



## **THE GINGERBREAD MAN... A HOLIDAY MUSICAL**

### **-Study Guide-**

Use this Study Guide to enhance the educational experience of this show

## **About A.C.T. For Youth**

A.C.T. For Youth is an acclaimed professional touring theatre company based in Orlando, FL. Each year, the Atlantic Coast Theatre performs hundreds of shows for students across the U.S.A.

ACT For Youth's high-quality educational programming is recognized nationally by theatres, schools, art councils, libraries, and festivals- not to mention the thousands of children & families who see A.C.T. shows each year!



**Atlantic Coast Theatre For Youth has been awarded placement on:**

- ~Florida Artist Performances On Tour Program~
- ~SC Arts Commission Roster Of Approved Artists~
- ~The Arts Council of Fayetteville, NC Arts Roster~
- ~United Arts of Raleigh/Wake County, NC Roster~

**[www.atlantic-coast-theatre.com](http://www.atlantic-coast-theatre.com)**

# AN AMERICAN FAIRY-TALE

The original story of THE GINGERBREAD MAN appeared in ST. NICHOLAS ILLUSTRATED MAGAZINE in the year 1875!



Many of the popular fairy tales and children's stories that we know have their origins in other places. As immigrants came to America, they brought their stories with them. Some of the most famous children's stories come from THE BROTHERS GRIMM, who collected tales told to them in Europe, and wrote them down.

But...THE GINGERBREAD MAN has its origin in America.

It first appeared in ST. NICHOLAS MAGAZINE in 1875. There is no direct credit given to any particular Author, but the magazine was edited or, as it says on the cover of the magazine, "CONDUCTED BY" Mary Mapes Dodge.

Ms. Dodge was a well-known author of children's books, including the popular story HANS BRINKER & THE SILVER SKATES.

This is what she wrote about the purpose of St. Nicholas Magazine:

- "To give clean, genuine fun to children of all ages.
- To give them examples of the finest types of boyhood and girlhood.
- To inspire them with an appreciation of fine pictorial art.
- To cultivate the imagination in profitable directions.
- To foster a love of country, home, nature, truth, beauty, and sincerity.
- To prepare boys and girls for life as it is.
- To stimulate their ambitions--but along normally progressive lines.
- To keep pace with a fast-moving world in all its activities.
- To give reading matter which every parent may pass to his children unhesitatingly."

# Where In The World...New England

The NORTHEASTERN section of the United States is often referred to as “NEW ENGLAND”. Because the original GINGERBREAD MAN story was published in ST NICHOLAS MAGAZINE, which came from the New England region, ACT For Youth has set our adaptation of the story in the same NEW ENGLAND area.

When some of the earliest settlers from England came to America, they settled in places like the Plymouth Colony in what came to be known as Massachusetts. They called their new settlement “NEW ENGLAND”.

Other New England states include:

