

Kentucky Shakespeare Presents

***Fairy Tales
from Around the World***

Study Guide
Grades Pre-K - 3



Hear it. See it. Do it!



Dear Educator,

Thank you for choosing Kentucky Shakespeare to enrich your students' lives with arts education! We know that the arts are essential to a child's educational experience and development. It is our object to keep the arts alive and thriving in our schools and communities.

This comprehensive Study Guide includes essential background information on the structure of *Fairy Tales from Around the World*, pre/post workshop activities, and a list of applicable Academic Standards met with this performance. While giving additional arts related experiences, these teacher-led activities are intended to broaden students' understanding of morals, oral tradition, and sharing the human experience.

Please contact us with any questions or need for further assistance. Thank you for supporting the Commonwealth's largest in-school arts provider and the United States' oldest, free Shakespeare festival!

All Our Best to You,

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Academic Standards

Arts & Humanities

TH:CR1.1.K-3, TH:CR2.1.K-3, TH:CR3.1.K-3,
TH:PR4.1.K-3, TH:PR5.1.K-3, TH:RE5.1.K-3,
TH:RE7.1.K-3, TH:RE8.1.K-3, TH:RE9.1.K-3,
TH:CN10.1.K-3, TH:CN11.1.K-3,
TH:CN11.2.K-3

ELA

RL.K.3, RI.K.8, L.K.5C, SL.K.1A, SL.K.2,
SL.K.3, SL.K.6, RL.1.9, SL.1.1A, SL.1.1C,
SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.2.6, SL.2.2,
SL.2.3, RL.3.3, RL.3.4, RL.3.5, SL.3.1B,
SL.3.1C, SL.3.1D, SL.3.3

Social Studies

SS-EP-2.1.1, SS-EP-2.1.2, SS-EP-2.3.1, SS-
EP-2.3.2



Fairy Tales from Around the World

This one-hour interactive “doing” workshop provides young children with the perfect introduction to drama utilizing audience participation and dramatic storytelling. Our Artist Educator will guide the class through *Fairy Tales from Around the World* with your students playing the characters. The class will discuss the history behind these famous tales as well as the morals contained within. The *Fairy Tales* experience emphasizes self-confidence, imagination, honesty, and teamwork!

How can we both make this be the most efficient and successful workshop?

- We ask that you create an environment conducive to a positive interaction with your students including an **open space** for students to move around by removing desks and chairs and seating students on the floor or in a semi-circle in seats.
- For your use, we have provided these study guide activities for both **pre- and post-workshop discussion**. They are a fun and an engaging way to enhance learning and allow students to make the most of their arts experience with us. The more that they are familiar with the content they are, the greater the recall of information will be as well as a much deeper level of impact.
- In the classroom, it is always a benefit of having a **class roster** on hand for our Artist Educator’s use or a quick discussion of classroom management with your students. Are they used to a call and response phrase or a hand signal? Do you use popsicle sticks to call volunteers? Anything that might ease the transition of a guest in your classroom!
- It is of utmost importance not only to your students but to our Artist Educator as well that there are **adult staff members present in the room** throughout the workshop. Students tend to have less distractions and are more encouraged to participate in the performance with familiar adult presences in the room. We need your support with focus, crowd control, and engagement.

What are Fairy Tales?

The History

Fairy Tales and Folk Tales are stories that were passed down through the oral tradition for hundreds of years. The origins of these stories are unknown, but often times different cultures from around the world have their own versions of the same tales. For example, the motif of the neglected youngest sister achieving wealth and happiness—best known as the tale of “Cinderella” —appears in hundreds of versions from African, Asian, American, and European countries, dating as far back in written sources as 850 B.C. As these stories were passed down from generation to generation by word of mouth, they were altered and adapted into the versions we recognize today, such as, “Little Red Riding Hood,” “The Tortoise and the Hare,” and “Jack and the Beanstalk.” Some tales retain some of their native flair and others have become a mixture of cultures and morals.

