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Teacher's Guide

THE GARDEN OF RIKKI TIKKI TAVI

By Y York
Adapted from the story by
Rudyard Kipling

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BEFORE THE PLAY

SYNOPSIS

From the hallowed pages of Rudyard Kipling's *The Jungle Books* comes the riotous tale of Rikki Tikki Tavi. When little Rikki Tikki Tavi finds himself far from home, Darzee the tailorbird is not eager to share her perfect garden, her pet human, or her friend Chuchu. Will she change her tune when threatened by Nag the cobra? Can Rikki find the courage to save his new friends? Find out in this spirited coming-of-age story.

THEMES: Courage, Friendship, Sharing, Cooperation, Loyalty, Literature, Life and Environmental Sciences

THEATRE TERMS

VISUAL & PERFORMING ARTS

3.0 Historical & Cultural Context

SCRIPT: The written play that tells actors what to say and what to do.

ACTORS: The people who say the words and do the actions on stage.

CHARACTER: The person or thing that an actor pretends to be or portrays.

DIRECTOR: The person who tells the actors how to say the words and how to do the actions.

SCENERY or the SET: The backdrops, furniture, and other pieces that show the audience where the play takes place.

COSTUMES or WARDROBE: The clothes and other objects an actor wears to show who they are.

PROPS: The things that actors use (such as a book or broom) during the play.

SOUND: The sound effects (like a doorbell or thunder) that help to tell the story.

LIGHTING: The lights that help the audience to see the actors and scenery on the stage.

THEATER: The place where a play is performed. It is from the Greek word *Theatron*, which means "watching place".

DISCUSSION QUESTIONS

SPEAKING & LISTENING: Comprehension & Collaboration

K.1 1.1 2.1 3.1 4.1 5.2

SPEAKING & LISTENING: Presentation of Knowledge & Ideas

K.4,6 1.4,6 2.6 3.6 4.6 5.6

VISUAL & PERFORMING ARTS

1.0 Artistic Perception

1. What is the difference between a play and a movie? What does it mean to adapt a story into a play or movie?
2. The story of Rikki Tikki Tavi is taken from the second volume of *The Jungle Book* by Rudyard Kipling. Have you seen any adaptations of *The Jungle Book* on stage, TV, or at the movies? Describe them and decide as a class how they were similar and how they were different.
3. Introduce the terms listed in the Theatrical Terms list provided. Can you give examples of these terms from plays or movies you've seen?
4. What is a fable and how is it different from a folktale or fairy tale? What is your favorite fable and why?
5. How much do you know about India, its wealth of animal life, and its diverse climates? Show your students a physical map of India and have them guess what types of environments there are. What kinds of animals live in India and where do they live?

DURING AND AFTER THE PLAY

DURING THE PLAY

AUDIENCE BEHAVIOR

While watching a live theatre performance, it is important to sit quietly and listen. It does not mean that you need to be silent. Be sure to laugh at the funny parts (or cry at the sad parts), and certainly applaud at the end! Actors love it when an audience actively watches and listens.

DISCUSSION QUESTIONS:

SPEAKING & LISTENING: Comprehension & Collaboration

K.2 1.2 2.2 3.2,3

SPEAKING & LISTENING: Presentation of Knowledge & Ideas

K.4,6 1.4,6 2.6 3.6 4.6 5.6

SCIENCE: Life Sciences

VISUAL & PERFORMING ARTS

1.0 Artistic Perception

4.0 Aesthetic Valuing

5.0 Connections, Relationships, Applications

1. Refer back to the Theatrical Terms list on page 3. What examples of these terms did you find in the play?
 - a. What did you think of the scenery, costumes, and props? Did they help you understand the story being told? Why or why not?
 - b. Could you tell which actors were playing animals and which actor played the human boy? Could you tell if/when actors played multiple roles? If so, how? If not, why not?
 - c. How did the music, lighting, and sound effects used during the show help you understand the story being told?
2. Fables tend to have a purpose for being told--morals or lessons to teach. What were the morals or lessons you learned from the play? How did the play teach them to you? Is there a difference between a lesson or moral and a theme?
3. Who was your favorite character from the play and why? Who was your least favorite character and why?
4. Why do you think tellers of fables use animals who act, think, and feel emotion the way humans do in their stories? How would the story and character relationships from *The Garden of Rikki Tikki Tavi* be different if all the characters were human?
5. What kind of environment did the characters live in and how could you tell? What role did each character play in their environment or ecosystem?