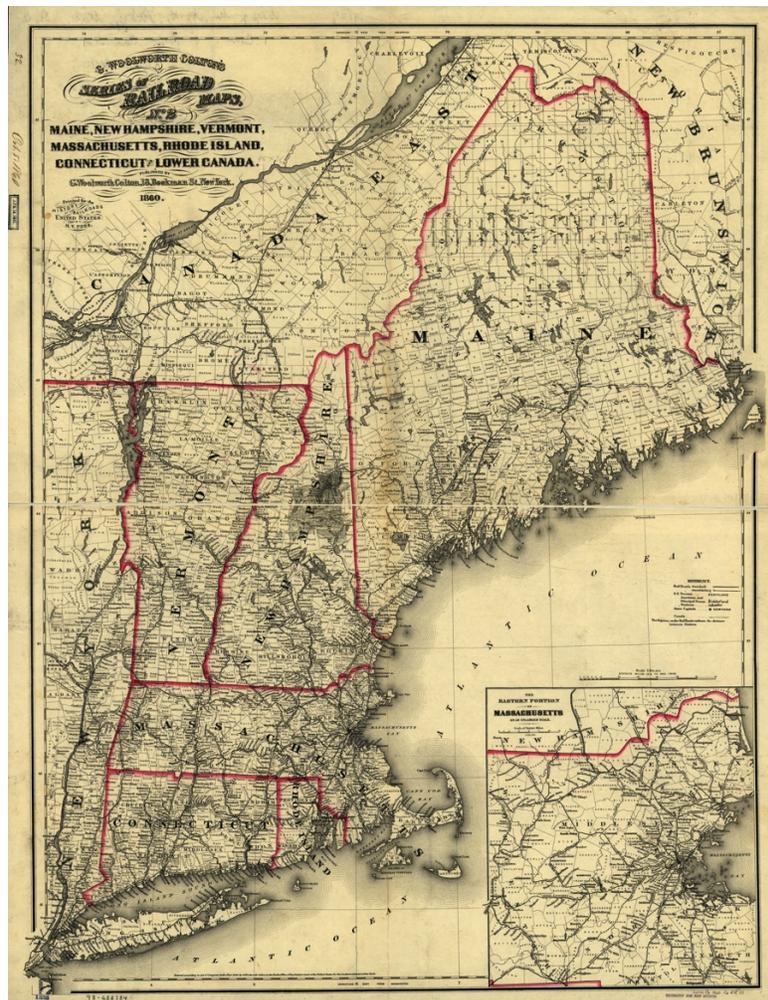
Maine, Vermont, New Hampshire, and Connecticut.

Find each state on a map, and research those states.

What are some fun things to do in those places?

What sorts of birds and wildlife will you see there?

What do the accents of people who live there sound like?



# **“WRITE YOUR OWN PLAY” ADAPTATION ACTIVITY**

## **PLAYWRITING TIPS**

- Every good play has to start somewhere.
- Sometimes the idea for a play comes completely from the playwright’s imagination.
- Sometimes the idea is created from a book, a story, or even a song.
- The writer uses the original book or story as an inspiration.

## **AN ADAPTATION IS...**

**~A New Play Based On A Book Or A Story~**

-1-

Pick a story with characters that will make your play interesting. You can also create new characters. Remember it is your adaptation!

-2-

Make a ‘Road Map’- outline the plan of how you want your play to be written. Don’t be afraid to change your mind. Sometimes creativity needs to take a detour!

-3-

Write your dialogue (what the characters say). Try to write dialogue that is realistic and not too formal. It will sound closer to how people really talk.

# VOCABULARY WORDS

Here are some words or phrases that you may not know.  
Become familiar with them to keep up in the show!

- **“Deck The Halls”**- A phrase meaning to decorate for the holidays
- **Cider**- A warm drink made of apples and spices.
- **Mantel**- The top shelf of a fireplace
- **Stray (Verb)**- To wander off.
- **Ventured**- Went out as if to explore.
- **Yonder**- Referring to something farther away.
- **Craggy**- A jagged and rough area.
- **Riverbend**- A place where a river curves.
- **Sly**- Sneaky.
- **Gobble**- To eat quickly and with great hunger.

Can you write a sentence using three of these words?  
Can you write a short story using all of the words?

# Before The Show Activities

- **WATCHING A PLAY**- You will be seeing a live theatre production. What are the differences between a play and a movie or television? How is it different to view each type? What kinds of theatre manners should be used when watching a play?

(Florida Standards Connections: TH.K.S.1.1, TH.1.O.3.1, TH.1.S.1.1, TH.2.C.2.2, TH.2.S.1.1, TH.3.O.3.1, TH.3.S.1.1, TH.4.S.1.1, TH.5.H.3.2, TH.5.S.1.1)

- **OTHER VERSIONS OF THE SAME STORY**- There are many different versions of THE GINGERBREAD MAN. Each picture book, cartoon, or even movie like SHREK uses the character in their own way. The writers “Adapted” the original story. That is what ACT For Youth has done as well. We “Adapted” the story into a holiday musical. Read another version of THE GINGERBREAD MAN. It will be fun to compare it to the show you will see.

