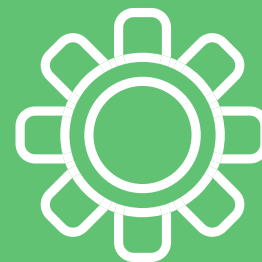


Johnny Frog

PRE-SHOW CURRICULUM
6-8 Y/O



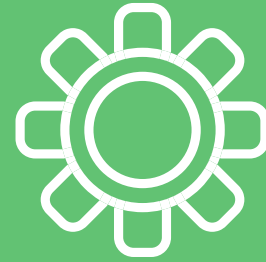
Introduction



- This week we are going to travel back in time with the Dragoncillo Puppet Troupe!
- Before we can do that, we need to prepare for our trip by learning about the culture and language, *la cultura y lengua*, of Spain 400 years ago.
- Does anyone know anything about what was happening 400 years ago, in the 1600s and the 1700s? Yes, you know about Columbus getting lost on his way to China and ending up in the Americas instead.
- That's right, this time period is sometimes called the Age of Exploration because so many different peoples started taking long trips across the globe. Does anyone know why?
- The spice trade is one reason! There were also great big empires that were growing all over the world. The Aztec empire in what is now North America is one, that's right! The Ottoman empire was also very big, and was all over the Middle East and Mediterranean. Spain was very busy with trying to keep and grow its own empire!

