

Make Way for Ducklings

Resource Guide

Wheelock Family Theatre



About the Show

Based on the classic children's book by Robert McCloskey, this new musical follows the Mallard family as they navigate the joys and perils of new parenthood while searching for a home in the middle of Downtown Boston, MA.

About the Creators

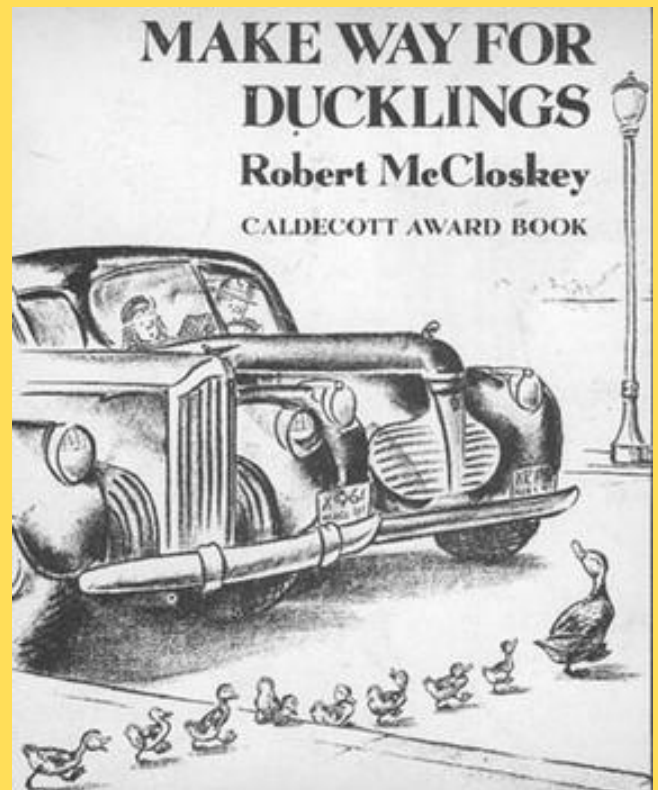
Sandra B. Eskin is a playwright based in Washington, D.C. Many of her short plays for young children focus on Jewish topics.

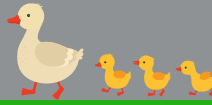
Michael J. Bobbitt is a theatre director, choreographer, and playwright based in Boston, MA. He currently serves as the Executive Director of the Mass Cultural Council.

Robert McClosky was a children's book writer and illustrator whose most popular work, *Make Way for Ducklings*, was published in 1941 and won the Caldecott Medal in 1942 for its charcoal illustrations. *Make Way for Ducklings* is the official children's book of the Commonwealth of Massachusetts.

Big Ideas

- Learning how to grow with the help of a guardian, caretaker, protector, and teacher.
- Home is where you make it.
- Think before you waddle.
- Sometimes we need to listen to others to find your way.
- What does it mean to be responsible?
- Ducks need food, shelter, and water to lay eggs and raise ducklings.





Make Way for Ducklings in the Classroom

Discussion Questions:

Before the show:

- What is a home?
- What are some of the things our caretakers do for us?
- How do you solve problems?
- Who are the people in my neighborhood?
- What is a public park?

After the show:

- What are some environments that are good for ducks?
- How can we (as humans) keep ducks safe?
- Why is city wildlife so important to this story?
- How do we respect the life of all living things in our public parks?
- What is the role of a peace officer?

Activity Prompts:

- Research different types of animals that live on Boston Common and find pictures of them.
- Diagram and color different parts of a duckling.
- Create a life cycle poster of the different stages of a duck's life.
- Use a bedsheet and lamp to create a shadow puppet stage, and experiment with different parts of your body and household objects to create duckling puppets.
- Create an at-home rubber ducky scavenger hunt by placing rubber duckies in the kitchen sink, bathtub, bathroom sink, soup bowls and coffee mugs inside your home.
- Create "statues" of key moments from the play or book by freezing your body in action to re-tell a piece of the story by becoming a character.





