



# Second Stage study guide

August-Sept 2016



*by Alvin Chan, Eric Johnson and the HTY Company*

## The Cast

Alvin Chan  
Maile Holck  
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## The Artistic Staff

Director	Eric Johnson
Set & Light Design	Chesley Cannon
Costume Design	Sandra Payne, Anna Foster
Prop Design	Chesley Cannon
Sound Design	Barett Hoover
Stage Manager/Asst. Dir.	Jennifer Eccles
Study Guide by	Daniel A. Kelin, II

**WE WELCOME YOU TO HONOLULU THEATRE FOR YOUTH!**

The year-round work of HTY is supported in part by a grant from the State Foundation on Culture and the Arts with funds from the Hawaii State Legislature. This support, with a grant from the National Endowment for the Arts and gifts from private foundations, the corporate community and individuals, enables HTY to offer plays to schools at nominal cost.

# Introduction

## TEACHER PREVIEW

HTY invites you & a guest FREE to *Anime Momotaro* on Fri., August 12 at 7:00pm or Sat, August 13 at 4:30 pm at Tenney Theatre. Please call ahead for reservations.

## USING THIS GUIDE

For a more complete list of Standards Connections, please visit the HTY website:  
<http://www.htyweb.org/sites/default/files/Anime%20Momotaro%20STANDARDS.pdf>

BEFORE THE SHOW Activities	Page	STANDARD CONNECTION
Share information in the <i>Introduction</i> and <i>Momotaro and Bullying</i> and <i>Definitions</i>	3&4	
Try <i>Home: An Opening Activity</i> theme activity	3	Common Core (CC) Reading; CC Writing; HCPS World Languages
Explore and talk about heroes with <i>My Personal Hero</i>	4&7	CC Speaking/Listening, Writing
Share <i>The Story: a Read Aloud</i> and create <i>MOMOTARO Story Boards</i>	9&10, 8	CC Reading, Writing, Speaking/Listening
Consider differences with <i>Heroes and Bullies: An Exploration</i>	5	CC Reading, Writing, Speaking/Listening

---Take your trip to the HTY production of Anime Momotaro---

AFTER THE SHOW Activities	Page	STANDARD CONNECTION
As a class, create a <i>Hero/Heroine Mural</i>	6	CC Reading, Writing
<i>Investigate Bullying</i>	6	CC Writing, Speaking/Listening
Read or research more with <i>Resources</i>	2	CC Reading

## CONTACT US. TELL US WHAT YOU THINK.

**Feedback Forms:** Please return an evaluation form after seeing the performance. We often contact teachers for further information, so include your name, school address and email address.

**HTY Online:** Visit our website for last minute changes or special offers, [www.htyweb.org](http://www.htyweb.org).

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# For Teachers

## INTRODUCTION from Artistic Director, Eric Johnson

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Welcome to Honolulu Theatre for Youth's 62<sup>nd</sup> Season. We are celebrating the concept of "home" this season and I can think of no better way to begin that exploration than with one of the most popular HTY shows about a boy who saves his family from some aggressive bullies. To tell this story we will use traditional Japanese theatrical techniques as well as more contemporary cartoon sensibility. Our hope is that like in many homes, all generations are represented at once, and one informs the other. Bullying is one of the most requested topics we get from educators and ANIME MOMOTARO is one of the most requested shows to bring back. We are listening and look forward to hearing from you and your students in the coming season. Please let us know if there are ways we can make our work or this guide more useful to you in the future.

### HOME: An Opening Activity

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In our 2016-17, HTY desires to investigate and celebrate the idea of 'Home.' What is a 'Home?' Where and when do each of us truly feel at 'Home?' What are the stories that define your true 'Home?' Start your HTY journey before traveling to the theatre with the following activity:

**I AM FROM poem:** a poem that celebrates the uniqueness of a whole class

**Materials:** A single sheet of paper with the line 'I am from \_\_\_\_\_' repeated many times.

**Procedure:** Write topic headings on the board that refer to those aspects that make each of us unique (birth place; ethnicity; favorite foods, games, subjects, nature, etc.; family names; something a parent always says; a family tradition or any related topics). Ask students for ideas to include on the board under each topic. Alternatively, have students write one answer for each on small slips of paper. Read aloud the your blank 'I am from' poem, filling in the blanks with randomly chosen ideas from the board or slips of paper. For a template for this activity, please see:

