



Resource Guide | for Educators and Audiences

We include information about our production along with creative activities to make connections both before and after the show. For educators, all activities are aligned to the Common Core Standards and North Carolina Essential Standards. Look for the symbol below throughout the guide.



NCES-TheaArts.(K-5).TA.A.1: Analyze literary texts and performances. NCES-TheaArts.(K-5).TA.A.1.1: Recall the basic parts of a story, such as characters, setting, and events.

Touring production
grades K – 5th



By Mike Kenny

Director

Melissa Ohlman-Roberge

Themes explored

parent/child relationship,
curiosity, independence,
engineering, fairy tales

Synopsis

When Rapunzel was a baby, she slept in a cardboard box because her grandmother, Nana, didn't believe in waste. One day as Nana was cleaning, she puts Rapunzel and her box on a shelf to keep her safe. This sparks an idea. She will build a tall tower to keep her granddaughter safe forever.

Nana continues to build the tower higher and higher. As Rapunzel's tower grows, so does her hair; and by the time the little girl is five years old, it touches the ground. Rapunzel's curiosity about the world outside also grows. She begins asking Nana questions. Nana reveals that the children in the village are mean to her and call her a witch. Nana is trying to protect her from their unkindness, so she continues to build the tower higher and higher. Still, Rapunzel longs to see the world outside her window. By the time Rapunzel is eight years old, her grandmother has built her tower so tall that the ladder is no longer tall enough to reach so she calls for Rapunzel to let her hair down. Nana climbs up Rapunzel's hair.

One day, while drying her hair outside the window, Rapunzel sees a boy, Rafi, playing by her tower. He compliments her hair and runs away. His comment gets Rapunzel thinking and she begins experimenting with all the things her hair can be—like a paintbrush! Nana finally stops building onto Rapunzel's tower. Nearly a year later, Rapunzel sees Rafi again. This time he doesn't run away. They become friends, but Rapunzel hides this from her Nana.

Rafi wants to visit Rapunzel inside her tower. To let Rafi know that Nana is away from the tower, Rapunzel leaves a block on the window sill. He climbs up her hair, and he tells her about the world outside.

At the age of twelve, Rapunzel cuts off her hair, so she can climb down it herself. This greatly upsets her Nana. Nana is afraid that Rapunzel will never return, like her mother. However, she assures her Nana that she will. She explores the world during the day and returns to the tower every night. She introduces Nana to her friend, Rafi. Rafi helps Nana use her building skills to get work around town. Rapunzel grows up but visits her grandmother frequently. And when she does, they sing and dance together.

Children's Theatre of Charlotte is proud to partner with Bank of America as the exclusive corporate sponsor of the Resident Touring Company.

Bank of America 

Before the RTC arrives



Theatre 360 extends the experience for classrooms to interact with with

Children's Theatre of Charlotte productions.

Online engagement Check out our collection of online games, websites and articles to deepen the connections of elements from the show. [Click here](#) to access.

Workshops and residencies Contact our Education Programs Coordinator, Tommy Prudenti, at tommyp@ctcharlotte.org to book yours today!

Audience expectations

You may wish to have a discussion with your students about their role as audience members. Live theatre only exists when an audience is present, and your students' energy and response directly affects the actors on stage.

Young audiences should know watching live theatre isn't like watching more familiar forms of entertainment: they can't pause or rewind it like a DVD, there are no commercials for bathroom breaks, nor can they increase the volume to hear if someone else is talking. Encourage your students to listen and watch the play intently, so they may laugh and cheer for their favorite characters when it is appropriate.

At the end of the play, applause is an opportunity for students to thank the actors, while the actors are thanking you for your role as an audience member. Here are some other guidelines to remember while you're watching the performance:

- Respect others during the performance. Stay seated and keep your hands to yourself.
- Please turn off cell phones and other electronic devices during the performance.
- Photography and video of the performance is prohibited by copyright law.



