



Mariachi Girl

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Classroom Guide Grades 4 - 5

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How to Use This Guide

This classroom guide for *Mariachi Girl* is designed for Texas students in Grades 4 and 5. It offers activities to help you integrate a performance of *Mariachi Girl* into English language arts (ELA), mathematics, science, social studies, music, art, and theatre curricula.

All activities in this guide are linked to Texas Essential Knowledge and Skills (TEKS) content standards.

For students outside Texas, this guide’s ELA and math activities also are linked to Common Core standards. At the back of this guide, you will find a list of the guide activities and their related Texas and Common Core standards.

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1: Discussion Questions

Before the Performance

Mariachi Girl is a stage play. What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

Who performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays? (Remember: you may not see them on stage!)

During the Performance

When you watch a play, you are a member of the audience. What kinds of things should you do as an audience member? Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

What kinds of things should you *not* do as an audience member? Examples:

- Talk to your neighbor
- Use a cell phone during the performance
- Yell at the actors (unless they ask you to!)

After the Performance

What did you think of the play?

Describe the performers in the play.

- What did they do to make their characters special (different from the other characters)?
- How did they use their bodies to play their characters (using voice, movement, etc)?
- Did you see anyone else who worked on the play besides the performers on stage?

Describe the characters' costumes.

- What did each character's costume tell you about that character?
- Did any of the performers change costumes?
 - If so, why do you think they needed to change costumes?

Describe the set of the play.

- Did it have a lot of locations?
- Did it look like a place you've been to before?
- How did different lighting change how the set looked for different scenes?

Did the play have music in it?

- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct *Mariachi Girl*, how would your production be different than the play you saw by Magik?

2: Magik Must-Reads

For each of our main stage productions at The Magik Theatre, we choose a theme related to the show. Then we create a list of Magik Must-Reads on that theme.

The reading theme for Mariachi Girl is Follow your dreams.

The Magik Must-Reads (Grade 4 - Grade 5) are:

Dancing in the Wings written by Debbie Allen, pictures by Kadir Nelson

The Little Prince by Antoine de Saint-Exupery

Matilda by Roald Dahl

Harry Potter and the Sorcerer's Stone by J.K. Rowling

Read them as a class or let students choose two or more to read. Then use these questions for discussion or book reports:

Theme

How did the theme of Follow your dreams show in each book? Explain.

Setting

Describe the settings of each book.

- What details can you remember?
- Were the settings similar to a place you know or a place you've visited?

How were the settings similar to each other? How were they different?

How were the settings related to the theme of People Change People? Explain.

Characters

Who were the main characters of each book?

Did any characters show up in more than one book?

Were the characters of one book similar another book's characters in any other ways?

Plot

What did the main characters of the books want most?

Did anyone or anything stand between the main characters and their goals?

Did the main characters get what they wanted? How?

How were the plots of the books similar? How were they different?

3: Write Your Own Story

In *Mariachi Girl*, Cita longs to be a mariachi singer like her father and grandfather before. Her father doesn't approve of her dream because of long held family traditions. Using the worksheet below, plan a story about a character who has a dream but struggles to accomplish it. On a separate sheet of paper, write a first draft of your story. After sharing your story with your class and your teacher, gather feedback and use it to revise your story. When you finish, share your final story with your class again. How are your classmates' stories similar? How are they different?

CHARACTERS

Main character:

Age:

Male or female?:

Physical description:

Personality:

Additional Characters:

Age:

Male or female?:

Physical description:

Personality:

Other characters:

SETTING

Where:

When:

PLOT

How does your story begin?

How does your main character meet the guest?

What is the main conflict between your main character and

What is the climax of your story?

How does your story resolve? (What happens after the climax?)

4: Word Problems

1) Cita needs to figure out how much time she needs to rehearse. She has to rehearse 5 times a week for 3 hours a day, Monday-Friday. How much rehearsal hours will she have put in by Friday.

2) Carmen bought 12 bags of flour on Monday. She also bought 5 bag of flour on Tuesday. How much flour did she buy altogether?

3) Cita had 14 dolls in her dollhouse. Her parents bought her 5 more. How many dolls does Cita have now?

4) Mrs. Parker gave her students 22 questions on a test before recess and 15 more after recess. How many test questions did her students have?

5) Luis was working on building a house for work. He needs to purchase 65 pieces of wood per wall, and he has 7 walls to fill, how many pieces of wood does he need to purchase?

6) Jose divided up his mariachis into groups. There was group of singers, a group of guitar players, a group of trumpet players and a group of violins. If each group has 25 members, how many members did he have in all?

7) A trumpet is about 15 inches long. How many trumpets would you need to line up in order to measure 7 yards?

8) Cita wants to buy a new sombrero, but she doesn't think she has enough money yet. The sombrero is \$150, and she only has \$42. How much money does she still need to make to buy the sombrero.

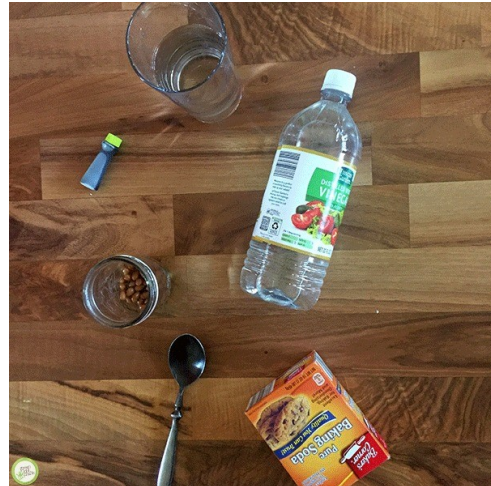
5:

Mexican Jumping Bean Experiment

In *Mariachi Girl*, Cita’s family is from Mexico. In this experiment students will take part in the Mexican Jumping Bean Experiment. Mexican jumping beans are native to Mexico. Set the cup of colored water and beans on a table in front of your audience. Use a separate, unlabeled cup to hold the vinegar. Tell your audience that you can make the beans in the cup magically start jumping around just by filling the cup the rest of the way with water. Pour the vinegar in (the audience will think it’s water) and watch their amazement as the beans start jumping around in the colored water!