[www2.scholastic.com/content/collateral\\_resources/pdf/t/Target\\_I\\_am\\_from%20poem.pdf](http://www2.scholastic.com/content/collateral_resources/pdf/t/Target_I_am_from%20poem.pdf)

### RESOURCES

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#### BOOKS (local library)

##### Anime/Manga Drawing

*Drawing Manga: Animals, Chibis, and Other Adorable Creatures* by JC Amberlyn

##### Heroes

*Peaceful Heroes* by Jonah Winter

##### Bullies

*Bokuden and the Bully: a Japanese Folktale* adapted by Stephen Krensky  
*How to Deal with Bullies* by Jonathan Kravetz

##### Momotaro story

*Momotaro: Peach Boy*, illustrated by George Suyeoka; adapted by Ruth Tabrah & Kirsten Whatley

#### WEBSITES

##### Momotaro story

[www.japanippon.com/fairytales/momotaro.htm](http://www.japanippon.com/fairytales/momotaro.htm)

[web-japan.org/kidsweb/folk/momotaro/momotaro01.html](http://web-japan.org/kidsweb/folk/momotaro/momotaro01.html)

##### Heroes lessons

[www2.scholastic.com/browse/article.jsp?id=5288](http://www2.scholastic.com/browse/article.jsp?id=5288)

[educationworld.com/a\\_lesson/lesson/lesson218.shtml](http://educationworld.com/a_lesson/lesson/lesson218.shtml)  
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# For Teachers

## Before seeing the Show

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### MOMOTARO AND BULLYING: A SPECIAL NOTE

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The HTY artistic staff has endeavored to be as faithful to the original story of MOMOTARO as possible with one major change in interpretation. Although there are many versions of this story, almost all contain a violent end for the Ogres which confirm Momotaro's strength and brings justice to the evil bullies. The artistic staff has deliberately changed the story to give stronger consideration to Momotaro's inner strength and to provide a different solution which is based on compassion and the strength of a community to address the issues of bullying from within. Whether reading a traditional version of the story or responding to the play itself we encourage teachers to have the students imagine different outcomes and relate this to their own policies and values about bullying in the classroom.

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### DEFINITIONS

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**ANIME** - A style of animation developed in Japan, characterized by stylized colorful art, with themes and styles similar to manga, or graphic, comics.

**HERO** - A person noted for feats of courage or nobility of purpose, especially one who has risked or sacrificed his or her life. A person noted for special achievement in a particular field.

**BULLY** - A person who habitually hurts, frightens, or tyrannizes those who are smaller, weaker or more vulnerable.

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### MY PERSONAL HERO

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Using the [FOR STUDENTS: My Hero](#) page in this guide, ask students to identify a person they look up to, think highly of or consider a person they wish to be like. Ask students to either list or share the qualities that make their choice a hero.

**Activity:**

Copy and distribute the [FOR STUDENTS: My Hero](#) page.

Assign students the task of either finding or drawing a picture of their hero.

Ask students to fill in the blanks, writing about their hero or to ask a parent to help them write.

Guide students to share their [My Hero](#) pages with each other, discussing their heroes.

Hang the pictures in the classroom.

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### MOMOTARO STORY BOARD

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The HTY production of MOMOTARO features action that imitates anime movies and manga cartoons. Guide students to experiment with creating ideas for their own animated movie version of MOMOTARO by drawing a Story Board of the MOMOTARO story.

Read the MOMOTARO story together. Using the [FOR STUDENTS: Story Board](#) page in this guide, guide students to draw major events from the story in each of the boxes. Encourage them to imagine how they can capture the entire story in four scenes.