NCES-TheaArts.(K-5).TA.CU.2: Understand the traditions, roles, and conventions of theatre as an art form. NCES-TheaArts.3.TA.CU.2.1: Illustrate theatre etiquette appropriate to the performance situation.

Meet the Resident Touring Company



ALEX AGUILAR is a recent graduate of UNC Charlotte where he earned his Bachelor of Arts degrees in Dance and Biology. After graduation, he became a teaching artist for Children's Theatre of Charlotte and is excited to continue his journey with CTC as a member of the Resident Touring Company. While this is his first time touring, he has performed in Charlotte for 14 years in both dance and theater. He's been a soloist in dance works by Kim Jones and David Gwizman. Previous theater credits include: *Disney's Aladdin Jr.* (Aladdin), *Shrek: The Musical* (Donkey) and *The Secret Garden* (Fakir).



WILL BURTON-EDWARDS is delighted to make his professional debut with the Children's Theatre of Charlotte's Resident Touring Company. He is a recent graduate of the University of the South, double majoring in Physics and Theater Arts. With ten years of experience, notable performances include: *Shrek: The Musical* (Shrek), *When You Comin' Back*, *Red Ryder?* (Teddy), *The Crucible* (John Proctor) and *Hamlet* (Polonius). Beyond the stage, Will has seven years of experience working as a camp counselor. In his free time he enjoys going on hikes and singing in choirs. He hopes you enjoy the show!



MARGARET DALTON is delighted to return to Children's Theatre of Charlotte! Past CTC credits include: *Go, Dog. Go!* (Blue Dog), *Grace for President* (Mrs. Barrington), *The Miraculous Journey of Edward Tulane* (The Woman), *Ella's Big Chance* (Ella Cinders), and *The Cat in the Hat* (Sally). Other select professional credits include: five tours with the National Theatre for Children, a national tour of *The Taffetas* (Cheryl), a regional tour of *Miss Nelson is Missing!* (Miss Nelson/Viola Swamp), *Hatfields & McCoy* (Nancy McCoy), *Jesus Christ Superstar* (Mary Magdalene) and *High School Musical* (Gabriella). She received her Bachelor's degree in vocal performance from Elon University.



RASHEEDA MOORE is delighted to return to her hometown of Charlotte after living in Chicago. She worked for The Second City, and was the co-artistic director of The pH Comedy Theatre. She performed sketch comedy (*Pew Pew Pew— A science fiction show*, *Fake Believe* and *Barackalyspe Now*) and improvisation (*Family the Musical* and *Party— Improvised Dungeons and Dragons*). She earned her BA from Greensboro College, and her MFA from The University of Southern Mississippi. She thanks her family and friends for their support, and hopes you enjoy the show!

Before the show

Vocabulary enrichment

- rapunzel** *n.* a plant with leaves and crisp roots used in salads; also called rampion
- tower** *n.* a tall structure used as or intended for a stronghold, fortress or prison
- plaited** *adj.* a braid, especially of hair or straw
- sparkling** *adj.* shining brightly with flashes of light
- folk** *n.* informal: for people in general
- horizon** *n.* the line at which the earth's surface and the sky appear to meet
- unusual** *adj.* not commonly occurring or done
- scare** *v.* cause great fear or nervousness in; to frighten
- promised** *v. past tense:* to assure or declare that something will happen
- discovered** *v. past tense:* to find (something or someone) unexpectedly or in the course of a search
- “weighing me down”** *v. expression:* to lower the spirits of; depress



CCSS.ELA-LITERACY.L.(K-5).4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Perspective

Your perspective is the way you see something, your outlook on life or a point of view.

Can you think of a time when you viewed something differently than your parent or guardian? Was there any common ground, or was there only disagreement?

The BIG questions before the show

1. Think about a time when you tried something new. Were you afraid to try the new thing? If not, then how did it feel to try something new? Are you glad you did?
2. At the end of the play, Rafi and Rapunzel go on adventures. If you could go anywhere in the world, where would you go? Don't forget to make a list of things to pack in your suitcase!



