

Anansi the Spider:

A West African Folktale

an interactive virtual workshop



Digital Learning
Puppet Templates & Study Guide
PreK-2nd Grade

Digital Learning
at The Center for Puppetry Arts

presents

Anansi the Spider: A West African Folktale

an interactive virtual workshop

Puppet Templates & Study Guide*
Grades Pre-K - 2



**List of Academic Standards
supported by this program on final page*

The Center for Puppetry Arts is a non-profit, 501(c)(3) organization and is supported in part by the National Endowment for the Arts; the Georgia Council for the Arts through the appropriations of the Georgia General Assembly (the Council is a Partner Agency of the National Endowment for the Arts); and contributions from individuals, corporations and foundations. Major funding for the Center is provided by the Fulton County Board of commissioners under the guidance of the Fulton County Arts Council. Major support is provided by the City of Atlanta Bureau of Cultural Affairs. The Center is a constituent of Theatre Communications Group and a member of the Atlanta Coalition of Performing Arts. The Center also serves as headquarters of UNIMA-USA.

The Center for Puppetry Arts

1404 Spring Street, NW at 18th • Atlanta, Georgia USA 30309-2820

www.puppet.org

Dear Educator,

We are scheduled for an **Anansi the Spider: a West African Folktale** videoconference with your group. Below are the directions for preparations required to participate in the program:

1. Review the materials list on the next page of the study guide. Each student needs these materials.
2. All templates need to be traced onto poster board, file folder or some type of card stock. Heavy construction paper may be used as a substitute, if necessary. You may use any color you want. If you plan to decorate with markers or crayons, a lighter color will work best. Dark colors are best for true shadow puppets.
3. Pre-punch holes onto head and body of puppet according to the template.
4. Please bring all pre-cut and punched pieces and other materials to the program. It is helpful if each student has a bag with their own puppet parts. Paper lunch bags or plastic sandwich bags work well.
5. Pass out all materials before the program begins, including glue, tape and scissors (as needed). It is helpful if each student has their own glue stick or bottle. Have four strips of tape about the size of a bandaid pre-cut for each student on the edges of the desks or attached to a yardstick for instructor-monitored tape distribution.
6. We will lead students through the puppet building steps and learning activities. **The program does not allow time for students to cut out materials.**

The additional activities in the study guide are for you to use at your discretion either before or after the program. We will be doing different activities with the students during the program. Please let us know if you have any technical questions or need more information about how to prepare. You may contact us via email or at the phone number below.

We look forward to connecting with you!

The Digital Learning Team

Center for Puppetry Arts

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1404 Spring St. NW at 18th

Atlanta, GA 30309-2820 USA

Program Activity: Anansi Shadow Puppet

Materials List:

Each student will need the following materials*:

- 1 Anansi head (cut from template)
- 1 Anansi body (cut from template)
- 4 Anansi leg sets (cut from template)
- 2 drinking straws (preferably flexible or bendy straws)
- 2 brads/paper fasteners
- 4 pieces of tape (about 2 " each)