The Characters

Fairy Tales usually feature one-dimensional iconic characters such as princesses and witches and settings such as forests and castles. While fairy tales often show good versus evil, it is not necessarily inherent in the stories to teach a moral. Unsuspecting characters attain wealth and happy marriages as often through sheer luck and magic as through cleverness or good deeds. Fairy Tales often take the idea of what characters should be like and flip it around— i.e. the terrifying Beast of “Beauty and the Beast” actually turns out to be good underneath his scary outer shell. This is what makes Fairy Tales so interesting: a relatable story, mixed with a little bit of magic, that helps us reexamine the way we view the world.

The Lessons

Fairy tales are often very formulaic in plot and serve as a means of teaching lessons such as bravery, independence, and honesty. They have easily identifiable emotions for younger audiences including love, hate, fear, sadness, joy, surprise, etc. In addition to highlighting these lessons and emotions, Fairy Tales are often a means to reflect the values that are held in high esteem by the culture of origin. For example, hard work and cunning for regions such as in the North who must prepare for harsh winter conditions, family honor and dignity for Asian cultures, and even respect and honor for nature within the Indigenous American cultures.



What is a Play?

A play is a story performed by actors on a stage in front of an audience. These performances combine many art forms—writing, directing, acting, stage designing, costuming and more. The plays tell a story that can relate to the audience and even teach them a lesson for their own lives!

What are the Technical Elements of a Play?

Technical Elements are tools that are used in a production to communicate and explain time, place, and the theme to an audience—just like you will see in the *Fairy Tales*! Here are a few definitions and examples of each as well as opportunities to engage your students in each technical area of theatre:

See It. Hear it.

Costumes

The style of dress characteristic of a particular country, time period, or people that is worn by actors in a play.

Example: A straw hat for a farmer

Sound

Music and sounds effects used to create environment and mood.

Example: A rain stick to give the feeling of a storm

Set

The additions to a stage that help the audience to understand where the play is taking place.

Example: A tree to represent a forest

Props

Items used/held by actors besides costumes and scenery that help in the telling of the story.

Example: A basket full of bread

Lights

Help to tell the audience where the play is taking place, what time it is, and what the mood is.

Example: Dimming the lights for nighttime

Do it!

Costumes

Draw your version of a Fairy Tale character's costume. Consider what kind of character they are: good or bad? Fun or serious? Fast or slow? Does the way they look reflect the kind of being they are or not?

Sound

Describe what kind of sounds you would hear in a story set in an African jungle compared to one set in a forest.

Set

Draw a picture of what you believe an enchanted castle looks like.

Props

Make a list of props that are mentioned or that you think would be needed to perform one Fairy Tale.

Lights

What would the lights look like on a stormy day?
How would that make you feel?
What about on a sunny day?
How does that make you feel?

Fairy Tale & Theatre Vocabulary

Actor - A person who pretends to be a character in a play.

Audience - People who watch a play being performed.

Characters - A person, object, or animal that actors become in a play and take part in the events of the story.

Conflict - A problem in the story that needs to be solved.

Costumes - The clothing worn by the actors to play the characters.

Empathy - How we as take the time to understand how other people feel and listen to their stories.

Fairy Tale - A story that has magic or special characters to teach an important life lesson

Morals - One of the lessons from fairy tales that teach us the difference between right and wrong

Oral Tradition - A culture's historical traditions passed down by word of mouth from one generation to another in the form of stories or tales

Plot - The events of what happens in the story.

Setting - The time and place of the story

Script - The play in written form.

Stage - The area where the actors perform the play.

Tableau - A living picture on stage where actors use their bodies to create a silent, motionless scene

Theme - The main idea or message within the play.

Themes

As we use *Fairy Tales from Around the World* to explore drama and storytelling, it is important to remember the importance of learning about oral tradition from places and people that are different from them. As students experience narratives from different cultures, they gain perspectives on people and stories in worlds that may be unfamiliar. This will be valuable to students in many ways, for example by helping them bring a sense of perspective to their own culture and stories. There are a few themes found in fairy tales from all over the globe that are important to this workshop:



Bravery - Characters who do not yet know their power or courage are often put to the test in Fairy Tales. A true hero/heroine finds his or her bravery and is able to stand up against the forces of evil or obstacles set against them.

What defines someone who is brave? What kinds of acts do characters perform that show their bravery?

