Nashville Children's Theatre

CURRICULUM GUIDE

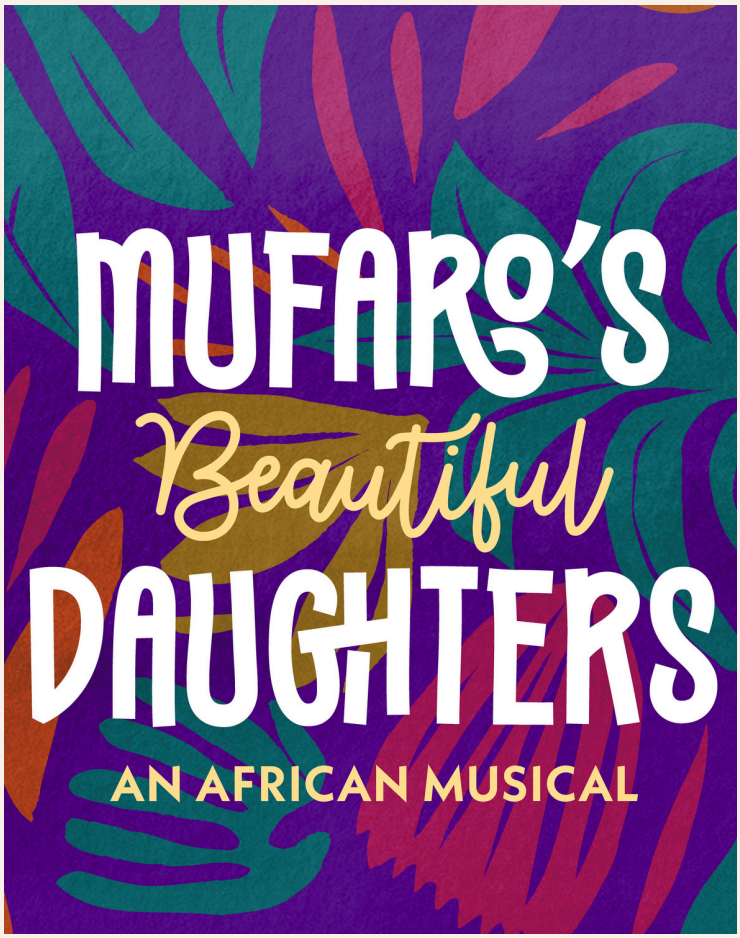
Mufaro's Beautiful Daughters: An African Musical

TYA Premiere

Adapted by Taryn Janelle from the play "Mufaro's Beautiful Daughters: An African Play" by Karen Abbott
Music and Lyrics by Taryn Janelle and LeRell Ross

September 27 - October 30

Clock icons show 15-minute increments and reflect the minimum time needed. Actual timing may vary. A fully shaded clock means the activity may include homework or span multiple class sessions.



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Look For These!

Subject area icons show what curricular topics each activity addresses.

ELA THEATRE SCIENCE SEL VISUAL ARTS JUSTICE

Tennessee State Standards for all activities are on page 13.

Visit NashvilleCT.org today!

Know Before You Go

Once upon a time, beneath the wide Zimbabwean sky, lived a man with two daughters—both beautiful, but with very different hearts. Based on the beloved book by John Steptoe and told in the rich tradition of African folktales, Mufaro's Beautiful Daughters *is a sweeping, musical tale of kindness, inner strength, and the true test of character.*

Featuring vibrant new music and lyrics by Taryn Janelle and LaRell Ross of Atlanta's Synchronicity Theatre, this new adaptation brings Steptoe's award-winning story to life with color, rhythm, and heart. Honored with the Coretta Scott King Award and the Boston Globe–Horn Book Award, this timeless tale is a celebration of culture, family, and the beauty within.

Know Before You Go Tips & Info

NCT provides guidance to help schools and families prepare students for their theatre experience. Each category is rated on a scale from 1 to 5, with 1 indicating a small amount and 5 indicating a larger presence. These tips are designed to support your planning, but we recognize that every classroom and student is different. We encourage teachers and caregivers to use their own judgment in deciding what best meets the needs of their students. Note: Our Education Staff will continue to update these tips on the NCT website, as aspects of the production may evolve during the rehearsal process.

