

2016-2017

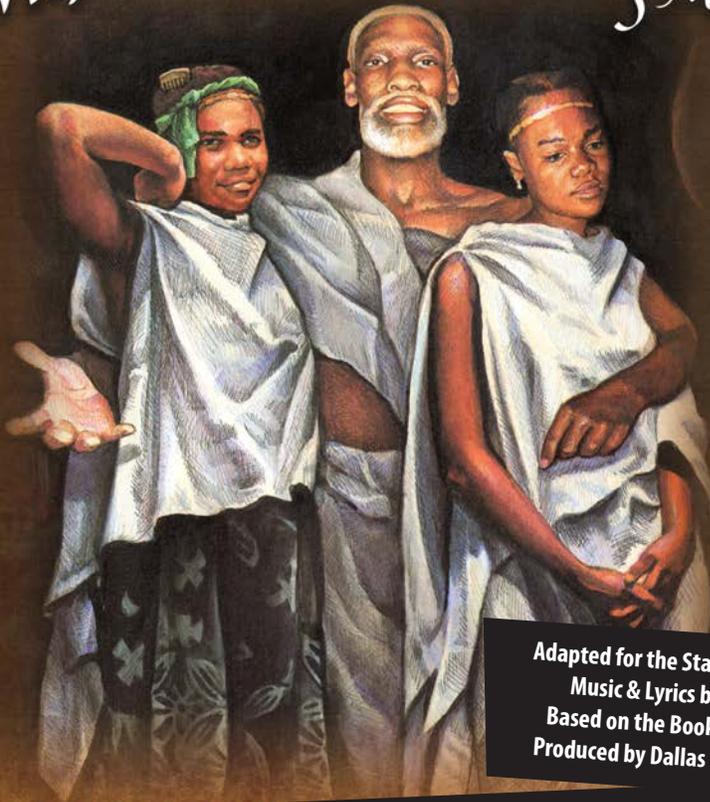
DISCOVERY



Resource Guide

JOHN STEPTOE'S

Mufaro's Beautiful Daughters AN AFRICAN TALE



Adapted for the Stage by Karen Abbott
Music & Lyrics by S-ANKH RASA
Based on the Book by John Steptoe
Produced by Dallas Children's Theatre

FRIDAY, APRIL 21, 2017
9:30 & 11:30 A.M.

The Frank M. *Cait* FOUNDATION
Discovery

Series

**VICTORIA
THEATRE**
ASSOCIATION
www.victoriatheatre.com

Welcome to the 2016-2017 Frank M. Tait Foundation Discovery Series at Victoria Theatre Association. We are very excited to be your education partner in providing professional arts experiences to you and your students!

Mr. John Steptoe's focus on the African-American experience in writing and illustrating his books has inspired millions of children all over the world since his very first book, *Stevie*, was published when he was only 19 years old! Years later, Mr. Steptoe's *Mufaro's Beautiful Daughters* received the prestigious Randolph Caldecott Medal and the Coretta Scott King Award for Illustration. I hope that this powerful story will inspire you to read more of Mr. Steptoe's beautiful work.

The information and activities in this resource guide have been carefully crafted to help you and your students explore the many ways a live theatre experience can open up learning opportunities. Grade level icons will help you determine which activities are good for students, too. And don't forget to take advantage of the local resources listed inside to extend the play-going experience and make even more curricular connections for you and your students. Thank you again and welcome!