CCSS.ELA-LITERACY.SL.(K-5).2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. NCES-Guidance.RED.C.1.2: Identify creative strategies and non-creative strategies to make decisions and to solve problems.

Reduce, reuse, recycle

In the play, Rapunzel sleeps in a cardboard box when she is a baby. Her grandmother, Nan, put her there because she “doesn't believe in waste.” Rather than buy a new cradle, she recycles a cardboard box.

Get your students thinking about identifying and evaluating the environmental attributes of products. First, bring in at least five products with environmental claims (e.g., aluminum cans, newspapers, paper towels) and examine them with the class. List the attributes on the board and discuss them. What are key phrases that occur with each product indicating its environmental attributes? Does the product indicate how much pre/post-consumer content is in the item?

Next, have the students conduct a scavenger hunt in a store searching for “green” or sustainable products. While on the scavenger hunt, students can take note of:

- Stores that sell products with environmental attributes (e.g., bags with recycled content, biodegradable beauty products).
- Recycling bins available for customers while in the store.
- Store workers who are knowledgeable about recycling, waste reduction, and green products.

As a follow-up, have students keep a journal of everything their family buys in a week, including food. Ask them to examine the purchases and think of ways to further reduce waste on future shopping trips (e.g., take reusable bag for carrying purchases, buy in bulk to reduce packaging waste).



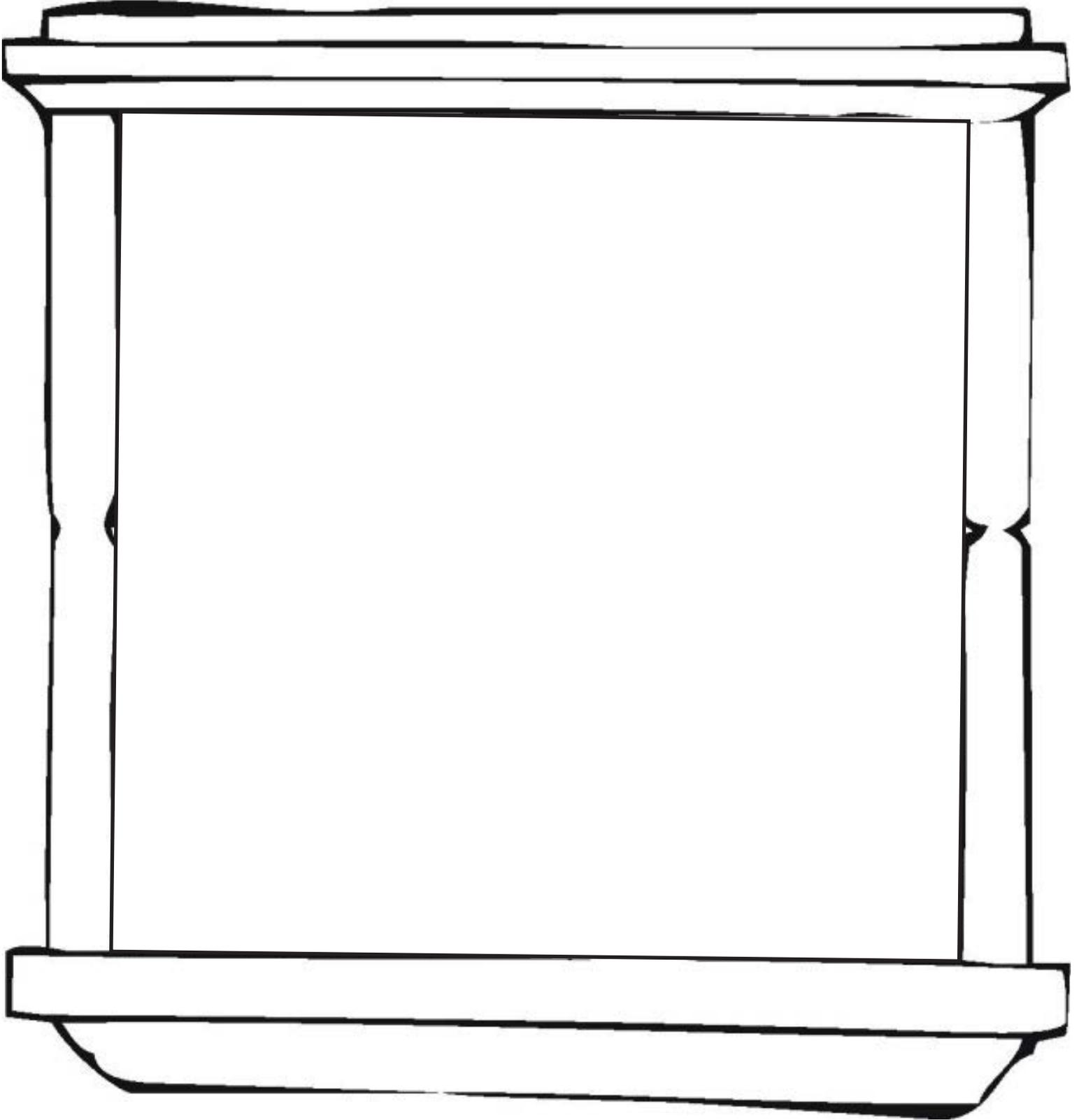
NCES-Science.4.L.1.3: Explain how humans can adapt their behavior to live in changing habitats (e.g., recycling wastes, establishing rain gardens, planting trees and shrubs to prevent flooding and erosion). CCSS.ELA-LITERACY.RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Worksheet for before the show