(Florida B.E.S.T. Standards Connections: ELA.K.R.1.1, ELA.K.R.1.3, ELA.1.R.1.1, ELA.1.R.1.2, ELA.2.R.1.1, ELA.2.R.1.2, ELA.3.R.1.1, ELA.3.R.1.2, ELA.4.R.1.1, ELA.4.R.1.2, ELA.5.R.1.1, ELA.5.R.1.2)

- **A MUSICAL THEATRE PRODUCTION**- In the play, you will see many songs written by ACT For Youth. Songs have both LYRICS...or words, and MUSIC...the sounds of the instruments as well as the melodies sung by the actors on stage. In a MUSICAL THEATRE PRODUCTION, the characters on stage express their thoughts and feelings through songs. Try writing your own song to tell what you are thinking or feeling. Write the LYRICS and MUSIC...and maybe even sing it for your friends.

(Florida B.E.S.T. Standards Connections: ELA.K.C.1.2, ELA.1.C.1.2, ELA.2.C.1.2, ELA.3.C.1.2, ELA.4.C.1.2, ELA.5.C.1.2)

# After The Show Activities

- **COMPARE & CONTRAST**- Think of other versions you have read or seen of THE GINGERBREAD MAN. How was the play you saw different? How was it the same? Discuss this as a group.

(Florida B.E.S.T. Standards Connections: ELA.K.R.3.3, ELA.1.R.3.3, ELA.2.R.3.3, ELA.3.R.3.3, ELA.4.R.3.3, ELA.5.R.3.3)

- **WRITE A STORY**- What happens next in the story? It is up to you. Choose one of the characters from the show. Write a short story about what happens to the characters after the play ends.

(Florida B.E.S.T. Standards Connections: ELA.K.C.1.2, ELA.1.C.1.2, ELA.2.C.1.2, ELA.3.C.1.2, ELA.4.C.1.2, ELA.5.C.1.2)

- **ACT OUT A CHARACTER**- Choose a favorite character from the play and act it out. Use your own imagination to choose how to play the part. You can even choose characters who are mentioned and never shown on stage. Choose how the character sounds and moves?

(Florida Standards Connections: TH.K.S.2.1, TH.1.S.3.1, TH.2.S.3.1, TH.3.S.3.1, , TH.4.S.3.1, TH.5.S.3.1)

- **BE A SCENIC DESIGNER**- The scenery for the show you watched was designed specifically to help tell the story on stage. The Atlantic Coast Theatre is a touring theatre company, so at the end of the show, everything must be packed up and taken to the next performance location. Choose one of your favorite stories and design the scenery. Think about how it will go together for travel, and how easy or difficult it will be to pack up.

(Florida Standards Connections: VA.K.S.1.2, VA.1.S.1.3, VA.2.S.3.1, VA.3.S.3.1, VA.4.S.3.1, VA.5.S.3.1)

- **YOUR REVIEW**- Discuss your thoughts on the show. What were your favorite parts? What elements of the performance helped to tell the story.

(Florida Standards Connections: TH.K.C.2.1 / TH.K.C.3.1 / TH.1.C.2.2 / TH.1.C.3.1 / TH.2.C.1.1 / TH.2.C.1.2 / TH.2.C.3.1 / TH.3.C.1.2 / TH.3.C.3.1 / TH.4.C.3.1 / TH.4.C.3.3 / TH.5.C.2.3 / TH.5.C.3.1 / TH.68.C.1.3 TH.68.C.2.4)

## **Be a SCENIC ARTIST Activity**

A SCENIC ARTIST, sometimes known as a SET DESIGNER, creates visual art for theatre performances.

### **Multiple Places In One Set**

Often, a scenic artist has the challenge of designing the scenery for a play that happens in many different places. Sometimes the scenery can be moved, but sometimes a “UNIT SET”, or scenery that stays in place for the entire show is used. Pick a story that you like that happens in multiple locations. Design a non-moving “UNIT SET” for the stage version of the story you chose.

# ACT For Youth loves to receive letters from our audience!



You will write letters all of your life!  
You will write letters in school, to  
correspond with friends and family,  
and for your job one day!  
It is very important to know  
how to write a good letter.

Your teachers may want you to  
write your letter in a proper  
letter-writing style or format.  
Here is an example of one style!

