



## The New Adventures of the Gingerbread Man

By All Hands Productions  
of Atlanta, GA

**Jan 5 - 22, 2012**

Performances Thursday - Sunday from Jan 5-8

Performances Tuesday - Sunday from Jan 10-22

Call 404.873.3391 to book your group



The Center for Puppetry Arts is supported in part by:



**New Generations Program**  
Doris Duke Charitable Foundation  
The Andrew W. Mellon Foundation  
Theatre Communications Group



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The Center is a Member of TCG.

The Center also serves as headquarters of UNIMA-USA, the American branch of Union Internationale de la Marionnette, the international puppetry organization.

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## A note from our Education Director

Dear Educator/Parent,

Welcome to the Center for Puppetry Arts and this production of *The New Adventures of the Gingerbread Man*, adapted and performed by David Stephens of All Hands Productions (Atlanta, Georgia).

*The New Adventures of the Gingerbread Man* is a fun and engaging program of four folktales: "Androcles and the Lion," "The Frog Prince," "The Gingerbread Man," and "Hansel and Gretel." This delightful one-man puppet show is the perfect accompaniment to a thematic unit on children's literature, fantasy, fables, or folk and fairy tales.

It has been proven (through test scores and numerous studies) that the arts

- invite empathy and interaction
- stretch the imagination
- develop important coordination and language skills (emotional and spoken)
- satisfy educational objectives across the curriculum
- support literacy and writing
- enhance social skills such as problem solving, turn-taking and active listening
- impact school attendance in a positive way
- improve motivation and behavior
- and simply allow children to have fun (they're called "plays" for a reason, after all!)

This study guide is designed to prepare you for the experience of a live performance. You're also invited to utilize the suggested activities as a springboard for follow-up fun after the curtain has gone down.

All three areas of programming at the Center for Puppetry Arts (performance, puppet-making workshops and Museum) meet Georgia Performance Standards (GPS) and Georgia Bright From the Start Pre-K Program Standards. To access the Georgia Performance Standards that have been correlated to each programming area according to grade level, click the links below:

[Adventures of the Gingerbread Man, P-K & K](#)

[Adventures of the Gingerbread Man, Grade 1](#)

[Adventures of the Gingerbread Man, Grade 2](#)

[Adventures of the Gingerbread Man, Grade 3](#)

[Adventures of the Gingerbread Man, Grade 4](#)

[Adventures of the Gingerbread Man, Grade 5](#)

[Adventures of the Gingerbread Man, Grade 6](#)

To access a complete list of GA Performance Standards for all grades and subjects, please visit <https://www.georgiastandards.org>.

Enjoy the show!

Sincerely,

Aretta Baumgartner, Education Director

Association of Theatre Movement Educators

American Alliance for Theatre & Education

Educational Theatre Association

A very special “thank you” to Alan Louis, former Director of Museum and Education Programs at the Center for Puppetry Arts, for his hard work and expertise on the original version of this Study Guide (Center for Puppetry Arts, 2009). It was an inspiration for this Guide; select activities are reprinted with his encouragement and permission.

## Pre-Show Activities / Discussions

### **WHAT IS A PUPPET?**

A “puppet” is an inanimate (non-living) object that is brought to life by an outside force (usually a human being working as a performer) in order to tell a story.

*The New Adventures of the Gingerbread Man* is performed with rod, glove, and hand-and-rod puppets. Rod puppets are puppets mounted on a stick (main support rod), and often have strings attached to create movement. The puppeteer pulls on a trigger-like device to make certain parts of the puppet move. This sort of puppet is built to be controlled with just one hand. Glove puppets are a variation of hand puppets, which are operated by a puppeteer’s hand inside the puppet’s head. The glove puppet has an internal division for fingers, allowing independent manipulation of the puppet’s arms. A hand-and-rod puppet is operated by placing one hand inside the head of the puppet to turn the puppet’s head and by opening and closing the hand to make the puppet’s mouth move as the puppeteer provides the character’s voice. *NOTE: all voices are performed live.*

David performs his puppets from behind a low wall known as a playboard. The puppets appear in the lighted playing area on top of the playboard. The playboard can hide David partially or completely, depending on the story being told and the style of that particular storytelling.

- **DISCUSSION:** Ask the children what puppets are. Have they seen them before? Are they real or pretend? What can be used as a puppet? Out of what materials can puppets be made, and why would you choose some materials over others for certain projects? Have you ever made your own puppets?