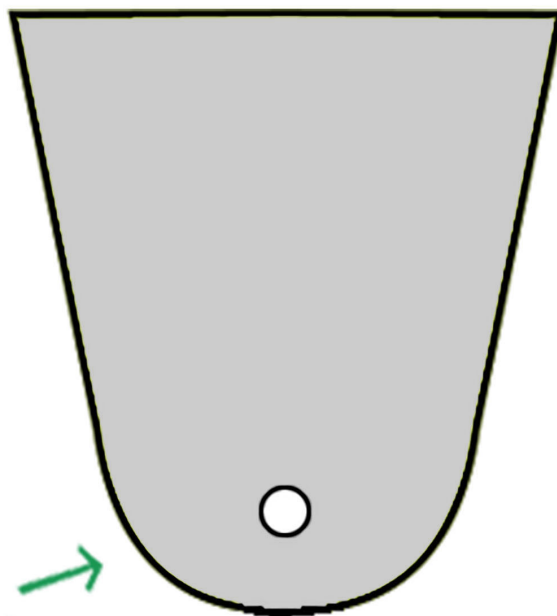


****Reminder:***

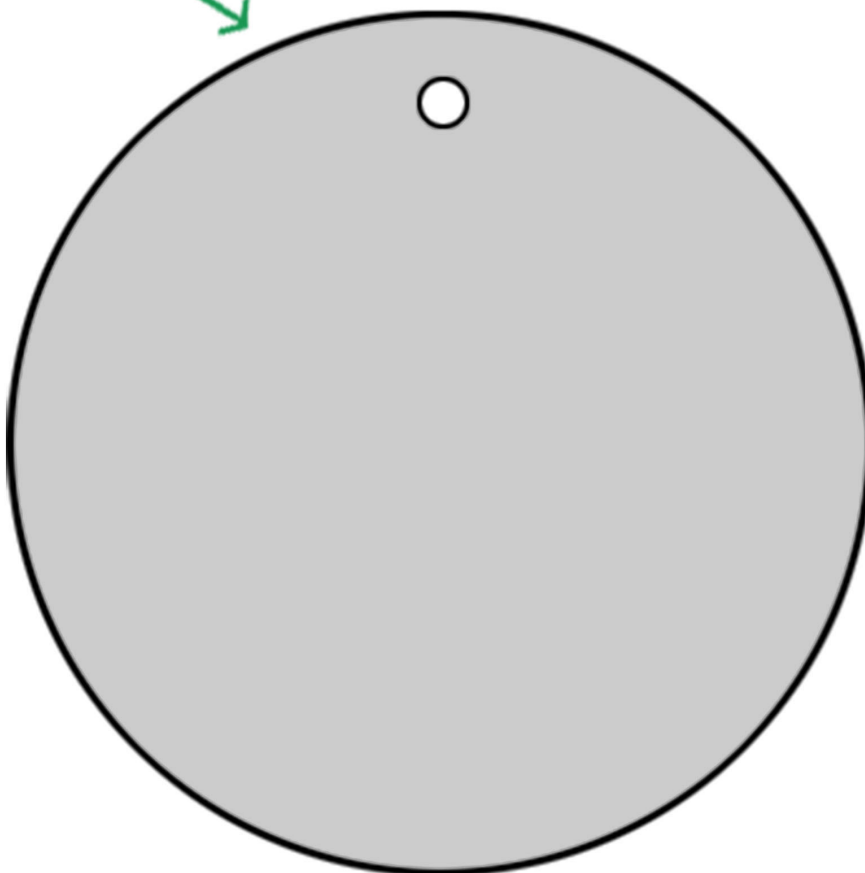
Templates must be pre-cut & hole-punched before the program.

Templates:

Anansi- Head (1 of 6)