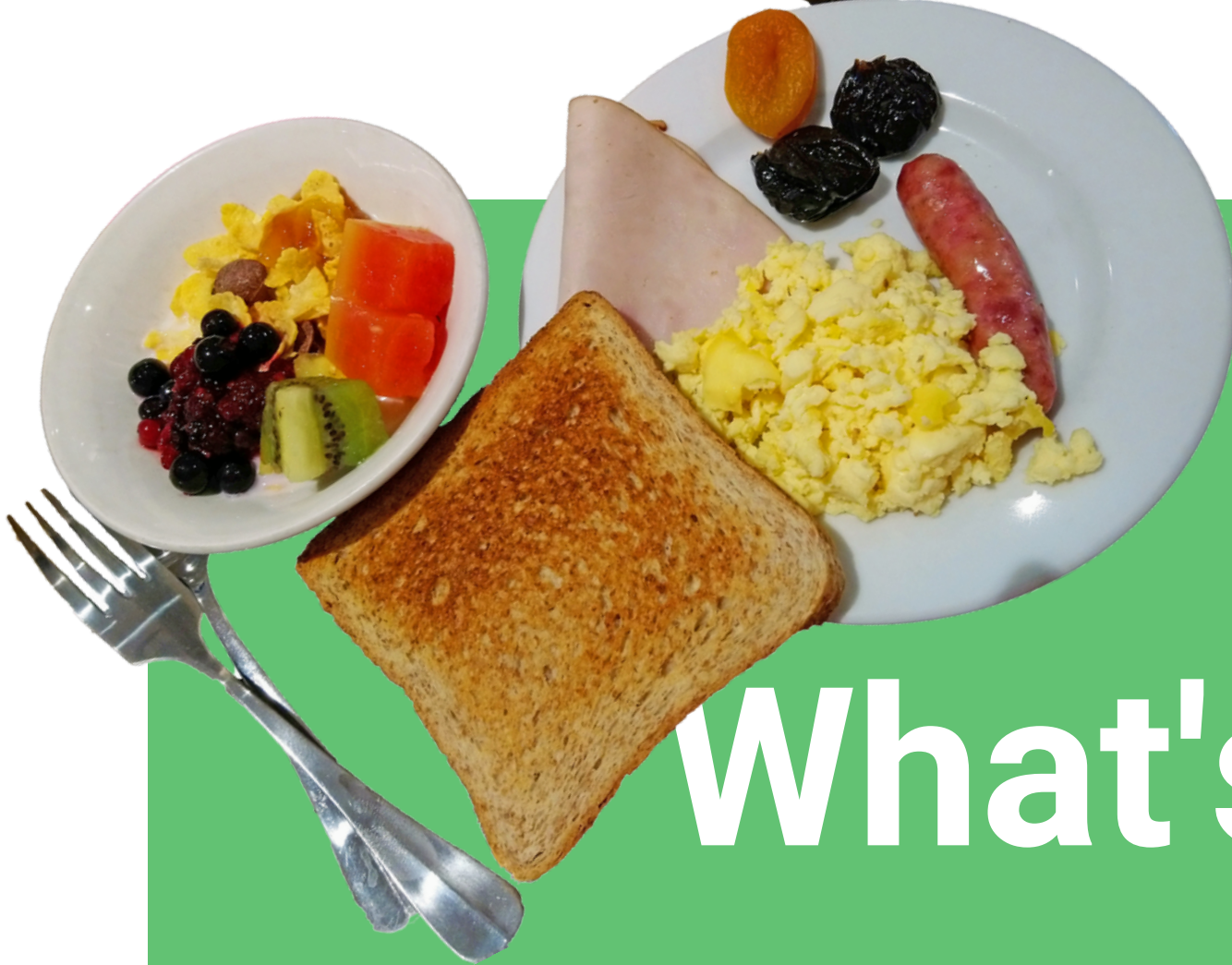


Introduction



- The Spanish wanted to control the whole wide world, and that takes a lot of work.
- In Spain, this time period is sometimes called the Golden Age, *el Siglo de Oro*.
- What's the Golden Age? That's a good question!
- So what was so great about this time in history?
- Well, the Golden Age was a wonderful time for the lengua y cultura of Spain because so many people decided to write, and paint, and make music! It was an explosion of art of all different kinds.
- But we'll let our friends from *Dragoncillo* tell us all about that later this week.
- Today, we are going to learn more about what it was like to live in the Golden Age, starting with the most important part of the day!



