is easily manipulated or controlled: *many officers dismissed him as the mayor's marionette*

### Origin of the word *puppet*

Mid-16th century (denoting a doll): later form of *poppet*, generally having a more unfavourable connotation.

Definition of *puppet* in English: noun

1A movable model of a person or animal that is typically moved either by strings controlled from above or by a hand inside it: [AS MODIFIER] *a puppet show*

1.1 A person, group, or country under the control of another: a former *revolutionary hero* who is *now* a puppet of the state

### Origin of muppet

1990s: from *Muppet*, the generic name given to various puppets and marionettes created by Jim Henson (1936–90) for the children's television programmes *Sesame Street* and *The Muppet Show*.

### *Gulliver's Travels* by Jonathon Swift (30 November 1667 – 19 October 1745)

*Gulliver's Travels* is an adventure story (in reality, a misadventure story) involving several voyages of Lemuel Gulliver, a ship's surgeon, who, because of a series of mishaps en route to recognized ports, ends up, instead, on several unknown islands living with people and animals of unusual sizes, behaviors, and philosophies, but who, after each adventure, is somehow able to return to his home in England where he recovers from these unusual experiences and then sets out again on a new voyage.

**Book 1:** When the ship Gulliver is traveling on is destroyed in a storm, Gulliver ends up on the island of Lilliput, where he awakes to find that he has been captured by Lilliputians, very small people — approximately six inches in height. Gulliver is treated with compassion and concern. In turn, he helps them solve some of their problems, especially their conflict with their enemy, Blefuscu, an island across the bay from them. Gulliver falls from favor, however, because he refuses to support the Emperor's desire to enslave the Blefuscudians and because he "makes water" to put out a palace fire. Gulliver flees to Blefuscu, where he converts a large war ship to his own use and sets sail from Blefuscu eventually to be rescued at sea by an English merchant ship and returned to his home in England.

It is a satire that criticises certain types of government and rulers.

### Resources

1. A3 paper
2. Pencils
3. Perhaps some still images of the marionettes

## Learning Process

### Focus Question

How do joints help animals and people to move?

Teaching Strategy		
Activate background knowledge	<ol style="list-style-type: none"> <li>1. Who went to see the Giant Marionettes?</li> <li>2. Brainstorm student reactions – emphasise feelings (If they haven't seen them watch some of the You tube videos.)</li> </ol>	
Build new understandings onto old ones	Revise or introduce verbs, adverbs, nouns, adjectives, figures of speech (esp. similes, metaphors, personification, alliteration)	<a href="http://www.bbc.co.uk/skillswise/worksheet/en39plea-l1-w-understanding-imagery">http://www.bbc.co.uk/skillswise/worksheet/en39plea-l1-w-understanding-imagery</a> has a short worksheet on metaphors and similes. <a href="http://www.english.cam.ac.uk/classroom/terms.htm">http://www.english.cam.ac.uk/classroom/terms.htm</a> Cambridge University's explanation of these terms and many others.
another approach	Explain and revise as you work through the activity.	
Foster collaboration by provided a resource to be shared	Distribute one A3 sheet to each pair or group.	
Put one or more of the videos on 'loop' whilst students work Modelling construction	Explain one of the parts of speech or figures and speech. Model thinking them up and writing	

Joint construction	Do another one but involve students in making them up	
Stop video: Remind students of the responsibilities of working collaboratively	Elicit this information from students Allocate roles (everyone is a listener and a speaker)	
Restart videos	Groups work on activity. Teacher moves around answer questions.	
Providing timely and relevant feedback	Ask groups to prepare any points they still need clarifying Reporter reads the group's favourite example At the end of this round of the activity the teacher answers any questions.	
Continue the process		
Produce posters for display	Students use technology (or not) to produce posters/strips for display. Could be in the form of a paper mind map where the various figures of speech etc are grouped around a picture of the marionette	
Working individually Formative assessment Distribute feedback sheet	Students complete the feedback sheet.	