



Study Guide
for

Hansel y Gretel
(Hansel and Gretel)

Teatro de la Luna
Experiencia Teatral/Experience Theater Study Guide
Hansel y Gretel

Summary of the Play

Once upon a time, a poor wood-cutter lived in the forest with his wife and two children, Hansel and Gretel. They were so poor they were down to their last loaf of bread.

The wife, who was not the children's mother, suggested taking them into the forest and leaving them. Unhappy, the wood-cutter agreed, hoping some kind person would discover and rescue them.

The adults were overheard by Hansel and Gretel. Hansel snuck outside after dark and collected many small white stones to mark their way, so they could find their way home.

Before dawn, the children were gotten up, given a small slice of bread each, taken to the heart of the forest, and left. However, since Hansel had carefully dropped his small stones to mark their path, they were able to find their way and return home to their delighted father. Hansel bragged of how he had marked the way.

That night, the step-mother locked Hansel and Gretel's door so he couldn't get any more stones. The next morning before dawn, the children were again gotten up, given a small slice of bread each, and taken to an even farther away place in the forest and left. Hansel, not having any stones, had dropped small pieces of bread to mark the path. However, when they were left alone, he found that birds had eaten all the bread, and they were truly lost.

After wandering in the forest for several days, Hansel and Gretel discovered a wonderful cottage made entirely of candy. They ran to it and began to eat the house.

Inside the house lived a witch. When she heard the children nibbling, she came out and invited them inside.

After they went in the house, she locked Hansel into a cage in order to fatten him up to eat. She made Gretel do all the cleaning and cooking, and everyday the witch checked to see if Hansel was fat enough yet. However, the witch couldn't see very well, so when the witch told Hansel to stick his finger out of the cage for her to feel, he would stick a chicken bone out instead.

Finally the witch got tired of waiting for Hansel to fatten up, and ordered Gretel to open up the stove. Gretel, pretending she couldn't, got the witch to open it herself. Gretel then shoved the witch into the stove and slammed the door shut. She let Hansel out of his cage, and together they explored the cottage and found the witch's treasure.

Led by the forest birds, who felt badly about eating Hansel's bread, Hansel and Gretel made their way home with the witch's treasure. Both their father and step-mother were happy to see them again, and welcomed them with open hearts. The step-mother had realized how bad she had been to try to get rid of the children, and begged for their forgiveness. They all lived happily ever after.

Teatro de la Luna
Experiencia Teatral/Experience Theater Study Guide
Hansel y Gretel

Vocabulary and Translations

<u>Personajes (Actores y Títeres)</u>	<u>Characters (Actors and Puppets)</u>	
Cuentacuentos (<i>CWEN-tah-CWEN-toes</i>)	Storyteller	Who tells the story
Hansel (<i>AN-sail</i>)	Hansel	The main boy
Gretel (<i>GRAY-tail</i>)	Gretel	The main girl
Leñador (<i>lay-nya-DOOR</i>)	Woodcutter	Hansel and Gretel's father
Madrastra (<i>ma-DRAH-strah</i>)	Stepmother	The Woodcutter's wife
Bruja (<i>BREW-ha</i>)	Witch	Who captures Hansel and Gretel
Reina (<i>ray-EE-nah</i>)	Queen	Aurora's mother
Arbol I (<i>ARE-bowl pre-MARE-oh</i>)	1st Tree	A talking tree in the forest
Arbol II (<i>ARE-bowl say-GOON-dough</i>)	2nd Tree	Another talking tree
La Luna (<i>la LOO-nah</i>)	The Moon	Who helps Hansel and Gretel
El Sol (<i>l SOLE</i>)	The Sun	Who helps the Moon