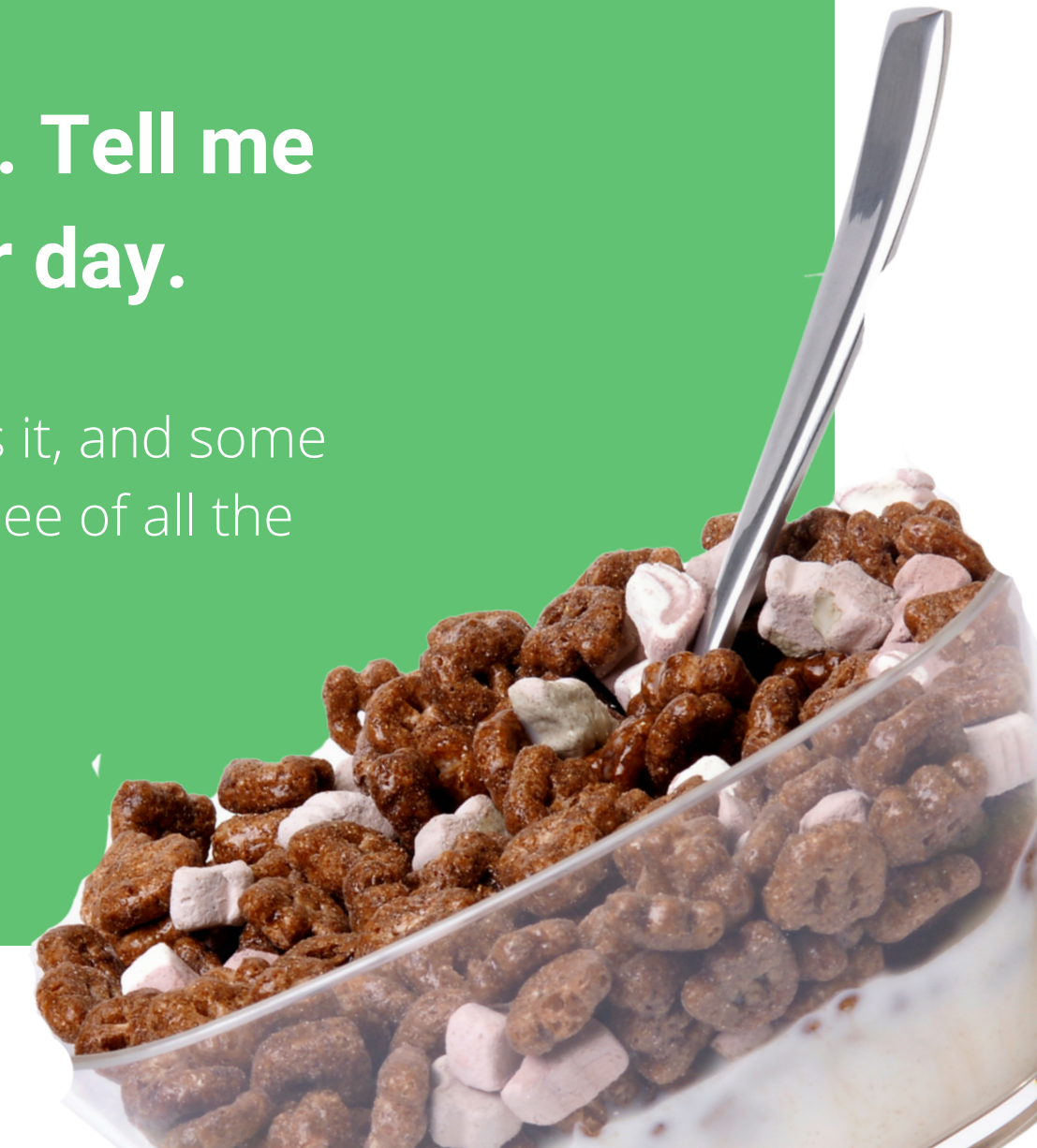
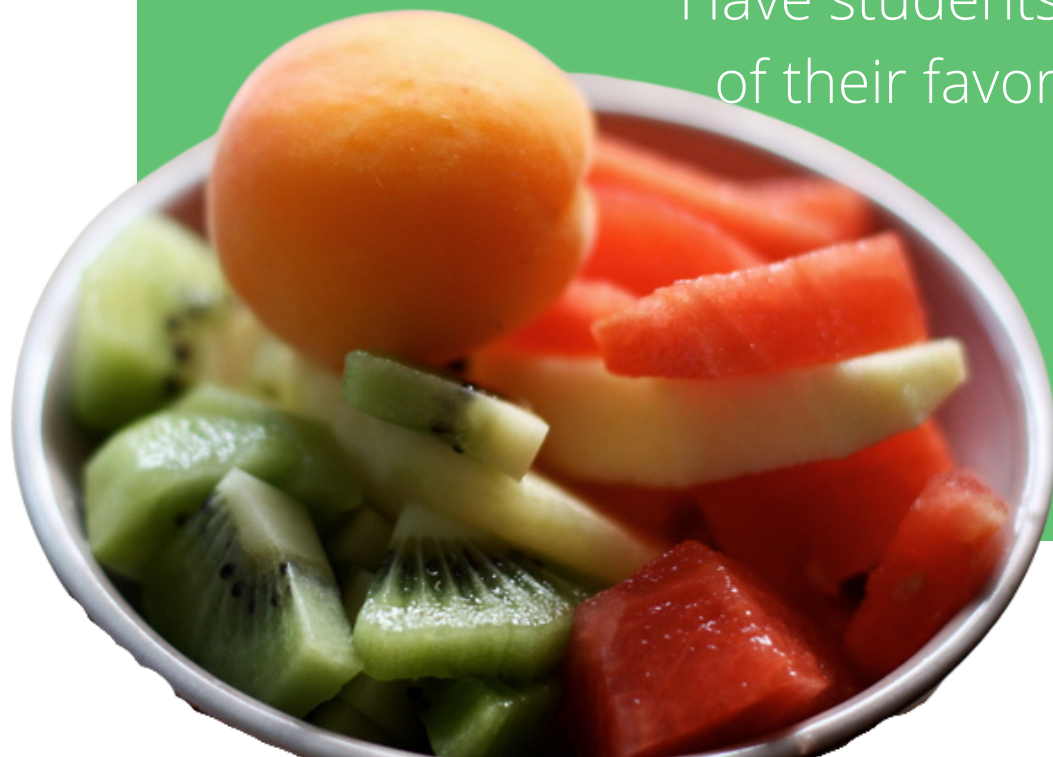


ACTIVITY 1

What's for breakfast?

