



Young
Audiences
Arts for
Learning

Maryland

Teacher Program Guide

Assembly Date: _____

Assembly Time: _____

For Students in: _____

Monkey Tales

Arianna Ross



Arianna Ross will take the students on an imaginary tour of India. The children will actively participate in the journey as they visit the market place, the jungle, and a tiger sanctuary. The trip will begin by flying on an imaginary plane to Rajasthan. The children will explore an old castle filled with tricky monkeys and its incredible history. Eventually, the children will be introduced to the Raja who lives there and the story of his people and animals.

"A few years ago, I stayed in a small village in Rajasthan where I had the great luck of meeting the people who worked in a tiger sanctuary. They took me in their Jeep throughout the park where I met a tiger. The tiger was the mother of several young tigers. She was beautiful. All along the road were monkeys calling out to the driver to stop and feed them. We ended the trip at a magical old castle. The castle used to be inhabited by the king of the region. His power and his animals were famed across the region. However, now the castle is covered with tricky monkeys who love to tease people like me by stealing flowers out of our pockets."

Contact Young Audiences for more information on this and other programs at 410-837-7577 or yamd.org

Young Audiences/Arts for Learning | 2600 N. Howard St., Suite 1300 | Baltimore, MD 21218



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Please pass along the attached teacher program guide to all participating classrooms.

Setup Requirements

- A stage area or performance area
- Small table
- Two electrical outlets

Artist Arrival Time

60-75 minutes prior to performance

Suggested Introduction

“Ladies and Gentleman, Boys and Girls, stories are about to be brought to life! Let’s give a warm welcome to Arianna Ross as she presents to us . . . ‘Monkey Tales!’”

Inclement Weather

DON’T WORRY! Artists will follow school closings/delays, and will work with you to reschedule the performance if necessary.

Young Audiences Contact Number

410-837-7577

After Hours / Emergency Number

Call 410-837-7577 and follow the prompts to be connected with a staff member on call.

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Artist Bio

Inside this guide:

- Artist Bio
- Program Description
- Maryland State Curriculum Connectors
- Core Curriculum Connectors
- Vocabulary
- List of Resources
- Pre- and Post- Performance Activities
- Discussion Questions

Using the threads of history unique to the lands she has lived in and interweaving them with her experiences, Arianna Ross' programs weave a lively fabric rich with stories of the past and present. Arianna blends the power of acrobatics, storytelling, and music to engage the students in programs that both entertain and enrich their school curriculum. Since returning from three years with Bansi Kaul's troupe Rang Vidushak in Bhopal, India, she has performed for the Washington Storytellers' Theatre, NPR, and across the United States in schools, community centers, and hospitals. As a teacher and storyteller, Arianna strives to tell multilingual stories that augment the students' understanding of the history, culture and geography of the world. Arianna's philosophy is, "When laughter comes from within, the body will smile. It is through the laughter and tears of our tales that the lessons of life are imparted."





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Maryland State Curriculum Connectors

Standard 1.0 Perceiving and Responding: Aesthetic Education

Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.

Standard 2.0 Historical, Cultural, and Social Context: Theatre

Students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.

1. Express a broad range of human responses to a variety of stimuli.
 - a. Identify ways in which theatre communicates feelings and ideas and reflects human experience by comparing dramatic texts from a variety of cultures.
 - b. Identify how oral storytelling traditions reflect the beliefs and values of a given culture.

Common Core Standard Connectors

CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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Vocabulary

HINDI

- **Namaste:** Hello
- **Bunder:** Monkey
- **Ap Hai:** You are
- **Ap Kaise Hai?:** How are you?
- **Mai Hu:** I am
- **Raja:** King
- **Larka:** Boy
- **Larke:** Girl
- **Kamra:** Room
- **Bhai:** Brother
- **Bara:** Big
- **Makan:** House

ENGLISH

- **Chai:** Tea
- **Goldsmith:** A person who works with gold, to make jewelry, coins, etc. India: A country in Asia.
- **Jungle:** Land in tropical areas covered with a thick mass of trees, vines, and bushes.
- **King:** A man who rules a country.
- **Lion:** A large strong animal of the cat family. The lion lives mainly in Africa and southern Asia. It has a yellowish-brown coat of short, coarse, hair and a tufted tail.
- **Monkey:** A furry animal that has long arms and legs, and hands and feet that are used for grasping and climbing.
- **Queen:** A woman who rules a country.
- **Snake:** A kind of animal that has a long body covered with scales and no legs, arms, or wings. Snakes move by curving and then straightening out their bodies. Some snakes have a poisonous bite.
- **Tiger:** A large animal that is a member of the cat family. A tiger has an orange or yellow coat with black or brown stripes
- **Trick:** Something done to fool or cheat. A clever skillful act.
- **Barber:** A person who cuts people's hair for a living
- **Castle:** A large building or group of buildings having high, thick walls with towers. Princes and Nobles lived in castles a long time ago.
- **Crocodile:** A long animal with short legs, thick, scaly skin, and a long, strong tail. They look like and are related to alligators. They live in Asia, Africa and America.
- **Forest:** Many trees and plants covering a large area of land; woods.

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List of Resources

BOOKS FOR STUDENTS

- Babbitt, Ellen C. *Tipi*taka. Sutta- pi*taka. Khuddakanik*aya, More Ja- taka Tales.* Appleton Pub., 1950.
- Bonnici, Peter. *The First Rains.* Minneapolis: Carolrhoda Books.
- Bonnici, Peter. *The Festival.* Minneapolis: Carolrhoda Books.
- Brown, Marcia. *Once a Mouse.* New York: Atheneum, 1961.