- **Language:** 1 out of 5 - Manyara uses unkind words about each other (such as ugly, grotesque, stupid, etc.)
- **Violence and Scariness:** 1 out of 5 - Manyara mentions seeing a snake with five heads.
- **Sensory Advisories:** 3 out of 5 - This is a musical and thus, there may be times where the music gets loud. There are theatrical effects, involving sound and lighting throughout the show.
- **Potentially Anxious Moments:** 2 out of 5 - Manyara is unkind to other characters. There is a character who appears like his head is under his arm due to a deformity.
- **Other Things to Know:** This play is based on the children's picture book of the same title by John Steptoe, which is inspired by a traditional African folktale from Zimbabwe. There will not be an intermission.

In 1987, John Steptoe published *Mufaro's Beautiful Daughters*, a beautiful and powerful picture book that earned both the Caldecott Honor and the Coretta Scott King Award. Set during the golden age of the Shona culture (1000–1400 AD), *Mufaro's Beautiful Daughters* offers a window into a time and place where kingdoms and traditions thrived.

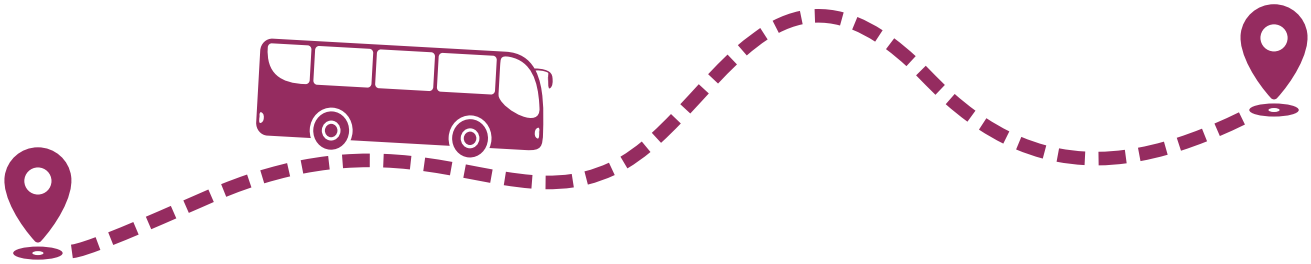
Steptoe wanted to create a story that filled in the gaps he felt were missing from his own education—especially about his African ancestry. He dove deep into research, exploring the land of his ancestors and discovering an African folktale that became the inspiration for his story. But Steptoe didn't just retell the folktale—he made it personal. He shaped the characters around people in his own family, even modeling both of Mufaro's daughters on his own sixteen-year-old daughter. It took him two years to complete the book, pairing his story with stunning illustrations that brought to life the land and people he imagined as his ancestors. For Steptoe, this project became more than a book—it was a healing journey, one that linked his family to their roots and connected them to what he called the "brotherhood in the wide world in which [he] was born."

Through hands-on activities in this guide, you'll celebrate the richness of this tale and help students see the inter-connectedness of stories. Use these activities to spark curiosity, deepen understanding, and honor the many traditions, languages, and experiences that make up our world—and our classrooms

Know Before You Go (cont.)

Arriving at the Theatre

- Arrive 20-30 minutes before the scheduled show time. Allow extra time for traffic. We aren't able to wait and start late.
- If arriving by bus: please stay on the bus until an NCT staff member comes to speak with your driver. They will instruct the driver where to park and will help your group exit the bus and usher your students into the theatre.
- If arriving by car: take care and look out for buses as you park and enter the building. Once your entire group has arrived, let the House Manager know, and an usher will bring you to your seats.
- Check in at the box office. Send a representative from your school to check in at the box office when you enter the building.



Social Story

NCT creates a Social Story™ for all shows, camps, classes, and field trips. A Social Story is a tool to help someone prepare for an unfamiliar event and was originally designed to support people who are neurodivergent. However, this can be a useful tool for anyone who is unsure about what to expect from a new experience. We are sharing these resources to make NCT shows inclusive for ALL patrons. You can find the Social Story and read about other inclusive practices at: https://nashvillechildrenstheatre.org/edi-policies/.

Sensory Room

NCT has a space in the back of the theatre dedicated to providing a safe, comfortable place for students and adults alike to self-regulate. In the room, you can view the performance, control the sound, and access sensory-friendly tools.

