international CHILDREN'S Theater FESTIVAL

Presented by

University Hospitals

Rainbow Babies & Children's Hospital

The Man Who Planted Trees

Puppet State Theatre (Scotland)

The International Children's Theater Festival at Playhouse Square is an opportunity to introduce children to the arts and help them to discover the beauty and diverse cultures of our world. Whichever performances you see or activities you participate in, we hope you leave the festival feeling uplifted and more connected to our community and our world.

This year, the performances in the International Children's Theater Festival come to us from Australia, South Australia, Canada, Scotland and the USA. Learn more about these and other exciting cultures through the following websites:

Around the World
http://www.timeforkids.com/around-the-world

Discovery Kids
http://discoverykids.com/

Explore & More
http://www.exploreandmore.org/world/default.htm

Global Kids
http://www.globalkids.org/#/about-global-kids

Global School Net
http://www.globalschoolnet.org/

Kid Zone
http://www.kidzone.ws/geography/quebec

National Geographic Kids
http://kids.nationalgeographic.com/kids/places/

Start a Snowball
http://startasnowball.com/kids-community-service-projects-supported-grants-start-snowball/

Teacher Resource Guide:

The Man Who Planted Trees

Before the Show
- About the Performance
- About the Author
- About the Show's Creators
- Coming to the Theater
- About Scotland
- About the Art Form of Puppetry
- About Trees
- Teaching Science Through Theater (Grades K-6)

Pre-Show Activities
- Trees Telling Stories
- What Does a Plant Eat?
- Can a Plant Bleed?
- Tree Investigation

Post-Show Activities
- Timeline
- Write an Original Story
- Understanding the Story OR Barking Up the Right Tree
- The Man Who Planted Trees
- Critical Response Questions
- Resources

The lessons and activities in this guide are driven by the **Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (2010)** which help ensure that all students are college and career ready in literacy no later than the end of high school. The College and Career Readiness (CCR) Standards in Reading, Writing, Speaking and Listening, and Language define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed.

21st century skills of creativity, critical thinking and collaboration are embedded in process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical and creative thinking and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions, and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.

ABOUT THE PERFORMANCE

This multi-sensory theatrical delight is based on Jean Giono's 1953 classic environmental novel. This unique blend of comedy and puppetry tells the inspiring tale of a human being who saw a need and decided not to ignore it but "to put things rights." In spite of wars and hardship, a French shepherd sets out with his dog to plant a forest and transforms a barren wasteland into a fragrant forest. This uplifting and unforgettable story shows us the difference one man (and his dog!) can make to the world.

SETTING

The Man Who Planted Trees spans a 30 year period that includes World War I and World War II. Set in a remote fictitious area of France, the beginning of the story features a desolate valley devoid of people. Thanks the efforts of the humble shepherd Elzéard, a vast forest grows over time. With the landscape transformed, people, peace and prosperity return to the region.

CAST

The show features a small cast of two. One actor primarily takes the role of the unnamed narrator. The other performs the role of Dog, the shepherd's companion. Both actors work together to perform the additional character roles that are represented with puppets.

Multi-Sensory

At strategic points in the show, the actors waft scents such as lavender through the theater.

Audience Reactions

"Expertly put together and extremely entertaining…This is just a wonderful, enchanting piece of theater for children or for adults." – British Theatre Guide

"Entrancing – a unique experience that tugs at the heart strings, induces chuckles of pure delight and warms tears of joy and sadness…not to be missed! – Robin Harper, MSP

"I never laughed so much IN MY LIFE!" – Roger, age 8

"This show makes your imagination come alive. It makes you think one man could make such a big difference. It's made me realize what a difference I can make! P.S. the dog was great!" – Caitlin, age 8

The narrator talks with dog.

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ABOUT THE AUTHOR

The Man Who Planted Trees was adapted from a short French novel by writer Jean Giono. The company that created the stage adaptation is Puppet State Theatre from Scotland.

Read on to learn more about the author and the creators of the stage performance.

Jean Giono was born to a family of modest means, his father a cobbler of Piedmontese descent and his mother a laundry woman in March of 1895. He spent the majority of his life in Manosque, Alpes-de-Haute-Provence and he would become one of France's greatest writers.

"I wrote this story to make people love trees, or more precisely to make people love planting trees." – **Jean Giono, author**

He wrote stories, essays, poetry, plays, film scripts, translations and over 30 novels, many of which have been translated into English.

