



# GRIMMZ Fairy Tales

Streaming Performances  
for Schools



## TEACHER RESOURCE GUIDE

# GRIMMZ Fairy Tales

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### COMMUNITY ENGAGEMENT & EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in English Language Arts (2017).

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical and creative thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions, and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.



The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.

# ABOUT PLAYHOUSE SQUARE

Playhouse Square is an exciting field trip destination! As the country's largest performing arts center outside of New York, the not-for-profit Playhouse Square attracts more than one million guests to 1,000+ shows and events each year. Five of Playhouse Square's 11 performance spaces are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances by Playhouse Square's seven resident companies: Cleveland Ballet, Cleveland International Film Festival, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the GE Chandelier, the world's largest outdoor chandelier, and the retro Playhouse Square sign with its 9-foot-tall letters!



# ABOUT THE SHOW

The world can sometimes be a cruel or unreasonable place, and the challenges we face ask us to decide how we will respond. “Whatchoo ‘gon do?” This is the anthem of our play. “Step up and deliver or stand there and shiver? Be a taker or a giver, a watcher or a liver?” It’s easy to decide what others should do, but when it comes our time and opportunity to speak up for someone or stand beside someone, how will we act? Each of the stories/songs we have chosen to bring to life for you is a twist on a familiar classic set in a time and place just as relevant as any other. In today’s modern times and with some of today’s music known for rhymes and storytelling and raw, intense content, our Will and Jay Grimmz want to get this stage hoppin’ and all of you stompin’ to a whole new world of fairy tales.

Let the lyric poetry of hip hop celebrate the oneness we all hope for in our community, a place where we can come together to face the challenges so many of us face every day, especially in our urban landscapes. Let the life lessons of these stories be the start of a conversation we have with the people we can trust to be with us in times of difficulty and help us to believe in ourselves.

Let’s be the flowers that grow from the concrete. Let’s find joy where people don’t expect it to be. Let’s transform like the caterpillar, who just when he thought it was the end, became the butterfly.

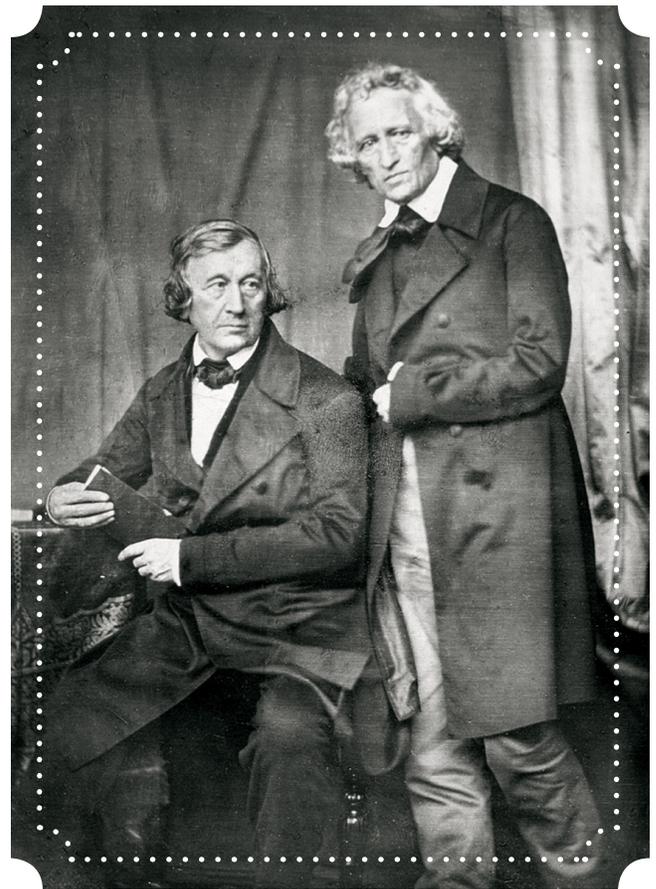
Hip hop is for everyone. Theater is for everyone. Let’s celebrate that together!



