



Grimmz Fairy Tales

School Matinee Performances



TEACHER RESOURCE GUIDE

Grimmz Fairy Tales

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EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in Computer Science (2022), English Language Arts (2017), Fine Arts (2024), Social & Emotional Learning (2019), and Technology (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 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 lessons and activities in this guide are created and adapted by Playhouse Square's Education Department.



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

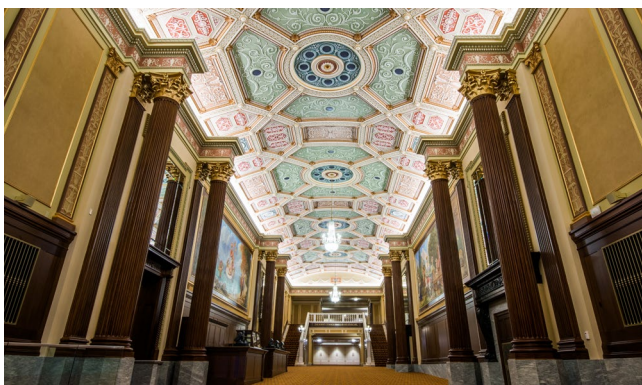
Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.

ABOUT PLAYHOUSE SQUARE

Playhouse Square is an exciting field trip destination! The not-for-profit Playhouse Square attracts more than one million guests to 1000+ shows and events each year. Five of Playhouse Square's 12 venues 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 and events held by Playhouse Square's eight resident companies: The City Club of Cleveland, 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 retro Playhouse Square sign with its 9-foot-tall letters and the largest outdoor chandelier in North America – the Playhouse Square Chandelier generously presented by GE Lighting, a Savant company.



COMING TO THE THEATER

This discussion and attendance at one of our in-person School Matinee Performances address the following Fine Arts Ohio Learning Standards for Drama: 2.1RE, 2.3CO, 2.5RE, 3.1RE, 3.5RE, 4.1RE

We look forward to welcoming you and your students to Playhouse Square! To prepare for a successful field trip, we encourage you to spend some time discussing the differences between coming to the theater and watching a television show or movie or attending a sporting event, especially if you have students who have not yet had the opportunity to attend a live theater performance. Cleveland has a vast arts district with many theatres at the professional and community level. Have any students attended a theatrical performance at Playhouse Square before? How about anywhere else in the community? At school?

Here are a few points to begin the discussion:

- You and your students will be greeted and helped to your seats by members of Playhouse Square's staff and "RedCoat" volunteers.
- The Mimi Ohio Theatre is a proscenium theater, featuring a large archway and raised stage. Learn about other features you'll see on the next page. Can you point them out when you get to the show?
- Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you, but the performers can also too.

- As you watch the performance, feel free to respond by laughing or applauding. Theatre is meant to excite, entice and motivate its audience. It helps us to see a different perspective from our own.
- Food, drink and gum are not permitted in the theater for school matinee performances.
- Photography and recording of performances are not permitted.
- Mobile phones and other electronic or noise-making devices should be silenced and put away before the performance begins.
- When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.
- After the performance, a member of the Playhouse Square staff will come out on stage to dismiss each school by group number. Check around your seat to make sure you have all your personal belongings before leaving.

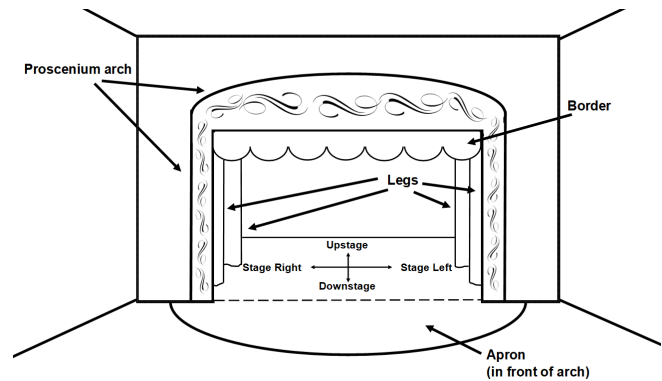


Parts of a Theater

Theater is both a place *and* a thing. It's the art of creating and producing plays, the act of performing plays, and it's a place where plays are performed. Theater can take place anywhere – at school, a big fancy building or even outside. The Mimi Ohio Theatre, our main stage for school matinee performances, is over 100 years old and seats over 1,000 guests.

There are many types of theaters, including thrust stages, amphitheatres, black boxes and proscenium theaters. The Mimi Ohio Theatre is an example of a proscenium theater, or a theater that features a proscenium, or “picture frame” arch. The diagram below shows an example of this and other elements that are visible during a theater performance. Review the glossary below prior to the show and ask students how many terms they can recognize and point out during their visit. These terms may reappear in other pre- and post-show activities provided in this guide.

An exact paper model of the Mimi Ohio Theatre is linked on our Resources page and can be printed out. Work individually or as a class to assemble your own replica, learn hands-on about the parts of the theater, and stage your very own productions!



Glossary

Apron – the section of the stage floor which projects towards or into the auditorium. In proscenium theatres, it's the part of the stage in front of the proscenium arch, above the orchestra pit.

Blackout – an absence of stage lighting, often cued to distinguish the start or end of a show or scene

Borders and Legs – curtains or panels framing the stage. Legs are flown vertically to hide the wings or offstage areas. Borders are flown across the top of the stage.

Cast – a group of actors in a play

Character – a person in a novel, play or movie portrayed by an actor

Choreography – rehearsed movement or dance

Chorus – a group of singers and dancers in a play or musical

Costumes – the clothing worn by the actors onstage

Cyclorama – a curved, plain cloth filling the rear of the stage, often used as a sky backing or to project lighted backgrounds

Main Rag, or Main Curtain – large, heavy curtain (often red) that separates the stage from the audience

Props – objects used by characters on stage, usually small enough to be carried easily

Proscenium – an arch framing the opening between the stage and the auditorium in some theaters

Scene – a division of an act or play. Often, scenes change when characters or set pieces change to indicate a new place or time.

Set – the environment of the play; scenery and furniture used on the stage

Stage directions – movements or placements of actors on stage

- **Onstage** means standing where an audience is able to see you. **Offstage** usually means outside of view but still on the actual stage.
- If you are standing in the center of the stage, you are **center stage**. If you are standing center stage, you are facing **downstage** and the area behind you is **upstage**.
- If you are standing center stage, facing the audience, **stage right** is to your right and **stage left** is to your left.

ABOUT THE SHOW

Step into a reimagined world where classic fairy tales meet the vibrant energy of hip hop. “Whatchoo ‘gon do?” This question sets the tone for a high-energy, modern twist on timeless stories, brought to life by the dynamic narrator duo, Will and Jay Grimmz. With powerful rhymes, storytelling and raw emotion, they create a unique interactive experience. The brothers will transport students into a world where fairy tales are reinterpreted through the lens of hip hop culture, offering fresh spins on lessons of understanding, helping others and the power of music. The stories of *Snow White and the Seven Shawties*, *Down with Rapunzel*, *Hanzel & Gretel: Lost in the Hood* and *Break, Cinderella, Break* will unfold on stage, blending powerful life lessons with energetic beats. This concert-style performance is not just a show – it is an invitation to engage, reflect and groove to a new rhythm of storytelling.