Theatre Etiquette

Share the following definition and info with your students. The Social Story™ described on page 2 is also a great tool!

> ***etiquette**: the customary code of polite behavior in society or among members of a particular profession or group.*

It takes many, many people and lots and lots of work to create a show on stage. Some are crew working behind the scenes and some are the actors who perform on stage right in front of you. They are all working to put on the best performance possible for you and everyone else in the audience.

Unlike watching television or a movie, the performers and the crew can see and hear the audience members. That's why it's the audience's job to watch and listen carefully to the action onstage, and to show their support by laughing and clapping at the right moments. The audience helps the performers and crew to concentrate on doing their job when we practice the rules of theatre etiquette.

Dos and Don'ts:

- **Do** listen to the people giving instructions when you arrive. These staff members are part of the show, too, and they will help you know where to go and what to do.
- **Do** laugh if the show is funny, and clap after songs and at the end of the show. When you react to what's happening onstage, you show the performers that you appreciate their hard work.
- **Don't** talk during the performance. Whispering is still talking, so make sure you are only speaking in an emergency.
- **Don't** eat, drink, or chew gum in the theatre. It can make a mess that's hard to clean up, and also distract other people trying to watch the show.
- **Do** stay in your seat for the entire show, and keep hands, feet, and objects to yourself. Standing up will block someone else's view, and it's no fun to have your seat kicked by the person behind you!
- **Don't** use cell phones or other electronics during the show. This one is for the grown ups! You may think you're just checking it for a moment, but those glowing screens are a major distraction for everyone. Trust us... we can all see your screens

Theatre Etiquette Worksheet

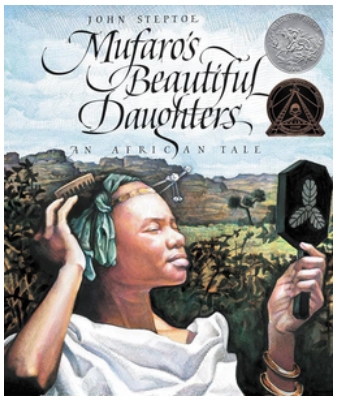
Hand out the worksheet on page 10. As a class, go through the different event locations listed on the worksheet and discuss each event. What can you do there? What can't you do there? Why? Fill out the worksheet using A (Always), S (Sometimes), and N (Never). Ask students why they think we behave differently at these different places.

Adapted from The Louisville Orchestra

Bravo!

Pre & Post Show Activities

Books make for great theatre! Many playwrights, lyricists, composers, and screenwriters transform some of our favorite stories into wonderful plays, musicals, or movies. When adapting a story, however, often changes are made to plot, characters, etc. Sometimes these changes are made to accommodate timing (the length of the play) and the many elements that are involved in bringing a book to life (such as set, costumes, cast, etc.).



Definitions to share with your students

- **Adaptation** - something that is changed so it can be presented in another form. This play is adapted from the book children's picture book *Mufaro's Beautiful Daughters* by John Steptoe, which is inspired by a traditional African folktale from Zimbabwe.
- **Playwright** - a person who writes plays
- **Author** - a person who writes something such as a book or an article
- **Lyricist** - a person who writes the words of a song
- **Composer** - a person who writes music

Pre-Show Discussion

As a class, read the book *Mufaro's Beautiful Daughters* by John Steptoe.

- Why do you think the creators chose to adapt the book into a musical instead of a regular play? How might music, song, and dance add to the storytelling?
- What parts of the story are you most excited to see performed on stage?
- Are there any parts of the story you think might be challenging for the actors or designers to bring to life on stage?
- What elements of African culture or traditions do you hope to see highlighted in the musical? How might costumes, music, and dance help show these?
- How do you think watching the story live on stage will feel different from reading the book? How might it make you feel or help you understand the story in a new way?

After the Show: Theatre Review Worksheet

Once your class has attended NCT's production, ask your students to reflect on the performance using one of the grade-appropriate Theatre Review worksheets at the end of this guide. Once students have completed their reviews, use the prompts from the worksheet to lead a class discussion.