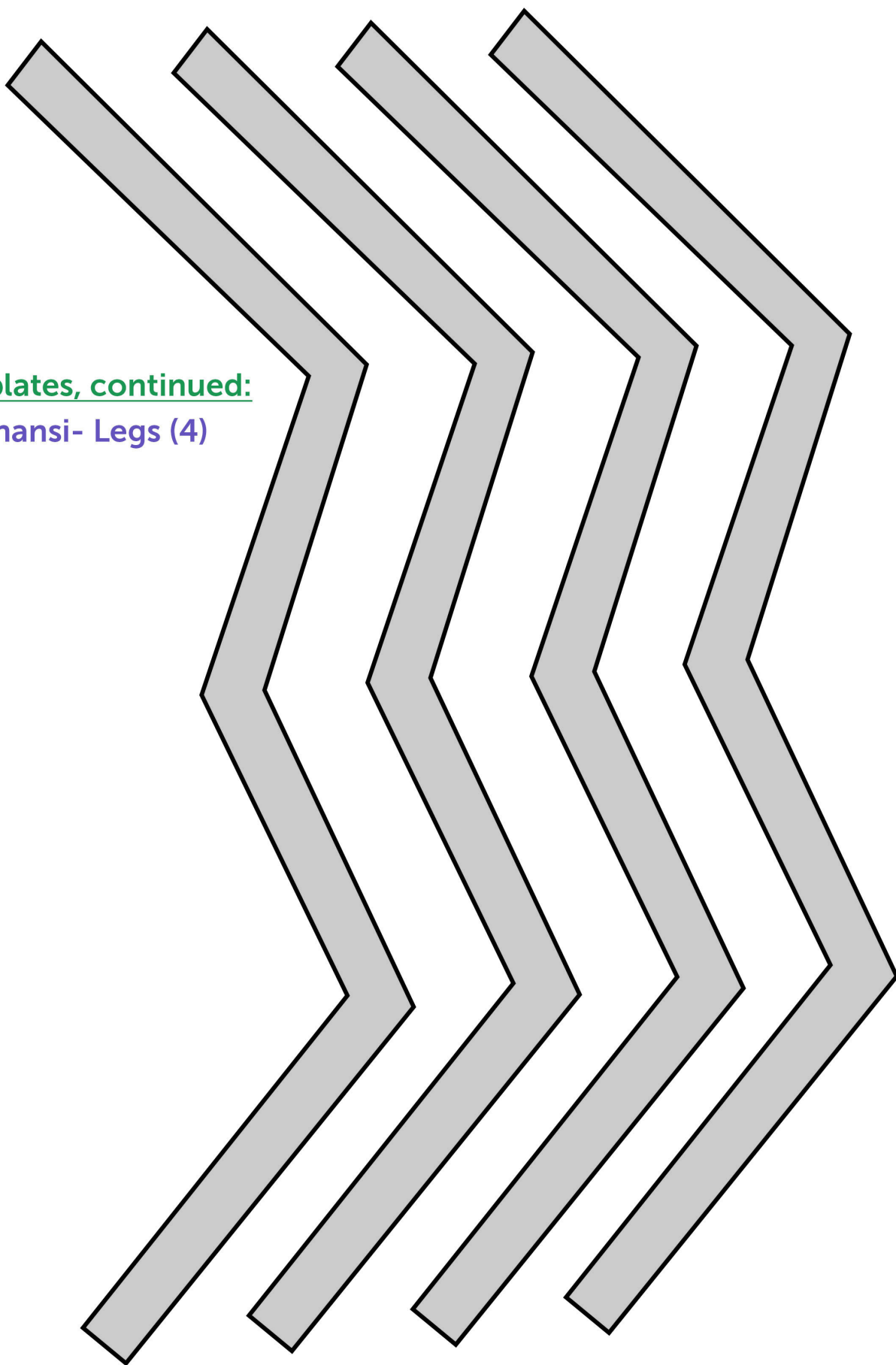
Pre-Punch holes



Anansi- Body (2 of 6)

Templates, continued:

Anansi- Legs (4)



Classroom Activities

Activity 1: Comparing Stories with a Venn Diagram

Anansi stories originated in Ghana, Africa, and passed between communities and generations through oral storytelling traditions. Anansi is depicted in many forms: a spider, a human, or a combination of both. He is mostly a trickster (plays pranks or otherwise disobeys normal rules and norms of behavior) and sometimes a hero. It is often through his mischievous pranks that listeners are taught to behave. Anansi stories spread from Africa and are part of traditions of people throughout the world, including the Sea Islands, the Caribbean, Central and South America, and Gullah-Geechee communities of coastal North and South Carolina, Georgia, and Florida.

Objective:

Students will compare and contrast elements from two different versions of an Anansi story using a Venn diagram.

Materials:

Chart paper, colored pencils or markers, two or three books with Anansi stories such as *Anansi the Spider* by Gerald McDermott, *The Pot of Wisdom: Ananse Stories* by Adwoa Badoe, or others from your classroom/school library.

Procedure:

- First, read two versions of an Anansi tale to your students.
- On chart paper, make a simple Venn diagram. Draw each circle with a different color marker. Label the circles with the book titles.
- Students should recall elements that are the same in both versions. The similarities should be listed in the space where the circles overlap. Unique elements to each story should be placed under the corresponding circle where it does not overlap.
- Have students draw spider illustrations or scenes from the books to be displayed with the diagram in the classroom.

Activity 2: Make a Favorite Food Bar Graph

Objective:

Students will taste foods mentioned in the program and choose their favorite. Students create a bar graph to chart the results.

