



Rumpelstiltskin

Adapted for the stage by Shannon Morgan
Based on the German Folktale

Classroom Guide Grades 4 - 5

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How to Use This Guide

This classroom guide for *Rumpelstiltskin* is designed for Texas students in Grades 4 and 5. It offers activities to help you integrate a performance of *Rumpelstiltskin* into English language arts (ELA), mathematics, science, social studies, music, art, and theatre curricula.

All activities in this guide are linked to Texas Essential Knowledge and Skills (TEKS) content standards.

For students outside Texas, this guide’s ELA and math activities also are linked to Common Core standards. At the back of this guide, you will find a list of the guide activities and their related Texas and Common Core standards.

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1: Discussion Questions

Before the Performance

Rumpelstiltskin is a stage play. What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

Who performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays? (Remember: you may not see them on stage!)

The play is based on the folktale *Rumpelstiltskin*.

- Have you read the book *Rumpelstiltskin*? as a class or by yourself?
 - Based on what you read, what do you think may happen in the play?

During the Performance

When you watch a play, you are a member of the audience. What kinds of things should you do as an audience member? Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

What kinds of things should you *not* do as an audience member? Examples:

- Talk to your neighbor
- Use a cell phone during the performance
- Yell at the actors (unless they ask you to!)

After the Performance

What did you think of the play?

- If you read *Rumpelstiltskin* beforehand, how was the play similar to the book?
- How was it different?

Describe the performers in the play.

- What did they do to make their characters special (different from the other characters)?
- How did they use their bodies to play their characters (using voice, movement, etc.)?
- Did you see anyone else who worked on the play besides the performers on stage?

Describe the characters' costumes.

- What did each character's costume tell you about that character?
- Did any of the performers change costumes?
 - If so, why do you think they needed to change costumes?

Describe the set of the play.

- Did it have a lot of locations?
- Did it look like a place you've been to before?
- How did different lighting change how the set looked for different scenes?

Did the play have music in it?

- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct *Rumpelstiltskin* how would your production be different than the play you saw by Magik?

2: Magik Must-Reads

For each of our main stage productions at The Magik Theatre, we choose a theme related to the show. Then we create a list of Magik Must-Reads on that theme.

The reading theme for *Rumpelstiltskin* is keeping promises.

The Magik Must-Reads (Grade 4 — Grade 5) are:

On My Honor by Marion Dane Bauer

The Great Chicken Debacle by Phyllis Reynolds Naylor

Emily Arrow Promises to Do Better This Year by Patricia Reilly Giff

Nellie's Promise by Valerie Tripp

Read them as a class or let students choose two or more to read. Then use these questions for discussion or book reports:

Theme

How did the theme of keeping promises show in each book? Explain.

Setting

Describe the settings of each book.

- What details can you remember?
- Were the settings similar to a place you know or a place you've visited?

How were the settings similar to each other? How were they different?

How were the settings related to the theme of keeping promises? Explain.

Characters

Who were the main characters of each book?

Did any characters show up in more than one book?

Were the characters of one book similar another book's characters in any other ways?

Plot

What did the main characters of the books want most?

Did anyone or anything stand between the main characters and their goals?

Did the main characters get what they wanted? How?

How were the plots of the books similar? How were they different?

3: Create Your Own Comic Book

In *Rumpelstiltskin*, a miller lies about his daughter's ability to spin straw into gold. The royal family receives word about this talent and orders the miller's daughter to spin gold or else pay a consequence. The upset daughter has no idea what to do until a magical man appears and offers to help. The miller's daughter makes a deal promising her loved possessions and must learn the importance of keeping her promises. Using the worksheet below, plan a story about a character who makes a promise and may have some trouble keeping it, but in the process learns the value of keeping it. Then turn your outline into a comic book to tell your story. After sharing your story with your class and your teacher, gather feedback and use it to revise your story.

CHARACTERS

Main character:

Age:

Male or female?:

Physical description:

Personality:

Character #2:

Age:

Male or female?:

Physical description:

Personality:

Other characters:

SETTING

Where:

When:

PLOT

How does your story begin?

How does your main character meet the guest?

What is the main conflict between your main character and the friend?

What is the climax of your story?

How does your story resolve? (What happens after the climax?)

4: Word Problems

- 1) Gabby had 650 stacks of straw to spin into gold. Rumpelstiltskin spun 426 stacks after one hour. How many stacks of straw are left?

- 2) The king asked Gabby to spin 115 feet of gold thread. A moment later, the king changed his mind and added an extra 264 feet of gold thread to his order. How many total feet of gold thread must Gabby spin?

- 3) The baker made 50 loaves of bread. One loaf costs \$2.25. By the end of the day he had 20 loaves left in his shop. How much money did he make from selling bread?

- 4) Rumpelstiltskin spun 154 spools of gold thread the first night, 240 spools on the second night, and 300 spools the third night. How many total spools of thread did he spin?

- 5) Gabby realized that for every stack of straw, Rumpelstiltskin could spin 15 spools of gold thread. If there are 11 stacks of straw, how many spools of gold thread will be spun?