Think about what you normally have for breakfast. Tell me your favorite things to eat to get ready for your day.

Have students describe what they normally have for breakfast, who makes it, and some of their favorite special foods. Make a list somewhere that students can see of all the foods they mention.



Now that we know what our breakfast looks like... (ask a couple of students)



ACTIVITY 2

What do you think people in Spain ate 400 years ago, in the Golden Age?

I think those are all very good guesses! We're very lucky to know many of the foods people ate because they made beautiful paintings of them, called bodegones. Let's take a look at some and see if we can identify the foods.



Let's go to *el Museo del Prado*!



ACTIVITY 2

Look at images of *bodegones* and have students identify what food is in the images, putting a checkmark on the existing list for foods students already mentioned, adding a new list for new foods students find in the paintings along with the Spanish words if students know them, or refer to food vocabulary list.

- Yes, they also ate bacon!
- Does anyone know how to say bacon in Spanish?
- Yes, in Spanish bacon is *tocino*.



ACTIVITY 2: VOCABULARY THAT APPEARS IN
THE SHOW

pan [pahn]

Agua [awah]

Lentejas [lehn-teh-has]

Verduras [vehr-doo-rahs]

tocino* [toe-si-noh]

Harina [ah-ri-nuh]

Huevos [we-vohs]

Queso [queh-soh]

Jamón [hahm-on]

Vino [vee-noh]

Cerveza [cehr-veh-suh]

Pescado [pehs-cah-doh]

bread

water

lentils

vegetables

bacon

flour

eggs

cheese

ham

wine

beer

fish



- Isn't it amazing how many foods we eat that are the same? It's also funny how many things are different.
- Golden Age painters loved food so much that they made these beautiful paintings!
- Let's pretend that we're one of these great painters, and make our own bodegones.



ACTIVITY 3: OPTIONAL

Our Bodegones

1

-Let's make a list together of foods we might include in our painting. Does anyone have any favorite foods they want to add? What are the ingredients in those foods? (Have students give a list of foods, and encourage them to break them down into ingredients)

-Oh, Hot Cheetos is one you would include? Okay, what ingredients do we see in that snack? Peppers maybe, because they are hot? And corn, because it's a corn snack. Maybe oil, or vegetable oil, because that's how it is cooked. -Oh yes, in Spanish oil is *aceite*. You're right, that seems very important to Spanish food because it shows up in a lot of paintings.

2

-What a great list we made! I think you're ready to make your own bodegón now. Make sure you include your foods in the description of your drawing.

(Have students draw their own images of food spreads, using the lists as a guide. This can also be assigned as a take home activity, or can be something students work on over a few days. One option for a take home version would be to have students create a digital collage of images from the internet in order to make their bodegón. You might also bring in cooking magazines as a way to make a physical collage).



ACTIVITY 4

What we do for fun

WHERE DID PEOPLE LIVE?

-Another important thing to remember is that the places where people lived looked very different from ours.

-Do you think everyone lived in castles? Apartment buildings? Straw huts? Where do you think people spent time with their friends? Let's look at some images or clips and try to guess what kind of space each thing is and what it was used for.

(Cycle through powerpoint images and have students guess what the place is and who lived there/what it was used for)



(El perro del Hortelano link)



ACTIVITY 4

What we do for fun

WHERE DID PEOPLE LIVE?

-Now that you've see where people lived their lives, let's make a list of activities that people might have done in these spaces.

-Could you imagine going to church so you flirt with people and gossip with your friends? It's amazing! You're right, a lot of our spaces are now on our phones or computers. We hang out in virtual spaces a lot. But it seems like any space where people can spend time together can be a fun place.