### **WHAT IS A PUPPETEER?**

A performer who uses a puppet or puppets to tell a story is called a “puppeteer.”

There is one puppeteer in *The New Adventures of the Gingerbread Man*. This single (or “solo”) puppeteer will portray many characters throughout the performance.

- **DISCUSSION:** What skills does it take to be a puppeteer? How is the solo puppeteer able to make each character distinct and unique? Puppeteers can change their bodies and their voices to make characters and stories come to life. Do you change your bodies and/or voices and play different “roles”?

### **WHAT IS AN AUDIENCE?**

Being a good audience member is as important as being a good puppeteer! It takes teamwork between the audience and puppeteer/actor to make a show successful. There are “rules of etiquette” that need to be followed, such as:

- **A LIVE SHOW IS DIFFERENT THAN TV OR MOVIES.** It’s okay to have fun, but do remember that the people on-stage (and in the audience) can hear you—be polite!
- **MAKE SURE EVERYONE CAN SEE.** Stay seated so the audience members behind you can see the show.
- **BE SUPPORTIVE.** The way audience members show they like something is to applaud. Make sure to applaud if you appreciate what you see and hear. Between songs or scenes, after the show, and after the post-show demonstration are appropriate places/times to show your appreciation.
- **LISTEN CLOSELY.** It’s important that you hear all the details of the story so that you can enjoy it fully.

- **DISCUSSION:** Review the “rules” of being a good audience member. Role play what is appropriate audience behavior and what is not appropriate audience behavior. Celebrate the appropriate choices!

# What is the Story We'll Share (The Story Synopsis)?

*The New Adventures of the Gingerbread Man* is inspired by four popular stories: “Androcles and the Lion,” “The Frog Prince,” “The Gingerbread Man,” and “Hansel and Gretel.”

Androcles and the Lion is a classic folktale with roots in ancient Greece and Italy. It is referred to as “Androcles and the Lion” or simply “Androcles,” and, in the Middle Ages, was sometimes called “The Shepherd and the Lion.” It is often filed in the broad collection of stories known as Aesop’s Fables (a collection of stories attributed to a Greek slave and storyteller believed to have lived between 620-560 BC). It is the story of friendship made under unusual circumstances: the story of a boy who shows kindness to a lion and makes a friend for life.

The Frog Prince is best known as a tale attributed to The Brothers Grimm (Jacob and Wilhelm Grimm, German authors and editors who lived between the late 1700s and mid 1800s), and is most likely German in origin. It is the story of a spoiled princess who reluctantly befriends a frog, possibly meeting him after dropping a gold ball into his pond. The frog magically transforms into a handsome prince. In modern versions the transformation is brought about by a kiss from the princess, but the original Grimm tale had the spell being broken when the princess threw the frog against a wall in disgust. In other early versions, the frog only had to be invited to spend the night on the princess’s pillow to undergo the transformation from frog to prince.

The Gingerbread Man is a retelling of a very old folktale that probably came to the United States from England. In England and Colonial America the story was called “Johnny Cake.” Norway, Germany, Bulgaria, and Russia also have their own versions of this popular tale. The Norwegian story is known as “The Pancake,” while the German version is called “The Runaway Pancake.” The Bulgarian version is called “The Round Cake of Wheat.” The Russian version is known as “The Bun.” More recent versions of this story include a Chinese New Year tale called “The Runaway Rice Cake,” a Mexican-American retelling set in Texas called “The Runaway Tortilla,” “The Cajun Gingerbread Boy” from Louisiana, and a Hawaiian version called “The Musubi Man.” The popular animated film series “Shrek” (by DreamWorks pictures, inspired by the book by William Steig) features a Gingerbread Man character, too! Regardless of its origin, “The Gingerbread Man” is a favorite of children everywhere. In the story, a gingerbread cookie comes to life and flees across the countryside to escape being eaten. Everyone he meets along the way follows in hot pursuit until the end of the story when the gingerbread cookie character is finally outsmarted.

Hansel and Gretel is another story commonly attributed to The Brothers Grimm (see “The Frog Prince” above). This popular story has been adapted many times into many different genres (“genre” = a category or style of art) including opera, cartoons and film. Hansel and Gretel are a brother and sister who, when lost in the woods, discover a house made of candy and gingerbread. The hungry children are lured into the house by its owner, a witch who tries to trick them into staying with her forever—but the children are able to outsmart the witch and live happily ever after.

