

From the Page to the Stage



This season, the Theater at Monmouth's Page to Stage Tour brings a world premiere adaptation of classic literature to students across Maine. *PACHANGA! Latinx Stories for Kids* (grades PreK-8) was adapted to build analytical and literacy skills through the exploration of verse and playwriting, foster creativity and inspire imaginative thinking. *Page to Stage* Tour workshops and extended residencies offer students the opportunity to study, explore, and view classic literature through performance.

TAM's Education Tours and complimentary programming challenge learners of all ages to explore the ideas, emotions, and principles contained in classic texts and to discover the connection between classic theatre and our modern world.

Teacher Resource Guide information and activities were developed to help students form a personal connection to the play before attending the production; standards-based activities are included to explore the plays in the classroom before and after the performance.



The best way to appreciate classic literature is to explore. That means getting students up on their feet and physically, emotionally, and vocally exploring the words. The kinesthetic memory is the most powerful—using performance-based activities will help students with a range of learning styles to build a richer understanding of the language and identify with the characters and conflicts of the plays.

Thank you for taking some of your classroom time to teach your students about *PACHANGA! Latinx Stories for Kids* If you need more information to support your preparation for the production, call 207.933.2952 or email us at boxoffice@theateratmonmouth.org.



Enjoy the show!

Dawn McAndrews
Producing Artistic Director
Theater at Monmouth

About the Play: **PACHANGA! Latinx Stories for Kids**

Pachanga: “a party” in Spanish. The characters in *Pachanga!* are students and a teacher. These students learn all about their Latinx culture with the help of their teacher, Ms. Diaz through the stories of their ancestors. Along the way they realize how important it is to be kind, responsible, take risks, and to live life to the fullest. Their search for identity and purpose in life is explored through the tales of their heritage.

The Hero Twins of Guatemala



Long ago there lived two brothers who were really good at playing ball games. They were so good that the Lords of Death became angry. They invited the twins to the Underworld. The twins passed through a river of red blood, a river of deadly spikes, and a river of disgusting pus, and finally made it to the Lords of Death where they were tested. They failed each test and were doomed to stay in the Underworld. One of the brothers had Twin Sons who grew into strong young boys. One day they caught a rat. “If you let me go,” said the rat, “I will tell you all about what happened to your father.” The twins let the rat go and the rat explained how the LoDs tricked their father. The rat told the boys to go and find their father’s ball and have a go at playing his ball game. The twins found their father’s ball and soon became just as skilled as their father. The LoDs invited the twins to come and play in the Underworld. Just as their father had done the boys survived the journey; but when they arrived, they knew what to expect. Faced with the wooden statue, the twins refused to greet it. The LoDs came out from hiding, impressed that the twins had passed their first test. “You have passed our test. Now, please take a seat.” When the twins declined to take a seat, the Lords created even more tests. Every time the Lords created a new test, the Hero Twins passed, becoming more and more powerful each time. Eventually, the boys tired of all the tests and tricked the LoDs and escaped the Underworld.

The Girl and the Star-Princess



A young girl in Peru is given the task, by her father, to watch over the family potato farm. As night falls, the stars descend to Earth in the form of identical princesses. The princesses, unaware the potatoes belong to anyone, take as many potatoes as they please. The Girl, unable to stop the celestial beings, is devastated that she was unable to stop the thieves, and concerned her family will not have enough food for the winter. One of the princesses, who stayed behind, returns her potato to the Girl so she and her family can eat. When dawn comes, the princess must return to the sky, and even though the Girl wishes to join, she cannot. Making a deal with a magical Condor, the Girl makes a trip to the heavens. Once inside the palace, she searches for her princess. They are reunited, and the princess fears for the Girl’s safety. But time passes quickly in the heavens and the Girl must return to Earth or perish.