CLASSROOM ACTIVITIES

VOCABULARY & READING

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

Activity 1: Egg-cellent Words!

LANGUAGE: Vocabulary Acquisition and Use

2.4,6 3.4 4.4 5.4

READING (Foundational Skills): Phonics and Word Recognition

2.3 3.3 4.3 5.3

Learn how to use some of the words you heard during the play.

- | | | | |
|-------------|------------|------------------|-------------------|
| 1. Mongoose | 6. Tamper | 11. Ridiculous | 16. Desert |
| 2. Tailor | 7. Beast | 12. Acquaintance | 17. Starvation |
| 3. Burrow | 8. Pounce | 13. Infinite | 18. Hypnotize |
| 4. Snug | 9. Oath | 14. Convince | 19. Entertainment |
| 5. Waste | 10. Search | 15. Shed | 20. Pathetic |

Use a DICTIONARY to do the following:

- Define each word and identify its part(s) of speech
- Divide each word into syllables and identify its root and language of origin plus any prefixes or suffixes. Can you add any prefixes or suffixes to make different words?
- Do any of these words have multiple meanings or usages? How do you know which meaning the author or speaker intends?
- Choose five of these words and see if you can use each in a sentence

Activity 2: The Real Rikki-Tikki-Tavi

READING (Literature): Key Ideas and Details

6.2-3 7.2-3

READING (Literature): Craft and Structure

6.6 7.6

Read the text of Rudyard Kipling's *Rikki Tikki Tavi* at the link given and answer the following questions. (<http://www.cs.cmu.edu/~mongoose/rtt.html>)

Plot and Characters:

- Summarize the plot of Kipling's *Rikki Tikki Tavi*. How does the setting inform the plot?
- How does the plot of York's play differ from Kipling's narrative?
- How do the characters depicted in both the play and the narrative differ? How are they similar?

Theme:

- What theme(s) does Kipling develop in his story? What theme(s) does York develop?
- How does Kipling go about developing his themes?
- How do Kipling's themes differ from York's themes? Why do you think York develops any different themes from the text he is adapting?
- How does thematic development in narratives differ from thematic development in plays according to these two examples?

Point of View:

- Describe the point of view from which Kipling's narrative is told.
- What point of view is York's play told from, if any? How do you know?

CLASSROOM ACTIVITIES

Activity 3: Stand Your Ground

WRITING: Text Types and Purposes

5.1 6.1 7.1

Write an argumentative essay using one of the following prompts. Share it with the class.

1. Do you think it is better to use natural predators (like mongooses) or chemical pesticides to keep other unwanted animals (like poisonous snakes) away from our homes, gardens, and farms?
2. Teddy likes to feed Darzee and Chuchu daily. However, at many parks and zoos, you will see signs that say “Please Don’t Feed the Animals.” Is this a good rule?

SPEAKING AND LISTENING

SPEAKING & LISTENING: Comprehension and Collaboration

SPEAKING & LISTENING: Presentation of Knowledge and Ideas

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

Listen carefully to your classmates’ presentations and ask them questions.

WRITING

WRITING: Production and Distribution of Writing

1.5 2.4,5 3.4,5 4.4,5 5.4,5

WRITING: Range of Writing

LANGUAGE: Conventions of Standard English

LANGUAGE: Knowledge of Language

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

Be sure to revise and edit what you write.

