

# Pinocchio

## A Study Guide

Written by  
Tina Smith Romine

For Field Trip Performances at  
**The Renaissance Center**

## Overview of the Study Guide

- Synopsis of *Pinocchio*—page 3
- Getting to Know Pinocchio (Previous knowledge activity)—page 4
- That’s a Show! (Overview of musical theater)—page 5
- Are You Speaking Italian? (Background information for play)—page 6
- Puppets on Parade (Craft activity)—page 8
- Telling the Tale (Comprehension activity)—page 9
- Consequences (Synthesis activity)—page 10
- Resources—page 11
- Curriculum Standards for State of Tennessee—page 12

The first four activities in the study guide are for teachers to use before bringing students to see the performance. The last two activities are provided as follow-up activities. Each activity can be used independently of the others and is included to enrich the field trip experience. Additionally, the Renaissance Center offers a Visual Arts workshop (Origami Whales and Fish) in collaboration with the M.E.T. production of *Pinocchio*. Any teacher interested in scheduling both the workshop and the M.E.T. show should contact Laura Jackson, Field Trip Coordinator, at (615) 740-5533.

## Synopsis of *Pinocchio* by Jim Eiler and Jeanne Bargo

This musical adaptation of Carlo Collodi's book tells the story of the puppet, Pinocchio, and his quest to be a real boy. Master Geppetto is an elderly puppet maker who creates a life-size puppet because of his longing for a son. Geppetto is such a good man that the Blue Fairy brings Pinocchio to life and tells the puppet that he can become a real boy by being good and obeying his father, Geppetto. Unfortunately, Pinocchio repeatedly finds himself in situations in which he is tempted to disobey. Through music and dialogue, the audience follows Pinocchio through adventure and misadventure on his journey to becoming a real boy.

### Cast of Characters:

Antonio (a carpenter and narrator of the story)

Candlewick (street urchin)

Gino (street urchin)

Angelina (housekeeper for Geppetto)

Geppetto (puppet maker)

Pinocchio (puppet)

The Blue Fairy

The Coachman (evil man who lures children to the Land of the Toys)

Signore Volpone (the fox)

Signore Gatto (the cat)

# Getting to Know Pinocchio

## Lesson Objectives:

- Students will become familiar with the story of Pinocchio
- Students will consider how a story might be dramatized

## Activities:

1. Ask the students if they are familiar with the story of Pinocchio. On the board, write 'Pinocchio' and guide students to create a web with all of the information they know about Pinocchio (puppet, Blue Fairy, whale, etc.)—any ideas they may already have about the story.
2. Have students create drawings of what they think Pinocchio might look like.
3. Next read an excerpt or an abridged version of the story. If there is time available, you might want to read the entire story to the class over a period of several days—the original story actually appeared as a serial in an Italian publication. (A complete copy of the original text is available online at <http://www.gutenberg.org/etext/500>.)
4. After the class has read a version of the story, let students revisit their story web. What might they change or add to the web? Ask them about their drawings. Do they picture Pinocchio differently after reading the story?
5. Now, ask students to think about how the story of Pinocchio might be acted out on stage. How might an actor “be” Pinocchio? What might make it difficult to act out the story? As a class, create a list of some of the ‘problems’ actors might have with this story. Tell students that when they attend the performance they should think about the ways the actors deal with some of these problems.

# That's a Show!

## Lesson Objectives:

- Students will become familiar with the format of the performance
- Students will explore some of the elements of musical theater

