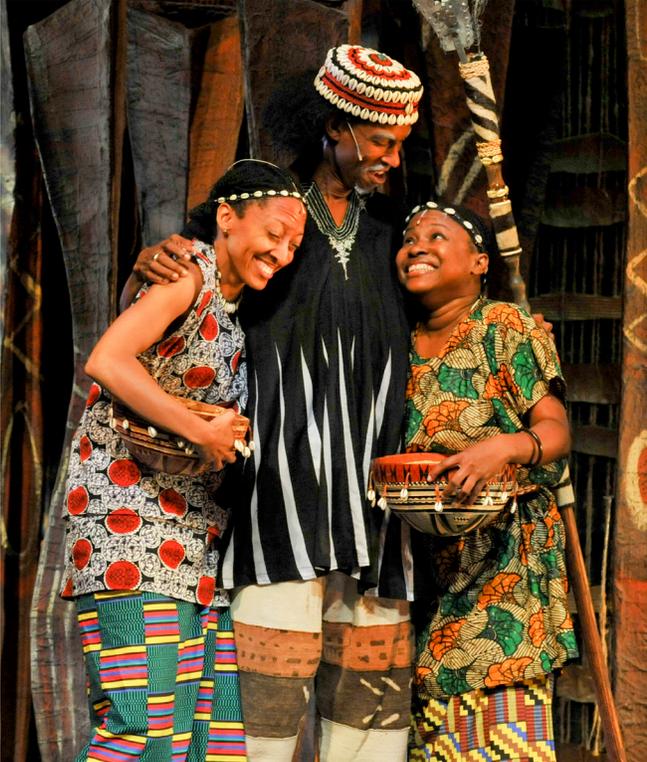


Teacher Resource Guide:

Mufaro's Beautiful Daughters



The lessons and activities in this guide are driven by the Ohio Early Learning and Development Standards (2012) and the Ohio Revised Science Education Standards and Model Curriculum (2011) which serve as a basis for what all students should know and be able to do in order to become scientifically literate citizens equipped with knowledge and skills for the 21st century workforce and higher education.

21st century skills of creativity, critical thinking and collaboration are embedded in process of bringing the page to the stage. Seeing live theater encourages students to read,

Before the Show

- About the Company
- About the Story
- Coming to the Theater

Pre-Show Activities

- About Zimbabwe
- Shona Language
- Zimbabwe Flag
- Three Activities to Build Background
- A Lesson on Kindness

Post-Show Activities

- Comparing Cinderellas
- *Mufaro's Beautiful Daughters* Vocabulary
- Color the Zimbabwe Flag
- Critical Response Questions
- Resources

develop critical and creative thinking skills, and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.

ABOUT THE SHOW

DALLAS CHILDREN'S THEATER, one of the top five family theaters in the nation, serves more than 250,000 young people each year through its 11 main stage productions, touring, educational programming and outreach activities. Since its opening in 1984, this award-winning theater has existed to create challenging, inspiring and entertaining programs which promote an early appreciation for literature and the performing arts. As the only major organization in Dallas focusing on theater for youth and families, DCT produces literary classics, original scripts, folk tales, myths, fantasies and contemporary dramas that foster multicultural understanding, confront topical issues and celebrate the human spirit.

ABOUT THE STORY

Mufaro's Beautiful Daughters, performed by the Dallas Children's Theater, is based on the award-winning children's book by John Steptoe and adapted for the stage by Karen Abbot. In the story, Mufaro lives in a small African village with his two lovely, but very different daughters. His eldest daughter, Manyara, is selfish, mean-spirited and unkind to her younger sister, Nyasha, who is beloved for her patience and generosity. One day, the Great King announces he is seeking a wife and invites all worthy and beautiful young women to come to the city to meet him. Manyara and Nyasha make the journey through the forest to the city separately. Along the way, each daughter meets strange creatures and faces many challenges. In the end, Manyara's pride defeats her, while Nyasha's goodness leads her to become queen.



Coming to the Theater

Playhouse Square is an exciting field trip destination! As the country's largest performing arts center outside of New York, the not-for-profit Playhouse Square attracts more than one million guests to 1,000+ performances and events each year. Playhouse Square thus acts as a catalyst for economic growth and vitality within the region. When you visit, be sure to note the GE Chandelier, the world's largest outdoor chandelier, and the retro Playhouse Square sign with its 9-foot-tall letters!