Coming of Age - Young Fairy Tale characters' stories are often about having to grow up and learn how to take care of themselves over the course of the story. Some are sent out on a quest or journey, some must overcome adversity at home, but all must successfully complete their mission in order to be rewarded. These successful characters prove that the young are every bit as capable of rising to a challenge.

What is something that you have learned over the last year that you didn't know before? How can you do something to take care of yourself?

Explaining the World Around Us - The stories of how the world came to be, why things behave or act a certain way, and what part everything plays to make up the world as we know it.

*If we didn't already know why, then how would we know why things happened?
Why would we use stories to create explanations of why the sun rose and set each day or
why the moon gets bigger and smaller each month?*

Loyalty - The feelings and actions of being true to a friend, family member, or community.

What could a character do to show their loyalty to someone or something else in a Fairy Tale?

Wisdom - When a problem occurs and must be solved without the help from others, some characters are called upon to solve problems with their intelligence. Wisdom comes from using lessons that you have already learned and applying them to new challenges in order to succeed.

How would a wise character react in an emergency situation? What would they do?

The Three Little Pigs

(An English Fairy Tale)

There once was a mother pig who had three little pigs. One day, the mother pig sent the three little pigs out into the big, wide world to seek their fortunes. She said "Watch out for the big bad wolf, because he will gobble you up." She also told them, "Build your houses nice and strong so that you will be safe from the wolf." Then she said "Good-bye my children and good luck!"

The first little pig was only interesting in playing all day, so they looked around the fields in the country and said, "I'll build a house out of straw! That will be so easy and then I can dance and play all day!" So the first little pig gathered up a few armfuls of straw and built their house made of straw. The house looked fine but was really not very strong. However, they were so happy that they had almost the whole day left to play!

But soon came along a big bad wolf who had woken up very hungry that morning and was eager for breakfast. He took a big sniff of the air which smelled so good. The big bad wolf slinked up to the little house made of straw and knocked on the door. He called out, "Little pig, little pig, let me in!"

"No, no, not by the hair on my chinny chin chin. I'll not let you in," squeaked the first little pig.

"Then I'll huff and I'll puff, and I'll blow your house down," yelled the wolf. And he did! He huffed and he puffed and he blew the straw house down. Luckily, the first little pig made it out safe and they ran away down the lane.

Now, during this time, the second little pig had also been deciding on how to build a house of their own. They knew that making a strong house was important but they also loved to dance and play. The second little pig decided to look around the forest a bit longer and they decided, "I'll build a house out of sticks! It will take me a little while but then I can still have some time left in the day to play!" So the second little pig walked through the

forest and gathered a few armfuls of sticks to build their house. The house was strong enough for the second pig and they still had time left over to play!

As they were playing that afternoon, the first little pig arrived, out of breath from running down the lane, and burst in the door of the stick house. They quickly locked the door behind them and told the second pig of all that had happened with the big bad wolf.

But, along came the big bad wolf, who was even hungrier than before. He took a big sniff of the air and smelled both pigs which smelled even better than before. The big bad wolf slinked up to the little house made of sticks and knocked on the door. He called out, "Little pigs, little pigs, let me in!"

"No, no, not by the hair on our chinny chin chins. We'll not let you in," squeaked the second little pig.

"Then I'll huff and I'll puff, and I'll blow your house down," yelled the wolf. And he did. He huffed and he puffed, a little harder this time because the sticks were stronger, but he blew the stick house down. The first and second little pigs escaped and ran away down the lane.

Meanwhile, the third little pig had also been deciding on how to build a house of their own. They had taken their mother's warning and knew that a strong house was very important. They liked to play too, but they knew that they must be safe before they could play. The third little pig took the time to learn about using the clay from the ground to form and make bricks. It was very hard work and took a long time, but the third pig was very proud of his work and their very sturdy home. They even had a few minutes left over to play to celebrate their hard work!

As the third pig was settling down for the day, the first and second little pigs arrived, out of breath from running down the lane, and burst in the door

of the brick house. They quickly locked the door behind them and told the third pig of all that had happened with the big bad wolf to them both.