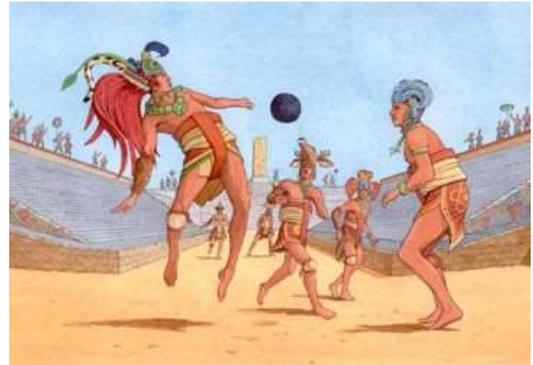
Maria and El Infierno

A story about taking control of your own destiny, this tale is a perfect coming-of-age story. On the eve of her thirteenth birthday, Maria announced to her parents that she wishes to become a priest. She wants to help others and pray to save their souls. At this moment, Maria’s father confesses he made a deal with the devil, El Infierno, before Maria was born. Thinking he and his wife were too old to have children, he promises the devil the soul of his first-born child in return for gold. As it turns out, his wife was pregnant and now, their daughter Maria’s soul belongs to El Infierno. Maria has one chance to save her soul; deliver the contract herself to El Infierno by midnight on her thirteenth birthday. Through a series of ghosts, riddles, and other trials, Maria makes it to El Infierno. Out-smarting El Infierno, and using her trusty violin as torture, Maria wins back her soul.

Where the Stories Got Their Start

The stories in PACHANGA! originated from areas known today as Mexico, Peru, Guatemala, and other places in Central and South America. The Latinx culture has roots in Aztec, Incan, and Mayan civilizations. The Incas had no written language so they did not record their myths in writing. Instead, a class of professional storytellers and performers recited the official state history, which contained both fact and myth. These stories were used to explain the unexplainable, and teach moral lessons to the younger generations.

Futbol is such a big part of the Latinx and Hispanic cultures. Futbol was first introduced when the flux of Europeans came to South America as a part of the Spanish colonization. It is now such a common past-time that it is no surprise that futbol was shared in the folktales to teach lessons and pass down traditions. It is often used to bring communities together and celebrate their identities. The Hero Twins are challenged by the Lord of the Underworld to a game of futbol, as was their father before them. It seems as if everyone in this culture, immortal or not, knows how to play. Does soccer still bring people together? Even people from different countries or cultures?



The Sun and Moon also play important roles in Latinx Folktales. They are often portrayed as people, or gods, to explain creation. Perhaps the most popular and well-worshiped of the Inca gods is Inti, the god of the sun. He is the son of Viracocha and the father of Manco-Capac. He was represented as the sun-disk, and much like the Egyptian pharaohs who identified with Ra, many Inca emperors were believed to be the reincarnation of Inti.

Mama Quilla was goddess of the moon and wife to Inti. She often wears the moon disk on her head as a crown. Her name literally means “mother moon.” She was the daughter of Viracocha, in some myths. She was a favored goddess among women as she was also the patron goddess of marriage. When lunar eclipses happened, people feared she was being attacked by an animal and tried to save her by throwing their weapons to the sky.

The Lord of the Underworld is portrayed as a villain across many different cultures. He often has many different names as well. In Greek mythology his name is Hades, Satan, or Lucifer, in Anglo-Saxon cultures, and El Infierno, in South American folklore. The well-being of the eternal soul is what is usually at stake. El Infierno is always looking for more souls to steal, and often makes “deals” but doesn’t always follow through with his end.



The difference between Hispanic, Latino, Spanish, and Latinx

by Vanessa Ruiz, Bilingual Kid Spot, January 2019

What is the difference between Hispanic and Latino? What does Hispanic mean and what does Latino mean? Often there are different opinions and people can get confused when questioned about Hispanic vs Latino. In this article we will go through the definitions of Hispanic, Latino, Spanish, and Latinx. Then talk about what it means to be Hispanic and Latino, and any similarities and differences between them.

Hispanic vs Latino “Are any other Spanish people coming?” my friend asked, referring to our Spanish-speaking friends. “Nope, we don’t know anyone from Spain,” I snidely responded. “You know what I mean...What am I supposed to call them?” she asked, her voice tinged with annoyance and desperation.

If you are in the same boat as my friend, and feel tongue-tied each time you want to refer to a Spanish-speaking person, rest assured that you are not alone. The good news is clarity lies in the near future. Keep reading to learn everything you need to know about the Hispanic vs Latino argument and all the terms in between.

Hispanic vs Latino: What does Hispanic mean? The term Hispanic applies to a person who lives in or comes from a Spanish speaking country or whose ancestors came from a Spanish speaking country.

Where did the term “Hispanic” come from? The term first appeared in the 1970s on the US Census as a way to categorize Spanish-speaking residents. According to Sociologist G. Cristina Mora, in her book *Making Hispanics*, businesses, the media, and politicians also began promoting the word Hispanic as a way to group their Spanish-speaking audience together and gain more traction. However, not everyone was so keen on the term. There are also many indigenous languages still spoken in Spanish-speaking countries. Therefore, not everyone felt comfortable identifying with the Spanish-speaking conquistadors. Due to the unrest over the term Hispanic, the term Latino appeared shortly after.