Ducks around Boston and Massachusetts

Several species of ducks frequent the area in and around Boston. They are broken down into two main categories Dabbling Ducks and Diving Ducks. Dabbling ducks feed by sticking their head underwater to find food with their tails In the air. While Diving Ducks fully submerged their bodies underwater to find food.

Dabbling Ducks



Click on each for more information
or visit Allaboutbirds.org

Make Way for Ducklings



Buffle Head



Canvas Back

Diving Ducks



Common Goldeneye



Ring-Necked Duck



Ruddy Duck

Click on each for more information
or visit Allaboutbirds.org



Male

Mallards



Female



Ducklings

Of course, the most common are Mallards!

How to identify:

Males have a bright green head, thin white collar, dark reddish-brown chest, yellow bill, and a black rump with a white-tipped tail.

Females are mottled brown with orange and brown bills.

Both sexes have purple-blue secondary feathers on their wing, most visible when standing or flying.

If you don't happen to spot a real mallard, you can always visit Mrs. Mallard and her ducklings In the Public Garden near the corner of Beacon and Charles Street.



Make Way for Ducklings



Help the Mallards find a new home!
Follow this map and discover the
neighborhoods they have to choose from.



1. Museum of Science
2. Charlestown
3. Boston Harbor
4. Charles River
5. Beacon Hill
6. Mass State House
7. Downtown Crossing
8. Emerson College
9. Boston Common
10. Boston Public Garden



Lesson Plan: What is "Family"?

MA State Standards

1.T3 Provide evidence to explain some of the ways in which the people of the United States are unified (e.g., share a common national history) and diverse (e.g., have different backgrounds, hold different beliefs, and have different celebrations, cultural traditions, and family structures).

- Students should learn about each other's families and types of families that may be different from their own (e.g., single-parent, blended, grandparent-headed, foster, LGBT, multiracial). They should begin to develop an understanding of the diversity of the people of the United States and at the same time, how people of different backgrounds can still hold in common shared values of politeness, courage, honesty, respect, and reliability.

- Students should be able to conduct investigations about unity and diversity by reading/looking at picture books about families of diverse backgrounds or interviewing friends, family members, neighbors, or school staff, and then reporting their findings about what people from diverse backgrounds have contributed to the nation, the Commonwealth, or the local community.

Materials:

- Photographs featuring different family structures
- Picture book featuring a "non-traditional" families (ex. *My Family, Your Family, Our Families* by Emma Carlson Berne and *A Family is a Family* by Sarah O'Leary.)
- Poster paper or white board and markers.

In *Make Way for Ducklings*, Mr. and Mrs. Mallard spend much of the show discussing how they want to raise their family. By the end of the show, their family has grown from two adult ducks to include eight ducklings with different personalities and interests. Students will learn to talk with each other about their families in safe and caring ways.

Activity 1: Artifacts

- Find a few photos of different kinds of families. They may include photos of animals and people, but be sure to include a diverse collection of family structures in terms of race, gender, age, size, etc.
- Gather students in a seated circle and pass the images around one by one. As they are passed around, ask them to describe what they see in the photos.
- Ask students to interpret who these photos might be and what these photos might have in common.
- Reveal that the photos are all of the different kinds of families, and invite students to explore what a family is in the next activity.





Activity 2: Poster Dialogue

- Ask students to call out things they think of when they hear the word "Family." Write down their words and phrases on the board or on poster paper.
- Calling back to the photographs from earlier, ask students to discuss *What makes these families unique?* Note responses on the board.
- Introduce a picture book (such as *My Family, Your Family, Our Families* by Emma Carlson Berne or *A Family is a Family* by Sarah O'Leary), which highlights diverse family structures. Note responses/reflections on the board.
- Point out to students that talking about the idea of "family" is very personal, highlighting the emotion words they offered. Then, ask students to consider how different families contribute to the classroom community.

In constructing and understanding a diverse understanding of "family," the classroom community is supported when students see that where they come from is valued and respected.

