

2013–2014 Season

CATCO IS
KIDS!

PLAYGUIDE

March 7–16, 2014
Studio Two, Riffe Center

Written by
Steven C. Anderson



The WOLF TALES



The Story

Who's afraid of the big bad wolf? The three pigs had a scrape or two and so did the girl in *Little Red Riding Hood*. We all know what happened to the boy who cried "wolf"—but what about the wolf's perspective? Is the wolf guilty of the charges pressed against him or is he innocent? Come find out in CATCO is Kids delightful premiere of *Wolf Tales*, an enchanting story that investigates the wolf's role in incidences taking place in *Little Red Riding Hood*, *The Boy Who Cried Wolf*, *Peter and the Wolf*, and *The Three Little Pigs*. Set in a courtroom, the play unravels showcasing the wolf's point of view as he is put on trial, parrying in a debate with all who have accused him of wrongdoing. This masterfully written story is sure to entertain audiences of all ages.



Reading Recommendations

Check out the *The Three Little Pigs*, *The Boy Who Cried Wolf*, *Peter and the Wolf*, and *Little Red Riding Hood* from your local library. How many different variations can you find of each story? Look below for some variations of popular folktales and fairytales to inspire your search.

The Goldilocks Variations: A Pop-up Book by Allan Ahlberg,
illustrated by Jessica Ahlberg

The True Story of the Three Little Pigs by Jon Scieszka,
illustrated by Lane Smith

Three Little Wolves and the Big Bad Pig by Eugene Trivizas,
illustrated by Helen Oxenbury

Yeh-Shen: A Cinderella Story from China retold by Ai-Ling Louie,
illustrated by Ed Young

The Rough Face Girl—An Algonquin Indian Version of the Cinderella Story
by Rafe Marin, illustrated by David Shannon

Lon Po Po: A Red-Riding Hood Story from China by Ed Young

The True Story of Little Red Riding Hood by Agnese Baruzzi and Sandro
Natalini



About the Playwright



Steven C. Anderson has created plays for and with central Ohio children for the past 29 years, first at the Leo Yassenoff Jewish Center, then at Players Theatre Columbus, and The Phoenix Theatre for Children which he founded 16 years ago. 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 Council’s Excellence in the Arts Award. His work as a director includes *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.

THINGS TO THINK ABOUT AND DO

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.

Before the Show

1. As you know, the play *Wolf Tales* was inspired by classic stories including *The Three Little Pigs*, *The Boy Who Cried Wolf*, *Peter and the Wolf*, and *Little Red Riding Hood*. Read the above stories on your own or with a friend. What is the central message or lesson of each story? Refer to key details in the texts as you discuss your thoughts.

[Curriculum Connection](#)

CCSS. ELA-Literacy. RL. 3.2 Recount stories, including fables, folktales, and myths from diverse cultures. Determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

2. The first printed version of *The Three Little Pigs* is said to have dated back to the 1840s. Over the years, several authors created different versions of this fun-loving tale. Go to the library and check out two variations of *The Three Little Pigs* story. Create Venn Diagrams to compare and contrast the original story versus the other variations of the story that you have chosen noting their differences and similarities.

[Curriculum Connection](#)

CCSS. ELA-Literacy. RL. 2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.



3. Did you know that *Peter and the Wolf* is both a musical composition and a children's story? The composer Sergei Prokofiev cleverly created characters that are introduced through musical instruments and text. Listen to the original score of *Peter and the Wolf* by Prokofiev. Can you hear how the music tells the story? Can you name the instrument that represents each character? Describe to a friend or family member how you think the different instruments depict the feelings and mood of the characters. Make your own musical instruments and create your own original sounds for the characters in *Peter and the Wolf*. What sound could you create for Peter? What sound could you create for the wolf?

[Curriculum Connection](#)

Music Standards Grade 1.2RE Describe how music communicates feelings, moods, images, and meaning.