Hispanic vs Latino: What does Latino mean? The word Latino (for males) or Latina (for females) generally refers to someone from Latin America. According to Mintzi Martinez-Rivera, the Associate Director of Latino Studies from Indiana University, the term Latino technically refers to “any person of Latin American descent residing in the United States.” Latin American, on the other hand, is the correct term for someone who currently lives in Latin America.

What is Latin America? Latin America includes Mexico, Central America, the Caribbean, and South America.

Where did the term Latino come from? According to Dario Fernandez-Morera, Associate Professor of Spanish & Portuguese at Northwestern University, Latino is a Spanish word, meaning Latin, which was adopted into the English language. Another definition of the word is someone who speaks a Romance language, or a language that originally derived from Latin. The Romance languages are Italian, French, Spanish, Portuguese, and Romanian. However, once the English language adopted the term “Latino”, the definition narrowed. The US Government adopted the term in 1997 to compliment the term Hispanic. They use the term Latino to categorize Spanish speakers from Latin America.

Do all Latinos speak Spanish? Technically, no. If you are using the original meaning of the word, Latino includes anyone who speaks a Romance language. If you are looking purely at geography, those from Latin America, the answer would still be no. There is a wide variety of languages

spoken within Latin America. For example, in Belize they speak mainly English. In Brazil, they speak Portuguese. In Haiti, they speak French and Creole. However, the US version of the word “Latino” does refer mainly to Spanish-speakers from Latin America.

What does Latinx mean? Latinx is a gender-neutral term to replace Latino/Latina that began appearing online around 2004 and is gradually becoming more common in written publications. However, not everyone is in favor of the Latinx movement. Daniel Hernandez from the Los Angeles Times points out that completely removing gender from the Spanish language is nearly impossible.

Can’t I just call Spanish-speakers Spanish? No, no, no. Please do not do that. Although Spanish is a nationality and a language, you can only label someone as Spanish if he or she is from the country of Spain. You may call a Spanish-speaker just that, a Spanish-speaker, but that does not make them Spanish. Take English for example. You would probably not refer to an English-speaker as English. You would label that person based on where he or she was born: British, American, Australian, etc. The term Spanish works the same way. Therefore, if a person speaks Spanish but was born in Mexico, he or she is not Spanish, he or she is Mexican.

Can someone be both Hispanic and Latino? Yes, someone can fit both categories but that does not make the two terms interchangeable. Take Sofia Vergara for example. Vergara was born in Colombia but is currently living in the United States. Therefore, she is Latina because she is from a Latin American country. Since she is from a country that is mainly Spanish speaking, she is Hispanic as well. On the other hand, Marcos Alonso Mendoza who is from Spain, does not fit both categories. He is Hispanic because he is from a Spanish speaking country. However, he is not Latino, because he is not from Latin America.

Hispanic vs Latino: Which term is “correct”? It all depends. If you are talking about a group of people who speak Spanish, you could technically refer to them as Hispanic. If you are referring to a group of people who are from Latin America, you would use the word Latinos/as. However, overall, Latino/a seems to be the most politically accepted term.

Keep in mind that many Spanish-speakers are less than thrilled by these labels. Both terms group together a wide range of people with little in common other than geography or language. So, if you truly want to be politically correct, take the time to find out where the person is from and ditch the Hispanic vs Latino debate all together. Label the person by their nationality instead of the language they speak or the geography of his or her ancestors.

Hispanic vs Latino Review

This is a big topic, full of a lot of confusing information. In case the difference between Hispanic vs Latino still feels a little fuzzy, here is your three-point cheat sheet:

1. When speaking about a group:
 - a. Latino refers to geography—a person from a Latin America.
 - b. Hispanic refers to language—a person from a primarily Spanish speaking country.
2. When speaking about an individual, refer to the person by their nationality.
3. Neither term defines race or color. They are general terms that sum up a geographical or linguistic background and a great deal of diversity lies within these umbrella terms.

Fables & Folk Tales & Myths! Oh My!



Fairytales, Fables, Folk Tales, and Myths are stories that entertain and serve instructive or educational purposes. All these types of stories were originally passed by word-of-mouth. They vary in their subject matter, from explaining the natural world and delivering life lessons, to exaggerating events and people grounded in history.

A **Fairy Tale**, as the name implies, is a short story that contains fairies and their magic as its main ingredients. Fairy tales are found in nearly all civilizations. They were designed to help young people learn about good and evil in times when there was the tradition of passing on moral values orally. Fairy tale as a literary genre is a much later invention than fables and the first stories appeared in 17th century in Italy.