Materials:

1 cantaloupe, 1 baked sweet potato or yam, 1 banana or plantain, peanuts, food images worksheet (see next page), a marker for the teacher, crayons or markers for students, tape and chart paper.

Procedure:

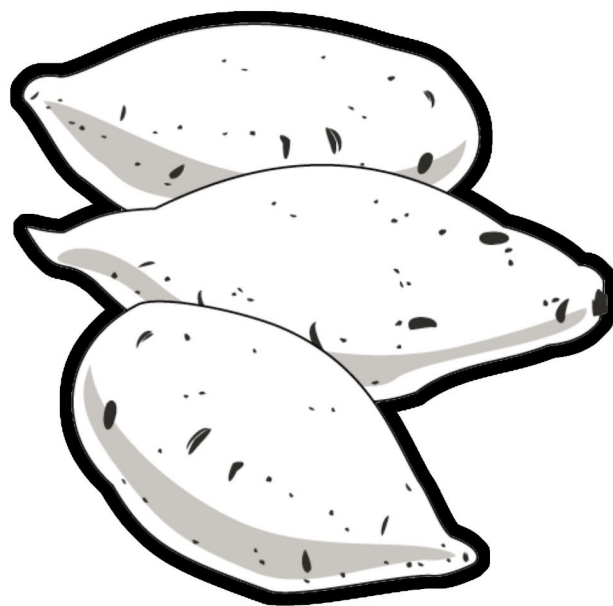
- Have students taste each of the foods listed above.
- Distribute copies of the food images worksheet. Have students color and cut out each picture.
- Post a sheet or two of chart paper at the front of the classroom. Divide the paper into four rows or columns to create a bar graph. Title the graph and label each row or column with the name of the food.
- Ask students to choose the image that represents their favorite food. Have each student tape the chosen image in the corresponding row or column.
- When everyone has placed an image on the chart, ask students if they can tell by looking at the bar graph which food was the most popular. Are any two bars on the graph equivalent? Encourage students to use the following comparison terms: same as, fewer than, more than, etc.
- Ask students to count the number of images in each row or column, or do this together as a class. Record numbers for each bar and display the graph in classroom or hallway.



Food Images Work Sheet



Cantaloupe/Melon



Sweet Potato/Yam



Peanuts/Groundnuts



Banana/Plaintain

Bonus Activity: More Fun with Food

Fufu (fufuo, foofoo, fufou) is a starchy accompaniment for soups or other dishes with sauce. It is a staple of West African and Caribbean cooking. Fufu is usually made from boiled cassava, yams, and sometimes plantains, and is mashed and pounded into a paste. To eat fufu, tear off a bite-sized piece of fufu, shape into a ball, and dip it in the soup being eaten. There are many versions of fufu found throughout Africa, the Caribbean, and beyond, made with different ingredients and sometimes with different names (for example, mofongo in Puerto Rico). Below is a recipe for a version of fufu made with yams.

Ingredients

(Recipe from *The Spruce Eats*: <https://www.thespruceeats.com/yam-fufu-2138088>)

- 2 pounds yams (not orange sweet potatoes)
- Kosher salt, to taste
- Freshly ground black pepper, to taste
- 1 teaspoon olive oil



Procedure:

1. Gather the ingredients and fill a medium-sized pot halfway with cold water.
2. Carefully peel the yams; their slippery quality can make them hard to peel.
3. Cut the peeled yams into chunks and place them in the cold water.
4. Bring the yams to a boil over high heat. Keep a rapid boil until the yams are soft, about 25 minutes.
5. Remove the yams, drain, but reserve about a cup of the cooking water. Allow the yams to cool.
6. Place the cooled yams in a large bowl along with the salt, pepper, and olive oil. Mash and mix the ingredients using a potato masher until there are no large lumps. A food processor or blender can help if you have one, but be sure to only break up the large lumps. Do not puree.
7. Place the yam mixture back in the bowl and beat it with a wooden spoon until it becomes smooth. The mixture should become sticky and slightly elastic. It's perfectly fine to use your hands to get it to the desired texture. Add some of the reserved water, starting with 1/4 cup, and work the dough. You might need to add more water, but it depends on how moist the yams were to begin with. Keep working and adding water until you have a springy dough that comes away from the bowl, is pliable, and is easily shaped.
8. Shape the fufu into balls of equal size and serve as an accompaniment to your favorite soup or stew.