- Optional: ask students to write letters (or draw pictures) to the actors and artists here at NCT! We LOVE getting mail and reading your questions, favorite parts of the show, and more! Letters can be sent to: Nashville Children's Theatre, 25 Middleton St., Nashville, TN 37210 or emailed to: info@nashvillect.org

Bonus Discussion

Mufaro's Beautiful Daughters is part of Nashville Children's Theatre's 2025–26 season, themed "A Season for Storytellers." A season is a group of scheduled productions connected by a central idea or theme. Ask your students: What, and who, is a storyteller? Who can be one? Why do you think NCT chose "A Season for Storytellers" as their theme this year? Why do you think NCT included Mufaro's Beautiful Daughters in this season?

ELA Connections

"What's in a Name? Exploring Culture, Identity, and Diversity through Mufaro's Beautiful Daughters"

DISCUSSION
Explain to students that a name is more than just a word. It can hold family stories, cultural traditions, dreams, and values. Ask students the following about their own names:

- Do you know where it comes from or who chose it?
- Why did they choose it?
- Does it have a meaning in a specific language or culture?
- Is it a name that's been passed down, or is it unique to you?
- What does your name mean to you?

Note that in some families, people know exactly what their names mean and where they came from. In others, the origin of the name might be a mystery—or maybe their parents just liked the sound of it! But even if they don't know the official story of their name, invite them to ask a family member or guardian or give it meaning through the things they do and the person they are.

Next, share Steptoe's journey of discovery. Explain that he researched his ancestors' culture and used the Shona language and traditions to bring *Mufaro's Beautiful Daughters* to life. The names in the story are not just pretty sounds—they carry meanings that shape the story itself: **Nyasha means mercy, Manyara means ashamed, and Mufaro means happy or blessed**. These names aren't just labels. Ask students:

- In the story, each character's name has a special meaning. How do those meanings (mercy, ashamed, happy) reflect the characters' personalities or actions?
- Do you think the names help us understand the story's message?
- Why do you think names were so important to Steptoe? How can names be a way of honoring culture and history?
- What effect does using real cultural names have on the story's authenticity and respect for the culture?
- How do you think the meanings of the names help shape the story's lessons about kindness, generosity, and pride?

Discuss how names in the Shona culture—and in many cultures—reflect values, beliefs, and family hopes. During the discussion, help students see that every name has a story, a history, and a connection to the people who gave it.

ACTIVITY: MY NAME STORY
Invite students to create their own "Name Story" page. You may wish to give students time to interview their families and research their name and family history. Make sure each Name Story Page includes:

- Their name (first, middle, last—whatever is comfortable to share)
- Any known meaning, family history, or cultural connection
- A drawing, painting, or symbol that represents their name, family, or culture
- A short poem or sentence describing what their name means to them personally (even if they created their own meaning)

After completing their pages, gather students for a "Name Story Circle" where they can share their pages with the class or in small groups. Discuss:

- What did you learn about your classmates' names?
- How are our names different or similar?
- What do our names teach us about diversity and family?
- How does learning about each other's names build respect and community in our classroom?

Display the Name Story Pages on a "Names We Carry" Wall—a celebration of the rich tapestry of stories, languages, and traditions that make the classroom community so unique. Invite students to share their pages with the class, giving everyone a chance to see and appreciate the many traditions, languages, and family stories woven into the fabric of their learning environment.

ELA Connections

"Cinderella: A Cross-Cultural Fairy Tale"

Review the plot of the traditional European Cinderella with your class. If students are unfamiliar with the story, consider reading a concise version aloud or showing a brief video adaptation of the tale. Like the story of Cinderella, *Mufaro's Beautiful Daughters* is a story about a kind and gentle young woman who overcomes the unkindness of a jealous sister and is rewarded for her goodness. In both tales:

- A humble, good-hearted heroine (Nyasha in Mufaro's Beautiful Daughters, Cinderella in European versions) faces challenges but remains kind and patient.
- She has a rival who is proud and selfish (Manyara in Mufaro's Beautiful Daughters, the stepsisters in Cinderella).
- A royal figure (the king or prince) is searching for a wife and tests the heroines to see who is truly good and deserving.
- Ultimately, the kind heroine is chosen and finds happiness, while the proud or selfish rival is not rewarded.

However, unlike many European Cinderella stories, *Mufaro's Beautiful Daughters* is deeply rooted in African culture—drawing on the traditions, names, and beliefs of the Shona people. It also celebrates community, nature, and respect for elders, giving it a unique perspective that highlights cultural values beyond the familiar glass slipper and pumpkin carriage!