Giono was a pacifist, meaning he did not believe conflict should be resolved through violence. He was twice imprisoned in France for speaking out at the outset and conclusion of World War II.

Outside France, Giono's best-known work is probably the short story The Man who Planted Trees (and the 1987 film). This optimistic tale of a man who brings a deserted valley back to life by planting trees reflects Giono's long-standing love of the natural world, an attitude that made him a precursor to the modern ecological movement. He thus declined to receive any royalties from this text, and granted free use to anyone who wanted to distribute or translate it.

In 1970 Jean Giono passed away in his hometown of Provence.

Giono's Awards
- Prix Bretano (a literary award given annually)
- Prix de Monaco (for the most outstanding work by a French writer)
- Légion d'Honneur (the highest decoration in France)
- Member of Academie Goncourt

ABOUT THE SHOW'S CREATORS

Puppet State Theatre was founded in Edinburgh, Scotland in 2003 by Richard Medrington, a professional puppeteer since 1984. In 2006 he teamed up with Rick Conte and Allie Cohen to develop an adaptation of Jean Giono's ***The Man Who Planted Trees***, which has travelled to all corners of the United Kingdom, Ireland, Bermuda, Malaysia and the United States. In October 2009, Puppet State performed to great acclaim at the New Victory Theater in New York City.

Awards
- Eco Prize for Creativity, 2007
- Total Theatre Award for Story Theatre, 2008
- Best Children's Show: Brighton Festival, 2009
- Victor Award for best show: International Performing Arts for Youth showcase, 2009

The narrator sets the scene at the beginning of the performance. What can you tell about the setting based on what you see in the photo?

Coming to the Theater

Playhouse Square is an exciting field trip destination! As the country's largest performing arts center outside of New York, the not-for-profit Playhouse Square attracts more than one million guests to 1,000+ performances and events each year. Playhouse Square thus acts as a catalyst for economic growth and vitality within the region. When you visit, be sure to note the GE Chandelier, the world's largest outdoor chandelier, and the retro Playhouse Square sign with its 9-foot-tall letters!

As audience members, you and your students play a vital role in the success of the performances. You are part of a community that creates the theater experience. For many students, this may be their first time viewing a live theater production. We encourage teachers to discuss some of the differences between coming to the theater and watching a television show, attending a sporting event or viewing a movie at the cinema. Here are a few points to start the discussion:

- Students are led into the theater and seated by an usher.

- Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you; the performers can too.

- Appropriate responses such as laughing or applauding are appreciated. Pay attention to the artists on stage; they will let you know what is appropriate.

- There is no food, drink or gum permitted in the theater.

- Photography and videotaping of performances is not permitted.

- When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.

- After the performance, you will be dismissed by bus number. Check around your seat to make sure you have all of your personal belongings.

An exciting destination for field trips and more!

Inspiring performance!

ABOUT SCOTLAND

The Man Who Planted Trees is coming to Playhouse Square with the international company, Puppet State Theatre, which is from Scotland. Learn more about Scotland prior to seeing the show, and read on to learn more about the author and the creators of the stage performance.

GEOGRAPHY
Scotland is in north-west Europe and is part of the United Kingdom. It shares a land border to the south with England and is surrounded by the North Sea on the east and the Atlantic Ocean on the West.

Scotland is a mountainous country that is famous for its fresh water lochs (lakes). There are over 600 square miles of them. (One of the most famous is Loch Ness, where a mysterious monster is said to live).

EDINBURGH
Scotland's capital is Edinburgh (which is also the city where Puppet State Theatre is based). Theater lovers from around the world come to Edinburgh for is famous theater festival.

KNOWN FOR:
Scotland is also known for its clans, kilts, medieval castles and poetry.