## THE ORIGINAL GRIMM BROTHERS

Two hundred years ago, Jacob and Wilhelm Grimm, two young German librarians published a collection of over 150 tales that became known in English as Grimms’ Fairy Tales. Their twisted interpretation of these classic stories have frightened and captivated children and adults all over the world. The collection has been translated in more than 70 languages and has inspired authors, artists, composers, film-makers and playwrights to create new and inventive ways of telling stories.

The brothers were fascinated by children’s stories like those published in the late 17th century by Charles Perrault including *Cinderella*, *Puss in Boots*, and *Little Red Riding Hood*. However, these versions were meant for sophisticated aristocratic families and the Grimms’ had an interest in the culture of the common people. They believed that stories, like this, that often originated by individuals and were passed down by word of mouth from one generation to the next were meant for “the common folk”. The Grimm Brothers took stories like Perrault’s and many others, and put their own ‘folklore’ twist on them. They also interviewed friends and relatives to gather all of the stories that they could remember and document them in order to “save them from extinction”. Often times, these tales were not actually meant for children because of their dark nature, but they grew in popularity nonetheless.



# HISTORY OF HIP HOP

Hip hop is more than just the music you hear on the radio, or the dancing you see on TV or social media. It is a culture and an art movement that was created by African-American, Latino-American, and Jamaican-Americans in the Bronx, New York somewhere around the mid-1970s. Hip hop is characterized by four key elements; rapping (also known as emceeing), DJing, b-boying/ b-girling/ breakdancing, and graffiti.

**Rapping** is a form of vocal music that incorporates rhythm, rhyming, and some sort of musical beat. In the late 1970's rappers were also known as emcees or MC, derived from the title "Master of Ceremonies". These rappers would use their rhyming verses to introduce the DJ that they were working with, to keep the crowd entertained, and to show off their own skills.

**DJing** began as a title for radio hosts (Disc Jockeys) in the late-1930s who would play popular recorded music over the air. The term evolved as technology and culture changed throughout the decades. In the mid-1960s night clubs and discotheques continued to gain popularity in Europe and America. Specialized DJ equipment became available and new techniques for creating an entertaining musical environment were emerging. In 1973, Jamaican-born DJ Kool Herc, widely regarded as one of the "fathers of hip-hop culture", performed at block parties in his Bronx neighborhood and developed the technique of mixing. He used a turntable to not only play songs, but also to manipulate the sound and create original music.

**Breakdancing** (also called **b-boying** or **b-girling**) is a type of dance that is done by people who are part of the hip hop culture. B-boy/girl means a boy or girl who dances on breaks in the music. Breakdancing was invented in the early 1970s in Latino-American and African-American communities in Bronx, New York. Breakdancing uses different body movements, spins, arm movements, and leg movements all of which are done to the rhythm of music, often hip hop. The dance style evolved during the 70s and 80s in big cities in the United States and continues to be a common form of dance today.

**Graffiti** is one of the earliest forms of expression in the hip hop culture. It can be seen as marks, scratching or drawings made on the surface of a public space, often created with paint or spray paint. Graffiti can take the form of art, drawings, or words. When done without permission, it can sometimes be considered illegal vandalism. Graffiti has been found in cities all over the world for centuries. However, today's graffiti are often a very complicated mixture of writings and images, sometimes used as a form of protest, or way to make a recognizable statement. For some, graffiti represents decay or destruction of property, but for hip hop culture, Graffiti provided the visual inspiration that encourages other forms of creativity and expression.





## ■ PRE-SHOW ACTIVITIES

# Elements of a Fairy Tale (Grades: 1-2)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:  
CCR.RL.1.3 & CCR.RL.2.3  
CCR.RL.1.9 & CCR.RL.2.9

This activity can be completed on its own, or as part of a five-day lesson.

Prior to watching the virtual play *GRIMMZ Fairy Tales*, take some time to familiarize your students with the elements of a fairy tale: good and evil characters, magic (such as talking animals or objects), setting, conflict and a solution. On day one of this five-day activity, begin by holding a discussion about fairy tales. Ask your students if they know what a fairy tale is. Students might mention Disney movies such as *Sleeping Beauty*, *Cinderella* or *Beauty and the Beast* (in this activity, feel free to choose any three fairy tales that you and your students would

like to focus on). Introduce the elements that fairy tales have by asking them what these stories have in common. To aide in this discussion, use the graphic organizers on the following pages.