As audience members, you and your students play a vital role in the success of the performances. You are part of a community that creates the theater experience. For many students, this may be their first time viewing a live theater production. We encourage teachers to discuss some of the differences between coming to the theater and watching a television show, attending a sporting event or viewing a movie at the cinema. Here are a few points to start the discussion:

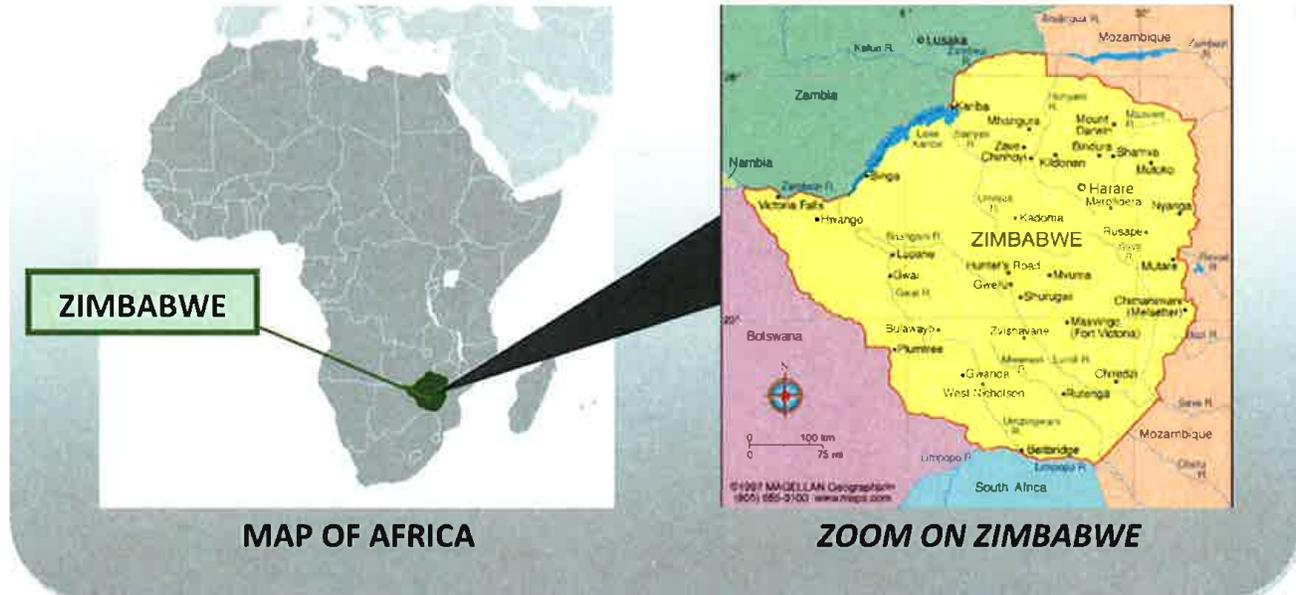
- ◆ Students are led into the theater and seated by an usher.
- ◆ Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you; the performers can too.
- ◆ Appropriate responses such as laughing or applauding are appreciated. Pay attention to the artists on stage; they will let you know what is appropriate.
- ◆ There is no food, drink or gum permitted in the theater.
- ◆ Photography and videotaping of performances is not permitted.
- ◆ When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.
- ◆ After the performance, you will be dismissed by bus number. Check around your seat to make sure you have all of your personal belongings.

An exciting destination for field trips and more!



Pre-Show Activities

ABOUT ZIMBABWE



<p><i>Geography</i></p>	<p>The country of Zimbabwe strongly influenced <i>Mufaro's Beautiful Daughters</i>. Zimbabwe is in the southeast portion of Africa, bordered by Mozambique, Botswana, South Africa, and Zambia.</p>
<p><i>History</i></p>	<p>As the author of <i>Mufaro's Beautiful Daughters</i>, John Steptoe drew ideas for the illustrations in his book from the ruins of the ancient city of Great Zimbabwe and the surrounding region. Located in present-day southeastern Zimbabwe, the vast city was built between the 11th and 15th centuries. The mysterious ruins offer a fascinating way to explore Africa's history.</p>
<p><i>Environment</i></p>	<p>The home of Mufaro and his daughters is a small village in a thriving rainforest. The villagers live in harmony with their environment. Nyasha, the daughter of Mufaro, tends her garden of millet, sunflowers, yams, and vegetables, and it is there she befriends Nyoka the snake.</p>
<p><i>Clothing</i></p>	<p>The costumes worn in the production reflect traditional African dress. Woven fabric known as kente cloth that originated in Ghana is widely used in traditional African dress including some of the costumes in the Dallas Children's Theater production.</p> 