## YOU CAN SEND US

~A DRAWING~

~WHAT YOU LEARNED~

~YOUR FAVORITE PART~

**Your Opinions Count!  
They Help Us When  
We Write  
New Shows!**

Dear Audience:

The Atlantic Coast Theatre For Youth would like to thank all of you for showing us such fantastic audience manners during the show! Everyone was so respectful during the performance. You laughed when things were funny, but you were also able to quiet back down so that everyone could hear. I don't think that we heard anyone talking while the actors were on stage. That was great! You made our job so much fun.

Thanks so much! You were wonderful!

Sincerely,

*Don Gruel & Noel Holland*

Get your letters to your teacher or the school office so they can mail them to ACT For Youth (or the sponsor of the show).



# All About The Actors

*Noel Holland & Don Gruel*

You will be seeing professional actors!  
That means they act for their jobs!  
An interesting fact about the actors:  
They started acting when they were YOUR age!



**NOEL HOLLAND**– I cannot remember a time when I was not singing. As a child, I would sing to anyone who would listen– if nobody was there to hear, I would sing to myself! I started acting and dancing because I loved performing on stage. My sister and I would put on plays for our parents in the living room! When I was in middle school and high school, I decided that I wanted to be a performer. After I graduated college with a degree in music, I became a professional actor- working for theatres all over the country. Now, I have my dream job– owning a theatre. I am so proud to be a part of the Atlantic Coast Theatre For Youth. It gives me all kinds of opportunities to sing, act, write songs, and use my imagination. I so enjoy creating shows that children love because I loved theatre and music so much when I was a child!



Noel & her little sister, Meredith, putting on a play for family.



Don as the Easter Bunny in his 3rd Grade School Play

**DON GRUEL**– I grew up in Beaufort, South Carolina. When I was little, I would make up plays using my “Star Wars” Action Figures as the actors. I started doing school plays when I was in Kindergarten, but my first play outside of school I was in the musical OKLAHOMA when I was 10 years old. I really liked the feeling of being able to pretend to become other people in other places. I kept doing plays throughout Middle School & High School and decided to study Theatre in college. I graduated from the University Of South Carolina in 1993 and have worked in professional theatre ever since. I have always loved using my imagination. As an actor, I get to be creative every single day.

You can try acting too!

Get involved in a play at school or in your community!