Other Scotland Facts:

- **Currency:** Pound Sterling (£)
- **Flag:** The Flag of Scotland is a white X-shaped cross, which represents the cross of the patron saint of Scotland, Saint Andrew on a blue field. The flag is called the Saltire or the Saint Andrew's cross.
- **Government:** Constitutional monarchy
- **Islands:** Scotland includes over 790 islands. These include groups called Orkney, Shetland and the Hebrides.
- **Largest City:** Glasglow
- **Largest Lake:** Loch Lomond (24 miles long)
- **National Animal:** Unicorn
- **Official Language(s):** English, Gaelic, Scots
- **Population:** approximately, 5.2 million
- **Part of the United Kingdom:** for over 300 years
- **For additional information about Scotland visit:** http://www.scotland.org/about-scotland/facts-about-scotland

Loch Lomond, Scotland

ABOUT THE ART FORM OF PUPPETRY

The Man Who Planted Trees is told using puppets that interact with human actors. The actors in *The Man Who Planted Trees* have double jobs because they are also the puppeteers!

Being a puppeteer is hard work and takes a great deal of practice to perform at a professional level.

Read on to learn more about the tricks a great puppeteer uses to make his or her puppet seem believable to an audience.

EYE CONTACT
Eye contact is a method of having a puppet look directly into the audience. In turn, the audience pays more attention to the puppet.

FOCUS
If the puppeteer is visible to the audience, he or she keeps his/her eyes focused on the puppet who is "speaking." This helps show the audience where to watch and put their own focus.

LIP SYNCHRONIZATION
A strong puppeteer moves the puppet's mouth in sync with the voice or words that the puppet is "speaking." This means that a puppeteer does not move the puppet's mouth randomly.

Puppeteers also work hard to open the puppet's mouth extra wide for exaggerated or loud words.

POSTURE
Puppeteers pay careful attention to the overall position of the puppet's body. Proper posture allows the puppet to look more natural. This is done by keeping the puppet's head eye level with the audience and not allowing the body to lean too far from one side or another.

PROPS
Puppets interact with objects as realistically as possible. Examples of the use of props with puppets in *The Man Who Planted Trees* includes when Elzéard "drinks" his pail of water or "inspects" his acorns.

VOICE THROWING
Puppeteers work to project their voice away from their mouth. This makes it seem as if it is the puppet that is talking. Usually the practice is combined with the puppeteer lowering their head and/or moving their mouth as little as possible.

ABOUT TREES

Author Jean Giono once said that he wrote *The Man Who Planted Trees* because he wanted to "to make people love trees, or more precisely to make people love planting trees."

Why Are Trees Important?

Mature trees create enough oxygen in a day to support a family of four, take up and release up to 400 gallons of water every 24 hours, and provide hundreds of dollars' worth of air conditioning in a year. Trees provide all these benefits while being a tangible link to the past.

Trees provide many benefits including:

Clean Water
Trees' hair-like root fibers help filter groundwater. They trap nutrients and pollutants that are potential contaminants. Tree root networks filter contaminants in soils producing clean water.

Soil Protection and Nourishment
Tree roots hold soil in place so it cannot be easily blown away by wind or washed away by water; the decaying of dead tree parts returns nutrients to the soil. Without trees, heavy rains can wash soil into streams and rivers, creating avenues for nutrient pollution and habitat destruction, and increasing the likelihood of flooding.

Storm Water Control
Leaves and branches slow the movement of rain to the ground, allowing it to soak in slowly.

Clean Air
Trees produce oxygen and absorb carbon dioxide. They also capture particulates (dust, pollen, etc.).

Mineral and Nutrient Cycling
Throughout their lives, trees cycle and utilize minerals and nutrients from the air, water, and soil.

Habitat for Wildlife
Trees and forests provide homes for many different species of animals.

Aesthetics
Trees beautify urban and community areas such as parks, streets and schoolyards.

Recreation and Physical Health
Forests are great places for activities such as hiking, backpacking, skiing, hunting, and bird watching. Looking at trees makes people feel better. Studies have shown that hospital patients who can see trees outside their windows tend to recover more quickly than those who look out on pavement and buildings.

Community Spirit
Planting and caring for neighborhood trees can bring residents together to improve their environment and build a sense of community and environmental stewardship.

Natural Source of Medicines
Trees provide substances with medicinal value. For example, taxol, a drug extracted from the bark of the yew, is used in treating cancer.

Education
Forested areas offer many resources as outdoor classrooms, nature centers and trails.

Economy
Making room for trees in our cities provides job opportunities and a healthier environment. The forest industry also provides jobs for many people, from cabinetmakers to homebuilders. Trees planted for energy conservation help consumers save money.

Energy
Trees are used to shade homes and businesses, keeping them cool and conserving energy. In some parts of the world, trees are the main source of fuel for cooking food, warming houses and running small businesses.

