Teatro Visión’s

MACARIO

STUDY GUIDE & POST ACTIVITIES

Courtesy of:

Dr. Janice Chavez, Dr. Sandra Jewett and Carla M. Kincaid-España, M.A.

Social Justice Through the Arts!
A word about the Teatro Visión and the Authors:

Our Mission:
Teatro Visión is a Chicano theater company that celebrates culture, nurtures community, and inspires vision. Our art will move people to feel, think and act to create a better world.

About Teatro Visión:
Teatro Visión, a non-profit organization (77-0266551), based in San José, California, is the only professional theater company on the West Coast doing high-quality productions, in a state-of-the-art 500-seat theater, that are by Latino artists and about the Chicano/Latino experience, presented in both English and Spanish languages. Teatro Visión is a Cultural Arts Partner (CAP) of the Mexican Heritage Plaza, a $35M performing/visual arts center and Smithsonian Center Affiliate located in San José. Visit us at: www.teatrovision.org.

The Uniqueness of this Study Guide:
The purpose of this Study Guide is to support teachers in differentiating instruction in the heterogeneous classroom. Both Dr. Chavez and Dr. Jewett are long-time educators and they serve on Teatro Visión’s non-profit board. Together, they bring a unique skillset in the preparation of this Guide. Dr. Chavez’ background is in Special Education and Dr. Jewett’s expertise lies in English Language Development. Their background, coupled with Ms. Kincaid-España’s high school teaching experience, provides a perfect combination for relevant and user-friendly material for the classroom teacher.

We hope that you will enjoy this Study Guide and our performance of Macario. May its message for social justice and global responsibility leave an everlasting mark in the lives of your students.
About our Authors

About Dr. Janice Chavez:
Dr. Janice Chavez has worked in education and special education for over 35 years as a special education teacher, school psychologist, university faculty member, higher education administrator (provost, dean, department chair, executive director, director of grants and contracts), grant administrator, program evaluator, curriculum developer, and educational consultant. She has obtained over $20 million dollars in grants and contracts for universities, school districts and non-profit agencies to provide funding to underrepresented populations and communities.

About Dr. Sandra Jewett:
Dr. Sandra Jewett has taught in K-12 education and has also served as principal, executive director, assistant superintendent, vice president for educational services, and adjunct college professor in the College of Education for K-12 Teacher Preparation programs. In addition, she holds bilingual, multiple and single subject teaching credentials. Her expertise lies on curriculum, instruction, language acquisition and school administration. Dr. Jewett is deeply committed to serving underrepresented communities in the area of education and cultural appreciation.

About Ms. Carla Kincaid-España, M.A.
Ms. Carla Kincaid-España is a high school teacher in Chula Vista, where she teaches Spanish as a Foreign Language and to Native Speakers. She has attended a number of Advanced Placement and Write Aspire workshops, where she has become immersed in the joy of teaching units such as Macario. Ms. Kincaid-España received her M.A. in Cross-Cultural Education and possess a BCLAD credential with an authorization in ELD, Spanish and supplemental in Business. In addition, she holds a certificate from the Translation and Interpretation Academy at Sweetwater. Ms. Kincaid-España is deeply committed to student learning, cultural appreciation and the Arts!
MACARIO

Study Guide for Teachers & Students

Summary:
The protagonist of the play (and story) is Macario. Macario is a poor woodcutter, who lives with his wife and five children in the latter part of the 18th century. Macario’s greatest desire is to peacefully enjoy eating a whole roasted turkey by himself, in the middle of the forest, hidden from the presence of his ever-hungry children. His longing for a good meal was so intense that he decided that he would not eat until his dream came true.

Vocabulary Words:
Justice jealousy starvation
Royalty viceroy colony
Headboard foot stand altar
The Inquisition witchcraft sulfur
Grotto incense a quack
Wisdom tithe nopales
Warlock witch burning at the stake
Holy Virgin Mother Mary

Teacher Helper:
For free graphic organizers, check out:
http://www.worksheetworks.com/miscellanea/graphic-organizers.html
http://www.eduplace.com/graphicorganizer/
http://www.vrml.k12.la.us/graphorgan/18strat/strat/gra_org/graph_org.htm

These sites offer many different types of graphic organizers that will help students organize their thoughts during the prewrite exercise.

While students are sharing out loud their “greatest desires”, list their ideas on your favorite graphic organizer, on the board, or overhead so that they may begin to organize their thoughts for the Individual Writing Activity.

Classroom Activity:
Learning Objective:
To help students respond to literature and formulate opinion and judgments based on personal experience and/or knowledge.
**Group Activity:**
Divide students into pairs or small groups. Ask them “if you could have one desire, what would your greatest desire be?”

**Individual Writing Activity:**
Ask students to respond to this question orally or in writing. “If you were to be given a “special power” to make your great wish come true, how would you use it?” “When would you use it?”

**About Persuasive Writing**
The purpose of Persuasive Writing is to influence how someone thinks, feels, acts and makes decisions in relation to specific issue, idea or proposal.

**Learning Objective:**
To assist student to respond to literature and formulate opinion and judgments based on personal experience and/or knowledge. Students will refer to the manner in which Macario uses persuasion to obtain his greatest desire.

