

Why a Puppet?

A puppet is an inanimate figure that is made to move by human effort before an audience. It is the sum of these qualities that uniquely defines the puppet. Nothing else quite satisfies the definition. A puppet is not the bowing saint in the cathedral clock or the mechanized display figure in the store window. These are machines. It is definitely not a doll. When somebody plays with a doll, it involves an intimate action which never extends past the two of them. In no sense is that show business.

The urge to make puppets is nothing new. People have been creating them for thousands of years. And why? What is the fascination of puppetry? It is a part of our ancient urge to recreate life that results in this many-layered art. More diverse than painting, sculpture, dance, song, or story, puppetry has something of all of them. It is also a means of communication, an extension of human expression.

In each generation, we look on our world with different eyes than those of our grandparents. The values change. But as long as we can look at ourselves in the funny glass or the sad one, and laugh, we will go on making puppets.

Why a Puppet?

inanimate

uniquely

mechanized

intimate

fascination

recreate

diverse

communication

extension

Sailing Through the Storm

Possibly the proudest achievement of my life, my moment of highest living, occurred when I was seventeen. I was in a three-masted schooner off the coast of Japan. We were in a typhoon. I was called from my bunk at seven in the morning to take the wheel. The air was so thick with driving spray that it was impossible to see more than two waves at a time. The sailing-master watched me for a space. He was afraid of my youth, feared that I lacked the strength and the nerve. But when he saw me successfully wrestle the schooner through several bouts, he went below to breakfast. For forty minutes I stood there alone at the wheel, in my grasp the wildly careening schooner and the lives of twenty-two men. At the end of the hour, sweating and played out, I was relieved. But I had done it! With my own hands I had done my trick at the wheel and guided a hundred tons of wood and iron through a few million tons of wind and waves.



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Excerpt from *The Cruise of the Snark* by Jack London. Published by The Macmillan Company in 1911.

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DAR Levels 0-9/10

Strategies: Teacher AND Student Identification of Difficult Words

Student: _____ Grade: _____ Date: _____

1st Passage Title: _____ 1st Passage Level: _____

2nd Passage Title: _____ 2nd Passage Level: _____

Did previewing the words on the list improve the student's accuracy in oral reading? Y or N
Explain:

Was the student able to predict which words would be difficult? Y or N
Explain:

Did one of these strategies result in more difficult words being read correctly by the student? Y or N
If Y, which strategy? Teacher Identification or Student Identification
Explain:

Table with 2 columns: 'During this activity, the student seemed:' and 'Additional Comments:'. The first column contains a list of checkboxes for student engagement levels: 'Actively engaged', 'Somewhat engaged', 'Passively cooperative', 'Not interested', and 'Other: _____'.