MUSIC FOR STUDENTS

- “India II, Colors of the World Explorer The Rough Guide to Music of India and Pakistan.” London: World Music Net, 1996.

BOOKS FOR TEACHERS

- Blank Kelner, Lenore & Flynn, Rosalind M. *A Dramatic Approach to Reading Comprehension: Strategies and Activities for Classroom Teachers (Grades 1-8).* Heinemann, 2006
- Blank Kelner, Lenore. *The Creative Classroom: A Guide for Using Creative Drama in the Classroom (PreK-6).* Heinemann, 1993



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Pre-Performance Activities

- Discuss and learn Hindu vocabulary. Practice saying each of the words, and make a set of class flashcards to add to the word wall.
- Find India on a globe/map. Discuss its geographic location, climate, population, etc. Distribute the “India” handout and have students label important, discussed facts.
- Check out a variety of Indian cultural books from the library. Place them in centers around the room and allow students to visit each station. Students should write down one new thing they learned from each station.

Post-Performance Activities

- Use the Vocabulary Resource Sheet to define and discuss key concepts from the program.
- Use the Venn Diagram Handout: Ask students to compare India vs. United States.

Classroom Discussion Questions

- What parts of the story were fact? What parts were fiction?
- How did Arianna Ross use the acting tools of voice, body, and imagination to express different cultures and locations?



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Arianna Ross' "Monkey Tales"

Name: _____

Date: _____



Vocabulary Resource Sheet

Arianna Ross

"Monkey Tales"



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Hindi

Namaste: _____

Bunder: _____

Ap Hai: _____

Ap Kaise Hai?: _____

Mai Hu: _____

Raja: _____

Larka: _____

Larke: _____

Kamra: _____

Bhai: _____

Bara: _____

Makan: _____

Chai: _____

English

Barber: _____

Castle: _____

Crocodile: _____

Forest: _____

Goldsmith: _____

India: _____

Jungle: _____

King: _____

Lion: _____

Monkey: _____

Queen: _____

Snake: _____

Tiger: _____

Name: _____

Date: _____



India



USA

Sample Lesson Plan

YOUNG AUDIENCES OF MARYLAND

Lesson Title: The Gifts of Wali Dad – A Tale from India

Artist's Name: Arianna Ross

Teacher's Name:

School:

Grade:

Fine Arts Standard

1. Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and aesthetic qualities they reflect
3. Students will demonstrate the ability to apply theatrical knowledge, principles, and practices.

Indicator:

2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations

Objectives:

- a. use selected posture, movement, expression, and voice to enact characters

Integrated Content Area:

[CCSS.ELA-Literacy.CCRA.SL.1](#) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-Literacy.CCRA.SL.4](#) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Lesson Objective: Students will review basic geographic information about the country of India; students will participate in a Reader's Theatre "The Gift of the Wali Dad – A Tale from India."

Introduction/ Motivation (10 minutes):

Review what we've learned about India thus far. Locate it on a globe, name the capital city, discuss the bodies of water near it, etc.

Distribute the "Geography of India" sheet and talk through the answers together as a class. Capital city, mountain regions, bodies of water, neighboring countries, rivers.

Modeling (10 min):

Commend the students on all of the wonderful facts their retraining from being close listeners in the Assembly!

Explain that today, we're going to participate in a reader's theatre of a tale from India!

Discuss expectations of teamwork, sharing, compromise, and appropriate voices when working in our groups.

Predict and Discuss: What are some common themes, items, or subjects that we might find in an Indian tale?

Guided Practice (10 min):

Option 1: Have students work in groups of 5. If they have guided reading level groups, use those! Students will look over the Reader's Script together. Allow them to choose their own characters, or assign them yourself. Students will each need to play 2-3 characters.

Option 2: Remain sitting in a circle together on the carpet. Read through the reader's theatre together, with each student having a part.

Emphasize 'becoming the character' and using voices other than our own. How would a king sound? How would a narrator sound?

Independent Practice (10 min):

Have the students take the text back to their own seats to re-read.

Monitor comprehension: pose the following 2 questions on the board. As students are re-reading, they should be writing a post-it response to the questions.

"How is this story like other folktales you've read?"

"What do the prince and princess do when Wali Dad sends them gifts?" "Why?"

Assessment/Closer (5 min):

Come back to the carpet as a class and discuss/reflect.

Option 1: Act the reader's theater out as a mini play production.

Option 2: Allow students to create props and pictures that would go along with the reader's theater.

What is the overall theme/message of the story?

How could we tell that this was an Indian folktale if we were not told ahead of time?

Vocabulary:

India, New Delhi, startled, tossed, pleased, dismayed, insisted, signaled, inform

Materials:

Reader's Theatre Copies – Print for each student

<http://www.aaronshep.com/rt/RTE07.html>

The Geography of India Handout

Art Supplies

Handouts

*The Geography of India

**"Wali Dad" Reader's Theatre copies

Resources:

Reader's Theatre Copies

<http://www.aaronshep.com/rt/RTE07.html>

Wali Dad Teacher's Guide

http://forms.hmhco.com/assets/pdf/journeys/grade/L29_Wali_Dads_Gifts_P.pdf

