

# StoryBook Theater

## EDUCATOR'S CURRICULUM GUIDE

# Rapunzel



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*StoryBook Theater Focus:*  
**FOLLOW YOUR DREAMS**

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## HELLO, TEACHERS!

Thank you for choosing to bring your class to StoryBook Theater's production of *Rapunzel*. We're confident that you'll find our show entertaining and educational. We have created this packet for you to help make seeing our play an even richer learning experience for your students. We have included some pre-show preparatory reading materials and a few post-show activities and games. All of our exercises were carefully developed to meet the Washington State EALR's in Arts, Communication, Reading, Writing, and Math. Not all activities may be practical for your particular grade level, so feel free to pick and choose, as well as modify, from the activities below to best meet your classroom's learning needs. They're not meant to be followed to the letter, but to be used as ideas for your own classroom's creative dynamic. Have fun, and enjoy the play!

## Story Synopsis

Our story begins when a very pregnant woman named Mother is having some curious cravings for the vegetable rampion, also known as rapunzel. A horticulturist named Witch Hazel, comes to her rescue by giving her a rapunzel-fortified tonic, under the condition that she must follow the directions. As part of their deal, Mother promises to give Witch Hazel her first born child if she does not follow the directions.

Unfortunately, the expectant mother does not follow the instructions, and drinks the bottle of tonic. When Mother gives birth to a baby girl, Rapunzel, she has rainbow-colored hair that never stops growing. Mother is forced to give up her daughter to Witch Hazel, who hides the girl in a tower and grows a thriving business selling Rapunzel's rainbow hair.

Eighteen years go by, and Rapunzel grows up longing to see the outside world. After years of searching, Mother finally finds the tower and vows to rescue Rapunzel, but leaves to find someone who can help her. Meanwhile, Prince Harry happens to find the tower and hears Rapunzel's beautiful singing, and wants to meet her. He climbs the tower, meets Rapunzel, and they become fast friends. Prince Harry wants to help Rapunzel escape, but she realizes that only she can rescue herself. Rapunzel outsmarts Witch Hazel, frees herself from the tower, and begins her adventures to see the world.

## BEFORE THE SHOW:

Here are some ways you can prepare your class to see the play.

- It's a good idea to eat a snack before the trip and use the restroom before the show starts, so students are not distracted during the play.
- Get your students excited about the show by sharing your knowledge and excitement! Reading a story book version of the play is often helpful so students can identify the characters in the play and also generate more discussion after seeing the production.
- Make sure students understand that what they will see on stage is make-believe, and that the actors in the costumes are safe people. This is especially important with potentially scary characters. (StoryBook Theater characters are never scary!)

## Vocabulary

**Vegetarian** - A person who does not eat any meat, like hamburgers or hotdogs

**Rapunzel** - A type of vegetable, can also be called rampion

**Remedies** - A medicine or an activity that helps a person get rid of a sickness or something that is bothering them

**Luxurious** - Something that is not normal; it is special because of how it looks or feels

**Tresses** - A person's hair, especially when it is very long and sometimes in a braid

**Certifiable** - When someone is very sure about something

**Practitioner** - Someone who is very good at a certain skill

**Fortified** - Strengthened to protect against an attack

**Horticulturist** - A person who grows and cares for plants

**Precious** - When a thing or person is very important to another person

**Tuberous** - Something that sticks out from a plant and is rounded

**Excessive** - When there is too much of one thing

**Profitable** - When someone has a job that can make them a lot of money

**Wayward** - When a person would rather do something else than what they should

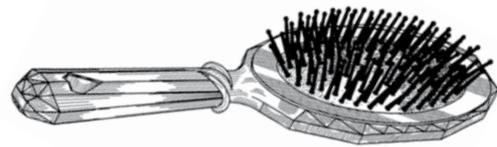
**Vile** - Someone or something that is gross or unwanted

**Uncouth** - If a person is rude and does not use their manners

**Crude** - Using bad words or bad language

**Hairbreadth** - A very short distance between two things or people

**Appropriate** - Using good manners and being polite



- Encourage your students to be active audience members. All StoryBook Theater performances include some audience participation, such as singing, laughing and clapping. There may be times when the characters on stage speak directly to the audience and ask questions. There are some times when the actors will be talking only to each other, and that's when the audience should be quiet.
- Try out a few of the activities in this guide! They are designed to make your StoryBook Theater experience last longer than the 55-minute show.