Vocabulario Importante **Important Vocabulary**
Pre-Kindergarten – 1st Grade

amor (<i>ah-MORE</i>)	love
bueno	good
dedo (<i>DAY-dough</i>)	finger
dulces (<i>DUEL-says</i>)	candy
estoy llegando (<i>s-TOY yay-GAHN-dough</i>)	I'm coming
horno (<i>OR-no</i>)	oven
leer (<i>lay-AIR</i>)	to read
levanten las manos (<i>lay-VAN-ten las MAHN-os</i>)	raise your hands
libros (<i>LEE-brose</i>)	books
ojos (<i>OH-hoes</i>)	eyes
pan (<i>PAHN</i>)	bread
pollo (<i>PO-yo</i>)	chicken

2nd – 3rd Grades

Above Words Plus ...

amanecer (<i>ah-mahn-ai-CAIR</i>)	dawn
aprender (<i>ah-pren-DARE</i>)	to learn
azúcar (<i>ah-THSOO-car</i>)	sugar
bosque (<i>BOWS-kay</i>)	forest
caminar (<i>cah-me-NAR</i>)	to walk
disfrutar (<i>des-fruit-TAR</i>)	to have fun
hambre (<i>AHM-bray</i>)	hunger
hermanos (<i>air-MAN-os</i>)	brothers or brother and sister
la historia (<i>lah ee-TORE-ee-ah</i>)	the story

Teatro de la Luna
Experiencia Teatral/Experience Theater Study Guide
Hansel y Gretel

leyendo (<i>lay-YEN-dough</i>)	reading
páginas (<i>PAH-hee-nas</i>)	pages
tengo miedo (<i>TAIN-go me-AI-dough</i>)	I'm afraid
tesoro (<i>tay-SORE-oh</i>)	treasure

4th – 6th Grades
 Above Words Plus ...

aguantar (<i>ah-huan-TAR</i>)	to endure
alimentar (<i>ah-lee-main-TAR</i>)	to feed/nourish
ciega (<i>see-AI-gah</i>)	blind
derrotado (<i>day-rrrow-TAH-dough</i>)	defeated
engordar (<i>ain-gore-DAR</i>)	to fatten up
espeso (<i>ais-PAY-so</i>)	thick/dense
hermanos Grimm (<i>air-MAHN-os GREE-m</i>)	the Brothers Grimm
leña (<i>LAY-nya</i>)	firewood
migas (<i>MEE-gahs</i>)	crumbs
orgulloso (<i>oar-ghoo-YO-so</i>)	proud

Vocabulario de Teatro Theater Vocabulary

Autor (<i>auw-TORE</i>)	Playwright: The person who wrote the play.
Actor/Actriz (<i>ahk-TORE/ahk-TREESTH</i>)	Actor/Actress: The men and women who play the parts onstage.
Director (<i>dee-reck-TORE</i>)	Director: The person who picks the actors and tells them what to do.
Escena/Escenario/ Escenografía (<i>ai-SAIN-ah,</i> <i>ai-sain-ARE-ee-oh,</i> <i>ai-sain-oh-grah-FEE-ah</i>)	Scene/Stage/Scenery: All words related to the stage. The scene is the location where each part of a play takes place; the stage is the place where the actors work, and the scenery is what they act in front of.
Fotografía (<i>foe-tow-grah-FEE-ah</i>)	Photography. Photos have to be taken of all shows – for publicity, for program covers, and for reminders.
Maquillaje (<i>mah-key-YA-hay</i>)	Makeup: All actors, both women <i>and</i> men, wear stage makeup to make them more visible from the audience.
Musicalización (<i>moo-see-cah-lee-tha-see-OWN</i>)	Music Design: Selecting what music is used for the play.
Producción (<i>pro-duke-see-OWN</i>)	Production: The people who organize everything about the play, including who will direct it, who will design and build the set, and where the costumes come from.
Sonido (<i>sow-NEE-doe</i>)	Sound: Not just music is used during a play; many times there are other sounds involved, too.
Vestuario (<i>ves-too-ARE-ee-oh</i>)	Costumes: What the actors wear to make them look different.
Utilería (<i>oo-teel-air-EE-ah</i>)	Properties: everything that an actor uses onstage (such as the Old Woman's embroidery).