Activity 3: Talking Drums of Africa

Puppet and mask performances in Africa are accompanied by music to help communicate ideas and feelings during the performance. Drum beats can even be used to represent different animals – a fast drum beat may represent a cheetah, or a slow drum beat may represent an elephant. Many different types of instruments are used in African music depending on the specific traditions and cultures of the region and peoples.

Objective:

Students will create a drum and practice identifying and repeating rhythms.

Materials:

Recordings of African music and a playback device/speakers (see suggestion below), scissors, glue, crayons or paint, construction paper, coffee can with plastic lid, can opener

Procedure:

- Using a can opener, cut out the bottom of the coffee can. Put the coffee can lid on the newly opened bottom of the can to cover any sharp edges. This is will be the top of the drum.
- Have students glue construction paper around the coffee can and decorate the paper with their craft supplies.
- Play the recorded music for the class, pause the music after a moment and have the students repeat the rhythms they heard.
- If the track you used includes instruments other than drums, ask the students to guess what the other instruments might be.

Suggested Artist: African Drums Collective. A variety of tracks can be found streaming on Spotify, YouTube, and Apple Music.



Other Resources

Websites to Explore

<http://www.pbs.org/wonders/Kids/kids.htm>

Interactive online story and reading comprehension activity from PBS Kids. Geared for older students, but teachers can lead the activity.

http://www.afrol.com/archive/food_staples.htm

Information about African food staples.

https://www.pbs.org/wonders/Episodes/Epi3/3_wondr1.htm

Information about the Ashanti people of Ghana.

<https://gullahgeecheecorridor.org/>

Information about Gullah Geechee culture in the Southeastern U.S.

Books

- Badoe, Adwoa. *The Pot of Wisdom: Ananse Stories*. Broundwood/Douglas & McIntyre, 2001.
- Diakite, Penda. *I Lost My Tooth In Africa*. Scholastic Press, 2006.
- Doucet, Sharon Arms. *Lapin Plays Possum: Trickster Tales from the Louisiana Bayou*. Farrar, Straus and Giroux, 2002.
- McDermott, Gerald. *Anansi the Spider: A Tale from the Ashanti*. Henry Holt and Company, 1987.

Academic Standards supported by this program:

Reading Standards

[CCSS.ELA-LITERACY.RL.K.1](#)

[CCSS.ELA-LITERACY.RL.K.2](#)

[CCSS.ELA-LITERACY.RL.K.3](#)

[CCSS.ELA-LITERACY.RL.K.4](#)

[CCSS.ELA-LITERACY.RL.K.5](#)

[CCSS.ELA-LITERACY.RL.K.6](#)

[CCSS.ELA-LITERACY.RL.K.7](#)

[CCSS.ELA-LITERACY.RL.K.9](#)

[CCSS.ELA-LITERACY.RL.1.1](#)

[CCSS.ELA-LITERACY.RL.1.2](#)

[CCSS.ELA-LITERACY.RL.1.3](#)

[CCSS.ELA-LITERACY.RL.1.4](#)

[CCSS.ELA-LITERACY.RL.1.7](#)

[CCSS.ELA-LITERACY.RL.1.9](#)

[CCSS.ELA-LITERACY.RL.2.1](#)

[CCSS.ELA-LITERACY.RL.2.2](#)

[CCSS.ELA-LITERACY.RL.2.3](#)

[CCSS.ELA-LITERACY.RL.2.5](#)

[CCSS.ELA-LITERACY.RL.2.6](#)

[CCSS.ELA-LITERACY.RL.2.7](#)

[CCSS.ELA-LITERACY.RL.2.9](#)

[CCSS.ELA-LITERACY.RL.3.1](#)

[CCSS.ELA-LITERACY.RL.3.2](#)

[CCSS.ELA-LITERACY.RL.3.3](#)

[CCSS.ELA-LITERACY.RL.3.7](#)