- 6) Rumpelstiltskin arrived in Gabby's room at 7:00 PM. He worked six hours and forty-three minutes spinning gold thread. What time was it when he finished?

- 7) The Miller milled 126 bags of grain on Monday, 216 bags on Tuesday, and 174 bags on Wednesday. How many total bags of grain were made?

- 8) Gabby sent the guard into the kingdom to search for names. Every 18 cities, the Guard stopped to take a small rest. If he rested a total of 5 times, how many cities did he visit in one outing?

5: Create a Classroom Exhibit

There are three types of groups we can put everything into. They are *Animals*, *Plants*, and *Minerals*. **Minerals** are solid materials that are made naturally and are not alive. **Minerals** can come in many forms, but they are commonly recognized in rock-like shapes. Gold is one of the most precious minerals and has many uses that include: making jewelry, conduct electricity, and even as money. No wonder the king and queen wanted it so badly! Discover minerals in rock forms and compare and contrast them using the activity below.

Materials

- Rocks* brought in by the students
- Shoeboxes
- Art supplies
- Small hammer or scraper
- Magnifying glass
- Index cards
- Pencils and paper

Procedure

1. Ask students to search their yards, play areas, or rock collections for one small specimen that they can bring into school. They can choose any object-as long as it's easy to carry.

2. Have students brush any dirt from their specimen and look at it closely. They can also wash it and look at it with a magnifying glass. Remember that if the object appears to be one substance, it is probably a mineral; if it is a composite, it is probably a rock made up of several minerals. Encourage students to observe carefully and form logical hypotheses, rather than try to identify all of the specimens. Ask them to write down the answers to the following questions about their specimens:

- Where was it found and by whom? *Knowing a rock or mineral's natural setting can help identify it.*
- What color is it? *Color can be a clue to minerals. Iron, for instance, may give rocks a red-dish hue.*
- Is it smooth or rough? *If smooth, it's more likely to have been rounded by the action of water over long periods of time.*
- Is it dull or shiny? *A shiny surface may indicate the presence of mica or quartz crystals.*
- Does it scratch glass? *If so, it is probably made largely of quartz.*
- Does wetting it change the color or consistency of the object? *The color may change, or what was thought to be rock may prove to be dirt or clay.*
- Any additional observations? Have students compare and contrast their specimens.

This activity is continued on the following page.

5: Create a Classroom Exhibit

Procedure Continued

3. Create a classroom exhibit. Encourage students to think of their individual specimens as part of a larger collection.

- Have the class brainstorm ways to organize the collection into an exhibit:
- Based on size, location found, color, etc.
- Number each specimen
- Give the exhibition a title (for example: *Rocks and Minerals of the Forest Avenue School District*).

4. Then have each student build a specimen box for his or her rock or mineral by decorating a shoebox and writing a label for their specimen, demonstrating what they have observed.

5. Arrange the labeled boxes on desks or tabletops. Invite other classes to visit the exhibit; students can stand by their specimens and tell visitors about them.



This demonstration is borrowed from:

http://www.smithsonianeducation.org/educators/lesson_plans/minerals/lesson1_main.html

6: Gabby on Trial

Princess Gabby promised Rumpelstiltskin that if he helped her spin straw into gold, she would give him her first born child. After many years passed and she had a baby, she changed her mind, and did not want Rumpelstiltskin to take her child away. Suppose Rumpelstiltskin decided to take Gabby to Fairy Tale Court because she did not keep her promise. Gabby's trial happened today and your classroom was the courtroom. Separate into the groups of prosecution, defense, and jury. As a class research how trials are arranged and conducted. Then try to recreate a trial using the following characters:

- Gabby
- Prosecutors (They argue that Gabby should give her child to Rumpelstiltskin)
- Defense Attorneys (They defend Gabby and think she should not give Rumpelstiltskin her child)
- Witness #1– The Miller, her father (He does not think Gabby should honor her promise)
- Witness #2– Rumpelstiltskin (He thinks Gabby should keep her promise to him)
- Jury (After hearing both sides they decide if Gabby is right or wrong)

Guidelines

Gabby, you are the woman on trial. Of course, you want the jury to see your logic as to why you should keep your child. After all, you did figure out Rumpelstiltskin's name! Prepare a statement that has 3 examples from the play as to why you should win the trial. Remember, there are witnesses to your actions so think about what they might say about you. You may have to defend yourself before they get a chance to speak.

Prosecutors, your job is to make sure the jury sees Gabby as in the wrong. Prepare a statement that shows your point of view that a promise is a promise and Gabby broke hers. Your statement must have 3 examples from the play that support your opinion in this case. Then prepare 7 questions each for the Miller and Rumpelstiltskin. You want the answers to your questions to help your side of this case. Remember, your goal is to convince the jury that Gabby **should** keep her promise and give Rumpelstiltskin her child.

Defense Attorneys, Gabby is your client. Your job is to defend her and show that Rumpelstiltskin does not get to keep her child. Prepare a statement that has 3 examples from the play that support your opinion in this case. Then prepare 7 questions each for the Miller and Rumpelstiltskin. You want the answers to your questions to help your side of this case. Remember, your goal is to convince the jury that Gabby **should** keep her child.

