

# Young Audiences of Massachusetts *Educational Materials*

Please forward to teachers

7/20/09

## **ABOUT THE PERFORMANCE:**

**Eth-Noh-Tec:** *Asia Fantasia*

**Grade Levels:** K-12

In a unique style of storytelling, Robert Kikuchi-Yngojo introduces students to folk tales and myths from Asian cultures, including those of Vietnam, Laos, Cambodia, the Phillipines, China, Tibet, and Korea. Using a combination of music, bamboo instruments, Asian phrases and gestures, and lively facial expressions reminiscent of Asian mask theater, Robert performs stories that feature positive role models, encourage truth and honesty, and build a sense of both the individual and the community. Robert also shares his life experience growing up as an Asian in America and conveys a positive role model for bicultural pride and inclusiveness. He invites students from the audience to play instruments, participate in call-and-response rhythms and phrases, implement hand gestures that imitate animal shapes, and reenact folk tales (if time permits).

## **LEARNING GOALS:**

1. To explore Asian culture through folk tales and myths.
2. To introduce students to a variety of bamboo instruments.
3. To demonstrate the contrasting values of courage / fear, honesty / dishonesty, compassion / greed, etc.

## **PRE-ACTIVITY SUMMARY:** *Explore Asia*

Students locate Asian Countries on a world map, identify various regions in Asia (north, south, southeast, etc.) and name some of the countries in these regions.

## **POST-ACTIVITY SUMMARY:** *Living Harmoniously*

Students identify the valuable social messages in the stories and activities seen in the performance.

## **CURRICULUM LINKS:**

Asian-Pacific Studies, History and Social Science, Foreign Languages, Music, Multicultural Studies, English Language Arts, and Theater

## PRE-ACTIVITY: *EXPLORE ASIA*

### LEARNING GOAL:

To introduce students to the folk tales and myths of Japan, China, Korea, India, Southeast Asia, etc.

### MATERIALS/PREPARATION:

World map and/or various maps of Asia, book of Asian folk tales

### TIME:

45 -60 minutes

### TIPS FOR THE TEACHER:

- \* Connect this activity to studies on family, community, biology, and science (e.g., the science of sound physics and bamboo instruments)
- \* Encourage non-judgmental observation of other cultural customs

### STEP 1:

**Review** the seven continents and identify where Asia is situated (technically defined as lands east of the Ural Mts. to the Pacific Ocean).

### STEP 2:

**Name** as many countries in Asia as students know (some names have changed). Ask various questions to get the students thinking about Asian geography. Which countries are in the "Middle East?" Where is the line between Europe and Asia? Is Russia an Asian country? If so, where is Siberia?

### STEP 3:

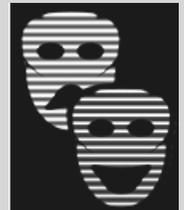
**Divide** the class into 5 groups, one for each region (north, south, west, central, and southeast Asia). Have each group research its region and describe the land features and plant and animal life (use picture books, maps, Internet images).

### STEP 4:

**Discuss** the race, ethnicity, dress, language, religion, and shelter of each region's people. Notice how the terrain affects agriculture, livestock, and transportation.

### EXTENSIONS:

- 1) **Listen** to traditional Asian music and look at pictures of instruments and/or musicians playing them.
- 2) **Explore** the visual arts of some Asian countries with special attention to symbols, designs, patterns, and images (or lack thereof in Islamic cultures).



## POST-ACTIVITY: *LIVING HARMONIOUSLY*

### LEARNING GOALS:

\* To identify the messages and values of the people and animals in the folk tales

\* To begin listening to other points of view through stories

### MATERIALS/PREPARATION:

None

### TIME:

45-60 minutes

### TIPS FOR THE TEACHER:

\* Develop this activity to complement other language arts activities (comprehension, verbal skills, emotional expression)

### STEP 1:

**Choose** one of the stories and ask students which country it came from, who the characters were, and what happened in the story plot.

### STEP 2:

**Identify** the message. How did the story convey that message? How did the characters convey the message? Identify how the problem was solved.

### STEP 3:

**Divide** the students into small groups to discuss if any have experienced similar situations to those in the story.

### STEP 4:

**Choose** a character in the same story. Discuss how that character's viewpoint or personality created or solved the problem. Encourage them to express the different feelings and thoughts the character had throughout the story.