To close this activity, share with your students that they will see a play about fairy tales. The next three days will allow students to become familiar with the three fairy tales that they will watch: *Snow White and the Seven Dwarfs*; *Rapunzel*; and *Hansel and Gretel*.





# Fairy Tale #1

---

**Good Characters**

**Evil Characters**

**Magic**

**Setting**

**Conflict**

**Solution**





# Fairy Tale #2

**Good Characters**

**Evil Characters**

**Magic**

**Setting**

**Conflict**

**Solution**



<h1>Fairy Tale #3</h1> <hr/>	
<b>Good Characters</b>	
<b>Evil Characters</b>	
<b>Magic</b>	
<b>Setting</b>	
<b>Conflict</b>	
<b>Solution</b>	

# Fairy Tales - An Enchanted Story (Grades: 1-2)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

CCR.RL.1.3 & CCR.RL.2.3

CCR.RL.1.7 & CCR.RL.2.7

On days 2-4, students will become acquainted with the following fairy tales: *Snow White and the Seven Dwarfs*; *Rapunzel*; and *Hansel and Gretel*. Each day focus on one fairy tale. The resource page has suggested books and YouTube read aloud versions to use. As you read the fairy tale with the class, have students pay attention to the good and evil characters, setting, magic used, conflict and the solution. They should pay attention to the text as well as the illustrations and details provided in the story.

After reading each story, prepare students for a gallery walk. A gallery walk is an activity that gets students out of the chair to discuss a topic. This gallery walk will allow students to discuss the fairy tale that was just read. You will need to create six stations. Using Post-It super sticky easel sheets, write one of the following fairy tale elements on each sheet:

Good Characters

Evil Characters

Setting

Magic

Conflict

Solution

Divide students into 6 groups (you might decide to have two sets of stations in order to have smaller groups. If this is the case, you will need 12 stations and 12 sheets). Explain to the students that they will start at one station. Students starting at the 'good characters' station will write or draw the good characters in the fairy tale. They will have approximately one minute to write or draw what they can. It is okay if they don't have time to write or draw everything that they can. Other students will be able to add to what they wrote or drew. After the minute is up, have students rotate to the next station. At this time, students will either add missing information to the station, or they will correct any information that is not correct. Repeat until all students have had a chance to visit each station.

Once the students have rotated through each station, hold a class discussion about each of the elements.

**ONLINE MODIFICATION:** if you are teaching remotely, you might want to create a Google Gallery walk. Create six Google Slides. Assign students to their first slide. After the set time, have students move to the next slide.

# Fairy Tales: A Modern Twist (Grades: 3-5)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

CCR.RL.3.9, CCR.RL.4.9 & CCR.RL.5.9

CCR.RL.3.2b, CCR.RL.4.2b, & CCR.RL.5.2b

## Part I

To begin, ask students to identify similarities and differences between a fairy tale and a regular story. The key differences between a fairy tale and a regular story include the use of magic and good versus evil characters. Next, ask the students to summarize the following three

fairy tales: *Snow White and the Seven Dwarfs*, *Rapunzel*, and *Hansel and Gretel*. During their summaries, they should mention the use of magic, identify who the good and bad characters are, describe what the conflict is and how it is solved, and describe the setting. Students can use the graphic organizer on the following page to record their summaries.





# *Snow White and the Seven Dwarfs*

**GOOD CHARACTERS**

**EVIL CHARACTERS**

**SETTING**

**MAGIC**

**CONFLICT**

**SOLUTION**



# Rapunzel

**GOOD CHARACTERS**

**EVIL CHARACTERS**

**SETTING**

**MAGIC**

**CONFLICT**

**SOLUTION**



# Hansel and Gretel

**GOOD CHARACTERS**

**EVIL CHARACTERS**

**SETTING**

**MAGIC**

**CONFLICT**

**SOLUTION**

# Fairy Tales: A Modern Twist (Grades: 3-5)

## Part II

Explain that the virtual play they will watch is a modern-day twist on fairy tales. These three fairy tales will be in the play; however, the stories will be told through hip hop. Discuss what they know about hip hop. To ensure that all students have the same definition of hip hop, show the 40-second clip from the play *GRIMMZ Fairy*

*Tales* (see Resources Page). For each of the fairy tales that is included in the play, have students predict how the characters, setting, types of magic, conflict and solutions might be different. Students may work with a partner or with a group to brainstorm how the stories will be different. The graphic organizers on the following pages can help students during their brainstorm session.