6: Gabby on Trial

Guidelines

Witness #1– *The Miller, Gabby’s Father*, you are the key witness to convincing the jury that Gabby is innocent. Prepare a statement that explains why you think she is correct and what Rumpelstiltskin has done to show he should not take her child. Use examples from the play. Remember, you’ll be asked questions by both the prosecution and the defense. Make sure you know everything that happened so you aren’t stumped by either side.

Witness #2— *Rumpelstiltskin*, you are the key witness to convincing the jury that Gabby is wrong for breaking her promise.. Prepare a statement that explains why this is so and why you should be given her child. Use examples from the play. Remember, you’ll be asked questions by both the prosecution and the defense. Make sure you know everything that happened so you aren’t stumped by either side.

Jury, your role is to listen to both sides of the trial. Take notes about everything that is said. Once everyone has spoken, work together to decide if Gabby or Rumpelstiltskin is correct. Every person on the jury must agree on the same decision for it to be announced in court. If not every jury member agrees, then they must try to convince the others change their opinion. Once everyone is in agreement, the verdict can be announced and the Judge (your teacher) can rule a sentence.

Follow Up Questions:

What was it like to be those characters in the trial?

What was helpful when you were preparing your statements?

What was a challenge when trying to convince the jury or other jury members?

Why do you think lawyers for the prosecution are needed? For the defense?

Which “job” do you think was harder, being the jury, the prosecution, the defense, the witnesses, or the man on trial? Why?

For the side that lost the trial, how would you change your strategy to build a stronger case?

7: Fool's Gold

The King in Rumpelstiltskin was very greedy. He wanted all the gold to himself! Create some fool's gold for yourself. You can use it to play pretend and maybe even convince a friend it's real!

Materials

- Rocks
- Gold Paint
- Gold Glitter
- Glue (optional)
- Paint brushes
- Paper Plates

Procedure

1. Take a walk around outside and pick up a few rocks that you would like to turn into gold. Make sure they are not too small!
2. Set up your craft area. Use the paper plates to paint on and keep the glitter mess to one area.
3. Place your rock on your paper plate and paint it with the gold paint.
4. While the paint is still wet, carefully sprinkle the gold glitter over the rock.
5. Let it dry.
6. Optional: cover the "gold" with glue to seal the glitter, or use it to apply another layer of glitter.



8: Exploring Music

In the play *Rumpelstiltskin*, music is used to set the mood (background music), to tell the story, and during transitions (movement from one scene to another).

As an exploration exercise, play samples of several different musical pieces for your students. Encourage children to add dance/movement to their listening experience. Make sure students have room to move around. Point out different tempos and rhythms to encourage change in dance/movement. Help students find the beat of a piece by clapping, marching in place, snapping your fingers, etc.

Using a variety of musical instruments or everyday objects*, lead students through a discussion of musical qualities:

- Demonstrate musical qualities
- loud vs. soft sounds
- high-pitched notes vs. low-pitched notes
- fast rhythms vs. slow rhythms
- Ask students to emulate your examples using instruments, their voices, or their bodies (e.g., clapping their hands, snapping their fingers, clicking their tongues)
- Ask students to sort instruments
- sort single-pitch instruments from low-pitched to high-pitched
- sort single-pitch instruments separately from multi-pitch instruments
- Create a simple rhythmic pattern
- ask students to repeat it
- ask students to create and repeat their own simple rhythmic patterns
- Create a simple melody
- ask students to repeat it
- ask students to create and play their own simple melodies
- As a class, create a composition with a mood (happy, creepy, sneaky, etc)

**Including:*

- *cardboard oatmeal can (with lid)*
- *rubber band*
- *chopsticks*
- *metal spoons*
- *plastic bucket*
- *plastic storage bin*
- *pots and pans*
- *pot/pan lids*
- *wooden spoon*
- *plastic cup with lid, filled ¼ full with dry beans or rice*
- *cardboard tubes*
- *glasses with different levels of water*

TEXAS
Grade 4

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.16.b.5
2	ELA 110.15.b.2
3	ELA 110.15.b.15-16
4	Math 111.16.b.3-4
5	Science 112.15.a.4.B; 112.15.b.11-4; 112.15.b.9.A; 112.15.b.10.A,C
6	Soc Studies 113.15.b.15.C; 113.15.b.17; 113.15.b.21. B,D; 113.15.b.22.B-E
7	Fine Arts 117.14.b.1-2, 4
8	Fine Arts 117.15.b.1-2, 4

Grade 5

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.19.b.5
2	ELA 110.16.b.2
3	ELA 110.16.b.15-16
4	Math 111.17.b.3
5	Science 112.16.b.1-4; 112.16.b.9.A,B,D; 112.16.b.10.B
6	Soc Studies 113.16.b.18.A; 113.16.b.20.A; 113.16.b.24-26
7	Fine Arts 117.17.b.1-2, 4
8	Fine Arts 117.18.b.1-2, 4

COMMON CORE

Grade 4

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.4.5
3	ELA W.4.3, 5
5	Math 4.OA.3

Grade 5

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.5.5
3	ELA W.5.3, 5
5	Math 5.OA.1-2