NAME _____

COPY PAGE

Until Rapunzel leaves the tower, the only part of the world she knows is what she can see, hear and smell through her window. Pretend your bedroom at home is the tower. Make a list of what you can see, hear and smell through the window. Now, draw those items in the window below.



Before the show

Creating your song

In the play, Nan sings a song to Rapunzel:

*The moon comes up, the sun goes down
And still the world keeps turning round and round
The world's a disgrace, it's a scary old place to be
But have no fear, you're safe up here with me*

And later, Rapunzel sings her own version of the song:

*The sun comes up, the moon goes down
Round and round and round and round
The weather keeps changing and I don't know why
We keep on building to the sky*

What differences do you notice in the two songs? How do they show each character's different perspective of the world? Now, write a song or poem explaining your perspective of the world.



NCES-TheaArts.(K-5).TA.A.1: Analyze literary texts and performances. NCES-Music.(K-5).MU.CR.1.2: Understand the relationships between music and concepts from other areas.

“Tall Tower Challenge”

In this lesson plan provided by tryengineering.org, students explore the tallest buildings in the world and how they were designed and constructed. They then work in teams to develop the tallest tower they can to support the weight of a golf ball for two minutes.

Each team is provided with 50 straws, 50 pipe cleaners and 25 paperclips. Together, they develop a plan on paper, build the tower, test it, and compare their results with those of their classmates. All handouts and teacher support materials are provided in the link below.

Tall Tower Challenge



NCES-Science.3.P.1.1: Infer changes in speed or direction resulting from forces acting on an object. NCES-InfoTech.(3-5).RP.1.1: Implement a research process by collaborating effectively with other students.

Imagination Box

Students sit in a large circle. The teacher asks them to imagine there is a box in the center of the circle. What size is it? What color is it? What shape is it?

Tell them the box can be different depending on where you are sitting in the circle. This is because it is a magic box! The teacher goes into the center of the circle first and pantomimes opening the box and taking out an object. The teacher must demonstrate how to use the object without speaking, and then the class must guess what it is. When the students guess correctly, the teacher puts it back in the box and closes it. The student who guessed correctly takes a turn at taking an object out of the box.



NCES-TheaArts.(K-5).TA.AC.2: Use performance to communicate ideas and feelings. NCES-TheaArts.1.TA.C.1.1: Use non-verbal expression to communicate movement elements, including size, weight, and rate.