Activity 4: Telling Tales

HISTORY AND SOCIAL SCIENCE

Continuity and Change; California: A Changing State; Making a New Nation, Ancient Civilizations; Medieval and Early Modern Times

READING (Literature): Key ideas and Details

2.2 3.2 4.2 5.2

WRITING: Text Types and Purposes

2.3 3.3 4.3 5.3

WRITING Research to Build and Present Knowledge

2.7,8 3.7 4.7 5.7

VISUAL & PERFORMING ARTS

2.0 Creative Expression

A Fable is a short story with animals as characters that teaches a lesson or moral. The story of Rikki Tikki Tavi, along with other tales included in Rudyard Kipling’s *The Jungle Books*, are considered Fables just like those of Aesop and Beatrix Potter.

Rudyard Kipling was the son of English parents and lived in India until he was six years-old. He returned in his late teens and worked for local newspapers there for 10 years. His experiences in India inspired *The Jungle Books* and other writings.

India has its own tradition of fables stretching back to the 5th Century BC. One of the most famous collections is called the *Panchatantra*. Choose three stories from the *Panchatantra* (link below) to read as a class and answer the following questions for each: <http://www.talesofpanchatantra.com/short-stories-for-kids>

- What is the moral of the story? How is it taught?
- Why is each character represented by the animal that it is?

Divide the class into groups and have each group choose a fable from a culture you are studying. Have each group find a version of that fable they like best and research some background information, or context, on the culture that created the fable. Each group should share the story and its context with the class.

OR

Divide the class into groups and have each group write its own modern fable, either as a narrative story or as a play, and share it with the class.

CLASSROOM ACTIVITIES

SCIENCE

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

Activity 5: Crazy Critters

SCIENCE: Life Sciences 3.3

HISTORY AND SOCIAL SCIENCE: Continuity and Change 3.1

Animals like those featured in *The Garden of Rikki Tikki Tavi* can be found in India and other parts of the world. Have your students research the animals below to find out what kind of environments they can be found in.

Tailorbird

Mongoose

Muskrat

Cobra

Using the map provided below, have your students point out where these animals can be found.

<http://www.indmaps.com/thematic-map/india-climatic-map.html>

Answer the following questions as a class:

1. Why do those animals prefer these habitats?
2. Why couldn't they live anywhere else?
3. Could all of these animals really share a habitat?
 - a. If so, where on the map do you think the Garden could be?
 - b. If not, why not? Why did the play depict them as living together?

Activity 6: Eat Or Be Eaten

SCIENCE:

Life Sciences 4.2-3 6.5

In every environment there is a *food chain* or *food web*, or a series of relationships between animals where one depends on, or is depended upon by, another as a source of food.

For each of the animals depicted in *The Garden of Rikki Tikki Tavi*, use research to draw the food chains/webs in which they actually live. Be sure to include plants as well as animals and point out which animals are herbivores, omnivores, and carnivores.

Tailorbird

Mongoose

Muskrat

Cobra

Now, see if you can draw a food chain/web diagram to depict the relationships shown in the play. Does the play illustrate a real or possible food chain/web? Why or why not?

CLASSROOM ACTIVITIES

HISTORY AND SOCIAL SCIENCE

HISTORY AND SOCIAL SCIENCE

Continuity and Change; California: A Changing State;

Making a New Nation, Ancient Civilizations; Medieval and Early Modern Times

VISUAL & PERFORMING ARTS

6.0 Connections, Relationships, Applications

Activity 6: What's in a Fable?

Myths and Fables can tell us a lot about the cultures that tell them. *The Panchatantra* is a collection of fables from ancient India that is still widely read today. As a class or in groups, choose three myths from *The Panchatantra* found at the link below to read. Then, answer the following questions.

<http://www.talesofpanchatantra.com/short-stories-for-kids>

1. What can you infer about the cultural values that created these fables? How do you know?
2. What personal characteristics does the culture value most? How do you know?
3. What personal characteristics does this culture find undesirable? How do you know?
4. How do religion, spirituality, and/or superstition effect or influence the practices and values of this culture? How do you know?
5. What other historical or cultural insights can you glean from these fables?