### Theatre Terms

- **Characters** – the people in the play
- **Setting** – where the action takes place
- **Plot** – the sequence of actions, from beginning to end
- **Improvisation** – in acting, making up the lines as you go without planning it
- **Pantomime** – to act without words, only moving your body
- **Prop** – any object used by a character in a play
- **Set** – on the stage, this is what shows the different settings, like the background or furniture

### CHARACTER LIST

- Mother
- Witch
- Rapunzel
- Prince

### SETTINGS

- Mother's House
- The Forest
- The Tower



### ACTIVITY #1 – 'GOING TO THE THEATER'

(Grades PreK - 4)

**Learning Targets:** Students will practice and define appropriate behaviors when seeing a live performance.

**Materials:** Board or paper and marker to make list of student ideas.

**Room Arrangement:** Seated circle to start, with room to walk around.

**What the TEACHER does:**

1. Initiate a discussion with questions such as "how do we behave at school?" "how do we behave at home?" "on the playground?" "at the library?" etc.
2. Introduce the question "how do we behave at the theater?" and encourage students to share ideas.
3. Designate areas of your classroom to be various locations. Have students move around the room, and encourage students to act out the appropriate behavior when they are in each space.
4. Once they have established the appropriate behaviors, write a list of ground rules that will apply when going to the theater.

*Adapted from: <http://www.usq.edu.au/artsworx/schoolresources/piedpiperofhamelin/preparingyourstudents>*

**EALRs:** Theater: Cn11.1.K, Pr5.1.K

**Language Arts:** S.K.1, S.1.1, S.2.1, S.3.1, S.4.1, L.K.4, L.1.4, L.2.4, L.3.4, L.4.4

### ACTIVITY #2 – 'GIVING AND ACCEPTING'

(Grades 1 - 4)

**Learning Targets:** Students will develop improvisation skills by using voice (dialogue) and body (action) to share ideas with an audience.

**Materials:** none

**What the TEACHER does:**

1. Divide students into pairs. Identify one student as A and the other as B.
2. Explain to the students that A is going to give B an imaginary gift. B will "open" the gift, decide what it is and exclaim "It is a \_\_\_\_\_!" B will thank A; and A will accept the thanks. After partners have shared, have them sit in the audience area with their partner.
3. Have the students reverse roles.
4. Continue until all pairs have played both roles. Discuss what the audience's role is. (Active listening, quiet, applause after performances.)
5. Encourage the students to share what they have observed from this activity. Which role did they like best? Why? Encourage strong speaking voices and good posture.

**Extensions:** What are some of the different reactions you noticed from the gift receivers? What type of gifts might give such responses? Try the game again, pretending to be a specific character (duke, grandma, peasant...) giving/receiving gifts. How did your reactions change?

**EALRs:**

**Theater:** Cr 1.1.1, Cr1.1.3, Cr2.1.K, Cr2.1.1, Cr5.1.1, Cr6.1.1, Pr5.1.3, Cn10.1.2



## ACTIVITY #3 – 'MANY VOICES'

(Grades PreK - 2)

**Learning Targets:** Students will explore the use of voice to express different feelings and characters

**Materials:** none

**Room Arrangement:** Seated circle

**What the TEACHER does:**

1. Ask how people use their voices differently to convey different feelings, moods, wants, etc.
2. Explain that actors use their voices to express different characters in a play by changing the sound of their voices. Have the students reverse roles.
3. Gather students in a seated circle.
4. Instruct students to echo your voice.
5. Using your regular speaking voice, say the phrase "This is my talking voice." (Students will echo)
6. Substitute different words for "talking" and change your voice to match each time. Examples: "This is my whisper voice" (echo)
7. Ask students for different voices to try and initiate. (Loud, soft, robot, alien, high, low, sleepy, excited, sad.) Echo each time.
8. Encourage students to try different voices that might indicate a different kind of person or animal and have the class echo.

