



Teatro SEA
& Manuel A. Morán
PRESENT



A Teacher's Resource Guide

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ABOUT TEATRO SEA

Founded in 1985, **Society of the Educational Arts, Inc. / Sociedad Educativa de las Artes, Inc. (SEA)** is a not-for-profit organization dedicated to the empowerment and educational advancement of children and young adults. SEA is one of the few, if not the only, Bilingual/Latin American Arts-in-Education organizations in New York City.

Through an array of effective, comprehensive, and highly powerful Arts-in-Education programs, SEA provides opportunities for children and young adults to examine, challenge and create possible solutions for current educational, social and community issues while fostering their talents, potential and self-esteem.

SEA is responsible for reviving the tradition of doing Children's Theatre in Spanish in New York City, a tradition that was abandoned for more than 18 years. For the past several years, SEA has toured professional theatres, schools, city parks and communities reviving this tradition by performing to audiences of over 75,000 per year.

SEA has also been instrumental in the introduction and education of non-Spanish speaking audiences to Latino Arts and Culture through cultural exchanges with many other ethnic groups and communities. As a result, SEA has been recognized as a leading theater company that offers a repertory of high quality works exemplifying wholesome and educational value, as well as providing a link to Latino Arts and Culture, multicultural understanding and self-esteem for all ages.

In celebration of its 25th Anniversary, SEA opened a brand new state-of-the-art performance space at the Clemente Soto Vélaz Cultural and Educational Center on Manhattan's Lower East Side.

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Dear Educator:

SEA would like to bring to the classroom a wonderful world of imagination created through the theatrical puppetry production “Pedro Animal Falls in Love/Pedro Animal Se Enamora.” This production provides the opportunity to meet a hilarious character, Pedro Animal, from the Dominican Republic who shares with audiences his language, values and culture.

This Resource Guide will guide the students in remembering and understanding the story. Some students will be exposed to aspects of their own culture that they might not know too well. Other students will enjoy the culture and language for the first time. Either way, your students will have an educational, cultural and creative experience that will enhance their knowledge and will contribute to their acceptance of other cultures as well as their own.

DESCRIPTION OF THE SHOW...

This comical folktale from the Dominican Republic tells the story of a simple, fun-loving young man who is crazy in love with a neighborhood girl. Our humorous, interactive puppet play integrates audiences into the story in order to help Pedro win the hand of his true love.

ABOUT PEDRO ANIMAL...

Pedro Animal (Peter Animal) is a folk character from República Dominicana. He is portrayed as a silly character and embodies the honest, simple and uncorrupted country folk from Quisqueya, located in the southeastern region in República Dominicana. Pedro Animal’s original name in the Dominican literature is Pedro Animala. Pedro is frequently portrayed as a dark, Black person with broad nose, thick lips and curly hair.



ABOUT REPÚBLICA DOMINICANA...



República Dominicana is a beautiful Island situated towards Puerto Rico's West coast. The Island was discovered by Cristóbal Colón (Christopher Columbus) on October 12, 1492; a year before the discovery of Puerto Rico. Taino Indians also inhabited the island. The name Taino means good and noble. The Spaniards re-named the island La Española (The Spanish), which became the first European colony in the modern world. Santo Domingo (Saint Domingo) became its capital. República Dominicana is also called Quisqueya. In 1697, France occupied the occidental part of the island giving birth to a new

nation, Haiti. After many battles and political changes, República Dominicana became an independent country with a democratic system.

THE FLAG

The government of the Dominican Republic adds the national coat of arms in the center of the cross. This emblem is similar to the flag design and shows a bible, a cross of gold, 4 Dominican flags and two spears on a pattern from the flag.



There are branches of olive and palm around the shield and above on a ribbon is the motto "Dios, Patria, Libertad" meaning "God, Fatherland, Liberty." The blue is said to stand for Liberty, red for the fire and blood of the independence struggle and the white cross is a symbol of sacrifice. Below the shield is another ribbon bearing the name of the country "República Dominicana".

Dave Martucci, 12 Oct 1999 (Antonio Martins)

FOLK TALES & FAIRY TALES

It is important that children hear folktales, fairy tales, myths, and legends told by their ancestors. They receive their cultural legacy through these stories. By integrating Dominican tales into the classroom, the students will be exposed to cultural and historical aspects of cultural heritages. Folktales are stories that transmit culture and values. If children are deprived of these stories, a very important and crucial element of their growth and development has been left out (1993 Interview to Dr. Ricardo Alegría by the Yale-New Heaven Teachers' Institute, Internet search).

The folktales of República Dominicana reflect the culture of the people who have lived or influenced the lifestyle of those people living there, the Tainos, the Spaniards, and the Africans. The historical reality of República Dominicana is that it became part of the modern world, as we know it today, after Cristóbal Colón encountered the island on October 12, 1492 (Based on studies by the Yale-New Heaven Teachers' Institute, Internet search).



