

Katie Adams' Make-Believe Theater  
Presents:  
**Animal Safari Stories**



## **A Teacher's Guide**

### **Welcome to the Show!**

Go on an adventure with Storyteller Katie Adams! Travel around the world and hear folk tales about animals that reflect on ourselves. Katie's sparkling, animated style includes a variety of rhythm instruments, mime, and audience participation, set in front of a beautiful jungle backdrop. Children especially enjoy participating with animal movements and sounds. The stories in this show are *Anansi and his Six Sons*, from Africa, *Coyote and the Laughing Butterflies*, from the southwest United States, *Papagayo*, from the Amazon rainforest, and *The Crocodile's Tale*, from the Philippines. This show is 45 minutes.

# Before the Show

## Synopsis of the Stories - What to look for

*Read through the following synopsis and discuss with your students what to look for in the performance.*

### **Anansi and his Six Sons**

Stories about Anansi come from the country of Ghana. Katie uses the Kalimba or thumb piano, an African instrument, to accompany this story. Students are encouraged to participate by making sound effects and animals with their hands.

Anansi the spider finds himself in trouble. He gets swallowed by a fish! His six sons want to rescue him, but they have six challenges to overcome. Each son uses his unique talent to overcome a problem until Anansi is rescued. Anansi then finds a ball of light in the forest. He wants to give it to the son who rescued him but he cannot decide which son. Finally Nyame the sky god takes the ball of light up into the sky for all to share. It is still there tonight. It is the moon.

### **Papagayo**

Katie uses a rain stick rhythm instrument to introduce this story. The students participate with the different sounds of the rainforest animals.

In this story from the Amazon Rainforest, Papagayo, the macaw parrot is full of mischief and very noisy. He wakes up the night creatures who are trying to sleep during the day. Then one night the ghost of a monster dog runs across the night sky and takes a big bite out of the moon. The night creatures are very upset, but they don't know how to help the moon because they are afraid of the monster. For six days the monster dog takes a bite out of the moon until it is just a sliver in the sky. Finally Papagayo helps the night creatures scare away the monster by making lots of noise – which Papagayo is good at. The animals save the moon and go off to celebrate.

### **Coyote and the Laughing Butterflies**

Katie uses a tamborine drum to start this story from the southwest United States. Katie talks about the landscape with the mesas and the canyons. The students participate with the coyote's howls and the fluttering movement of the butterflies.

Coyote's wife wants to make a special meal, and she needs Coyote's help. She asks Coyote to get some salt from the Great Salt Lake. So Coyote makes the long trip to the Great Salt Lake but when he gets there, he is exhausted and falls asleep. Coyote's snoring is so loud that the butterflies come, pick him up, and fly him back home. When Coyote wakes up at his home, he doesn't know what has happened – and he doesn't have the salt. On his third try, Coyote takes a short cut to the Great Salt Lake and is not so tired when he arrives. He fills a sack with salt but then takes another nap. The butterflies fly him back home again, tricking him for the third time. To this day, the butterflies are still zigging and zagging as they fly through the sky, laughing at the joke they played on Coyote.

### **Crocodile's Tale**

This story is set in the Philippines. Katie uses a quiro to start this story. The students participate with the voices of the crocodile and the monkey.

While playing in the jungle behind his house, Juan discovers a Crocodile caught in a hunter's trap. The Crocodile begs Juan to help him out of the trap promising to give him a gold ring in return. Juan unties the trap setting the Crocodile free and then asks for the gold ring. The crocodile days he does not have the

gold ring with him, so Juan climbs on the crocodiles back and the two of them set off to get the ring. After swimming into the middle of a river, the Crocodile declares that he doesn't have the ring and that he is going to eat Juan. Juan tries to get help from a straw hat and a basket floating in the river. They both tell the crocodile that people are not grateful and that he should eat Juan. Finally a monkey rescues Juan by tricking the Crocodile and Juan remembers to show his gratitude.

## What to look for with the art of Storytelling

Storytelling is a live performance of a story that uses many theater skills. Here are some features to look for in this storytelling performance.

**Character voices -**  
Storytellers change their voices to take on the personality of the characters.

**Facial expressions -** Katie uses facial expressions to convey emotional content and comedy. A storyteller's face helps inform the audience how to interpret the story.

**Mime movement -** Katie uses her hands, face and body to create imaginary objects (props) and scenery in the stories.

**Audience Participation-**  
This takes many forms from call and response, to finger play, to inviting audience members onstage to be characters in a story.

**Repetition -** This is the storyteller's invitation to join in the story. Repeated words and phrases are a chance for the audience to join in and help tell the story. Repetition also helps us remember the stories

**Props –** Props are any object carried by an actor. Often storytellers use real objects to educate an audience, or add interest and focus to the story.

## Standards connected to the performance

**Language Arts:** LAFS.K12.SL.1.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**Theater:** TH.2.C.1.2 – Respond to a play by drawing and/or writing about a favorite aspect of it.

**Music:** MU.3.H.1.1 – Compare indigenous instruments of specified cultures

## The Role of the Audience

*This is a reflective exercise for students. Please read and discuss with your students.*

- You are the audience - an important part of the performance. You help the performers by pretending and participating with them.
- Seeing a live show is not like watching TV or a movie. The performers are in the same room with you, and can see and hear you, the audience, and interact! What are some other differences? (no commercials, no eating, no lying down or running around...)
- Enter the performance space quietly and listen. Who might be giving instructions?
- The performers need you to watch and listen quietly. Talking to friends disturbs the performers and other members of the audience.
- Your job is to pretend along with the performers. They like it when you laugh if something is funny. They also like to hear you clap at the end of a performance when they bow.
- After the bows the audience stays seated. Who might give instructions on how to leave?

