

*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 performance activities, and a list of applicable Common Core 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,

Kyle Ware                      Hannah Pruitt  
Director of Education      Education Programs Manager

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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.
- For your use, we have provided these 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.
- In the classroom, it is always a benefit of having a **class list**, roster, popsicle sticks with names, etc. on hand for our Artist Educator’s use.
- It is of utmost importance not only to your students but to our Artist Educator as well that there is an **adult school staff member present in the room** throughout the workshop. Students tend to have less distractions and are more encouraged to participate in the workshop with a familiar adult presence in the room.

# 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 abused 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 peasants 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. Peasants, abandoned children, and simpletons attain wealth and happy marriages as often through sheer luck and the fortuitous intervention of 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 Native 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?

# Vocabulary

**Character-** a person or an animal that takes part in the events of a story

**Conflict-** a problem in the story that needs to be resolved

**Fairy Tale-** a tale that often involves magic with a good character overcoming a bad obstacle to reach their goal

**Hero/Heroine-** the main character, who must overcome obstacles and resolve the conflict to achieve a happy ending

**Morals-** the lessons 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 sequence of events in a story

**Resolution-** the end of the story when the problem is solved

**Setting-** the time and place of a story

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

**Villain-** a wicked or evil person that stands in the way of the hero/heroine's happiness

# Themes



**Loyalty and Betrayal-** One force that motivates characters in Fairy Tales is the bitterness that accompanies the feeling of betrayal. The antithesis of betrayal is loyalty, or that feeling of being true to a friend, family member, or country.

*Who would give into betrayal- a hero or a villain?  
What could a character do to show their loyalty to someone or something else in a Fairy Tale?*

**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?*

**Wisdom-** When magic is not readily available, unlikely heroes/heroines are called upon to solve problems with their intelligence. This theme gives value aspects of a person other than appearance or talent.

*How would a wise character react in an emergency situation? What would they do? Give examples.*

**Coming of Age-** Many Fairy Tale heroes/heroines grow up and come into their own through hardship and/or heroism 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, despite their relative inexperience.

*Have you ever surprised someone with something you did that they thought you could not do because of your age? Give an example.*

# Maria, the Wicked Stepmother, and the Seven Robbers

(An Italian Version of *Snow White*)

Once upon a time there was a man whose wife died, and he had only a little daughter, whose name was Maria.

Maria went to school to a woman who taught her sewing and knitting. In the evening when she left for home the woman would always say to her, "Give your father my kindest greetings."

Because of these friendly greetings the man thought, "She would be a wife for me," and he married the woman.

After they were married, the woman became very unfriendly toward poor Maria, and with time she could not stand her at all. Then she said to her husband, "The girl eats too much of our bread. We will have to get rid of her."

But the man said, "I cannot kill my child!"

Then the woman said, "Tomorrow take her with you out into the country and leave her there alone, so that she will not be able to find her way back home."

The next day the man called his daughter and said to her, "We are going out into the country. We will take something to eat with us."

Then he got a large loaf of bread, and they set forth. In the woods they came to a steep and high cliff. The father dropped the bread over the edge, and Maria had to climb down to get it. When she arrived back at the top, her father had gone away,

and she was alone. She began to cry bitterly, and she ran one way and the other for a long time, only to find herself even deeper in the dark woods.

Evening came, and suddenly she saw a light. She walked toward it and came to a little house. Inside she found a set table and seven beds, but no people were there. The house belonged to seven robbers.

Maria hid behind a dough trough, and soon the seven robbers returned home. They ate and drank, and then went to bed. The next morning they left, but the youngest brother remained at home in order to cook the food and clean the house. After they had left, the youngest brother went out to buy food. Then Maria came out, swept and cleaned the house, and then put the kettle on the fire in order to cook the beans. Then once again she hid.

When the youngest brother returned home he was amazed to see everything so clean, and when his brothers came back, he told them what had happened. They were all astonished and could not imagine how it had happened. The next

day the second brother remained at home alone. He pretended that he too was going away, but he returned at once and saw Maria, who had come out once again to clean up the house.

Maria was frightened when she saw the robber. "Oh," she begged, "for heaven's sake, do not kill me!"

"Who are you?" asked the robber.



Then she told him about her wicked stepmother, and how her father had abandoned her in the woods, and how for two days she had been hiding behind the dough trough.

“You don’t have to be afraid of us,” said the robber. “Stay here with us and be our sister, and cook, sew, and wash for us.”

When the other brothers returned home, they were satisfied with this, so Maria stayed with the seven robbers, did their housekeeping, and was always quiet and diligent.

One day as she was sitting by the window sewing, a poor old woman came by and asked for alms.

“Oh,” said Maria, “I don’t have much, for I myself am a poor, unhappy girl, but I will give you what I have.”

“Why are you so unhappy?” asked the beggar woman.

Then Maria told her how she had left home and had come here. The poor woman went forth and told the wicked stepmother that Maria was still alive. When the stepmother heard this she was very angry, and she gave the beggar woman a ring that she was to take to poor Maria. The ring was a magic ring.

Eight days later the poor woman came again to Maria to beg for alms, and when Maria gave her something, she said, “Look, my child, I have here a beautiful ring. Because you have been so good to me, I want to give it to you.”

Suspecting nothing, Maria took the ring, but when she put it on her finger she fell down dead.

When the robbers returned home and found Maria on the floor, they were very sad, and they cried bitterly for her. Then they made a beautiful coffin and laid Maria inside it, after having adorned her with the most beautiful jewelry. They also put a large amount of gold in the coffin, which they then set on an oxcart. They drove the oxcart into the city. When they came to the king’s castle they

saw that the stall door was wide open. This caused the horses to become very uneasy, and they began rearing up and making noise.