Gary Minyard
Vice President -
Education & Engagement

Curriculum Connections

You will find these icons listed in the resource guide next to the activities that indicate curricular connections. Teachers and parents are encouraged to adapt all of the activities included in an appropriate way for your students' age and abilities. *JOHN STEPTOE'S MUFARO'S BEAUTIFUL DAUGHTERS: AN AFRICAN TALE* fulfills the following Ohio and National Education Standards and Benchmarks for Pre-K through Grade 5:



Ohio's New Learning Standards for English Language

- Kindergarten-** CCSS.ELA-Literacy.RL.K.3, CCSS.ELA-Literacy.RL.K.9
- Grade 1-** CCSS.ELA-Literacy.RL.1.2, CCSS.ELA-Literacy.RL.1.3, CCSS.ELA-Literacy.RL.1.6, CCSS.ELA-Literacy.RL.1.9
- Grade 2-** CCSS.ELA-Literacy.RL.2.1, CCSS.ELA-Literacy.RL.2.2, CCSS.ELA-Literacy.RL.2.3, CCSS.ELA-Literacy.RL.2.4, CCSS.ELA-Literacy.RL.2.5, CCSS.ELA-Literacy.RL.2.6
- Grade 3-** CCSS.ELA-Literacy.RL.3.2, CCSS.ELA-Literacy.RL.3.3, CCSS., CCSS.ELA-Literacy.RL.3.6
- Grade 4-** CCSS.ELA-Literacy.RL.4.2, CCSS.ELA-Literacy.RL.4.3, CCSS.ELA-Literacy.RL.4.4, CCSS.ELA-Literacy.RL.4.5, CCSS.ELA-Literacy.RL.4.6, CCSS.ELA-Literacy.RL.4.7, CCSS.ELA-Literacy.RL.4.9
- Grade 5-** CCSS.ELA-Literacy.RL.5.2, CCSS.ELA-Literacy.RL.5.3, CCSS.ELA-Literacy.RL.5.4, CCSS.ELA-Literacy.RL.5.5, CCSS.ELA-Literacy.RL.5.6, CCSS.ELA-Literacy.RL.5.7

Ohio's New Learning Standards for Social Studies

Grades K-5- Heritage, Spatial Thinking and Skills & Places and Regions

National Core Arts Theatre Standards:

- Pre K-** TH:Cr11PK, TH:Pr4..PK, TH:Pr5.1PK, TH:Re.8.1.PK, TH:Cn10.1.PK.
Kindergarten- TH:Cr1.1.K, TH:Pr4.1.K, TH:Pr5.1.K, TH:Re8.1.K, TH:Cn10.1.K.
- Grade 1-** TH:Cr1.1.1, TH:Pr4.1.1, TH:Pr5.1.1, TH:Re7.1.1, TH:Re8.1.1, TH:Cn10.1.1.
- Grade 2-** TH:Cr1.1.2, TH:Pr4.1.2, TH:Pr5.1.2, TH:Re7.1.2, TH:Re8.1.2, TH:Cn10.1.2.
- Grade 3-** TH:Cr1.1.3, TH:Pr4.1.3, TH:Pr5.1.3, TH:Re7.1.3, TH:Re8.1.3, TH:Cn10.1.3
- Grade 4-** TH:Re7.1.4, TH:Cn10.1.4, TH:Cn11.1.4, TH:Cn11.2.4
- Grade 5-** TH:Re7.1.5, TH:Cn10.1.5, TH:Cn11.1.5, TH:Cn11.2.5

This resource guide was created by Amy Handra. All activities are available for distribution and use in the classroom or at home.

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About the Play

ENGLISH/
LANGUAGE
ARTS

When a great African king desires a wife, only the most perfect maidens in the land are invited to meet him. Mufaro's pride and joy, his two daughters of very different dispositions, travel through a mystical jungle and across a deep river to be presented to the king. Along the way, the two girls encounter a number of mysterious situations that unknowingly test their courage, kindness, and strength of spirit.



SPOTLIGHT ON JOHN STEPTOE



John Steptoe was born in Brooklyn, New York in 1950. He began working on his first picture book, *Stevie*, when he was just 16 years old and had it published in *Life Magazine* by the time he was 18. Mr. Steptoe studied art at the High School of Art and Design in Manhattan and was a student in the HARYOU-ACT Art Program. In his twenty-year career, John Steptoe illustrated 15 more picture books, ten of which he also wrote. His books have won numerous awards, including the Coretta Scott King Award for Illustration, the Caldecott Honor, and the Milner Award. His book *Mufaro's Beautiful Daughters: An African Tale* was acknowledged as a breakthrough for bringing together African history and culture. The research he conducted in writing the book awakened Steptoe's pride in his own African ancestry, and he hoped his work would encourage children to feel pride in their own heritage.

