

BOB BAKER MARIONETTE THEATER

PROUDLY PRESENTS

HOORAY LA

The
BROWN
DERBY



HOLLYWOOD ISN'T A PLACE... IT'S A PUPPET SHOW!

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HUBDEN

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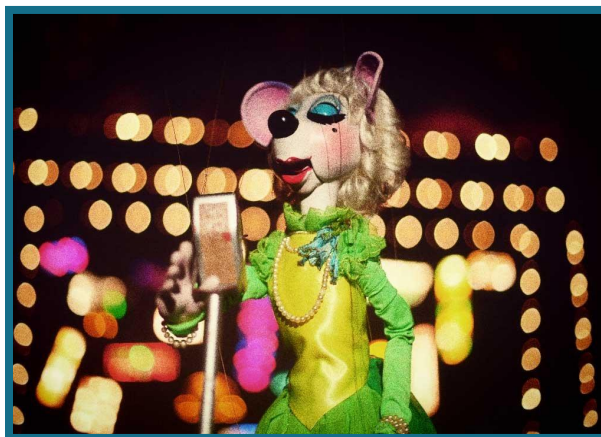
Hooray LA

First performed in 1981 for the Los Angeles Bicentennial and now revived by our puppeteers, fabrication workshop, staff, and community collaborators, the production features a plethora of handcrafted marionettes inviting us into the history of LA, from the 1933 earthquake to the development of the LA freeways to the mountains of Griffith Park where one lone mountain lion looks for love... And so much more!

A born & raised Angeleno, *Hooray LA* is Bob Baker's masterpiece, an ode to his city and the last original show he ever created. Step inside Bob Baker's Los Angeles, and celebrate the Theater's 60th birthday with a delightful 2023 puppet presentation of Bob's joyful creations alongside lovingly crafted, new additions that capture the heart of the city, including a entirely new mountain lion puppet number alongside revised sets and puppets that more accurately represent the history of Los Angeles.

Hooray LA features a teacher friendly curriculum for K-12 learners! Your learners will explore *What is their LA?* and how to create a community that honors the dignity of its inhabitants.

These lesson plans are centered on [CA Art Standards](#), [The Learning for Justice Anti-Bias Framework Social Justice Standards \(Spanish Translation\)](#) and are meant to be adapted to your specific grade level. These lessons are meant to prepare your learners for the show and support them in making deeper connections with the wonderful world of puppetry! This curriculum will engage students in the four artistic processes of visual arts: creating, presenting, responding, and connecting. As well as the four domains of anti-bias education: Identity, Diversity, Justice, and Action.



Bob Baker

We each have our own version of LA. Bob Baker was no different. From his weekly dinners out at Astro Family Restaurant to his lifelong love of Hollywood and film, Bob Baker (1924-2014) imparted his love for the City of Los Angeles to his staff, his friends, and his puppet family. “Hooray LA” was conceived of as a love letter to the city he was born in and as part of our presentation of “Hooray LA” we will highlight and celebrate the historic institutions, neighborhoods, and iconic elements of the city that he spent nearly a century exploring.



Take a drive with us, down boulevards and avenues, from the East side to the West & explore Bob’s personal landmarks that influenced his creation of Hooray LA. It all began in 1924...

A native to Los Angeles, Bob Baker lived the majority of his life in the house he was born on New Hampshire Avenue, near Echo Park and not far from the original location of the Theater.

It was in the backyard of that house that he established his own “Petit Theatre” after seeing his first puppet show in 1930. By age eight, Bob had trained with several different Los Angeles-based companies before giving his first professional performance for legendary Hollywood director Mervyn Leroy.

While attending Hollywood High School, Bob began manufacturing toy marionettes that sold both in Europe and the United States. Following graduation, he began an apprenticeship at George Pal Animation Studios in LA that resulted in a promotion to head animator of Puppertoons, a landmark studio that produced animated stop-motion puppet films.

After World War II, Bob served as an animation advisor at many film studios. His company’s work spanned decades of creative projects across Los Angeles and the

world, from puppetry and design on Disneyland's Main Street to countless contributions in television and film.

In 1963, Bob Baker and partner Alton Wood transformed a run-down scenic shop near downtown Los Angeles into a family entertainment institution: Bob Baker Marionette Theater. Named an official Los Angeles Historic-Cultural Monument in 2009, the Theater has served over ONE MILLION children. Now in a new location on 4949 York Blvd, Bob's legacy and love of LA continues.



Hooray LA Zine

K-5th Grade

CA Art Standard

Creating— Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work

Social Justice Standard

Identity Students will develop positive social identities based on their membership in multiple groups in society

Diversity Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.