# Fairy Tales: A Modern Twist (Grades: 1-2)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

CCR.SL.1.1 & CCR.SL.2.1

CCR.RL.1.9 & CCR.RL.2.9

Now that your students are acquainted with the traditional fairy tales, let's prepare them for fairy tales with a modern twist! On day 5, hold a discussion with them to discover what they know about hip hop. Show them a 40-second clip from the play *GRIMMZ Fairy Tales* that they will soon watch (see Resources Page). Explain that this play tells fairy tales, but to hip hop. The three fairy tales in the play are *Snow White and the*

*Seven Shawties*, *Down with Rapunzel*, and *Hanzel and Gretel: Out in the Streets*. After watching the 40-second clip, ask them how they think the fairy tales might be different. Students can discuss the characters, the settings, the types of magic, or the conflict that will take place. To aide in this discussion, use the graphic organizers on the following pages.

# SNOW WHITE AND THE SEVEN SHAWTIES

GOOD CHARACTERS

EVIL CHARACTERS

SETTING

MAGIC

CONFLICT

SOLUTION



# DOWN WITH RAPUNZEL

**GOOD CHARACTERS**

**EVIL CHARACTERS**

**SETTING**

**MAGIC**

**CONFLICT**

**SOLUTION**

# HANZEL AND GRETEL: OUT IN THE STREETS

GOOD CHARACTERS

EVIL CHARACTERS

SETTING

MAGIC

CONFLICT

SOLUTION

## ■ POST-SHOW ACTIVITIES

# Fairy Tales: Same? Different? (Grades: 1-2)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

CCR.SL.1.1, CCR.SL.1.2, CCR.SL.2.1 & CCR.SL.2.2

CCR.RL.1.2, CCR.RL.1.3, CCR.RL.1.9, CCR.RL.2.2, CCR.RL.2.3 & CCR.RL.2.9

Now that your students have watched *GRIMMZ Fairy Tales*, take some time to discuss the similarities and differences between the hip hop version and the traditional version. In addition to discussing the characters, setting, magical elements, conflict and solution, also encourage students to discuss the music, the costumes, language and other hip hop aspects. As a class, compare *Snow White and the Seven Shawties*.

Next, working in pairs, have students compare *Down with Rapunzel*. After students have had time to complete their comparisons, discuss their answers as a class. Finally, have students work individually to compare *Hanzel and Gretel: Out in the Streets*. Feel free to use the template on the following pages.



# Snow White and the Seven Dwarfs



# Snow White and the Seven Shawties

## SIMILARITIES BETWEEN BOTH STORIES

Good Characters	
Evil Characters	
Magic	
Setting	
Conflict	
Solution	
Costumes	
Music	
Language	
Other	

## DIFFERENCES BETWEEN THE STORIES

Snow White and the Seven Dwarfs

- Good Characters
- Evil Characters
- Magic
- Setting
- Conflict
- Solution
- Costumes
- Music
- Language
- Other

Snow White and the Seven Shawties

# Rapunzel vs. Down with Rapunzel

## SIMILARITIES BETWEEN BOTH STORIES

Good Characters	
Evil Characters	
Magic	
Setting	
Conflict	
Solution	
Costumes	
Music	
Language	
Other	

## DIFFERENCES BETWEEN THE STORIES

Rapunzel		Down with Rapunzel
	Good Characters	
	Evil Characters	
	Magic	
	Setting	
	Conflict	
	Solution	
	Costumes	
	Music	
	Language	
	Other	