By this time, the big bad wolf was so very hungry and tired from chasing pigs all day. When he took a sniff of the air, the smell of three little pigs was so enticing that he couldn't resist. So, he snuck up to the house made of bricks and banged on the door. "Little pigs, little pigs, let me in!"

"No, no, not by the hair on our chinny chin chins. We'll not let you in," squeaked the third little pig.

"Then I'll huff and I'll puff, and I'll blow your house down," growled the wolf. And he tried and he tried. He huffed and he puffed, and he huffed and he puffed, but he couldn't blow the pig's brick house down!

"Little pigs, little pigs, I'm coming down your chimney right now to get you," bellowed the big bad wolf.

The third little pig went fast to work and had the first and second little pigs help. The little pigs quickly built a big fire in the fireplace and put on a great big pot of water to heat up at the bottom of the chimney.

"Little pigs, little pigs, I'm crawling down your chimney with my big paws," threatened the big bad wolf. But the little pigs weren't worried at all.

"Little pigs, little pigs, I have my bushy tail down your chimney," called the wolf.

"Little pigs, little pigs, here I come!" said the big bad wolf, and with a huge SPLASH! the big, bad wolf fell right into the bubbling pot of boiling water. The wolf splished and splashed, and scrambled out of the big pot, holding his tail and paws that had too hot in the water.

He yelped, climbed back up the chimney, shimmied down the side of the brick house, and ran into the forest as fast he could. The big bad wolf was never, ever seen again. He learned his lesson about

chasing pigs and trying to get in their homes when they said no.

The three pigs then celebrated their victory over the wolf and congratulated the third pig on their cleverness and wise decision to build a strong house instead of building an easy house so they could play.

The third pig had a great idea and told the other two pigs, "How about I show you how to shape the clay from the ground into bricks so you can build your own safe houses? With the 3 of us all working together, it should be much faster and we'll still have time to play when we're done!"

The other two pigs loved the idea and cried, "Hooray!"

They all lived safely and happily ever after in their brick houses.



Pre-Show and Post-Show Activities for Exploration

Please complete the following activities before & after watching the production.

Before the Performance:

1. Familiarize your students with *The Three Little Pigs* included in this guide. Discuss with your class the parts of this Fairy Tale: characters, setting, plot, etc. Practice acting out the physical characteristics, emotions, and story together as a group.
2. Examine the major themes of Fairy Tales as they are discussed in this guide. For each theme, have the students share examples from their own lives and from the world around them. Prepare the students to look for these themes in the workshop.
3. Choose a line of dialogue from a character in one of the plays and read them aloud to your class. Have the students interpret the quotes, put them into their own words and draw conclusions about the characters based on these quotes.
4. After the performance, your class will have the opportunity to ask the artist from Kentucky Shakespeare questions. Have your students come up with questions they might want to ask the artist about Fairy Tales or how they can do their own storytelling. Write them down so they won't forget.



After the Performance:

1. Discuss the technical theatre elements of set, light, sound, and costume design with your class that are listed in this guide. How did the costume and props help in the storytelling in this workshop? Have your students create their own ideas for designs for their Fairy Tales - designing costumes for characters, drawing the setting of one of the stories, or even creating a soundscape of what they might hear in the story.
2. Practice making a tablaeu (frozen, living picture) of moments from their favorite moments from the workshop. Have the students split up into groups and create tablaeus of their Fairy Tale characters and creatures. Can the groups work together to tell the whole story one tablaeu at a time?
3. Have your students write a personal narrative reflecting on one of the Fairy Tales's themes such as bravery in their own lives. Was there ever a time when you have to stand up to something scary in order to do what was right? Tell about how you were able to resolve the conflict. What did you learn from this conflict?
4. Have students explain how stories can change when people use the oral tradition. Play a game of telephone to illustrate how stories can change over time. Is this true for anything besides Fairy Tales? News? Information? Music? How can a specific culture alter these tales?



Pre-Show and Post-Show Activities for Exploration

Please complete the following activities before & after watching the production.

Grades Pre-K-1

Students will receive Fairy Tale coloring sheets along with the Tale provided in this study guide to color along with listening to the story.

After the performance, have students draw four or five pictures that tell the old version of one of the tales. They can then draw the same scenes in a modern setting. What details did they change? Would the story itself chance much? What about the moral or lessons of the story?