For more information about John Steptoe, please visit <http://www.lib.usm.edu/degrummond>.

Ohio Spotlight

SOCIAL
STUDIES



NATIONAL
AFRO-AMERICAN
MUSEUM AND
CULTURAL CENTER

NATIONAL AFRO-AMERICAN MUSEUM & CULTURAL CENTER

Located in the Miami Valley, The National Afro-American Museum & Cultural Center opened to the public in April 1988. Since that time, thousands of visitors have enjoyed the museum and its exhibits.

The museum is the permanent home of one of the nation's largest collections of Afro-American materials, with over 9,000 artifacts and artwork, 350 manuscript collections, and thousands of photographs. Items include Alex Haley's typewriter and his final draft of *Roots*, a buffalo hide coat worn by a Buffalo Soldier, and Gregory Hines' tap shoes.

For more information, please visit <https://www.ohiohistory.org/visit/museum-and-site-locator/national-afro-american-museum>.

All
GRADES

COMPREHENSION

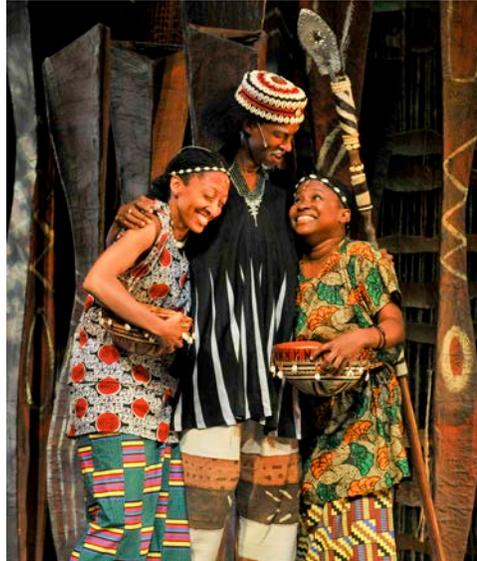
Pre-Show Conversation Starters

SCIENCE

ENGLISH/
LANGUAGE
ARTS

All
GRADES

JOHN STEPTOE'S MUFARO'S BEAUTIFUL DAUGHTERS: AN AFRICAN TALE has many important lessons including the importance of kindness and humility. If you haven't already, be sure to read *Mufaro's Beautiful Daughters: An African Tale* before attending the play adaptation at Victoria Theatre. This will help your students become familiar with the storyline. Use these discussion starters to spark a conversation:

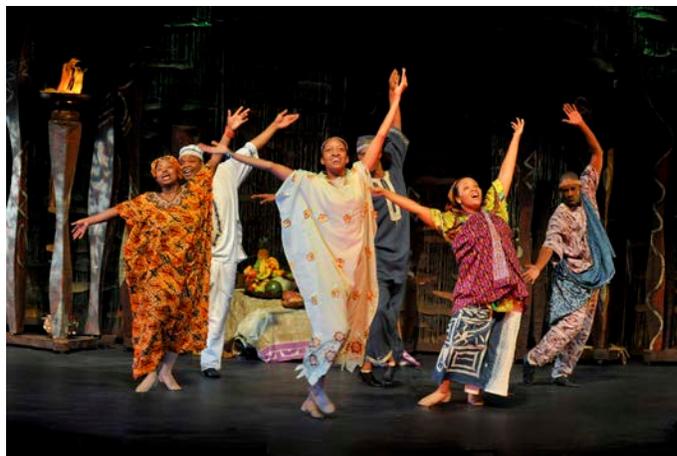


1. In the story, the King desires "The Most Worthy and Beautiful Daughters in the Land" to be sent to the city so that one can be chosen to become the queen. Discuss with your students what it means to be **worthy**. Have them make a list of qualities that make them **worthy**. Then, ask students to discuss the difference between **beauty** and **worth**. Finish with a discussion on which attribute is more important and why.