**For Teachers:**
In order to better understand ourselves and others, we must be able to convince or persuade others on issues that are most important to us. Before we can convince others to change their opinions, we must understand what they value. In addition, we must keep in mind that what is valued by one person, may not be necessarily valued by another.

In persuasive writing, the author must consider what is valued by the target audience. Therefore, the writer needs to formulate opinions as s/he develops the persuasive writing piece.

In preparation for the understanding of appreciation and depreciation, students need to know how objects may become more valuable or less valuable over time, depending on situations and the supply and demand for a given object. In this activity, students will be asked to consider the value of a particular item before and after an event. With this objective in mind, teacher will ask students to place value on six personal items by having students list them in order of personal importance.

The teacher will then ask students to make believe that these items are now 10 years older. Students will be asked: (1) What value do they place on each of those items 10 years later?; (2) Did any of these items become more or less valuable to the student?; (3) Did any of these items become more or less valuable to another person? For example, in the case of an old family picture, would this picture be less valuable because it is old, possibly faded and perhaps wrinkled, or does it become more valuable because some of the people in the picture are no longer around? Would this picture be of any value to the rest of the class?
In the case of a gold piece of jewelry, after 10 years, would gold hold its value, appreciate or depreciate? This would be a good time to show students how gold prices vary depending on economic times. [http://goldprice.org/30-year-gold-price-history.html](http://goldprice.org/30-year-gold-price-history.html). Based on this information, would this be an item that the class might find more valuable than an old family picture?

**Classroom Activity**

**Learning Objective:**

Evaluate and discuss with students the relative value of common objects and treasured possessions.

**Class Activity:**

Ask students: “Look in your backpack or inside your desk. List the three most important items to you. Now think of three possessions that you have at home that are dear to you. Look at your list of six items. Place them in order of importance – from most important to least important to you. Now, next to each item, write the reasons why each item is important to you. After listing all six items, choose the most important possession on your list. Explain reasons this is your most treasured possession.”

“Now imagine that 10 years have passed. With a partner or in a small group, discuss whether your most treasured item would be as valuable to you after ten years as it is now. Would it increase in value, would it be only valuable to you, would this be an item that would be valuable to someone else? Explain why?”

**Teacher’s Helper:**

For persuasive writing tips:

[http://eslbee.com/persuasion_essays_models.htm](http://eslbee.com/persuasion_essays_models.htm)

**Individual Activity:**

“In the play and/or the book, Macario uses persuasion to get what he wants. Think back of a time when you have been able to persuade someone to do something you wanted to do. How did you persuade them? Use a graphic organizer or an outline to write down how you were able to accomplish this persuasion. When done, share your story with a partner and record one another's comments and opinions.”
Whole Class Discussion Activity:
“Your teacher will ask you to pick one or two of your group’s favorite stories. As your teacher records the class’ answers, using a Venn diagram, list persuasion techniques that are different or the same as mentioned in your own story. What are some of the more common persuasive techniques used by you and your classmates?

Classroom Activities and Ideas to significantly reduce the number of hungry children in our community, the USA and around the world

Hunger in Our Country

✓ According to “Map the Meal Gap” project from Feeding America, in 2010 more than 1 million residents across the Bay Area fell under the “food insecure” category, meaning that the quality of their meals were low, or did not have access to three meals a day.

✓ According to the United States Department of Agriculture (USDA), almost 12 percent of Californians are “food insecure.”

✓ The top five counties in terms of value of agricultural production rank among the fifteen worst counties in terms of food insecurity. 45% of farm workers in the Central Valley are food insecure (Institute for Food and Development Policy/Food First at www.foodfirst.org

✓ California ranks third worst in the nation in terms of Food Stamp Program participation with only half of those eligible participating. According to the U.S. Department of Agriculture, about half of eligible California residents do not receive food stamps. In addition, with only 34 percent of eligible working poor participating in the program, California ranks next to last in the country when participation is measured amongst eligible working poor.

✓ According to a new policy brief by the UCLA Center for Health Policy Research, an estimated 96,000 adults in Santa Clara County could not afford to put adequate food on the table during the recent recession. Statewide, nearly four million California adults — particularly those in households with children as well as low-income Latinos—experienced food insecurity (California Food Policy Advocates).
Get Involved!

Teacher and classroom resources:

http://kidsagainsthunger.org/?_kk=hunger%20kids&_kt=c53dcc2d-7b44-4169-8fbf-44de1296574b

http://www.aecf.org/KnowledgeCenter/Publications.aspx?pubguid=%7B0BD0FC71-170D-4F29-9E06-7185A9B208F0%7D&gclid=CJ-b0b5AI7kCFaU5QgodjkoA3A

http://nokidhungry2.org/parents-and-teachers

http://www.kidscanmakeadifference.org/what-kids-can-do

http://www.wfp.org/students-and-teachers/classroom-activities
Post Review Section

Learning Objective:
To help students summarize, make inferences, and evaluate the play, Macario. Select from the following questions.