## Activities:

1. The teacher might first ask how many in the class have attended a live performance. What performance did they attend? Was it a play? Did the performers sing and dance? Where did they attend the performance?
2. Introduce the term 'musical theater.' Ask students to think about what the phrase might mean. Use a K-W-L (what I know, what I want to know, what I learned) chart to help identify what the students already know about musical theater. Guide students to think about what kinds of things might be involved in musical theater—what might they expect to see when attending a musical theater production (real actors, sets, costumes, music, etc.)
3. Explain that the field trip performance that the students will attend at the Renaissance Center is a musical theater production of *Pinocchio*. Tell students that a group of actors will be acting out the story of Pinocchio using music, sets, costumes, props, etc. (use the following theater vocabulary as necessary): costume—what an actor wears on stage; prop—an object used by an actor on stage; set—scenery for a play.
4. Ask students to think of any movies or television shows that might have seen that use some of these same elements. You might consider showing the Disney film version of Pinocchio and then talking about how the film makers used animated characters and music to tell the story of Pinocchio. Ask the students how they expect the live performance to be different from the film version. How might the two performances be similar? (use of music and animal characters)
5. This would be a good time to discuss with the students how to be good audience members for a live performance. Remind them that there will be real actors on stage and that the students will need to sit quietly and listen carefully in order to hear and understand the story the actors will be telling. Let them know that it is okay to laugh when the actors do something funny. Also let them know that sometimes the actors may ask them to participate by singing along or repeating words and phrases and that they should follow the directions the performers give them. Being a good audience will help them enjoy the performance even more.

# Are You Speaking Italian?

## Lesson Objectives:

- Students will explore the cultural background of *Pinocchio*
- Students will learn some Italian words that will be used in the production

## Activities:

1. Explain to students that the author of *Pinocchio*, Carlo Collodi, lived in Italy. Point out where Italy is located on a world map. (Depending on the time and resources available, you might want to share some of the photos and information about Italy available online—  
<http://www.timeforkids.com/TFK/hh/goplaces/main/0,20344,726880,00.html>;  
<http://www.cia.gov/cia/publications/factbook/geos/it.html>;  
<http://en.wikipedia.org/wiki/Italy>;  
<http://www.pocanticohills.org/italy/italy.htm> )
2. Ask students if they think that people in Italy speak English. If not, what language do they think Italians would speak? Explain that in the production they will attend, the actors will use some Italian words just like Carlo Collodi used when he first wrote the story of Pinocchio.
3. Use Handout #1 to acquaint students with some of the Italian words and phrases that they will hear in the production. You might even want to choose one or two of the phrases to use often in the classroom on the days prior to the field trip.

## Handout #1—Italian Words and Phrases in *Pinocchio*

|  |   |
|--|---|
| Buon Giorno (B'WOHN <u>JOHR</u> -NOH)                              | <i>Good day!</i>                        |
| Signore, Signori (SEEN- <u>YOHR</u> -AY, SEEN- <u>YOHR</u> -EE)    | <i>Ladies and Gentlemen</i>             |
| Scusatemi (SKOO- <u>ZAH</u> -THE-MEE)                              | <i>Pardon me</i>                        |
| Se solo mi presento (SAY <u>SOH</u> -LO MEE PRAY- <u>ZEN</u> -TOH) | <i>I present</i>                        |
| Signorina (SEEN-YOH- <u>REE</u> -NAH)                              | <i>Lady or Miss</i>                     |
| Signore (SEEN- <u>YOHR</u> -AY)                                    | <i>Man or Mister</i>                    |
| Ragazzi (RAH- <u>GAHT</u> -TZEE)                                   | <i>Boys</i>                             |
| Maestro ( <u>MY</u> -STROH)  | <i>Master</i>                           |
| Si (SEE)   | <i>Yes</i>                              |
| Ladro ( <u>LAH</u> -DROH)  | <i>Thief</i>                            |
| Da vero (DAH <u>VEHR</u> -OH)                                      | <i>That's true</i>                      |
| Papa (PAH-PAH)   | <i>Father</i>                           |
| Bambino (BAHM- <u>BEE</u> -NOH)                                    | <i>Child</i>                            |
| Caro mio ( <u>KAH</u> -ROH <u>MEE</u> -OH)                         | <i>Dear one</i>                         |
| Belissimo (BEHL- <u>LEES</u> -EE-MOH)                              | <i>Beautiful</i>                        |
| Arrivederci (AH-REE-VEH- <u>DEHR</u> -CHEE)                        | <i>Goodbye</i>                          |
| Mama mia! ( <u>MAH</u> -MAH <u>MEE</u> -AH)                        | <i>My mother! used as Good Heavens!</i> |