Supplies you’ll need

- Cooked Beans
- Baking Soda
- Spoon
- White Distilled Vinegar
- Food Coloring
- A Drinking Cup Filled Halfway with Water



Experiment Directions:

1. Add a heaping spoonful of baking soda to the water and stir.
2. Mix in a couple drops of food coloring.
3. Add the beans to the cup of water.
4. Fill the cup almost to the top with vinegar.
5. Watch the beans magically jump!



6:

Types of Jobs

Our whole lives we work to fulfill certain jobs. For example, your job at the moment is to be a good student. Cita longs to be a mariachi singer, like her father. Mrs. Parker also has her own special job teaching students. As a class, explore different jobs that are important to your community!

Procedure

- 1) Identify important jobs in your home, school and community.
- 2) Describe the requirements of these various jobs. What needs to be done?
- 3) Cite examples of how you know the job is being performed well. For example, a librarian is doing their job well if they are able to help you find what you are looking for and the books are in their proper places.
- 4) Finally, explain why the job is important to your home, school, or community.

Example

Student

- A good student needs to study and pay attention in school to be successful. A good student must also do their homework and contribute in class.
- If they are doing their job well, they will understand the material and be able to answer questions in class. A good student may do well on tests or be able to help others when they don't understand.
- A good student is important to the community because the more they know, the more they will be able to help others in the future. Students become adults with jobs, and being a good student helps you to prepare for that.

Follow-Up Questions

- 1) What did the requirements for the various jobs have in common?
- 2) Did the examples of how the job was being performed well sound similar? If so, what was similar? If not, what was different?
- 3) What do all of the important jobs have in common?

7: Create a Diorama

Teacher: For this exercise, provide modeling materials with a variety of colors and textures, as well as structural materials, such as cardboard and glue. Equalize student access to materials by making this an in-class exercise, rather than an at-home exercise.

A diorama is a three-dimensional (“3-D”) scene. A diorama tells a story: it includes a setting, at least one character, and some kind of action.

Using materials provided by your teacher, make a diorama that shows a scene from *Mariachi Girl*. Think about what your setting should look like, who you want to be in the scene, and what you want them to do.

When you finish, share your diorama with the class. Answer these questions:

- Where does your diorama take place?
- Who is in your diorama?
- What are they doing?
- Why did you choose this scene to depict?
- What materials did you use to make your diorama? How did you build it?
- Did any of your classmates make the same scene as yours?
 - How are your dioramas similar?
 - How are they different?
- Did any of your classmates make the scene right before or after yours? Can you tell the whole story with your class’s dioramas?

Use the space below to make a planning sketch of your diorama.



8: Exploring Music

In the show *Mariachi Girl*, Cita dreams of becoming a Mariachi singer like her father and grandfather.

As an exploration exercise, play samples of several different musical pieces for your students. Encourage children to add dance/movement to their listening experience. Make sure students have room to move around. Point out different tempos and rhythms to encourage change in dance/movement. Help students find the beat of a piece by clapping, marching in place, snapping your fingers, etc.

Using a variety of musical instruments or everyday objects*, lead students through a discussion of musical qualities:

- Demonstrate musical qualities
 - loud vs. soft sounds
 - high-pitched notes vs. low-pitched notes
 - fast rhythms vs. slow rhythms
- Ask students to emulate your examples using instruments, their voices, or their bodies (e.g., clapping their hands, snapping their fingers, clicking their tongues)
- Ask students to sort instruments
 - sort single-pitch instruments from low-pitched to high-pitched
 - sort single-pitch instruments separately from multi-pitch instruments
- Create a simple rhythmic pattern
 - ask students to repeat it
 - ask students to create and repeat their own simple rhythmic patterns
- Create a simple melody
 - ask students to repeat it
 - ask students to create and play their own simple melodies
- As a class, create a composition with a mood (happy, creepy, sneaky, etc)

**Including:*

- *cardboard oatmeal can (with lid)*
- *rubber band*
- *chopsticks*
- *metal spoons*
- *plastic bucket*
- *plastic storage bin*
- *pots and pans*
- *pot/pan lids*
- *wooden spoon*
- *plastic cup with lid, filled ¼ full with dry beans or rice*
- *cardboard tubes*
- *glasses with different levels of water*

TEXAS

Grade 4

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.16.b.5
2	ELA 110.15.b.2
3	ELA 110.15.b.15-16
4	Math 111.16.b.3-4
5	Science 112.15.b.10
6	Soc Studies 113.15.b.6-7
7	Fine Arts 117.14.b.1-2, 4
8	Fine Arts 117.15.b.1-2, 4

Grade 5

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.19.b.5
2	ELA 110.16.b.2
3	ELA 110.16.b.15-16
4	Math 111.17.b.3
5	Science 112.16.b.10
6	Soc Studies 113.16.b.6-9
7	Fine Arts 117.17.b.1-2, 4
8	Fine Arts 117.18.b.1-2, 4

COMMON CORE

Grade 4

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.4.5
3	ELA W.4.3, 5
4	Math 4.OA.3

Grade 5

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.5.5
3	ELA W.5.3, 5
4	Math 5.OA.1-2