# Hansel and Gretel **vs.** Hanzel and Gretel: Out in the Streets

## SIMILARITIES BETWEEN BOTH STORIES

Good Characters	
Evil Characters	
Magic	
Setting	
Conflict	
Solution	
Costumes	
Music	
Language	
Other	

## DIFFERENCES BETWEEN THE STORIES

Hansel and Gretel		Hansel and Gretel: Out in the Streets
	Good Characters	
	Evil Characters	
	Magic	
	Setting	
	Conflict	
	Solution	
	Costumes	
	Music	
	Language	
	Other	

# Spin on a Fairy Tale (Grades: 1-5)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

CCR.W.1.3, CCR.W.2.3, CCR.W.3.3, CCR.W.4.3, & CCR.W.5.3

For this activity, students will use their imaginations to respond to one of the following three writing prompts.

## Writing Prompt #1

How to trick an evil queen \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Writing Prompt #2

If I were trapped in a tower, I would... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Writing Prompt #3

You and your best friend were walking in the forest, when... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

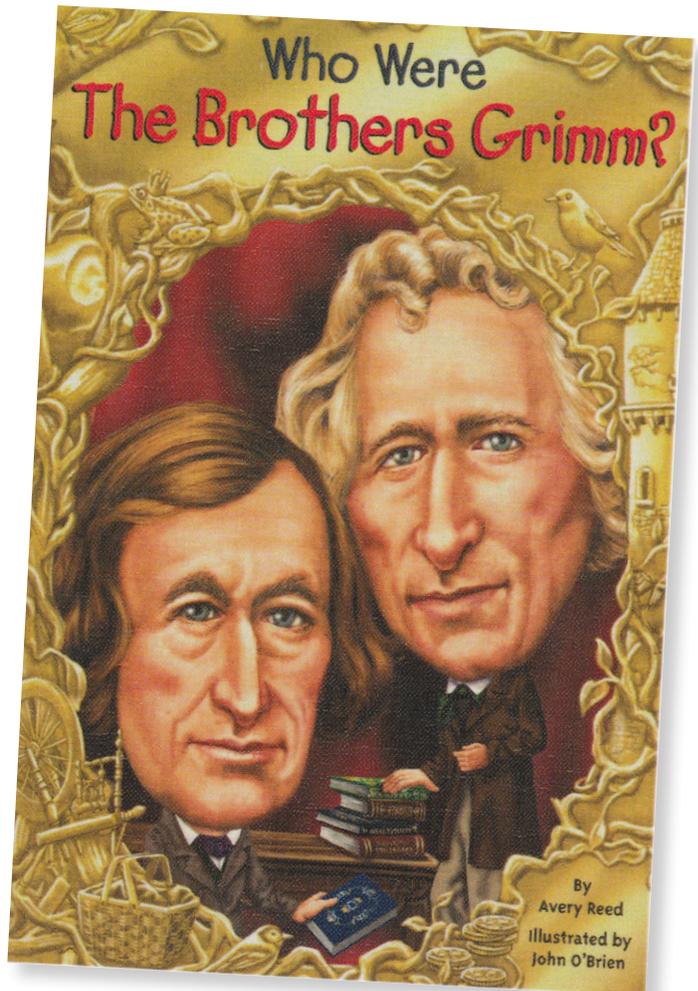
# The Brothers Grimm (Grades: 3-5)