About Experiential Theater Company

Under Christopher Parks’ direction, the Experiential Theater Company is dedicated to creating high-quality theater opportunities for young audiences. While at the McCarter Theatre Center, Parks and some associates pioneered the interactive style which became its namesake. Student and family audiences typically come to the theater expecting to see a play, but what they find out very quickly is that they are there to be in a play. They are co-creators and collaborators who sing, dance and act alongside professional performers. It is a safe environment, so whatever the audience’s interest in participating, everyone feels just as welcome to watch as those who come up and play.



About Jacob and Wilhelm Grimm



The Brothers Grimm, Jacob and Wilhelm, are best known for collecting and rewriting some of the world’s most famous fairy tales. They believed it was important to preserve oral traditions and spent years gathering folk stories from storytellers across Germany. Despite losing both parents at a young age and having to care for their younger siblings, they attended the University of Marburg. There, they became experts in the German language, which helped them collect, edit and adapt the tales they gathered.

In 1808, their friend Clemens Brentano asked them to collect folk tales for a book he was writing. By 1810, they had compiled 54 stories, but Brentano lost the manuscript. Fortunately, the brothers had kept a copy and decided to publish the tales themselves. In 1812, they released their first book, *Children’s and Household Tales*, which included 86 stories. By 1815, the collection grew to 156 tales, featuring beloved classics like *Snow White*, *Rumpelstiltskin*, *Rapunzel*, *Cinderella* and *Little Red Riding Hood*.

Now known as *Grimm’s Fairy Tales*, their collection includes over 200 stories that have inspired books and movies worldwide. Beyond their fairy tales, the Grimms made important contributions to linguistic and cultural history, solidifying their legacy as pioneers of folklore and language studies.

MEET THE CHARACTERS



Snow White

Snow White is described “as white as snow, as red as blood and as black as ebony wood.” Her stepmother, the Queen, is jealous of her and Snow White ends up living with seven dwarfs in the woods and is rescued by the prince in the end. In the *Grimmz Fairy Tales* version, Snow White is a 16-year-old girl who joins the Magic Mirror app after receiving her first phone from Granny. When her picture goes viral, she gets advice from Granny and her Shawty friends, outshining the app’s most popular user, Diva La Queen.



Cinderella

Cinderella is a girl whose mother dies and whose father marries another woman with two daughters. As she always looked dusty and dirty, they named her “Cinderella.” In *Grimmz Fairy Tales*, Cinderella’s life changes when her mother passes away, and she is forced to move in with her father, his new wife, and her stepsister. Sleeping on the basement floor without a bed, Cinderella is mistreated by her stepmother and faces difficult challenges.



Hansel and Gretel

Hasel and Gretel are a brother and sister who have a father and stepmother that can no longer afford to feed them. After overhearing this, they take things into their own hands until they are reunited with their dad. In *Grimmz Fairy Tales*, the pair get placed in the foster care system after their father can no longer afford to take care of them. When they are about to be split up, they run away together and find a new life for themselves.



Rapunzel

Rapunzel is described as “the most beautiful child under the sun” who was taken from her parents by an angry sorceress. She is locked in a tower and when the sorceress calls for her, she lets down her “splendid long hair, as fine as spun gold... twenty yards to the ground.” In *Grimmz Fairy Tales*, Rapunzel lives in an apartment with a balcony and gets in trouble with her mom for singing and playing with “park dwellers” on the ground. Her mom convinces Rapunzel that they are making fun of her for her unique singing voice.

KEY TERMS & EVENTS

Accountability – accepting responsibility for one’s actions

Belonging – the feeling of comfort and friendliness in a place or situation

Camouflage – hide or disguise the presence of something

Chagrin – embarrassment or humiliation that comes from disappointing or failing

Delicious – having a very pleasant taste or smell

Embarrass – to make someone feel uncomfortable due to shame or too much attention

Fracture – to break, crack or split, often leading to a process of healing or reforming into something new (like the reimagined fairy tales, where characters break from tradition and emerge transformed)

Passion – a strong liking or emotion for something

Permission – consent from an adult to do something

Self-worth – having the internal thought of being good enough, worthy of love and belonging from others

Unique – being unlike anything else and one of a kind

Viral – a piece of media like an image, video or thought that gets shared to a lot of people on the internet very quickly

Wrath – a very fierce feeling of anger

Hip Hop: Events Shaping the Music & Culture

Hip hop is more than music – it is a cultural movement that began in the Bronx, New York City, in the 1970s. It includes four key elements: **DJing** (mixing music), **MCing** (rapping), **B-boying** (breakdancing) and **graffiti art**. Born from tough times like factory closures and the displacement of thousands due to the construction of the Cross Bronx Expressway, hip hop offered young people a creative outlet. They held block parties in abandoned spaces, where DJs played music, dancers performed on cardboard sheets and graffiti artists turned walls into art. These block parties became a central part of hip hop’s birth, bringing together communities and allowing young people to express themselves in new ways. DJs like DJ Kool Herc, the “founding father of Hip Hop,” invented the “Breakbeat,” using two turntables to loop the best dance parts of songs.

Afrika Bambaataa, the “Godfather” of hip hop, used music to unite young people and started the Universal Zulu Nation to promote peace and unity. In the 1980s, new technology like drum machines and samplers helped evolve hip hop. DJs like Grandmaster Flash invented techniques such as scratching records to create new sounds. This era, called the “golden age,” saw hip hop’s rise with creative lyrics and support from record labels.

By the 1990s, hip hop became the best-selling music genre, with artists like Dr. Dre, Tupac and Snoop Dogg. By the 2000s, hip hop influenced other genres, including pop and electronic music. What started as a creative escape for Bronx youth is now a global force shaping music, fashion, art and culture.



■ PRE-SHOW ACTIVITIES

Classroom Connections Video Workshop (Grades: 2-6)

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

Fine Arts: Dance: 2.2CO, 3.2PE, 4.2CO, 4.2PE, 5.2CO, 5.2PE; Drama: 2.3CO, 2.4CO, 3.4CO, 4.4CO, 5.4CO, 6.4CO; Music: 2.1RE, 2.7RE, 3.1RE, 5.1RE, 6.1PE

Playhouse Square teaching artists design workshops to actively explore and connect with the art forms and themes students will see during the performance. Join Molly and AJ as they dive into the elements of hip hop, prepare to deliver poetry and rap, and invite a special guest to share the basics of beatboxing.

ADDITIONAL TERMS:

Articulate – to speak as clearly as possible

Tongue twisters – words and phrases put together to warm up the mouth by mixing vowels and consonants in fun ways (These exercises help you develop strong articulation)

Example tongue twisters:

SHORT

The tip of the tongue
The lips and the teeth

Red Leather, Yellow Leather

MEDIUM

Unique New York
New York's Unique
You know you need unique New York

LONG

"Betty Botter (Ananias Style!)"

Betty Botter bought a bit of butter;
"But," said she, "This butter's bitter!
If I put it in my batter
It will make my batter bitter.
But a bit of better butter
Will make my bitter batter a bit better."
S O O O O O O O O O O
Betty Botter bought a bit of better butter
Put it in her bitter batter
And made her bitter batter a bit better.