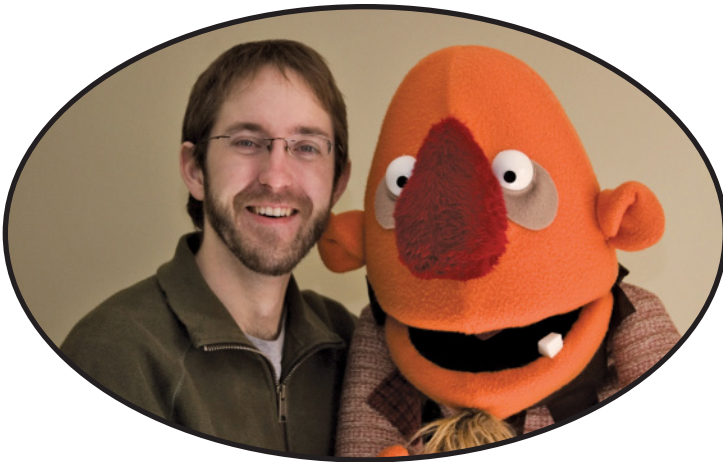
- **DISCUSSION:** The above-mentioned stories are the starting point for the puppet play you’ll enjoy. Changes have been made to the stories as they were adapted (adaptation = change to suit a different purpose) for the stage. Read the original stories (see the “resources” sections of the study guide for suggestions of where to find them) and become familiar with the characters and plots so that you can appreciate the adaptations and discuss the changes after you see the play.

# Who Created the Puppet Show?

David Stephens has been a puppeteer since his childhood when he was inspired by the work of Muppets creator Jim Henson. After obtaining his Masters in Puppet Arts from the University of Connecticut in 2001, Stephens returned to the South and founded his company, All Hands Productions, which is dedicated to bringing quality puppet performances to children and their families. Stephens has also been a puppet captain and performer for The Jim Henson Company and has been a Muppet performer on *Sesame Street*. Based in Atlanta, Stephens continues to work as a skilled performer and builder for live shows and television.

*The Adventures of Gingerbread Man* was originally created by David Stephens in 2002 for his touring puppet company, All Hands Productions. In 2011, Stephens made major revisions to the show before reintroducing it to audiences at the Center for Puppetry Arts in 2012 (as *The New Adventures of the Gingerbread Man*). He worked with puppet costumer, Scottie Rowell, to create the characters' unique attire.

- **DISCUSSION:** Visit the All Hands Productions website. View photos from the show on the “Shows” and “Puppets” pages of the website and discuss which characters you think are represented in the photos. What impressions of their personalities do you get from the images? [www.allhandsproductions.com](http://www.allhandsproductions.com)



David Stephens with one of his puppets



The gingerbread puppet from  
*The New Adventures of the Gingerbread Man*

# LEARNING ACTIVITY, P-K & K:

## Make a “Favorite Folktales” Bar Graph

**Georgia Bright from the Start Pre-K Content Standards covered:** Mathematical Development MD 3 f (Participates in creating and using real and pictorial graphs or other simple representations of data); Language and Literacy Development LD 5 d (Associates symbols with objects, concepts and functions)