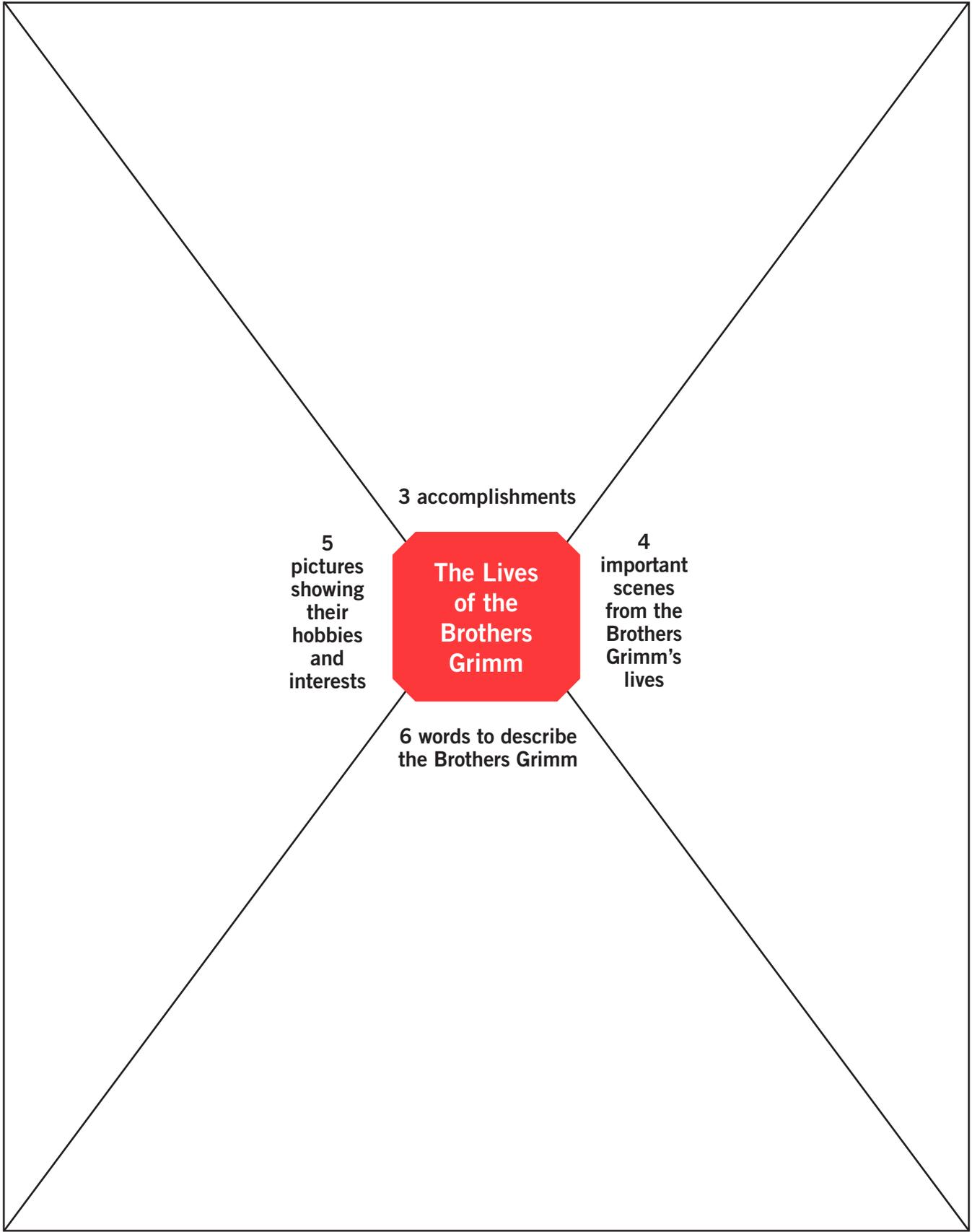
The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

CCR.RI.3.2b, CCR.RI.4.2b, & CCR.RI.5.2b

The classic fairy tales that we know and love today, were once oral stories passed down from generation to generation in Germany. Without the hard work and dedication from the Brothers Grimm, it is likely that these classic fairy tales would not have been recorded. This activity will allow your students to get to know the Brothers Grimm and their important work in saving the classic fairy tales. The book *Who Were the Brothers Grimm* chronicles their lives and their work (see Resource Page).

Either as a class, or individually, read the book *Who Were the Brothers Grimm?* After reading the book, students will create a one-pager on the Brothers Grimm. Explain that a one-pager is a way to illustrate what they have learned in a creative and visual manner. They can draw, use old photographs, cut out images from magazines that represent their ideas, and they can use words that describe the Brothers Grimm and their lives. For this one-pager, though, they will use both sides of the paper. The front side will describe the Brothers Grimm and their lives. The back side is devoted to a 'then and now' of the Brothers Grimm's Germany during the 1800s.





