

2015–2016 Season

CATCO IS
KIDS!

PLAYGUIDE

HANSEL AND GRETEL



by The Brothers Grimm
adapted for the stage
by Steven C. Anderson

produced in association with
Columbus Recreation and Parks

March 11–20, 2016
Van Fleet Theatre,
CPAC
(Columbus Performing
Arts Center,
549 Franklin Ave.)

The Story

The children of a poor woodcutter, Hansel and Gretel have a humble life, but everything changes when their father marries their mean stepmother. After their stepmother sends them into the forest to teach them a lesson, Hansel and Gretel find themselves wrapped up in an adventure. Our two hungry heroes must use intelligence, bravery, and teamwork to outsmart and escape an evil witch who lives in a delicious gingerbread cottage. Resourcefulness and self-reliance abound in this modern retelling of a fairy tale classic by actors and puppets.

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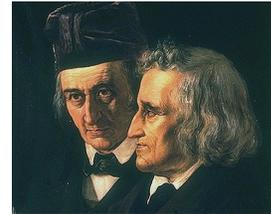
About the Playwright

Steven C. Anderson has created plays for and with central Ohio children for the past 30 years, first at the Leo Yassenoff Jewish Center, then at Players Theatre Columbus, and finally with The Phoenix Theatre for Children. His most recent position is Producing Director for CATCO. He is the recipient of the Ohio Theatre Alliance Lifetime Achievement Award, the Southside Settlement Arts Freedom Award, a Certificate of Achievement from the Community Center for the Deaf, and a Central Ohio Critics Circle Award for "a decade of respectful and exhilarating theatrical adaptations of works of literature from around the world and for using a diverse array of theatrical styles to challenge and delight children." His work has been nominated five times for the prestigious Greater Columbus Arts Councils Excellence in the Arts Award. His director credits include *Candide* and *Hair* at The Ohio State University Theatre Department; *Love! Valour! Compassion!* and *The Taste of Sunrise* at CATCO; *Big River* and *Pippin* for Actors Theatre; *A Funny Thing Happened on the Way to the Forum* at New Harmony Theatre; and *Greater Tuna*, *Little Shop of Horrors*, and *Assassins* for the former Players Theatre Columbus where he served as Associate Producing Director. He is particularly proud of the 2006 collaboration with BalletMet of *Alice in Wonderland*, the 2007 collaboration with CAPA and Opera Columbus on *The Secret Garden* that paired deaf and hearing actors on stage together, and the 2009 Phoenix Theatre for Children production of *The Miracle Worker* that incorporated the talents of deaf and blind actors.



Steven has adapted many shows that have taken the CATCO is Kids stage, including *The Jungle Book*, *The Wolf Tales*, *The Adventures of Tom Sawyer*, *Peter and the Wolf*, *Isabella E La Bestia (Beauty and the Beast)*, *The House at Pooh Corner*, *Encyclopedia Brown*, *The Tales of Beatrix Potter*, and many more including the next show in the CATCO is Kids season, *The Kabuki Sleeping Beauty*.

About the Authors: The Brothers Grimm



Jacob and Wilhelm Grimm, often called the Brothers Grimm, collected and compiled many fairytales in an attempt to save them from extinction. The Brothers Grimm were scholars who sought to write down stories that had been previously passed down orally from generation to generation. Although we like to think that they wrote these fairytales, Jacob and Wilhelm merely wrote them down. The Brothers Grimm probably added to the stories, even though they claim they did not. Stories like *Cinderella*, *Rapunzel*, and *Hansel and Gretel* existed before them, but the Brothers Grimm are responsible for recording some of the versions that we have come to know best.

Other familiar fairytales recorded by the Brothers Grimm include *Rumpelstiltskin*, *Little Snow White*, *The Bremen Town Musicians*, and many more!

Curriculum Connections



You can use this Playguide and your visit to CATCO is Kids to help your students meet the curriculum standards required in schools by the Ohio Department of Education and the Common Core State Standards Initiative. Look throughout our Playguide for the icon

[Curriculum Connection](#)

and you will find academic standards that correspond with the different activities listed.

THINGS TO THINK ABOUT AND DO

Before the Show



1. With a parent or guardian, take a trip to the local library. Find a book in the juvenile section that tells a fairytale that you have never heard before. Read the story with your parent or guardian. After finishing the story, find a clean sock and put it on your hand. Push the end of the sock into you palm to create a sock puppet. Using the sock puppet as a character in the story, narrate the story to your parent or guardian. Next, choose a second character from the story. Pretend to be that character and act out the story with your sock puppet as the second character. You can always add a third character and a second sock puppet too!

Drama/Theatre:
Kindergarten, Cognitive
and Creative Learning Processes:
Producing and Performing 3PR

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Create an imaginary character using costumes and props.