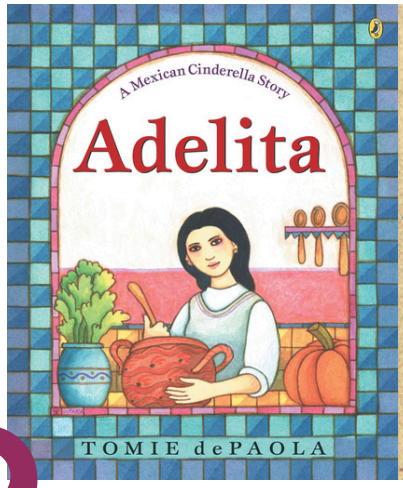
How does culture influence fairy tales from storyteller to storyteller? In this lesson from The Kennedy Center, students will compare and contrast culturally distinct variations of the fairy tale from around the world. Students will explore storytelling traditions and make comparisons between cultural versions. Students will also research the cultures represented in the fairy tales and create a visual art piece. Follow the link for the full lesson plan, and get started by exploring their booklist below.

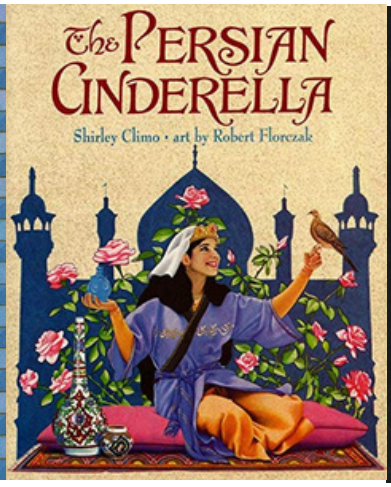
The tales of Cinderella are told all across the world, representing thousands of cultures. Explore the Multicultural Cinderella Stories list from the American Library Association to identify stories that represent the cultures of your students or use the shorter list of recommended books below.

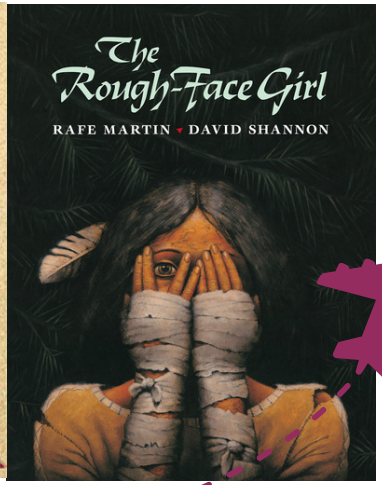
Teacher Recommendation: It is highly encouraged to familiarize yourself with the plot, language, and cultural elements of the books you select prior to sharing them with students.

Book Title & Review (URL)	Description
Adelita	Set in Mexico, Adelita is treated poorly by her stepmother and stepsisters. Adelita's kindness wins over the heart of Javier, a young man searching for a wife. Adelita disappears from his fiesta leaving one clue about her identity, a beautiful rebozo.
Anklet for a Princess: A Cinderella Story From India	Set in India, Cinduri is always ordered around by her stepmother and stepsister, even telling her she can't attend the Navaratri Festival. Godfather Snake makes it possible for Cinduri to go. There she dazzles the Prince with her eyes and smile, but it's her lost anklet that brings them together forever.
Raisel's Riddle	Set in a small Polish village, Raisel lives in poverty after her grandfather's death. An old beggar woman grants Raisel three wishes, allowing her to attend the Purim play. Raisel's knowledge intrigues the rabbi's, but he has to earn her love by solving a clever riddle.
Sumorella	Set in Hawaii, Mango Boy wishes to compete as a sumo wrestler like his two brothers, but he is stuck with all the work. With a little magical help from a manapua man, Mango Boy transforms to Sumorella and gets an opportunity to compete.