2. This story shows us that each person may make a personal choice that affects the whole community. Ask your students to identify some individual actions that they, as individuals, make for the common good of their families or their class or their school. Follow with a discussion of how the whole is affected when an individual chooses actions that conflict with the common good.

3. Discuss the definition of **deceit** with your students. In the story, the King **deceives** Manyara and Nyasha by pretending to be a snake and by having them pass tests without telling them—discuss why this was or was not a good idea. Discuss whether or not you think the King was being unfair to Manyara and Nyasha by **deceiving** them.

4. What parts of the story are magical? What parts might be real? Compare this story to the story of Cinderella.



COMPREHENSION

The Wonderful World of Fairy Tales

A **fairy tale**, or wonder tale, is a story in which improbable events lead to a happy ending. In these stories, we meet witches and queens, giants and elves, princes, dragons, talking animals, ogres, princesses, and sometimes even fairies. Marvelous and magical things happen to characters in **fairy tales**. A boy may become a bird.

A princess may sleep for a hundred years. A Prince may turn into a snake. Objects too can be enchanted — mirrors talk, pumpkins become carriages, and a lamp may be home to a genie.

SOCIAL
STUDIES

ARTS

ENGLISH/
LANGUAGE
ARTS



The oldest **fairy tales** were told and retold for generations before they were written down. French **fairy tales** were the first to be collected and written down, but now we can read **fairy tales** from almost any culture. When these stories were studied together, something amazing was discovered. From countries as distant and different as Egypt and Iceland similar **fairy tales** were told.

The "Cinderella Story"

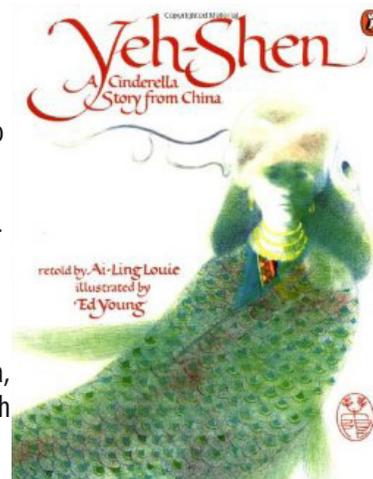
In French, she is *Cendrillon*, in German, *Aschenputtel*; and in Italian, *Cenerentola*. But, you might know her best by her English name: *Cinderella*.

The story of Cinderella, perhaps the best-known **fairy tale**, is told or read to children of very young ages. But Cinderella is not just one story; more than 500 versions have been found—just in Europe! The tale's origins appear to date back to a Chinese story from the ninth century called "Yeh-Shen."

Almost every culture seems to have its own version, and every storyteller his or her tale. Charles Perrault is believed to be the author, in the 1690s, of our "modern" 300-year-old Cinderella, the French *Cendrillon*.

Both Egypt and Iceland have Cinderella stories, as do China, England, Korea, Siberia, France, and Vietnam. There may be a thousand versions of the Cinderella story, each with a unique telling which carries cultural information about the time and place the story was told.

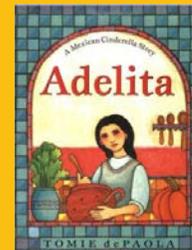
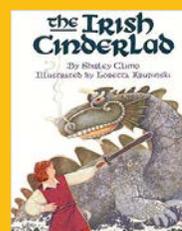
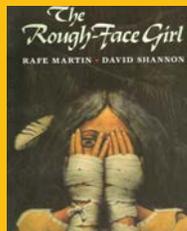
Most renderings of the story include an evil stepmother and stepsister(s), a dead mother, a dead or ineffective father, some sort of gathering such as a ball or festival, mutual attraction with a person of high status, a lost article, and a search that ends with success.



