

DAVID GONZALEZ'S, "CUENTOS" ON-THE-BUS GUIDE



A REMINDER FOR STUDENTS ABOUT THEATER ETIQUETTE

- LISTEN, EXPERIENCE, IMAGINE, DISCOVER, LEARN!
- GIVE YOUR ENERGY AND ATTENTION TO THE PERFORMERS.
- PLEASE DO NOT EAT OR DRINK IN THE THEATER.
- TALK ONLY BEFORE AND AFTER THE PERFORMANCE.
- TURN OFF WIRELESS DEVICES.
- NO PHOTOS, VIDEOS, TEXTING, OR LISTENING TO MUSIC.

*These are guidelines... We understand that some students may need to experience the performance in their own way, and we are here to support all students and their unique needs.

SOME OF THE SPANISH WORDS IN CUENTOS:

- arboles (ARE-bowl-es): trees
- arco y flechas (AR-ko EE FLECH-as): bow and arrow
- bruja (BREW-ha): witch
- caracoles (car-a-COLE-eyes): seashells
- El Yunque (EL YOON-kay): The rainforest of Puerto Rico
- madera (mah-DAY-rah): wood
- martillo (mar-TEE-yo): hammer
- oro (o-RO): gold
- pajaro (PA-JA-RO): bird
- serpiente (ser-pee-EN-tay): snake
- tambor (tam-BOR): drum

THREE NOUNS STORYTELLING

As a group, come up with three nouns. Everyone takes turns creating a sentence with those three nouns. Alternate the noun giver and sentence makers. An example for the nouns: Orange, woman, store: "The WOMAN was happy because a huge ORANGE was in the STORE."

Use these sentences as story prompts and then share how the stories evolved with different tellers.

HERE ARE SOME OF THE THINGS YOU CAN EXPECT TO SEE:

Cuentos! Tales from the Latino World features storyteller David Gonzalez, who uses his signature style of storytelling and musical accompaniment to bring a variety of stories to life. The unique show is a tribute to the art of vocal and physical expression.

David does not have props, costumes, or a set to help create the worlds of his stories. Instead he uses his own talents for expressiveness to bring the audience into the tales.

The stories contain characters from the Caribbean and the Bronx and have their origins in Puerto Rican tales, Yoruba stories, and even David's own memories.

David tells the stories in English, integrating contextual Spanish words throughout.

***While watching, have students listen for Spanish words and see if they can pick up their meanings based on the story, context, and the way David expresses himself through vocal quality, gesture, and physicality.**

***Encourage students to watch how David uses his voice, language, and gestures to tell stories. You could divide the class into three groups, and have each group focus on a different element and then share what they saw after the performance.**

DISCUSSION QUESTIONS

Pre-performance discussion questions

- What stories do you like to listen to or read? How do you think it will be different to see a story told by one person? How might it be like a movie? How might it be different?
- Why is it important to understand other cultures? How does your background make you different from other people? How does it make you similar?

Post-performance discussion questions

- What new Spanish words did you learn? Do you remember in which story you heard the word(s)?
- Did you have a favorite story or piece of music?