THINGS TO THINK ABOUT AND DO

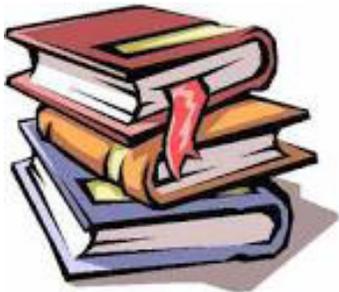
After the Show

1. The play *Wolf Tales* explores the wolf's point of view of certain incidences that take place in *The Three Little Pigs*, *The Boy Who Cried Wolf*, *Peter and the Wolf*, and *Little Red Riding Hood*. At the end of the production, the wolf is declared not guilty of the charges pressed against him. Do you agree with the judge? Write an opinion piece stating if you agree with the judge or if you disagree. Support your answer by stating your own point of view. Back up your answer by reflecting upon the defendant and witnesses' remarks throughout the play.

Curriculum
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CCSS.ELA-Literacy.W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.



Curriculum
Connection

Drama Standards.
Grade 4. 5PR

2. The playwright of *Wolf Tales* creatively adapted four well-known stories into an entertaining play. Choose one of your favorite fairytales or folktales and turn it into your very own original play. Use your imagination as you adapt the story you have chosen. Be sure to use vivid, descriptive language when creating your script. Choose to perform your play with your friends or create a puppet show. Invite your friends and family to come see your show!

3. After seeing the performance of *Wolf Tales*, talk with your class or peers about the performance. Discuss certain elements of the play such as the characters, props, or set pieces. How did these elements enhance your understanding of the story?

Curriculum
Connection

Drama Standards.
Grade 3. 4RE

Share personal opinions about a play or theatre experience and respectfully consider the opinions of others.



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Vocabulary Section

Curriculum
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CCSS.ELA-Literacy.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.



Let's just say I'm **skeptical**.

What does **porcine** mean?

You cannot just **bumble** about blowing our houses down.

What a **kerfuffle** that was.

Not so fast you **Lupine** Loser!

Clearly this woman is a **hostile** witness.

It was a public **nuisance**.

Wanted to keep you from being a **pitiable** laughing stock.

Imagine my **plight**. Night after night. Leroy shouting my name.

Compliment your **ingenuity**?

Wouldn't the case be more **aptly** titled *Peter and the Wolf*?

Why? An **enterprising** boy like you should have been seeking an adventure on a bright, spring morning.

And remember, do not **dally**. The sun will set soon and I want you back home before that.

Don't stand out on the porch **bellowing** so the neighbors can hear you.



Wolves: The Real Story

The United States is home to 58 national parks that preserve our natural resources, plant, and animal life. In 1872, the first national park spanning the states of Wyoming, Idaho, and Montana came to be known as Yellowstone. Before the 1930s, wolves freely roamed the land of Yellowstone accompanied by other forms of wildlife such as bison, deer, bald eagles, and coyotes. In 1914, ranchers who farmed land around the area were upset as the wolves were killing off their cattle. The government soon decided to help protect the rancher's cattle by aiding in killing off the wolves. Eventually, the wolves in the Yellowstone area became extinct. Later on, as a part of the Endangered Species Act, wolves were re-introduced back into their natural habitat much to the dismay of ranchers.

What do you think? Should the wolves in Yellowstone Park be re-introduced or should ranchers have the right to keep wolves out to protect their cattle? Look below for activities that will help you decide.

For the full lesson inspired by this excerpt, visit <http://sciencenetlinks.com/lessons/yellowstone-wolves/>



1. Review your investigations on wolf behavior.
2. Research the Yellowstone Wolf Reintroduction Program.
3. Define and analyze the current problem from different perspectives.
4. Develop a solution.
5. Report your solution to the world.

For more in-depth instruction, go to the following web site: www.powayusd.com/projects/mt&r/ConflictYellowstoneWolf.htm



Are You Afraid of the Big Bad Wolf?

In the play *Wolf Tales*, the wolf pleads not guilty to the charges pressed against him. The judge lets him go scot-free. Interestingly enough, wolves are often portrayed as evil characters in children's stories. Why are wolves seen as evil you ask? Could it be their terrible teeth or carnivorous claws? In some cultures, wolves are a symbol for cunning and greed, yet other cultures view wolves as a symbol of strength and courage. What do you think? Below are some activities that will help you come up with your own conclusion.



1. Wolves create a variety of sounds when they interact with one another. Research how wolves communicate with one another. What do these sounds mean? What other ways do wolves communicate beyond sound?