Fables are short tales that usually feature animals (real or mythical) given human-like qualities to deliver a specific moral or lesson. Many fables originated from an oral tradition and exist in every culture, but the most famous “writer” of these fables is Aesop, a Greek slave believed to have lived around 560 BCE. Of course, many disagree as to whether or not he actually wrote all, or even some, of the fables we identify as *Aesop's Fables* today.

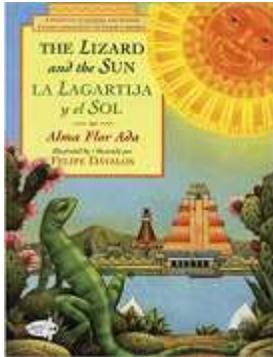
Trickster Tales tell about a small animal (or a person) who uses brains instead of force to compete against bigger, fiercer characters. In the Andes, the trickster is often a little gray fox, but one story has a guinea pig hero. A Trickster is a mischievous or roguish figure who typically makes up for physical weakness with cunning and subversive humor.

Folktales are different from fables because they feature people as their main characters. For example, stories like *The Hero Twins of Guatemala*, Hunahpu and Xbalanque, who defeat the Lord of the Underworld through a game of futbol, through courage, cunning, and skill. Sometimes, countries as far apart as Peru and Japan can have very similar traditional tales. The story of *The Girl and the Star (or Moon) Princess*, for example, is one told all over the world; this folktale serves as a reminder to work together, share resources and show hospitality to the needy.

Myths are stories from every culture that, for centuries, have explained natural phenomena and answered questions people have about the human condition: origin and creation stories, stories about life, death, and life after death. It is for this reason that myths are sacred, religious stories to the people who believe in them, from Norse myths about Thor, the powerful god who uses his mighty hammer to protect mankind, to Indigenous people's stories about the Earth's origins.

Latinx Folktales: On the Page and on the Stage

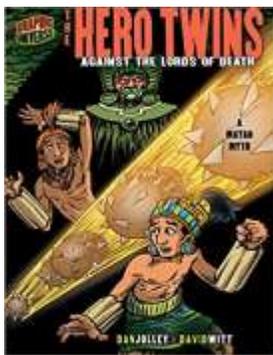
To prepare students to attend the production of PACHANGA! We recommend classrooms read one of the following versions of Latinx Folk Tales as adapted by contemporary writers.



The Lizard and the Sun/ La Lagartija y el Sol **By Alma Flor Ada; Illustrated by Felipe Dávalos**

A long, long time ago in ancient Mexico, the sun disappeared. Everything was dark, and the people were afraid. The animals decided to search for the sun through the fields and forests, rivers and lakes. But the sun was nowhere to be found. At last the animals stopped looking—all except the lizard. This is the story of a brave little lizard who would not give up until she had brought back light and warmth to everyone.

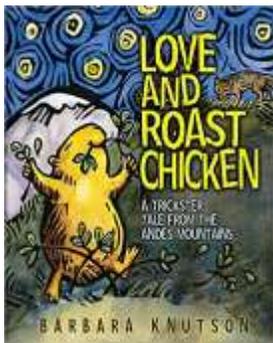
Grades Pre-K-3



The Hero Twins: Against the Lords of Death **by Dan Jolley; Illustrated by David Witt**

Can two young boys outsmart and outwit the lords of death? The Hero Twins, Hunahpu and Xbalanque, were blessed by the Mayan gods with special powers. But their incredible skill at playing Pok-ta-Pok, the Mayan ball game, angers the lords of Xibalba, rulers of the land of the dead. When the lords challenge them to a Pok-ta-Pok game in Xibalba, the twins know they must use all of their powers and cunning to defeat the lords' many challenges. Will they survive the Land of the Dead?

Grades 4-8



Love and Roast Chicken: A Trickster Tale from the Andes Mountains **by Barbara Knutson**

One day, high in the Andes Mountains, Cuy the Guinea Pig is searching for wild spinach to eat when Tío Antonio the Fox comes in search of Cuy to eat! Tío Antonio thinks he's found dinner, but crafty Cuy has other plans. Quick-witted Cuy fools Tío Antonio not once, but three times. Combining striking wood block artwork with an authentic South American voice, this sly trickster tale shows that clever thinking is key when you're out-foxing the fox. **Grades K-4**