Guest stars:
Mariama Whyte, Artist

Run time:
10:45

FUN FACT!

"Betty Botter" is a tongue twister written in 1899 by Carolyn Wells for her book, *The Jingle Book*. Originally called "The Butter Betty Bought," it went on to become a beloved addition to the collected Mother Goose nursery rhymes.

Draw the Definition (Grades: 2-5)

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

English/Language Arts: L.2.4, L.2.6, SL.2.1, SL.2.3, SL.2.5, L.3.4, L.3.6, SL.3.1, SL.3.3, L.4.4, L.4.6, SL.4.1, SL.4.5, L.5.4, SL.5.1, SL.5.5

Fine Arts: Visual Arts: 2.3CO, 2.3CR, 2.3RE, 3.1PE, 4.3CO, 4.3CR, 5.3CR

Look at the words listed in Key Terms & Events on page 8 with the class. Read them out loud together as a class.

Next, each student should be assigned a word either by:

- Having students choose one word from the list, or
- If you would prefer to cover all the words, assign a different word to each student in the class

Using the worksheet on the next page, have the students write the definition of their word and illustrate it. They

should think about what the word means and how they can show it in a picture. Afterward, create a class “dictionary” with the completed worksheets.

To extend the activity, after everyone finishes their picture and definition, each student will have a chance to share their drawing with the class but keep the word covered up! The class will try to guess what word the student had based on the drawing and definition.



Draw the Definition Worksheet

Name: _____

Directions: Write your word in the blank below. Draw a picture in the box to show what the word means. On the lines, write the definition in your own words.

Your Word: _____



Definition: _____

Create a Meme (Grades: 6-8)

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

English/Language Arts: L.6.4, L.6.6, SL.6.1, SL.6.5, L.7.4, L.7.6, SL.7.1, SL.7.5, L.8.4, L.8.6, SL.8.1, SL.8.5

Fine Arts: Visual Arts: 6.1CR, 6.1RE, 6.2CR, 6.3CO, 6.4CR, 7.1RE, 7.2CR, 7.3CO, 7.4CR, 8.1RE, 8.2CR, 8.4CR

A meme is a funny picture, video or phrase shared online that people often change or remix.

Look at the words listed in Key Terms & Events on page 8 with the class. Have each student choose one word individually.

Using the worksheet on the next page, have the students define the term in their own words. Then, ask them to think of a meme that somehow incorporates the chosen word and either write or draw it in the box. They can use an existing meme and modify it to fit their word, or they can create a completely new meme.

As an alternative to the worksheet, students can create a meme by using an online meme generator or a PowerPoint presentation to insert existing images. Canva offers a free Meme Generator, which is linked in the Resources on page 23. Be sure to remind students to use online resources responsibly before they begin.

To extend the activity, give each student a chance to share their meme with the word and definition covered up. The rest of the class should try to guess the word based on the meme. The class can ask questions about the meme to help guess the word.



Create a Meme Worksheet

Name: _____

Directions: Write your word in the blank space. Write the definition in your own words on the lines. Think of a meme that connects to your word. (A meme is a shared image that people change or remix to bring their own humor to it). In the box, draw your version of the meme. Make sure your meme helps explain what the word means!

Your Word: _____

Definition: _____

A Fairy Tale Transformation (Grades: 2-8)

English/Language Arts: RL.2.3, RL.2.7, W.2.7, W.2.8, RL.3.3, W.3.7, W.3.8, RL.4.3, W.4.7, W.4.8, W.4.9, RL.5.2, RL.5.3, W.5.7, W.5.8, W.5.9, RL.6.3, W.6.7, W.6.8, W.6.9, RL.7.3, RL.7.9, W.7.7, W.7.8, W.7.9, RL.8.3, RL.8.5, W.8.7, W.8.8, W.8.9

Fine Arts: Drama: 2.2CO, 2.4CO, 3.4CO, 4.4CO, 5.2CO, 5.4CO, 6.4CO

Technology: K-2.ICT.1.a, K-2.ICT.2.a, K-2.ICT.3.a, K-2.ICT.3.b, K-2.ICT.3.c, K-2.ICT.3.d, K-2.ICT.4.c, 3-5.ICT.1.a, 3-5.ICT.2.b, 3-5.ICT.2.c, 3-5.ICT.3.a, 3-5.ICT.3.b, 3-5.ICT.3.d, 3-5.ICT.4.d, 6-8.ICT.1.b, 6-8.ICT.2.a, 6-8.ICT.2.b, 6-8.ICT.3.a, 6-8.ICT.3.c, 6-8.ICT.4.b

This activity allows students to explore different versions of the fairy tales featured in *Grimmz Fairy Tales*. The activity may be spread out over several days or can be adjusted based on your class's needs. Follow the instructions below.

1. Review the Fairy Tales

On the board, copy this chart and guide the students in listing the characteristics for each common fairy tale story. If needed, review the Meet the Characters information provided on page 7 to learn more about the fairy tales.

Snow White	Cinderella	Hansel and Gretel	Rapunzel

2. Research Different Versions

In pairs or small groups, students should choose one of these fairy tales to research. They should find three different versions of their chosen story, including at least one from another country or culture.

Students should then look for the following information about each version:

- Characters
- Setting
- Problem/s
- Solution/s

Students can use classroom resources, library books or the internet for research. They should organize their findings using the worksheet on the next page.

3. Create a Presentation

After gathering the information, students will create a presentation to share their findings. They can choose to make a poster or a PowerPoint. Each presentation must include the information listed in the bullet points above. Students are encouraged to add creativity to their presentation with themes, decorations or images.

4. Present to the Class

Once all the presentations are complete and rehearsed, each group will present to the class. Remind students to show respect for their classmates who are presenting.

5. Teacher's Evaluation

While students present or after the presentations, use the provided rubric linked in Resources on page 23 to grade the students' work. The rubric can be adjusted to meet the specific needs of the class.

A Fairy Tale Transformation Worksheet

Group Member Names: _____

Directions: Complete one copy of this worksheet for each version of the fairy tale story you research.

Version of Story

--

Characters

Setting

--	--

Problem



Solution

Your Inner Gold (Grades: 2-8)

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

Fine Arts: Drama: 2.1CO, 2.2RE, 3.2RE, 4.1CO, 4.2RE, 5.1RE, 6.1RE; Visual Arts: 2.3CO, 2.3.CR, 3.2.PE, 4.3CO, 5.3CO, 6.2CR, 7.3CO, 8.2CR

Social & Emotional Learning: A1.1.a, A2.1.a, C3.1.a, D2.2.a, D2.3.a, A1.1.b, A2.1.b, C3.1.b, D2.2.b, D2.3.b, A1.1.c, A2.1.c, C3.1.c, D2.2.c, D2.3.c

The *Grimmz Fairy Tales* performance will pose an important question to students: “Whatchoo ‘gon do?” This activity will open the conversation and allow students to reflect on their inner selves and inspire them to unlock their passions or potential.

Part 1

Read the Overview of Buddha Beneath the Clay linked in Resources on page 23. After reading the story, ask the students the following questions to spark a conversation:

- What did you think of the story of the Golden Buddha?
- Have you ever forgotten about something you didn’t see every day?
- How do you keep these things at the top of mind?
- Do you think everyone has their own Golden Buddha inside them? What might that look like?