## **FL STANDARDS CONNECTIONS:**

### **ELA.K12.EE.4.1, ELA.K12.EE.3.1**

**ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.**

**ELA.K12.EE.3.1: Make inferences to support comprehension.**

#### **ACTIVITIES:**

-Watching the performance and engaging in follow-up discussion

### **ELA.K.V.1.2, ELA.1.V.1.2, ELA.2.V.1.2, ELA.3.V.1.3, ELA.4.V.1.3, ELA.5.V.1.3**

**ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade-level content.**

**ELA.1.V.1.2: Identify and use frequently occurring base words and their common inflections in grade-level content.**

**ELA.2.V.1.2: Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.**

**ELA.3.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.**

**ELA.4.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.**

#### **ACTIVITIES:**

-Vocabulary

### **ELA.K.V.1.1, ELA.1.V.1.1, ELA.2.V.1.1, ELA.3.V.1.1, ELA.4.V.1.1, ELA.5.V.1.1**

**ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**

**ELA.1.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**

**ELA.2.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**

**ELA.3.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**

**ELA.4.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**

**ELA.5.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**

#### **ACTIVITIES:**

-Using vocabulary words in writing

**ELA.K.R.1.3, ELA.1.R.2.4, ELA.2.R.2.4, ELA.3.R.2.3, ELA.4.R.2.3, ELA.5.R.2.3**

**ELA.K.R.1.3: Explain the roles of author and illustrator of a story.**

**ELA.1.R.2.4: Identify an authors opinion(s) about the topic.**

**ELA.2.R.2.4: Explain an authors opinion(s) and supporting evidence.**

**ELA.3.R.2.3: Explain the development of an author's purpose in an informational text.**

**ELA.4.R.2.3: Explain an authors perspective toward a topic in an informational text.**

**ELA.5.R.2.3: Analyze an authors purpose and/or perspective in an informational text.**

**ACTIVITIES:**

-An American Fairy-Tale

**ELA.K.R.3.3, ELA.1.R.3.3, ELA.2.R.3.3, ELA.3.R.3.3, ELA.4.R.3.3, ELA.5.R.3.3**

**ELA.K.R.3.3: Compare and contrast characters experiences in stories.**

**ELA.1.R.3.3: Compare and contrast two texts on the same topic.**

**ELA.2.R.3.3: Compare and contrast important details presented by two texts on the same topic or theme.**

**ELA.3.R.3.3: Compare and contrast how two authors present information on the same topic or theme.**

**ELA.4.R.3.3: Compare and contrast accounts of the same event using primary and/or secondary sources.**

**ELA.5.R.3.3: Compare and contrast primary and secondary sources related to the same topic.**

**ACTIVITIES:**

-After The Show Activities, Compare & Contrast

**ELA.K.R.1.1, ELA.K.R.1.3, ELA.1.R.1.1, ELA.1.R.1.2, ELA.2.R.1.1, ELA.2.R.1.2, ELA.3.R.1.1, ELA.3.R.1.2, ELA.4.R.1.1, ELA.4.R.1.2, ELA.5.R.1.1, ELA.5.R.1.2**

**ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.**

**ELA.K.R.1.3: Explain the roles of author and illustrator of a story.**

**ELA.1.R.1.1: Identify and describe the main story elements in a story.**

**ELA.1.R.1.2: Identify and explain the moral of a story.**

**ELA.2.R.1.1: Identify plot structure and describe main story elements in a literary text.**

**ELA.2.R.1.2: Identify and explain a theme of a literary text.**

**ELA.3.R.1.1: Explain how one or more characters develop throughout the plot in a literary text.**

**ELA.3.R.1.2: Explain a theme and how it develops, using details, in a literary text.**

**ELA.4.R.1.1: Explain how setting, events, conflict, and character development contribute to the plot in a literary text.**

**ELA.4.R.1.2: Explain a stated or implied theme and how it develops, using details, in a literary text.**

**ELA.5.R.1.1: Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.**

**ELA.5.R.1.2: Explain the development of stated or implied theme(s) throughout a literary text.**

**ACTIVITIES:**

-Before The Show Activities, Other Versions Of The Same Story

**ELA.K.C.1.3, ELA.1.C.1.3, ELA.2.C.1.3, ELA.3.C.1.3, ELA.4.C.1.3, ELA.5.C.1.3**

**ELA.K.C.1.3: Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.**

**ELA.1.C.1.3: Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.**

**ELA.2.C.1.3: Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.**

**ELA.3.C.1.3: Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.**

**ELA.4.C.1.3: Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.**

**ELA.5.C.1.3: Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.**

**ACTIVITIES:**

-Write a letter to the actors

**ELA.K.C.1.2, ELA.1.C.1.2, ELA.2.C.1.2, ELA.3.C.1.2, ELA.4.C.1.2, ELA.5.C.1.2**

**ELA.K.C.1.2: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.**

**ELA.1.C.1.2: Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.**

**ELA.2.C.1.2: Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.**

**ELA.3.C.1.2: Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.**

**ELA.4.C.1.2: Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases.**

**ELA.5.C.1.2: Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.**

**ACTIVITIES:**

-Write Your Own Play

-Before The Show Activities, A Musical Theatre Production

-After The Show Activities, Write A Story

**SS.K.G.1.2 / SS.1.G.1.2 / SS.2.G.1.1 / SS.3.G.1.1 / SS.4.G.1.4 / SS.5.G.1.2**

- SS.K.G.1.2:** Explain that maps and globes help to locate different places and that globes are a model of the Earth.
- SS.1.G.1.2:** Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.
- SS.2.G.1.1** Use different types of maps (political, physical, and thematic) to identify map elements.
- SS.3.G.1.1:** Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.
- SS.4.G.1.4:** Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).
- SS.5.G.1.2:** Use latitude and longitude to locate places.