Secret Footprints **by Julia Alvarez; Illustrated by Fabín Negrín**

The Dominican legend of the ciguapas, creatures who lived in underwater caves and whose feet were on backward so that humans couldn't follow their footprints, is reinvented by renowned author Julia Alvarez. Although the ciguapas fear humans, Guapa, a bold and brave ciguapa, can't help but be curious--especially about a boy she sees on the nights when she goes on the land to hunt for food. When she gets too close to his family and is discovered, she learns that some humans are kind. Even though she escapes unharmed and promises never to get too close to a human again, Guapa still sneaks over to the boy's house some evenings, where she finds a warm pastelito in the pocket of his jacket on the clothesline. **Grades 3-5**

Ancient Civilizations of Latin America

And the Myths, Folktales, and Legends of their People



Aztecs

The Aztec Empire was located in central Mexico. It ruled much of the region from the 1400s until the Spanish arrived in 1519. Much of the Aztec society centered around their religion and gods. They built large pyramids as temples to their gods. The capital city of the Aztec Empire was Tenochtitlan. This city was founded in 1325 on an island in Lake Texcoco. At the height of its power, the city likely had a population of 200,000 people. At the center of the city was a large temple complex with pyramids and a palace. The rest

of the city was planned out in a grid-like fashion and divided up into districts. It had causeways built to get to the mainland and aqueducts to bring fresh water into the city.

The Aztec called their ruler the Tlatoani. The Empire reached its height under the rule of Tlatoani Montezuma I. Around 1517 the priests of the Aztecs began to see omens of doom. They felt that something bad was going to happen. They were right. In 1519 Spanish conquistador Hernan Cortes arrived in Mexico. By 1521 the Spanish had conquered the Aztecs. They tore down much of the city of Tenochtitlan and built their own city on the site called Mexico City.

Maya

The Maya civilization began as early as 2000 BCE and continued to have a strong presence in Mesoamerica for over 3000 years until the Spanish arrived in 1519. The Maya were organized into powerful city-states. Over the course of Maya history, different city-states came into power such as El Mirador, Tikal, Uxmal, Caracol, and Chichen Itza. The Maya were located in Central America in a region that is today made up of southern Mexico, the Yucatan Peninsula, Guatemala, Belize, and northern El Salvador. They built hundreds of cities filled with large stone structures. The Maya are perhaps best-known today for their many pyramids. They built pyramids to their gods that towered hundreds of feet tall above the jungle. The Maya were the only American civilization to develop an advanced written language. They also excelled in mathematics, art, architecture, and astronomy. The golden age of the Maya civilization occurred during what is called the Classic Period from 250 AD to 900 AD.



Inca



Inca

The Inca Empire was centered in Peru and ruled over much of the west coast of South America from the 1400s to the time of the Spanish arrival in 1532. This wide-ranging empire did not have the wheel, iron tools, or a writing system, but its complex government and system of roads created a society where everyone had a job, a home, and something to eat. The emperor of the Inca was known as the Sapa Inca. The first Sapa Inca was Manco Capac. He founded the Kingdom of Cuzco around 1200 AD. The city of Cuzco would remain the capital of the empire as it expanded in the coming years. The Inca expanded into a great empire under the reign of Pachacuti. Pachacuti created the Inca Empire which the Inca called the Tawantinsuyu. At its

height, the Inca Empire had an estimated population of over 10 million people. The Inca were conquered by the Spanish and conquistador Francisco Pizarro in 1533. The empire was already severely weakened by civil war and diseases such as smallpox when Pizarro arrived.

Adapting Classic Folktales: An Interview with Lucas Calzada



Lucas Calzada was a member of the TAM Acting Company for two summers and directed TAM's Family Show production of *Tales from the Blue Fairy Book*. This year we asked him to step into a new role as adaptor/ playwright for *PACHANGA! Latinx Stories for Kids*. We asked him to share his thoughts about the experience.

What inspired you to write this adaptation?

I had just finished writing a screenplay and over my celebratory steak dinner I thought to myself, "Gee, what should I write next?" I'd written numerous scripts for film/tv, sketch comedy, and short stories, but I'd never written a play. I considered what I would've liked to see when I was a kid and realized there was an absence of plays about authentic Latinx culture and stories. Rather than sit and criticize that vacuum, I decided to step up and create that play myself. And PACHANGA was born!

What was your biggest challenge in telling these stories?

They say "writing is rewriting" and certainly that was the trickiest part of this piece. After I completed my research to find the stories, the play almost wrote itself— I wrote a complete first draft in about a week! After that, it was the careful shaping and crafting of the editing process that made sure each moment and idea was as clear, evocative, and as fun as possible.

Each of the stories have a different style of writing and character creation. Why was that?