SHONA LANGUAGE

Shona language: The names of the characters in *Mufaro's Beautiful Daughters* are from the Shona language spoken in Zimbabwe:

- ♦ **Mufaro** (moo-far-oh) – “happy man”
- ♦ **Manyara** (mahn-YAR-ah) – “ashamed”
- ♦ **Nyasha** (nee-AH-sha) – “mercy”
- ♦ **Nyoka** (nee YO-ka) – “snake”
- ♦ **Chuma** – “wealth”
- ♦ **Rudo** – “love”
- ♦ **Betserai** – “help me”
- ♦ **Tichawonna** – “we shall see”

Zimbabwe Flag

The flag of Zimbabwe has seven equal horizontal bands of green, yellow, red, black, red, yellow and green. It contains a white isosceles triangle edged in black with its base on the hoist side.

Symbolism within the Zimbabwe Flag

A yellow Zimbabwe bird: Represents the long history of the country

Red five-pointed star: Peace

Green: Agriculture

Yellow: Mineral wealth

Red: Blood shed to achieve independence

Black: Stands for the Native people



THREE ACTIVITIES TO BUILD BACKGROUND

1. Read John Steptoe's book *Mufaro's Beautiful Daughters* aloud. Ask students to describe and respond to his vivid illustrations. Have students imagine the sounds, smells, light and movement of the world in the book and consider how these aspects of the story might come to life onstage.
2. *Mufaro's Beautiful Daughters* 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 make inferences:
 - ◆ What kind of climate do you think Zimbabwe has? How would you compare it to ours?
 - ◆ What sorts of landscape might you find?
 - ◆ What animals could be found in Zimbabwe?
 - ◆ Is Zimbabwe north or south of the equator?
 - ◆ What are some neighboring countries?
3. Ask children if they have ever heard languages other than their own spoken. Give them the opportunity to share with the class other languages that they may know. Then emphasize that language is only one difference that may exist between people of different cultures.

Educational materials provided, in part, by the New Jersey Performing Arts Center and learningtogive.org.



Educational materials provided, in part, by the New Jersey Performing Arts Center and learningtogive.org.

College and Career Readiness Anchor Standards for Reading

Assess how point of view or purpose shapes the content and style of a text.

RL.K-6.1, RL.K-6.2, RL.K-6.3

Social Studies – Kindergarten-Grade 8

Strand: Geography

Topic: Spatial Thinking and Skills

A Lesson on Kindness

Purpose:

To expose children to an African folktale that teaches the benefits of *kindness*.

Duration:

One 30-Minute Class Period

Objectives:

The learner will:

- analyze acts of kindness and selfishness.
- place events of the story in their proper sequence.
- describe the setting.
- trace a route on a map that shows rivers and mountains.

Materials:

- Physical map of Africa
- Mufaro's Beautiful Daughters* by John Steptoe

Synopsis:

Mufaro's Beautiful Daughters is the story of a king who is looking for a wife. The person has to be worthy and beautiful. Mufaro has two daughters. Both are beautiful, but one is selfish and bad-tempered and the other is kind. The king tests the daughters without their knowledge to determine which is most worthy. This story's illustrations expose the children to early African scenery as well as a way of life different to their own.

Instructional Procedure(s):

Anticipatory Set:

Ask the children if they should be kind even if no one is looking. Give some examples of quiet kind acts that could be done without anyone knowing you have done them. Discuss why you would choose to do them when no one would be there to acknowledge your kind deed.

- Hold up the cover of the book *Mufaro's Beautiful Daughters*. Activate prior knowledge by asking children to describe what they see.
- Read the book to the class. Discuss the artwork and the different types of wildlife that are seen on each page. Ask students why the environment in the book looks different from where they live.
- On selected pages, stop and encourage the students to interact with the book in the following ways: hypothesize about what may happen next, what the motives of the characters might be, and why something is happening.
- Have children discuss other solutions that may have been tried and predict what the consequences would have been.
 - Reread the book, inviting the children to add further comments on what they see and think about the story. Ask students why a king would want to make sure that his country's future queen would not be a selfish person.
 - Have students sequence the trials that both girls encountered on their journeys and analyze how each girl responded as either *unselfish* or *selfish*. They can list the events or draw pictures showing the trials in their journeys.
 - Trace the route traveled by the girls on a physical map to show rivers and mountains.