Teatro de la Luna
Experiencia Teatral/Experience Theater Study Guide
Hansel y Gretel

Pre-Performance Activities

For Grades PreK-1:

1. **Spanish Language:** Go over vocabulary. Instead of asking students to raise their hands, say “levanten las manos” for the week prior to the performance. Refer to books as “libros”.
2. **Art:** Have students decorate the plain Gingerbread House featured on the next page with either construction paper shapes (incorporating basic geometry) or real candies.
3. **Literature/Listening:** Read the *Hansel and Gretel* story summary aloud in class. How many students already know this story? How is this version different?
4. **Geography:** The person who wrote and directed the play was born in Venezuela. Show students the maps of Venezuela and Florida. How far apart are they on a globe? Do people speak different languages in the two places? How are they alike? Ask students where their families are from. Using the blank world map, ask them to color in the country their families come from.
5. **Biography:** Using the biographical sketch of Jacqueline Briceño, tell students a little about her. Ask if they think they’d like to meet her, and what they like, or don’t like, about her.
6. **Literature:** *Hansel and Gretel* was collected by the Brothers Grimm in Germany. Using the fact sheet about them, tell students other stories the two brothers collected. Do students know these stories? Have they read them or seen them in a film?
7. **Memory Work:** Ask students about prior theatrical experiences. Has Teatro de la Luna been to your school before? Do students remember any previous shows we’ve presented?
8. **Social Interaction:** Discuss the proper way to behave in a theater with students.

For Grades 2-3:

1. **Spanish Language:** Go over vocabulary. Have students pronounce the words in Spanish and English. Ask children prior to lunch, “¿Tienen hambre?” (“Are you hungry?”) Encourage them to answer “Sí” or “No.” Incorporate some of the words or phrases into everyday vocabulary with the class, making it a ‘secret language’.
2. **Geography/Culture:** *Hansel y Gretel* was adapted by a Venezuelan who now lives in Florida. Show where Venezuela is on a map. Compare its size with the United States. Ask students to find Florida in the United States. How far from Venezuela is it? Discuss some of the differences between Venezuelan and American cultures. Use the Venezuela fact sheet for quick references.
3. **Art/Architecture:** Have students create their own gingerbread house with graham crackers, packaged frosting (or create your own Royal icing from the attached recipe) and candies.
4. **Biography/Literature/Writing:** Read the biographical sketch of Jacqueline Briceño to students, or have them read it themselves. Ask students to write a one-paragraph story about Ms. Briceño: Maybe they travel from Venezuela with her. Maybe they meet her as a teacher. Maybe they act in one of her plays.
5. **Literature/Reading:** Read the story of *Hansel and Gretel* in class. If you are in an immersion school, you may read it in Spanish. Discuss how the version you read is different from other versions the students may know.
6. **History:** Using Ms. Briceño’s biography, ask students to research the year she was born, either on a computer or in the library. What kind of clothes did people wear then? What toys were popular? Was television invented yet? What programs did people watch? What songs were popular? What movies came out that year? Did anything really important happen that year?
7. **History/Biography:** Using the Grimm Brothers’ biographical sketch, tell students some of the facts of their lives and prompt student discussions (i.e., How many brothers/sisters do students have compared with the brothers?)

Teatro de la Luna
Experiencia Teatral/Experience Theater Study Guide
Hansel y Gretel

8. **Literature:** What other stories were collected by the Brothers Grimm? Which ones do the students know best? Which ones are the least known?