**ACTIVITIES:**

-Where In The World

**TH.K.C.2.1. / TH.K.C.3.1 / TH.1.C.2.2 / TH.1.C.3.1 / TH.2.C.1.1 / TH.2.C.1.2 / TH.2.C.3.1 / TH.3.C.1.2 / TH.3.C.3.1 / TH.4.C.3.1 / TH.4.C.3.3 / TH.5.C.2.3 / TH.5.C.3.1 / TH.68.C.1.3 TH.68.C.2.4)**

- TH.K.C.2.1.** Respond to a performance and share personal preferences about parts of the performance
- TH.K.C.3.1** Recognize that individuals may like different things about a selected story or play
- TH.1.C.2.2** Identify elements of an effective performance
- TH.1.C.3.1** Share opinions about selected plays
- TH.2.C.1.1** Describe a character in a story and tell why the character is important to the story
- TH.2.C.1.2** Respond to a play by drawing and/or writing about a favorite aspect of it
- TH.2.C.3.1** Identify important characteristics to discuss when sharing opinions about theatre
- TH.3.C.1.2** Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production
- TH.3.C.3.1** Discuss the techniques that help create an effective theatre work
- TH.4.C.3.1** Identify the characteristics of an effective acting performance
- TH.4.C.3.3** Define the elements of a selected scene that create an effective presentation of an event or person
- TH.5.C.2.3** Defend an artistic choice for a theatrical work
- TH.5.C.3.1** Discuss alternate performance possibilities of the same character in the same play
- TH.68.C.1.3** Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards
- TH.68.C.2.4** Defend personal responses to a theatre production

**ACTIVITIES:**

-After The Show Activities, Your Review

**TH.K.S.1.1 / TH.1.O.3.1 / TH.1.S.1.1 / TH.2.C.2.2 / TH.2.S.1.1 / TH.3.O.3.1 / TH.3.S.1.1 / TH.4.S.1.1 / TH.5.H.3.2 / TH.5.S.1.1**

- TH.K.S.1.1** Demonstrate appropriate audience behavior at a live performance.
- TH.1.O.3.1** Compare a play to an animated movie that tells the same story.
- TH.1.S.1.1** Exhibit appropriate audience etiquette and response.
- TH.2.C.2.2** Describe how an actor in a play, musical, or film creates a character.
- TH.2.S.1.1** Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.
- TH.3.O.3.1** Compare the characteristics of theatre to television and movies.
- TH.3.S.1.1** Demonstrate effective audience etiquette and constructive criticism for a live performance.
- TH.4.S.1.1** Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
- TH.5.H.3.2** Compare theatre to other modes of communication.
- TH.5.S.1.1** Describe the difference in responsibilities between being an audience member at live or recorded performances.

**ACTIVITIES:**

- Before The Show Activity, Theatre Manners

**TH.K.S.2.1, TH.1.S.3.1, TH.2.S.3.1, TH.3.S.3.1, , TH.4.S.3.1, TH.5.S.3.1**

- TH.K.S.2.1** Pretend to be a character from a given story.
- TH.1.S.3.1** Use simple acting techniques to portray a person, place, action, or thing.
- TH.2.S.3.1** Create imagined characters, relationships, and environments using basic acting skills.
- TH.3.S.3.1** Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story.
- TH.4.S.3.1** Create and sustain imagined characters and relationships, using basic acting skills, to re-tell a well-known fairy tale, fable, or story.
- TH.5.S.3.1** Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations.

**ACTIVITIES:**

- After The Show Activities, Act Out A Character

**VA.K.S.1.2, VA.1.S.1.3, VA.2.S.3.1, VA.3.S.3.1, VA.4.S.3.1, VA.5.S.3.1**

-**VA.K.S.1.2** Produce artwork influenced by personal decisions and ideas.

-**VA.1.S.1.3** Create works of art to tell a personal story.

-**VA.2.S.3.1** Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.

-**VA.3.S.3.1** Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.

-**VA.4.S.3.1** Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.

-**VA.5.S.3.1** Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.

**ACTIVITIES:**

-After The Show Activities, Be A Set Designer

-Be A Scenic Artist Activity Sheet