(Ask 2 to 3 students what they do for fun now)

-What do you like to do with your friends? That sounds great! What kinds of skills do you need to play Minecraft? Do you play alone or with other people? ...Wow, you like to cook! Who helps you cook? What do you make?



ACTIVITY 5

Entretenimientos



-It sounds like many of you like to have fun with your friends or your family. That's wonderful!
-It was like that in the Golden Age too. Many of the fun activities people did were group activities, called *entretenimientos*, oof! yes, it's a long word!
-Let's break it down a little.

Entretener means, well does anyone know what it means?
-Yes that's right/That's okay if you don't know!
-It means to entertain, distract, get carried away, have fun.

-So, an *entretimiento* is anything that entertains or distracts or carries you away.
-What we're going to do now is get into groups and each person is going to act out some of the activities you like to do.
-You can strike a pose, or do an action, and your group members will have to guess what your activity is.





ACTIVITY 5

Entretenimientos

Each student gets 2-3 minutes to act out their activity, while you mark time by asking students to switch roles when time is up.

Another option is to play renaissance/baroque music while students playact and have students switch when the music stops.

- That's wonderful, and it looks like you can all add acting to your list of fun things you do.
- Do you think that people 400 years ago did the same activities as you for fun?
- No, they didn't have TV or internet so they definitely didn't do that.
- But they did have games and music and theater.
- Would you like to listen to some of their music?

Wrap up by having 1-3 students volunteer to perform their actions for the class.



ACTIVITY 6: OPTIONAL

TEATRO

- I think you all are very good actors!

(Comment on the different pantomimes students acted out, pointing out dancing specifically)

- I saw Melissa was making an imaginary cake to show she loves cooking! And Mario danced so well to show that it's his favorite activity.

- Dancing was a favorite in the 17th century too! They had all kinds of dances, and even had teachers to show them all the right steps. Yes, it was a little bit like TikTok dances, you needed to know the steps so you wouldn't bump into people.

- What's even cooler is that dancing masters, the people who taught you to dance, were also the fighting masters! It makes sense right, dancing and fighting happens with a partner, and you have to know how to move your body to do both.

- Oh! Would you like a sneak peek at the story the Dragoncillo Puppet Troup will tell us? In the story, there is a scene where Johnny Frog learns to fight...or maybe dance? Let's read it together.

Read the scene out loud together, either just you or with student volunteers.





TEATRO

★ ACTIVITY 6: OPTIONAL

- Wow, isn't it amazing how the steps of the fight could also be the steps for a dance? Does anyone want to try out this fight dance?

(Pick 1-3 volunteers, depending on space in the classroom)

- I'll be Casilda, and you'll follow my steps. Oh, we need swords? Okay we can use our pointer finger as the sword!

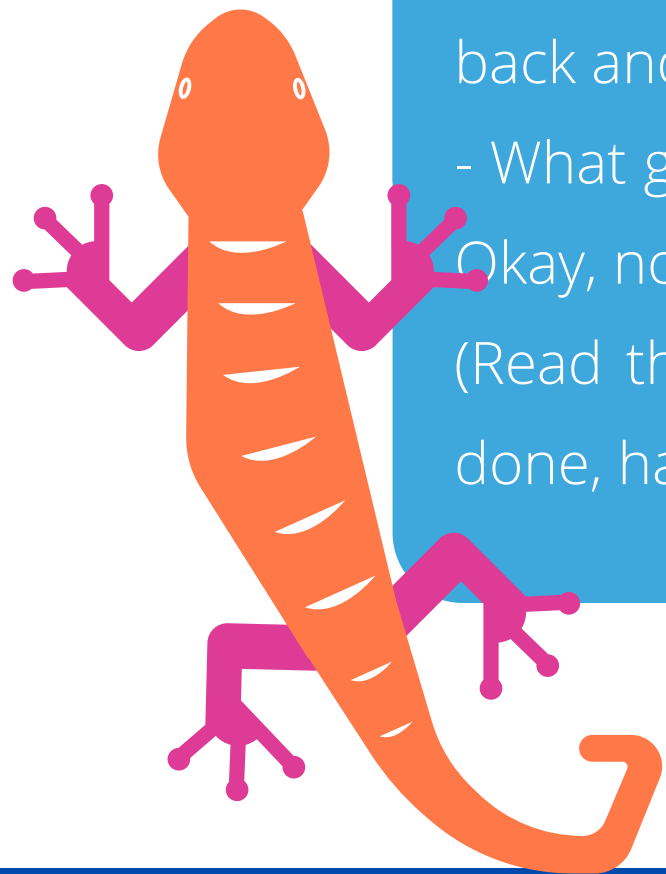
(Lift right arm as if pointing, keeping straight from elbow to finger. Demonstrate gentle movements back and forth)