# For Teachers

## Play-related Activities

### HEROES AND BULLIES: AN EXPLORATION

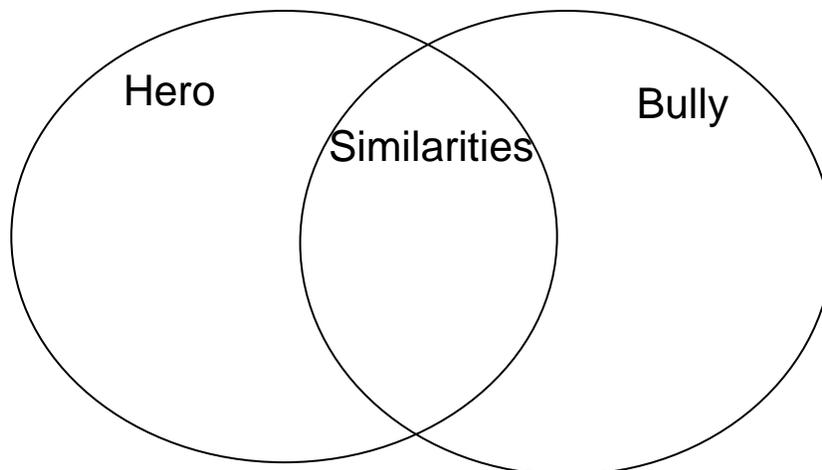
It is all too common for the word 'hero' to represent 'superhero' and for 'superhero' to be synonymous with physical force; breaking through things, smashing things and physically defeating the 'enemy.' However, the physical roughhousing—inspired by those ideas—that children regularly engage in can also be considered bullying. This pretend fighting can too easily become a child's real reaction to others when the child is mad, hurt or offended.

This activity is designed to help students consider characteristics that emphasize the more humane and positive attitudes of a hero.

**Purpose:** To define the qualities of a hero beyond violent means to solve problems and defeat enemies.

#### Procedure

- Make two lists: the characteristics of a 'Hero' and of a 'Bully.' What does each do? What is the attitude of each? What is the goal of each?
- Draw a Venn Diagram to investigate: What characteristics are unique to each? Which characteristics are similar between them?



With this Venn Diagram in front of you, discuss what alternatives there are to physical confrontation. If a hero is more admirable than a bully, what ACTIONS or ATTITUDES show that difference?

- Read the MOMOTARO story in this guide. Discuss the accompanying comprehension questions.
- Next, list the actions that make him a hero.
- Make a second list of the characteristics that make him a hero.
- Next, discuss which actions from your list could also be the actions of a bully? Circle these.
- Finally discuss other ways that Momotaro might have defeated the ogres without violence.

# For Teachers Activities

## HERO/HEROINE MURAL

Students create a mural showing famous people regarded as heroes.

**Materials Needed:** library sources or computer(s) with Internet access; drawing paper or construction paper; a roll of large paper (brown or white); student-selected art materials (crayons, markers, paint, etc.); glue

**Procedure**

- Show examples of murals from art books or other sources.
- Assign each student a famous hero. Have each research pictures of heroes from school texts, library sources, or online sources.
- After the research, have students draw and color their pictures on drawing or construction paper.
- Have students cut out their pictures.
- Unroll the large paper to the length desired.
- Have students paste the pictures in different places on the roll. Display the mural on a classroom wall or in a hallway.

**For younger students:** Students work in groups to research famous heroes or provide the pictures that students use as models for their illustrations.

**Variation:** Create a mural using pictures of heroes from a specific time period or event; for example, heroes of the 1900s, and heroes of the Revolutionary War.