**Georgia Performance Standards covered, Kindergarten, Mathematics:** Data Analysis and Probability MKD I

**Georgia Performance Standards covered, Kindergarten, English Language Arts and Reading:** Comprehension ELAKR6a

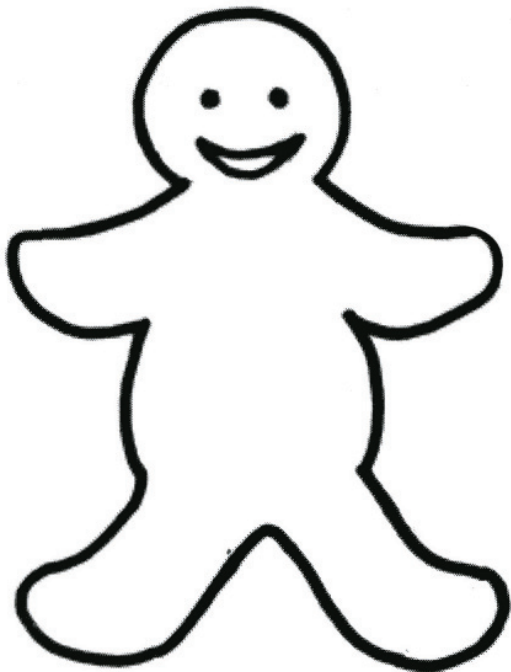
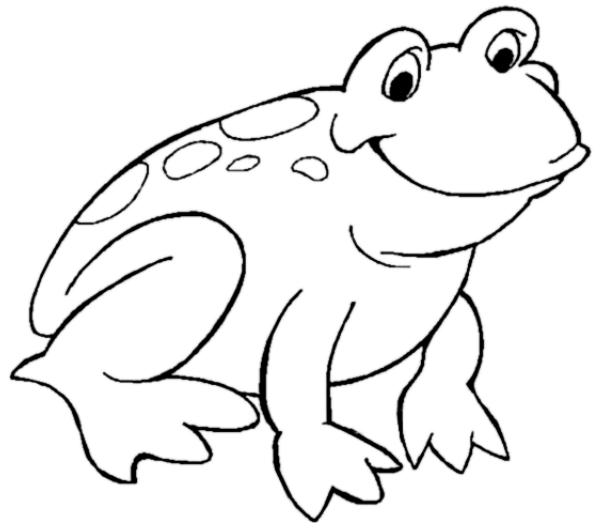
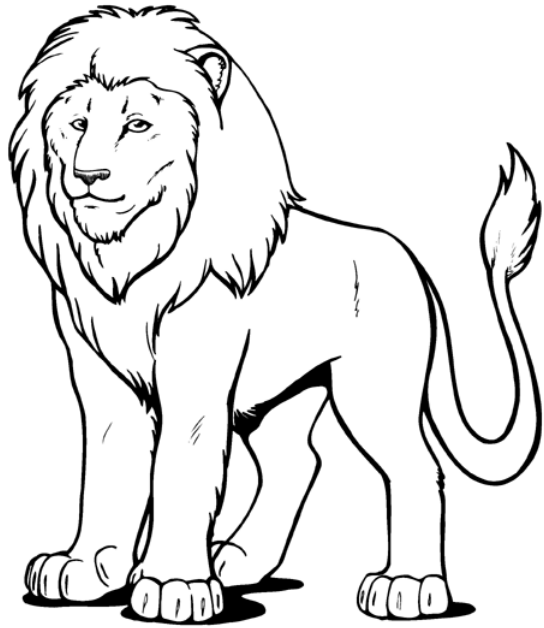
**Objective:** Students will choose their favorite folk tale from those performed by David Stephens in *The New Adventures of the Gingerbread Man* puppet show to construct a class bar graph.

**Materials:** folktale images sheets (one per student; see the reproducible sheet on the next page), crayons or markers for students, tape, chart paper and marker for activity leader (or a dry erase board, chalk board, or SMART Board)

### **Procedure:**

1. Have students recall and review each of the four stories from David Stephens’ puppet show: “Androcles and the Lion,” “The Frog Prince,” “The Gingerbread Man,” and “Hansel and Gretel.” *NOTE: To do this activity before your trip to the Center for Puppetry Arts, read each of the stories to your students.*
2. Have each student color and cut out the pictures on their folktale images sheet.
3. Post a sheet or two of chart paper on the board (or on an easel) in the front of the classroom (or use dry erase board, SMART Board, etc.). Divide your workspace into four rows or columns. Title your graph and label each row or column with a story title.
4. Ask students to choose the image that represents their favorite story and put a piece of tape on the back of it. Have each student come up to the graph with her/his image and place it in the corresponding row or column. Adults in the room may also participate.
5. When everyone has placed her/his image on the chart, ask students if they can tell just by looking at the bar graph which story was the most popular, the second popular, etc. Are any two bars on the graph equivalent? Encourage students to use the following comparison terms: same as, fewer than, more than, etc.
6. Ask individual students to count the number of images in each row or column, or do this together as a class. Record the numbers for each bar on the graph.

**Assessment:** Display bar graph in classroom or hallway. Repeat this activity throughout the year for different collections of folktales or when you wish students to vote on something relevant to the classroom.



# LEARNING ACTIVITY, 1st & 2nd Grade:

## Comparing Different Versions of the Same Story

**Georgia Performance Standards covered, Grade 1, English Language Arts and Reading:** Reading ELA1R5 a; Comprehension ELA1R6 a; Listening/Speaking/Viewing ELA1SLV1 b, c, d

**Georgia Performance Standards covered, Grade 2, English Language Arts and Reading:** Vocabulary ELA2R3 a; Comprehension ELA2R4 a, b; Listening/Speaking/Viewing ELA2LSV1 d, e

**Objective:** Students will compare and contrast elements from two different picture book versions of “The Gingerbread Boy,” contributing ideas for a pictorial representation of the exercise (a.k.a. a Venn diagram).

