



THE PIÑATA KING

DURATION: 4 mins | **DIRECTOR:** Paul Storrie, Chris Lee, Charlie Kwai

In Mexico, no child's birthday party is complete without a piñata. Piñatas made by the Piñata King, along with his family, friends and most of his fellow townspeople, are unique pieces of crafted artisanship. For some kids, the beauty of the piñata is worth more than the sweet goodies hidden inside. For others, it's still all about the goodies.



STANDARDS

Common Core Anchor Standards for Speaking and Listening addressed in this lesson:

- **CCSS.ELA-LITERACY.CCRA.SL.1 (Comprehension and Collaboration)**

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- **CCSS.ELA-LITERACY.CCRA.SL.5 (Presentation of Knowledge and Ideas)**

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

TAGS: Mexico, piñata, kids, joy

VOCABULARY: Piñata, Mexico, culture

FILMMAKER INTERVIEW: PAUL STORRIE



WHY DID YOU BECOME A FILMMAKER AND HOW DID YOU GET STARTED?

During my studies I did a lot of photography, but I found myself drawn to how film allows for more complex storytelling. I find film to be a very accessible art form and it's potential to move people and communicate ideas is what constantly excites me.

WHEN EDITING THE FILM, WAS THERE ANYTHING YOU WISHED YOU COULD HAVE INCLUDED IN THE FINAL CUT?

We only spent a day in the town shooting, so I'm really pleased with what we managed to capture and how the film turned out. However I would've liked to stay in the town a little longer, to see what further stories we could've explored.

WHEN YOU MADE THE FILM, DID YOU HAVE A SPECIFIC AUDIENCE IN MIND?

Not specifically. We always look for stories that interest and inspire us, and make films that we'd want to watch. Beyond that, the subject matter often changes the tone of the piece, so we go in with an open mind and try to create something that stays true to it.

IS THERE AN ACTION YOU HOPE PEOPLE ARE INSPIRED TO TAKE AFTER SEEING THIS FILM?

Only to go and explore Mexico, because it's full stories and amazing people.

WHAT ARE SOME OF THE CHALLENGES YOU ENCOUNTERED WHILE MAKING THIS FILM?

The language barrier was tricky. My Spanish is adequate at best, luckily good enough to conduct an interview, but my levels of concentration were pushed to their limits. Other than that, we had no dramas. Everyone was so accommodating and were happy to show us around the town, which made it a pleasure to shoot.



EXPLORING SOCIAL ISSUES

1. Paul Storrie gives the piece of advice that he wants students to “go and explore the world, meet lots of people from all walks of life. And create as much as you can, don’t be afraid of messing up.” Do you think that the people in this town feel fulfilled by making piñatas?

SENSE OF WONDER

1. The narrator says that as long as there are kids on this planet, there will be piñatas, parties, and fun. Do you agree with that statement? What do you think the narrator means by that statement?

ACTIVITY

Tell the story of your town or school. Create a poster or advertisement to promote your town or school.



TIME NEEDED:

Approximately 30 minutes (5-minute instructions, 10-15 minute poster creation, 5-minute gallery walk, 5-minute class discussion). As a teacher, you know your classroom best, please modify this activity to meet your students’ needs!

MATERIALS NEEDED:

11 x 17 paper, markers, pencils, colored pencils, sticky notes

DIRECTIONS:

The Piñata King, tells a story of a small community focused on making piñatas. Every town has their story. What would your town’s or school’s story be?

1. Split students up into groups of two or three. They are going to be creating a new advertisement for your school or town.
2. Have students think of something that represents the town in which you live, or the school that you attend. Give students supplies and time to create an eye-catching poster advertisement for their respective town and/or school.
3. When they are done, give each student two sticky notes and have students complete a “gallery walk”. They circulate around the room individually and write positive comments on the sticky notes.
4. When all students have written positive comments, have the students vote for which poster should be selected the winner.

EXIT TICKET

RECOMMENDED EXTENSION:

1. **Make a Piñata!** Here is a link to step-by-step directions: www.wikihow.com/Make-a-Piñata

- To deepen the understanding of the narrative and enhance the sense of community within your class, you could have students create the piñata as a class.
- Instead of using colored tissue paper and streamers to decorate, you could have each student write a sentence on a paper strip about what makes their classroom/school great. Use a sharpie, as it won't bleed when glued to the piñata.
- When the piñata is done, have a discussion about whether or not to break it. Now that everyone has taken an equal part in the creation of the class piñata, does everyone want to destroy it?

REFERENCES:

- How to Make a Piñata. (2018, May 10). Retrieved August 1, 2018, from <https://www.wikihow.com/Make-a-Piñata>
- LeMaster, J. (2011). *Critical reading: deep reading strategies for expository texts*. San Diego, CA: AVID.
- Read the Standards. (n.d.). Retrieved July 31, 2018, from <http://www.corestandards.org/read-the-standards/>