TEACHING SCIENCE THROUGH THEATER

(Grades K-6)

by Sharon J. Sherman, Ed.D.

Integrating science and theater in the elementary grades not only enables students to connect these disciplines but provides a creative way to attain understanding through engagement.

In science class, children study matter and energy transformations. They learn that all organisms transfer matter and convert energy from one form to another.

Students usually observe a variety of plants and animals in natural settings— at a zoo or botanical garden—or turn to digital or video resources. As young scientists, they grow plants from seeds in their classrooms, recording plant height, amount of leaves and conditions for growing. They keep these observations in science notebooks and carefully analyze the data (Science Standard 5.3.2.B.1).

Next, students learn about animals and how creatures meet their needs for food and water. They identify animals' characteristics, including the unique structures and behaviors that enable them to obtain food.

Theater is brought into the science classroom when students create and perform short plays. Tell them a local zoo is sponsoring a children's series with the theme, "Care and Feeding of Animals," and they have been asked to participate. As they write their plays, they should use voice, movement and facial expression to tell their stories.

Students in later grades continue to develop their understanding of matter and energy transformations. Now they identify sources of energy (food) in a variety of settings: farm, zoo, ocean, and forest. They learn that almost all energy and matter can be traced to the sun (Science Standard 5.3.4.B.1).

Once again you can bring theater into the classroom by having the students write plays about different ecosystems. Divide students into groups and let them select one of these environments: marsh, pond, field, forest, farm, zoo, school, or backyard. Ask them to write about the organisms that live in the ecosystem and describe the habitat and food chain. As a culminating activity, the entire class can compare and contrast life in each ecosystem.

Inspiring performance!

Pre-Show Activities

TREES TELLING STORIES

Humans have shared stories since the beginning of time, but TREES are also storytellers and historians.

Trees keep track of history and tell stories. As they grow, trees record weather, physical events and the passage of time. Some species, such as the bristlecone pine, can live to be thousands of years old. You can tell the age of a tree by counting its annual rings.

A tree records "memories" within the structure of its trunk. Everything that impacts the tree throughout its life – from insects, wounds and disease to floods and fire – leave its mark.

Sometimes the impact will result in rapid or slower growth, which is shown by different ring sizes in the cross-section of a tree. A growth usually appears each year in dry or cold weather – the outer rings being the most recent.

Grade 2
Life Science (LS)
Topic: Interactions within Habitats

This topic focuses on how ecosystems work by observations of simple interactions between the biotic/living and abiotic/nonliving parts of an ecosystem. Just as living things impact the environment in which they live, the environment impacts living things.

Content Statement: Living things cause changes on Earth.

Grade 5
Life Science (LS)
Topic: Interconnections within Ecosystems

This topic focuses on foundational knowledge of the structures and functions of ecosystems.

Content Statement: Organisms perform a variety of roles in the ecosystem.

Parts of a tree...

Fill in the missing terms by using the word bank below. Then, color in the picture.

Cambium – a single layer of living cells in the trunk that is located between the sapwood are the inner bark.

Canopy of leaves – the upper parts of the tree where the branches and leaves are located.

Heartwood – the care of the trunk which contains very strong dead tissue that supports the tree.

Inner bark (phloem) – the inner soft bark, or bast, is produced by the vascular cambium; it consists of secondary phloem tissue whose innermost layer conveys food from the leaves to the rest of the plant. The outer bark, which is mostly dead tissue, is the product of the cork cambium (phellogen).

Outer Bark – the protective outer layer of the trunk.

Roots – structures that obtain food and water from the soil, store energy and provide support for the plant.

Sapwood – the layers of wood just outside the heart wood. Each year a new layer of wood is formed creating an annual ring. Sap (containing water and some nutrients) is transported in this layer. Older, inner rings of sapwood eventually become heartwood.

Branches – woody parts of the tree that grows from the trunk.

Trunk – the main support of the tree.