I love playing with styles, so I knew early on I wanted each story to have its own tone, and to make each tone match the storyteller. *The Hero Twins* has a much broader comedy style with scenario-based jokes, old fashioned schticks, and lots of kinetic energy. In *The Girl and the Star-Princess*, since the story and themes are fairly formal, I went for a classical, style with more grounded characters and the humor more gentle. *Maria and El Infierno* is a classic adventure melodrama with a courageous protagonist facing heightened (and funny) antagonists along the way. And *The Latino Dream* has a poetic, dream quality to it, necessary to tell a story that literally jumps generations from one moment to the next.

How did you select the stories? What drew you each?

I read tons of books from the library, of course! I looked for stories with main characters who were fighting for goals with all their hearts and facing big challenges along the way. The main pair in *The Hero Twins* were just such a fun, dynamic duo— so much youthful exuberance and charisma! *The Girl and the Star-Princess* had compelling relationships and fascinating characters at its core, which had me from the get go. In *Maria and El Infierno* I saw our collective journey of life, navigating the world and finding faith amid hardship and doubt. And for *The Latino Dream*, I knew I wanted to tell the story of a people throughout history. I had gone to a museum in Los Angeles, which documented Mexican-American history, and saw the story come to life as I moved from exhibit to exhibit— I literally pulled out my iPhone and started typing the story then and there!

In what ways have you adapted the stories for a 21st-Century audience?

I believe responsibility is paramount for artists in the 21st century (especially when writing for young audiences), and I reflected that in my adaptation and updating of the stories. While we certainly don't want to erase heritage, we've aimed to make sure the stories are as inclusive as possible. In the end, we strived to make the play accessible to everyone while retaining the spirit, ideas, and heart of the original.

What do you think the moral or message is the play?

The play is ultimately about threading the needle of celebrating our differences while finding unity together as human beings. While these plays may be Latinx stories, I hope ALL people will see themselves in these stories, for the themes within them are universal... On one level we are all unique in ourselves and in our heritages (let's celebrate that), and on a deeper level we are all humans, drawn to the magic of storytelling (and let's celebrate that too, maybe even just a little more).

The History of the World's Favorite Sport

Some people believe soccer is a matter of life and death. I'm very disappointed with that attitude. I can assure you it is much, much more important than that. –Bill Shankly

The Beginning of the Sport

- The very earliest form of the game with scientific evidence was an exercise from a military manual in China dating back to 206 B.C. to 220 A.D.
- The Han Dynasty ancestor of the football was called Ts'u Chu. It was a leather ball measuring 30-40 cm in diameter filled with feathers and hair.
- In Japan, a similar form of this game, called Kemari, began about 500-600 years after the creation of Ts'u Chu, followed by Chuk-guk in Korea and Woggabaliri in Australia.
- The Greek Episkyros and the Roman Harpastum was later played with a smaller ball by two teams on a rectangular field marked by boundary lines and a centerline. The objective was to get the ball over the opposition's territory.

Prelude to Global Popularity

- As early 1314, soccer grew in popularity in Europe, however authorities issued proclamations forbidding the sport within the city due to the chaos it usually caused.
- In 1365, King Edward III of England outlawed soccer because it distracted soldiers from practicing military disciplines, particularly archery. The ban lasted almost 500 years.
- It was nine years after the rules of soccer were first established in 1863 that the size and weight of the soccer ball was finally standardized.
- At the beginning of the 19th century, school soccer became the custom. But the rules were still relatively free and easy, with no standard form of the game.
- Handling the ball was initially allowed, but on December 8, 1863, soccer finally disallowed it. The sport that permitted ball-handling became the official sport of rugby.

Worldwide Membership

- The world's oldest football competition is the FA Cup, founded by C.W. Alcock in 1872.
- The first official international match took place in 1872 between Scotland and England.
- England is also home to the world's first football/soccer league, which was founded in Birmingham in 1888 by Aston Villa director William McGregor.
- When FIFA was founded in Paris in May 1904, it had seven founder members: France, Belgium, Denmark, the Netherlands, Spain, Sweden, and Switzerland.
- By 1925, the number had increased to 36 and by 1930, the year of the first World Cup, it was 41.
- Over the next half-century, football's popularity continued to attract new devotees and at the end of the 2007 FIFA Congress, FIFA had 208 members in every part of the world.