## INVESTIGATE BULLYING

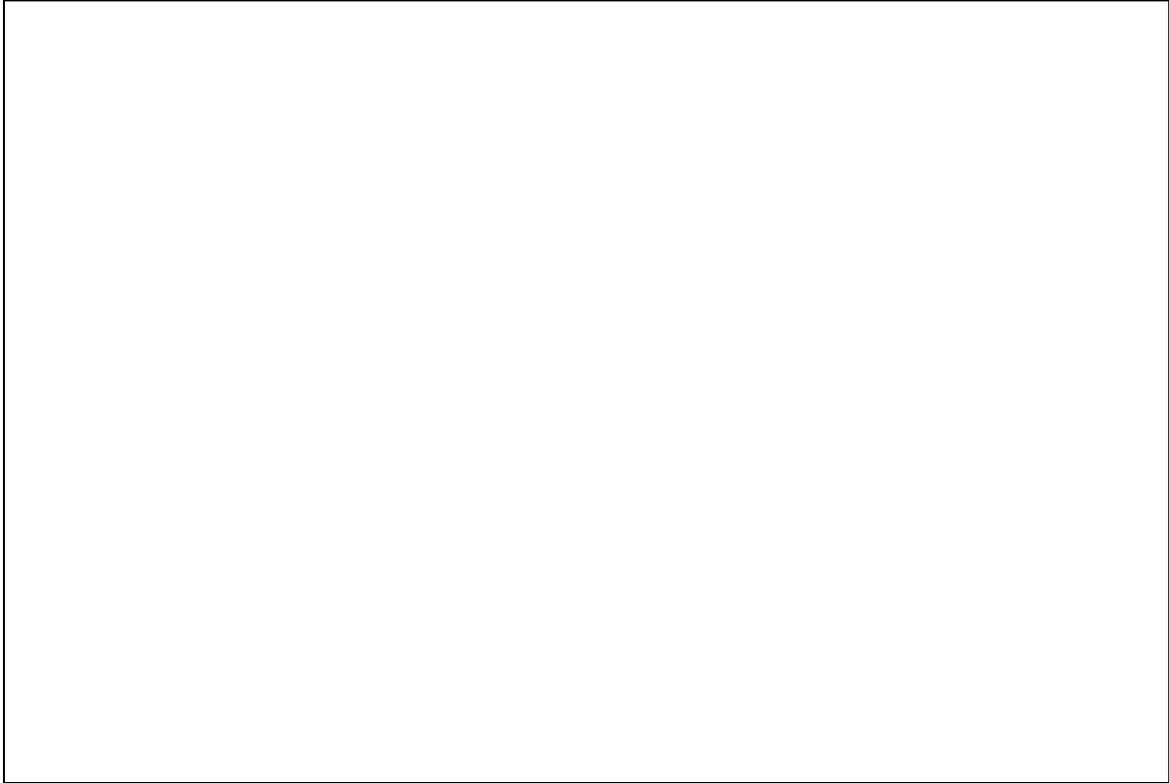
Discuss with students the various kinds of bullying. Using the chart below as a model, draw a chart on the board writing in only the headings. Ask students to make a list of examples that might go under each of the headings. Fill in any missing examples as necessary.

For some people, it's that girl at school who always makes fun of them. For others, it's the biggest guy in the neighborhood who's always trying to beat them up or take their things. Sometimes "bully" means a whole group of kids, ganging up on someone else. No matter what situation or form it comes in, bullying makes people feel depressed, hurt, and alone.

Physical bullying	Verbal bullying	Relationship bullying
<ul style="list-style-type: none"> <li>• Hitting, kicking, or pushing someone...or threatening to do it</li> <li>• Stealing, hiding or ruining someone's things</li> <li>• Making someone do things he or she doesn't want to do</li> </ul>	<ul style="list-style-type: none"> <li>• Name-calling</li> <li>• Teasing</li> <li>• Insulting</li> </ul>	<ul style="list-style-type: none"> <li>• Refusing to talk to someone</li> <li>• Spreading lies or rumors about someone</li> <li>• Making someone do things he or she doesn't want to do</li> </ul>

Ask students, 'What do all of these things have in common?' After a brief discussion, note that they are all examples of ways one person can make another person feel hurt, afraid, or uncomfortable. When these are done to someone more than once, and usually over and over again for a long period of time, that's bullying.

# For Students My Hero



*A Picture of My Hero*

My hero is \_\_\_\_\_

This person is my hero because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# For Students

## A Storyboard

Draw the story of MOMOTARO. What are the four most important actions of the story?


# The Story

## A Read Aloud

### AS YOU READ ALOUD

- Please note to your students that this is the *original* story. The HTY production will be different in many ways. It might be fun to challenge your students to count the number of differences!
- Stop occasionally at particularly engaging or tense parts. Ask students to make predictions about what might happen, giving reasons for their predictions.

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## Momotaro the Peach Boy

### A version of the Japanese Folktale

**ONCE** upon a time there was an old man and his old wife living in the country in Japan. The old man was a woodcutter. He and his wife were very sad and lonely because they had no children.

One day the old man went into the mountains to cut firewood and the old woman went to the river to wash some clothes.

No sooner had the old woman begun her washing than she was very surprised to see a big peach come floating down the river. It was the biggest peach she'd ever seen in all her life. She pulled the peach out of the river and decided to take it home and give it to the old man for his supper that night.

Late in the afternoon the old man came home, and the old woman said to him: "Look what a wonderful peach I found for your supper." The old man said it was truly a beautiful peach. He was so hungry that he said: "Let's divide it and eat it right away."