1. Who was Macario? Describe him and his family. What was Macario's dream?
2. Did his dream come true? Why or why not?
3. What do you think about his wife’s decision to steal the turkey for Macario?
4. Do you think Macario intentionally persuaded his wife to steal the turkey? Why or why not?
5. Who was the first character that Macario meets? Who does this character represent? What does he want from Macario? How does Macario respond and why?
6. Who was the second character that Macario meets? Who does this character represent?
7. What does he say to try to convince Macario to share his meal with him? How does Macario respond and why?
8. Who was the third character that Macario meets? Who does this character represent? Does he convince Macario to share his turkey meal with him? How does the third character respond to Macario?
9. Why did Macario give the third man what he asked for but not the other two men?
10. What new special power was Macario given by his new friend? What was the power, and how could it be used?
11. Upon Macario’s return home, how did he realize that he could use his special power?
12. What was Macario’s most difficult challenge before we became famous? What was his most difficult challenge after he received his special powers? Why?
13. What did his new friend say about the cavern of candles?
14. What does Macario learn about death when he is instructed to administer to the elderly person his special power? What does he learn about death when he is unable to save the child?
15. How does Macario make his money? How did he charge the poor?
16. Why was the doctor upset? How did the doctor use the church to go after Macario?
17. What do you think of Macario's decision to make his greatest desire come true?
18. What deal did the Viceroy make with Macario?
19. How did Macario’s dealing with the Viceroy affect his wife and children?
20. When the townspeople when to find Macario, did they find him? And, what was his wife’s reaction when they found him?
Wrap-up activities:
What was your favorite character and why? Write about him or her and draw a picture of the one scene where you enjoyed this character the most.

What is the moral of the story? What do you think of its ending? If you were to rewrite the story, which part(s) would you change and why?
Internet activities:
Pick from one of the following research activities and put together a presentation of:

- How is the "Day of the Dead" celebrated in Mexico? How does this celebration change by region? Compare and contrast the "Day of the Dead" celebration from two different states in Mexico and write a report about it. Share it with the class.
- How is the "Day of the Dead" celebrated in Latin America? How does this celebration change within the Latin American continent? Compare and contrast the "Day of the Dead" celebration between two different Latin American countries and write a report about it. Share it with the class.
- How are the dead honored in different Asian cultures? Compare and contrast two Asian cultures' celebrations to honor their deceased. Write a report about it. Present it to the class.

Note to Teacher:
Other classroom activities:
In Mexico, the "Day of the Dead" is celebrated on November 2nd. Graveyards are decorated with marigolds, sunflowers, and chrysanthemums. Families visit their deceased loved ones and as a family, they clean their loved ones' tombstones, while they share stories about their family members. At home, the families prepare an altar, where the pictures of their deceased loved ones are displayed along with flowers, candles, and their deceased loved ones' favorite foods or drinks.

Though the Day of the Dead is well-known as a Mexican holiday, the holiday has spread throughout the world: In Brazil, Dia de Finados is a public holiday that many Brazilians celebrate by visiting cemeteries and churches. In Spain, there are festivals and parades, and, at the end of the day, people gather at cemeteries and pray for their dead loved ones. Similar observances occur in Europe, and similarly themed celebrations also appear in Asia and Africa. For additional information, visit: [http://en.wikipedia.org/wiki/Day_of_the_Dead](http://en.wikipedia.org/wiki/Day_of_the_Dead)

With this in mind, cultural diversity and awareness can be increased by encouraging students to bring a picture of a loved one and to proudly display it in a prominent place (an “ofrenda” altar) in the classroom. This prominent place would need to be decorated with a clean table cloth and fresh cut flowers. For safety reasons, display small battery operated tea lights. Do not use real candles!

If space does not allow, next to this altar, have available Mexican sweet bread (pan dulce) for students. Mexican bread can be purchased in any Mexican supermarket or Mexican bakery.

In preparation for the classroom’s celebration of the “Day of the Dead”, have students write a biography about their deceased loved one. Or if limited in time or as an extended activity, have students write a short paragraph of a special time with their deceased loved one. Ask students to share one quality of that person with the entire class. Enjoy listening to these stories while breaking Mexican sweet bread together!
Other Writing or Discussion Prompts:

1. Describe a time when you were asked to do something that you really did not want to do but you did it anyway. Why did you do it? How did you feel about it?

2. Describe how you felt when a pet or a person you loved died?

3. What do you think happens after a person dies?

4. Were you ever given a choice of picking one of two things? Describe why you made that particular choice?

5. Describe a time when you were really hungry? What did your body do to tell you that you were hungry? How did it feel when you finally ate?

6. Do you believe in ghosts (witches, devils, warlocks)? Why or why not? If so, describe a situation when you had an experience with a ghost (witch, devil, warlocks)?

7. Divide into two different panels -- one for pros and the other one for cons. Each panel will represent the following situations: (Use a graphic organizer to help you sort out your ideas)

8. Pros and Cons for Macario deciding to eat the turkey himself or giving the turkey to his wife and children.

9. Pros and Cons for Macario’s wife stealing the turkey or not stealing the turkey.

10. Write a persuasive letter to Macario and/or to Macario’s wife convincing each of them that your pro or con position is correct.