EXAMPLES:

FOLK TALES	COUNTRY	TYPE
Fat One and Rooster	China	Morality/Life Lesson
Opium Folktale (from Dragonwings)	China	Creative Expression
The King's Advisor	India	Morality/Life Lesson
The Shepherd Boy	Bali (now Timor)	Creative Expression

FAIRY TALES

Cinderella
Snow White

PRE-PERFORMANCE UNIT: *EXPLORING FOLKTALES*

GOALS

- Students will learn what a folktale is
- Students will become familiarized with an American folktale
- Students will become familiarized with folk tales from different countries
- Students will learn about character and action in a story
- Students will use their bodies and voices to present a story
- Students will gain script writing and performance skills

INTRODUCTION

- Teacher introduces the definition of a folktale. This definition or a simplified version of it should be posted somewhere in the classroom for the rest of this unit: an anonymous, timeless, and placeless tale passed on orally by people in a cultural group.
- Teacher reads an American folktale aloud to the class. Suggested collection: Classic American Folktales by Steven Zorn . Students and teachers will discuss the characters and actions in this story and how it has been passed down from generation to generation in our country. Also, teacher should discuss how different countries have different folk tales.

Main Activity

INTO THE FOLKTALES

- Students will be split into groups and assigned different folktales from different countries. The teacher should choose the folktales according to the cultural representation in her classroom. However, the students working on certain folk tales do not need to be from the countries of the folk tales they are working on.
- Groups will read the story together and generate a poster-size list of characters and actions in their assigned story. These lists will be posted around the classroom. The teacher may start the list off by creating a chart like the one below for each group:

[TITLE OF FOLKTALE]

CHARACTERS	ACTIONS

- Students will create a drawing/painting/mask of their favorite part of the story being sure to include a character and an action. These pieces should be displayed next to the poster-sized list of their corresponding stories.

CHARACTERIZATION

- The class will stand in a circle, and one by one, each student will choose a character and action from the list they generated with their group and create a pantomime of the character in the action. They will perform this movement and the rest of the class will repeat it.
- In their groups, students will create a frozen picture of a part of the story that they all agree upon. In the interest of time, the teacher may want to use one of the drawings to aid the children in the decision of which part they want to focus on. She may ask them to re-create one of the drawings in their groups.

SCRIPTING

- In their groups and with the help of the teacher, students will begin to write a script of their assigned folktale. They must decide what characters are going to be represented and how they will tell the story using their bodies, voices and the playing space.
- Students will work together to create set pieces and costumes for the folktales. They will decide what each student will have to bring from their own home in order to complete the props/costumes needed. Students should be reminded to get permission from their guardians before bringing in something from home.
- Performances! Students will perform their folk tale as they wrote it for their class and other invited classes.

POST-PERFORMANCE UNIT: *CELEBRATION OF CULTURE*

According to the *American Heritage Dictionary*, “culture” is defined as “the arts, beliefs, customs, institutions, and all other products of human work and thought created by a people or group at a particular time.”

Note: The following unit can take place over several weeks, since there may be many different cultures to celebrate in the class. The teacher may designate a day of the week where the celebrations take place. For example, if the celebrations are to take place on Fridays afternoons, he/she can decide that every Friday for the next six weeks or so will be Cultural Celebrations Day.

GOALS

- Students will learn about the different cultures represented in their classroom.
- Students will teach their classmates about their own cultural background.
- Students will create and take part in a cultural celebration that involves theatre, music, food and language.
- Teacher will encourage parent involvement in the cultural celebration.

INTRODUCTION

- When beginning this unit, the teacher should reach out to the parents of the students to make them aware that there will be a cultural celebration to celebrate the ethnic diversity of their classroom. Parents will be asked to bring in a dish or item on a designated day that represents their cultural background for the cultural celebration.
- The teacher will ask students to interview their family members at home about his/her cultural background, being sure to gather information about music, foods and language. Children should try to bring in musical samples of their culture, or get information on music from their culture so that the teacher may obtain samples. Students who are not first generation Americans, or whom are not close to their cultural roots can use the American culture as their basis for this project. It is important to remind students that there are many different cultures within the American culture as well, ie. People from the South have different traditions than those from the Midwest, Southwest, Northeast, etc.

MAIN ACTIVITY

- In pairs or trios, students will begin to put together a research project on each other's cultural backgrounds. Each student will choose sayings, music and food that they would like to use for a final presentation.
- In their small groups (pairs or trios), students will generate scripts of a performance inspired by *Pedro Animal Falls in Love*. They will interact on stage, introducing one another to their own culture and traditions. The scripts should incorporate as much music and dance as possible.
- Students will construct props and costume pieces in class. If possible, students should bring in items from home that they can use in their presentations. Students should be reminded to get permission from their guardians before bringing in something from home.
- Celebration! Students will present these performances for the class and parents. The performances will be part of the Cultural Celebration Day and will be accompanied by food or a display of cultural items that parents have brought in.

ALTAGRACIA



Sopita de Letras

PEDRO



MZPUERCAAM
ICPBXTWOIO
PJUANDIHCB
APAHLPEDAK
BQOAIJYSRT
UVZRAWBDGE
EBFMDFJVAX
LAAGLEQVTZ
OMYJRSPLF
PBAOLOTRAB



BARTOLO



ABUELO

Busca y encierra en un círculo los nombres
de los participantes de la obra



CONNECT DOTS PUZZLE

