

Molly and the Oak Island Treasure

Maritime Marionettes

Story: Darryll and Heather Taylor
Composer: Quita Gray
Instrumentation: The Barra MacNeils
Costumes: Robert Doyle
Marionette Designs: Bruce Wood, Heather Taylor

Study Guide - (select appropriate activities for your grade)

B E F O R E T H E P E R F O R M A N C E

1. Have the children discuss or write about any puppet shows they have seen. This can be puppets they saw live in a theatre, at an event, or at school or in the movies or on television.

a. Our show is performed with marionettes, (string puppets) and shadow puppets. Have they seen or have they tried marionettes or shadow puppets? What was their impression of them?

b. Do they have any puppets at home? What kind of puppets? (Hand puppets, rod or stick puppets, giant sized puppets, finger puppets, sock puppets, or ventriloquist dummies.)

2. Read this poem aloud to the class to describe the story:

Her Uncle sang of a treasure
hidden deep in the Oak Island ground.
With the help of a friend who shares wisdom,
this treasure could surely be found.

Another voice whispers softly
to her spirit as she points to the wind.
Her fortune, read by the witch Dianna,
foretold treasure and an unknown friend.

The treasure they seek will allude them
like the wind that pushes their sails.
They're helped by the Mik'maq Boy, Ulgimmo,
and a friendly humpback whale.

So come sailing with Molly and Pixie
and be charmed as this tale is told.
For a treasure awaits all who join us
to watch Molly's adventure unfold.

3. Ask interested students to look up some information on the Oak Island Treasure and share it with the class.

AFTER THE PERFORMANCE

LEARNING ABOUT OURSELVES THROUGH THEATRE

1. Together in class, list the characters in the play. (Molly, Pixie, Mother, Uncle Peg, Dianna, Ulgimmo, Gilnek (Spirit helper), Hildegarde (cat)
 - a. Which character was their favourite and why?

2. Next, list some of the significant moments in the play.
 - a. Have each student pick a few of these moments and write or discuss how they felt while watching them. (Happy, sad, angry, sleepy, excited etc.)

3. Have the students draw a picture of their favorite part, and write how they felt while watching it and what they liked about it.

4. Questions for discussion or journalling:
 - a. Molly found a treasure that wasn't gold and silver. What was it? Did you like how the story ended?

 - b. On her journey she decided to go out in her boat, after her Uncle had warned of a dangerous storm. Later in the storm she said, " I should have listened to my Uncle Peg." She remembered to call for help with the flute Diana had given her, and she was protected from danger by a humpback whale, that brought her to shore. Does this remind you of any time you did something you were warned not to do? Did you later believe you could have made a better decision? How did it all turn out, did you ask for help when you needed it?

 - c. This was the first time Molly met a Mik'maq boy and his spirit helper. How did you feel when you saw the spirit helper, Gilnek?

 - d. Explore this idea: The journey Molly made and the things she learned (about the earth, her new friends and herself) are more important than finding a treasure chest full of gold?

DRAMA- (Adapt according to grade)

1. Together in class, list the different elements in the play, (what helped to tell the story.)
Elements of the play:
The script-The words the characters said
puppets

puppetry movement
costumes
props
lighting
music

Discuss or write on several of the elements and what they added to the play.

CREATIVE WRITING- Suggestions for students

1. Write a story about what happens next in the life of Molly or any of the characters.
 - a. Draw a picture to go with your writing.

or

2. Consider writing this story in a different location, in a different time, (maybe with the Molly (or a different character) looking for a treasure in outer space, or underwater, or in the park)

Ideas-

What she started her journey from a place you know?

What dangers and discoveries might there be for her in the time and place you choose?

- a. Draw a picture of the new version of the story you have imagined.

PUPPETRY

1. Have the students make their own puppets from mismatched socks and cut out props from cardboard. They can present their own plays in class. Keep the plays short and simple.

or

2. Have the students create their own shadow puppets, cut out of black construction paper, with popsicle sticks for controls, taped on the back. Use a white sheet for a screen, in front of a window, or with a light behind it for the screen. They can present their own plays in class. Keep the plays short and simple.

*Please email or mail us any work the students wish to share with us.
Thank you Heather and Darryll Taylor

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