Book Title & Review (URL)	Description
The Irish Cinderlad	Set in Ireland, Becan's stepmother and three stepsisters force him to work in the fields. Becan, unhappy and self-conscious about his big feet, run's away from home. After encountering a magical bull, Becan defeats a giant, slays a dragon, and rescues a princess. The princess tries to thank Becan, but he disappears leaving behind his enormous boot.
The Golden Sandal	Set in the Middle East, Maha is forced to do her stepmother's housework while her father is away fishing. When Maha spares the life of a magical red fish, her luck starts to change. The fish uses its magic to help Maha attend a grand henna ceremony where a golden sandal unlocks love for Maha.
The Persian Cinderella	Set in long-ago Persia (now Iran), Settareh and her two stepsisters set out to buy a gown for the No Ruz. Settareh gives alms to a beggar and buys a blue jug with a pari inside. The pari grants Seeareh's wish for a gown. When Prince Mehrdad falls in love with Settareh, the stepsisters become increasingly more jealous and cast a spell on her. Prince Mehrdad's affection for Settareh ultimately breaks the spell.
The Rough-Face Girl	Set in an Algonquin village in Canada, Rough-Face girl, scarred from working by the fire, wishes to marry the Invisible Being. The two beautiful but spoiled daughters try their best to be chosen. It is ultimately the Rough-Face girl that wins his affection.
Yeh-Shen	Set in China, Yeh-Shen's only friend, a fish with golden eyes, is killed and eaten by her stepmother. Yeh-Shen is left with only the bones, but they turn out to be filled with a powerful spirit. The spirit grants Yeh-Shen a gown to attend the annual Spring Festival. That night, everyone marvels at Yeh-Shen, but her identity is a mystery until and the only thing left behind is her golden slipper.







STEAM Connections

"Designing and Exploring Nyasha's Garden"

INTRODUCTION

In John Steptoe's beloved story, Nyasha tends a beautiful garden filled with plants that provide food, medicine, and beauty for her family. Encourage students to imagine stepping into Nyasha's world—a place where every plant, every insect, every animal has its place in the circle of life.

Hold up a copy of the book and open to one of the lush illustrations of the garden. Ask the class: "What do you see in Nyasha's garden? What do you think she grows, and who might live there?" Tell the students that Nyasha's garden is filled with different kinds of plants: tall stalks of millet, sprawling vines of yams, and bright, cheerful sunflowers. Each one has a special role in her life—and in the lives of the creatures that share her garden.

Next, bring out real samples of sunflower seeds, millet (parakeet seed), and a yam (or pictures if samples aren't available). Pass them around for the students to touch and smell. Invite them to imagine what it would be like to plant and care for these crops, just as Nyasha does.

Nyasha's garden isn't just a place to grow food—it's a home for many living creatures. Ask students to think about who else might live here. Would there be insects? Birds? Even a curious mouse or a watchful snake? As you talk, show them pictures or short videos of grasshoppers, caterpillars, colorful birds, spiders, bees, butterflies, and of course, Nyoka the snake.

ACTIVITY: NYASHA'S GARDEN

IInvite students to step into Nyasha's shoes, imagining themselves as caretakers of a garden that is both beautiful and practical—just like hers. Hand out blank paper and pencils, letting students know they'll be designing their own garden inspired by Nyasha's.

Step 1: Design the Garden Shape and Layout

Ask students:

- What shape is your garden—square, round, diamond, or something entirely different?
- In Nyasha's garden, she grows millet (tall, grassy stalks), yams (vines low to the ground with hidden roots), and sunflowers (tall and bright, following the sun). Where will you place these plants in your garden?
- How will you arrange them so they all get enough sunlight, space, and water?
- Imagine Nyasha walking through her garden—where will she need paths so she can care for each plant easily?

Encourage students to think about how each plant grows—millet swaying in the breeze, yams creeping along the ground, and sunflowers towering overhead.

Step 2: Add Creatures to the Garden

Once students have sketched their gardens, invite them to bring the space to life by adding animals that might call it home. Ask:

- What insects might like to nibble on the leaves—perhaps grasshoppers or caterpillars?
- What birds or small animals might come to eat the seeds—maybe a bright bird or a little mouse?
- Can you imagine a spider spinning its web between the sunflowers?
- Don't forget the bees and butterflies, sipping nectar and helping the flowers grow!
- And of course, Nyoka the snake! Where might he hide under the leaves, waiting for his next meal?

Youth example

Step 3: Bring It to Life with Color

Once students are happy with their drawings, offer colored pencils, fill their gardens with vibrant color.