Activity 6: Mother Nature

SCIENCE:

Life Sciences

In *The Garden of Rikki Tikki Tavi*, the human boy Teddy likes to feed Darzee and Chuchu every day. Though simple actions like this may seem harmless, they can still disrupt the balance of an ecosystem. Consider the way people of a culture you are studying interacted with their environment. Choose one or more of the categories below as you answer the following questions:

Technology

Mining and Extraction

Clothing and Textiles

Cooking & Eating

Farming and Hunting

Building

Hospitality

Trade and Shipping

Religious Rites

1. What value did they place on natural resource conservation?
2. What was their understanding of the natural processes at work in the ecosystems in which they lived?
3. Did they consider how their actions affected the environment?

CLASSROOM ACTIVITIES

ANTI-BULLYING AND CHARACTER COUNTS

SPEAKING & LISTENING: Comprehension & Collaboration

1.2 2.2 3.2,3

SPEAKING & LISTENING: Presentation of Knowledge & Ideas

1.4,6 2.6 3.6 4.6 5.6

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

7

Anti-Bullying Thematic Questions for *The Garden of Rikki Tikki Tavi*

1. Which characters in the story were the bullies? Which characters got bullied?
2. What did the characters do to bully each other? Why are these types of behavior unacceptable?
3. According to the play, why did some characters mistreat others? What were the consequences of their actions? How could these consequences have been avoided?
4. How did the bullied characters react? What did they do to stop others from mistreating them? How else could they have reacted?

Character Counts Thematic Questions for *The Garden of Rikki Tikki Tavi*

Sharing and Cooperation:

1. What does it mean to share? When is it good to share and why? When should we not share and why?
2. Which characters from the play were willing to share and what did they share? Which characters did not share and what did they do to keep from sharing? Why was this inappropriate or wrong?
3. What does it mean to cooperate with someone? When was the last time you cooperated with someone to get something done? What did you do?
4. When during the play did characters cooperate and what happened because of this? What happened when characters refused to cooperate?
5. Who learned to share and/or cooperate and how did they learn?

Friendship and Loyalty

1. What does it mean to be loyal? What sorts of people or groups are you loyal to and why?
2. Which characters showed loyalty and how did they show it?
3. Name some important attributes of a good friend. Which characters from the play had these attributes?
4. How did Rikki and Chuchu become friends? How did Rikki and Darzee become friends? Why did it take so much longer for Rikki and Darzee to become friends?
5. Sometimes, like Darzee, people do things that are not very friendly. How should we react when people do unfriendly things?

Courage

1. What is courage? When and how do people usually show that they have courage?
2. What characters in the play showed courage and how did they show it?
3. How can other people help us to have courage?
4. What would have happened if...
 - a. Rikki hadn't stopped Nag from eating Chuchu the first time they met?
 - b. Darzee had not given Chuchu the words to Nag's solemn oath?
 - c. Chuchu had not threatened to break Nag's egg?
5. How can you develop courage?

RESOURCES & ADDENDA

FURTHER READING & LEARNING

Electronic Resources

Rudyard Kipling Biography

<http://www.biography.com/people/rudyard-kipling-9365581#the-young-writer>

Tales of Panchatantra

<http://www.talesofpanchatantra.com/short-stories-for-kids>

ARTSEDGE Animal Habitats Lesson Plans

https://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Animal_Habitats

Web Activities

Fractured Fairy Tales and Fables: A Writing with Writers Activity

<http://www.scholastic.com/teachers/activity/fractured-fairy-tales-and-fables-writing-writers-activity>

Max's Fantastic Zoo: A Max's Math Adventures Activity

<http://www.scholastic.com/teachers/activity/max%E2%80%99s-fantastical-zoo-max%E2%80%99s-math-adventures-activity>

Endangered Ecosystems: A Scholastic Explorers Activity

<http://www.scholastic.com/teachers/activity/endangered-ecosystems-scholastic-explorers-activity>

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Literature: Craft and Structure: 5

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WRITING

Text Types and Purposes: 6

Production and Distribution of Writing: 6

Research to Build and Present Knowledge: 6

SPEAKING & LISTENING

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California: A Changing State: 6, 8

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4.0 Aesthetic Valuing: 4

5.0 Connections, Relationships,

Applications: 4, 5, 6, 7, 8, 9

Egg-cellent Words

Word Search

Find these words in the word search.