Grades Pre-K-3

It is important for younger students to understand the conventions of theatre and how to behave in a theatrical setting versus watching a t.v. show or movie. You may discuss how a movie can be paused, stopped, and reviewed. Theatre, however, changes every time and should not be interrupted. It is a unique process. It is also important that they know they are encouraged to be a part of this special process when the actors ask for volunteers or prompt audience participation. They get to be a part of the play whereas in a movie they can only be observers rather than participants. What makes a good audience? A good audience watches, listens, and encourages their friends on stage at all times!

Grades 2-3

This activity involves role-playing to practice conflict resolution. Pair up students and give each pair a conflict that they must solve through a short performance. The students will have about 15 minutes to create their piece to share.

Examples of Conflict Scenarios :

- A student steals a marker from another student who is using it.
- You are watching as another student is about to pull a surprise prank on another student.
- You accidentally bump into a classmate and they fall down and hurt themselves.

Grades 2-3

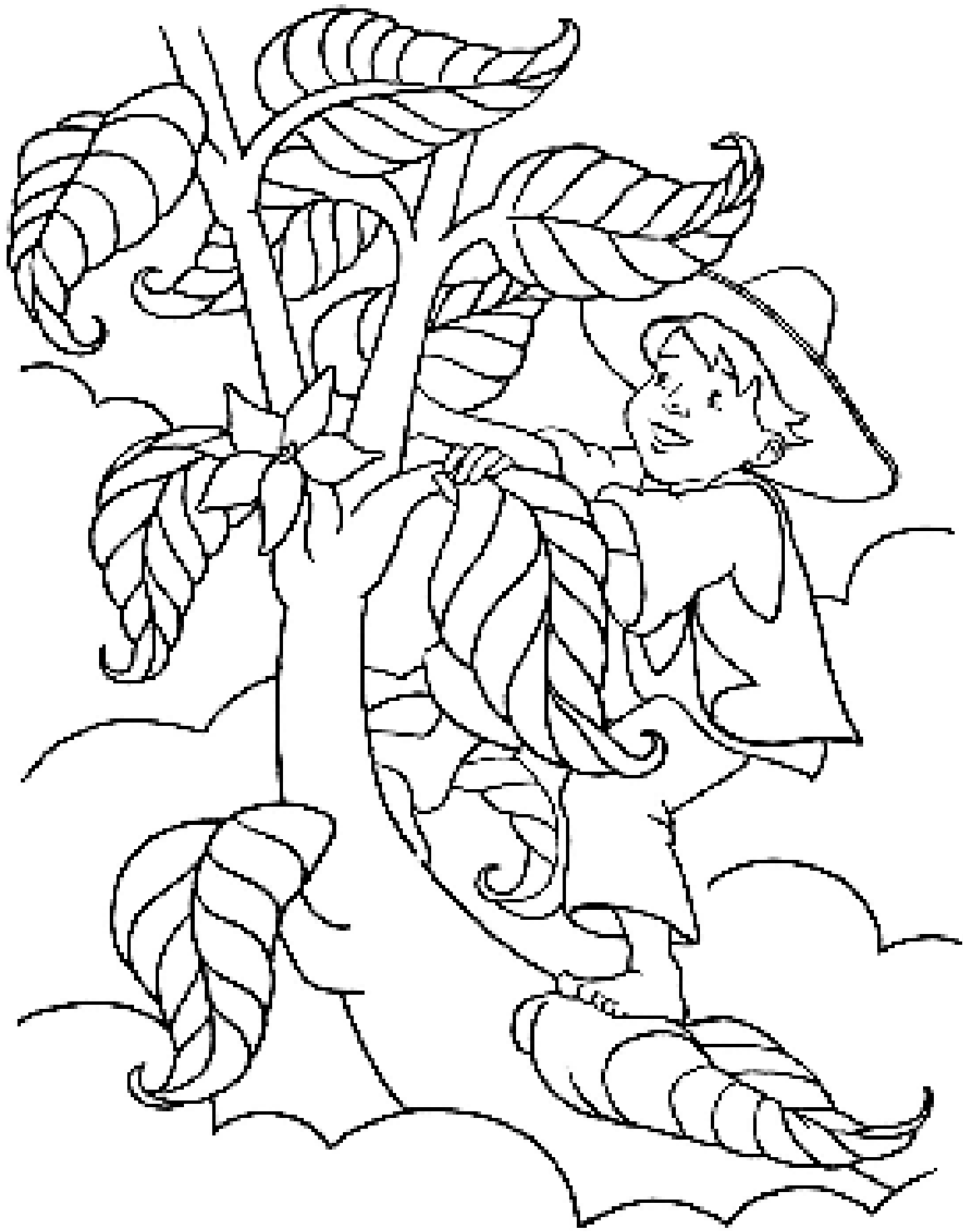
Brainstorm a list of characters who appear in Fairy Tales. Make a large chart to keep posted in the classroom. On the left, list each story by title and along the top list the various character types, such as: king, princess, tricky spider, big bad wolf, giant, and witch.