So the old woman brought a big knife from the kitchen and was getting ready to cut the peach in half. But just then there a human voice came from inside the peach. "Wait! Don't cut me!" said the voice. Suddenly the peach split open, and a beautiful baby boy jumped out of the peach.

The old man and woman were astounded. But the baby said: "Don't be afraid. The God of Heaven saw how lonely you were without any children, so he sent me to be your son."

The old man and woman were very happy, and they took the baby to be their son. Since he was born from a peach, they named him Momotaro, which means Peach Boy. They loved Momotaro very much and raised him to be a fine boy.

When Momotaro was about fifteen years old, he went to his father and said: "Father, you have always been very kind to me. Now I am a big boy and I must do something to help my country. In a distant part of the sea there is an island named Ogre Island. Many wicked ogres live there, and they often come to our land and do bad things like carrying people away and stealing their things. So I'm going to go to Ogre Island and fight them and bring back the treasure which they have there. Please let me do this."

The old man was surprised to hear this, but he was also very proud of Momotaro for wanting to help other people. So he and the old woman helped Momotaro get ready for his journey to Ogre Island. The old man gave him a sword and armor, and the old woman fixed him a good lunch of millet dumplings. Then Momotaro began his journey, promising his parents that he would come back soon.

Momotaro went walking toward the sea. It was a long way. As he went along he met a spotted dog. The dog growled at Momotaro and was about to bite him, but then Momotaro gave him one of the dumplings. He told the spotted dog that he was going to fight the ogres on Ogre Island. So the dog said he'd go along too and help Momotaro.

Momotaro and the spotted dog kept on walking and soon they met a monkey. The spotted dog and the monkey started to have a fight. But Momotaro explained to the monkey that he and the spotted dog were going to fight the ogres on Ogre Island. Then the monkey asked if he couldn't go with them. So Momotaro gave the monkey a dumpling and let the monkey come with them.

Momotaro and the spotted dog and the monkey kept on walking. Suddenly they met a pheasant. The spotted dog and the monkey and the pheasant were about to start fighting. But when the pheasant heard that Momotaro was going to fight the ogres on Ogre Island, he asked if he could go too. So Momotaro gave the pheasant a dumpling and told him to come along.

So, with Momotaro as their general, the spotted dog and the monkey and the pheasant, who usually hated each other, all became good friends and followed Momotaro faithfully. They walked a long, long way, and finally reached the sea. At the edge of the sea Momotaro built a boat. They all got in the boat and started across the sea toward Ogre Island.

When they came within sight of the island, they could see that the ogres had a very strong fort there. And there were many, many ogres. Some of them were red, some blue, and some black.

First the pheasant flew over the walls of the fort and began to peck at the ogres' heads. They all tried to hit the pheasant with their clubs, but he was very quick and dodged all their blows. And while the ogres weren't looking, the monkey slipped up and opened the gate of the fort. Then Momotaro and the spotted dog rushed into the fort and started fighting the ogres too.

It was a terrible battle! The pheasant pecked at the heads and eyes of the wicked ogres. And the monkey clawed at them. And the spotted dog bit them. And Momotaro cut them with his sword. At last the ogres were completely defeated. They all bowed down low before Momotaro and promised never to do wicked things again. Then they brought Momotaro all the treasure they had stored in the fort.

It was the most wonderful treasure you can imagine. There was much gold and silver and many precious jewels. There was an invisible coat and hat, and a hammer that made a piece of gold every time you hit it on the ground, and many other wonderful things. Momotaro and his three helpers carried all this in their boat back to the land. Then they made a cart and put all the treasure in the cart and pulled it back to Momotaro's house.

How happy the old man and woman were when they saw their son return safely from Ogre Island! They were very rich now with all the treasure that Momotaro had brought and they all lived together very, very, happily.

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### A POST-READING DISCUSSION

#### QUESTIONS

Who are the major characters?

Where does this story take place?

What is the problem in the story that has to be solved?

We don't know who the original writer is, but what do you think that writer believes is important in life?

What do you think the story is trying to teach you?

#### RETELL

In pairs or small groups, take turns retelling the story to each other.

#### CULTURE

This story takes place in Japan. What do you learn about Japan from this story?

What does this folktale say is important for the listener to learn?

Could this story happen today? How could you change the story to make it believable in 2016?