Then (1800s)

Germany

Now (2020)

# RESOURCES

## KEY TERMS:

Evil, Conflict, Solution, Setting

## READING



Grimm, Brothers (1997). Rapunzel. (P. O. Zelinsky; Illus.). *Dutton Books for Young Readers*. Available on Amazon (paperback and Kindle)

Grimm, J. & Grimm, W. (1987). Snow-White and the Seven Dwarfs: A Tale from the Brothers Grimm (E. Burkert; Illus. & R. Jarrell; Trans). *Sunburst Book*. Available on Amazon (paperback and Kindle)

Lesser, R. (1996). Hansel and Gretel. (P.O. Zelinsky; Illus.). *Puffin Books*. Available on Amazon (paperback and Kindle)

Reed, A. & Who HQ. (2015). Who were the Brothers Grimm? (Who Was?). (J. O'Brien, Illus.). *Penguin Workshop*. Available on Amazon (paperback and Kindle)

## RECOMMENDED READING

McDermott, G. (1987). Anansi the spider: A tale from the Ashanti. *Harcourt School Publishers*. Available on Amazon (paperback and audiobook)

Rosen Schwartz, C. (2014). Ninja Red Riding Hood. (D. Santat, Illus.). *G.P. Putnam's Sons Books for Young Readers*. Available on Amazon (paperback and Kindle)

Step toe, J. (2018). Mufaro's beautiful daughters: An African tale. *Reading Rainbow Books*. Available on Amazon (paperback and Kindle)

Yolen, J. & Dotlich, R. K. (2013). Grumbles from the forest: Fairy-tale voices with a twist. (M. Mahurn, Illus.). *Wordsong*. Available on Amazon (hardcover)

## WEB



Charlotte Children's Theater (2020). GRIMMZ Fairy Tales. *Charlotte Children's Theater*. <https://www.youtube.com/watch?v=USTvqUIOZZQ>

Edwards, S. (2018). Snow White and the seven dwarfs. *Disney Deluxe Storybook*. Read aloud <https://www.youtube.com/watch?v=UJ87pxppJaA>

Mr. Paul (2019). Hansel and Gretel. *Read aloud with Mr. Paul*. Read aloud <https://www.youtube.com/watch?v=kd80cNxK158>

Storytime Bunnies (2018). Rapunzel- Read with me- Story time. Read aloud [https://www.youtube.com/watch?v=dnZ4e9zIT\\_U](https://www.youtube.com/watch?v=dnZ4e9zIT_U)

# CURRICULUM STANDARDS INDEX

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CCR.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events	1	An Enchanted Story	10
CCR.RL.1.9	Compare and contrast the adventures and experiences of characters in stories	1	Elements of a Fairy Tale Fairy Tales: A Modern Twist Fairy Tales: Same? Different?	6 15 19
CCR.W.1.3	Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure	1	Spin on a Fairy Tale	23
CCR.SL.1.1	Participate in collaborative conversations about <i>grade 1</i> topics and texts with diverse partners in small and larger groups	1	Fairy Tales: A Modern Twist Fairy Tales: Same? Different?	15 19
CCR.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented in various media and other formats	1	Fairy Tales: Same? Different?	19
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CCR.RL.2.3	Describe how characters in a story respond to major events and challenges	2	Elements of a Fairy Tale An Enchanted Story Fairy Tales: Same? Different?	6 10 19
CCR.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot	2	An Enchanted Story	10
CCR.RL.2.9	Compare and contrast two or more versions of the same story by different authors or from different cultures	2	Elements of a Fairy Tale Fairy Tales: A Modern Twist Fairy Tales: Same? Different?	6 15 19

CCR.W.2.3	Write narratives to 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	2	Spin on a Fairy Tale	23
CCR.SL.2.1	Participate in collaborative conversations about <i>grade 2</i> topics and texts with diverse partners in small and larger groups	2	Fairy Tales: A Modern Twist Fairy Tales: Same? Different?	15 19
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CCR.RI.5.2b	Provide a summary of the text that includes the main ideas and key details, as well as other important information	5	The Brothers Grimm	24