# Puppets on Parade

## Lesson Objectives:

- Students will evaluate what they already know about the story and the production
- Students will consider what they don't know about the story and the production
- Students will analyze what they have learned

## Activities:

1. In this activity, students will be creating paper puppets to display the information they know and discover about the story and the production. If the class has worked through any of the previous activities in this study guide, you can use the information from those activities to complete this activity. This activity, however, can be done separately.
2. For each student have available the following shapes cut from skin-toned colored construction paper: one 6-inch circle, one 10-inch oval, four strips 1 inch by 4 inches and four strips 1 inch by 6 inches. Students will also each need 8 paper fasteners, glue, and pencils or markers.
3. First, as a class discuss what you already know about the story of *Pinocchio*. You might make a simple list on the board.
4. Give each student one 6-inch circle (this will be the puppet's head) and have them write on the circle the things they already know about *Pinocchio*.
5. Next, discuss what you hope to find out when you attend the field trip production of *Pinocchio*. Again create a simple, brief list.
6. Have students take the 10-inch oval (the puppet body) and glue it to the circle. On the oval have students list the things they want to find out when they attend the play.
7. After attending the production, have students complete their puppets. Use the shorter strips to create arms (attached with paper fasteners) on which they write some of the things they learned on the field trip. Repeat the process, using the longer strips to create legs. Students could add embellishments to their puppets as time and resources allow.
8. Display the puppets in the classroom.

# Telling the Tale

## **Lesson Objectives:**

- Students demonstrate their comprehension of the story by creating storyboards
- Students work as groups to retell the story

## **Activities:**

1. After students have seen the production of Pinocchio, divide them into groups to retell the story.
2. Give each group several sheets of drawing paper and one large sheet of poster board or butcher paper. Have the students work together to recall the main events of the story as shown in the play. Each group member should then complete a drawing of one of the events.
3. When the drawings are complete, have each group put their drawings in the order that the events occurred and mount them to the poster board or butcher paper.
4. Students can then share their versions of the story with the class. Students could simply retell the story using their drawings, or, if time permits, you might want to give students an opportunity to act out their retellings as a group.

# Consequences

## **Lesson Objectives:**

- Students explore the consequences of Pinocchio's actions in the story
- Students complete a writing activity reflecting on the story

## **Activities:**

1. As a follow-up activity, you might have students reflect on Pinocchio's actions in the story. What choices did Pinocchio make? What were the consequences of those choices? Guide students to think about what happened when Pinocchio ran away and spent all day playing instead of obeying his father (he was turned into a donkey). Likewise, what happened when he told a lie? (His nose grew.)
2. Have students create diary entries for Pinocchio telling about the choices he made and what happened to him. Guide them to reflect on how the consequences of his actions might have changed the way Pinocchio thought and behaved.
3. Encourage students to consider how Pinocchio might behave after his experiences.

# Resources

Storytelling Activities and Lesson Plans

<http://www.storyarts.org/lessonplans/lessonideas/index.html>

Pinocchio Encyclopedia

<http://en.wikipedia.org/wiki/Pinocchio>

Fairytales Units

<http://www.teachnet.com/lesson/misc/fairytales.html>

Teacher Telling Tales

<http://www.mwss.com.au/webtrek/myweb23/favorite.htm>

# Curriculum Standards for the State of Tennessee

## **K-4 Learning Expectations**

### Theater

- Develop descriptive language through dramatic activities
- Develop techniques to focus and sustain attention in dramatic activities
- Cooperate and interact during dramatic activities

### English Language Arts

- Develop oral language
- Develop listening skills
- Develop and use pre-reading strategies
- Use active comprehension strategies to derive meaning while reading and check for understanding after reading
- Experience various literary and media genres
- Write for a variety of purposes
- Write expressively using original ideas, reflections, and observations
- Write in a variety of modes and genres