**Materials:** chart paper and colored markers (or dry erase board or SMART Board) and two of the following picture books: The Gingerbread Boy by Paul Galdone, The Cajun Gingerbread Boy by Berthe Amoss, Journey Cake Ho! by Ruth Sawyer, Gingerbread Baby by Jan Brett, The Runaway Rice Cake by Ying Chang Compestine, The Runaway Tortilla by Eric A. Kimmel, The Bun: A Tale from Russia by Marcia Brown, Musubi Man: Hawaii’s Gingerbread Man by Sandi Takayama

### **Procedure:**

1. Read two versions of (and/or take turns reading aloud from two versions of) “The Gingerbread Boy” to/with your students.
2. On chart paper, make a simple Venn diagram (see illustration below). Draw each circle with a different color marker. Label each circle with the title of the corresponding book.
3. Ask students to recall elements that are the same in both versions. List these details in the space where the circles overlap. Identify elements that are different, and list these details in the spaces that do NOT overlap. You may want to use three different color markers when filling in your chart – one for each circle and one for the overlap.
4. Display Venn diagram in classroom surrounded by student drawings depicting scenes from each of the two versions.

**Assessment:** Display Venn diagram in classroom. Use other Venn diagrams throughout the year to reinforce the critical thinking skills of comparing and contrasting.

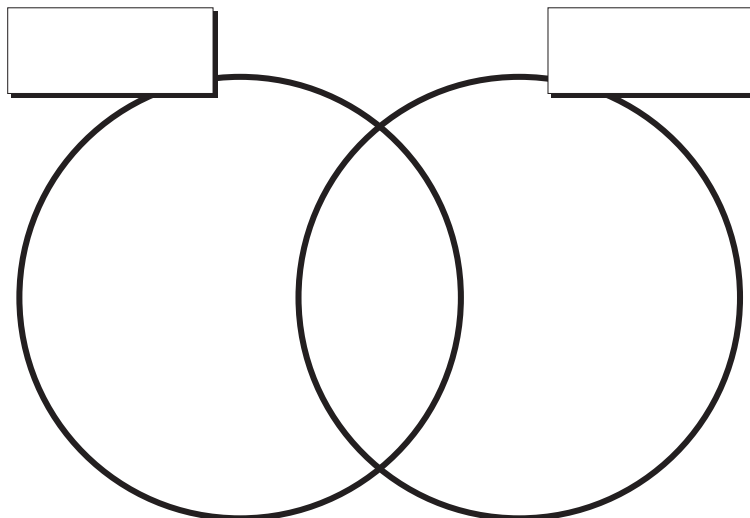


Figure 1. Venn Diagram

# LEARNING ACTIVITY, 3rd & 4th Grade:

## Pioneer Cooking: Johnny Cakes!

**Georgia Performance Standards covered, Grade 3,** English Language Arts and Reading/Reading: Vocabulary ELA3R2 a, b, c, d, e, f; Comprehension ELA3R3 a, b, c, d, e, f, g, h, i; Listening/Speaking/Viewing ELA3LSV1 a, b, c, d

**Georgia Performance Standards covered, Grade 4,** English Language Arts and Reading/Reading: ELA4R1 a, b, c, d, e, f, g, h, i; ELA4R3 a, b, c, d

**Objective:** Students will enjoy the story of Journey Cake Ho! (a Gingerbread Man-like story from the USA) and engage in a pioneer cooking activity (making an early American staple called “johnny cake”).

**Materials:** a copy of Journey Cake Ho! by Ruth Sawyer, chart paper and markers (or dry erase board, chalk board or SMART Board), cornmeal, salt, water, milk, measuring cups, measuring spoons, mixing bowl, covered dish, non-stick griddle or frying pan, hot plate, and butter/margarine/oil/non-stick spray

### **Procedure:**

1. Read Journey Cake Ho! by Ruth Sawyer.
2. Explain to students that journey cake (also called johnny cake, hoecake, hunter cake, or ashcake) is a type of cornbread that pioneers often packed on/for long trips. Discuss:
  - a. Why this food was ideal to pack on/for long trips
  - b. Why you think it was popularly nicknamed “johnny cake”
  - c. Why corn and corn meal (ground, dried corn kernels) were important staples of the early American diet  
*staple – 1: raw material, 2: the sustaining or principal element, 3: a commodity for which the demand is constant, 4: a substance produced regularly or in large quantities*
3. Copy the following recipe on chart paper and display in the front of the classroom:

**Johnny Cakes**  
1 cup cornmeal (white or yellow)  
1 teaspoon salt  
1 cup boiling water  
½ cup milk
4. Have students assist in cooking as appropriate for class size.
  - a. Please be aware of any food sensitivities or allergies students may have before inviting participation in preparation or sampling of food. Review food and cooking safety with students before beginning the cooking process. Remind students that moderation is key when sampling foods and for healthy eating habits.
  - b. Directions:
    1. Grease skillet or griddle with butter/oil/margarine/non-stick cooking spray.
    2. Preheat skillet or griddle on medium heat setting.
    3. Mix cornmeal and salt together in bowl.
    4. Add water, a little at a time, stirring constantly until cornmeal is smooth.
    5. Add milk and stir.
    6. Drop spoonfuls of batter onto the hot frying surface.
    7. Cook Johnnycakes like you would pancakes, flipping when browned on one side.
    8. Remove from pan and keep warm in a covered dish until it is time to eat.
    9. These are delicious with butter, jam, or honey!

**Assessment:** Observe students during the activity. Ask them to recall the process of how pioneers made simple cornbread around a campfire, what pioneer life might have been like and how travel and food have changed since the days of johnny cakes.

# LEARNING ACTIVITY, 5th & 6th Grade:

## History of Gingerbread Word Search Puzzle

### 5th & 6th Grade: History of Gingerbread Word Search Puzzle

Georgia Performance Standards covered, Grade 5, English/Language Arts, Reading: ELA5R3 a,b, c,d,e,f

Georgia Performance Standards covered, English/Language Arts, Reading: ELA6R2 a,b,c,d

**Objective:** Students will read an informative paragraph about the history of gingerbread and complete a word search puzzle featuring vocabulary words from the reading.

**Materials:** Copies of word search puzzle handout (one per student), pens/pencils/highlighters (one per student)

#### **Procedure:**

1. Have students read the informative paragraph at the bottom of the word search puzzle, paying special attention to the words in bold face. Discuss the meaning of any unfamiliar words.
2. After they have read the paragraph, ask them to locate the 20 bolded words in the puzzle. Students should circle or highlight each word as they find it. Words are hidden vertically, horizontally, diagonally and backward.

**Assessment:** Check student handouts for completion, comprehension, and retention of information. Remediate content from paragraph if necessary.



Name \_\_\_\_\_ Date \_\_\_\_\_

## History of Gingerbread Word Search Puzzle

**Directions:** Read the story below, then search the puzzle for the 20 vocabulary words that appear in **bold**. Circle or highlight each word that you find. Words are hidden vertically, horizontally, diagonally, forward and backward.

g i n g e r a l e s e t u o r  
h k j u x s e s f j l k i e z  
w v u i p p n o n i c i n g u  
b w n i e i i l o e p s n i r  
u v c s r c v d t z r o k o o  
y n t o t e e a s i t s a e f  
t a i a o n r s n a u v o n e  
i d o b m o k o a e i e q e y  
d o n t b u i h o j d n n w o  
o b t a r t t e c t a t t i d  
m a l t i a r e n e c i r s b  
m e v d o s c h o n e y a d d  
o b a z c i n n a m o n d e l  
c r a l o t i p a c n i e p o  
t z r e c i p e s d a s z d m

Gingerbread is a centuries-old European **tradition**. It is a treat that has long been associated with holidays and festivals. Ginger root was a precious **commodity** when the European **spice** traders brought it back from the markets of Southeast Asia. A pound of ginger held the same value as a sheep. As **ginger** became more widely available, so did gingerbread. The **recipes** for making gingerbread have changed dramatically over the years. Back in England in 1615, gingerbread was made from breadcrumbs, **honey**, eggs and spices. Some early gingerbread recipes even called for wine, **ale**, or brandy. Gingerbread was cut into shapes, stamped or pressed into a **mold**, and brushed with **icing** or white sugar to make its **elaborate** impressions visible. Gingerbread **sold** at British fairs took the form of men, women, animals, royalty (King George on horseback was a popular design) and patron **saints** - especially on religious **feast** days. Nuremberg, Germany is known as the gingerbread **capitol** of the world. The gingerbread produced there, known as Lebkuchen, is made by **expert** bakers. Geographically located in the center of Europe, Nuremberg was the principal **junction** of the spice **trade** routes. Bakers packed into **one** recipe all of the flavorings available: cardamom, cloves, **cinnamon**, white pepper, anise and ginger.

# Additional Learning and Enrichment Opportunities

## Acting and Drama

How did the performer (as an actor not using puppet characters) help tell the story? Talk about how we use our voice, our body, and our movement to pretend to be things, other people, animals, etc. Have the children explore the tools (body, movement, voice) one at a time:

1. **BODY:** pose as different things (i.e. an elephant, using an arm as trunk and expanding to be as big as possible; a grandmother/grandfather, bending your back and leaning over a bit; a Ferris wheel, placing both arms over your head in a circle and clasping your hands together)
2. **MOVEMENT:** add movement to the above
3. **VOICE:** how would they sound?

**CURRICULUM CONNECTION: Theatre Arts**

## Compassion and Consideration

All four stories featured in *The New Adventures of the Gingerbread Man* had a lesson or a moral that the characters learned. What was the moral of each story? Were these journeys of self-discovery easy or difficult? Can you think of an example of a difficult time you've been through that has taught you a lesson? Write this personal story down (changing any names or details that make you uncomfortable in sharing the story, details that might be too personal for you or a friend or family member), add illustrations, and present it to your classmates so they can learn from your personal wisdom.

**CURRICULUM CONNECTIONS: Physical Education (Personal and Social Behavior), English Language Arts & Reading**

## Genres of Literature

*The New Adventures of the Gingerbread Man's* four stories ("Androcles and the Lion," "The Frog Prince," "The Gingerbread Man," and "Hansel and Gretel") represent different kinds of fiction (fiction = stories that describe imaginary characters and events). Different types of stories are also called different *genres*. Discuss what the similarities and differences are between the genres represented by the four stories that inspired the puppet play; i.e. the characteristics of fables, folklore, and fairy tales. Use stories of the Brothers Grimm and Aesop as examples. Which type(s) of stories contain lessons to be learned? Which contain elements of fantasy or magic? Talking animals? Can you create your own fables, folktales and fairytales?

**CURRICULUM CONNECTIONS: English Language Arts & Reading**

## Math Fun

There are many ways to explore math using *The New Adventures of the Gingerbread Man* performance as an inspiration. Fold a paper gingerbread man in half and discuss *symmetry*. Count how many characters you can recall from the play, and figure out what *percentage* of the show's total character count were in each of the four tales. Consider the average size of a real-life gingerbread man cookie and do size comparisons with other objects, predicting whether things might be smaller than a gingerbread man, larger than a gingerbread man, or the same size as a gingerbread man—then *measure* using a ruler to test your predictions. What other math games can you create using the show and/or its characters as a jumping-off point?

**CURRICULUM CONNECTION: Mathematics**

## Music and Sound Effects

Explore how music can help tell a story. Music was a big part of this theatrical experience. How did music help you understand the actions of the play and the feelings of the characters? Make your own music: play drums you make out of coffee cans, guitars you make out of cereal boxes and rubber bands, and flutes you make out of empty plastic bottles. Create lyrics and sing along! What mood or emotion do these different instruments suggest, and how can your voice reflect these emotions? Listen to different styles of music (such as classical, jazz, country and pop/rock) and identify what instruments you hear being played. Discuss what "sound effects" are and recall any sound effects you heard in the show that helped create the world of the puppet play.

**CURRICULUM CONNECTIONS: Fine Arts/Music, Fine Arts/Visual Art**



## Puppetry

How are puppets brought to life? How are puppet shows created? Have the students create a puppet show using objects they can find in the classroom and/or in their desks. Have them each bring in one kitchen utensil from home (marked with their name on masking tape!) and brainstorm how to re-create a favorite fairytale using these utensils. Explore Chinese glove puppetry (the inspiration for the glove puppets in this show), Muppet-style puppetry (the inspiration for the hand-and-rod puppets in this show) and traditional rod puppetry (the inspiration for the rod puppets in this show) using the puppetry websites recommended in the “online resources” section of this Educator Resource Guide. Puppets designed for this show and for all puppet shows use scientific applications in their designs. Can you figure out how simple machines (levers, pulleys, wedges, screws, wheels/axles, inclines) might have been used in the puppets, set, props or stage for this puppet show? What other ways can you see that science would have been used in the research for or creation of *The New Adventures of the Gingerbread Man*?