STEAM Connections

REFLECTION
Gather the class together and ask:

- Why do you think these animals come to Nyasha's garden? What do they find there? (Guide students to the idea that gardens provide shelter, food, and water—everything an animal needs to survive.)
- What seeds or roots might attract animals to the garden? How do different creatures use different parts of the plants?
- How do these creatures help or hurt Nyasha's garden? Could an animal be both a helper and a pest? For example, a caterpillar might eat the leaves, but one day it will become a butterfly that helps pollinate the flowers. And what about Nyoka the snake—is he a pest or a helper? (You may wish to create a class chart with two columns—Garden Helpers and Garden Pests. Talk about why every creature, even the ones that might seem like pests at first, plays an important role in the garden's story.)

Close the lesson by reminding the students that every plant and every animal in Nyasha's garden has a role to play, just like every student in the class has something to share. "When we care for our gardens and for each other, we help our communities grow and thrive. Just like Nyasha, we become caretakers of the world around us."

EXTENSION: Expanded Visual Art Integration
Introduce students to the idea of using natural dyes to bring their Nyasha's Garden mural to life, just like traditional African artists have done for centuries. Explain that in many African cultures, artists use colors from nature—plants, seeds, and roots—to paint vibrant artworks. Today, they'll get to experiment with natural dyes to add earthy, authentic colors to their own collaborative mural.

Materials Needed / Prep

- Natural dye ingredients:
  - Crushed berries (blueberries, blackberries, or raspberries) — mash them in bowls with a little water.
  - Brewed tea or coffee (cooled).
  - Turmeric powder mixed with water (for a bright yellow).
  - Beet juice (grate beets and squeeze into a bowl with water).
  - Optional: crushed spinach or kale for greenish hues.
- Paintbrushes or cotton swabs.
- Bowls or cups for each dye.
- Paper towels or wipes for cleanup.
- Large mural paper (butcher paper or poster board) prepared with pencil outlines of Nyasha's garden elements (millet, yams, sunflowers, animals).
- Table coverings or aprons to protect clothes and surfaces.

Prep tip: Prepare dyes in advance, ensuring each dye is in a clearly labeled bowl. Test colors on scrap paper to see how they look once they dry.

Instructions:

1. Gather the class around the mural and the dye station. Show them how to gently dip a brush or cotton swab into a dye and apply it to the paper. Explain that natural dyes may be lighter than regular paint—so they can layer or repeat coats for stronger color.
2. Assign small groups different areas of the mural to paint (millet, sunflowers, yams, animals, background) or let students pick what interests them. Discuss which dyes might work best for each section (e.g., turmeric for sunflowers, beet juice for flowers or accents).
3. When painting, remind students to work carefully, leaving space for the colors to blend naturally. Suggest letting sections dry between layers if they want deeper colors.
4. After the main areas are dry, let students add small details like insects, snakes, or decorative patterns with finer brushes or cotton swabs. Encourage creativity while staying mindful of the garden's balance and biodiversity.
5. Once the mural is complete and dry, gather the class to admire their work. Invite them to share:
   a. What did they notice about the natural dyes and how they blended?
   b. How does using natural materials connect to the story and traditions of African cultures?
   c. How does this project help them appreciate the connection between art, science, and cultural storytelling?

IT'S SHOWTIME! - Theatre Etiquette Activity

INSTRUCTIONS: Look at the different events listed across the first row in the table below. For each event, write an A for ALWAYS, S for SOMETIMES, or N for NEVER with the listed behavior expectations. Note the different behavior expectations there are for different events we attend.

BEHAVIOR	SPORTS GAME	RELIGIOUS SERVICE	LIVE THEATRE PERFORMANCE	ROCK CONCERT	MOVIE THEATER
 CHEER					
 CLAP POLITELY					
 TALKING TO OTHERS					
 EATING					
 STANDING & WALKING					

Adapted from: http://www.louisvilleorchestra.org/wp-content/uploads/audience-etiquette-activity.pdf , http://www.musical-theater-kids.com/theater-etiquette.html, https://www.firststage.org/media/dwoc34e0/snowy-day-eg-2019-20.pdf

Name: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Nashville Children's Theatre

My Theatre Review

I saw _ at Nashville Children's
(name of show)

Theatre on _ _ _ _ _ _ _ _ _ _ _ _ _ _ , _ _ _ _ _ _.
(date of show)

My favorite part was...