### EXTENSIONS:

1) **Find** other cultures that have similar messages. Try to relate these messages to the daily problems that come up in the classroom (e.g., being honest, being kind to your peers, accepting other students' cultures or differences in general, etc.).



### SUPPLEMENTARY INFORMATION:

Aekyung's Dream. Stories and pictures by Min Pak. (Korean)

China's Bravest Girl: The Legend of Hua Mu Lan. Told by Chali Chin, illustrated by Tomie Arai. (Chinese-American)

Judge Rabbit and the Tree Spirit. Told by Lina Mao Wall, illustrated by Nancy Hom. (Cambodia)

Nine-in-One, Grr! Grr!. Told by Blia Xiong. Pictures by Tran-Khan-Tuyet, illustrated by Hom. (Vietnamese)

### VOCABULARY:

**Eth:** *Ethos*; universal elements of art, Latin

*Ethnos*; nation, Greek

**Noh:** possibility, Japanese

**Tec:** *Texere*; to weave, Greek

### ABOUT THE PERFORMER:

Robert Kikuchi-Yngojo is a co-founder of the San Francisco based performing arts company Eth-Noh-Tec, which is dedicated to exploring modern themes and social issues through the power and imagery of storytelling. Robert's comedic style of audience participation, movement theatre, and bamboo flute music is used to teach students about Asian cultures, morals and music. Robert has performed at President Clinton's Inauguration Celebration, The Smithsonian, The Three Apples Storytelling Festival in Massachusetts, and the National Storytelling Festival in Jonesborough, TN, among others. He has additionally appeared on both PBS and NPR. For more information, please consult their website [www.ethnohtec.org](http://www.ethnohtec.org)

### ABOUT YOUNG AUDIENCES:

Young Audiences of Massachusetts (YAMA) is the oldest, largest and most utilized arts-in-education organization in the state and one of the largest in a national network of 33 chapters. For over 45 years, YA has been serving as a link between teaching artists and the region's school children, providing dance, storytelling, music and theater programs to children in schools, libraries and hospitals in the form of assembly performances, workshops and residencies. The organization's mission is to encourage lifelong engagement with the arts by making them an integral part of every child's education.



# Young Audiences of Massachusetts

255 Elm Street, Suite 302, Somerville, MA 02144

(617) 629-YAMA (9262)

[www.yamass.org](http://www.yamass.org)

## MASSACHUSETTS CURRICULUM FRAMEWORKS CONNECTIONS

### *Eth-Noh-Tec: The Many Lands of Asia*

Grade Levels: K-12

<i>Language Arts 9</i>	...identify the basic facts and essential ideas in what they have read, heard, or viewed.
<i>Language Arts 10</i>	...identify, analyze, and apply knowledge of the characteristics of different genres.
<i>Language Arts 11</i>	...identify, analyze, and apply knowledge of theme in literature and provide evidence from the text to support their understanding.
<i>Language Arts 13</i>	...identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction material.
<i>Language Arts 15</i>	...identify and analyze how an author's choice of words appeals to the senses, creates imagery, suggests mood and sets tone.
<i>Language Arts 16</i>	...compare and contrast similar myths and narratives from different cultures and geographic regions.
<i>History 8</i>	Places and Regions of the World...identify and explain the location and features of places and systems organized over time.
<i>World Language 10</i>	...obtain new information and knowledge.
<i>World Language 16</i>	...identify cultural and linguistic characteristics.
<i>World Language 19</i>	...examine and analyze cultural contributions of diverse groups.
<i>World Language 20</i>	...use a world language to connect with other disciplines such as Arts, English Language Arts, Health, Mathematics, Science and Technology, Social Studies.
<i>Arts-Theatre 1</i>	Acting...develop acting skills to portray characters who interact in improvised and scripted scenes.
<i>Arts-Theatre 5</i>	Critical Response...describe and analyze their own theatrical work and the work of others using appropriate theater vocabulary.
<i>Arts-Theatre 10</i>	Interdisciplinary Connections...apply knowledge of the arts to the study of English language arts, foreign languages, health, history, and social science, mathematics, and science and technology/engineering.