2. Humans are animals just like wolves, but we have our own way of communicating with one another. Observe your family and friends paying close attention to the sounds that they make when they aren't speaking. What do those sounds mean? What other ways do humans communicate beyond speaking and sound?

3. After observing both wolves and humans, are there ways in which humans and wolves are the same? In what ways are wolves and humans different? Record your answers in an observation journal and share with your family and friends.

4. Imagine that you have been called to a research conference on wolves. Pretend that you have been invited to do a presentation on the behavior of wolves. Based on your above research, write a persuasive speech stating whether you believe wolves are cunning and greedy or if you think they are strong and courageous. Invite your friends and family to be the guests attending your research conference.

Extension Project: Conduct more research on wolves. Use the internet or print materials to study the different species of wolves and their habitats.



The above activities were inspired by www.pbs.org/wnet/nature/lessons/whos-afraid-of-the-big-bad-wolf/lesson/210/

Online resources to learn more about wolves:

- www.wolf.org/
- www.units.muohio.edu/dragonfly/com/
- www.wolf.org/wolves/learn/basic/biology/communication.asp
- www.timberwolfinformation.org/kidonly/posture/postures.htm
- animalstime.com/wolf-facts-kids-wolf-habitat-diet/
- www.defenders.org/gray-wolf/basic-facts
- www.discoverycenter.net/virtual-tracking-instructions.html



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CRAFT CORNER

Paper Bag Wolf Puppet

Make your very own wolf to use in a puppet show or make as a gift. See the instructions below.



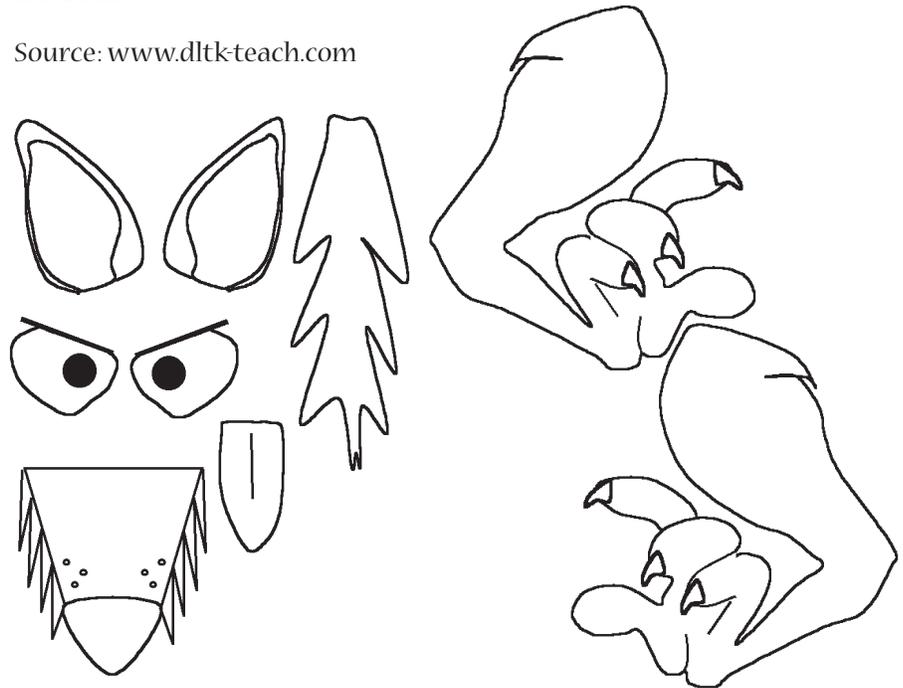
Materials:

- Paper bag
- Template
- Glue
- Scissors
- Markers

Instructions:

1. Print out the wolf templates provided through the links below.
 2. Color the pieces and cut them out.
 3. When gluing your pieces on the bag, remember that the front of the bag with the flip tab is the head of your puppet.
- Have fun!

Source: www.dltk-teach.com



Link for wolf head and tail:

www.dltk-teach.com/t.asp?b=m&t=http://www.dltk-kids.com/members/images/pig/bwolfbag1.gif

Link for wolf legs:

www.dltk-teach.com/t.asp?b=m&t=http://www.dltk-kids.com/members/images/pig/bwolfbag2.gif