**Write or draw your responses in the boxes below.*

The play made me feel...

I learned...

Name: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Theatre Review

Show title: _____ Date of show: _____

Playwright(s): _____ Director: _____

1. What was the play about? What was its message?

2. Who was your favorite character/actor? Why?

3. What did you think of the visual aspects (costumes, set, lighting, etc.)?

4. How did the play make you feel? Why?

5. Why should people see this play?

Additional comments:

Use the back or separate sheet of paper if needed.

TN Academic Standards
Grades K-4

Page 4
Pre-Show Discussion
ELA: RL.KID.1, RL.KID.2, 4.RL.IKI.7, RL.RRTC.10, SL.CC.1
Theatre: 2-4.T.R1.A, T.Cn2.A

After the Show
Theatre: 1.TR2.A, 4-5.T.R1.A, 3.T.R3.B
ELA: 2-4.RL.KID.2, 1.RL.KID.3, W.PDW.4, 1-2.W.RBPK.8, W.RW.10
Art: 1-2.VA.Cr1.B
SEL: 1A.1, 1C.1

Page 5
What's In a Name?
Theatre: 3.T.Cn1.A, T.Cn.A
Social Justice:* ID.1-2
ELA: SL.CC.1, SL.CC.2, SL.PKI.4, SL.PKI.6, RL.KID.2, RL.KID.3, RL.CS.4, K.W.TTP.2, W.RW.10
SEL: 1B.2, 3C.2, K-2.4A.3, 3-4.4A.4
Art: VA.Cr1.A, VA.R1.A, K&2-4.VA.Cn1.A

Pages 6-7
A Cross-Cultural Fairy Tale
ELA: K-4.W.RBPK.7, K-4.W.RBPK.8, 3-4.W.RBPK.9
Visual Arts: K-4.VA.Cr1.A, K-4.VA.Cr1.B, K-4.VA.Cr3.A
Social Justice:* DI.6&8

Pages 7-8
Nyasha's Garden
Science: K.LS1, K.ESS3.1, 1.LS1.1, 1.LS2, 2.LS1.1, 2.LS2.1
Art: VA.Cr1.A, K-2.VA.Cr1.B (Extension: VA.Cr2.A, K-1&3-4.VA.Cr2.C)

**For more information regarding Social Justice Standards, visit https://www.learningforjustice.org/frameworks/social-justice-standards.*

Just seeing the performance? See the standards below.

Theatre: T.R1.A; 3-4.T.R2.A
ELA: SL.CC.2, 4.RL.IKI.7; K-2&4.RL.RRTC.10 (if portions of or entire book is read)
Music: GM.R3.A
Dance: 4.D.R1.A; K-4.D.R2.A
SEL: 1A; K-2.1D.2; 3A; 3-4.3C.2; 3-4.4B.1; K-2.4B.3; 3-4.4C.1&3; K-2.4C.2; K-2.5A.1; 3-5.5B.3
Social Justice:* D.6-8

Note: The academic standards listed reflect potential connections students may make simply by attending the performance. These are not exhaustive. Depending on how teachers prepare for or reflect on the experience with their students, additional standards may be addressed—or some listed here may not apply to every classroom.

Info for Teachers

Free Educator Preview for
Mufaro's Beautiful Daughters
Thursday, September 25, 2025
Reception/Workshop: 5 pm
Dress Rehearsal: 6:30 pm

Enjoy wine and cheese as you are introduced to activities you can use in your classroom. To reserve a spot visit NashvilleCT.org or contact jkomos@nashvillect.org. Event qualifies as PD. Childcare provided.

Questions regarding field trips and school offerings? Contact Justin at jgunn@nashvillect.org.

Seeing an NCT performance, as well as the activities in this guide, help students build the 4 C's of 21st Century Learning: Communication, Creativity, Collaboration, and Critical Thinking!

To schedule a workshop with one of NCT's Teaching Artists, contact Jackie at jkomos@nashvillect.org.

Nashville Children's Theatre creates artistic experiences for everyone.

Theatre can change the world, one audience at a time. Our performances help kids process real-world situations and build a foundation of empathy for their relationships and actions, now and in the future. And that means a better, kinder world for everyone.

NCT is proud to acknowledge the government agencies, foundations, and business partners that provide leadership support:

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