Women and Soccer

- While soccer was played in many countries, women in London were banned from playing the game in 1921. It lasted for 50 years. Italy and France established women's leagues in the early 1930s.
- The 1996 Olympics in Atlanta initiated women's soccer as an Olympic event.
- The first Women's World Cup was held in China in November 1991 thanks to Dr. Hao Joao Havelange, the president of FIFA. At that tournament, the U.S. team won, beating Norway 2-1 in the finals. The U.S. later won the third Women's World Cup in 1999, beating China in a shootout. That tournament was held in the United States.
- Currently, it is played at the professional level in numerous countries throughout the world and 176 national teams participate internationally.
- Twice the FIFA World Player of the Year, Mia Hamm led the United States to FIFA World Cup titles in 1991 and 1999 and Olympic gold in 1996 and 2004.

Once Upon a Time.... An Oral Tradition

Essential Question: How can students better understand the components of crafting a story and increase their confidence in their own creativity?

Objectives: Students will...

- Examine narrative skills by improvising a story.
- Explore the elements that make a good story, whether told verbally or written.

Grade Level & Group Dynamic: Grade 4 to 8, 20 to 30 players.

Activity Description:

- Teacher asks for five volunteers.
- Teacher asks them to select one of five slips of paper, on which are written:
 - *Once upon a time...*
 - *Every Day...*
 - *However, one day...*
 - *Because of that ...*
 - *Until finally...*
- It is important that the players chosen are called upon in a sequence corresponding to the numbers on their slips of paper. Hence, player number one has #1 (Once upon a time), and so forth.
- Teacher asks player number one to read his/her/their slip and then improvise the rest and keep going until asked to switch.
- Teacher calls “stop” after the first storyteller has established a beginning for the story. This can vary depending on many factors such as verbal skill of players, self-confidence, etc. The stop should be called before the player runs out of ideas and confidence. This also keeps the energy of the game high.
- Player number two is instructed to read her/his/their slip and continue the story. The process continues through all five players, the fifth being asked to bring the story to its conclusion.
- Ask students to discuss the story, starting with the five creators, and then asking for feedback from the students observing; focus the conversation on these elements of a good story:
 - Well-developed characters and setting
 - Inciting Incident, Obstacles, and Climax
 - Concise Action & Dialogue
 - Clear conflict and resolution
 - Reincorporating information
 - Sufficient descriptive detail

Outcomes: Students will...

- Be able to create a cohesive story with a beginning, middle, and end.
- Understand what makes a story interesting.
- Be able to use listening skills to create a story together.

Create Your Own Hero Character For Grades 3 - 8

Objective: Students will write narratives of imagined characters and events using descriptive details, clear event sequences, and hyperbole.

Choose a Name for Your Hero Character: _____

Describe your Character Physically and Emotionally. Your character can be bigger, faster, stronger, and smarter than anyone or anything else!

Send your Character on an adventure! Your character's adventure should be larger than life.

Setting (Where does the story take place?)

Add Other Characters (Does your Character have a sidekick? Is there a villain? Or a Guide?)

Conflict (What happens in the story? What does your hero have to overcome?)

How is the problem solved?

Now Add Hyperbole!! (Hyperbole is used to exaggerate the situation and often are not true)

Below are a few examples:

It was so cold, even polar bears were wearing coats!

Her smile was a mile wide.

Henry was thirsty enough to drink an entire lake!

Write two or three hyperboles to add to your story!

Now, draw a picture of your Tall Tale Character in action for the cover of your book!

BEFORE THE PERFORMANCE

1. What's Your Family Story?

In *PACHANGA!* the students explore the folktales and stories of their ancestors in Latin America and Mexico. While they learn about their heritage, they also explore their own identities. Each student shares something about their family background and what makes them unique. Ask students to share a favorite family memory or a story that they have heard their parents or grandparents or great grandparent tell about who and what they are and how their family came to America.

2. Making Meaning of Folk Tales

For some students, the nature of a Folk Tale can be confusing. Before exploring the tales or attending the production discuss with students the following questions:

1. What's the difference between a Folk Tale and Myth?
2. Are Folk Tales based on real people and events?
3. What is the difference between a fact and an opinion?
4. What is the purpose of a Folk Tale?

3. Pass the Story, please

After reading the description of one of the folktales in this guide, have students sit in a circle, pick one of the tales, and pass a talking block or beanbag to indicate their turn. When they have the bag, they should add one sentence to tell what happens in the original tale. Once the story has been completed then start to pass the bag again only this time students pick a different folktale and can begin to elaborate on the story in new ways as long as they only add one sentence. Repeat as many times as the students' imagination will allow.