To support the discussion, have additional picture books that highlight, celebrate, and represent different family structures. Also, discuss that the story in *A Family is a Family* mirrors the discussion you are having in class, which can support risk-taking.

Activity 3: Group Mural

- Give students individual pieces of paper and ask them to draw a representation of their family.
- Lay out a large piece of poster paper. Help students attach their individual family drawings to the poster. Once everyone's drawings are done, take a step back and ask students to describe what they see.
- With the group mural still visible, work with students to compose a classroom definition of "family."

After the lesson, create a family picture wall where students can bring in photos of their family, which provides opportunities for text-to-self and text-to-world connections.





Lesson Plan: Public Parks, A Place for All!



In *Make Way for Ducklings*, the Mallard family decides to make their home in the Boston Public Garden, one of the many public parks in Boston. In this lesson, students will learn about the community and public health values of public parks and the ways in which they can enjoy them.

MA State Standards

Community and Public Health
CH.PCH.14.02

Through the study of Social Factors students will:

Identify ways the physical environment is related to individual and community health.

Definitions

Public Park: Garden, open space, or park open to and maintained by or for the public.

Recreation: Activities done for enjoyment outside of school or work.

Public Health: The science of protecting and improving the health of people and their communities.

Activities: Features of a Public Park:

- Identify five things from the picture above that people may enjoy while visiting a public park (for example: taking a ride on a Swan Boat).
- Draw a picture of your favorite public park and show us the activities you like to do there (for example: riding your bike, having a picnic).
- Create a song or a poem about how you feel when you are at a public park. Include some of the games you play, people and animals you see, and snacks you may enjoy!



Things to Know:

- Public Parks are great open spaces where all people may go to relax, play games, enjoy a concert, and spend quality time with friends and family.
- Going to a public park with friends and family or on a school field trip is a great way to enjoy the park with groups of people you know.
- Park Rangers can help you find your way around the park and point out some of the fun and safety features.



Fun Games to Play a Public Park

The following two games are a great way to use a public park to exercise while learning the distance between two or more objects.

RED LIGHT, GREEN LIGHT

- Number of people: 3 or more
- Choose an open area of the park, on a grassy field or on a playground.
- Choose one person from the group who will play the role of the Red Light/Green Light, the leader
- The leader will stand 10-20 feet (about 10 classroom chairs in length) away from the rest of the group.
- With their back turned to the group, the leader will count 1, 2, 3 out loud and then turn and face the group and choose to say, "Red Light," "Green Light," or "Yellow Light."
- Members of the group will move towards the leader while that person is counting 1,2,3. If the leader calls out Red Light, the group will freeze. If the leader calls out Green Light, the group will move closer to the leader. If the leader calls out Yellow Light, the group will move slowly to the leader.
- The first person to get close enough to the leader and touch them wins the round.
- Continue playing as many rounds until each group member gets a chance to be the leader.



HOPSCOTCH

- Number of people: 1 or more
- Materials needed: Chalk and small pebbles or coins.
- Using a piece of chalk, draw a figure made up of vertical and horizontal boxes.
- Your figure may start with 3-4 vertical boxes and then add one box on each side of the 3rd or 4th box, horizontally.
- Complete the figure by adding more vertical boxes and horizontal boxes.
- Choose one of the vertical ends of your figure as the start/finish
- Throw a stone or a coin in one box.
- Hop on one leg for the single boxes and both legs for the double boxes until you land in the box with your stone or coin.
- Pick up the stone and hop back to the starting box.

Make Way for Ducklings



Family Engagement Plan: Dinner for Ducks

Feeding the ducks is a wonderful activity for young people and allows them to connect with nature. However, feeding ducks bread is not the best option for them; it lacks the nutrition they need and can possibly make them ill. Below is a wonderful home recipe for your family to create together and share with the ducks in your area.