Show students pictures from books and magazines of a variety of settings including those that are typical of Fairy Tales, including: castles, cottages, mountains, deserts, rivers, and forests.

Divide students in small groups and distribute easy-to-read Fairy Tales to each group. Have students work as a team to record the characters, setting, and typical plot elements that they find in their Fairy Tales. You may wish to do this activity several times, with groups focusing only on character one day, only on setting another day, and only on plot on a third day.









Links & Resources

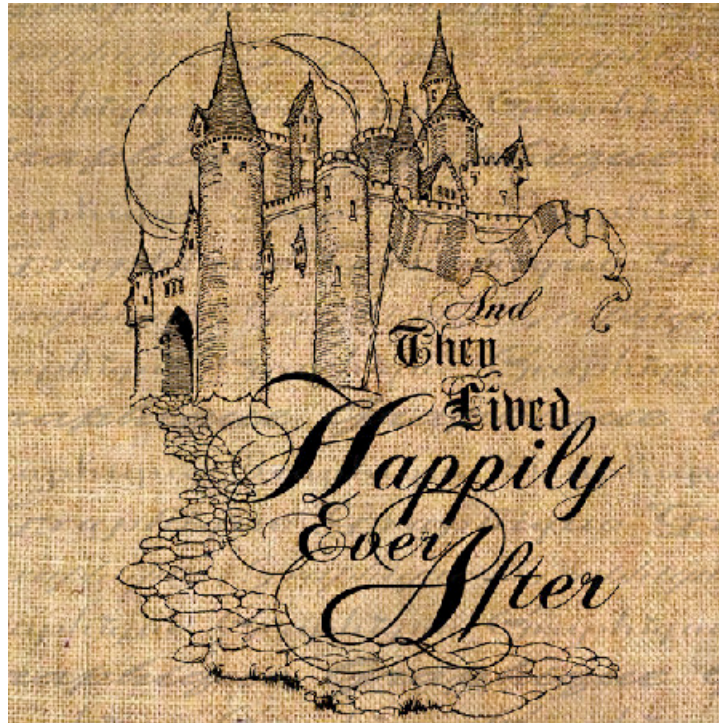
Type Fairy Tales in a search engine and you will find a plethora of information on different versions, their culture, and how they can be interpreted. Show your students that the internet can be a great way to research and gather valuable information - especially when you can't find it at your local library.

A comprehensive list of Folktales and Myths, collect by Dr. D.L. Ashliman
<https://sites.pitt.edu/~dash/folklinks.html#forchildren>

A collection of Grimm Fairy Tales as translated by Margaret Hunt
<http://www.cs.cmu.edu/~spok/grimmtmp/>

Lesson plans and ideas for incorporation of Academic Standards with Fairy Tales
http://www.educationworld.com/a_lesson/grimms-fairy-tales-lesson-ideas.shtml

A collection of African folktales
https://www.worldoftales.com/African_folktales.html#gsc.tab=0



Classroom Challenge:

Write a letter to the Kentucky Shakespeare Artist Educator who lead the *Fairy Tales* workshop.

Be sure to write about what you learned about Fairy Tales, drama, and storytelling.

Describe what you did, saw, and heard. What was your favorite part? Feel free to include drawings as well!

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