Assessment:

Observe how students participate in the discussions of details in the story. Observe students' ability to list the tests that each girl encountered and analyze her actions.

Cross-Curriculum Extensions:

Spend some time looking at the map of Africa with the students. Read the names of the countries and talk about different regions and their climates and wildlife.

Post-Show Activities

College and Career Readiness Anchor Standards for Reading

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

RL.K-6.9

Comparing Cinderellas

A folktale is a story that has been told again and again, and eventually written down. Sometimes the same story gets

told in different parts of the world. There are thousands of versions of the Cinderella story. *Mufaro's Beautiful Daughters* is an African folktale. Author and illustrator John Steptoe created *Mufaro's Beautiful Daughters* from a story collected by G. M. Theal when he was in Africa, and published in 1895 in his book *Kaffir Folktales*. *Mufaro's Beautiful Daughters* is called a "Cinderella" story because it is about a young woman living in unfortunate circumstances that suddenly change to fortunate circumstances. This one takes place in Zimbabwe, Africa and it teaches us about Zimbabwe's people, plants, animals, and even an ancient city.

After you read the tale of *Mufaro's Beautiful Daughters*, read the classic fairytale *Cinderella*.
Then do the following worksheet.

<i>Mufaro's Beautiful Daughters</i>	The classic <i>Cinderella</i> Story
Describe the sister:	Describe the stepsisters:
Friends or people who help:	Friends or people who help:
Magic Person	Magic Person
What is the test that shows the rightful "Cinderella character?"	What is the test that shows the rightful "Cinderella character?"
How does the king/prince find out who Nyasha is?	How does the king/prince find out who Cinderella is?

- What is different? (No ball to attend, no dress to acquire, no cruel step-mother)
- What's the same? (Cinderella finds joy in her life, treats all living things with kindness, and is eventually rewarded for her goodness)
- Discuss how "good always wins over bad" is a theme shared by different cultures. (Although from very different backgrounds, all human beings in all cultures have a sense of right and wrong and a sense of justice and kindness.)

College and Career Readiness Anchor Standards for Language

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.K-6.4

MUFARO'S BEAUTIFUL DAUGHTERS VOCABULARY

These words may be unfamiliar to your students:

ignored

proclaimed

transfixed

grieve

plumed

millet

silhouetted

hysterically

considerate

garments

yams

commotion

preparations

grove

enclosure

bountiful

destination

piercing

acknowledge

chamber



Activity/Word Search

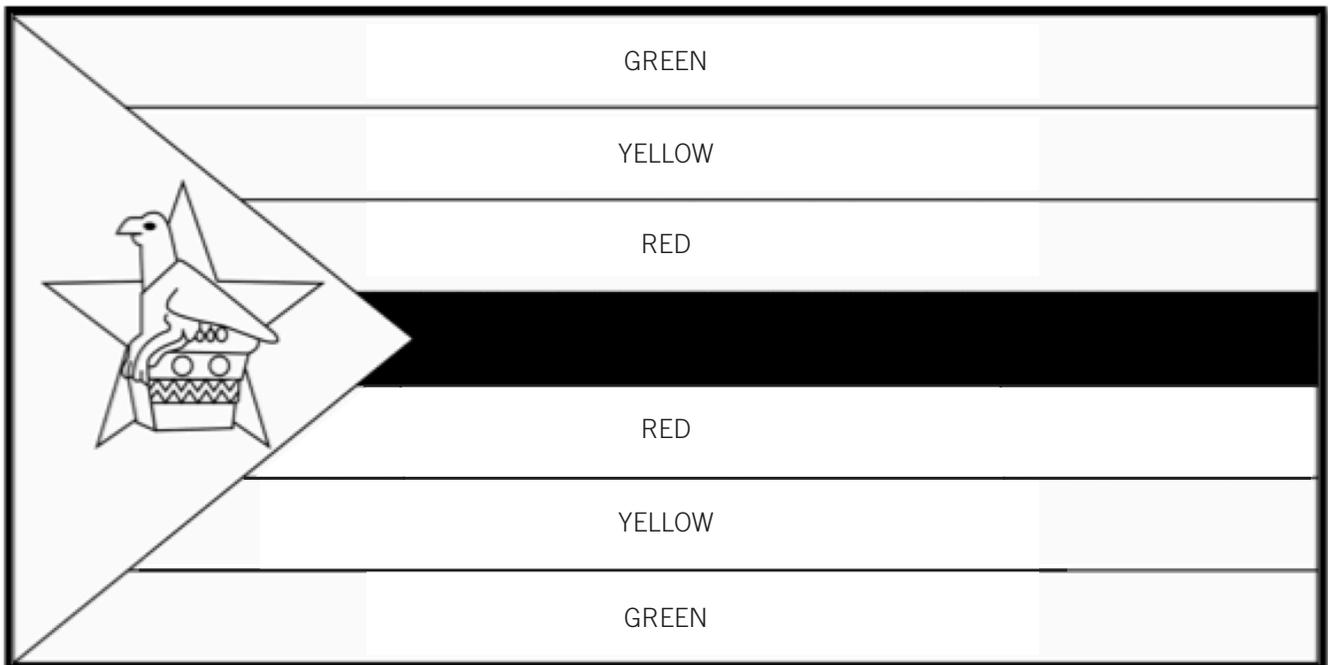
Try this activity to help make some of the unfamiliar words in the story familiar. Have students work with partners or in small groups. Assign each team a page or two in the book, and ask them to identify four or five words that they find difficult.

