

“Rock Stars in the Shadows”

Wayang Shadow Puppets of Indonesia



Grade level : 8- 12

Subject : English, History, Mythology, Art, Drama

Driving Question:

- How are mythological stories made relevant in today's tech-driven world?

Supporting Questions:

- How is the story conveyed?
- Is this method effective in telling the story? Is this method effective in entertaining the observers?
- How is characterization, plot, and symbolism conveyed through this method?
- What messages, lessons, or values are conveyed through this medium indirectly or inferentially?

Enduring Understandings

- Big ideas or takeaways:
 - Storytelling with visual props is both entertaining AND a way to share important ideas.
 - The Collective Unconscious theory: regardless of time, place, culture, language, all humans share archetypal experiences (Jung).
 - Visual storytelling is complex, with many layers of ideas, meaning, and interpretations.

<p>Over view:</p> <ul style="list-style-type: none"> ● Students will learn about the history of Wayang Kulit, a Southeast Asian storytelling technique using shadow puppets to convey the action and events of the story. ● Students will view videos of Wayang Kulit performances. ● Students will work in groups to create shadow puppet characters in order to convey a specific Southeast Asian myth. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Students will analyze five myths through observation and application. ○ Students will self-reflect and group-reflect once the activity concludes. ○ Students will work in small groups to present a myth, applying the skills learned.
---	---

Content Expectations / Standards

- 1) CCSS.ELA-LITERACY.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 2) CCSS.ELA-LITERACY.RL.9-10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- 3) CCSS.ELA-LITERACY.RL.9-10.5
Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- 4) CCSS.ELA-LITERACY.RL.9-10.6
Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Key Concepts

- **Concepts:** Southeast Asian storytelling; political, religious, and societal values; celebration of artists; puppetry as storytelling; the use of imagery, plot sequence, and characterization.

Teacher Preparation and Instructional Resources

- Computer and projector for whole-class viewing
 - Google Slides of Wayang Kulit lecture
-

-
- Supplies for the puppets and props: used file folders, scissors, tape, skewers, round-head fasteners for joints to move, thin curtain suspended from ceiling, strong single light in front (from projector?) to cast the shadow.
 - Audience has a handout for each performance with Plot, Characters, and Symbols as sections to fill in while watching. Divide up sections amongst audience small-groups so that the majority of the time is spent watching.
 - Introduction to the region from [Khan Academy](#), if needed.
 - Copies of Donna Rosenberg's *World Mythology: An Anthology of the Great Myths and Epics*.
 - If Rosenberg's text is not available, online options are:
 - ["The Creation of the Universe"](#) in Hinduism.
 - ["Indra and the Dragon"](#) link.
 - The story of ["Sesha"](#).
 - Shorter myths for a small class or smaller groups are from [Cambodian Folktales](#):
 - "The Trial"
 - "Origin of the Tiger"
 - "Moni Mekhala and Ream Eyso (The Goddess and the Giant)"
 - "Hanuman and Sovann Macha (The Monkey and the Mermaid)"
 - Extra myths if needed, although NOT Southeast Asia:
 - ["The Creation of the Universe and Japan"](#) of Izanami and Izanagi.
 - ["Amaterasu vs. Susanoo"](#) video
-

Lesson Handouts/Materials

- A [Google Slides](#) presentation for the background information on Wayang Kulit.
 - [Instruction](#) for the activity.
 - [Handout](#) for the audience.
 - [Performance](#) rubric for each student.
 - [Assessment Questions and Rubric](#) for each student.
 - Handout of the stories or a computer to access the online versions. See above for texts and links.
 - [Handout for students absent](#) during this activity
-

-
- [Google Slide](#) of a [YouTube video](#) showing how to make a Wayang Kulit puppet for students not in the class that day.
-

Assessment / Final Product:

- Description of how students will demonstrate learning. What will their final product be, and how will success be determined?
 - Students will demonstrate learning by:
 - fully participating in the small group [Performance](#) process (Work Habits grade) and performing in the small group skit.
 - completing the [Handout](#) for presentations as a member of the audience (Academic Skills grade).
 - sharing their audience information with their small group and with the whole class as a “check in” and clarification for whole-class learning (Work Habits grade).
 - completing the [Assessment Questions and Rubric](#) for Driving Question and Supporting Questions (Academic Skills grade).
 - sharing their opinion and ideas from the DQ/SQ handout with the class (Work Habits grade).
-

Lesson Sequence

Opening:

1) Introduce students to Wayang/Shadow puppets by drawing on prior knowledge and popular culture with [this Google Slides introduction](#).

Guided Inquiry:

2) **Independent Practice:** Introduce students to the Driving Question and Supporting Questions before introducing Wayang Kulit. They are on the second slide, before the WK information, but also can be posted on the white board/ chalk board.

- Students have independent practice by reflecting on the questions during the Wayang Kulit Google Slides instruction video. They can then Think-Pair-Share or Shoulder-Share their answers to the questions. A quick
-

review with the whole class for clarification can be made before moving on.

3) Sharing and Reflection:

Students will demonstrate sharing and reflecting by:

- completing the [Handout](#) for presentations as a member of the audience (Academic Skills grade).
 - sharing their audience information with their small group and with the whole class as a “check in” and clarification for whole-class learning (Work Habits grade).

4) Assessment:

Students will demonstrate learning by:

- fully participating in the small group [Performance](#) process (Work Habits grade) and performing in the small group skit.
- completing the [Assessment Questions and Rubric](#) for Driving Question and Supporting Questions (Academic Skills grade).
- sharing their opinion and ideas from the DQ/SQ handout with the class (Work Habits grade).

Extension options and supplementary resources:

- *Asian Traditional Dance and Theater* [website](#)
 - *Wikipedia* for further understanding
 - *World Encyclopedia of Puppetry Arts* [website](#) for understanding the use and history of puppets in theater.
 - Local connection: The Bixby Marionettes of Saline, Michigan, [website](#) information.
-