Enduring Understanding

1.2 How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?

Essential Question

How is the history of Los Angeles honored and experienced by its inhabitants?

Objectives

Activities will help learners:

- Create a Zine that is based on their histories and traditions.
- Express pride in their history and recognize the ways in which their history is both similar and different from their peers.

Materials

- [Hooray LA Zine Template](#)

Resources

- [Why Zines Need to Be a Part of Your Curriculum \(Art of Ed\)](#)

Vocabulary

Zine- (short for magazine or fanzine) is most commonly a small circulation, self-published work of original or appropriated texts and images usually reproduced via photocopier. Usually, zines are the product of a single person or of a very small group. Zines first emerged in the United States, where the photocopier was invented, and have always been more numerous there.

Procedure

Print double sided copies of [Hooray LA Zine Template](#) for your learners. Review the instructions per lesson page below. *Resources for each lesson can be found in the speaker notes.*

1. Introduce your learners to Hooray LA Have them write their name on the cover.
2. “A Land Acknowledgment is a powerful way of showing respect and honoring the Indigenous Peoples of the land on which we work and live. Acknowledgment is a simple way of resisting the erasure of Indigenous histories and working towards honoring and inviting the truth”

Read the [BBMT Land Acknowledgment](#) to your learners or select a student to read. Remind your students to follow along in their Zine Template. Ask them what words they are familiar with and which words they do not know. Write these words on the large sheet of paper or board for your learners to see. Define the words that are unfamiliar.

- [Gabrielino-Tongva Indian Tribe](#)
 - [Land Acknowledgment What Is It And Why Is It Important \(UCDC\)](#)
 - Not sure which Native Land you are on? Check out [Native Land Digital!](#)
3. Have learners create an Ancestral Acknowledgment that honors their culture and history. If a Land Acknowledgment is a way of respecting and honoring the Indigenous Peoples of the land than an Ancestral Acknowledgment is a way to respect and honor the peoples of our past.

Have a show and tell day! Invite your learners to bring an object from home or something that is meaningful to share and present to the class.

4. Say hello to Paula! Have learners create sketches of our Ice Age friends using the virtual models created by the Natural History Museum. QR codes are available for you to explore with your learners or provide your learners with prints.

- [Virtual Models of Ice Age Animals \(NHM\)](#)
5. Take your learners outside and explore LA's nature! Practice spending time with our environment by having you learners describe what they see through writing and drawing.
- [Outdoor Exploration Guide \(NHM\)](#)
 - [Steps to Creating A School Garden \(NHM\)](#)
6. Introduce your learners to LA's Most Famous Feline P-22!
- [The Enduring Power of a Big Cat on Star-Obsessed Los Angeles \(NYT\)](#)
 - [P-22 \(NHM\)](#)
7. Take a peek behind the curtain of BBMT and check out Our Marvelous Mountain Lions!
8. Have your learners use their imagination to design a bridge for animals to safely cross the freeway. Encourage your learners to work in pairs or as a group. Learners can build a model using found or classroom materials. Take a photo of their work and place it in this section! Or have your learners create a drawing of their bridge.
9. The Dragon dance is a Chinese tradition that represents power, strength and good fortune. Explore this tradition with your students and the work of the East Wind Foundation.
- [East Wind Foundation](#)
 - [Dragon Dance](#)
 - [Dragons and the Dragon Dance](#)
10. Read *The Dragon Pearl* to your learners or provide them with a copy to practice reading in small groups. Have them respond to the provided question in their Hooray LA zines. *What is a neighbor? Who are your neighbors?*
- Have your learners consider what or who can be their neighbor. Remind them that our neighbors include not only the people we live with or next to, but also the flowers, trees, plants, and animals all around us.
- Once your learners have acknowledged what and who their neighbors are, have them collectively or individually consider how they can make their community better for all of them.
- [The Dragon Pearl](#)

- [Los Angeles Explorers Guild](#)

11. Introduce your learners to the Music of Bob Baker and listen to *The LA Shake*, by Marshall Heaney, Kelly Ford-Kidwell, and Keith Johnston. Have a disco dance party!

Teachers can listen to the *Seeking Out The LA Shake* podcast, by Angel Carreras and Nisha Venkat, to learn more history about the song.

- [LA Shake](#)
- [Seeking Out The LA Shake \(BBMT\)](#)

12. The LA Shake was inspired by the joy of living in California! Our LA Shake was also inspired by Jewel Thais-Williams who opened Jewel's Catch One in 1973, one of the first Black discos in the United States. Have your learners work collectively or individually to write a song lyric about something that brings them joy in LA!

- [Jewel's Catch One](#)

13. Have your learners draw a map of where they live or a special place in LA. Have them draw the things they see around it. Have your learners share where they call home to the class. Create a community map marking these special places!