Next, direct the discussion on how everyone has an “inner Golden Buddha” shaped by their experiences. Encourage students to reflect on these questions:

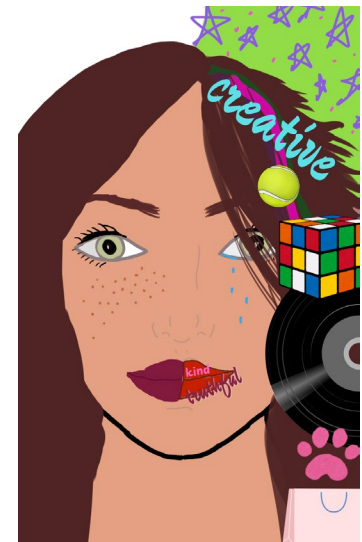
- What are some things you used to do but don’t anymore, maybe because you’re “too old” now?
- Who is someone in your life who reminds you to be yourself and show your inner Golden Buddha?
- How do people’s outer appearances affect how we see them? Do you think stereotypes play a role in how we judge others?

Also, ask students to think about aspects of their lives that others may not know, such as certain emotions they feel on the inside or personal passions or things they love but might not share.

Part 2

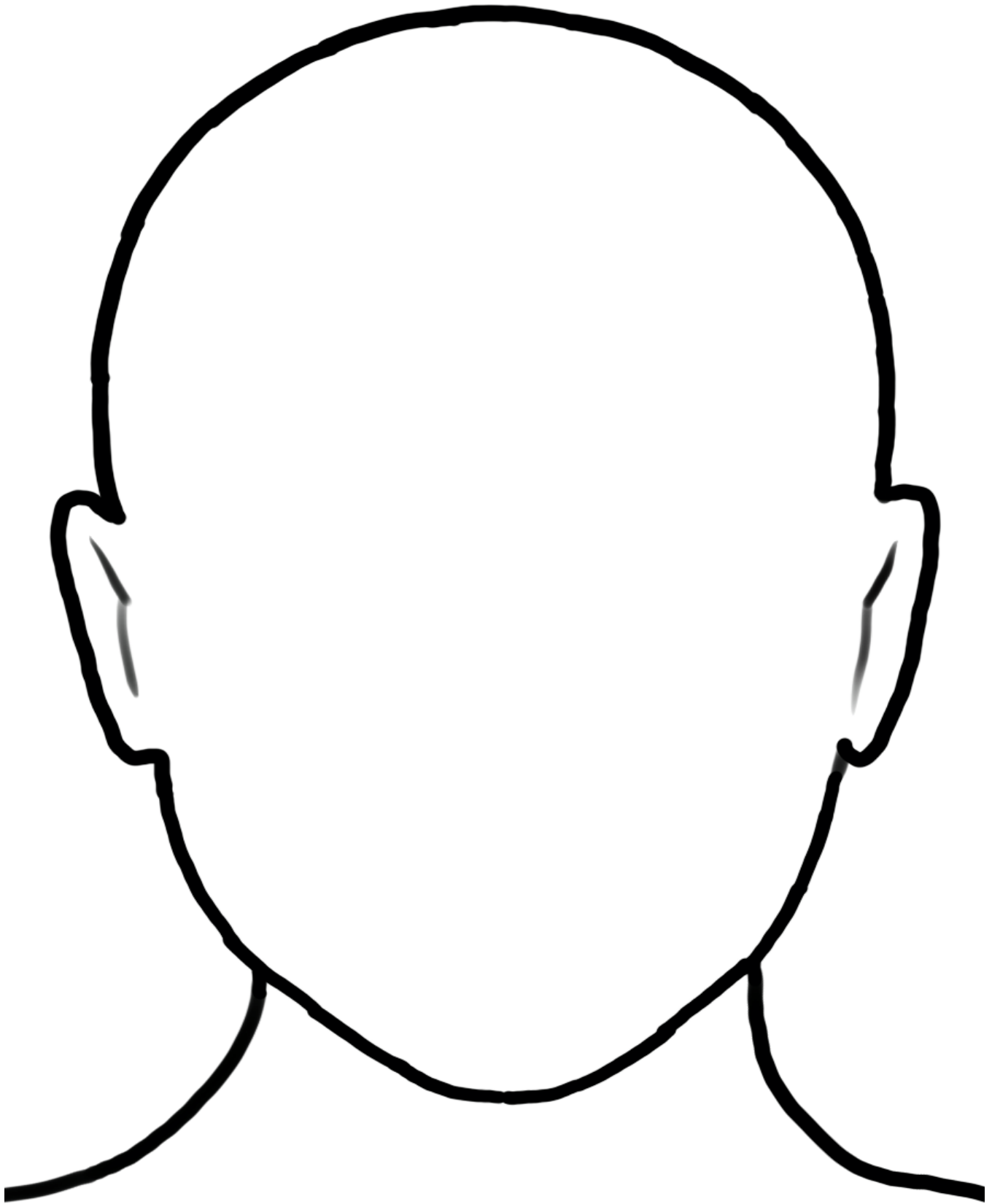
Hand out art supplies and copies of the template on the next page. Using the template as a guide, have students divide the face template vertically down the middle. On one side, students should draw their physical appearance, highlighting what makes them unique on the outside (e.g., hair, eyes, glasses, birthmarks, clothing, etc.). On the other side, students should draw or write things that describe who they are on the inside – qualities that others may not immediately see (e.g., personality traits, emotions, passions, important people, pets, etc.).

Once students finish their portraits, ask them to display them around the classroom. Allow 10 minutes for an “art expo” where students can walk around and reflect on each other’s portraits, chatting with the other artists to learn more about how they view their inner selves. Encourage students to engage in conversations about the meaning behind the drawings.



Optional Post-Show Continuation: After watching *Grimmz Fairy Tales*, discuss how the characters are judged by their external or physical appearances. Talk about how, as the story progresses, the characters reveal their true selves and show their “inner self” instead of trying to meet others’ expectations. This will help students connect the stories to their own lives and better understand how they can also embrace their true potential, just like the characters.

Your Inner Gold Template



POST-SHOW ACTIVITIES

Classroom Connections Video Workshop (Grades: 2-8)

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

English/Language Arts: SL.2.1, SL.3.1, SL.4.1, SL.5.1, SL.6.1

Fine Arts: Dance: 2.2CO, 3.2PE, 4.2CO, 4.2PE, 5.2PE, 6.3RE; Drama: 2.3CO, 2.4CO, 3.3PE, 3.2CO, 3.3CO, 3.4CO, 4.3CO, 4.4CO, 5.4CO, 6.3CR; Music: 2.3CO, 3.4RE

Social & Emotional Learning: A2.2.a, A4.2.a, A4.2.b, E4.1.b, A4.2.c



Playhouse Square teaching artists Molly and AJ invite students to join them once again as they continue to explore themes found throughout the show. In this video, Molly and AJ travel to ELEVATED Dance Headquarters and welcome back Mariama to discuss songwriting.