- What great swords! Be careful, these are dangerous weapons and we don't want anyone to get hurt.

Okay, now let's read the scene again, and this time we'll do the fight/dance ourselves.

(Read the bolded section, modeling the moves you want the students to make. When the scene is done, have students take a bow)

Read the scene out loud together, either just you or with student volunteers.

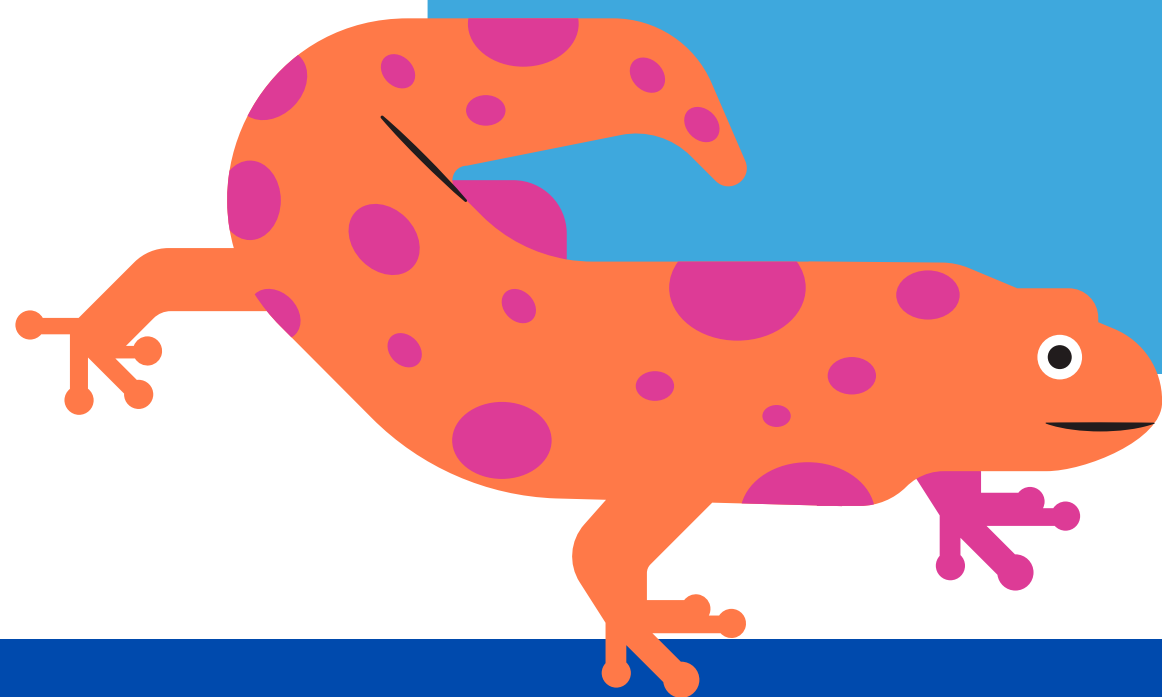




ACTIVITY 6: OPTIONAL

TEATRO

- That was wonderful! Let's hear a round of applause for our masters of dance fighting.
- Now you're actors, dancers, and masters of swordplay. We're going to have a lot of fun getting to see one of these entertainments for ourselves when our friends from *Dragoncillo* come to visit.
- And you'll be able to show that you already know so much about what it was like to live 400 years ago! - Going back in time should be no problem now that we know how it tasted, how it looked, and how it sounded to live in the Golden Age.