Extension Activity

Select a few Cinderella stories from around the world to read to your students. Have students compare and contrast the stories, identifying what makes each a fairytale and what makes each story unique. Then, have students write and share their own version of the Cinderella story.

For more information on multicultural Cinderella stories, please visit <http://www.ala.org/offices/resources/multicultural>.



ARTS

ENGLISH/
LANGUAGE
ARTS

COMPREHENSION

Let's Take a Trip to Zimbabwe!

SOCIAL STUDIES

All GRADES

JOHN STEPTOE'S MUFARO'S BEAUTIFUL DAUGHTERS: AN AFRICAN TALE is set in the country of **Zimbabwe** on the continent of **Africa**.

Allow students to spend time with a world map or globe and locate the African continent and the country of Zimbabwe.

Use the following questions to encourage students to infer:

- What kind of climate do you think Zimbabwe has?
- What sorts of landscapes might you find?
- What animals could be found in Zimbabwe?

Then, allow students to visit a library or website to find answers to the following questions:

- Where is Zimbabwe located on the continent of Africa?
- Is it north or south of the equator?
- What is the capital city of Zimbabwe? Describe the city.
- What sort of climate does Zimbabwe have? Is it warmer or cooler? Wet or dry?
- What are some neighboring countries?
- What is the primary language spoken in Zimbabwe?



Art Extension Activity

SOCIAL STUDIES ARTS ENGLISH/LANGUAGE ARTS

Have students work in pairs or small groups to create an informational travel brochure or travel poster for Zimbabwe, incorporating what they have learned. When finished, present them to the class.

CONNECTION

What's in a Name?



The characters in *JOHN STEPTOE'S MUFARO'S BEAUTIFUL DAUGHTERS: AN AFRICAN TALE* have special names that come from the **Shona** language which is spoken in **Zimbabwe**. Can you guess which definition goes with which name?

Mufaro	Snake
Nyasha	Ashamed
Manyara	Happy Man
Nyoka	Mercy

Some people are named after relatives or have names that have been passed down from generation to generation. Some names come from places, seasons, objects, or even because of a funny story. Many names have a particular meaning that come from ordinary words. Akira means "intelligent," Raja stands for "hope," and Latifah refers to someone who is gentle and kind and John means "gracious." But did you know that Juan, Sean, Gianni, Jens, and Ivan are all the name John in different cultures? **What is the story of your name?**



Cut out squares using construction paper in a variety of different colors. Write a different letter on each square. Have students find the squares needed to spell out their first name. Then, have student glue the squares to a sheet of paper in the correct order.

Extension Activity: Have students write each letter of their name below the corresponding square.



Cut out squares using construction paper in a variety of different colors. Have students write each letter of their first name on a separate square. Then, give each student a piece of paper and instruct them to glue their squares in a vertical line on the left hand side of the page. Last, students should use each letter of their name to write something they enjoy that begins with each letter of their name.

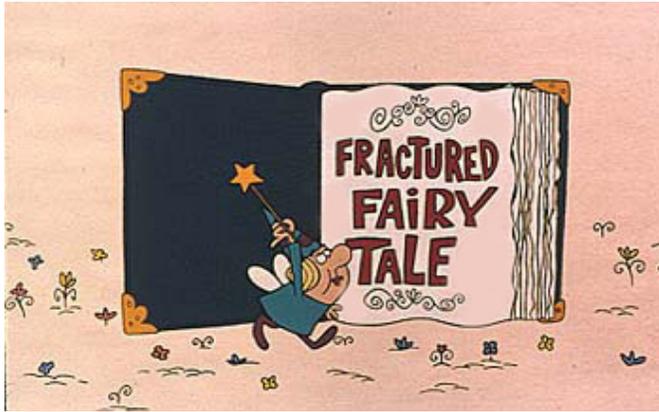


Have students complete a **name research project**. Have students interview parents or family members in order to answer the following questions about their names:

- Who picked out your name?
- How did they choose your name?
- Does your name have any personal or cultural meaning to your family?
- What would you have been named if you had been born the opposite sex?