**Extensions:**

1. Before the play: List the characters from the story. Describe how you think each character's voice will sound. Think about how the sounds the actual animals (ducks, chickens, cats, geese, swans, foxes, wolves, mermaids, etc.) make and how they might affect the way the character sounds.
2. Add a movement to go along with each different voice in the activity above.
3. Have students tell short stories using different voices, either to express the story better, or just to have fun using a different voice. Ask students to make observations about how the different voice made the story mean a different thing or have a different feeling. (ghost story, joke, mad, happy, sad, etc.)

**EALRs:** Theater: Cr1.1.K, Cr3.1.K, Cr1.1.1, Cr1.1.3, Cr3.1.1, Cr4.1.1, Pr4.1.K, Pr5.1.K, Pr6.1.K, Pr4.1.2, Pr4.1.3, Pr5.1.3

## ACTIVITY #4 – 'ONE WORD STORY'

(Grades 1 - 4)

**Learning Targets:** Students will develop *improvisation* skills to create an original group story

**Materials:** (optional) ball of yarn

**What the TEACHER does:**

1. Gather students in a circle.
2. Explain that the group goal is to create an original story one word at a time.

## ACTIVITY #4 (continued)

3. Encourage students to listen to what has come before and connect their word to make sense.
4. (Optional) Give students a situation for the story and hand the ball of yarn to a volunteer student who will start the story. Pass the ball of yarn and unwind as each student adds a word.
5. Coach students to stay on topic and keep the sentences flowing.
6. Lead discussion afterwards about the strengths of your story and how to improve next time.

**Extension:** Write a short story using a character or setting from the One Word Story that the class created. Draw or describe a costume for each character from the One Word Story. Then draw or describe the one of the sets from the One Word Story.

**EALRs:** Theater: Cr2.1.K, Cr1.1.1, Cr2.1.1, Cr1.1.2, Cr2.1.3, Re7.1.1  
Visual Arts: Cr2.2.K, Cr1.2.1, Cr2.2.1, Cr1.2.2, Cr2.2.2, Cr3.1.2, Cr2.2.3, Cr Cr1.2.3, Cr2.2.3, Cr1.2.4, Cr2.2.4, Re7.2.K, Cn10.1.3  
Language Arts: W.K.3, W.1.3, W.2.3, W.3.3, W4.3

## ACTIVITY #5 – 'MAGIC BOX'

(Grades PreK - 4)

**Learning Targets:** Students will improvise with an imaginary prop.

**Materials:** 1 medium sized empty box decorated with wrapping paper

**Room Arrangement:** Seated circle or rows

**What the TEACHER does:**

1. Tell the students that you have something very special to share with them in your magic box.
2. Invite them to watch you as you lift "it" out of the box and hold "it"/use "it". (basketball, kitten, yo-yo...)
3. Encourage students to raise their hand if they think they know what "it" is.
4. Put "it" back in the magic box and call on students for guesses.
5. When someone guesses correctly, ask how they knew...what were the clues?
6. Invite a student to take something else out of the box to share with the class. Continue this process until all have had a turn.

**Extension:** Ask each student to think of something they would like to put in the magic box. What would they choose? Share ideas with the class.

After you have lifted "it" out of the box, ask if any students would like to hold "it"? Hand "it" to them and encourage them to improvise.