The World's Tallest Building



The Burj Khalifa is a skyscraper in Dubai, United Arab Emirates. With a total height of 829.8 m (2,722 ft.), the Burj Khalifa has been the tallest structure in the world since its completion in late 2008.

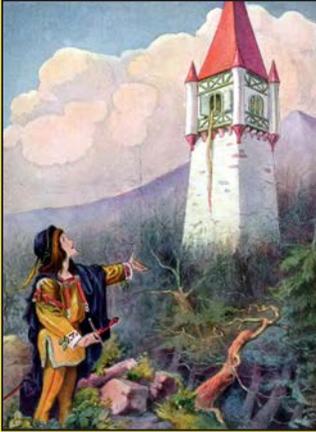
The building is meant to be completely self-contained with apartments, restaurants and shopping. Just like Rapunzel's tower, you would never need to leave!

The Burj Khalifa was designed by Adrian Smith, of Skidmore, Owings & Merrill, whose firm designed the Willis Tower and One World Trade Center.

[Click here](#) to learn more about the world's tallest building.

After the show

The Fairy Tale



Rapunzel is a German fairy tale in the collection assembled by the Brothers Grimm, and first published in 1812 as part of *Children's and Household Tales*. The collection of more than 200 stories includes well-known tales, such as *Little Red Riding Hood*, *Hansel and Gretel*, *Sleeping Beauty* and *Rumpelstiltskin*.

Rapunzel is one of their best known fairy tales, and its plot has been used and parodied by many cartoonists and comedians. Its best known line ("Rapunzel, Rapunzel, let down your hair") even having entered popular culture through movies like *Disney's Tangled*.

What are some elements from the story that make it a fairy tale? Create a list with your class.

[Click here](#) to read the original Grimm version of *Rapunzel*.

The BIG questions after the show

1. What did the Rapunzel learn during her time in the tower? How did her perspective change when she met Rafi?
2. Why did Nan want to keep Rapunzel in the tower? Was it a good idea for Nan to keep her there? Why or why not?
3. In the play, Rafi says, "The bird had stopped singing in her cage." Who is the bird in the cage? Why do you think he said this? Have you ever felt that way?



CCSS.ELA-LITERACY.SL.(K-5).2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. CCSS.ELA-LITERACY.SL.4.1.D: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

What happens next?

As a class, review the final events of *Rapunzel*. Instruct the students to get into small groups and assume the characters from the play. Each group should create a scene that occurs after Rapunzel has left her tower. Give them a few moments to rehearse their scenes and then share them with the entire class. In what ways have the characters changed? What is happening in their lives now?

After the groups have shared their scenes, you may extend the project by encouraging students to write a journal entry or draw a picture from the perspective of their character in the scene. The students should focus on what their characters were thinking and feeling during the scene. Don't forget to include any changes your character has gone through since the beginning of the story.

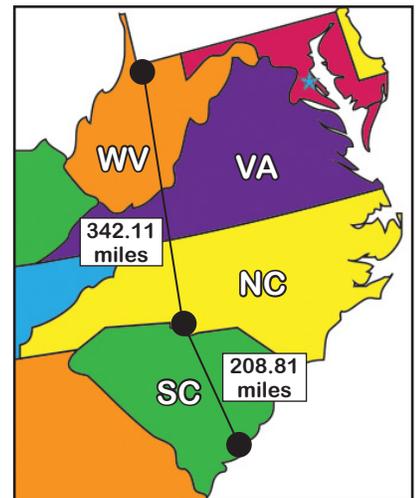


NCES-TheatreArts.(K-5).TA.AC.2: Use performance to communicate ideas and feelings. CCSS.ELALITERACY.W.(3-5).1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

Traveling with the tour

The Resident Touring Company (RTC) began in 1972 as the Tarradiddle Players, the vision of theatre educator Constance Welsh. In 1989, the company officially became part of Children's Theatre of Charlotte.