**CURRICULUM CONNECTION: Theatre Arts, Science (Engineering and Technology)**

## Spelling

What fun can you have with the letters of the word “gingerbread”? Give each student the letters G-I-N-G-E-R-B-R-E-A-D, and ask them to make (and define) the following words: bring, danger, edge, grade, ridge. What other words can you and your students make (and define) using those letters?

**CURRICULUM CONNECTIONS: English Language Arts & Reading (Spelling)**

## Storytelling

How are stories written? How can a story be told? Have the children draw a series of pictures to illustrate what happened in the story. Add simple captions. This is called a “storyboard” and is often the way a play or a movie is created! Have the children act out what they remember, allowing different children to take on different roles (including scenery so all have a part to play!).

**CURRICULUM CONNECTIONS: Theatre Arts, English Language Arts & Reading, Fine Arts/ Visual Art**

## World Travel

The stories that inspired All Hands Productions to create *The New Adventures of the Gingerbread Man* come from all over the world. Find the following places on a globe: Greece, Italy, Germany, England, and the United States. Which of these cultures/civilizations is the oldest? Which is the newest? How do you think that these stories were passed on from one culture/country to another?

**CURRICULUM CONNECTIONS: Social Studies and Geography**

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# Internet Resources

Explore this online collection of **Aesop's Fables**: <http://aesopfables.com>

Visit the website of **All Hands Productions**: <http://www.allhandsproductions.com/>

Explore the website of American Folklore to enjoy retellings of folktales, myths, legends, fairy tales, superstitions, weatherlore, and ghost stories from all over the Americas: <http://www.americanfolklore.net/index.html>

Teachers will want to visit "Classroom Connections" for planning a thematic unit on *The Gingerbread Man* (by author **Jim Aylesworth**): <http://www.ayles.com/gingerbread2.html>

Read online or print and color the stories of "The Frog Prince," "The Gingerbread Man," and "Hansel and Gretel" on **BBC's** fun website: <http://www.bbc.co.uk/cbeebies/stories>

Visit the website of the **Center for Puppetry Arts**, where you can take a virtual tour of the Museum and see examples of puppets from many cultures and of many different styles: <http://www.puppet.org>

Discover the statistics and learn about the importance of Arts Advocacy at the **Educational Theatre Association** website: [http://schooltheatre.org/sites/default/files/Did%20you%20know%20with%20links%20web%20post%2011-18\\_1.pdf](http://schooltheatre.org/sites/default/files/Did%20you%20know%20with%20links%20web%20post%2011-18_1.pdf)

Answer all your questions about **Genres of Literature** at this in-depth website on the topic: <http://genresofliterature.com/>

Learn about the great resources at the **Georgia Center for the Book**: <http://georgiacenterforthebook.org/>

Check out the **Gingerbread House Workshop** site for lots of links about gingerbread: <http://www.allbaking.net/holiday/gingerbread.html>

Investigate this "Fables, Fairy Tales, Myths and Legends" page, curated by librarian, educator, and author **Carolyn Gundrum**: <http://www.mikids.com/FolkFairyTales.htm>

**Hubbards' Cupboard** shares excellent ideas for a Gingerbread Man thematic unit: [http://www.hubbardscupboard.org/the\\_gingerbread\\_man.html](http://www.hubbardscupboard.org/the_gingerbread_man.html)

Incorporate standards-based math activities into your Gingerbread Man unit (and/or all your classroom units) by exploring the **Mathwire** website: <http://www.mathwire.com/themes/themegb.html#math>

**National Geographic** salutes the Brothers Grimm: <http://www.nationalgeographic.com/grimm/>

Find out about puppetry and puppeteers in the United States by visiting the webpage for the **Puppeteers of America**: <http://www.puppeteers.org>

Visit the **SurLaLune Fairy Tale Pages**: "A portal to the realm of fairy tale and folklore studies featuring annotated fairy tales." <http://www.surlalunefairytales.com/index.html>

Learn how **Union Internationale de la Marionnette USA** "promotes international friendship through the art of puppetry": <http://www.unima-usa.org>

Explore the history of Johnnycakes at **What's Cooking America** and get a recipe to make them: <http://whatscookingamerica.net/History/Johnnycakes.htm>