Guest stars:

Howard and Marquis, ELEVATED

Mariama Whyte, Artist

Run time: 12:53

ADDITIONAL TERMS:

Affirmation – a short phrase that can be repeated to help boost confidence

Dance hall – a music form and rhythm from the Caribbean

The 3 Elements of Hip Hop Dance

1. Bounce – connecting to the beat
2. Rock – swaying to the rhythm
3. Groove – letting the body flow with the music

Mariama's Affirmation Song

I express myself no matter what

Follow my heart, and trust my gut

There's no right or wrong, just let it be

Cause it's art, it's life, it's freedom, it's me

Plot It Out (Grades: 2-8)

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

English/Language Arts: RL.2.4, RL.2.5, RL.3.3, RL.4.5, RL.6.3, RL.6.5, RL.7.4, RL.7.5, RL.8.6

Fine Arts: Drama: 2.3PE, 3.1PE, 4.1CR, 5.3PE, 6.1PE, 6.2PE, 8.2PE

Social & Emotional Learning: A2.1.a, A2.2.a, A2.1.b, A1.3.c

Students will read an excerpt of a fairy tale rap song, learn about rhyme schemes and write a story in rap format with a small group.

Part 1

Read the example rap noted in Resources on page 23.

Discuss the story of this rap:

- What are the key elements of the fairy tale (characters, setting, problem, solution)?
- How does the rap simplify these elements?
- How are problems and solutions shown in the rap?

Review common rhyme schemes, such as those using in poetry:

AABB: Two lines rhyme with each other, followed by two more lines that rhyme with each other.

ABAB: Alternate rhyming lines.

Examples:

AABB: Snow White used her bright **mind**,
And never forgot to be **kind**.
Cinderella tried with all her **might**,
To save the day and make things **right**.

ABAB: The heroes run to save the **day**,
The villain plots all through the **night**.
Hansel and Gretel found a **way**,
They escaped the woman's **bite**.

To help the students practice, have them choose a rhyme scheme and write four lines about a character or event from a fairy tale.

Plot It Out

Part 2

Break students into small groups. Have them brainstorm a personal experience to turn into a story (e.g., a fun memory, challenge, or meaningful event).

Groups should begin writing the rap song. The rap should include:

- **Use of an analogy:** Compare a personal story to a fairy tale (e.g., “I felt like the hero, overcoming the villain”).
- **Problem and Solution:** Describe a problem and how it is solved. Remember that every rhyme you write should tell a story.
- **Chorus:** A catchy, repeating line that sums up the main theme or lesson in the song.
- **Characters:** Who is in the story (you, others or fictional characters)?
- **Setting:** Where does the story take place?
- **Descriptive Language:** Use colorful, vivid adjectives to paint a picture for the listener.

Groups will present their rap to the class by choosing one of the following options:

Rap Performance: Perform live, adding gestures and rhythm for a creative presentation.

Poster Presentation: Write the rap on a poster, decorate it with images, and explain your design choices.

Rap Music Video (if time allows): Film and edit a video of your rap, using a phone or tablet.

Teacher Tips:

- Information on **Hip Hop: Events Shaping the Music & Culture** can be found on page 8.
- Remind students to express their ideas clearly while keeping the rhymes consistent.
- Just like Rapunzel expressed her “joy no matter what the tone,” raps can be funny, serious, or anything in-between. Hip hop is all about encouraging students to express themselves.

If permitted, the students’ rap songs can be shared with Playhouse Square by sending them via email to schoolprograms@playhousesquare.org.

Nice is Different Than Good (Grades: 2-8)

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

Computer Science: IC.SI.2.a, IC.SLE.2.a, IC.SLE.2.b, IC.SLE.3.b, IC.SLE.3.c, IC.SLE.4.e, IC.SLE.5.c, IC.SLE.5.d **Social & Emotional Learning:** A1.3.a, A3.1.a, C1. 2.a, A1. 3.b, A3. 1.b, C1. 2.b, A1. 3.c, A3. 1.c, C1. 2.c

The choices students make online can have lasting effects. Engage students in small groups to come up with a list of steps they believe are important for staying safe online. Have each group write down their suggestions on the board. As a class, compare and refine the suggestions, guiding students to understand essential steps such as:

1. Using privacy settings to control who can see posts
2. Being cautious about sharing personal information (like location, phone numbers, etc.)
3. Avoiding sharing content that could harm others or put them at risk
4. Reporting/blocking harmful online behavior
5. Talking to a trusted adult when something feels unsafe or uncomfortable

Ask students to think about the trusted adult characters in *Grimmz Fairy Tales* like Auntie from *Hansel and Gretel* or Cinderella's dad. Discuss how these qualities apply to navigating the internet using these questions:

- What positive qualities do the trusted adults in the tales have and how do their actions teach us about building strong, supportive relationships in both the real world and online?
- How can we recognize when someone is being cyberbullied online and what should we do if we see it happening?
- What is a digital footprint? How can we make sure we create a positive one?

Next, have students imagine and create a make-believe social media profile for any of the characters from *Grimmz Fairy Tales*. This will help students understand how online personas are built and how relationships form through social media.

Each profile should include the following elements:

Character's name or social media handle
A profile picture (can be a drawing or an image found online)
3 posts (brief posts that might reflect the character's thoughts, actions or feelings)
3 followers (anyone who would follow them)
5 comments on their posts from followers (positive, supportive comments)
3 accounts they follow (any figures they would want to follow)

Students can be creative to make a digital profile such as using a presentation or design software or even drawing, painting or collaging their creation. In Resources on page 23, there are two online tools for making an imaginary social media profile, should it be helpful for the lesson.

Nice is Different Than Good

To conclude, have students share the profiles they created. Circle up for a class discussion. Lead a discussion with these guiding questions:

- How do these characters use social media to stay connected with others?
- What do their social media profiles tell us about who they really are and how they connect with others?
- How is using social media used in *Grimmz Fairy Tales*?
- Do you let negative or mean things show up on your social media? Why or why not?
- How do you think the characters from these fairy tales would deal with problems or bullying on social media?
- What can we learn from these characters about dealing with conflict or negativity online?
- Do you think relationships would be just as important if they only happened online? Why or why not?
- How can we be good influences on others when we're online?
- What do you want a trusted adult to do to help you create a positive, supportive online space?



RESOURCES

BOOKS



Grimm's Fairy Tales: The Classic Edition Reimagined Just-for-Kids!, by Jacob and Wilhelm Grimm and edited by Margaret Novak



WEB



Classroom Connections Workshop Videos

Grimmz Fairy Tales Pre-Show Workshop Video.

Password: shawties0704

<https://vimeo.com/1018791997>

Grimmz Fairy Tales Post-Show Workshop Video.

Password: shawties0704

<https://vimeo.com/1018812581>

“A Fairy Tale Transformation” Activity

“Teacher Rubric,” *Playhouse Square*,

<https://www.playhousesquare.org/assets/doc/A-Fairy-Tale-Transformation-Teacher-Rubric-c9e3d34dfa.pdf>

“Create a Meme” Activity

“Free Meme Generator,” *Canva*,

<https://www.canva.com/create/memes/>

“Nice is Different Than Good” Activity

“Create A Fakebook Profile,” *Class Tools*.