- If the RTC travels from Charleston, South Carolina, to Parkersburg, West Virginia, how many total miles would that be?
- The RTC van gets 15 miles per gallon of gas. How many gallons would it take to drive from Charlotte, North Carolina, to Parkersburg, West Virginia? If the van holds 20 gallons of gas, calculate the cost of travel based on current gas prices.
- The RTC will perform 400 times during the school year. If they perform five days per week, for about 34 weeks, how many average performances is this per day?



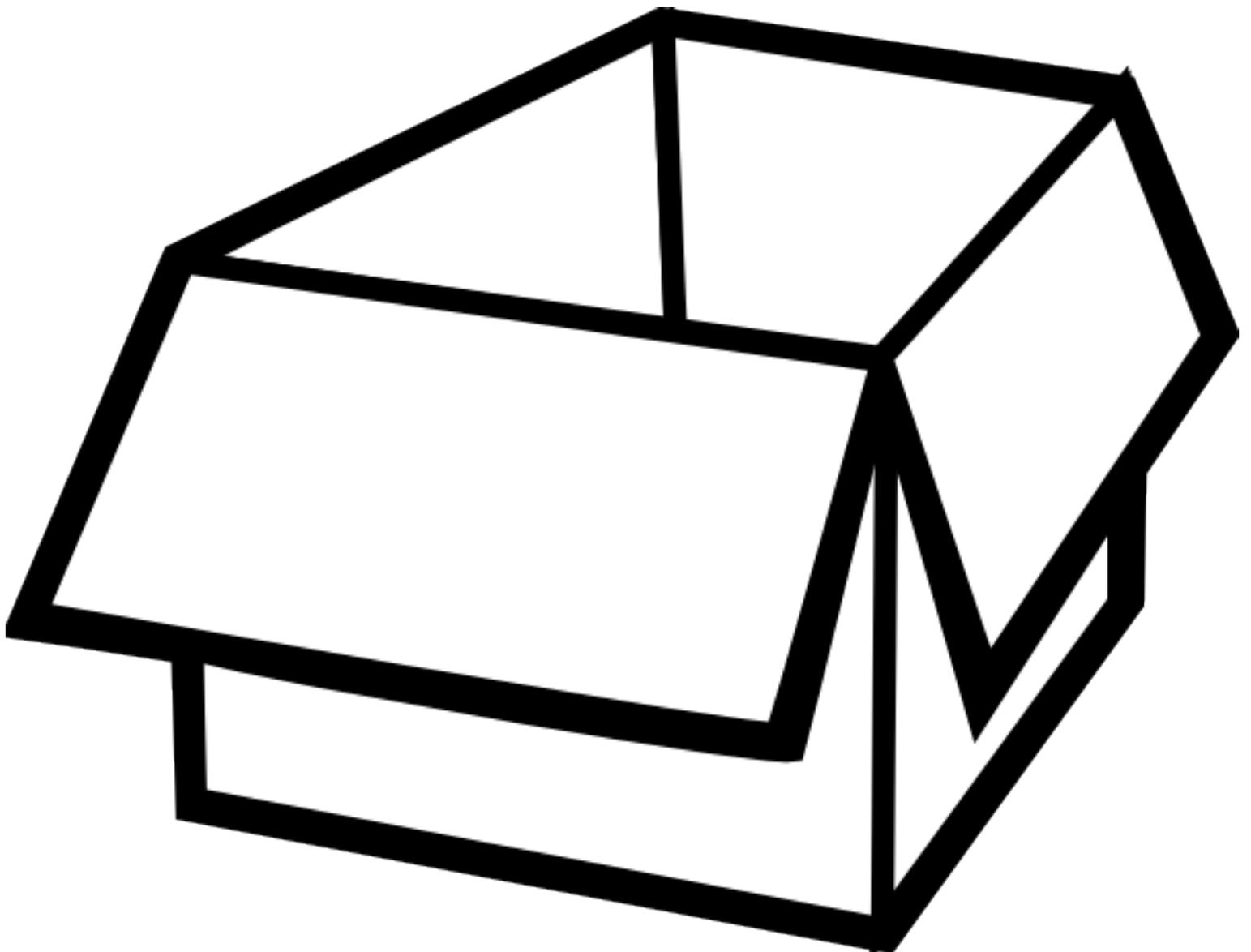
CCSS.MATH.CONTENT.3.OA.D.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Worksheet for after the show