Hearing the noise, the king came down find that no one was with the cart, but on it there was a beautiful coffin.

The king ordered that the coffin be brought to his room, and there he had it opened. When he saw the beautiful dead girl inside, he began to cry bitterly, and he could not leave her. He had four large wax candles brought and lit. Then he sent everyone out of the room, barred the door, fell onto his knees before the coffin, and wept hot tears.

When it was time to eat, his mother sent for him, asking him to come. He did not answer at once, but instead wept all the more fervently. Then the old queen herself came and knocked on the door and asked him to open it, but he did not answer so she had the door broken down.

However, when she saw the beautiful girl, she herself was very moved, and she leaned over Maria and took her hand. Seeing the beautiful ring, she thought that it would be a shame to let it be buried along with the girl, so she pulled it off. Then all at once the dead Maria came to life again.

The young king said joyfully to his mother, “This girl shall be my wife!”

The old queen answered, “Yes, so shall it be!” and she embraced Maria.

Thus Maria became the king’s wife, and the queen. They lived joyfully and in splendor until they died.

# 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 *Maria, the Wicked Stepmother, and the Seven Robbers* (An Italian Version of *Snow White*). Discuss with your class the parts of this Fairy Tale: characters, themes, emotions, etc. Discuss their expectations of acting out a tale like this.
2. Examine the major themes of Fairy Tales as they are discussed in this guide. For each theme, have the students list 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 elements of set, light, sound, and costume design with your class. How did these elements contribute to the storytelling in this production? Did your students agree with the choices that the designers made? Have your students represent their own ideas for designs for their Fairy Tales through visual creations such as collage.
2. Discuss the supernatural characters in the play. How could they be designed? Have the students split up into groups and create pictures of their Fairy Tale characters and creatures.
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. 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 :

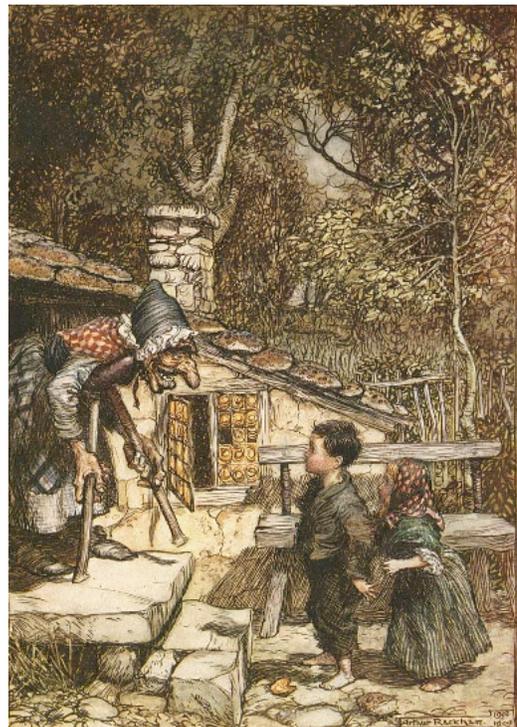
- A student steals a marker from another student who is using it.
- You are watching as another student is about to pull a surprise prank on another student.
- You accidentally bump into a classmate and they fall down and hurt themselves.

## 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, peasant, youngest sister, cruel older sisters, cruel stepmother, 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, 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.









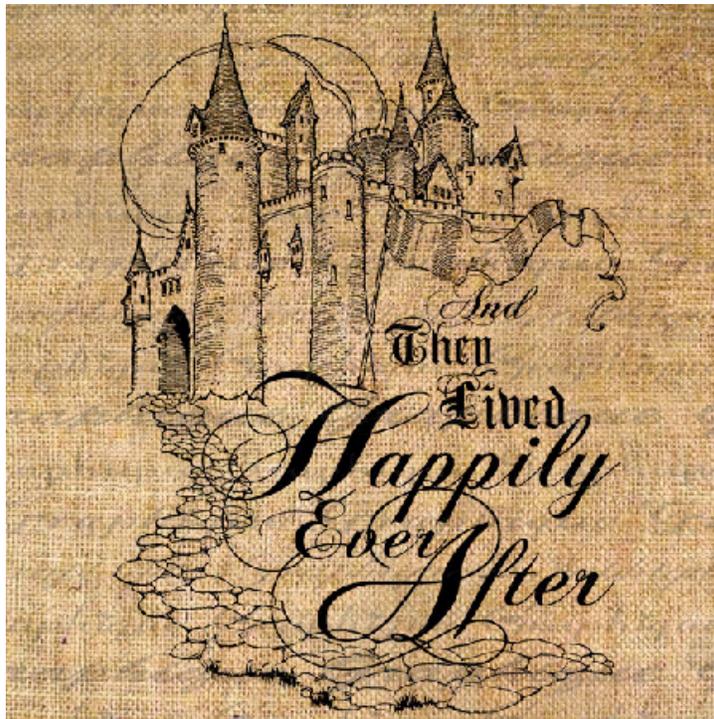
## Links & Resources

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*  
<http://www.pitt.edu/~dash/folktexts2.html#w>

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

*Lesson plans and ideas for incorporation of Academic Standards with Fairy Tales*  
[http://www.educationworld.com/a\\_lesson/grimms-fairy-tales-lesson-ideas.shtml](http://www.educationworld.com/a_lesson/grimms-fairy-tales-lesson-ideas.shtml)



## 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- we love to have those as decorations around the office!

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