## Standards for Theater Etiquette

TH.K.S.1.1-Demonstrate appropriate audience behavior at a live performance.

TH.1.S.1.1-Exhibit appropriate audience etiquette and response.

TH.2.S.1.1-Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.

TH.3.S.1.1-Demonstrate effective audience etiquette and constructive criticism for a live performance.

TH.4.S.1.1.-Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.

TH.5.S.1.1-Describe the difference in responsibilities between being an audience member at live or recorded performances.

## Language Arts Activity - Reading

Story Sources

Anansi by Gerald McDermott

Coyote and the Laughing Butterflies by Harriet Peck

Taylor

Papagayo by Gerald McDermott

Crocodile's Tale by Jose' Aruego

**Check out one or all of the above books from your library and read the story to, or with, your class.**

## After the Show

### Language Arts Activities - Reading

**Compare and contrast with your students the differences between the books and the performance.**

LAFS.K12.R.3.7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LAFS.K12.R.3.9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

LAFS.K.SL.1.2 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

LAFS.1.RL.3.9 - Compare and contrast the adventures and experiences of characters in stories.

LAFS.4.RL.3.7 - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

LAFS.5.RL.1.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**Have your students name the characters in the stories and discuss cause and effect of their actions.**

LAFS.1.R.1.3 - Describe characters, settings, and major events in a story, using key details.

LAFS.2.W.1.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

LAFS.4.RL.1.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

## Folk Tales - Earliest form of Literature

Folk tale: A story or legend forming part of an oral tradition. (American Heritage Dictionary)

An orphan boy sat on a great stone, mending an arrow. And the stone spoke: " Shall I tell you stories?" The boy said, "What are stories?" the stone answered, "All the things in the world before this." From that stone came all the stories that the Seneca nation tell to one another. -A Seneca Indian tale, from Tales as Tools

### **Folk tales have been handed down, usually by word of mouth, for generations.**

- Discuss with your students what can happen to a story passed down in this way.
- You may want to illustrate the point by playing the game "telephone" or "gossip" in which a whispered phrase is passed down the line of students and the beginning and ending phrases are compared to see how different they are.
- Do the students know of a story handed down through their own family or friends this way? (An example would be a story about the size of a fish caught.)

### **Folk tales contain elements unique to the culture they come from.**

- Ask the students to describe something unique from each story, i.e. "What makes this an Animal story?" "How is the country of origin's culture reflected in the story?"

### **Folk tales also contain elements universal to all people.**

- Ask the students to describe something from each story that "all people do".

### **Folk tales always contain a message about how to live life.**

- Discuss the messages in the stories - how are they similar and how are they different. In each of the stories, one or more of the characters helps another character. Ask the students to identify these characters and describe how they were helpful. (Good readers always do a text to self connection.)

LAFS.K.RL.1.2 - With prompting and support, retell familiar stories, including key details.

LAFS.1.RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LAFS.2.RL.1.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

LAFS.3.RL.1.2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

## Storytelling Activities

Go over the stories from the show with your students. Pick one of the stories (or pick one episode). Be sure to have a beginning, middle, and end.

- Ask the students to form a circle and let the first child begin telling the story. At a prearranged signal from you, the next child in the circle must take up the story. Keep going until everyone has a turn and the story is told.

- Turn a favorite fairy tale into a "fractured fairy tale". Example- Make Goldilocks a beauty queen and the three bears farmers.
- Find an interesting item or photo and invent a story about it.

### Learn Stories From Your Own Family

Visit an older relative and ask him or her questions. Stories will usually result. Some possible questions are listed below.

- What were holidays like when you were growing up? How were they different?
- Who was your best childhood friend and what did you do together?
- Is there a family event you wish you could do again in a different way?
- What was your grandmother's house like?
- Do you remember when I was little? What was I like?

LAFS.K.RL.1.2 - With prompting and support, retell familiar stories, including key details.

LAFS.1.RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.

TH.2.H.1.1 - Read and dramatize stories with similar themes to show developing knowledge of, and respect for, cultural differences.

TH.5.H.3.4 - Act out a character learned about in another content area.

TH.5.H.3.3 - Demonstrate how the use of movement and sound enhance the telling of a story.

## Rhythm Instruments used in the Show

*You may wish to work with your music teacher to explore these different rhythm instruments*

**Kalimba or Thumb Piano** - An African rhythm instrument built around a gourd and played with the thumbs.

**Rain stick** - A hollow bamboo log with beans, rice or beads inside that hit against bamboo or brass rods when the stick is turned, suggesting the sound of rain.

**Tambourine Drum** - This instrument combines the action of the tambourine with the drum. It can be shaken or hit with a drum stick.

**Quiro** - (Pronounced Weir Oh) A hollow wood or metal instrument which when rubbed with a stick makes a rasping sound.

MU.2.H.1.1 - Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.

MU.3.H.1.1 – Compare indigenous instruments of specified cultures

## Bibliography

Anansi by Gerald McDermott

Coyote and the Laughing Butterflies by Harriet Peck Taylor

Papagayo by Gerald McDermott

Crocodile's Tale by Jose' Aruego

## About the Storyteller

Katie Adams is a puppeteer and storyteller who loves to perform for children and family audiences. In 2000, Katie started her own company, Make-Believe Theater dedicated to entertaining, inspiring and enlightening young audiences. Katie tours to schools, libraries, theaters, museums and festivals.

Recent performance highlights include the National Festival of the Puppeteers of America, the Smithsonian Discovery Theater, the Great Arizona Puppet Theater, Mahaffey Theater for Performing Arts, and the Kravis Center. **Check out her web site at [www.katieadamstheater.com](http://www.katieadamstheater.com).**