NAME _____

COPY PAGE

Think about the people, ideas or things that are important to you, or you would like to keep safe. Fill the cardboard box below with what you want to protect. You can draw pictures, create a collage, or write words and phrases. Be creative!



Check out these recommended books at your local library or order them online.

Recommended for early readers

The Three Billy Goats Fluff

by Rachael Mortimer

When Mr. Troll threatens to eat the three billy goats Fluff for being too noisy while going over his bridge, Mother Goat comes up with a fluffy plan that may include knitting.

Goldilocks and Just One Bear

by Leigh Hodgkinson

Little Bear, all grown up, finds himself lost in a noisy, busy city where he happens to bump into someone with golden hair who remembers exactly how he likes his porridge.

The Little Red Hen (Makes a Pizza)

by Philemon Sturges

In this version of the traditional tale, the duck, the dog, and the cat refuse to help the Little Red Hen make a pizza but do get to participate when the time comes to eat it.

The Three Ninja Pigs

by Valeri Gorbachev

In this twist on the classic tale, Pig One and Two neglect their ninja school martial arts training and are no match for the wolf, but Pig Three's practice and dedication saves the day.

Recommended for elementary

Flunked

by Jen Colanita

When petty thief Gilly gets caught stealing, she is sentenced to three months at Fairy Tale Reform School, where all of the teachers are former villains, including the Big Bad Wolf, the Evil Queen, and Cinderella's Wicked Stepmother.

The Sisters Grimm: The Fairy-tale Detectives

by Michael Buckley

Sabrina and Daphne learn they are descendants of the Brothers Grimm, who were actually detectives of the magical crimes perpetrated by the Everafters, a parallel race of magical beings from the stories we all know!

The Purloining of Prince Oleomargarine

by Mark Twain with Philip and Erin Stead

Based on a set of unfinished Mark Twain notes for a children's story, this is the tale of Johnny, a young boy with a magical ability to speak to animals who sets off to rescue a stolen prince.

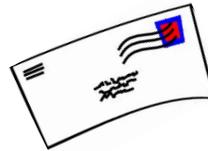
Every play Children's Theatre of Charlotte produces is created by a talented team of designers, technicians, actors and a director. As a class, discuss what you experienced when you saw the performance.

THEATRE CORNER

1. Name three things you noticed about the set. Did the set help tell the story? What sort of set would you have designed?
2. What did you like about the costumes? Did the costumes help tell the story? What sort of costumes would you have designed?
3. Talk about the actors. Were there moments you were so caught up in the story you forgot you were watching a play?
4. Were there any actors who played more than one character? What are some ways you can be the same person but play different characters?



NCES-TheaArts.(K-5).TA.A.1: Analyze literary texts and performances. NCES-TheaArts.(K-5).TA.AE.1.2: Understand how costumes [and technical elements] enhance dramatic play.



Write to Us!

Children's Theatre of Charlotte
300 E. Seventh St.
Charlotte, N.C. 28202



CCSS.ELA-LITERACY.L.(K-5).1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



With this season, Children's Theatre of Charlotte launches a unique endeavor, The Kindness

Project. We've commissioned three world-premiere plays—two this season, *Last Stop on Market Street* and *A Sick Day for Amos McGee*—that feature kindness as the central theme. We've invested in this project because we recognize the power simple acts of kindness hold.

As The Kindness Project blossoms, grows and spreads far and wide, there will be multiple ways for you to get involved. Visit ctcharlotte.org/kindness to learn more.