SCENE: LEARNING TO FIGHT!

(Spanish and English dialogue included)

CASILDA: Johnathan C. Frog!
Get out here this minute!
CASILDA: ¡Juan C. Rana!
¡Sal ahora mismo!

(JOHNNY blanket enters)
(Sale JUAN cubierto con una manta)

CASILDA: I see you weren't kidding
about the blanket. Well spit it out
then. What is it?
CASILDA: Veo que no bromeabas con
lo de la manta. Dime ¿Qué te ha
pasado?

JOHNNY: I've been challenged to a
fight.
JUAN: Me han retado a una pelea.

(CASILDA laughs)
(CASILDA ríe) [...]

JOHNNY: Wait a minute...
You've been in lots of fights!
JUAN: ¡Espera un minuto...!
¡Tú has estado en muchas peleas!

CASILDA: True. So what?
CASILDA: Es verdad. ¿Y qué? [...]

JOHNNY: So teach me then!
JUAN: ¡Entonces enséñame a pelear!

CASILDA: Teach you? Right now? I
don't know...
CASILDA: ¿Enseñarte? ¿Ahora
mismo? No sé...

JOHNNY: Please, please, please,
please!
JUAN: ¡Por favor, por favor, por favor,
por favor!

CASILDA: All right, all right.
But you won't get far without a sword.
CASILDA: Está bien, está bien...
Pero no llegarás muy lejos sin una espada.

JOHNNY: Sword! Right!
JUAN: ¡Sí, una espada!

(JOHNNY runs off stage)
(JUAN sale corriendo del escenario)
(switch to JOHNNY blanket/sword)
(Cambiar a JUAN con manta y espada)
(JOHNNY returns)
(JUAN regresa)

CASILDA: That's your sword?
CASILDA: ¿Esa es tu espada?

JOHNNY: What's wrong?
JUAN: ¿Qué le pasa?

CASILDA: Nothing, if you're going to make
him a sandwich.
CASILDA: Nada, si vas a hacerle un
bocadillo de Nocilla.

JOHNNY: Great idea. I'll go whip up a snack—

JUAN: Gran idea. Voy a preparar un bocata--

CASILDA: Get back here!

CASILDA: ¡Vuelve aquí!

JOHNNY: Not even a poisoned sandwich?

JUAN: ¿Ni siquiera un bocadillo envenenado?

CASILDA: It's pathetic but it will have to do.

CASILDA: Esto es patético, pero tendremos que salir de este entuerto.

JOHNNY: What do I do next?

JUAN: ¿Qué hago ahora?

CASILDA: Put your right foot forward.

Now, light steps, light steps.

Forward and back. Forward and back.

Yes, yes. It's like a dance.

One, two, three, one, two, three.

Good. That's it.

Now stand up straight.

Straighter. Straighter.

Try to be straight as an arrow.

Close enough.

Now, draw your shoulders back.

Back, back like terrible thunderclouds.

That's it! Your arms are electric, like bolts of lightning.

Now, take a deep breath.

Suck in your gut.

More!

Are you sure you're sucking!

CASILDA: Pon tu pie derecho hacia adelante.

Ahora, pasos ligeros, pasos ligeros, delante y atrás, delante y atrás.

Sí, sí, como un baile,

un, dos, tres, un, dos, tres.

Muy bien. Eso es.

Ahora, ponte derecho.

Saca pecho.

Intenta ponerte derecho como una flecha.

Suficiente.

Ahora, mueve sus hombros hacia atrás.

Atrás, atrás como terribles nubes de tormenta.

¡Eso es! Tus brazos son eléctricos, como relámpagos.

Ahora, respira profundo.

Metete tripa.

¡Más!

¿Estás seguro de que estás metiendo tripa?