<https://www.classtools.net/FB/home-page>

“Fake Social Media Post Generate,” *Zeob*.

<https://zeob.com>

“Ohio Theatre Letterbox” Activity

<https://www.playhousesquare.org/assets/doc/Printable-Ohio-model-4dad95fd76.pdf>

“Plot It Out” Activity

“Red Riding Hood Example Rap,”

Black Storytellers of San Diego, Inc,

<https://www.playhousesquare.org/assets/doc/Red-Riding-Hood-Example-Rap-a317e8a458.pdf>

Optional:

“Learn to Rap,” YouTube, uploaded by Simon Mole,
<https://youtu.be/w-5o11xZzwM>

“What is Rhyme Scheme,” *Tutors*, January 26, 2023.

<https://tutors.com/lesson/rhyme-scheme-definition-types-examples>

“Your Inner Gold” Activity

“Overview of Buddha Beneath the Clay,”

Playhouse Square,

<https://www.playhousesquare.org/assets/doc/Overview-of-Buddha-Beneath-the-Clay-bb2d73fcd4.pdf>

CURRICULUM STANDARDS INDEX

Computer Science

Standard	Description	Grade	Activity	Page
IC.SI.2.a	Compare and contrast safe and responsible behaviors to those that are not when using information and technology	2	Nice is Different Than Good	21
IC.SLE.2.a	Discuss appropriate and ethical uses of technology to guide informed decisions.	2	Nice is Different Than Good	21
IC.SLE.2.b	Compare and contrast appropriate and inappropriate behavior online, including cyberbullying, and the steps to keep yourself and others safe and out of harm's way.	2	Nice is Different Than Good	21
IC.SLE.3.b	Determine whether information should be shared or kept private to protect student identity.	3	Nice is Different Than Good	21
IC.SLE.3.c	Communicate the importance of information security to protect one's own digital footprint.	3	Nice is Different Than Good	21
IC.SLE.4.e	Explain the effect of cyber bullying and who to tell if this is happening.	4	Nice is Different Than Good	21
IC.SLE.5.c	Evaluate the need to keep personal information secure and protect the digital footprint.	5	Nice is Different Than Good	21
IC.SLE.5.d	Analyze different forms of cyberbullying and identify strategies to stop cyberbullying.	5	Nice is Different Than Good	21

English/Language Arts

Standard	Description	Grade	Activity	Page
L.2.4	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	2	Draw the Definition	10
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	2	Draw the Definition	10
RL.2.3	Describe how characters in a story respond to major events and challenges.	2	A Fairy Tale Transformation	14
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	2	Plot It Out	19
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	2	Plot It Out	19

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	A Fairy Tale Transformation	14
SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	Draw the Definition Post-Show Video Workshop	10 18
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	2	Draw the Definition	10
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	2	Draw the Definition	10
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	2	A Fairy Tale Transformation	14
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	2	A Fairy Tale Transformation	14
L.3.4	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	3	Draw the Definition	10
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).	3	Draw the Definition	10
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3	A Fairy Tale Transformation Plot It Out	14 19
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	3	Draw the Definition Post-Show Video Workshop	10 18
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3	Draw the Definition	10
W.3.7	Conduct short research projects that build knowledge about a topic.	3	A Fairy Tale Transformation	14
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	3	A Fairy Tale Transformation	14

L.4.4	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	4	Draw the Definition	10
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	4	Draw the Definition	10
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	4	A Fairy Tale Transformation	14
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	4	Plot It Out	19
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	4	Draw the Definition Post-Show Video Workshop	10 18
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	4	Draw the Definition	10
W.4.7	Conduct short research projects that build knowledge through investigations of different aspects of a topic.	4	A Fairy Tale Transformation	14
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.	4	A Fairy Tale Transformation	14
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	4	A Fairy Tale Transformation	14
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	5	A Fairy Tale Transformation	14
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	5	A Fairy Tale Transformation	14

L.5.4	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	5	Draw the Definition	10
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.	5	A Fairy Tale Transformation	14
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5	A Fairy Tale Transformation	14
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	5	Draw the Definition Post-Show Video Workshop	10 18
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	5	Draw the Definition	10
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	5	A Fairy Tale Transformation	14
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.	5	A Fairy Tale Transformation	14
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	5	A Fairy Tale Transformation	14
L.6.4	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.	6	Create a Meme	12
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6	Create a Meme	12
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the character respond or change as the plot moves toward a resolution.	6	A Fairy Tale Transformation Plot It Out	14 19

RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	6	Plot It Out	19
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	6	Create a Meme Post-Show Video Workshop	12 18
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	6	Create a Meme	12
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	6	A Fairy Tale Transformation	14
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.	6	A Fairy Tale Transformation	14
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	6	A Fairy Tale Transformation	14
L.7.4	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.	7	Create a Meme	12
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	7	Create a Meme	12
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	7	A Fairy Tale Transformation	14
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	7	Plot It Out	19
RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	7	Plot It Out	19

RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	7	A Fairy Tale Transformation	14
SL.7.1	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	7	Create a Meme	12
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	7	Create a Meme	12
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	7	A Fairy Tale Transformation	14
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	7	A Fairy Tale Transformation	14
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	7	A Fairy Tale Transformation	14
L.8.4	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.	8	Create a Meme	12
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	8	Create a Meme	12
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	8	A Fairy Tale Transformation	14
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	8	A Fairy Tale Transformation	14
RL.8.6	Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.	8	Plot It Out	19

SL.8.1	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	8	Create a Meme	12
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	8	Create a Meme	12
W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	8	A Fairy Tale Transformation	14
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.	8	A Fairy Tale Transformation	14
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	8	A Fairy Tale Transformation	14

Fine Arts – Dance

Standard	Description	Grade	Activity	Page
2.2CO	Observe, learn, and explore dance forms from various cultures.	2	Pre-Show Video Workshop Post-Show Video Workshop	9 18
3.2PE	Develop an understanding of elements of dance and movement vocabulary when exploring, creating, and describing dance.	3	Pre-Show Video Workshop Post-Show Video Workshop	9 18
4.2CO	Recognize and describe features of dance and how cultural values are represented.	4	Pre-Show Video Workshop Post-Show Video Workshop	9 18
4.2PE	Develop an increasing understanding of the elements of dance and movement vocabulary when exploring, creating, and describing dance.	4	Pre-Show Video Workshop Post-Show Video Workshop	9 18
5.2CO	Recognize and describe features of dance forms and how they represent historical and cultural contexts.	5	Pre-Show Video Workshop	9
5.2PE	Demonstrate an understanding of the elements of dance and movement vocabulary when exploring, creating, and describing dance.	5	Pre-Show Video Workshop Post-Show Video Workshop	9 18
6.3RE	Observe the movement characteristics or qualities in a specific dance genre and make connections to attitudes and movement preferences.	6	Post-Show Video Workshop	18