14. Explore Bob's Los Angeles and check out Bob Baker Marionette Theater's digital exploration of the city we call home.

- [LA Is \(BBMT\)](#)

15. *Hooray LA* is Bob's Love Letter to the city he was born in. Have your learners write their own *Love Letter To LA*.

Have your learners present what they love to the class. Post copies of these letters on the walls or around your school community. Students can also create artworks to accompany what they wrote.

16. *The End!* Publicize and share your *Hooray LA* zines with your community and remember to share them with us!

Applying What You Learned

Xerox copies of your zine and encourage students to trade their work with each other! Organize a Zine Fair at your school or create a classroom library that showcases

everyone's work.

Extension Activity

Reach out to your Los Angeles Public Library Branch and submit your work to the LAPL Zine Collection. **Questions on how to submit your zines?** Email zines@lapl.org.

ELL Extension

Have students record themselves reading or describing their zine. Consider creating a podcast of your learners' collective story of LA.

What Is Your LA? Zine

6th-8th Grade

CA Art Standard

Creating— Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work

Social Justice Standard

Identity Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Diversity Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.

Enduring Understanding

1.2 Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.

Essential Question

- What is your LA?
- How does our identity inform our understanding of a place?
- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?

Objectives

Activities will help learners:

- Express their history of LA with pride through the creation of an eight fold zine.
- Identify the ways in which their histories are similar and different from that of their peers and how this can inform the creation of an artwork.

<p>Materials</p> <ul style="list-style-type: none"> ● Scissors ● 8.5x11 inch Paper ● Black Marker, Pen, or Pencil ● Glue Sticks ● LAZF 8 Fold ● LAZF 8 Fold (Spanish) ● What Is Your LA? Zine Outline ● 8 Fold Zine Template 	<p>Resources</p> <ul style="list-style-type: none"> ● Why Zines Need to Be a Part of Your Curriculum (Art of Ed) ● LA Zine Fest ● Toolkit: Peace-Building Circles (Learning For Justice)
<p>Vocabulary</p> <p>Zine- (short for magazine or fanzine) is most commonly a small circulation, self-published work of original or appropriated texts and images usually reproduced via photocopier. Usually, zines are the product of a single person or of a very small group. Zines first emerged in the United States, where the photocopier was invented, and have always been more numerous there.</p>	
<p>Procedure</p> <ol style="list-style-type: none"> 1. Introduce vocabulary: <ul style="list-style-type: none"> ○ Zine- (short for magazine or fanzine) is most commonly a small circulation, self-published work of original or appropriated texts and images usually reproduced via photocopier. Usually, zines are the product of a single person or of a very small group. Zines first emerged in the United States, where the photocopier was invented, and have always been more numerous there. 2. Demonstrate to your learners how to make a Zine using the LAZF 8 Fold handout. If needed, provide students with LAZF 8 Fold (Spanish). Be sure to have enough 8.5x11 inch paper and scissors for your students. <ul style="list-style-type: none"> ○ Watch How to Make a Zine. Have learners follow along folding with the video. Pause and play as needed! Encourage your learners to help one another. 3. Review What Is Your LA? Zine Outline and have your learners begin to create a draft of their zine using the 8 Fold Zine Template! <ul style="list-style-type: none"> ○ Remind them that their work will be black and white once it has been 	

xeroxed.

4. Have students create a final version of their *What is Your LA?* zine!
 - Encourage them to experiment and explore using different media in their zines such as stickers, photos, or collage!
5. Create copies of their work. Have learners repeat the process of cutting and folding their newly published zines!
6. Have students present and share their work in a Community Circle (refer to [Toolkit: Peace-Building Circles \(Learning For Justice\)](#) and adapt to meet your learners needs). Reflect on the process of creating zines and the essential questions:
 - **What is your LA?**
 - **How does our identity inform our understanding of a place?**

At the end of the presentations, have your learners write a short reflection on how their zines were similar and different to that of their peers.

7. Lastly, remember to celebrate the creation of your publication!

Applying What You Learned

Have students create a *series* of eight fold zines based on a topic of their choice.

Extension Activity

Reach out to your Los Angeles Public Library Branch and submit your work to the LAPL Zine Collection. **Questions on how to submit your zines?** Email zines@lapl.org.

ELL Extension

Have students record themselves reading or describing their zine. Consider creating a podcast of your learners' collective story of LA.

LA Is...a Sanctuary City!

9th-12th Grade

CA Art Standard

Creating— Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work

Social Justice Standard

Justice Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics

Action Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

Enduring Understanding

1.1 Creativity and innovative thinking are essential life skills that can be developed.

Essential Question

- How can we make Los Angeles a sanctuary for all?
- How does collaboration expand the creative process?