JOHNNY: I'm--absolutely--sucking.
That's as far in as my stomach will go!
JUAN: *Estoy, absolutamente, metiendo tripa. ¡Me ahogo!*

CASILDA: Then, you look him dead in the eyes and with a mighty roar you shout, Cobarde!

CASILDA: *¡Entonces, le miras a los ojos y con un rugido poderoso gritas, Bufón!*

JOHNNY: Cow-party!

JUAN: *¡Algodón!*

CASILDA: Villano!

JUAN: *¡Piano!*

CASILDA: Bobalicón!

JUAN: *¡Bonbón!*

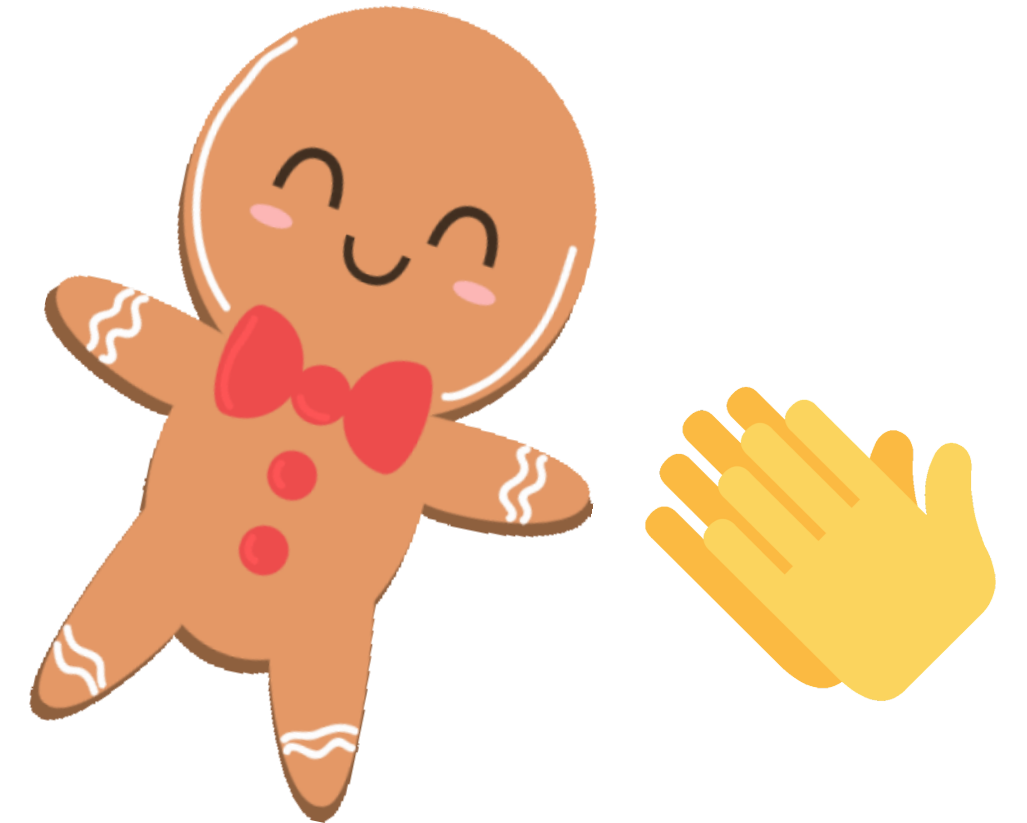
CASILDA: *En campo os espero como un Marte!*

JUAN: *¡En el campo os espero con un mantel!*

CASILDA: Then you thrust the blade into his heart, y darlo por muerto!—Zas!

CASILDA: *¡Entonces le metes la hoja de la espada en el corazón, y le das por muerto! -- ¡Zas!*

JOHNNY: Zas! Zas! Zas!



-We're going to have a lot of fun getting to see one of these entertainments for ourselves when our friends from *Dragoncillo* come to visit.

-And you'll be able to show that you already know so much about what it was like to live 400 years ago!

Credits



Pedagogical Consultant (Laura Muñoz)
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