4. The Hero's Journey

Ask students to brainstorm qualities they feel a hero should have. Tell the story of Robin Hood to students. Discuss his qualities, for example his sense of humor, fair play, and daring escapades. Do students think he is a hero? Did he really exist? Why has this story survived through the centuries? Discuss, as a class, similarities and differences between heroes in legends. Ask students to list the qualities of heroes and heroines that they experienced in the play and that might be displayed by people today.

AFTER THE PERFORMANCE

1. Folktales and Myths

PACHANGA! Latinx Stories for Kids is based on folktales from Latin America.

Folktales, like myths, usually take place “long ago” and have a moral or a lesson they wish to convey to the reader. Often, they have both a good character and a not-so-good character, and the good character usually triumphs or learns something in the end. There is almost always royalty and palaces, and sometimes magic. Folktales often contain a problem, and by the end, a solution.

Ask your students:

- Do the tales in *PACHANGA* fit all the criteria for a folktale?
 - What lesson or moral was learned?
 - Who were the good and not-so-good characters?
 - Was there magic?
 - Can you identify the problems and the solutions?

2. Create Your Condor

Now that you’ve read and seen some Latinx Tales, it’s time to create a model of your favorite. Have students select their favorite character (animal or human) from one of the Latinx Tales and write a description using the tale and their imagination. To ensure that their creation fits in the classroom, use the following guidelines.

The 3D character should be:

- No taller than 24 inches
- Be made of some type of paper
- Be securely fastened to a piece of string

Create a gallery, hang them from the ceiling, or arrange them together with the other character(s) in their fable.

3. Moral of the Story

Many of us grew up reading or listening to stories from the Bible, Aesop’s Fables, Trickster Stories, or Grimm’s Fairy Tales. An important aspect to all of these stories is that they have a moral—a lesson that the author wanted us to learn. Ask students to discuss the lesson they felt was communicated in each of the stories in *PACHANGA!* Ask each student to select a character from the story and write the lesson learned from that character’s perspective.

4. Making Music for the Play

Explore how music can help tell a story. What sort of sounds or songs were used in the production? Discuss what “sound effects” are and make a list of any sound effects used in the show that helped create the world of the play.

RESOURCES FOR TEACHERS AND STUDENTS

Books on Latinx Folktales

- Goldman, Julia. *Whiskers, Tails & Wings: Animal Folktales from Mexico*. Charlesbridge, 2013.
- Rogelio Álvarez, José. *Cuentos y leyendas de México (Tales and Legends from Mexico)*. Evergáficas, 1998.

Videos on Latinx Tales

- *Elena of Avalor*: Original Series produced by Disney; featuring Disney's first Latina Princess. 2016. <https://www.youtube.com/watch?v=eXEvnce5Mvw>
- *Quetzalcoatl The Feathered Serpent of Aztec & Mayan Mythology*. Mythology and Fiction Explained, 2019. Explores Mesoamerican mythology and the feathered serpent, Quetzalcoatl. <https://www.youtube.com/watch?v=XbZN8dR0sOQ>
- *What's the difference between Hispanic, Latino, and Spanish?* Bustle Video 2015. <https://www.youtube.com/watch?v=gs2tdjzla8Y>
- *Growing Up Aztec*. How They Did It, 2018. Everyday life for Aztec Children. <https://www.youtube.com/watch?v=wsNdYD8DODo>
- *The Boy Who Rose to the Sky and other Myths from Peru*. Source material for *The Girl and the Star Princess*. <https://www.perutelegraph.com/peru-information/history-of-peru/peruvian-legends-myths-tales/the-boy-who-rose-to-the-sky>

Books for Early & Middle Readers

- Delacre, Lulu. *Salsa Stories*. Scholastic, 2012.
- Alexander, Ellen. *Llama and the Great Flood: A folktale from Peru*. Harper Collins, 1989.
- Belpre, Pura. *Juan Bobo & The Queen's Necklace: a Puerto Rican folktale*. Warne, 1962.

Recommended Web Sites

- <http://www.pbs.org/latino-americans/en/education/> TV documentary series chronicling the history and experiences of Latinos, who shaped the United States over the last 500-plus years and have become the largest minority group in the U.S.
- <https://www.colorincolorado.org/booklist/fairy-tales-and-fables-hispanic-heritage> Features Fairy Tales and Fables of Hispanic Heritage
- https://www.ducksters.com/history/aztec_maya_inca.php A great website exploring the three most dominant and advanced civilizations that developed in the Americas prior to the arrival of the Europeans: the Aztecs, the Maya, and the Inca.

Common Core Standards for English Language Arts & Literacy

- Comprehension and Collaboration
 - 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.
 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Presentation of Knowledge and Ideas
 - 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.
 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.