Speaking and Listening

[CCSS.ELA-LITERACY.SL.K.1](#)

[CCSS.ELA-LITERACY.SL.K.2](#)

[CCSS.ELA-LITERACY.SL.K.3](#)

[CCSS.ELA-LITERACY.SL.K.4](#)

[CCSS.ELA-LITERACY.SL.K.5](#)

[CCSS.ELA-LITERACY.SL.K.6](#)

[CCSS.ELA-LITERACY.SL.1.1.A](#)

[CCSS.ELA-LITERACY.SL.1.1.B](#)

[CCSS.ELA-LITERACY.SL.1.1.C](#)

[CCSS.ELA-LITERACY.SL.1.2](#)

Speaking and Listening, cont.

[CCSS.ELA-LITERACY.SL.1.3](#)

[CCSS.ELA-LITERACY.SL.1.5](#)

[CCSS.ELA-LITERACY.SL.1.6](#)

[CCSS.ELA-LITERACY.SL.2.1](#)

[CCSS.ELA-LITERACY.SL.2.1.A](#)

[CCSS.ELA-LITERACY.SL.2.1.B](#)

[CCSS.ELA-LITERACY.SL.2.1.C](#)

[CCSS.ELA-LITERACY.SL.2.2](#)

[CCSS.ELA-LITERACY.SL.2.3](#)

[CCSS.ELA-LITERACY.SL.2.5](#)

[CCSS.ELA-LITERACY.SL.2.6](#)

[CCSS.ELA-LITERACY.SL.3.1](#)

[CCSS.ELA-LITERACY.SL.3.1.B](#)

[CCSS.ELA-LITERACY.SL.3.1.C](#)

[CCSS.ELA-LITERACY.SL.3.2](#)

[CCSS.ELA-LITERACY.SL.3.3](#)

[CCSS.ELA-LITERACY.SL.3.5](#)

[CCSS.ELA-LITERACY.SL.3.6](#)

[CCSS.ELA-LITERACY.SL.4.1](#)

[CCSS.ELA-LITERACY.SL.4.1.B](#)

[CCSS.ELA-LITERACY.SL.4.1.C](#)

[CCSS.ELA-LITERACY.SL.4.1.D](#)

[CCSS.ELA-LITERACY.SL.4.3](#)

[CCSS.ELA-LITERACY.SL.4.6](#)

[CCSS.ELA-LITERACY.SL.5.1.B](#)

[CCSS.ELA-LITERACY.SL.5.1.C](#)

[CCSS.ELA-LITERACY.SL.5.1.D](#)

[CCSS.ELA-LITERACY.SL.5.4](#)

[CCSS.ELA-LITERACY.SL.5.6](#)

Mathematics

[CCSS.MATH.CONTENT.K.G.A.1](#)

[CCSS.MATH.CONTENT.K.G.A.2](#)

[CCSS.MATH.CONTENT.K.G.A.3](#)

[CCSS.MATH.CONTENT.K.G.B.5](#)

[CCSS.MATH.CONTENT.K.CC.B.4](#)

[CCSS.MATH.CONTENT.K.CC.B.4.A](#)

[CCSS.MATH.CONTENT.K.CC.B.4.C](#)

ISTE Standards

Empowered Learner

Digital Citizen

Knowledge Constructor

Innovative Designer

Computational Thinker

Creative Communicator

Global Collaborator

Georgia Pre-K Standards (GELDS)

Physical Development and Motor Skills

Social & Emotional Development

Approaches to Play and Learning

Communication, Language, and Literacy

Cognitive Development and General

Knowledge

Visual Arts and Theatre: Creating

Generate and conceptualize artistic ideas and work.

Organize and develop artistic ideas and work

Refine and complete artistic work.

Visual Arts and Theatre : Presenting

Select, analyze, and interpret artistic work for presentation.

Develop and refine artistic techniques and work for presentation.

Convey meaning through the presentation of artistic work.

Visual Arts and Theatre: Responding

Perceive and analyze artistic work

Interpret intent and meaning in artistic work

Apply criteria to evaluate artistic work

Visual Arts and Theatre: Connecting

Synthesize and relate knowledge and personal experiences to make art.

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding