

# Rumpelstiltskin



## Bits 'N Pieces Puppet Theatre Classroom Activity Guide

This program is presented as part of the Arts In Education Program which is funded and jointly sponsored by the Hillsborough County Public Schools and the Arts Council of Hillsborough County

# “Rumpelstiltskin”

by **The Brothers Grimm**

**Presented by Bits ‘N Pieces Puppet Theatre**

**An Educator’s Guide**

## **On with the Show!**

Spin the globe of the earth. Take a look. Everyplace where there are children, there are puppet shows. Puppets are something all cultures share. Everyone loves to laugh and hear a good story. Jerry Bickel presents his one-man puppet performance for you. He plays the parts, sings the song, brings the puppets to life, and tells the tale. He presents a musical marionette performance from the past for your audience today.



Jerry Bickel  
Bits ‘N Pieces Puppet Theatre

### **Bits N Pieces Puppet Theatre**

Since 1972 Bits N Pieces Puppet Theatre has presented traditional children’s classic tales with many forms of puppets. This production is presented with wooden string puppets created in a traditional Bohemian Marionette style with a wire attached to the head instead of strings. The combination of wires and strings helps a solo performer manipulate several puppets at the same time.

*Bits N Pieces Puppet Theatre performs with program support from the Arts Council of Hillsborough County, Hillsborough County Board of Commissioners, State of Florida Division of Cultural Affairs, Florida Arts Council and the NEA*

What's his Name?

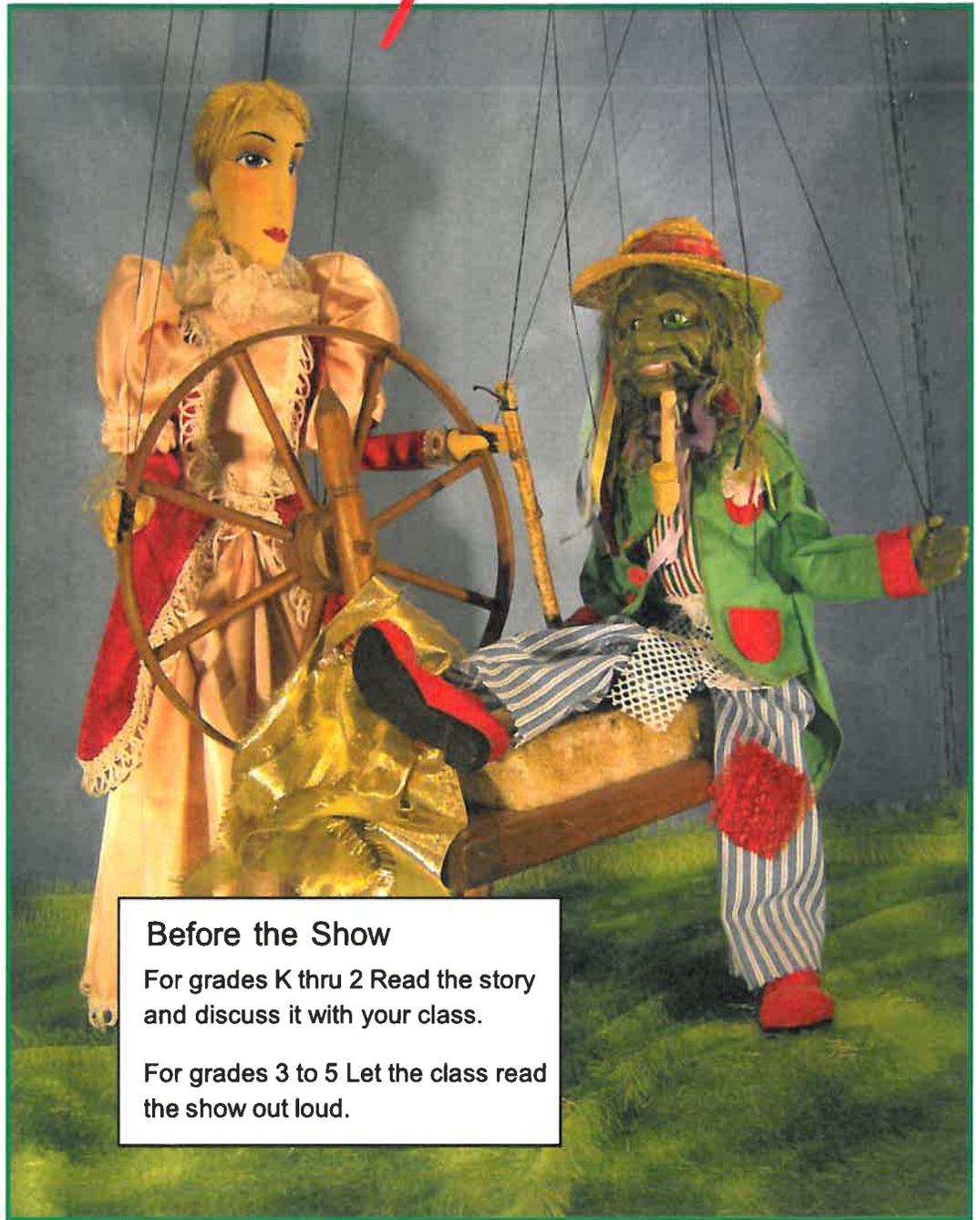
# Rumplestil...?

*H*appiness is more valuable than Gold. Can the Prince travel to the End of the World, learn the little man's name and save the day?



Once there was a miller who loved to brag about his beautiful daughter. A greedy King overheard him saying his daughter was so gifted she could spin straw into gold. The King immediately

promised the miller his daughter could marry the prince...if she could really spin gold.



### Before the Show

For grades K thru 2 Read the story and discuss it with your class.

For grades 3 to 5 Let the class read the show out loud.

Of course the young girl could not spin gold from straw, no human could do that, but a little man with magic spells appeared. He would spin the gold if she would make a promise. Foolishly, the girl agreed. The gold was spun. There was a fancy wedding. Everyone was happy until the little man appeared again to claim his prize.

# BEFORE the Performance

## Standards connected to the Performance

**Language Arts:** LAFS.K12.SL.1.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**Theater:** TH.K.C.2.1- Respond to a performance and share personal preferences about parts of the performance.

TH.1.H.1.1 - Identify characters in stories from various cultures.

TH.2.C.1.2 – Respond to a play by drawing and/or writing about a favorite aspect of it.

TH.4.O.2.1 - Write a summary of dramatic events after reading or watching a play.

TH.5.H.3.3 - Demonstrate how the use of movement and sound enhance the telling of a story.

## Theater Etiquette Activity

*This is a reflective exercise for your students. Read this section to them with discussion.*

### The Role of the Audience

- You are the audience - an important part of the performance. You help the performers by pretending and participating with them.
- Seeing a live show is not like watching TV or a movie. The performers are in the same room with you, and can see and hear you, the audience, and interact! What are some other differences? (No commercials, no eating, no lying down or running around...)
- Enter the performance space quietly and listen. Who might be giving instructions?
- The performers need you to watch and listen quietly. Talking to friends disturbs the performers and other members of the audience.
- Your job is to pretend along with the performers. They like it when you laugh if something is funny. They also like to hear you clap at the end of a performance when they bow.
- After the bows the audience stays seated. Who might give instructions on how to leave?

## Standards for Theater Etiquette

TH.K.S.1.1-Demonstrate appropriate audience behavior at a live performance.

TH.1.S.1.1-Exhibit appropriate audience etiquette and response.

TH.2.S.1.1-Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.

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.S.1.1-Describe the difference in responsibilities between being an audience member at live or recorded performances.

## Language Arts Activity - Reading

**Read the Brothers Grimm version first, then check out different versions of the story from your library. Read the original. Read those that followed. The end of Rumpelstiltskin happens in many ways. Have the class compare and contrast the different versions of the stories.**

LAFS.K12.R3.7 - Analyze how two or more texts address similar themes or topics in order to, or with, your class. Compare and Contrast the different versions of the stories.

TH.1.F.1.1 - Pretend to be an animal or person living in an imagined place.

TH.2.H.1.1 - Read and dramatize stories with similar themes to show developing knowledge of, and respect for, cultural differences.

TH.5.H.3.4 - Act out a character learned about in another content area.

TH.5.H.3.3 - Demonstrate how the use of movement and sound enhance the telling of a story.

# Puppet Theater Activity

## Make a Simple Bohemian Marionette

These puppets are really simple stick puppets with one rod. Print the pictures on 110# Card Stock. Have the children color the characters, cut out and attach a drinking straw to the back of each puppet. The straws stick "up" out of the head. The straws go all the way down to the toes, but you attach the straw with tape up behind the nose. The scenery is folded like a picture book so it stands upright. The puppets are performed in front of the scenery. When the show is over the puppet can be "attached" to the stage by sliding the puppet over the set between the cardboard and the straw. As further development, a "real" stage can be made from a shoebox or cereal carton. A Diorama could have a set of performing puppets. Students could create their own puppets and performance based on a book read in class.

**Make your own simple puppets and use them to tell your favorite fairytales.**

*Explore these activities with the puppets. Have fun!*

- Present "Rumpelstiltskin". Have each student become his or her favorite character.
- Have your students act out a scene from the story. Have the students make other puppets as needed.
- Use desk lamps to light your stage. Make it bright, make it dim, make it flash, make it dark.
- Add sound effects and animal noises..

## Great resource for making simple stick puppets

"DIY - How to make Stick Puppets" - YouTube  
[watch?v=zU3O7CahPg4](https://www.youtube.com/watch?v=zU3O7CahPg4)

[www.youtube.com/](https://www.youtube.com/)

## "10 Super Fun Puppet Crafts For Your Kids" - MomJunction

[www.momjunction.com/articles/super-fun-puppet-crafts-kids\\_0075121/](http://www.momjunction.com/articles/super-fun-puppet-crafts-kids_0075121/)

TH.3.F.1.1 - Create and/or collect appropriate props and costumes and use them to help tell a story.

TH.4.F.1.2 - Create sound and lighting effects to suggest the mood of a story.

## Bibliography

**Making Puppets Come Alive**  
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by Pegg Callahan





## **ABOUT MARIONETTES**

### **What to Look for**

Solo artist, puppeteer and storyteller Jerry Bickel uses marionettes to bring his story to life on stage. These marionettes are made of wood and plaster and fabric. Some of the marionettes are “French” with strings, and some marionettes are “Bohemian” with wires instead. A traditional classic marionette stage with full scenery and lighting compliments the performance. In addition to the performance Jerry also presents an illustrated demonstration of the marionette’s historical development. During the performance Jerry allows the audience to see the “manipulation technique” of the puppets and the “backstage” workings of the theatre.

**Puppetry uses movement and sound effects to enhance the storytelling.**

**Seven marionettes are animated on stage with dramatic action movement and precision.**

**During the puppetry demonstration the audience is invited to participate with words, sounds and movement.**

# After the show

## Language Arts Activity – Reading

**Use a Venn Diagram to compare and contrast the book and the performance.**

Use one of the stories or books from the activity above.

LAFS.K12.R.3.7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LAFS.5.RL.1.3 - 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).

TH.2.O.1.1 - Compare the differences between reading a story and seeing it as a play.

## Language Arts Activity – Writing

**Ask you students to write a different ending to one of the stories in the performance.**

Alternately, For grades K through 2, students can draw a picture, write as a group or do shared writing.

Encourage you students to answer specific questions like:

What would have happened if the little man had not appeared?

How would the story have ended if the Prince had not saved the day?

How can a little white lie lead to trouble?

LAFS.2.W.1.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

LAFS.4.RL.1.3 - 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).

## Storytelling Activities

### Theater Concepts and Vocabulary

- The storyteller and audience agree to “suspend disbelief”, to pretend together that the action of the performance is real and is happening for the first time. This agreement means the audience members accept the use of theater conventions such as:
  - Audience participation - the storyteller talks directly to, and interacts with, the audience. The audience is invited to help act out parts of the story.
  - The storyteller plays multiple characters and uses many voices.
  - The storyteller sings to provide information, move the action forward and set a mood.
  - The storyteller uses mime movements to suggest props and scenery.

### Storytelling Games

Go over the story with your students. Pick one of the stories (or pick one episode). Be sure to have a beginning, middle, and end.

1. Ask the students to form a circle and let the first child begin telling the story. At a prearranged signal from you, the next child in the circle must take up the story. Keep going until everyone has a turn and the story is told.

2. Turn a favorite adventure story into a “fractured fairy tale”. Example- Make King Arthur a school gym coach and his Knights of the Round Table the sports team.

3. Find an interesting item or photo and invent a story about it.

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## About the performing artist Jerry Bickel

Puppeteer and Founder of Bits 'N Pieces Theatre



An earnest puppeteer since childhood, Jerry received the Distinguished Career Award in Youth Theatre from the Florida Theatre Conference in 1998. He has written and produced eleven giant puppet musicals and dozens of smaller traditional puppet productions.. Bits 'N Pieces Puppet Theatre has made 16 international tours to Asia and Europe. In addition to leading the Bits N Pieces GIANT Puppet Theatre he is the solo performer at PuppetWorld in Tampa and tours traditional puppet productions across the county. He is currently the North American Councilor for the World Puppet Carnival.

[jerry@puppetworld.com](mailto:jerry@puppetworld.com)

Check out his web site at

[www.puppetworld.com](http://www.puppetworld.com)

More Education  
Extenders and  
Printables for  
Lesson Ideas...



# Before and After the Show Classroom Activities

## Printables

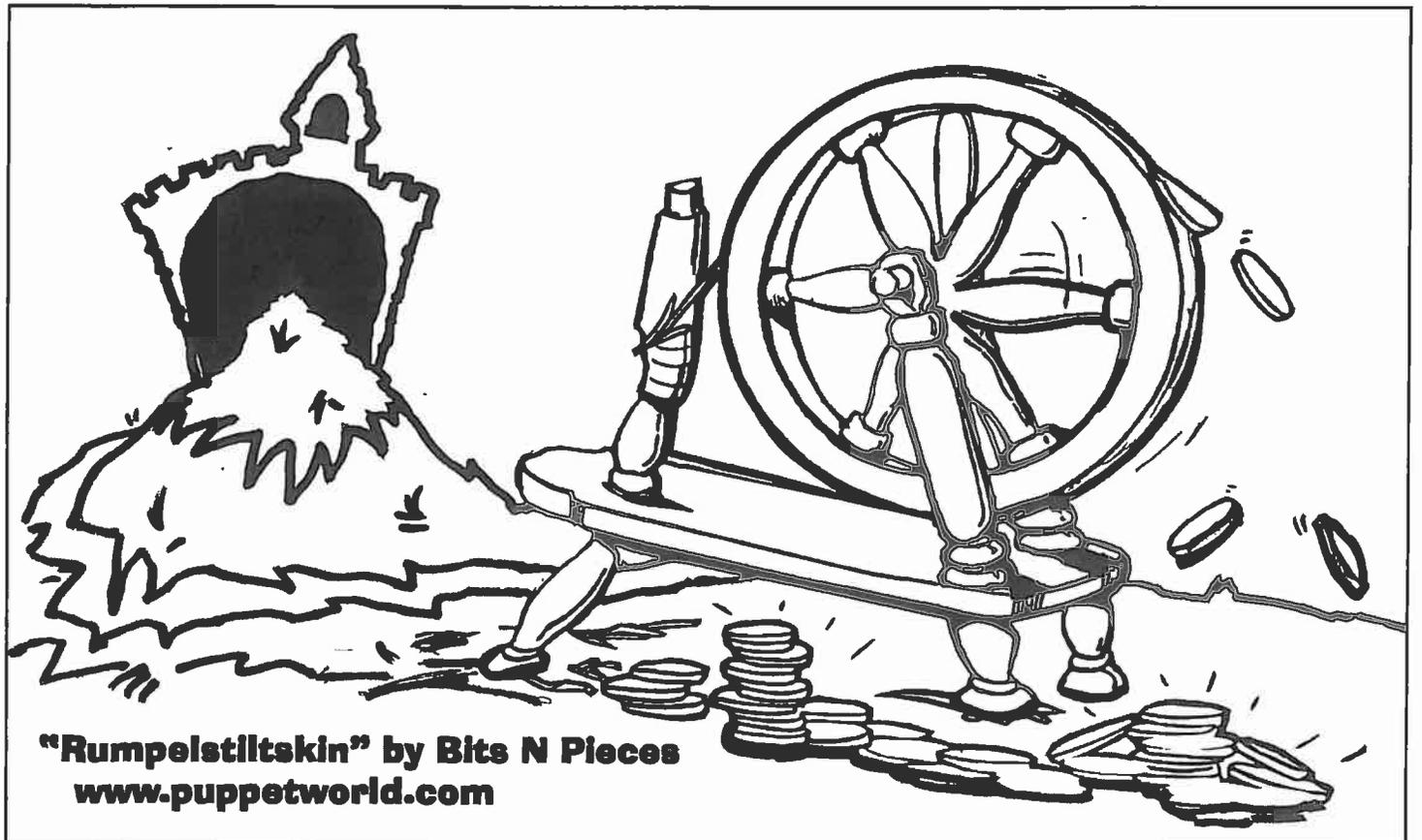
### Questions to ask before the show...

1. What will the characters look like? Have the students draw their ideas.
2. What is music? Can music tell the emotions of the singer? Think of a happy song. Think of a sad song. Without the words is the song still happy or sad?
3. Do you expect the story to be scary or funny? Why?

### Questions to ask after the show...

1. What did you like best about the show? What did you like the least?
2. Do you have to listen carefully to the words to understand the story?
3. Which character is your favorite? Why?
4. What was the mood of the show? Happy, scary, sad?





**"Rumpelstiltskin" by Bits N Pieces**  
**[www.puppetworld.com](http://www.puppetworld.com)**

# Reading the Show Poster

1.) What is the name of the show?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

2.) Who will present the show?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

3.) On what days can you see the show?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

4.) Who wrote the story?

\_\_\_\_\_

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\_\_\_\_\_

5.) What do you think the play will be about?

\_\_\_\_\_

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\_\_\_\_\_

6.) Do you already know the story? How?

\_\_\_\_\_

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\_\_\_\_\_

**Bits 'N Pieces Puppet Theatre presents**



**RUMPLESTILTSKIN**  
A Marionette Play  
based on a Fairytale  
Shows are Weekdays and Sturdays

Name \_\_\_\_\_

Activity

# Who? What? Where?

Read each question about the story. Write the answer.

1. Who are the characters in **RUMPLESTILTSKIN** ?

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2. Where does the story take place?

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3. What is the problem?

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4. What are three main things that tell what happened in the story?

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5. How was the problem solved?

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Story Map

Beginning (Who, Where, When):

Middle (Problem, Goal):

Ending (Solution):

# Other Puppet Ideas for the Classroom

## Science

Make simple paper cut out puppets and present the water cycle. Show it rain, fill the lake, sink into the ground, feed the plants, evaporate and begin again.

## Literature

Make puppets to act out a scene from a book you are currently reading. Use shadow puppets cut from cardboard and projected with an overhead projector.

## Cultures

Investigate the puppets traditionally seen by children of a specific country. Find paintings and pictures of their puppets. Make a show from one of their traditional stories.

## History

Make a show based on past history of what's happening in the news today. Make a cardboard box puppet stage that looks like a television screen or an old history book.

## Art

Study famous paintings and make puppets of the figures. Tie to March with the World Day of Puppetry or April with America's Day of Puppetry.

## Music

Team up with the music teacher to write a show. Compose songs about "Who you are" and "What you want" or "How I'll get in the Way". Video tape for class enjoyment.

## PUPPET & Theatre Vocabulary

### Art

The use of a variety of means to express ideas, entertain and enlighten.

### Blocking

The movement of characters on the stage as planned by the director.

### Composer

The artist who creates original music.

### Dance

The expressive use of the body to convey a story, emotion and or pleasing visual effect.

### Marionette

A string puppet operated from overhead.

### Music

The art of making sound tell a story or have a meaning.

### Puppet

An inanimate object made to seem alive by the puppeteer who performs the show.

### Script

The written dialogue and stage action description of the play.

# Types of Puppets

## Crossword Clues

### ACROSS

2. These puppets are worked from above and very good for flying. In France, they say "Marionette."
5. Mr. Punch is one of these puppets. It attaches to your arm.

### DOWN

1. You can put five of these puppets on one hand.
2. Even with a bright stage light you can't see this puppet, you only see its \_\_\_\_\_.
3. These European and Javanese puppets are worked from underneath with sticks.
4. One of Bits 'N Pieces' really big puppets.

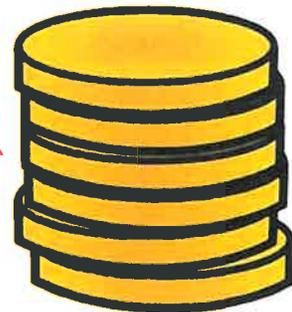
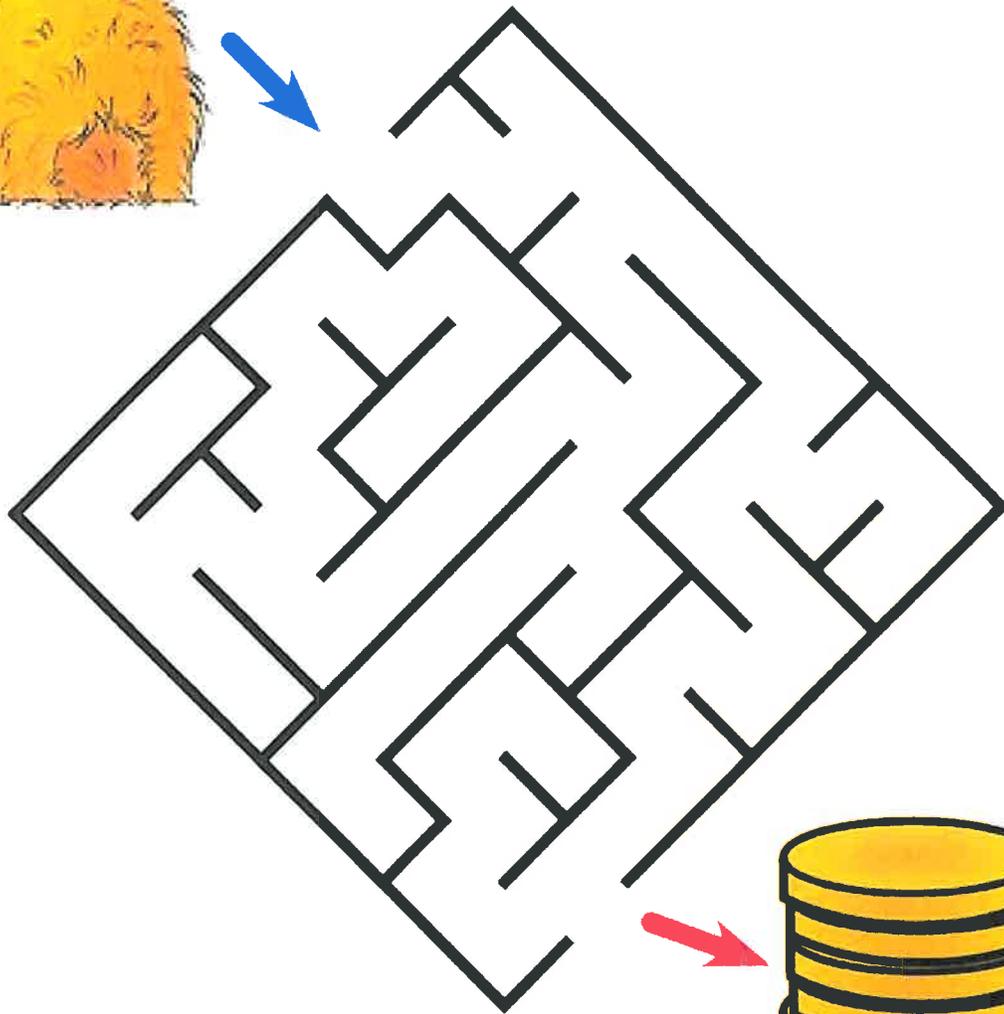
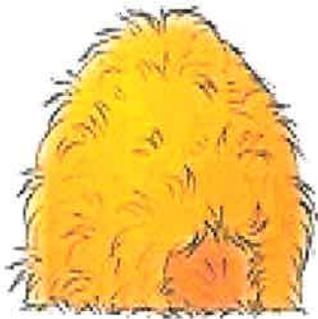
The crossword puzzle grid consists of the following cells:

- Clue 1 (Down): 5 cells (1,1) to (5,1)
- Clue 2 (Across): 6 cells (2,2) to (2,7)
- Clue 3 (Down): 3 cells (3,3) to (5,3)
- Clue 4 (Down): 3 cells (4,2) to (6,2)
- Clue 5 (Across): 4 cells (6,1) to (6,4)

### Scrambled Answers

- NAHD
- GRENIF
- ATNGI
- ORD
- AHSWDO
- SITNRG

**Can you spin Straw into Gold?**



Can the Prince and Princess meet?

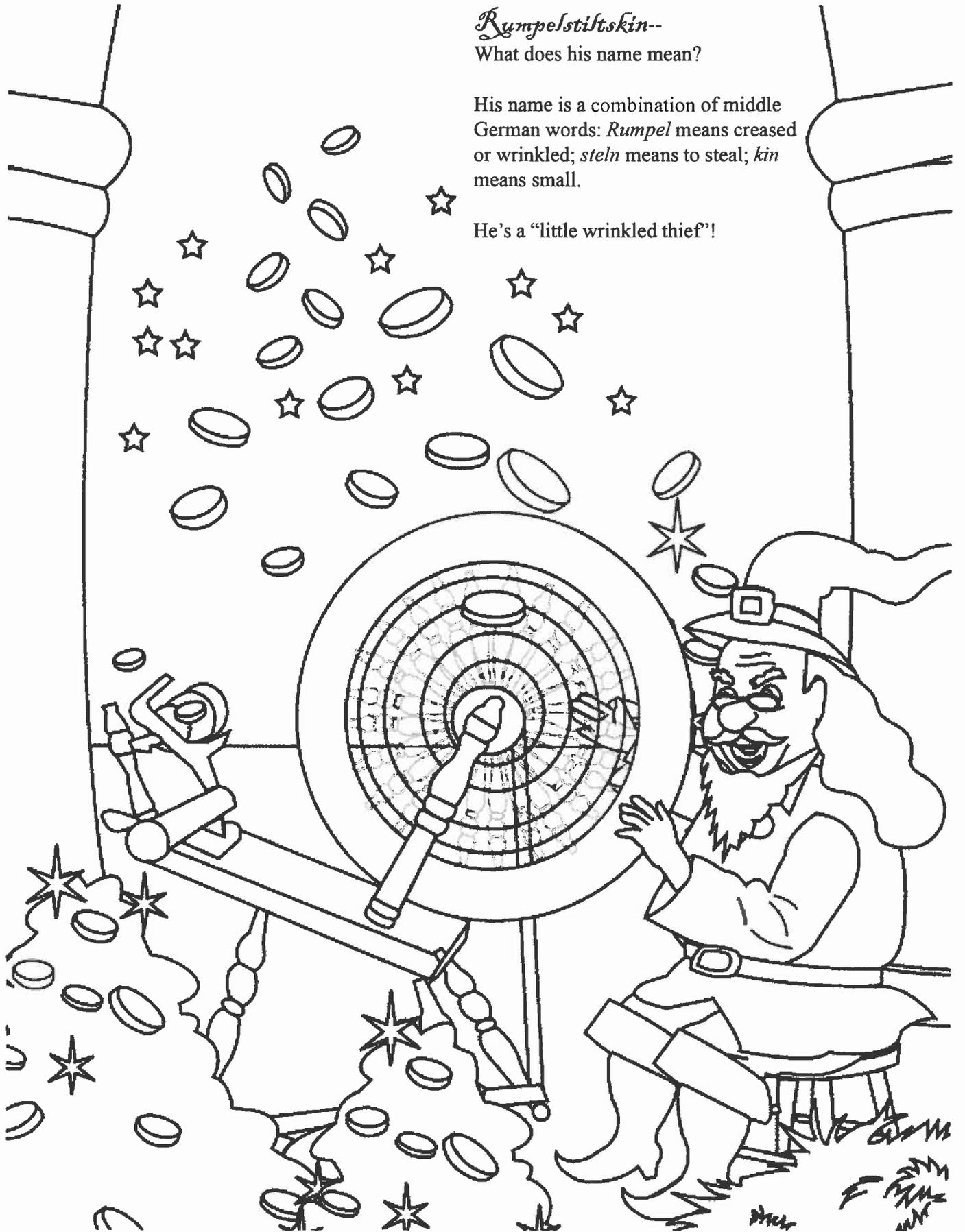


*Rumpelstiltskin--*

What does his name mean?

His name is a combination of middle German words: *Rumpel* means creased or wrinkled; *steln* means to steal; *kin* means small.

He's a "little wrinkled thief"!



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Bits N Pieces Puppet Theatre

Teachers may copy this guide for classroom use.

Download additional copies of classroom guide, video and more at  
[www.puppetworld.com](http://www.puppetworld.com)



Florida Division of  
Cultural Affairs



Bits N Pieces Puppet Theatre, 12904 Tom Gallagher Rd., Dover, FL 33527 813-659-0659  
[jerry@puppetworld.com](mailto:jerry@puppetworld.com) [www.puppetworld.com](http://www.puppetworld.com)

# Bits 'N Pieces Puppet Theatre Evaluation

*Special Offer for Teachers: Please help us better serve you by completing this evaluation and mailing to Bits 'N Pieces Puppet Theatre, 12904 Tom Gallagher Rd., Dover, FL 33527.*

Show: \_\_\_\_\_ Performance Date: \_\_\_\_\_ Location: \_\_\_\_\_

Your Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Address: \_\_\_\_\_

## PERFORMANCE (Artistic Merit)

1. The performance was a professional artistic production of high aesthetic merit and technical quality.  **Strongly agree**  **Agree**  **Disagree**
2. What part of the show worked especially well for your group?

## PERFORMANCE (Educational Merit)

3. The performance was a valuable educational tool that enhanced the students' learning experience.  **Strongly agree**  **Agree**  **Disagree**
4. What aspect(s) of the show were most valuable as a teaching tool?
5. How did your students respond to the show?

## EDUCATIONAL GUIDE AND ACTIVITY SHEETS

6. The teachers' guide contained an array of background information useful for pre-show preparation.  **Strongly agree**  **Agree**  **Disagree**
7. Which elements of the educational guide were particularly useful in your pre-show preparation?
8. The activity pages were useful tools in helping children demonstrate evidence of achieving Florida benchmarks.  **Strongly agree**  **Agree**  **Disagree**
9. Which elements of the activity sheets worked particularly well?
10. Do you have any suggestions to improve the resource guide or activity sheets?

## OVERALL EXPERIENCE

11. Please rate the following by circling the number best representing your opinion. If you indicate "needs improvement" for any answer, please specify. (Use additional sheets if needed.)

|  | Excellent | Good | Fair | Needs |
|--|-----------|------|------|-------|
| <b>Improvement</b>                               |           |      |      |       |
| Artistic quality of program                      | 1         | 2    | 3    | 4     |
| Technical quality of program                     | 1         | 2    | 3    | 4     |
| Students' response to program                    | 1         | 2    | 3    | 4     |
| Educational quality of program                   | 1         | 2    | 3    | 4     |
| Quality of educational guide and activity sheets | 1         | 2    | 3    | 4     |