Fine Arts – Drama

Standard	Description	Grade	Activity	Page
2.1CO	Describe characters in dramatic and theatrical experiences and make comparisons to people and events.	2	Your Inner Gold	16
2.1RE	Use appropriate theatre vocabulary (such as plot or setting) after attending a theatrical performance.	2	Coming to the Theater	4
2.2CO	Compare the same story across cultures while recognizing there are varied points of view.	2	A Fairy Tale Transformation	14
2.2RE	Describe how characters respond to challenges in a guided drama experience (process drama, story drama, creative drama).	2	Your Inner Gold	16
2.3CO	Identify the arts that are used to create a theatrical performance.	2	Coming to the Theater Pre-Show Video Workshop Post-Show Video Workshop	4 9 18
2.3PE	Listen to and convey familiar stories, sequence events, and identify characters, settings, and conflict.	2	Plot it Out	19
2.4CO	Use processes of theatre to integrate information from other academic content areas.	2	Pre-Show Video Workshop A Fairy Tale Transformation Post-Show Video Workshop	9 14 18
2.5RE	Recognize and demonstrate acceptable audience behavior when participating in a drama experience.	2	Coming to the Theater	4
3.1PE	Use voice, movement, space, and physical objects to communicate a storyline and a character's thoughts, feelings, and ideas.	3	Plot it Out	19
3.1RE	Describe the visual, aural, and kinetic elements present in stories and plays using appropriate theatrical vocabulary.	3	Coming to the Theater	4
3.2CO	Explain how the cultural and physical settings of a dramatic and theatrical work affect characterization.	3	Post-Show Video Workshop	18
3.2RE	Discuss how a playwright creates conflict by selecting action choices for specific characters.	3	Your Inner Gold	16
3.3CO	Use the elements of theatre in combination with art elements from at least one other art form.	3	Post-Show Video Workshop	18
3.3PE	Work collaboratively to perform a dramatic task or action	3	Post-Show Video Workshop	18
3.4CO	Use elements and processes of theatre to integrate information from other academic content areas.	3	Pre-Show Video Workshop A Fairy Tale Transformation Post-Show Video Workshop	9 14 18

3.5RE	Identify methods used by actors, directors, and designers to make connections with an audience in a proscenium theater.	3	Coming to the Theater	4
4.1CO	Describe how theatrical performances can elicit thought and feeling from an audience individually and collectively.	4	Your Inner Gold	16
4.1CR	Use vivid, descriptive language to create a script around one or more elements of theatre (character, action, plot, setting).	4	Plot it Out	19
4.1RE	Explain, through appropriate theatrical vocabulary, how manipulation of technical elements brings about changes in performances.	4	Coming to the Theater	4
4.2RE	Analyze how a playwright uses conflict to communicate an idea or theme.	4	Your Inner Gold	16
4.3CO	Use the elements of theatre in combination with art elements from at least two other art forms.	4	Post-Show Video Workshop	18
4.4CO	Use elements and processes of theatre to integrate information from other academic content areas.	4	Pre-Show Video Workshop A Fairy Tale Transformation Post-Show Video Workshop	9 14 18
5.1RE	Use appropriate theatrical vocabulary and terminology to examine and discuss how manipulation of theatrical elements affects the interpretation of theatrical works.	5	Your Inner Gold	16
5.2CO	Investigate how past and present drama, theatre, and storytelling forms of various cultural groups reflect their beliefs and traditions.	5	A Fairy Tale Transformation	14
5.3PE	Identify the essential events in a story or script that make up the dramatic structure.	5	Plot it Out	19
5.4CO	Use elements and processes of theatre to integrate information from other academic content areas.	5	Pre-Show Video Workshop A Fairy Tale Transformation Post-Show Video Workshop	8 14 18
6.1PE	Create and perform improvisations and scripted scenes based on personal experience and imagination.	6	Plot it Out	19
6.2PE	Adapt a drama or theatre work and present it informally for an audience.	6	Plot it Out	19
6.3CR	Examine the basic principles and elements of various theatrical genres.	6	Post-Show Video Workshop	18
6.1RE	Express and compare personal reactions to various theatrical elements using appropriate theatrical vocabulary and terminology.	6	Your Inner Gold	16
6.4CO	Use dramatic and theatrical skills to demonstrate concepts or ideas from other academic areas.	6	Pre-Show Video Workshop A Fairy Tale Transformation	8 14
8.2PE	Perform a rehearsed, staged work for an audience.	8	Plot it Out	19

Fine Arts – Music

Standard	Description	Grade	Activity	Page
2.1RE	Listen to and explore the music of various styles, composers, periods, and cultures.	2	Pre-Show Video Workshop	9
2.3CO	Compare and contrast grade-appropriate concepts shared between music and other subject areas.	2	Post-Show Video Workshop	18
2.7RE	Explain how music is used for a variety of purposes and occasions in various cultures.	2	Pre-Show Video Workshop	9
3.1RE	Listen to, discuss, and explore the music of various styles, composers, periods, and cultures.	3	Pre-Show Video Workshop	9
3.4RE	Interpret music through movement, dance, drama, and visual art.	3	Post-Show Video Workshop	18
5.1RE	Compare and contrast music of various styles, composers, periods, and cultures.	5	Pre-Show Video Workshop	9
6.1PE	Perform or present four- and eight-beat rhythmic patterns.	6	Pre-Show Video Workshop	9

Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
2.3CO	Respect and support peer ideas and creativity.	2	Draw the Definition Plot it Out	10 19
2.3CR	Investigate ways to organize elements of art to express meaning.	2	Draw the Definition Your Inner Gold	10 16
2.3RE	Share personal interpretations of works of art.	2	Draw the Definition	10
3.1CO	Understand that the context impacts the creation, interpretation and perception of an artwork.	3	Nice is Different Than Good	21
3.1PE	Demonstrate flexible thinking in revising personal works of art.	3	Draw the Definition	10
3.2PE	Demonstrate expressive and purposeful use of materials and tools.	3	Your Inner Gold	16
4.3CO	Demonstrate empathetic reactions in response to works of art.	4	Draw the Definition Your Inner Gold Plot it Out	10 16 19
4.3CR	Consider the elements of art and principles of design to create visually effective compositions.	4	Draw the Definition	10
5.2CO	Recognize that art is a tool for advocacy and civic engagement.	5	Plot it Out	19
5.3CO	Evoke emotional responses for a desired outcome through works of art.	5	Your Inner Gold Plot it Out	16 19
5.3CR	Select and use the elements of art and principles of design to investigate interdisciplinary concepts.	5	Draw the Definition	10

6.1CR	Reference multiple sources for visual expression.	6	Create a Meme	12
6.1RE	Select relevant vocabulary to define and describe works of art.	6	Create a Meme	12
6.2CR	Brainstorm and experiment independently with ideas.	6	Create a Meme Your Inner Gold	12 16
6.3CO	Link observations, life experiences, and imagination for personal and creative expression.	6	Create a Meme	12
6.4CR	Recognize ethical uses of visual resources.	6	Create a Meme	12
7.1RE	Apply relevant vocabulary to define and describe works of art.	7	Create a Meme	12
7.2CR	Investigate organizational strategies to develop original ideas.	7	Create a Meme	12
7.3CO	Explore how personal experiences influence style and choice of subject matter.	7	Create a Meme Your Inner Gold	12 16
7.4CR	Consider ethics when interacting with visual resources.	7	Create a Meme	12
8.1CO	Interpret how community context, beliefs, and resources influence works of art.	8	Plot it Out	19
8.1RE	Build relevant vocabulary to describe and analyze works of art.	8	Create a Meme	12
8.2CR	Brainstorm, refine, and select solutions for original works of art.	8	Create a Meme Your Inner Gold	12 16
8.4CR	Analyze and apply what it means to ethically create and share works of art.	8	Create a Meme	12