Provide dictionaries and tell the teams to look up their words and write them on a sheet of paper. Next, have students pass around the paper so that each team member can write a sentence using the word. Conclude by having the teams present their words and sentences to the class.

COLOR THE ZIMBABWE FLAG

The flag of Zimbabwe has seven equal horizontal bands of green, yellow, black, red, yellow and green. It contains a white isosceles triangle outlined in black with its base on the hoist side.

- A **yellow** Zimbabwe bird: Represents the long history of the country
- **Red five-pointed star** = Peace
- **Green** = Agriculture
- **Yellow** = Mineral wealth
- **Red** = Blood shed to achieve independence
- **Black** = Stands for the Native people



Critical Response Questions

Students develop their comprehension when they reflect upon what they wondered, noticed and felt. Ignite a classroom discussion with the following critical response questions:

- 1. Reflection:** In discussing a performance, it is often more productive to ask the question “What did you see in the production?” or “What do you remember most strongly?” rather than “Did you like it?” The first two questions lead to observation or analysis of the performance, encouraging recall of details, while the third question encourages more judgmental responses. Although audience members respond positively and/or negatively to a work of art, critique should come in later in the discussion process. Discussion of which aspects of a performance remain in one’s memory often reveals the artistic choices at the heart of a work. Have students describe a memorable moment from the play in various ways - verbally, in writing, by drawing, or through movement.
 - 2. Ask** students what lesson they think *Mufaro’s Beautiful Daughters* is trying to teach (“People who demean others do not win in the end;” “You reap what you sow;” “Pretty is as pretty does;” “Beauty is in the eye of the beholder”). Students may find other lessons, too. Have students write a paragraph explaining their answer.
 - 3. Discuss** and make a list of some ways that you can show kindness to people you live with, friends and strangers:
 - Are the acts of kindness the same for each group of people?
 - Be sure to think of small acts of kindness as well as a bigger act that may involve some time and giving up an opportunity for yourself.
 - Make a plan to do some of the things on your list.
 - After some time, come back to talk about the list again. Did you do some of the things you planned? How did you feel? How did the people you were kind to react? Can you add some ideas to your list?
 - 4. Draw** a picture or diagram showing the sequence of the trials that both girls encountered on their journeys. Analyze how each girl responded to each trial. Think of words to describe each action, such as proud, generous and afraid.
 - 5. What** does it mean to get what you deserve? Did the sisters get what they deserved? Was it fair that Nyasha became queen? Was it fair that Manyara became a servant in her household? Do you think this idea is real? Do you feel that you get what you deserve? Do you treat people the way you want to be treated or do you treat them the way they treat you? What is the best policy?
 - 6. Explore** the relationship between Manyara and Nyasha. Ask children to describe the way Manyara felt about her sister. Ask:
 - Why was Manyara jealous of her sister?
 - What could Manyara do about her feelings?
 - 7. Encourage** children to discuss feelings of jealousy and anger that they may have had toward siblings or others. Also have children share with everyone the things they may have done to resolve these feelings. Ask:
 - Why do you think Nyasha was chosen as queen?
 - What kind of queen do you think Nyasha will be?
 - What kind of queen would Manyara have been if she had been chosen instead?
 - How do you think Manyara felt about being a servant to Nyasha?
 - What do you think might have happened to Manyara if she had behaved differently?
- Educational materials provided, in part, by the Kravis Center.*

RESOURCES

Books

(Grade Levels Included)

Abadeha: The Philippine Cinderella by Myrna J. de la Paz (Author), Youshan Tang (Illustrator). Lee & Low Books (May 1, 2014). 1-4.