Ingredients:

- 1 cup brown rice
- 1 cup broccoli, carrot, and apple
- 2 hard-boiled eggs (with shells)
- 2 tablespoons of wholemeal flour

1. Preheat your oven to 180 degrees.
2. Cook the rice, either in a rice cooker or as per the instructions on the back of the packet.
3. Finely chop the broccoli.
4. Grate carrot and apple.
5. Smash eggs and ensure they are crushed and/or chopped well. The egg shells need to be very small.
6. Place all ingredients in a bowl and mix well.
7. Roll the mixture into small marble-sized balls and place onto an oven-proof tray.
8. Cook in the oven for 10-13 minutes.

Some talking point while baking:

- How can we be more mindful of wildlife?
- Where is a good spot to feed the ducks?
- Let's count how many servings we have made.
- Which of these foods do you like/dislike?

MA Standards

a. Focus on and pursue a process or idea to completion when experimenting during theatre activities.
(PK-K.T.Cr.02.b)

Measurement and Data PK.MD

A. Describe and compare measurable attributes.

Recognize the attributes of length, area, weight, and capacity of everyday objects using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, wide, narrow). Compare the attributes of length and weight for two objects, including longer/shorter, same length; heavier/lighter, same weight; holds more/less, holds the same amount.



Remember don't over feed the ducks, this recipe yields enough for three visits!



Make Way for Ducklings

Online Resources

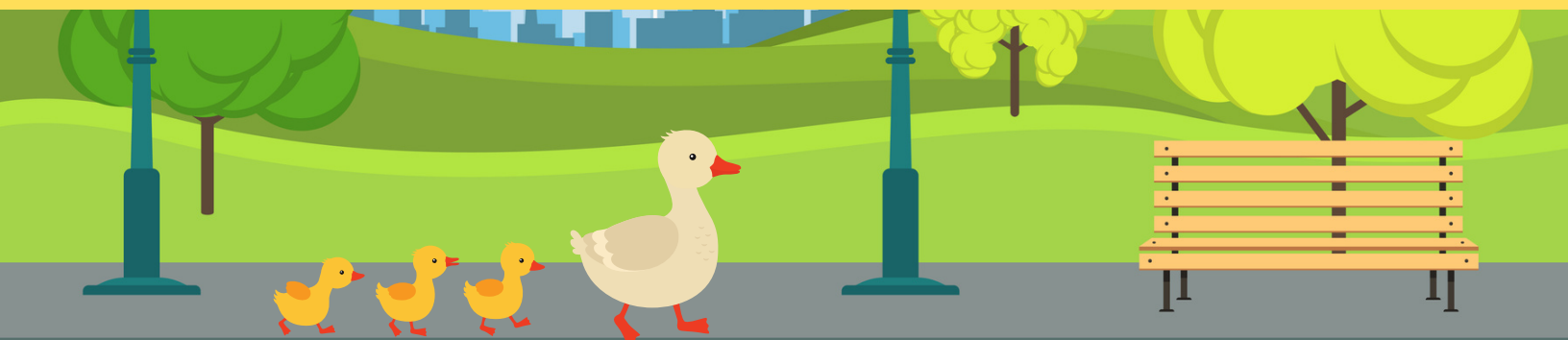
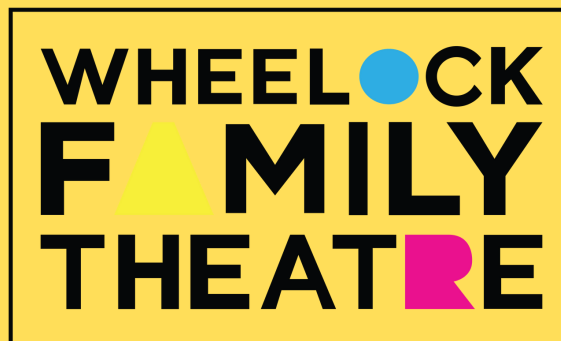
[Mr. Paulson Reads](#)

[Boston Discovery Guide](#)

[Duckling Day: May 8th](#)

[Make Way for Ducklings Statue](#)

[Talking to kids: Families Come in All Shapes and Sizes](#)



This guide was curated by Akiba Abaka, Kylie Fletcher, and Mary Bailey under the guidance of Professor Joshua Rashon Streeter at Emerson College.