Extension Activity: Once students have compiled the answers to these questions, instruct them to write and illustrate a name report. Encourage students to share their name report with the class.

Fun with Fractured Fairy Tales!



A **fractured fairy tale** is when an author takes a classic fairy tale and changes it into something completely different. Fractured fairy tales are a great way to help students see how story elements—like character, plot and setting help to shape the stories they read and write.

CREATING FRACTURED FAIRY TALES

1. Start off by asking students to share their favorite fairy tales. Record the list on a piece of chart paper or on the blackboard.
2. As a class, have students identify some of the main elements of each of their favorite fairy tales and make a list. For example: Cinderella's fairy godmother, the red cape from Little Red Riding Hood, or Jack's magic beans.
3. Have students select one of the fairy tales listed on the board and have them choose some new elements to incorporate into the story. For instance, the story of Cinderella with a red cape, magic beans, and a Big Bad Wolf.
4. Have students tell their new fairy tale to the class—they can use pictures, props, movement and gestures—as little or as much as you would like.

Modification for Younger Students: Students tell their new fairy tales as a whole class collaboratively during a circle or story time.

Modification for Older Students: Instead of verbally telling their stories, instruct students to write and illustrate their new fractured fairy tales. Then, have students read their stories aloud to the class.

Make Your Own African-styled Drum



You will need:

- 2 styrofoam, plastic, or paper drink cups
- White glue
- Masking Tape
- White tissue paper
- Brown watercolor or thinned tempera paint (strong brewed tea will also work)
- Black tempura paint or permanent markers
- Paintbrush

To make your African-Styled Drum:

1. Glue the cups bottom to bottom and let them dry completely.
2. Glue small strips of the white tissue to cover the sides of the drum.
3. Tear off strips of masking tape and completely cover the opening at the top and the bottom of the cups.
4. Paint the drum (now covered with the tissue paper) with the watercolor or tea. Allow to dry.
5. Draw or paint geometric shapes around the top, middle, and bottom of your drum with black tempura paint or with permanent markers.
6. Use the Exploring Rhythm exercises on Page 9 to teach students how to play their drums.



Exploring Rhythm: Play Your Drum!



In cultures around the world, exploration through percussion is a natural way of connecting children to the group and developing their motor responses. Since the action of drumming comes easily to children, exploring percussion is a way to open the door to a broader appreciation of music and achieving the benefits that music has to offer.

Here are some ways that you can introduce percussion instruments and percussive music to your students. After these starter activities, you may want to devote some time with your classes to discuss what kind of sounds were heard, what is rhythm, and how a song can be made with beats.

Play the Room – Taking caution not to strike anything that is fragile, allow children to explore the room with drumsticks or by using their hands as percussive tools. Tap the floor, tables, chairs, desks, doorknobs, and shelves. Discuss what makes a loud or soft sound, and what object kept the longest sound. Have children sit in pairs, taking turns “playing the floor” and listening. This will help students make the connection between vibration and sound.

Create Copycat Rhythms – Drum or Clap out a pattern and have students echo-clap back or use the drums they made on Page 8 to drum the rhythm back to you. Encourage other children to be the leader for the group “conversation.” **Copycat rhythms** can be created by stomping feet, jumping, or with drums or shakers in the circle. Connect rhythm to what children know by singing familiar nursery rhymes and clapping to the beat.

Play the Jungle Beat – Start with pictures of different jungle animals and talk about what kind of sound characterizes that animal. With stomping feet in hard or soft, slow and fast beats, practice together how an elephant or rhinoceros sounds. How is this different from the sound of a monkey walk or a tiger stalking its prey?