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A1.1.a	Identify basic personal emotions.	K-2	Your Inner Gold	16
A1.3.a	Identify appropriate time and place to safely process emotions, independently or with the guidance of a trusted adult	K-2	Nice is Different Than Good	21
A2.1.a	Identify personal interests and qualities.	K-2	Your Inner Gold Plot it Out	16 19
A2.2.a	Explore opportunities to develop skills and talents	K-2	Post-Show Video Workshop Plot it Out	18 19
A3.1.a	Identify at least one trusted adult at school and in the community and know when and how to access them	K-2	Nice is Different Than Good	21
A4.2.a	Demonstrate confidence in the ability to complete simple tasks and challenges independently, while expressing positive attitudes towards self	K-2	Post-Show Video Workshop	18

C1.2.a	Identify words and actions that may support or hurt the feelings of others	K-2	Nice is Different Than Good	21
C3.1.a	Discuss how people can be the same or different.	K-2	Your Inner Gold	16
D2.2.a	Recognize the need for inclusiveness.	K-2	Your Inner Gold	16
D2.3.a	Recognize that people may influence each other with words or actions.	K-2	Your Inner Gold	16
A1.1.b	Identify a range of personal emotions.	3-5	Your Inner Gold	16
A1.3.b	Consider when it is necessary to process emotions in a safe place, independently or with the guidance of a trusted adult	3-5	Nice is Different Than Good	21
A2.1.b	Identify personal strengths based on interests and qualities.	3-5	Your Inner Gold Plot it Out	16 19
A3.1.b	Describe how a trusted adult can provide academic, social or emotional support or assistance for self and others	3-5	Nice is Different Than Good	21
A4.2.b	Demonstrate confidence in the ability to complete a range of tasks and address challenges while expressing positive attitudes towards self	3-5	Post-Show Video Workshop	18
C1.2.b	Identify and acknowledge others' viewpoints, knowing that both sides do not have to agree but can still be respectful	3-5	Nice is Different Than Good	21
C3.1.b	Discuss positive and negative opinions people may have about other people or groups, even if they aren't always true.	3-5	Your Inner Gold	16
D2.2.b	Demonstrate behaviors associated with inclusiveness in a variety of relationships.	3-5	Your Inner Gold	16
D2.3.b	Distinguish the helpful and harmful impact of peer pressure on self and others.	3-5	Your Inner Gold	16
E4.1.b	Explore new opportunities to expand one's knowledge and experiences	3-5	Post-Show Video Workshop	18
A1.1.c	Identify, recognize and name personal complex emotions.	6-8	Your Inner Gold	16
A1.3.c	Utilize appropriate time and place to safely process emotions, independently, with a trusted adult or with peers	6-8	Plot it Out Nice is Different Than Good	19 21
A2.1.c	Describe how personal interests, qualities and strengths may help with decision making to accomplish personal goals.	6-8	Your Inner Gold	16
A3.1.c	Seek appropriate support from a trusted adult when help is needed academically, socially or emotionally	6-8	Nice is Different Than Good	21
A4.2.c	Recognize the importance of confidently handling tasks and challenges, while reframing negative thoughts and engaging in positive self-talk	6-8	Post-Show Video Workshop	18

C1.2.c	Demonstrate respect across school, community, face-to face and virtual settings, when viewpoints or perceptions differ	6-8	Nice is Different Than Good	21
C3.1.c	Discuss how positive or negative stereotypes of an individual or group can be unconscious and may lead to discrimination and prejudice.	6-8	Your Inner Gold	16
D2.2.c	Demonstrate inclusiveness in relationship building.	6-8	Your Inner Gold	16
D2.3.c	Utilize strategies to manage social pressures.	6-8	Your Inner Gold	16

Technology

Standard	Description	Grade	Activity	Page
K-2.ICT.1.a	Develop basic skills for using digital learning tools and resources to accomplish a defined task.	2	A Fairy Tale Transformation	14
K-2.ICT.2.a	Develop basic skills for locating information using digital learning tools and resources.	2	A Fairy Tale Transformation	14
K-2.ICT.3.a	Develop basic skills for gathering and organizing information from multiple digital learning tools and resources to build knowledge.	2	A Fairy Tale Transformation	14
K-2.ICT.3.b	Use visuals found in digital learning tools and resources to clarify and add to knowledge.	2	A Fairy Tale Transformation	14
K-2.ICT.3.c	Collect, record and organize observations and data during student explorations using digital learning tools and resources.	2	A Fairy Tale Transformation	14
K-2.ICT.3.d	With guidance, create artifacts using digital learning tools and resources to demonstrate knowledge.	2	A Fairy Tale Transformation	14
K-2.ICT.4.c	With guidance, select appropriate digital learning tools and resources to produce and publish information.	2	A Fairy Tale Transformation	14
3-5.ICT.1.a	With guidance, identify and use digital learning tools or resources to support planning, implementing and reflecting upon a defined task.	3-5	A Fairy Tale Transformation	14
3-5.ICT.2.b	Use appropriate search techniques to locate needed information using digital learning tools and resources.	3-5	A Fairy Tale Transformation	14
3-5.ICT.2.c	Use multiple criteria developed with guidance to differentiate between relevant and irrelevant information found with digital learning tools and resources.	3-5	A Fairy Tale Transformation	14
3-5.ICT.3.a	Gather, organize and summarize information from multiple digital learning tools and resources to build knowledge of a topic.	3-5	A Fairy Tale Transformation	14

3-5.ICT.3.b	Interpret images, diagrams, maps, graphs, infographics, videos, animations, interviews, etc., in digital learning tools and resources to clarify and add to knowledge.	3-5	A Fairy Tale Transformation	14
3-5.ICT.3.d	Create artifacts using digital learning tools and resources to demonstrate knowledge.	3-5	A Fairy Tale Transformation	14
3-5.ICT.4.d	Produce and publish information appropriate for a target audience using digital learning tools and resources.	3-5	A Fairy Tale Transformation	14
6-8.ICT.1.b	Select and use digital learning tools or resources to support planning, implementing and reflecting upon a defined task.	6-8	A Fairy Tale Transformation	14
6-8.ICT.2.a	Use advanced search techniques to locate needed information using digital learning tools and resources.	6-8	A Fairy Tale Transformation	14
6-8.ICT.2.b	Use multiple criteria to evaluate the validity of information found with digital learning tools and resources.	6-8	A Fairy Tale Transformation	14
6-8.ICT.3.a	Analyze and integrate textual, visual and quantitative information (e.g., images, diagrams, maps, graphs, infographics, videos, animations, interactives) from multiple digital learning tools and resources.	6-8	A Fairy Tale Transformation	14
6-8.ICT.3.c	Create artifacts using digital learning tools and resources to demonstrate knowledge.	6-8	A Fairy Tale Transformation	14
6-8.ICT.4.b	Select and use a variety of media formats to communicate information to a target audience.	6-8	A Fairy Tale Transformation	14