CROSS SECTION OF A TREE

Cross-section of tree trunk
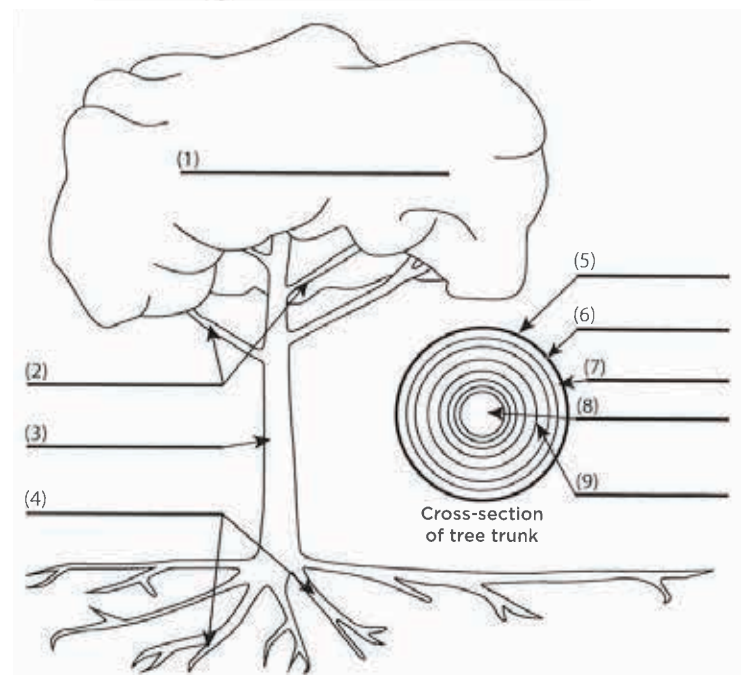
ANSWERS: 1. Canopy of Leaves 2. Branches 3. Trunk 4. Roots 5. Outer Bark 6. Inner Bark 7. Cambium 8. Heartwood 9. Sapwood

What Does a Plant Eat?

Students will plant and observe lima beans in four different conditions to test what plants need to grow.

Goal: To understand that all organisms need energy and matter to live and grow.

Materials:
4 lima bean seeds, Soil, Water, 4 clear plastic cups

1. Plant a lima bean in four different cups.

2. Label each cup and place it in a location so the following conditions are met:

- Cup 1: Provide the bean seed with soil, water and sunlight
- Cup 2: Provide the bean seed with soil and sunlight but no water
- Cup 3: Provide the bean seed with water and sunlight but no soil
- Cup 4: Provide the bean seed with soil and water but no sunlight

3. Water the seeds each day (except for Cup # 2). Ask students to predict the growth of the seeds. Which will grow the best? Fastest? Slowest?

4. After a week, ask the students to check the progress of each bean seed. Were their predictions correct? Continue caring for each bean seed at least until the seed in cup #1 has outgrown its cup.

5. Discuss the difference in the growth observed by the beans in each cup. What elements are needed for plants to grow? What happened to the bean in cup #4? (Note: the stems and leaves will likely grow, but not as green as the plant did not receive sunlight and could not produce chlorophyll.)

Ideas to Explore...

To extend this activity, ask students to select one kind of plant to study. Research the food chain associated with your plant. How is your plant a primary source of energy and matter for other organisms?

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Can a Plant Bleed?

Students will explore how sugar, water and minerals are transported in a vascular plant.

Goal: To understand how water and nutrients are transported within a plant.

Materials:
Celery, Red food coloring, Cup, Water

1. Fill a cup with water and add a few drops of red food coloring.

2. Place a stalk of celery (with the leaves pointing toward the ceiling) in the water. Leave it overnight.

3. The next day, ask students to look at the celery. What do they see? (Overnight, the red water will have traveled up the tubes of the celery. The celery leaves will have turned red or pink as water reaches them through the xylem, or the path the water takes from the roots of the leaves, to the top of the plant.)

Follow-Up Questions

- What conducts red food color up into the stalk? The leaves? How does it fight gravity?

- Are xylem and phloem like human arteries and veins? Why or why not?

- What if we tried a lettuce leaf? Or a tree branch? Would the experiment work then? Why or why not?

- Can stems absorb pollutants or dangerous materials?

- What if we water a planted seed exclusively with food colored-water? Will that affect the seed? Or the plant?

Inspiring performance!

Tree Investigation

1. Take students outside and ask them to pick a tree they like. If their tree will be difficult to find again have the student tie a piece of yarn onto one of its branches.

2. Have students make a rubbing of a section of its bark. This drawing will be used as the title page of their tree book.

3. Have students draw their tree and record specific attributes like estimated height, width of trunk, color, leave shape, etc.