Adelita by Tomie dePaola (Author, Illustrator). Puffin Books; Reprint edition (August 3, 2004). Pre-K-3.

Cendrillon: A Caribbean Cinderella by Robert D. San Souci (Author), Brian Pinkney (Illustrator). Aladdin; Reprint edition (January 1, 2002). K-5.

Cinderella by Marcia Brown (Author, Illustrator). Aladdin; 2 edition (April 1, 1997). Pre-K-3.

The Egyptian Cinderella by Shirley Climo (Author), Ruth Heller (Illustrator). HarperCollins; Reprint edition (February 28, 1992). Pre-K-3.

The Golden Sandal: A Middle Eastern Cinderella Story by Rebecca Hickox (Author), Will Hillenbrand (Illustrator). Holiday House (August 1, 1999). K-3.

The Irish Cinderlad by Shirley Climo (Author), Loretta Krupinski (Illustrator). HarperCollins; Reprint edition (January 26, 2000). K-4.

The Korean Cinderella by Shirley Climo (Author), Ruth Heller (Illustrator). HarperCollins (January 18, 1996). K-3.

The Orphan: A Cinderella Story from Greece by Anthony Manna (Author), Christodoula Mitakidou (Author), Giselle Potter (Illustrator). Schwartz & Wade (October 11, 2011). Pre-K-3.

The Princess and the Pea by Rachel Isadora (Author). Puffin Books; Reprint edition (May 14, 2009). Pre-K-3.

Rapunzel by Rachel Isadora (Author, Illustrator). G.P. Putnam's Sons Books for Young Readers; Reprint edition (October 16, 2008). Pre-K-1.

The Rough-Face Girl by Rafe Martin (Author), David Shannon (Illustrator). Puffin Books; Reissue edition (April 13, 1998) 3 and up.

The Twelve Dancing Princesses by Rachel Isadora (Author, Illustrator). Puffin Books; Reprint edition (November 12, 2009). K-3.

Yeh-Shen: A Cinderella Story from China by Ai-Ling Louie (Author). Puffin Books; 1 edition (May 7, 1996) Pre-K-3.

Web Sites

<http://www.scholastic.com/teachers/lesson-plan/mufaros-beautiful-daughters-lesson-plan>

<http://www.teachingbooks.net/tb.cgi?tid=4749&a=1>

<https://www.youtube.com/watch?v=pXPV35dah8I>

About Zimbabwe

The Country of Zimbabwe

http://www.studentsoftheworld.info/country_information.php?Pays=ZIM

The Geography of Zimbabwe

<http://www.geographia.com/zimbabwe/>

The Products and Economy of Zimbabwe

<http://www.africanet.com/africanet/country/zimbabwe/default.htm>

The Language of Zimbabwe

http://www.ethnologue.com/show_language.asp?code=sna_

Apps for Africa



Africa – Animal Adventures for Kids

This app turns kids into little wildlife, animal and plant experts and will inspire the whole family! Discover more than 40 African animals in 3 settings with interesting facts. Tap each animal for amazing animations and sounds. Fully narrated in 12 languages. **iTunes \$2.99**



African Proverbs

Pearls of Wisdom: African Proverbs is curated by Dr. Madanmohan Rao. This compilation presents a glimpse into the culture and linguistic diversity of Africa. 2,000+ proverbs from across the length and breadth of Africa as well as 125+ categories of languages, countries and ethnic groups. **Android FREE**



Map Puzzle for Kids

This educational map game teaches kids the names, shapes and locations of countries as well as how to pronounce them. It features 15 beautiful maps from the continents of North America, South America, Asia, Africa and Europe. The first 5 puzzles are free, and the rest of the game is unlockable for a single in-app purchase. **iTunes FREE**