For Grades 4-6:

1. **Spanish Language:** Go over vocabulary. Have students learn the theatrical terms in Spanish.
2. **Literature/Reading:** Have students read the play's program in Spanish. Do they recognize some words? Are some words similar to English? Have them describe the storyline from memory. Do any students know different versions of *Hansel and Gretel*? Discuss how folk tales and fairy tales change over time.
3. **Art/History:** The play takes place in Germany. Draw what costumes you think Hansel, Gretel, their parents or the Witch should wear. Students might do research for ethnic costumes in their library or on the Internet. What does the Witch's house look like?
4. **Geography/Culture:** The playwright is from Venezuela, and currently lives in Florida. Give students copies of the Geographical Fact Sheet on Venezuela. Ask students to find Venezuela on a map or globe. Discuss how its location may affect the weather and culture. What are typical Venezuelan dishes? If time permits, have students work together to create a special Venezuelan meal. Discuss some differences between Venezuelan and American cultures. How far is it from Florida? Have them research how long it would take to fly from Venezuela to Florida.
5. **Language/Reading/Literature:** If your class is bilingual, have them read the play out loud in Spanish, revolving roles so everyone in class gets a chance to read. If there are words students don't understand, explain them or ask students to look them up.
6. **Biography:** Have students read the playwright's biographical sketch. How old do students think she is? Is she older or younger than their parents?
7. **History/Culture:** Using the playwright's biography, have students find other historical events that took place during the playwright's life. Create a large, detailed timeline of the playwright's life, letting students add the information they find.
8. **History/Literature:** Have students read the Brothers Grimm fact sheet. How did living in Germany when they did affect their lives? Do students think the Brothers Grimm would have still collected folktales if they were alive today?
9. **Literature/Writing:** Assign students various Brothers Grimm stories to read and write about. How are their assigned stories similar to *Hansel and Gretel*. How are they different?

Post Performance Activities

For Grades PreK-1:

1. **Critical Thinking:** Was *Hansel y Gretel* like students thought it would be? How was it different from other versions students know? How was it the same?
2. **Art/Writing:** Draw a character from the play. Practice writing that character's name.
3. **Social Interaction/Language/Writing:** Ask class to agree on a favorite character. Compose a class letter to that character. Have students sign their own names. (If you do this activity, Teatro de la Luna would love to receive your class letter!)

For Grades 2-3:

1. **Critical Thinking:** Discuss how this play was different from the version of the story that students know. How was it the same? How did the actors play different parts onstage? Were some roles more successful than others? What parts of the play did students like the best?
2. **Literature/Writing:** What is the play about? Ask students to write a paragraph about the play. What does each character want in the play?
3. **Writing:** Ask students to write a paragraph about the story as though they were one of the characters. Ask the students to write a letter to their favorite character.

Teatro de la Luna
Experiencia Teatral/Experience Theater Study Guide
Hansel y Gretel

4. **Art/Writing:** Ask students to draw a scene from the play and write a description of the scene. (If you do this activity, Teatro de la Luna would love to receive copies of the artwork!)

For Grades 4-6:

1. **Critical Thinking/Literature:** Discuss how the play differed from what students thought it would be like, and how it was the same. Did the actors add to or subtract from the written characters? Were the costumes similar to those the students created?
2. **Writing:** Ask students to pretend they are one of the characters from the play and write a short paragraph, as that person, about their feelings for another character.
3. **Art:** Have students design their own puppets or masks that could be used in the play. Construction ideas for puppets: use toilet tissue cores, small (empty) boxes cut in half through 3 sides, or old socks. For masks, use white paper plates.

Recipe for Royal Icing with Powdered Egg Whites
(for Use with Graham Cracker Houses)

**Recipe from *The Joy of Cooking* by Irma S. Rombauer, Marion Rombauer Becker
and Ethan Becker**

Makes about 6 tablespoons

This decorative icing dries hard like plaster and pure white unless tinted with food coloring. It is stiff enough to pipe and makes beautiful filigree, lace, tiny dots, and string work on wedding cakes. Royal icing is mostly sugar and not especially delicious. Our advice is to use it only when decoration is more important than taste. Avoid making Royal Icing on humid days. Be sure that any container or utensil that comes in contact with the icing is grease free, and do not store the icing in a plastic container. While working, keep the bowl of icing covered with a damp dish towel and, when not piping, cover the tip of the icing bag as well to prevent drying. Instead of a piping or icing bag, you may use a small zip-lock plastic bag with one corner cut out.