**EALRs:**

Theater: Cr2.1.K, Cr1.1.3, Cr3.1.4, Pr4.1.1, Pr5.1.1, Pr6.1.1, Pr4.1.2, Pr5.1.2, Pr6.1.2, Pr4.1.3, Pr5.1.3

## ACTIVITY #6 – 'IDEAL COSTUMES'

(grades K - 4)

**Learning Targets:** Students will verbalize and draw pictures of what they imagine characters might look like in the play. They will develop a vocabulary with which to discuss their observations.

**Materials:** An outline of a boy or girl for each student and colored drawing instruments. Paper can be any size, but must be large enough to allow students adequate space to draw specific clothing.

**Room Arrangement:** Tables or other flat surfaces for all students.

### **Bridge In: (Before seeing the play, after reading the story)**

Have a brief discussion about the characters the students expect to see in the play. Ask students to name the characters in the play as the teacher writes down a list. Ask students to add a few descriptive words to each character name. Have students share ideas about how costumes help the characters come to life, and add ideas about what each character might wear to your list.

### **Main Event:**

1. Give each student a piece of paper with a boy or girl outline on it.
2. Tell them to choose a character in the play and draw the perfect costume for him/her.
3. When everyone is finished, have students set their drawings on their desks or on the walls and do a "gallery walk." Ask students to make observations about each drawing, making specific comments on how the clothing indicates character traits.

### **Follow Up: (After seeing the play)**

After seeing the play, come back to these drawings and the character list and have a discussion about what expectations were met and what was different than they expected.

### **EALRs:**

*Theater: Cr1.1.1, Cr1.1.2, Re7.1.K, Re8.1.K, Re9.1.1, Re7.1.2, Cn11.2.K*

*Visual Arts: Cr2.2.K, Cr1.2.1, Cr2.2.1, Cr1.2.2, Cr2.2.2, Cr3.1.2, Cr2.2.3, CrCr1.2.3, Cr2.2.3, Cr1.2.4, Cr2.2.4, Re7.2.K, Cn10.1.3*



## AFTER THE SHOW:

### DISCUSSION, VISUAL ART AND WRITING PROMPTS

1. Rapunzel followed all of the Witch's directions, except that she stopped drinking the hair tonic. Then she decided to say goodbye and leave the tower. Why do you think she did that? Are there some directions that grown-ups give that you don't always follow? Why? Is there ever a time when it's okay not to follow directions?
2. When the Prince climbs Rapunzel's tower, he says he's going to rescue her. She asks if he's going to lock her up somewhere else, and he says no. Was it a good thing for Rapunzel to question the stranger's offer of help? What would you do if someone offered to help you?
3. Rapunzel's hair grew in rainbow colors, and very fast. If you had a similar special power, what would it be? How would you use it?
4. Rapunzel's Mother looked for her daughter for a long time. Write a letter or an advertisement asking for help to find Rapunzel.
5. Rapunzel wanted to see the world. Do you want to see faraway places? What do you imagine you'd discover? Make a map of a place you'd like to explore, and draw a picture of your adventure.

### SCRAMBLED SENTENCES

*Put these sentences in the right order as they occurred:*

- Rapunzel meets the Prince.
- The Witch takes Rapunzel to a tower.
- Mother drinks the hair tonic.
- Rapunzel goes off with her Mother and the Prince.
- Rapunzel is born with rainbow hair.
- The Prince climbs the tower.

### **EALRs:**

*Theater: Cr2.3.3, Cn10.1.1, Cn10.1.3, Re7.1.K, Re8.1.K, Re8.1.3, Re8.1.4*

*Visual Arts: Cr2.2.K, Cr1.2.1, Cr2.2.1, Cr1.2.2, Cr2.2.2, Cr3.1.2, Cr2.2.3, CrCr1.2.3, Cr2.2.3, Cr1.2.4, Cr2.2.4, Re7.2.K, Cn10.1.3*

*Language Arts: W.K.1, W.1.1, W.2.1, W.3.1, W.4.1, W.K.3, W.1.3, W.2.3, W.3.3, W.4.3*

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