- | | |
|-------------|------------|
| 1. Mongoose | 7. Tamper |
| 2. Tailor | 8. Beast |
| 3. Burrow | 9. Pounce |
| 4. Snug | 10. Oath |
| 5. Waste | 11. Search |
| 6. Shed | 12. Desert |

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O I Y V U B X E W M U P A N O
R V I T U Q U F C X Y N F K Z
A G F R C E H F E N O C W N M
T R R A H T C P B A U U U Y G
P O J N Y H R Y T E W O T Q X
W H S S G W A H H M A Z P X V
E H N C B T E J E C E S P A H
M P U R A A S T G V N W T J T
L O G Y Y I G R T G M W R R D
G M N F N L R E P M A T E C B
N R Q G R O D E H S H S A X I
C J P A O R X O T S E S X R N
U G A O U O G G N D H S E Y P
J Y M Q W A S T E U F I L Q J
H L Z I T L E E I Y K U E Q X
```

Egg-cellent Words

Word Search

Find these words in the word search.

- | | |
|------------------|-------------------|
| 13. Ridiculous | 19. Desert |
| 14. Acquaintance | 20. Starvation |
| 15. Infinite | 21. Hypnotize |
| 16. Convince | 22. Entertainment |
| 17. Shed | 23. Pathetic |
| 18. Mongoose | |

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U M D B V Q V L N F E G Y S O
N N O K V B V G K T N P Y G P
R O Y N R W J O I C T H Q M A
G D I J G P X N H D E T B C T
Z Z E T Y O I X E P R C Q C H
D A Z T A F O S S W T U F C E
C U I L N V E S L C A X D P T
E J T I B R R J E I I Q U P I
N E O R T P Q A N P N D C S C
Y V N D E H S T T N M O N B A
Q S P K F F A O K S E B Q T I
V Z Y C O N S T T A N J B G T
V W H I C B P T H O T D M N R
I H G E S U O L U C I D I R L
O C L I C O N V I N C E V C H
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SCHOOL MATINEES

You come to us!

"My kids absolutely loved it, as did the adults!"

- 8th Grade Teacher, Arcade Fundamental Middle School

THE GARDEN OF RIKKI TIKKI TAVI

September 29 - November 4, 2016

In this wild comic adaptation of Rudyard Kipling's famous book, the loveable mongoose Rikki Tikki Tavi squares off against Nag, the fearsome cobra. Ages 6 and up.

ROBIN HOOD

November 17 - December 23, 2016

This action packed adventure brings to life the story of Robin Hood and his merry men as they steal from the rich to give to the poor. Featuring sword play, chivalry and lots of laughs! Ages 6 and up.

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April 20 - May 26, 2017

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WORKSHOPS & RESIDENCIES

We come to you!

"We've enjoyed the B Street Playwriting experience tremendously!"

- 6th Grade Teacher, Encina Preparatory High School

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Single interactive 90-Minute Playwriting Workshop designed to inspire and empower students to write their own plays.

Playwriting Towards Production

Three interactive 90-Minute Playwriting Workshops designed to lead students from inspired ideas to completed drafts of original plays.

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Our Teaching Artists will tailor your after-school program to suit your organization's needs. Participants:

- Learn theatre games and exercises!
- Develop communication and performance skills!
- Perform plays either from their own writing or from B Street's own catalog of scripts!



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SCHOOL

We come

"Our students laughed and were completely engaged the moment we were seated."

- 2nd Grade Teacher, St. James

FANTASY AMERICAN

October 24 - November

A celebration of American Folk the Little Big Horn, to the Top of of Blackbeard The Pirate - these guaranteed to keep you engaged

FANTASY AMERICAN

November 28 - December

The B Street School Tour performs a holiday twist to these classic t

HISTORY EXTRAVAGA

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From Ancient Greece to the Cal Medieval Europe to the Making the Industrial Revolution! Enjoy select plays written by students on topics tied directly to curricu

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