4. If it's a deciduous tree, have the students collect some leaves to dry and add to a page in their book later. If it's a coniferous tree, paste some of its needles to a page in the book.

5. Have students research their tree. Find out its name, the other areas it grows in, and what animals it rely on it.

6. Have students write a mini research paper based on their research. Have students include facts about the components of a tree, photosynthesis, potential threats, etc.

7. Continue to make observations of the tree through the year.

8. Bind all the pages to make a Tree Book.

Post-Show Activities

Timeline

Ohio's New Learning Standards: Social Studies
Strand: History
Topic: Historical Thinking and Skills

Content Statement

- Time can be measured. (K)
- Personal history can be shared through stories and pictures. (K)
- Time can be divided into categories (e.g., months of the year, past, present and future). (1) Time can be shown graphically on calendars and timelines. (2)

Jean Giono's original story, *The Man Who Planted Trees,* is included in full on page 13. This timeline is extracted from the story, which spans *over* forty years. That long period of time is key to its powerful meaning. Jean Giono refers to specific years in his narration which gives the story a non-fiction feel, as does the mention of the two World Wars. Students should know that these wars occurred and had a devastating effect on the land and people of Europe.

1910 Elzeard Bouffier begins to plant trees.

1913 The narrator first visits Elzeard Bouffier. Elzeard is 55.

1914 World War I breaks out. The narrator serves in the Armed forces,

1919 The narrator visits Elzeard after the War. The forest is growing.

1935 Elzeard Bouffier receives a visit from a ranger warning him to take care of the forest. Elzeard is 75.

1937 An official Government delegation comes to examine the "natural forest".

1939 World War II begins. Men begin to cut the massive forest for fuel, but abandon the project because of access difficulties.

1945 The narrator visits Elzeard for the last time after the war in Europe is over. Elzeard is 87.

Elzeard Bouffier passes away peacefully.

1947

1953 The villages near the forest glow with health and prosperity as people are drawn to the beautiful land.

Inspiring performance!

Write an Original Short Story

College and Career Readiness Anchor Standards for Speaking and Listening
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
W.K-5.3

Goal: To write a short story inspired by The Man Who Planted Trees. In this activity, students will write a short story about a person who accomplished something extraordinary.

1. Invite students to write a short story about a man or woman with a notable achievement.

2. The story should be titled "The Man Who _____" or "The Woman Who _____".

3. In the story, students should include how this man or woman accomplished their goals, no matter how seemingly impossible.

Follow-Up Question
How was your character like Elzéard? How was he or she different?
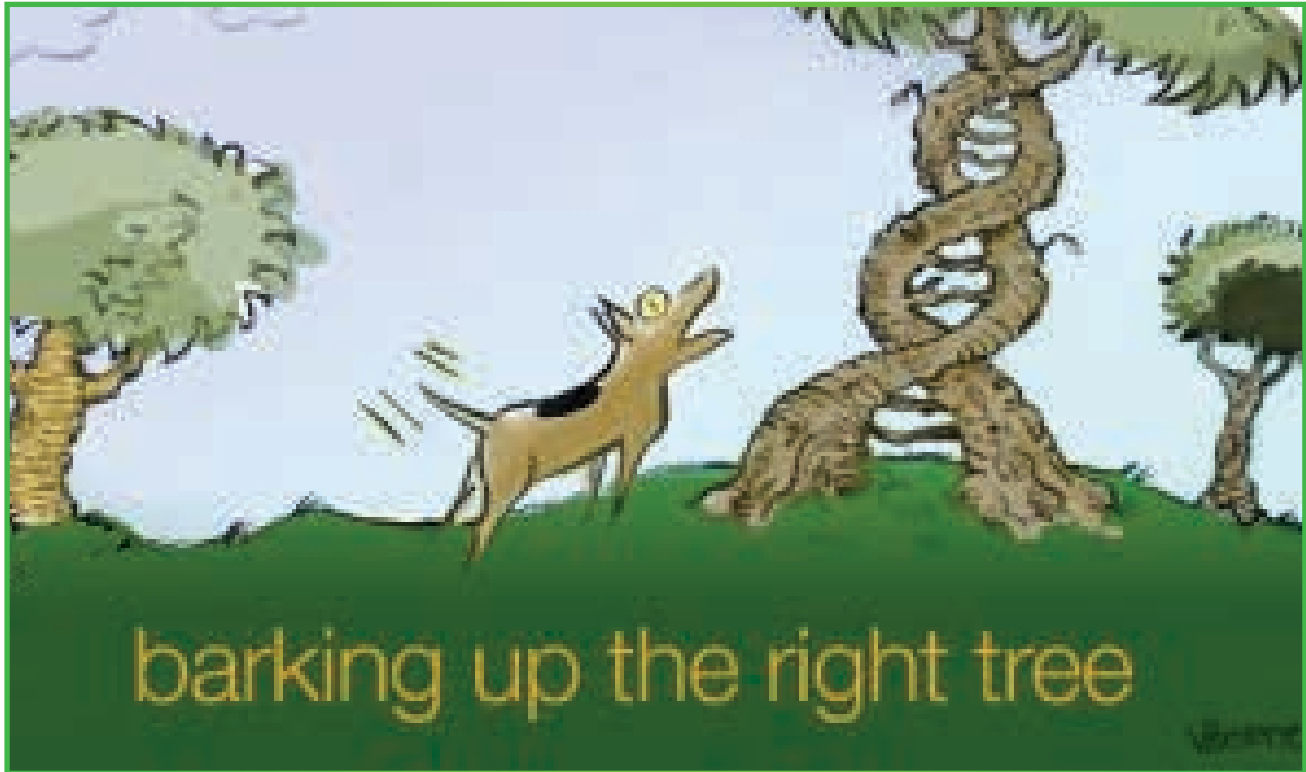