2. With a parent or guardian, take a trip to the local library and find a book with the story of *Hansel and Gretel* in it. Write down where the story takes place, the characters, and the order of events. After writing down the details, create your own version of a *Hansel and Gretel* play. How is it similar to the book that you read? How is it different? Discuss the similarities and differences with your parent or guardian. After you have come to see the CATCO is Kids version of *Hansel and Gretel*, compare and contrast it with the play that you created. Share your observations with a friend.



Drama/Theatre: Grade 1
Cognitive and Creative
Learning Processes:
Producing and Performing 3PR

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Demonstrate various movements, voices, and feelings by performing a variety of familiar roles.



3. Like many other fairytales, *Hansel and Gretel* was passed down by word of mouth before the Brothers Grimm wrote it down. With a family member or friend, pick your favorite fairytale. One of you will be storyteller and the other will be the listener. After the storyteller has finished the story, the listener must write the story from memory. Then, pick another fairytale and switch. Read the fairytales to each other after the second has been written down. Are they close to the story that was told? What things changed?

CCSS.ELA-Literacy.W.2.3

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Write narratives in which they recount a well-elaborated event or short sequence of events. Include details to describe actions, thoughts, and feelings. Use temporal words to signal event order and provide a sense of closure.

THINGS TO THINK ABOUT AND DO

After the Show



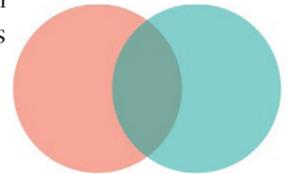
1. The witch in *Hansel and Gretel* wanted to cook and eat the children. What other things do you think the witch would eat? Lizards? Spiders? With family members or friends as your live studio audience, pretend that the witch has her own cooking show. Pretend to be the witch making a brand new recipe in a big cauldron. Have your friends and family ask you different questions about the recipe. Make up answers to their questions. After your recipe is done, see if there are any brave souls from the audience who want to try it. Remember to retell the story to your audience and talk about how Hansel and Gretel escaped you!

Drama/Theatre:
Kindergarten, Cognitive
and Creative Learning Processes
Producing/Performing 2PR

[Curriculum
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Perform group pantomimes and improvisations to retell stories.

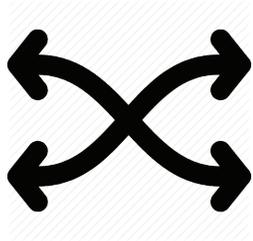
2. In the play, Hansel and Gretel have different strengths. Hansel is described as being brave, and Gretel is described as being smart. With each of those traits in mind, rewrite the story from Hansel's point of view. Then, rewrite it from Gretel's point of view. How are the stories the same? How are they different? Discuss the similarities and differences and create a Venn Diagram with a teacher, parent, guardian, sibling, or classmate.



CCSS.ELA-Literacy.RL.19

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Compare and contrast the adventures and experiences of characters in stories.



3. At the beginning of the play, the woman keeps mixing up the story of Hansel and Gretel with other fairytales. With a friend, pick two of your favorite fairytales. Take turns telling each story beginning to end to each other. Make a list together of the characters, order of events, settings, and the conflicts or problems. After you have made a list, mix and match the characters, settings, events, and conflicts from the stories to create your own mixed-up fairytale. Feel free to add characters from other fairytales too! Write down your new fairytale and perform it together for family and friends.

Drama/Theatre:
3rd Grade, Cognitive and
Creative Learning Processes
Producing/Performing 3PR

[Curriculum
Connection](#)

Listen to and convey familiar stories, sequencing events and identify characters, settings, and conflict.

Research Project



In addition to Western culture, theatre has played an important part in Eastern culture. In Japan, there are three classical types of theatre. One of these, called Bunraku, uses puppets. With a parent or guardian, go to the library or use the internet to research Bunraku puppet theatre. Take note of how the puppets look, speak, and move on stage. Compare and contrast them to the puppets in the CATCO is Kids production of *Hansel and Gretel*. How are the puppets similar? How are they different? Discuss your findings with your parent or guardian.

Drama/Theatre:
3rd Grade, Cognitive
and Creative Learning Processes
Responding/Reflecting IRE

Curriculum
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Describe the visual, aural, and kinetic elements present in stories and plays from various cultures.

Fun Facts About Puppets



- Humans all over the world have been using puppets for thousands of years.
- According to records, puppets were used in Europe as far back as 5 BC.
- Some people believe that puppetry was first used in India about 3,000 years ago.
- Puppets were probably first used to retell folktales and fables.
- A person who uses a puppet is called a puppeteer.
- A marionette is a kind of puppet that has strings attached to it.
- A ventriloquist's dummy is a puppet that a ventriloquist uses. Without moving his or her mouth, the ventriloquist speaks for the puppet.
- The puppets in *Hansel and Gretel* are called rod puppets because the puppeteers control their hands with a rod.