Beat together until stiff peaks form:

- 1 1/3 cups powdered sugar
- 1 tablespoon powdered egg whites
- 2 tablespoons water

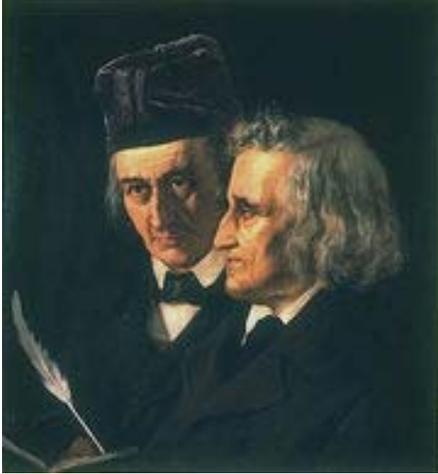
Color if desired with liquid or powdered food coloring. Use and store as directed above. Tightly covered, this keeps for up to 2 weeks.

Teatro de la Luna
Experiencia Teatral/Experience Theater Study Guide
Hansel y Gretel



Teatro de la Luna
Experiencia Teatral/Experience Theater Study Guide
Hansel y Gretel

The Brothers Grimm



Jacob Grimm (shown on the right in this painting) was born January 4, 1785. His brother, Wilhelm, was born February 24, 1786. They were the 2nd and 3rd sons of Philipp and Dorothea Grimm. After they were born, their parents had five more sons and one daughter. They were born in Hanau, Germany, where their father was a lawyer.

In 1791 the family moved to Steinau, and in 1796, their father Philipp died at age 44. Three of the 9 children died before their father. Jacob, 11 when his father died, is now the oldest child.

Jacob and Wilhelm move to Kassel in 1798 to live with an aunt and go to secondary school (like our high school).

They are 14 and 13. Later, both boys entered the University of Marburg to study law.

In 1806 Jacob and Wilhelm began to collect folktales, which was a popular pastime in those days.

Their mother, Dorothea, died May 27, 1808 at the age of 52. Jacob takes a job as a librarian in Kassel in order to support his brothers and sister. Soon, Wilhelm joins him.

From 1814-1852 the brothers publish many books and collections of folktales and German legends. In 1819 they receive honorary doctorates from the University of Marburg because of their work.

Wilhelm gets married in 1825, but Jacob never marries.

Wilhelm Grimm dies December 16, 1859, at 73. His brother, Jacob, dies September 20, 1863 at 78.

The first English translation of the 7th edition of the Brothers Grimm's "Children's and Household Tales" was in 1857. The versions that children read today are sometimes very different from the original, which were written for adults.

NOTES: Some cities in Germany where Jacob and Wilhelm Grimm lived include Hanau, Steinau, Kassel, Göttingen and Berlin.

Teatro de la Luna
Experiencia Teatral/Experience Theater Study Guide
Hansel y Gretel



Jacqueline Briceño
Playwright, Director and Actor

Ms. Briceño was born and grew up in Venezuela. She began acting in 1973, when she joined the University Theater children's theater group at the University of Carabobo in Venezuela. She stayed there for ten years. After a few years, she became more interested in other parts of theater. She learned about producing, directing, working with music and working with children. Finally, she took over the direction of the Academy of Children's Theater for more than twelve years!

During that time, Ms. Briceño took part in more than 40 shows that included classical theater, Spanish theater and children's theater. She won many awards for her work.