fiction stories *using ordinal words* name _____

first

next

then

last

Inspiring performance!

Understanding the Story OR:

barking up the right tree

In this activity, students will work in groups to create a series of freeze frames or tableau to tell the story of **The Man Who Planted Trees**.

They will do so incorporating their unique Puppet creation as well as their entire bodies.

Begin this activity by reading the original story of The Man Who Planted Trees by Jean Giono to the class.

Follow the reading with class discussion. Ask your students to identify the main events and messages in the story. Younger students may need to have some moments in the story explained in more detail.

- Divide the class into groups of four or five.
- Explain that each group is to create a series of freeze frames (no more than six) to tell the story of **The Man Who Planted Trees**

- The groups must show the story only in images and cannot use a narrator, movement or voice to explain each image.
- The body language, use of space and levels should clearly show the moment from the story that the group has chosen to represent.

Allow the groups time to prepare their freeze frames prior to each group presenting their work to the class.

Follow up:
After each group presents their work, provide encouraging feedback for groups that were able to sustain focus and concentration, had clear and effective use of space and levels, and created character through communicative and accurate body language.

Inspiring performance!

The Man Who Planted Trees

College and Career Readiness Anchor Standards for Language
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RL.K-5.1

1. As a class read Jean Giono's short story **The Man Who Planted Trees** available as a PDF at http://www.idph.com. br/conteudos/ebooks/the_man_who_planted_trees.pdf

2. As a class discuss the following questions:

- The man who planted trees doesn't want credit, notoriety for all his hard work. Why?

- Are you willing to do the right thing when there is no benefit to you?

- Do you consider yourself to be a responsible person? Why? In what ways?

- Do you consider it important for your friends and family members to be responsible? Why?

- Think about somebody you know who is very responsible. How does that person demonstrate responsibility? Does that make you respect him/her more?

- The other man leaves the Shepheard alone and doesn't tell anyone what's going on. Why would that have been betraying the Shepherd?

3. Discuss the differences between the play and the written version of **The Man Who Planted Trees**.

Critical Response Questions

Students develop their comprehension when they reflect upon what they wondered, noticed and felt. Ignite a classroom discussion with the following critical response questions:

1. How did Elzéard's tree planting benefit local people, plants and wildlife?

2. Elzéard planted a forest over a long period of time. What results would he have seen after a day of planting? After a year? After 25 years? After 50 years?

3. What things can you do to make a positive impact on the environment?

4. Was it important to Elzéard that others knew that he was the one to plant the trees? Why or why not?

5. The creators of the performance have said, "Fiction can be full of truth. Maybe we all have a supply of acorns hidden away somewhere." What do think they mean by that?

6. Elzéard is a fictional character. Can you think of an example of a real person who has made a tremendous positive impact on the environment?