- Have you ever used a light to cast your hands' shadows on the wall? Did you turn your shadows into an animal? Then you've made one kind of shadow puppet.



- Some puppets, like those in Bunraku puppet theatre, require more than one person to operate.
- Puppets are used in many movies like *Star Wars* for special effects.
- You can find puppets in current Broadway shows like *The Lion King*.
- You can also find puppets on television in "Sesame Street", "The Muppet Show", and others.
- Jim Henson, the creator of "The Muppets", made up the word 'muppet' by combining the words 'marionette' and 'puppet'.



HIDE AND SEEK WORD SEARCH

Vocabulary Section

In the play, Hansel and Gretel decide to play hide and seek. Read with a partner the sentences below. Find the underlined words in the word search. Words can be forward, backward, across, down, and diagonal. Are there any words you don't recognize? Look at the underlined words and think about their meanings. Discuss the sentences with your partner or research the underlined words using a dictionary or computer to discover what they mean.

Curriculum
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CCSS.ELA-Literacy.L.1.4.a: Use sentence-level context as a clue to the meaning of a word or phrase.

1. The gingerbread house was big compared to the small loaf of bread.
2. Hansel and Gretel are short. Maybe they will grow as tall as their father someday.
3. The witch is very old. Hansel and Gretel are young children.
4. Hansel and Gretel's father was good and kind. The evil witch was bad and mean.
5. Hansel and Gretel were sad as they wandered around the forest alone. They were happy to see their father again after they outsmarted the witch.
6. The shy forest animals ran away from Hansel and Gretel. The children had to be bold to face the scary witch.
7. Gretel decided to hide behind the tree. Hansel had to seek her to find her.

J E D G U Y Y I S B G D S L U
G A Y H N U R M G P K O V L P
S A G J D U A N N K U O O U V
H H D Z O L O H Q E I I U D B
T I Z G L W B Y G C J Q N U H
E D E H V Y A K L F T O C E N
P E I U Z V D C K R L V H A P
B X I H H K R L S T B L Y X P
O I L I M R G I B I L C H G D
P L A U D P P L Q A H G S L X
V S Z O G J J T T A O Y R F N
N S T I D A Q S B A D P D J F
L O J A O Q E V W V U P T L C
M B O L D E T R O H S A I D O
G A Q L K S Y N H C L H H M L

CRAFT CORNER

Popsicle Stick Puppets

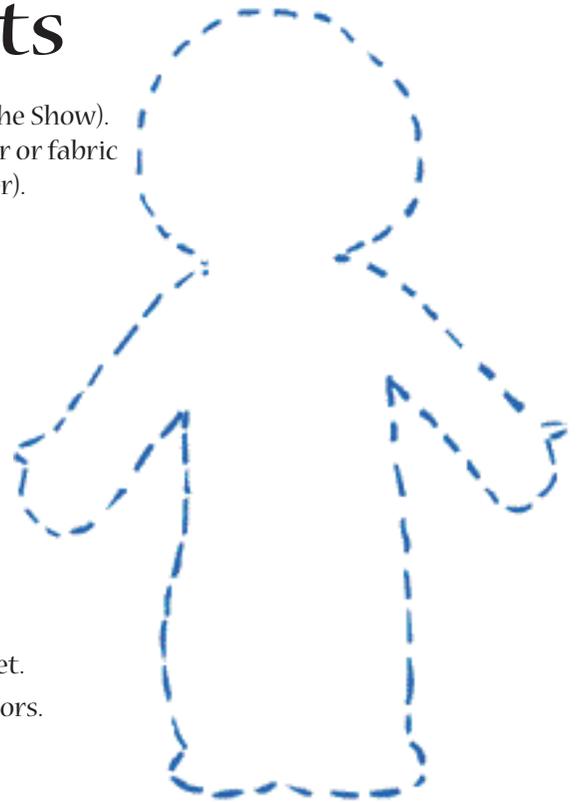
Create your own puppets for the activity #3 on page 4 (After the Show). Depending on the ages of the children, you could cut out paper or fabric clothes or use other craft supplies (yarn, googly eyes, whatever). Make it as simple or as complex as you like.

Materials:

- a popsicle stick
- blank puppet template
- scissors
- glue
- colored pencils, markers, or crayons

Instructions:

1. Print out the blank puppet template. →
2. Use crayons, colored pencils, or markers to color your puppet.
3. Ask a parent or guardian to cut your puppet out using scissors.
4. Glue your puppet to a popsicle stick and let it dry.
5. Have fun!



Source:

<http://likeaprettytunia.blogspot.com/2012/05/family-popsicle-stick-puppets.html>

Puppet Template:

<http://www.fablevision.com/northstar/puppets/blankpuppet.gif>