Use Found Objects – Objects everywhere from the kitchen to the junkyard can be used to make a sound. Ask children to bring something from home that they think makes a good sound (pots and pans, lids for cymbals, graters or scrapers) and have them introduce the sound in the circle. What rattles, clatters, or jingles? Talk about the qualities of the sound, and then conduct the group in an orchestra of stuff!

Listen to Great Traditions – The music of Zimbabwe, Ghana, and Nigeria has particularly rich drumming traditions. Listen to recordings from Africa and other cultures to expose children to the masters of percussive rhythms.

To find these and other great music activities for elementary students, please visit <http://funmusicco.com>.

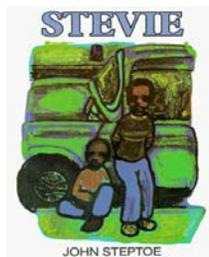
Resources for Students & Teachers



ADDITIONAL RESOURCES

PUBLICATIONS FOR STUDENTS—ADDITIONAL BOOKS BY JOHN STEPTOE:

Stevie (1969)
Uptown (1970)
Birthday (1972)
Daddy Is a Monster... Sometimes (1977)
Jeffrey Bear Cleans Up His Act (1983)
The Story of Jumping Mouse (1984)
Baby Says (1988)



PUBLICATIONS FOR TEACHERS AND PARENTS:

Organic Creativity in the Classroom: Teaching to Intuition in Academics and the Arts, Written by Jane Piirto. Prufrock Press: 2013.

Theatre for Change: Education, Social Action, and Therapy, Written by Robert Landy and David T. Montgomery. Palgrave Macmillan: 2012.

Play: How it Shapes the Brain and Invigorates the Soul, Written by Stuart Brown and Christopher Vaughn. Harvard University Press: 2009.

WEBSITES FOR TEACHERS AND STUDENTS:

<http://www.geographia.com/zimbabwe>; This is a great reference for studying the country and culture of Zimbabwe.

<http://www.bu.edu/africa/outreach/index.html>; Boston University's African Studies Outreach Program offers wonderful resources and lesson plans for teachers and students from elementary through high school.

<http://www.virtuesproject.com/index.php>; This site lists 52 virtues and contains strategies for teachers to promote goodness in character.

Victoria Fuse's Local Resource

THE HISTORICAL LOVELAND CASTLE & MUSEUM

If you want to visit a fairy tale castle, you don't have to travel outside of Ohio to do it!

Visit **The Historical Loveland Castle & Museum** and take a step back into the days of King Arthur and the Knights of the Round Table.

The Castle features three distinctive styles of architecture. German, French and English.

Four types of towers. A gigantic wall that has almost as many stones in it as the Castle itself. Harry's domed ceiling. A Dry-moat. Hand Tiled ceilings. Murder Holes, Stoop doors and lots more!

For more information, please visit <http://www.lovelandcastle.com/>.



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ASSOCIATION

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OTHER BROADWAY PROGRAMS:

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Recognized by Time Magazine as one of the top 5 children's theater companies in the US, and the only one of that group to tour nationally, Dallas Children's Theater travels coast to coast with professional large-scale productions designed to stir the heart, stretch the mind and promote education.

Dallas Children's Theater began a local touring program in 1985 with a Native American piece entitled Legend of the Bluebonnet. In 1989, the touring roster expanded to statewide and regional venues. In 1996, they launched their first national tour. September 2006 marked Dallas Children's Theater introduction to the world stage, as the theater was honored with an invitation to perform at the 2006 Shanghai International Children's Culture and Arts Expo in Shanghai, China. Each touring production is selected and designed with a youth and family audience in mind from titles and materials that reflect the cultural diversity of our world community. They encompass a combination of new plays, familiar stories, literary works, biographies, mythology, folk tales, music, dance, and puppetry. For more information, please visit <https://www.dct.org/>.

DON'T FORGET

All schools that receive scholarships for a show and/or transportation are asked and encouraged to create thank-you letters or cards for our sponsors. Please address your students' thank-you notes to:

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