7. Discuss the different characters' points of view about the environment and forest:
   - Jean
   - Charcoal burners
   - Elzéard Bouffier
   - Government Official
   - Member of Parliament
   - Timber merchants
   - Villagers

8. What motivates people and businesses in their approach to the environment: money, publicity, votes, community benefits, prizes and awards? What limits our/their ability to be green?

9. What did you notice about the puppets in the show? What did they look like? How were they manipulated?

10. How did the multi-sensory effects change the theater experience?

11. What is our responsibility to the environment?

12. Why are trees important?
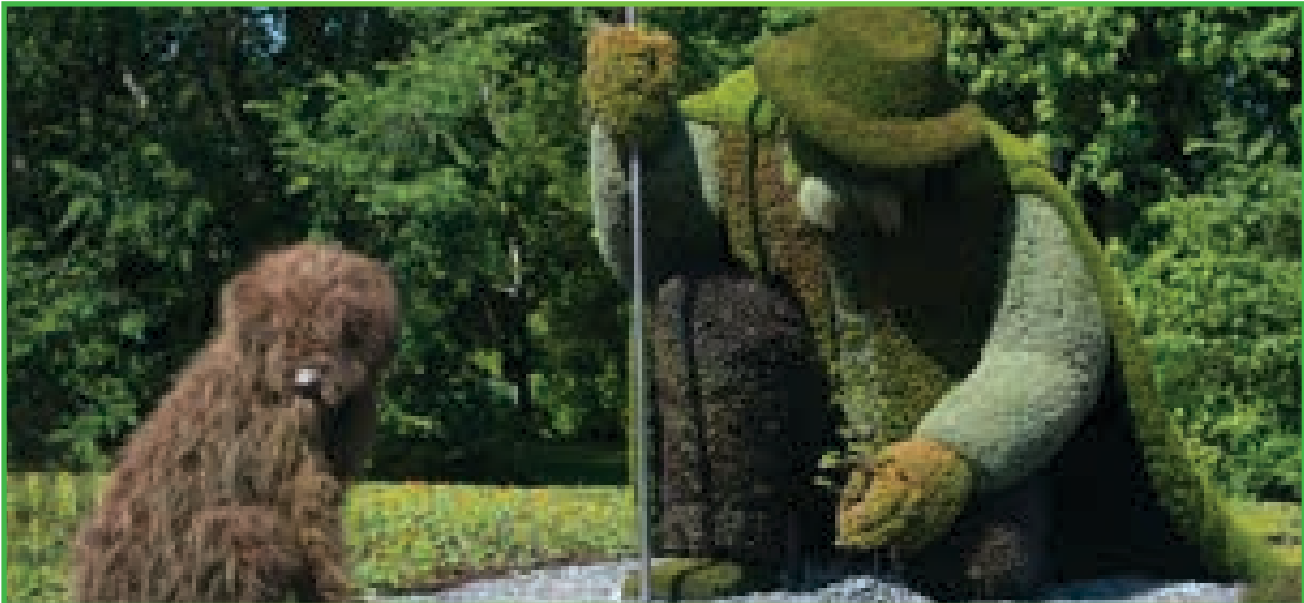
Mosaiculture Sculpture Competition in Montreal, 2013 – *The Man Who Planted Trees*.
www.wunderground.com/blog/calpoppy/archive.html?year=2013&month=09

TEACHER RESOURCES

Books (Age or Grade Levels Included)

A Tree is Nice by Janice May Udry (Author). Harper & Rowe (June 26, 1987), Grades PreK-2.

Environmentalism: How You Can Make a Difference by Mary McIntyre Coley (Author). Capstone Press (January 1, 2009). Grades 3-4.

Forest Born by Shannon Hale (Author). Bloomsbury USA Childrens; Reprint edition (October 25, 2011). Age 7 and up.

From Seed to Plant by Gail Gibbons (Author). Holiday House; Reprint edition (March 1, 1993). Grades K-3.

Hope Is an Open Heart by Lauren Thompson (Author). Scholastic Inc. (April 1, 2010). Grades Preschool and up.

How the Forest Grew by William Jaspersohn (Author). Scholastic Inc (1980). Grades K-2.

Johnny Appleseed by Stephen Benet (Author), Rosemary Benet (Author), S.D. Schindler (Illustrator). Margaret K. McElderry (July 1, 2001). Grades Preschool and up.

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