Objectives

Activities will help learners:

- Analyze an injustice and consider the ways in which our community has been impacted.
- Take collective action to support the safety and dignity of our community through the creation of an art campaign.

Materials

- [Sanctuary Motion Fact Sheet](#)
- [Root Cause Tree Tool](#)
- [Art + Activism](#)

Resources

- [ICE Out Of LA](#)
- [L.A City Takes Next Steps to Officially Become a Sanctuary City](#)

[for Immigrants \(KCET\)](#)

- [What is a Sanctuary City Anyway?](#)
- [Youth Activist Toolkit \(Advocates for Youth\)](#)
- [Collective Action Framework](#)

Vocabulary

- **Sanctuary City-** A sanctuary city is a place that has decided to keep local resources to solve local problems. Some people think “sanctuary” means the city is harboring fugitives. That’s a misunderstanding of the term. A better term than *sanctuary* might be *local control* or *safe city*. I’ll use the terms sanctuary city and safe city interchangeably. A sanctuary city has limited the extent to which it will volunteer resources in support of federal immigration enforcement agents’ responsibility to enforce federal immigration law.
- **Collective Action-** is the action taken together by a group of people who share knowledge, resources, and effort to achieve a common purpose.

Procedure

1. *Hooray LA* is a celebration of our city’s ever-unfolding history - its past, its present and its future. LA has changed a lot since its founding. But one thing that has remained constant is that LA is a welcoming home for newcomers.

We can see the role of new communities throughout the show. From the way new communities changed the face of LA through its new buildings, to the cultural importance of neighborhoods like Chinatown, to the young dreamers drawn to the lights of Hollywood. Even before Los Angeles was founded in 1781 its original caretakers tended to this land through ceremony, culture, and stewardship. We continue this tradition by welcoming new communities, and telling the stories of their contributions to our city.

LA’s place as a sanctuary for travelers is what makes it the beautiful, diverse place we call home.

Later this year our City Council will vote to make Los Angeles a **Sanctuary City**- a policy that will help to insure LA remains the vibrant, and inclusive community we know and love. By acknowledging that *LA Is... a Sanctuary City*, we invite students to help sustain an inclusive and multi-racial city that is rooted in values of compassion, equality, and common humanity.

2. Introduce Vocabulary:

- **Sanctuary City-** A sanctuary city is a place that has decided to keep local resources to solve local problems. Some people think “sanctuary” means the city is harboring fugitives. That’s a misunderstanding of the term. A better term than *sanctuary* might be *local control* or *safe city*. I’ll use the terms sanctuary city and safe city interchangeably. A sanctuary city has limited the extent to which it will volunteer resources in support of federal immigration enforcement agents’ responsibility to enforce federal immigration law.
- **Collective Action-** is the action taken together by a group of people who share knowledge, resources, and effort to achieve a common purpose.

3. Review the **Essential Questions** along with the [Sanctuary Motion Fact Sheet](#) and share the work of [ICE Out Of LA](#).

- How can we make Los Angeles a sanctuary for all?
- How does collaboration expand the creative process?

4. Have learners use the [Root Cause Tree Tool](#) to better understand the problem and its underlying causes. If you want to create lasting change, it is important that you address more than the symptoms (leaves) of the problem. You will want to look at the factors that hold your problem up (trunk) and connect it to deep histories of injustice (roots). Have students review the following texts:

- [L.A City Takes Next Steps to Officially Become a Sanctuary City for Immigrants \(KCET\)](#)
- [What is a Sanctuary City Anyway?](#)

5. In groups, have your learners engage in **Collective Action** through the creation of an art campaign. Creating art for your campaign is a powerful way to communicate your message and inspire cultural change. Art can be transformative for both the audience and the artist. Like stories, using art is particularly important when you are working to create cultural change because it helps to generate meaning in our society. Share the [Art + Activism](#) to guide your learners in their work.

6. Have your learners go out and share their campaign!

Applying What You Learned

Join and organize with community groups. Present your work to your LA City Councilmember. You can find your elected official at lacity.gov. Connect with youth organizers outside of Los Angeles and share strategies.

Extension Activity

Create a social media campaign. Social media is a tool that makes sharing your message through large networks of people relatively easy. It can also be used to build pressure on your targets, and force them to act if they think social media chatter is hurting their image.

You can use social media like Instagram, YouTube, Twitter, Facebook, and Snapchat to tell your story, recruit supporters, build event attendance, show support for ally organizations, and get the attention of your target. Social media is also a way to engage people who may not be able to participate in your actions in-person.

ELL Extension

Have your learners write a short description explaining the meaning behind their campaign. Have them practice reading their description out loud to an audience.