In 1997, Ms. Briceño moved to Miami, Florida. She started the Miami Children's Theatre. The Miami Children's Theatre was invited to bring a show to Teatro de la Luna's International Festival of Hispanic Theater, where she first met the people from Teatro de la Luna. Since then, she has come back to create three shows for Teatro de la Luna's Experience Theater program. Besides *Hansel y Gretel* (*Hansel and Gretel*), Ms. Briceño also wrote and directed *La Bella Durmiente* (*The Sleeping Beauty*) and *Las Aventuras de Pinocho* (*The Adventures of Pinocchio*).

Jacqueline Briceño still lives in Miami. She has a young boy now, who is learning in both English and Spanish.

Teatro de la Luna
Experiencia Teatral/Experience Theater Study Guide
Hansel y Gretel

Venezuela



Venezuela is in the northern part of South America. As you can see in the map, its neighbors are Colombia to the west, Brazil to the south, and Guyana to the east. Venezuela is a little bit bigger than two Californias put together. Its capital is Caracas. It has South America's largest lake (the Maracaibo) and third largest river (the Río Orinoco), the world's highest waterfall (Angel Falls) and the longest snake in the world. You'll also find jaguars and armadillos. The northern part of the Andes mountain range ends in western Venezuela, and part of the Amazon jungle is in the south of Venezuela.

The country's climate is mainly tropical, with a temperate zone along the coast. Venezuela has a dry season and a wet

season. Its Dry Season goes from December to April, and the West Season is the rest of the year.

People have settled in Venezuela from many different countries. People have come from Spain, Italy, Portugal, Arabia, Germany and Africa. There are also many native peoples in Venezuela. Although Spanish is the official language, many people speak their own languages or dialects. Over 25,000,000 people live in Venezuela, and more than 93% of the adults can read and write. The capital of Caracas has a population of 4,600,000.

Venezuela won its independence from Spain on July 5, 1811, so it celebrates its Independence Day the day after the USA does.

Possibly Venezuela's most popular cultural event is music, which is a blend of European, African and native rhythms. Theater is becoming more popular. There are also more books being written in and about Venezuela.

Venezuelan snacks and dishes (referred to as *comida criolla*) are mainly pancakes, chicken, pork, beef, soups and stews. Local specialties include *empanadas* (deep-fried cornmeal turnovers with fillings of ground meat, cheese, beans or baby shark) and *pabellón criollo* (Venezuela's national dish, which is made of shredded beef, rice, black beans, cheese and fried plantain).

Information for this page came from:

the CIA World Fact Book, website www.cia.gov/cia/publications/factbook/geos/ve.html

the Lonely Planet World Guide website www.lonelyplanet.com/destinations/south_america/venezuela/index.htm

Teatro de la Luna

Experiencia Teatral/Experience Theater Study Guide

Hansel y Gretel

Florida

Florida, where *Hansel y Gretel's* adaptor and director, Jacqueline Briceño now lives, is 500 miles long, and 160 miles wide at its widest, northern point. Florida is a large peninsula, with the Atlantic Ocean on its east, the Gulf of Mexico on its west, and the states of Georgia and Alabama on its north. 11,761 square miles of Florida are covered by water making Florida the 3rd wettest state behind Alaska and Michigan. A great part of Florida is only 100 feet above sea level. Most of Florida is flat. The capital of Florida is Tallahassee. About 16 million people live in Florida; it is one of the fastest growing states in the country.



The United States received Florida from Spain as a part of the Onis-Adams Treaty (1819-1821). Florida became a state on March 3, 1845. It was the last state east of the Mississippi River to become a state.

Florida's name comes from when Ponce de León first discovered the land in 1513 while he was searching for the Fountain of Youth. Florida comes from "Pascua Florida", or "flowery Easter". Since de León was a religious man, he named it for the time of year.

The Seminoles are the Native Americans who live in Florida.

Florida entered the space age when Cape Canaveral was established. Another famous tourist location is Walt Disney World.

Hurricanes often reach Florida, and in the past several years hurricanes have caused millions of dollars worth of damages.

Information for this page came from:
the NETSTATE website: www.netstate.com/states/geography/fl_geography.htm
www.floridahistory.org